



Independence

	Experience	Respond	Engage	Actively Participate	Consolidate
Eating and Drinking	Encounters a range of different food textures and smells through the senses	Recognise the routine of eating and drinking	Anticipating snack and meal times	With support eats food	Feeds self independently or with appropriate support
	Experiences a range of textures, starting from dry and moving onto wetter textures. (Tactile hierarchy) Experiences tastes of foods during snack and lunch time. Experiences tastes and textures of foods during messy play and sensory activities – pasta, jelly, rice etc. Experiences tastes and smells of food linked to curriculum topics. Experience smells of food. Experiences objects of reference for lunchtime. Encourage tasting foods on lips. Experiences the feeding ritual and routines.	Opens mouth for food once spoon is presented. Responds to food placed in the mouth. Swallows thickened liquids. Shown recognition when shown object of reference.	Shows excitement at meal times. Smiles when presented with an object of reference or symbol linked to meal times.	Feeds self finger foods. Reaches for spoon when feeding. Takes a loaded spoon to the mouth with support. Holds a spoon in the dominant hand. Attempts to scoop food with a spoon. Choosing own snack using objects of reference/photo/symbol. Using a more switch to request.	Feeds self with a spoon – some spillage. Chews a range of foods. Understands that not everything is edible. Uses a range of equipment to aid independent feeding.
			Being helpful when supported to eat and drink	With support drinks from a cup or a beaker	Drinks from a cup or beaker
			Opening mouth for the spoon or cup. Turning head to spoon or cup. Moving food around the mouth with intention.	With support holds a beaker – either with handles or without. With support takes a beaker to the mouth With support drinks from the beaker.	Takes beaker or cup to mouth to drink independently.
Cleaning – hand washing, bathing and showering	Experiences washing and showering	Responds to being bathed or showered	Anticipates being washed or showered	Participates in being washed and dried	Uses self-help and independent skills to help with appropriate support
	Has a shower after hydrotherapy – passively accepts. Experiences objects of reference for washing/showering.	Shows awareness of being the feeling of running water.	Turns face towards water or cloth. Playing in the water – squeezing the sponge Eye contact, stilling, limb movement, smiles when splashed with water. Shows awareness of deodorant. Responds to object of reference.	Being as independent as possible when being washed or dried – rolling body, lifting limbs, moving face against the flannel. Passing an adult objects. Choosing appropriate equipment – shower gel, choosing a smell.	With support as needed - wipe face with a towel. With support as needed – clean body with a sponge. With support as needed – runs hands under water. Attempts to dry hands with a towel.
	Experiences hand washing	Responds to hand washing	Anticipates hand washing	Participates in hand washing	
	Experiences hands being wiped with a flannel or a wipe. Experiences running water over the hands. Experiences soap rubbed onto hands.	Moves hands in water. Enjoys a soap hand massage.	Smiles as moves towards water. Opens hands up for wiping.	Attempts to rub hands together with soap. Places hands in the water. Choosing soap to use.	
Dressing and Undressing	Experiences dressing and undressing	Responds to dressing and dressing	Engaging with the adult when dressing and undressing	Begins to play an active role in dressing and undressing	
	Passively accepts being dressed and undressed. Experiences objects of reference for dressing/undressing.	Eye contact with adult dressing or undressing. Smiles in recognition. Turning head towards or away – negative or positive reaction. Being aware of dressing and undressing.	Removes fabric from face that obscure vision. Removes fabric from parts of the body. Being helpful by relaxing body.	Moves body to help with dressing – using backward chaining. Pushes foot into shoe. Offer limbs when dressing. Finish taking off shoes once started. Try fastenings – Velcro, poppers Trying on hats and wigs. Choosing clothes to wear.	Takes off hat. Moves body to help with dressing and undressing. Choosing clothes for appropriate weather – coat for the rain etc

	Experience	Respond	Engage	Actively Participate	Consolidate
Cleaning Teeth	Experiences teeth cleaning	Responds to an adult cleaning teeth	Anticipates teeth being cleaned	Helpful when an adult is cleaning their teeth	Cleans teeth with increasing independence
	Remains passive through teeth cleaning. Experiences objects of reference for teeth cleaning. Accepts smells of the toothpaste. Accepts toothpaste put on lips. Accepts toothbrush in the mouth.	Show an awareness of teeth being cleaned – blinking, eye contact, resistance. Opens mouth for brush when at mouth.	Opens mouth for the toothbrush without being asked. Hand under hand movements with the toothbrush. Negative or positive reaction at the sight of a toothbrush.	Accepts teeth being cleaned. Cooperates with teeth being cleaned – opens mouth, holds toothbrush, allows adult to brush teeth. Holds a toothbrush with support on the front teeth.	Squeezes paste onto toothbrush Spits and swills water Brushes front teeth Brushes back teeth with support
Brushing Hair	Experiences hair being touched	Responds to an adult brushing their hair	Engages with hair brushing	Participates in hair brushing	Brushes hair with increasing independence
	Passively accepts an adult touching their hair. Experiences the feel of a brush on their body. Experiences objects of reference for hair brushing.	Shows an awareness of hair brushing. Turns head towards or away from the hairbrush. Blinks eyes/shows facial movements in response to brushing.	Negative or positive reaction to the sight of a hair brush. Holds head up to be brushed. Hand under hand while hair brushing.	Holds a hair brush – not necessarily to brush hair. Brush someone else/a toys hair. Brushes own hair with support. Knows what a hairbrush is for. Bring actively involved with hair brushing – looking at brush, tracking, and moving head once hairbrush is placed on head. Chooses hair accessories or styles.	Brushes ow hair independently. Brushes hair with support.
Toileting	Toileting will be taken on an individual basis taking into account the pupil's readiness. Advice will be sought from both the continence service and the school nurse in consultation with parents to put a specific personalized plan in place. These will also be drawn up alongside the therapy team to look at access, communication, mobility and the need for any specialist equipment. They may be time specific plans for a block of work.				

