

## PROGRESS SUMMARY (Transition to School)

<b>Name</b> Casey Smith	<b>Assessment</b> <b>Date:</b> June 2013
<b>Date of Birth:</b> 10. 10. 08	<b>Age:</b> 4 years and 7 months
<b>Contextual Information:</b>  Casey has Downs Syndrome. Casey uses some single words but uses Makaton signing as her main method of communication Casey wears glasses and bilateral hearing aids. Casey is now able to walk independently for short distances but uses a wheeled chair to travel longer distances. Casey can prefer to follow her own agenda but a visual timetable helps to reduce these issues. Casey needs additional support with toileting and self-care. She is being introduced to a toileting programme but still wears nappies. Casey has no sense of danger and needs high levels of supervision at all times. Casey has many professionals who support her in the setting: Educational Psychologist – Julie Smith Hearing Support Service – Katie Thomas Speech and Language Therapist – John Jones Occupational Therapist – Tina Fletcher Physiotherapist – Harry Bell	

### Characteristics of Effective Learning

#### **Playing and Exploring** (*finding out, playing with what they know, being willing to have a go*)

Casey enjoys messy play activities such as cornflour and foam; she makes marks at using her fingers and different tools. Casey enjoys small world play such as the doll's house and is able to carry out simple and familiar actions. Casey enjoys climbing and other physical activities but is prone to tumbles.

#### **Active learning** (*concentrating, keeping trying, enjoying what they set out to do*)

Casey's attention can be fleeting but it is developing with sensitive support. Casey responds well to praise and she enjoys sharing her achievements; she shows pride in her work. When new activities are introduced Casey can be reluctant to join in - she needs time to become familiar with new things.

**Creating & Thinking Critically** (*having their own ideas, making links & choosing their ways to do things*) Sometimes Casey can get frustrated when she is unable to complete more challenging activities but with support she is developing resilience and determination. Casey benefits from lots of repetition to master skills and is beginning to make connections between things she has experienced.

### **Transition Advice:** From our knowledge of the child we strongly advise that...

Practitioners in school attend a Makaton training course as Casey relies on signing to express herself. The Local Authority organise a training course 'Supporting Children with Down Syndrome in Mainstream Schools' which will be useful for classroom staff.

Practitioners liaise with Casey's Physiotherapist and Occupational Therapist so that the school environment can be assessed for accessibility and also to learn about her therapy needs.

Practitioners visit Casey at her nursery so that they can see the different strategies that are currently used successfully to support her learning and behaviour.

<b>Child's Voice:</b> Casey can be upset in loud and busy places. She might need extra time to get used to assemblies and the lunch hall. A prolonged transition might be beneficial as Casey can find changes to routine stressful; a photo book of her new school will help Casey prepare for the change over the Summer holidays.	<b>Parents'/Carers' Comment:</b> Ms Smith is keen for Casey to start at her local mainstream school as they are all active in the local community; she is worried that Casey could escape from the school without very close support at all times.  As Casey experiences communication difficulties, Ms Smith likes the daily contact book that playgroup use to share what Casey has done each day. She would like this to continue as she moves onto school.
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<b>Personal, Social &amp; Emotional Development</b> Casey is now able to find her own coat and coat peg. She also recognises other children's coats and will sign the appropriate child's name. Casey is aware of some routines and boundaries at Nursery - for example she will come and sit with the group for story time and has learnt not to open the fire door. Casey is becoming more confident at trying new activities but still regularly looks to ensure her key worker is close by. She is becoming more confident at making choices and uses 'yes' and 'no' signs to clearly express choices she makes.	Making relationships <i>Entering 16-26 months</i>
	Self-confidence & self-awareness <i>Developing 16-26 months</i>
	Managing feelings & behaviour <i>Developing 16-26 months</i>
<b>Communication and Language</b> Casey is able to point to a growing range of objects when asked and can also follow simple requests in familiar situations. She has a growing vocabulary of Makaton signs that she uses to name and request. Casey is beginning to understand some basic action words/signs in play situations. Casey generally uses single words/signs but has recently started to put two words/signs together. Casey has been given lots of support and encouragement to develop her attention. She has made some really good progress but she can still be easily distracted. Casey has learnt the signs to 'The wheels on the bus'.	Listening & attention <i>Entering 16-26 months</i>
	Understanding <i>Developing 16-26 months</i>
	Speaking <i>Entering 16-26 months</i>
<b>Physical Development</b> Casey is clearly able to express her likes and dislikes in food and drink through gestures and signs. Her independence skills are developing really well; she is able feed herself using a spoon and fork and can drink from an open cup. Casey will need on-going support with her toileting needs. She can walk for short distances and is able to climb and explore equipment with growing confidence; she can be prone to tumbles.	Moving and handling <i>Developing 16-26 months</i>
	Health & self-care <i>Developing 16-26 months</i>

<b>Literacy</b> Casey really enjoys books and listens attentively when adults read to her. She has favourite books and is able to sign key words and events in these books. Casey has experienced mark making with different tools in and on different media.	Reading <i>Entering 22-36 months</i>	<b>Mathematics</b> Using everyday objects in practical situations, she is able to categorise and group with growing success e.g. putting the cups in one box and the plates in another. She can now complete a 9 piece puzzle and use blocks to create simple structures	Numbers <i>Entering 16-26 months</i>
	Writing <i>Entering 16-26 months</i>		Space, Shape and Measure <i>Developing 16-26 months</i>
<b>Understanding the World</b> When we tidy up, Casey now knows where each of the toys and activities are stored. She is also able to select her favourite activities from the shelf. Casey enjoys using the iPad to play simple games and is confidently able to navigate around the menu screen. Casey is developing friendships with two other children; she will greet them enthusiastically each day and chooses to sit them at snack time.	People & communities <i>Entering 16-26 months</i>	<b>Expressive Arts &amp; Design</b> This term Casey has developed a real interest in exploring the musical instruments; she listens carefully to the different sounds she can make. Casey uses a choice board to select her favourite rhymes and will join in with actions and signs. Casey is starting to use pretend in her play - for example she recently found a small box and pretended to use it as a telephone.	Exploring & using media materials <i>Developing 16-26 months</i>
	The world <i>Entering 16-26 months</i>		Being imaginative <i>Entering 16-26 months</i>
	Technology <i>Developing 16-26 months</i>		

<b>Parents'/Carers' signature:</b>	<b>Key person's signature:</b>	<b>Moderated by:</b>
<b>Date:</b>	<b>Date:</b>	<b>Date:</b>

