

## Summary of Baseline Assessment

**Student Name: Patrick**

**Date from: 6<sup>th</sup> Sept 11 to 21st Oct 11**

Please report under the following curricular areas and headings:

### **Functional Skills & Communication**

Patrick can recognise, write and type and his first name and can recognise most of the uppercase letters of the alphabet on a keyboard. Without a Makaton sign, Patrick finds it hard to recognise many phonic sounds.

Patrick can recognise some social sight symbols such as 'toilets, no smoking, and fire exit'. He also has an understanding of cues asking him to write or type i.e. if a flashing cursor arrives on the screen on a text box, Patrick knows to type in it.

Patrick's functional numeracy and literacy levels are predominantly at Milestone 7. He is unable to identify coins and notes and has no concept of the value of money. Patrick will always need support to buy the things he wants and needs. He can count up to five consistently, and should work on extending this in a variety of settings. He can follow patterns well and can even predict the next question from some basic patterns (i.e. From a group of coins on the screen, "which is the 2p coin" "Which is the 10p coin")

Patrick literacy priorities are mainly focused on communication, where he should be encouraged to use speech and makaton signs simultaneously. His speech is very difficult to understand and, whilst he is very keen to communicate with others, it is considered a significant impairment. Patrick is aware if he has not been understood and will attempt to use signs or gestures to supplement this. Patrick is a competent signer, knowing an extensive range of Makaton signs. Patrick does not like large groups and prefers not to participate in large group activities, often choosing to sit away from the main group. Patrick relies heavily on contextual clues when receiving instructions. The assessment carried out during the baseline period states that Patrick is working at the maximum of 3 information carrying words, with a possibility of reducing it to 2. On further assessment of Patrick it is clear that he actually operates at following 2 information carrying words. Patrick requires structure and clear boundaries in which to work in. He has on a number of occasions become disruptive and/or destructive with equipment, resulting in breakages.

### **Independent Living Skills & Personal & Social Development**

Patrick requires instruction to complete many ILS tasks including washing up, tidying up in the kitchen, although he has learnt some by routine such as using the Hoover where he will safely use it and put it away. He can follow short personal hygiene routines such as washing hands but requires instruction to start them as will not initiate them himself. He has demonstrated he can learn a short travel route and know where he is going, however, he needs a high level of staff support to ensure his safety as he does not anticipate danger on the roads. He needs constant support when working in the kitchen or any other high risk areas as he has a short concentration span and lacks awareness regarding safety. Patrick does not mix with many other students and is encouraged to participate in group activities, although he often chooses not to. Getting him involved with group work is an area that requires development. Patrick will seek out key staff that he enjoys spending time with, however, he can become fixated with certain staff and want to work/be with them only.

### **ICT & VOCATIONAL / PRE-VOCATIONAL**

Patrick will use ICT as a vehicle to address his Essential and Functional Skills targets and will not work towards any vocational qualification. Patrick has worked in the school kitchen with the chef in an internal work placement where he demonstrated the ability to learn routines and contribute meaningfully to the preparation of the school meals by chopping and peeling fruit and veg, buttering bread and setting tables. He has 1:1 all the time whilst in the kitchen.

## ESSENTIAL SKILLS SUMMARY OF BASELINE ASSESSMENT SHEET

**Name of Student: Patrick**

**Date from: 6<sup>th</sup> Sept 11 to 21st Oct 11**

Essential Skills	Summary of Student Needs	LEVEL
Follow instructions / complex instructions	Patrick is operating at following two information carrying words (icws), however, does not follow them consistently. Patrick needs to establish he can work confidently at this level before attempting to bridge the gap to three words	A
Follow / maintain / vary routines	Patrick has learnt and can follow short & meaningful routines. He still needs instruction to start routines he has learnt such as getting his kapul, brushing his teeth and washing hands. He needs to start initiating these. In addition he needs to develop his routine when showering to enable him dignity in the bathroom.	A
To make choices / complex choices	Patrick has demonstrated the ability to make a choice from up to three items, whether food, TV programmes or magazines	N/A
To relate to others / wider range of people	Patrick is very friendly and always greets people. Patrick never hurts people, however, he can deliberately wind someone up or with certain students very occasionally attempt to intimidate them. He does not work with other students well, preferring to work with staff. This is something to work to, particularly in groups.	A
To behave appropriately / follow rules	Patrick can sit on the floor and/or continually leave the classroom if he does not want to join in an activity. He can also make burping and other disruptive noises. Patrick needs to be kept active in hands on activities to avoid these behaviours and he can contribute very effectively to a session. Patrick also continually puts his hands down his trousers and needs to be asked to go and wash his hands	A
To keep safe / adhere to safety instructions	Patrick has demonstrated an ability to use sharp knives safely in the college kitchen whilst working with the college chef. He can safely plug equipment in and out, although he does need constant supervision. Patrick has no road safety awareness and needs to work towards using a pedestrian crossing.	A
Take care of belongings / personal belongings	Patrick recognises his own belongings, however, does not always look after them and may put them down and forget them. He needs to incorporate this area with routines to establish what he does with certain items, i.e. coat on hanger, bag in bedroom when get home from college.	A
To communicate / initiate / respond to others	Patrick enjoys communicating with others and will initiate communication. As a result of his speech impairment others often struggle to understand what he is saying and therefore needs to be encouraged to re-enforce what he is saying with signs.	A
To take part in activities	Patrick frequently opts out of group activities as he says he does not like groups of people and noise. He needs to be encouraged to join groups where possible as he misses out on activities he enjoys. He also needs preparation for post college provision where he will need to join in group activities as it is unlikely he will receive the high staffing levels he currently enjoys.	A
To initiate actions and activities	Patrick struggles to initiate activities. It would greatly benefit him if he could learn to do it in his own leisure time as this is where he gets bored and ends up being disruptive or mischievous. However, Patrick requires very structured activities and he may not ever be able to do this.	B

To identify problems and inform a responsible adult	Patrick is not a level B/C learner and this is not applicable	N/A
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<b>Essential Skills</b>	<b>Summary of Student Needs</b>	<b>LEVEL</b>
To initiate actions and activities / B	Patrick is not a level B/C learner and this is not applicable	N/A
To relate to a wider range of people / B	Patrick is not a level B/C learner and this is not applicable	N/A
To manage time / C	Patrick is not a level B/C learner and this is not applicable	N/A
To make decisions / C	Patrick is not a level B/C learner and this is not applicable	N/A
To pursue interests / C	Patrick is not a level B/C learner and this is not applicable	N/A
To recognise cause and effect / C	Patrick is not a level B/C learner and this is not applicable	N/A
To anticipate danger / C	Patrick is not a level B/C learner and this is not applicable	N/A
To take responsibility / help others / C	Patrick is not a level B/C learner and this is not applicable	N/A
Develop self awareness and self image / C	Patrick is not a level B/C learner and this is not applicable	N/A