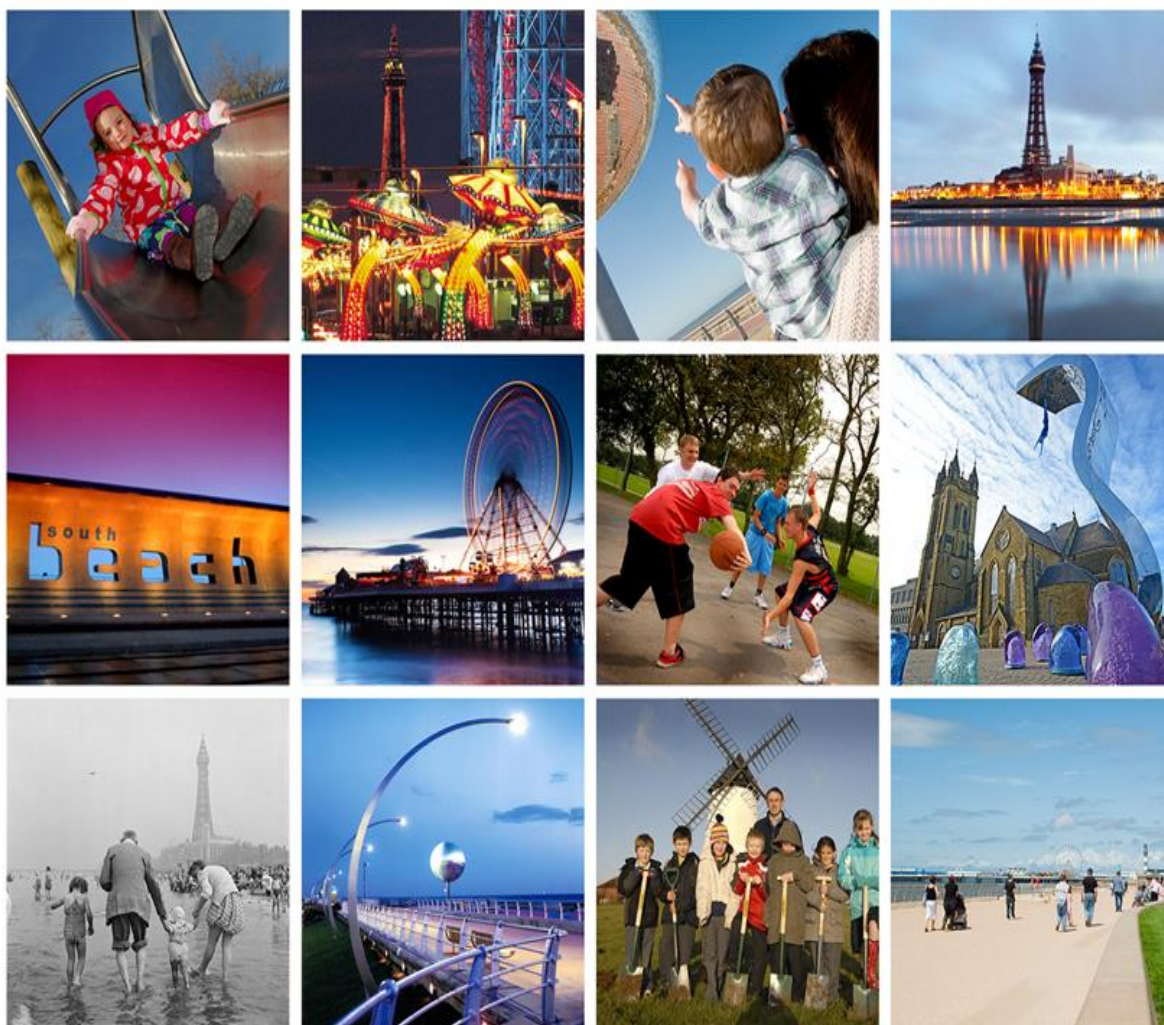


SEND Assessment – Personal, Social and Emotional Development

Blackpool Council



Introduction

This Personal, Social and Emotional Development Assessment Booklet covers assessment of a child's developmental stage from 8-20 months up to the national standard of a year 4 child. Assessment of the child should be ongoing throughout the year. We recommended that you underline the statement when the child has encountered it but still needs development in this area. Once the child has achieved the statement, it can be highlighted (it would be advisable for each year group to use a different colour to highlight). Please note this assessment is to provide ongoing assessment of a child's progress it is not to be used as a curriculum.

When the pupil records a 'secure' in Personal and Social Development, they have achieved that standard. However, please be mindful that they will still need to work on statements not highlighted, so please refer back to these when you assess and plan throughout the year.

Key

Milestone	Age Equivalent
Milestone 1	8-20 months
Milestone 2	16-26 months
Milestone 3	22-36 months
Milestone 4	30-50 months
Milestone 5	40-60 months
Milestone 6	Bridging Reception into Year 1
Milestone 7	Bridging Reception into Year 1
Milestone 8	Bridging Reception into Year 1
Milestone 9	National Standard for Year 1
Milestone 10	National Standard for Year 2
Milestone 11	National Standard for Year 3
Milestone 12	National Standard for Year 4

Contents

Milestone 1.....	Page 4
Milestone 2.....	Page 5
Milestone 3.....	Page 6
Milestone 4.....	Page 7
Milestone 5.....	Page 8
Milestone 6.....	Page 9
Milestone 7.....	Page 10
Milestone 8.....	Page 11
Milestone 9.....	Page 12
Milestone 10.....	Page 13
Milestone 11.....	Page 14
Milestone 12.....	Page 15

Social Skills Milestone 1		
<ul style="list-style-type: none"> • Pupil shows awareness of the presence of others • Pupil tolerates others in same space/area • Pupil is wary of unfamiliar people • Pupil engages others to help achieve a goal, e.g. get something out of reach 	<ul style="list-style-type: none"> • Pupil seeks proximity with familiar adult • Pupil seeks to gain adult attention • Pupil build relationships with special people • Pupil shares attention focus with adult • Pupil attends to focus of group led activity (adult – led) 	<ul style="list-style-type: none"> • Pupil accesses new situations/ experiences with support • Pupil responds to a peer who initiates an interaction • Pupil demonstrates interest in activity of group from a distance
Encountering	1-3 statements	
Emerging	4-6 statements	
Developing	7-9 statements	
Secure	10-12 statements	
Sensory and Emotional Regulation Milestone 1		
<ul style="list-style-type: none"> • With preparation, pupil accepts small changes within familiar activity • Pupil seeks comfort from others when distressed or anxious 	<ul style="list-style-type: none"> • Pupil accepts and responds positively to calming strategies/ comforting of others 	<ul style="list-style-type: none"> • Pupil makes successful transition to a different environment with full adult support and visual prompts.
Encountering	1 statements	
Emerging	2 statements	
Developing	3 statements	
Secure	4 statements	
Independence Skills Milestone 1		
<ul style="list-style-type: none"> • Pupil tolerates the presence of adults within play area • Pupil tolerates adult commentary on their play • Pupil tolerates adult interaction with their play • Pupil watches peers playing with interest 	<ul style="list-style-type: none"> • Pupil cooperates with care – giving experiences e.g. toileting, dressing • Pupil looks towards item/ activity • Pupil turns towards sounds • Pupil uses hand to explore/ feel items 	<ul style="list-style-type: none"> • Pupil explores objects/ materials presented by adult • Pupil imitates actions of adult using familiar object in pretend/ symbolic play • Pupil smells item • Pupil tastes/ explores item with mouth • Pupil reaches for items
Encountering	1-4 statements	
Emerging	5-7 statements	
Developing	8-10 statements	
Secure	11-13 statements	
PSED Summary		
Date:	Assessment Level:	

Social Skills Milestone 2		
<ul style="list-style-type: none"> Pupil uses resources in same areas as others Pupil tolerates others having access to same resources Pupil gives/ shows object to share attention Pupil accepts adult 'sharing' an activity Pupil is aware when object of attention is taken away or paused Pupil initiates interaction with familiar adult Pupil shows interest in having a turn 	<ul style="list-style-type: none"> Pupil responds positively to adult's bid for interaction Pupil attends to adult's facial expression Pupil responds to greeting from familiar adult Pupil engages in brief interactive exchange Pupil engages in extended interactive exchange or 'game' Pupil anticipates familiar actions/ activities in an exchange Pupil responds to adult's non – verbal communication 	<ul style="list-style-type: none"> Pupil accepts help offered by familiar adult Pupil turns to familiar adult for help or support within an activity Pupil shares leisure activity with a peer Pupil shares items or equipment with others Pupil joins structures group activity for a short period Pupil attends to focus of group activity Pupil sits within allocated space within group Pupil passes/ receives objects from others within group activity
Encountering		1-6 statements
Emerging		7-12 statements
Developing		13-17 statements
Secure		18-22 statements
Sensory and Emotional Regulation Milestone 2		
<ul style="list-style-type: none"> With preparation, pupil accepts changes to timetable With preparation, pupil accepts change to physical environment 	<ul style="list-style-type: none"> Pupil is able to comfort or self – soothe when experiencing mild distress Pupil accepts help when in pain Pupil tastes small amount of new or different food 	<ul style="list-style-type: none"> Pupil makes successful transition to a different environment with some adult support and visual prompts.
Encountering		1-2 statements
Emerging		3-4 statements
Developing		5 statements
Secure		6 statements
Independence Skills Milestone 2		
<ul style="list-style-type: none"> Pupil enjoys unstructured play alongside adult Pupil allows adult to intervene in play Pupil gives object to adult during play Pupil engages in play activity with an adult Pupil engages in play activity alongside peers Pupil independently explores familiar objects/ materials Pupil varies objects/materials explored 	<ul style="list-style-type: none"> Pupil gives/ shows object to share attention Pupil is willing to try out new activity with support Pupil makes needs known Pupil plays with/ uses toys/ materials functionally Pupil independently uses real objects in pretend/ symbolic play Pupil puts belongings in their place on arrival at school Pupil takes lids off boxes Pupil opens and closes drawers 	<ul style="list-style-type: none"> Pupil explores objects in ways other than their intended use Pupil imitates adult using objects Pupil makes a choice from a given number of familiar alternatives Pupil makes own choice from a range of new or different foods to try Pupil expresses likes or dislikes of food and drink
Encountering		1-5 statements
Emerging		6-10 statements
Developing		11-15 statements
Secure		16-20 statements
PSED Summary		
Date:		Assessment Level:

Social Skills Milestone 3		
<ul style="list-style-type: none"> • Pupil shows enjoyment of being alongside others • Pupil takes turns with shared resources • Pupil shows interest in what others are doing • Pupil shows interest in surroundings • Pupil shows awareness of changes in environment • Pupil looks for a particular item that is not present • Pupil plays cooperatively with familiar adults • Pupil takes turns within structured group activity 	<ul style="list-style-type: none"> • Pupil takes turns within interactive exchange or play routine • Pupil demonstrates shared enjoyment of interactive 'game' or play routine • Pupil initiates/ requests interaction • Pupil regulates interaction using non – verbal communication • Pupil imitates adult's actions • Pupil indicates they would like to continue/ repeat/ end interaction 	<ul style="list-style-type: none"> • Pupil responds to adult suggestions to tackle a task differently • Pupil responds positively to praise from an adult • Pupil is aware that some things belong to others • Pupil stays engaged with activity when on another's terms • Pupil remains seated within group • Pupil maintains attention within group • Pupil carries out requested action within a group
Encountering		1-6 statements
Emerging		7-11 statements
Developing		12-16 statements
Secure		17-21 statements
Sensory and Emotional Regulation Milestone 3		
<ul style="list-style-type: none"> • With preparation, pupil accepts when it is time to finish • Pupil tolerates unexpected change • Pupil makes successful transition to a different environment with visual prompts 	<ul style="list-style-type: none"> • Pupil intentionally communicates likes/ dislikes of familiar sensory experience • Pupil communicates likes/ dislikes of new sensory experiences • Pupil seeks help when they feel threatened by behaviour of others 	<ul style="list-style-type: none"> • Pupil is calmed by surroundings • Pupil indicates 'more'/ 'again' in relation to a sensory experience • Pupil chooses to try/ shows an interest in trying a new food
Encountering		1-3 statements
Emerging		4-5 statements
Developing		6-7 statements
Secure		8-9 statements
Independence Skills Milestone 3		
<ul style="list-style-type: none"> • Pupil recognises and accepts playful behaviour in others • Pupil anticipates 'playful' possibilities in others • Pupil enjoys interactive play routines with a familiar person • Pupil anticipates action in play routine • Pupil engages in same play activities as peers • Pupil combines objects systematically • Pupil fits objects together using trial and error • Pupil completes simple puzzles • Pupil makes a toy work 	<ul style="list-style-type: none"> • Pupil independently uses objects • Pupil imitates sequence of pretend/ symbolic play • Pupil makes a choice from a given number of unfamiliar alternatives • Pupil varies choice on occasions in order to try out alternatives • Pupil shows confidence in new activity or situation • Pupil accepts and values praise and celebration of achievements • Pupil matches clothing to body part 	<ul style="list-style-type: none"> • Pupil shows understanding of activities represented on timetable • Pupil engages in activity relating to special interest • Pupil engages in activity chosen by adult • Pupil engages in activities with a familiar structure • Pupil requests a preferred item or activity • Pupil engages in negotiated non – chosen task followed by chosen task/ motivator • Pupil is beginning to be independent and organises elf when going to the toilet – needs adult present
Encountering		1-6 statements
Emerging		7-12 statements
Developing		13-18 statements
Secure		19-23 statements
PSED Summary		
Date:		Assessment Level:

Social Skills Milestone 4		
<ul style="list-style-type: none"> Pupil maintains interest in same activity as another Pupils seeks out another to share an activity Pupil initiates showing others what they are doing/ have done Pupil attends to peer who is focus of structured activity Pupil works with others within a group Pupil knows who to go to for help in the community e.g. police 	<ul style="list-style-type: none"> Pupil makes connection between their actions and the behaviour of an adult Pupil is keen to share interests/ experiences with a familiar adult Pupil shares concerns/ problems with a familiar adult Pupil greets peer by name Pupil accepts help from a peer Pupil offers help to a peer Pupil accommodates others suggestions within an activity 	<ul style="list-style-type: none"> Pupil shifts attention to relevant focus within group Pupil recalls responses of others in group Pupil chooses 'partner' for an activity or who should have the next turn Pupil tolerates not being first, winning, not being chosen etc. Pupil engages in an activity chosen by a peer Pupil responds to a suggestion to share components of activity/ task
Encountering		1-5 statements
Emerging		6-10 statements
Developing		11-15 statements
Secure		16-19 statements
Sensory and Emotional Regulation Milestone 4		
<ul style="list-style-type: none"> Pupil understands and accepts reasons for change Pupil identifies simple emotions in relation to self Pupil is able to express emotions experienced as a result of change in a controlled way Pupil accepts small amount of different foods on a plate 	<ul style="list-style-type: none"> Pupil indicates when they are unwell in pain Pupil indicates 'enough' or 'finished' in response to a sensory experience Pupil selects preferred sensory items from a range presented Pupil identifies own sensory needs 	<ul style="list-style-type: none"> Pupil participates in identifying strategies to help self – regulate Pupil seeks out help to regulate behaviour/ emotion Pupil makes successful transition to different environment independently with visual prompts
Encountering		1-3 statements
Emerging		4-6 statements
Developing		7-9 statements
Secure		10-11 statements
Independence Skills Milestone 4		
<ul style="list-style-type: none"> Pupil initiates play routine Pupil indicates they want play routine to continue Pupil engages in play activities interacting with peers Pupil shares interest with others Pupil expresses ideas/ opinions with adults Pupil moves to next activity indicated on timetable Pupil engages with a task for an agreed period of time Pupil communicates a need to use the toilet as necessary Pupil walks safely with adult holding hands or arm in arm by side of road Pupil draws face with 3 features 	<ul style="list-style-type: none"> Pupil independently carries out sequence of pretend/ symbolic play Pupil attributes feelings to toys Pupil enacts story routines/ scenarios with toys (copied) Pupil shows increased focus within given environment Pupil shares equipment with others at play/ break time Pupil wipes bottom after using the toilet Pupil adjusts clothing to use the toilet Pupil uses an appropriate amount of toilet paper 	<ul style="list-style-type: none"> Pupil cooperates within a dressing routine (help from another) Pupil understands he is able to choose an alternative when an option is not available Pupil makes a plan for an activity based on information available Pupil selects preferred option from available alternatives Pupil recognises a problem within a familiar situation Pupil identifies own belongings Pupil puts equipment away when task/ lesson is finished
Encountering		1-7 statements
Emerging		8-14 statements
Developing		15-20 statements
Secure		21-25 statements
PSED Summary		
Date:		Assessment Level:

Social Skills Milestone 5		
<ul style="list-style-type: none"> • Pupil moderates behaviour that may have offended or hurt an adult • Pupil uses greeting behaviour with peers appropriate to the situation/ relationship • Pupil accepts that people may have more than one friend • Pupil accepts having to wait for an adult's attention 	<ul style="list-style-type: none"> • Pupil uses shared interests as a point of contact with a peer • Pupil compliments a peer • Pupil asks rather than tells when planning what they are going to do • Pupil accepts if peer declines, rejects or terminates the interaction 	<ul style="list-style-type: none"> • Pupil identifies group (s) they belong to • Pupil identifies other members of group by name • Pupil recognises when they have got something wrong and accepts correction • Pupil cooperates within group or team activity • Pupil is aware that there are safe strangers
Encountering		1-4 statements
Emerging		5-7 statements
Developing		8-10 statements
Secure		11-13 statements
Sensory and Emotional Regulation Milestone 5		
<ul style="list-style-type: none"> • Pupil expresses emotions appropriate to the situation • Pupil applies strategies to regulate emotions caused by changes • Pupil makes successful transitions to different environments independently • Pupil works out what to do next by taking the lead of others in the group • Pupil expresses feelings in relation to sensory experiences 	<ul style="list-style-type: none"> • Pupil enacts story routines/ scenarios with toys (self-generated) • Pupil acts out characters/ stories or scenarios using role play • Pupil participates in adapting environment/ taking preventative action to help self – regulate • Pupil practices self – regulation strategies during calm period 	<ul style="list-style-type: none"> • Pupil identifies sensory experiences that cause them anxiety or discomfort • Pupil identifies sensory experiences that are beneficial to them, e.g. calming or alerting • Pupil intentionally communicates their emotions to others • Pupil recognises emotions in others in teaching materials
Encountering		1-4 statements
Emerging		5-7 statements
Developing		8-10 statements
Secure		11-13 statements
Independence Skills Milestone 5		
<ul style="list-style-type: none"> • Pupil gives reason or explanation for a choice they make • Pupil predicts what might happen in a situation based on previous experience • Pupil predicts what might happen in a current situation based on information available • Pupil recognises a problem with an unfamiliar situation • Pupil takes an action to solve a familiar problem • Pupil asks for help with a problem • Pupil identifies new things they can do • Pupil draws head with arms and legs 	<ul style="list-style-type: none"> • Pupil identifies features of own physical appearance • Pupil recognises own preferences • Pupil is independent within familiar activities • Pupil uses cutlery appropriately • Pupil sits a table for the duration of the meal • Pupil follows procedures for keeping safe in school • Pupil flushes toilet without help • Pupil maintains privacy when using the toilet • Pupil adjusts clothing when finished using the toilet • Pupil washes hands after using the toilet • Pupil names some of their body parts 	<ul style="list-style-type: none"> • Pupil brings correct belongings to school • Pupil completes a task within a given time • Pupil works through a series of tasks from a list or schedule • Pupil completes one task before moving on to the next • Pupil distinguished between edible and inedible items • Pupil puts on clothing in correct sequence • Pupil usually puts clothes on the right way • Pupil chooses clothing appropriate to conditions • Pupil puts shoes on correct feet most of the time • Pupil knows which month their birthday is
Encountering		1-8 statements
Emerging		9-15 statements
Developing		16-22 statements
Secure		23-29 statements
PSED Summary		
Date:		Assessment Level:

Social Skills Milestone 6		
<ul style="list-style-type: none"> • Pupil accepts that peers may vary who they play/ spend time with • Pupil recognises when they may not be able to get an adult's attention (busy) • Pupil can answer a question • Pupil can contribute to whole class lessons • Pupil can take part in whole class lessons • Pupil can work with a partner 	<ul style="list-style-type: none"> • Pupil collaborates with peers to complete a task • Pupil recognises the distinctions between strangers and familiar adults • Pupil negotiates a change in activity • Pupil can use appropriate body language when they talk to someone • Pupil is aware of the rules of a game • Pupil can discuss and contribute to class rules • Pupil can name family members 	<ul style="list-style-type: none"> • Pupil recognises when own behaviour offends or hurts another • Pupil has a sense of belonging to different groups • Pupil does not touch other's belongings without permission • Pupil can show appreciation of someone's efforts on his or her behalf • Pupil can identify actions that are kind • Pupil can identify actions that are cruel
Encountering	1-5 statements	
Emerging	6-10 statements	
Developing	11-15 statements	
Secure	16-19 statements	
Sensory and Emotional Regulation Milestone 6		
<ul style="list-style-type: none"> • Pupil understands timescales to transition • Pupil accepts and understands reasons for rules/ expectations in new settings 	<ul style="list-style-type: none"> • Pupil uses planned/ taught/ agreed strategies to self – regulate 	<ul style="list-style-type: none"> • Pupil recognises emotions of others in real situations • Pupil accepts reasons given for certain procedures
Encountering	1-2 statements	
Emerging	3 statements	
Developing	4 statements	
Secure	5 statements	
Independence Skills Milestone 6		
<ul style="list-style-type: none"> • Pupil understands the need to make realistic choices • Pupil understands the consequences of making certain choices • Pupil takes action to solve an unfamiliar problem • Pupil uses a range of fastenings on clothing • Pupil asks for help with fastenings • Pupil knows the number of their house and street 	<ul style="list-style-type: none"> • Pupil experiences a sense of achievement when carrying out tasks independently • Pupil settles to work quickly • Pupil follows instructions about what they are required to do • Pupil identifies physical similarities and differences between self and others • Pupil uses appropriate communication to ask to use the toilet • Pupil dresses themselves in a sequence 	<ul style="list-style-type: none"> • Pupil understands and accepts changes to break time routines • Pupil handles cooking utensils safely and effectively • Pupil crosses road safely with an adult • Pupil washes hands as necessary • Pupil identifies the sex of peers • Pupil knows where the emergency exits are
Encountering	1-5 statements	
Emerging	6-10 statements	
Developing	11-15 statements	
Secure	16-18 statements	
PSED Summary		
Date:	Assessment Level:	

Social Skills Milestone 7		
<ul style="list-style-type: none"> Pupil adapts behaviour according to familiarity of peers Pupil adapts behaviour to sustain positive relationship Pupil apologises/ repairs the interaction if own behaviour offends another Pupil is able to stay out of people's personal space Pupil shows that they are listening to someone by turning to face them Pupil understands and discusses ways other people celebrate e.g. birthdays, festivals 	<ul style="list-style-type: none"> Pupil understands that expectations may be different in different situations Pupil differentiates between friendly and unfriendly behaviour in others Pupil is able to identify strangers from familiar adults Pupil can describe the rules of a game Pupil can follow rules of a game Pupil discusses cheating 	<ul style="list-style-type: none"> Pupil knows how to respond if others show hurtful or inappropriate behaviour Pupil follows clearly defined group rules Pupil understands that adult attention is shared within a group situation Pupil talks in a group about a group activity Pupil accepts new people into their class (adults and children)
Encountering	1-5 statements	
Emerging	6-10 statements	
Developing	11-14 statements	
Secure	15-17 statements	
Sensory and Emotional Regulation Milestone 7		
<ul style="list-style-type: none"> Pupil applies strategies to help with things they might find difficult Pupil uses different self – regulation strategies according to context/ venue Pupil adapts expressions of emotions to suit situation/ audience 	<ul style="list-style-type: none"> Pupil knows what usually/ typically makes them feel positive emotions Pupil knows what usually/ typically makes them feel negative emotions 	<ul style="list-style-type: none"> Pupil relates non – verbal communication to the expression of emotion in others Pupil suggests reasons for an emotion using situational cues Pupil suggests reason for an emotion using situational cues Pupil suggests reason for an emotion using situational cues within teaching materials
Encountering	1-2 statements	
Emerging	3-4 statements	
Developing	5-6 statements	
Secure	7-9 statements	
Independence Skills Milestone 7		
<ul style="list-style-type: none"> Pupil requests information to solve a problem Pupil uses information from the context to solve a problem Pupil understands the importance of regular exercise Pupil participates in regular exercise Pupil understands reasons for handwashing Pupil identifies activities that require handwashing before/ after Pupil matches hygiene products to body parts 	<ul style="list-style-type: none"> Pupil locates what they will need for a task Pupil prepares equipment given for a task or subject Pupil tidies away equipment or own ingredients independently Pupil asks for help as needed Pupil cleans teeth effectively Pupil checks that clothing is correctly worn/ fastened Pupil is discreet when getting changed or dressed in public Pupil accepts that they can make a mistake 	<ul style="list-style-type: none"> Pupil seeks help to understand the expectations of others Pupil makes a cold drink effectively Pupil uses appliances safely and effectively Pupil follows fire safety drills or procedures Pupil walks safely beside adult by the side of the road Pupil uses appropriate language related to body parts associated with the toilet Pupil can name the external parts of the body Pupil can draw human anatomy in the correct place
Encountering	1-6 statements	
Emerging	7-12 statements	
Developing	13-18 statements	
Secure	19-23 statements	
PSED Summary		
Date:	Assessment Level:	

Social Skills Milestone 8		
<ul style="list-style-type: none"> • Pupil identifies different forms of bullying • Pupil respects the views of others within the group • Pupil can start a new conversation with their peers • Pupil can identify how they can make others feel better • Pupil can identify a single step action and consequence 	<ul style="list-style-type: none"> • Pupil is aware of the dangers that strangers can present in the community • Pupil can identify ways to protect their personal space • Pupil demonstrates an understanding of instructions issued to a group • Pupil politely asks for something to be repeated • Pupil knows there are strangers online 	<ul style="list-style-type: none"> • Pupil is aware of the dangers that strangers can present online • Pupil knows the meaning of honesty • Pupil can identify the purpose of groups that they belong to • Pupil can identify things people belonging in a community do together
Encountering		1-4 statements
Emerging		5-8 statements
Developing		9-11 statements
Secure		12-14 statements
Sensory and Emotional Regulation Milestone 8		
<ul style="list-style-type: none"> • Pupil makes connection between an emotion and what has caused it • Pupil identifies stress signals and uses planned strategies to self - regulate 	<ul style="list-style-type: none"> • Pupil knows when ready to re – join activity and acts accordingly • Pupil takes appropriate action in response to emotions in others • Pupil identifies cause of emotion in others in real situations 	<ul style="list-style-type: none"> • Pupil identifies possible cause of another’s emotions towards themselves • Pupil says why they find certain expectations difficult
Encountering		1-2 statements
Emerging		3-4 statements
Developing		5-6 statements
Secure		7 statements
Independence Skills Milestone 8		
<ul style="list-style-type: none"> • Pupil reflects on problem – solving strategies used within a previous situation • Pupil is confident in saying ‘no’ in situations that may pose a risk • Pupil understands the purpose of organising belongings • Pupil uses strategies to prevent themselves becoming distracted • Pupil recognised that some rules are present to keep pupils safe • Pupil washes and dries hands effectively • Pupil understands reasons for using personal hygiene products • Pupil recognises good/ bad hygiene with regard to self 	<ul style="list-style-type: none"> • Pupil identifies preferences in relation to own appearance • Pupil identifies what they find difficult • Pupil expresses opinions/ ideas in a small group • Pupil expresses opinions/ ideas in a large group/ meeting • Pupil follows a recipe • Pupil follows instructions on a food label • Pupil identifies when food is cooked • Pupil identifies healthy/ less healthy foods • Pupil makes healthy choice of food or drink at designated times • Pupil chooses to take regular baths or showers 	<ul style="list-style-type: none"> • Pupil identifies features of own personality • Pupil identifies similarities and differences in character/ personality between self and others • Pupil identifies own achievement and skills • Pupil gets started on task unprompted • Pupil attempts a task independently before asking for help • Pupil walks safely with a group by the side of the road • Pupil uses pelican/ zebra crossings safely • Pupil ties shoelaces • Pupil recognises when clothes need washing/ changing • Pupil washes self effectively
Encountering		1-8 statements
Emerging		9-16 statements
Developing		17-24 statements
Secure		25-28 statements
PSED Summary		
Date:		Assessment Level:

Social Skills Milestone 9		
<ul style="list-style-type: none"> • Pupil knows ways to get help when threatened by the behaviour of others • Pupil knows what to do if approached by a stranger in the community • Pupil can explain how they felt when excluded or shouted at • Pupil is aware when their behaviour is not appropriate • Pupil understands the benefits of strategies for reducing stress and anxiety in a preventative way 	<ul style="list-style-type: none"> • Pupil maintains reasonable viewpoint after considering other's opinions • Pupil knows how to keep themselves safe online • Pupil can identify some similarities and differences in people's likes and dislikes • Pupil can identify good and bad secrets • Pupil predicts likely emotional responses to a given situation 	<ul style="list-style-type: none"> • Pupil seeks help in situations that may pose a risk • Pupil shows respect for other people's work and effort • Pupil begins to discuss the rights of others • Pupil can discuss possible improvements on completed tasks • Pupil can identify strategies to use if they feel threatened • Pupil demonstrates understandings of the emotions of others in how they try to resolve conflict or negotiate
Encountering		1-4 statements
Emerging		5-8 statements
Developing		9-12 statements
Secure		13-16 statements
Independence Skills Milestone 9		
<ul style="list-style-type: none"> • Pupil suggests alternative strategies that may have been in a previous situation • Pupil monitors food during cooking process • Pupil identifies services that help keep us safe • Pupil is able to move from one group activity to another quietly 	<ul style="list-style-type: none"> • Pupil identifies own strengths and talents • Pupil understands the concept of a balanced diet • Pupil shows pleasure in completing a set task • Pupil can identify things that are important to them giving reasons • Pupil can find places to cross the road safely • Pupil knows the Green Cross Code 	<ul style="list-style-type: none"> • Pupil works independently on lesson based activity in a given time period • Pupil uses available tools as support • Pupil refocuses self if distracted
Encountering		1-4 statements
Emerging		5-8 statements
Developing		9-11 statements
Secure		12-13 statements
PSED Summary		
Date:	Assessment Level:	

Social Skills Milestone 10		
<ul style="list-style-type: none"> • Pupil asserts self in a non - aggressive way • Pupil can suggest ways of agreeing on problems • Pupil can suggest ways a group may make a decision • Pupil identifies more complex emotions in relation to self • Pupil reflects on own behaviour • Pupil links behaviour to thoughts and feelings 	<ul style="list-style-type: none"> • Pupil can listen to the concerns of others and is willing to assist • Pupil recognises that they can affect the results of their group by their behaviour • Pupil identifies degrees of feeling within an emotion • Pupil recognises that behaviour choices can have good or bad consequences 	<ul style="list-style-type: none"> • Pupil discusses how they can help members of their community • Pupil reflects on previous experiences of emotions and can identify emotions linked to situations/events • Pupil can identify physical bullying • Pupil can identify emotional bullying • Pupil understands that everyone has rights
Encountering		1-4 statements
Emerging		5-8 statements
Developing		9-12 statements
Secure		13-15 statements
Independence Skills Milestone 10		
<ul style="list-style-type: none"> • Pupil knows how to get help in situations that are potentially risky or dangerous • Pupil identifies the basic need that people need money • Pupil can identify things people spend their money on 	<ul style="list-style-type: none"> • Pupil understands that humans need food and water to live • Pupil understands that the right food helps humans remain healthy • Pupil knows that exercise helps humans to stay healthy • Pupil walks safely by side of road without support • Pupil shows awareness of potential safe or unsafe places 	<ul style="list-style-type: none"> • Pupil checks work before completion • Pupil perseveres with tasks they find difficult • Pupil can discuss how they can improve a piece of work • Pupil recognises and expresses how they feel when they are doing something they enjoy/succeed at
Encountering		1-3 statements
Emerging		4-6 statements
Developing		7-9 statements
Secure		10-12 statements
PSED Summary		
Date:		Assessment Level:

Social Skills Milestone 11		
<ul style="list-style-type: none"> • Pupil identifies risks involved in particular situations • Pupil recognises social boundaries in different contexts • Pupils can change the topics of conversation appropriately • Pupil recognises and expresses how finding things difficult makes them feel 	<ul style="list-style-type: none"> • Pupil identifies ways in which interests, strengths and talents might lead to opportunities in the future • Pupil knows what to do if they feel unsafe online • Pupil tries to find a compromise when there is a disagreement • Pupil makes use of own strategies to help them overcome difficulties 	<ul style="list-style-type: none"> • Pupil recognises that other's proposals/suggestions may pose a risk • Pupil knows that it is wrong to treat people differently because of their colour/sex/religion • Pupil is willing to work with a variety of peers • Pupil recognises the emotions of others and adjusts behaviour accordingly
Encountering		1-3 statements
Emerging		4-6 statements
Developing		7-9 statements
Secure		10-12 statements
Independence Skills Milestone 11		
<ul style="list-style-type: none"> • Pupil recognises potentially unsafe situations and takes appropriate action • Pupil continues to work in the absence of an adult • Pupil knows how to spend their own pocket money • Pupil can ride a bike safely • Pupil knows that their body will change when they go through puberty • Pupil can discuss how their body will change 	<ul style="list-style-type: none"> • Pupil identifies ways they have changed and ways they have stayed the same over time • Pupil crosses the road safely in a familiar environment • Pupil understands the difference between Needs and Wants • Pupil can identify appropriate levels of physical contact with adults 	<ul style="list-style-type: none"> • Pupil expresses why they like some things more than others • Pupil extends learning activity in task which takes their interest • Pupil can edit a piece of work and make simple improvements • Pupil knows when it is appropriate to phone emergency services
Encountering		1-4 statements
Emerging		5-8 statements
Developing		9-11 statements
Secure		12-14 statements
PSED Summary		
Date:		Assessment Level:

Social Skills Milestone 12		
<ul style="list-style-type: none"> • Pupil takes action to avoid putting self in vulnerable situation • Pupil chooses topics of conversation that other people would find interesting • Pupil knows not to give out their personal information online • Pupil can identify different types of relationships • Pupil can make use of strategies suggested by others to help overcome difficulties 	<ul style="list-style-type: none"> • Pupil identifies situations where they should resist pressure from others • Pupil knows other ways they can stay in touch • Pupil can lead a group • Pupil can describe good and bad role models • Pupil knows how to make friends • Pupil takes steps to avoid conflict • Pupil identifies how they might change in the future 	<ul style="list-style-type: none"> • Pupil knows how to seek help and advice when unsure of how to respond to pressure from others • Pupil disagrees with someone without becoming personal or confrontational • Pupil can discuss stereotypes
Encountering		1-4 statements
Emerging		5-8 statements
Developing		9-12 statements
Secure		13-15 statements
Independence Skills Milestone 12		
<ul style="list-style-type: none"> • Pupil contributes to setting own goals or targets • Pupil identifies own allergies • Pupil knows that medicines must be kept safely • Pupil can find out about local and national charities • Pupil knows how money can be raised • Pupil can discuss the role of charities 	<ul style="list-style-type: none"> • Pupil makes a snack using relevant skills • Pupil makes a hot drink effectively • Pupil keeps belongings/personal information safe when out in the community • Pupil checks own appearance/ hygiene • Pupil knows money can be earned • Pupil can consider a simple budget 	<ul style="list-style-type: none"> • Pupil chooses to say no to risks or suggestions proposed by others • Pupil identifies potential safe person to ask for help if needed • Pupil asks for directions from a safe person if unsure/ lost • Pupil is aware of potential stranger danger and how to respond • Pupil is aware of online safety
Encountering		1-5 statements
Emerging		6-10 statements
Developing		11-14 statements
Secure		15-17 statements
PSED Summary		
Date:		Assessment Level:

Milestone	Age Equivalent
Milestone 1	8-20 months
Milestone 2	16-26 months
Milestone 3	22-36 months
Milestone 4	30-50 months
Milestone 5	40-60 months
Milestone 6	Bridging Reception into Year 1
Milestone 7	Bridging Reception into Year 1
Milestone 8	Bridging Reception into Year 1
Milestone 9	National Standard for Year 1
Milestone 10	National Standard for Year 2
Milestone 11	National Standard for Year 3
Milestone 12	National Standard for Year 4