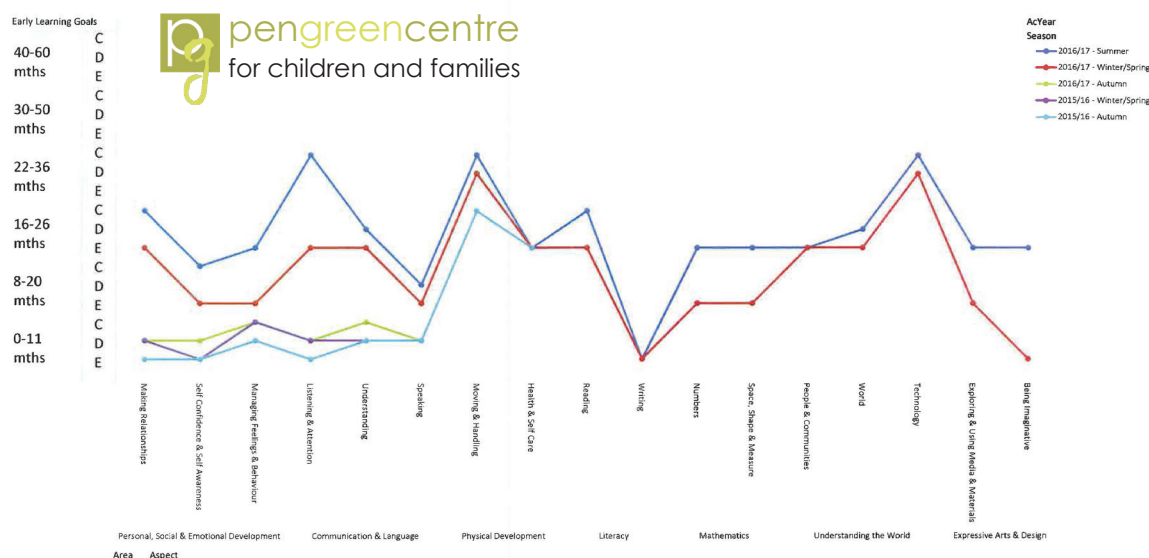
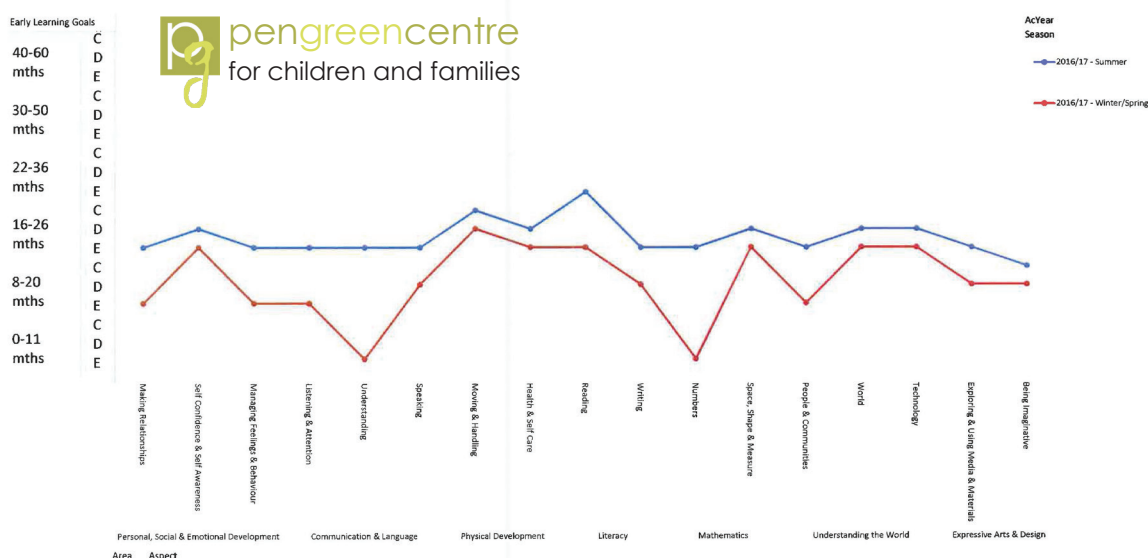


Examples of Spikey Profiles



Child A has recently had a diagnosis of Autism. This particularly impacts on his social interactions with the people around him and the development of his communication skills, in turn having an overall impact on his general development. Although child A is now able to enjoy engaging in interactions with people familiar to him (on his terms), he has very little desire to use language to support these interactions. Staff are supporting him to explore Picture Exchange Communication System (PECs) as an alternative method of communication. He experiences difficulty in the regulation of his emotions and relies entirely on the people familiar to him to support with this.



Child B is on the pathway to a diagnosis of Autism. This impacts upon her communication and personal, social and emotional development. Although she copies a wide range of vocabulary (echolalia) she is not yet using this to communicate with the people around her. Staff are supporting her to explore Picture Exchange Communication System (PECs) as an alternative method of communication. Child B's play is completely solitary unless an interaction is initiated by a familiar adult. She is unable to regulate her own emotions; staff are working with her to allow them to support her when she is feeling vulnerable. Her overall development is delayed in two prime areas of learning.



My Learning Journey

Early Years Foundation Stage Improvement Team

School Improvement Service,

Updated by Charnwood March 2014



CHARNWOOD NURSERY																		NAME OF CHILD: *****								DOB: *****											
DATE CHILD JOINED SCHOOL /SETTING: *****																		28mths 31mths 36mths 40mths 43mths																			
Prime Areas of Learning and Development																		Specific Areas of Learning and Development																			
Area of Learning		Communication and Language CL				Physical Development PD			Personal, Social and Emotional Development PSED				Literacy L		Mathematics M		Understanding the World UW			Expressive Arts and Design EAD																	
Aspect		Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative																			
Early Learning Goal		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17																			
40-60+ months	S																																				
	D																																				
	E																																				
30-50 months	S																																				
	D																																				
	E																																				
22-36 months	S																																				
	D																																				
	E																																				
16-26 months	S																																				
	D																																				
	E																																				
8-20 months	S																																				
	D																																				
	E																																				
Birth-11 months	S																																				
	D																																				
	E																																				

Child C (43 months) has Down Syndrome. This has affected all areas of his development. He is a sociable little boy and he is motivated to communicate. The delay in his receptive and expressive language impacts on his development in the Specific Areas of Learning. The delay in his physical development (moving and handling) has shown rapid improvement since he began to cruise around furniture and walk with adult support.



Charnwood

Nursery School & Family Centre

My Learning Journey

Early Years Foundation Stage Improvement Team

School Improvement Service,

Updated by Charnwood March 2014



CHARNWOOD NURSERY										NAME OF CHILD: *****										DOB: ****									
DATE CHILD JOINED SCHOOL /SETTING: *****										27mths 31mths 34mths 38mths 42mths 46mths																			
Prime Areas of Learning and Development										Specific Areas of Learning and Development																			
Area of Learning	Communication and Language CL			Physical Development PD		Personal, Social and Emotional Development PSED			Literacy L		Mathematics M		Understanding the World UW			Expressive Arts and Design EAD													
Aspect	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative												
Early Learning Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17												
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16-26 months	S																												
	D																												
	E																												
8-20 months	S																												
	D																												
	E																												
Birth-11 months	S																												
	D																												
	E																												

Child D (46 months) has a rare and life limiting genetic disorder. She has a significant visual impairment and has a cochlear implant. All areas of her development have been affected and she takes time to learn/acquire new skills so that her progress as shown on the tracker is slow. However, she does develop new skills and she has become an eager communicator using actions, vocalisations and signs. The significant delay in her communication skills impacts on her development in the Specific Areas of Learning in the EYFS.

Examples of Spikey Profiles

Initial attainment profile.



Pupil Attainment

18 October 2017

Nursery Autumn 2

Forename	Surname	Age in Months	Lis	Und	Spk	Mov	Hlt	Con	Fee	Rel	Rdg	Wri	Num	Shp	Ppl	Wld	Tec	Exp	Ima
Victoria	Owusu-De Oliveira	42	16-26S	16-26S	16-26B	22-36B	22-36B	22-36W	22-36B	22-36B	16-26S	16-26S	8-20S	8-20S	16-26B	22-36B	22-36B	22-36B	22-36W

Key:

Aspect

Birth Term

Month Band

Age Related

Prime
Specific

Autumn
Spring
Summer

B - beginning the month band
W - working within the month band
S - secure in the month band
+ - working above

Working below expectation
At risk of working below expectation
Working at expectation
Almost above expectation
Working above expectation

Final attainment profile.



Pupil Attainment

29 June 2017

Nursery Autumn 1

Forename	Surname	Age in Months	Lis	Und	Spk	Mov	Hlt	Con	Fee	Rel	Rdg	Wri	Num	Shp	Ppl	Wld	Tec	Exp	Ima
Bryony	Saldanha	43	22-36B	22-36B	16-26S	22-36W	22-36B	22-36B	22-36B	22-36B	16-26S	16-26S	16-26S	16-26S	22-36W	16-26S	22-36B	22-36B	22-36B

Key:

Aspect

Birth Term

Month Band

Age Related

Prime
Specific

Autumn
Spring
Summer

B - beginning the month band
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S - secure in the month band
+ - working above

Working below expectation
At risk of working below expectation
Working at expectation
Almost above expectation
Working above expectation

Speech and Language delay – Pupil Attainment

The above assessments are of a child with significant Speech and Language delay. This has had an impact on the child's development in communication and language, literacy and maths. This child has a high level of interest in the outdoors and role play often combining the two! As a result, she shows strengths in personal, social and emotional development, physical development and expressive arts and design.

The final assessment of the child with significant Speech and Language delay shows that she has reached age expectation in the areas of learning she displayed strengths in. The child continues to experience difficulty in forming relationships and the development of reading and technology skills.