

Holistic Progress—Using input from home, host setting and Becton

	1	2	3	4	5	6
Attendance %	Less than 30	30-50	50-70	70-85	85-90	Above 90
Curricular Functioning	Cannot concentrate. Needs 1:1 support at all times.	Finds concentration very difficult. Lacks motivation. Needs constant help/prompts to start.	Poor motivation. Needs reassurance. Easily discouraged.	Concentrates for most the time. Some motivation and interest is evident.	Good level of concentration. Works independently. Highly motivated. Works to the best of ability	High level of concentration. Highly motivated. Works to the best of ability. Overcomes difficulties presented by health problems.
Attitude to Lessons	Makes no effort.	Shows some effort in lessons.	Satisfactory effort in lessons.	Often good effort in lessons.	Always good effort in all lessons.	Excellent effort in lessons.
Activity in unstructured time	Unable to decide what to do during unstructured times—is passive and disinterested even when support by staff.	If supported by staff they will join in with a directed activity, but quickly become disengaged.	If supported by staff they will join in with a directed activity and sustain interest for a prolonged period.	Will independently choose an activity during unstructured times but cannot sustain for long periods of time.	Will independently choose an activity during unstructured times and can sustain interest for longer periods of time.	Chooses appropriate activities to do in unstructured times and engages with imagination, initiative and sustainability when doing them .
Mental Health & Well-being	Mental health and well-being completely disables them from everyday activities	Mental health & Well-being is a significant barrier to every day expectations	Able to complete everyday task with support of an adult	Developing some coping strategies that enable them to complete some every day tasks independently .	Uses coping strategies to complete some everyday tasks independently.	Unconsciously uses coping strategies that enable them to fulfil every day expectations independently.
Relationship With Peers	No relationships. Problems with relationships at school and home.	Some interaction with another young person at school and home (but this may inappropriate)	Can make and maintain an appropriate, positive relationship with another young person at school and home.	Can make and maintain an appropriate, positive relationship with more than one young person at school and home.	Can make and maintain appropriate, positive relationships with several young people at school and home.	Can make and maintain appropriate, positive relationships with young people at school and home.
Relationship With Adults	Avoids communication even when directly spoken to.	Avoids interacting unless directly spoken to.	Will speak if directly spoken to with some reciprocal gestures e.g. nod, hand gesture, eye contact etc.	Interacts with adults when necessary to meet their needs and uses some reciprocal communication.	Will engage and respond appropriately to adults using a range of reciprocal communication.	Initiates and forms effective relationships with adults.
Social Interaction Outside the Home	Never leaves home, no interactions with other people.	Will leave the home for an activity of their interest with adult support.	Will leave the home for activities with adult support.	Selective participation in outside activities without support.	Goes into the community and interacts with others a couple of times per week.	Regularly goes into the community and has effective interactions with other people many times per week.
Presentation in challenging situations	Is unable to cope with any challenging situations even with support.	Needs significant support to cope with challenging situations.	Can identify a coping strategy and apply it to challenging situations with support.	With minimal support is able to use coping strategies to work through challenging situations.	Is starting to independently develop coping strategies that enable them to work through challenging situations.	Has developed coping strategies that enable them to work through challenging situations.
Awareness of Consequences of Own Actions	Unaware of consequences.	Shows some awareness of consequences unable to apply to situations.	Shows awareness of consequences but chooses not apply this to own decisions.	Shows some awareness and applies this to some issues.	Shows full awareness and makes appropriate choices when situations are favourable to them.	Shows full awareness and always makes appropriate choices.
Emotionally self-aware	Unable to express emotions appropriately.	Able to express basic emotions (sad, happy, angry) appropriately.	Able to articulate the majority of emotions and can describe situations that instil these emotions.	Able to understand own emotions and to self-regulate according to a plan or principles.	Usually understands own emotions and able to self-regulate.	Emotionally mature.
Resilience	Will not start tasks for fear of failure	Will start a task with support and persuasions but stops when they find it too difficult.	Will try a more challenging task but may become demotivated when it becomes difficult.	Happy to try a challenge, will sometimes try to see it through.	Will always 'give it a go' and often sees errors as times for learning.	Never gives up until a task is completed.