

Wellbeing, Social and Emotional Assessment Tool for Secondary Pupils

Name of pupil\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of school/setting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of person completing profile­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Relationship to pupil\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Autumn AInitials:  | Autumn BInitials: | Spring AInitials: | Spring BInitials: | Summer AInitials: | Summer BInitials |

Please read the following statements and mark your response for each one (see below)

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| --- | --- |
| **Social Development**   |  |
|  | Level 1 = Very LowLevel 5 = Very high | **Comments**Please give examples in the different sections of what you notice the child doing. | **Current Provision**Please outline the support which is in place in the different sections. |
| Ask for help | Level1  | Level2 | Level 3 | Level4 | Level5 | Child X rarely asks for help but will seek his key worker out and stand beside her. | Help card available on teacher’s desk.  |

When marking the scale please consider whether the child is displaying this skill across a range of places, people and activities.

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|  |  | **Comments** | **Current Provision** |
| **Social Development**  **(SD)**  |  |
| Considering their agedoes your child?Look towards and notice people in the vicinity* Does the pupil notice peers?
* Does the pupil notice visitors?
* Approach visitors?
* Notice absentees?
 | SD1  | SD2 | SD 3 | SD4 | SD5 |  |  |
| Ask for help | SD1  | SD2 | SD 3 | SD4 | SD5 |  |  |
| Tolerate others being near. | SD1  | SD2 | SD 3 | SD4 | SD5 |  |  |
| Co-operate with others | SD1  | SD2 | SD 3 | SD4 | SD5 |  |  |
| Make and sustain relationships | SD1  | SD2 | SD 3 | SD4 | SD5 |  |  |
| Level 1* Does not understand others behaviour and motives
* Cannot predict the impact of their own responses
* Does not initiate interaction with others.
* Does not respond when others initiate with them
* Does not notice or show interest in what others are doing or may choose to be alone
 | Level 2* Begins to initiate interaction with others, more typically adults
* Requests desired items from staff/peers.
* Can take an active part in small group activity.
* Can indicate his/her need either verbally/non verbally.
 | Level 3* Initiates and maintains extended interactions
* Will offer response to direct questioning or comment on actions or events
* Uses a variety of word combinations including people’s names and verbs
* Uses language or symbols to communicate emotions or request calming and focusing activities
 | Level 4* Uses language for a range of social functions e.g. greetings, turn taking, calling out to others
* Listen to others and engage in reciprocal interactions
* Ask for help
* Use appropriate body posture and proximity
* Use appropriate volume and intonation
* Use a variety of sentence construction.
 | Level 5* Show interest in people. Initiate and respond appropriately
* Understand role in a group in a variety of situations
* Take other people’s thoughts, feelings and needs into account in interactions
* Is able to interact flexibly, adapting to the needs of others
* Master a repertoire of social behaviour and approaches and know when to use them.
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| **Emotional Development (ED)** | **Comments** | **Current Provision** |
| Express a range of emotions | ED1  | ED2 | ED3 | ED4 | ED5 |  |  |
| Show appropriate reactions to emotions | ED1  | ED2 | ED3 | ED4 | ED5 |  |  |
| Have skills to calm themselves e.g. tapping, rocking, chewing and avoiding | ED1  | ED2 | ED3 | ED4 | ED5 |  |  |
| Seek others for comfort | ED1  | ED2 | ED3 | ED4 | ED5 |  |  |
| Recognise emotions in others | ED1  | ED2 | ED3 | ED4 | ED5 |   |  |
| **Level 1*** Has little insight into own emotions.
* Struggles to control emotions and impulses
* Shows clear signs of distress, crying, screaming, fidgeting
* May throw objects
* Hurt self and others
* May withdraw from others
* Lacks resilience
* Low self esteem
* Little empathy
 | **Level 2*** Non-verbal signals such as posture, facial expressions show discomfort
* Signals are similar to Level 1 but not as intense or not expressed the whole time
 | **Level 3*** Responses are quite neutral
* Little emotion is displayed
* There are no signals to indicate sadness, pleasure, comfort or discomfort
 | **Level 4*** Growing ability to express positive emotions 50-75% of the time
* Appears happy and settled and shows signs of satisfaction as in Level 5 but not with the same intensity.
 | **Level 5*** Shows self-confidence 75-100% of the time in a range of situations.
* Is cheerful, smiles and laughs in response to circumstance
* Is relaxed and does not show signs of tension.
* Self-esteem is high.
* Can express a range of emotions appropriate to different contexts
* Can empathise and show concern
* Quickly recovers from being dis regulated by choosing appropriate self-regulation or mutual regulation strategies.
* Dis regulation occurs infrequently
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| **Independence (Indep)** | **Comments** | **Current Provision** |
| Actively engage with learning opportunities | Indep1  | Indep2 | Indep3 | Indep4 | Indep5 |  |  |
| Able to organise self and equipment | Indep1  | Indep2 | Indep3 | Indep4 | Indep5 |  |  |
| Able to deal with changes | Indep1  | Indep2 | Indep3 | Indep4 | Indep5 |  |  |
| Complete tasks and routines with little or no verbal support (people/visual structure) | Indep1  | Indep2 | Indep3 | Indep4 | Indep5 |  |  |
| Manage transitions e.g. between activities, spaces and places  | Indep1  | Indep2 | Indep3 | Indep4 | Indep5 |  |  |
| Notice environmental cues e.g. bell ringing, other children lining up, display boards, notices | Indep1  | Indep2 | Indep3 | Indep4 | Indep5 |  |  |
| Able to make choices | Indep1  | Indep2 | Indep3 | Indep4 | Indep5 |  |  |
| **Level 1*** Very passive, or very resistant to adult intervention which leads to difficulties engaging.
* Highly dependent on known adult, regarding change and transition., may need an object of reference to support this.
* May be very resistant to transition and communicate this through behaviour.
* Poor concentration, may stare into space or daydream
* Actions lack intent or purpose
* No signs of engagement or interest in environment
* Unresponsive to environmental cues
 | **Level 2*** Shows some interest in what is going on around them but attention is fleeting
* Very easily distracted
* Beginning to engage the environment but actions can be repetitive.
* Can cope with minor changes to routines when prepared eg verbally/visually
 | **Level 3*** Appears to be actively engaged in learning but focus and attention is limited
* Unable to maintain self-motivation to complete learning
* High level of visual support is needed to enable learning, routines and self-care.
 | **Level 4*** Clear signs of engagement 50-75% of the time
* Stays focused on an activity most of the time. Able to re-engage self in learning.
* Motivated to learn and explores and engages in learning with purpose.
* Interacts with visual support, understands its purpose and can follow systems independently.
 | **Level 5*** Continually engaged in the learning opportunity in a balance of adult led and self-directed activities.
* Highly motivated and perseveres.
* Can organise self and equipment.
* Can carry out routines and tasks independently.
* Is flexible to cope with change and transition.
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| **Wellbeing (WB)** | **Comments** | **Current Provision** |
| Realistic awareness of their strengths  | WB1  | WB2 | WB 3 | WB4 | WB5 |  |  |
| Realistic awareness of challenges they face | WB1  | WB2 | WB 3 | WB4 | WB5 |  |  |
| Show a range of skills to motivate themselves | WB1  | WB2 | WB 3 | WB4 | WB5 |  |  |
| Able to adapt thought, language and behaviour in response to others. | WB1  | WB2 | WB 3 | WB4 | WB5 |  |  |
| Able to adapt thought, language and behaviour to previous events through refection | WB1  | WB2 | WB 3 | WB4 | WB5 |  |  |
| Able to appropriately show a wider range of emotions such as pride, guilt, jealousy embarrassment and concern | WB1  | WB2 | WB 3 | WB4 | WB5 |  |  |
| Develop reciprocal friendships | WB1  | WB2 | WB 3 | WB4 | WB5 |  |  |
| Have a sense of community and belonging through engaging in a variety of opportunities that are offered e.g. class clubs, out of school activities, groups or societies  | WB1  | WB2 | WB 3 | WB4 | WB5 |  |  |
| **Level 1*** Often sticks to the same narrow range of repetitive activities
* Doesn’t approach new or novel activities
* Doesn’t respond emotionally to activities
* Appears unhappy and/or anxious. Often cries, disengages, screams
* Lack of response when separated from care giver
* No friendships
 | **Level 2*** Limited access to new learning and routines, reliant upon adult intervention.
* May occasionally watch activities from a distance but not approach and participate
* May show a subtle change of facial expression in response to a liked activity/person.
* Appears unhappy and/or anxious. Often upset and disengages. May demonstrate passive behaviour.
* Rarely responds when separated from familiar peers and adults
 | **Level 3*** Fearful of either new learning/environments and requires some adult support
* Beginning to approach some new learning/peers or resources independently
* Shows changes in facial expression, posture and positioning in response to learning
* Appears unhappy and/or anxious for up to 50% of time in setting. May demonstrate passive behaviour
* Has some skills to calm themselves following crisis/meltdown and periods of dysregulation are shorter and/or less frequent
 | **Level 4*** Independently accessing almost all expectations e.g. timetable etc.
* Completes learning challenges but may need occasional prompts to do so
* An emotional response is evident in response to most challenges presented.
* Presents as happy, relaxed and calm for up to 75% of time in setting with only occasional periods of dysregulation
* May need adult support to resolve difficulties when working alongside peers
* Has a range of self and mutual regulation strategies and can mostly select and use them independently
 | **Level 5*** Accesses the full range of provision independently
* Demonstrates a clear emotional response linked to learning activities
* Appears happy and relaxed.
* Engages confidently with people and the environment
* Is able to interact and sustain friendships and resolve difficulties when they arise
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