

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 A  Initials: | Autumn B  Initials: | Spring A  Initials: | Spring B  Initials: | Summer A  Initials: | Summer B  Initials |

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

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| **Social Development** | | | | | | |  |
|  | Level 1 = Very Low  Level 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 | Level  1 | Level  2 | Level  3 | Level  4 | Level  5 | 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 age  does your child?  Look towards and notice people in the vicinity   * Does the pupil notice peers? * Does the pupil notice visitors? * Approach visitors? * Notice absentees? | | SD  1 | | | | | SD  2 | | | | SD  3 | | | SD  4 | | | | | SD  5 | | | |  | | | |  | | |
| Ask for help | | SD  1 | | | | | SD  2 | | | | SD  3 | | | SD  4 | | | | | SD  5 | | | |  | | | |  | | |
| Tolerate others being near. | | SD  1 | | | | | SD  2 | | | | SD  3 | | | SD  4 | | | | | SD  5 | | | |  | | | |  | | |
| Co-operate with others | | SD  1 | | | | | SD  2 | | | | SD  3 | | | SD  4 | | | | | SD  5 | | | |  | | | |  | | |
| Make and sustain relationships | | SD  1 | | | | | SD  2 | | | | SD  3 | | | SD  4 | | | | | SD  5 | | | |  | | | |  | | |
| 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. |
| **Emotional Development (ED)** | | | | | | | | | | | | | | | | | | | | | | | **Comments** | | | | **Current Provision** | | |
| Express a range of emotions | | ED  1 | | | | ED  2 | | | | ED  3 | | | | | | ED  4 | | | | | ED  5 | |  | | | |  | | |
| Show appropriate reactions to emotions | | ED  1 | | | | ED  2 | | | | ED  3 | | | | | | ED  4 | | | | | ED  5 | |  | | | |  | | |
| Have skills to calm themselves e.g. tapping, rocking, chewing and avoiding | | ED  1 | | | | ED  2 | | | | ED  3 | | | | | | ED  4 | | | | | ED  5 | |  | | | |  | | |
| Seek others for comfort | | ED  1 | | | | ED  2 | | | | ED  3 | | | | | | ED  4 | | | | | ED  5 | |  | | | |  | | |
| Recognise emotions in others | | ED  1 | | | | ED  2 | | | | ED  3 | | | | | | ED  4 | | | | | ED  5 | |  | | | |  | | |
| **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 | | |
| **Independence (Indep)** | | | | | | | | | | | | | | | | | | | | | | | **Comments** | | | | **Current Provision** | | |
| Actively engage with learning opportunities | | Indep  1 | | | | Indep  2 | | | | Indep  3 | | | | | | Indep  4 | | | | | Indep  5 | |  | | | |  | | |
| Able to organise self and equipment | | Indep  1 | | | | Indep  2 | | | | Indep  3 | | | | | | Indep  4 | | | | | Indep  5 | |  | | | |  | | |
| Able to deal with changes | | Indep  1 | | | | Indep  2 | | | | Indep  3 | | | | | | Indep  4 | | | | | Indep  5 | |  | | | |  | | |
| Complete tasks and routines with little or no verbal support (people/visual structure) | | Indep  1 | | | | Indep  2 | | | | Indep  3 | | | | | | Indep  4 | | | | | Indep  5 | |  | | | |  | | |
| Manage transitions e.g. between activities, spaces and places | | Indep  1 | | | | Indep  2 | | | | Indep  3 | | | | | | Indep  4 | | | | | Indep  5 | |  | | | |  | | |
| Notice environmental cues e.g. bell ringing, other children lining up, display boards, notices | | Indep  1 | | | | Indep  2 | | | | Indep  3 | | | | | | Indep  4 | | | | | Indep  5 | |  | | | |  | | |
| Able to make choices | | Indep  1 | | | | Indep  2 | | | | Indep  3 | | | | | | Indep  4 | | | | | Indep  5 | |  | | | |  | | |
| **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. |
| **Wellbeing (WB)** | | | | | | | | | | | | | | | | | | | | | | **Comments** | | | | | **Current Provision** | | |
| Realistic awareness of their strengths | | WB  1 | | | | | | WB  2 | | | | WB  3 | | | WB  4 | | | | | WB  5 | |  | | | | |  | | |
| Realistic awareness of challenges they face | | WB  1 | | | | | | | WB  2 | | | WB  3 | | | WB  4 | | | | | WB  5 | |  | | | | |  | | |
| Show a range of skills to motivate themselves | | WB  1 | | | | | | | WB  2 | | | WB  3 | | | WB  4 | | | | | WB  5 | |  | | | | |  | | |
| Able to adapt thought, language and behaviour in response to others. | | WB  1 | | | | | | | WB  2 | | | WB  3 | | | WB  4 | | | | | WB  5 | |  | | | | |  | | |
| Able to adapt thought, language and behaviour to previous events through refection | | WB  1 | | | | | | | WB  2 | | | WB  3 | | | WB  4 | | | | | WB  5 | |  | | | | |  | | |
| Able to appropriately show a wider range of emotions such as pride, guilt, jealousy embarrassment and concern | | WB  1 | | | | | | | WB  2 | | | WB  3 | | | WB  4 | | | | | WB  5 | |  | | | | |  | | |
| Develop reciprocal friendships | | WB  1 | | | | | | | WB  2 | | | WB  3 | | | WB  4 | | | | | WB  5 | |  | | | | |  | | |
| 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 | | WB  1 | | | | | | | WB  2 | | | WB  3 | | | WB  4 | | | | | WB  5 | |  | | | | |  | | |
| **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 | |