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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please read the following statements and mark your response for each one.

|  |  |
| --- | --- |
| **Social Development**   |  |
|  | **Never** **always**0% 100% | **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 |  ▐ ▐  10% | Child X rarely asks for help but will frequently report to a staff member that he doesn’t understand the lesson. | Giving Child X post it notes to ask questions discretely.  |

0-25 Specialist Teaching & Support Service

SCIL Team (Social, Communication and Interaction)

Please add remarks in the comments box to qualify any of your judgements where you feel this is necessary.

Where you have marked a statement below 70% please outline the provision in place to support the child to make progress in this area.

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Never** **always**0% 100% | Comments | Provision |
| **Social Development**   |  |
| Does the child/ young person?Look towards and notice people in the vicinity* Does the pupil notice peers?
* Does the pupil notice visitors?
* Approach visitors?
* Notice absentees?
 |   |  | .  |
| Ask for help and indicate difficulties? |  |  |   |
| Tolerate others being near. |  |  |  |
| Co-operate with others |  |  |  |
| Make and sustain relationships |  |  |  |
| **Emotional Development** |  |
| Express a range of emotions |  |  |  |
| Show appropriate reactions to emotions |  |  |  |
| Have skills to calm themselves e.g. tapping, rocking, chewing and avoiding |  |  |  |
| Seek others for mutual regulation |  |  |  |
| Recognise emotions in others |  |  |  |
| **Independence** |  |
| Actively engage with learning opportunities |  |  |  |
| Able to organise self and equipment |  |  |  |
| Able to deal with changes |  |  |  |
| Engage in tasks and routines with little or no support (people/visual structure) |  |  |  |
| Manage transitions e.g. between activities, spaces and places |  |  |  |
| Notice environmental cues e.g. bell ringing, others lining up, display boards, notices, recognising schools own procedures |  |  |  |
| Able to make choices |  |  |  |
| **Well being**  |  |
| Realistic awareness of their strengths  |  |  |  |
| Realistic awareness of challenges they face |  |  |  |
| Show a range of skills to motivate themselves |  |  |  |
| Able to adapt thought, language and behaviour in response to others |  |  |  |
| Able to adapt thought, language and behaviour in response to previous events through reflection |  |  |  |
| Able to appropriately show a wider range of emotions such as pride, guilt, jealousy, embarrassment and concern |  |  |  |
| Develop reciprocal friendships |  |  |  |
| 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  |  |  |  |