

Primary Wellbeing, Social and Emotional Profile

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

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

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Social Development**  **(SD)** | | | | | | | | | | | | | | | | | | | | | | | | **Comments** | | | | | **Current Provision** | | |
| Considering their age  does your child?  Look towards and notice people in the vicinity | | | 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 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 or food. * Starts to respond in a social game or request a social game. * Uses a range of gestures e.g. pointing, showing, giving * Imitates another person’s actions or words. | | | | | | | | | | | | | | Level 3   * Initiates and maintains extended interactions. * Comments 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. * Asks for help. * Uses appropriate body posture and proximity. * Use appropriate volume and intonation. * Uses a variety of sentence construction. | | | Level 5   * Shows interest in people. Initiates and responds appropriately. * Understands role in a group in a variety of situations. * Takes other people’s thoughts, feelings and needs into account in interactions. * Is able to play 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 e.g. crying, screaming, throwing. * Hurts self and others. * May withdraw from others. * Does not have self or mutual regulation strategies to calm themself. * Lacks resilience. * Low self-esteem. | **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. * Has some skills to calm themselves following crisis/meltdown and periods of dysregulation are shorter and/or less frequent. | | | | | | | | | | | **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. * Has a range of self and mutual regulation strategies and can mostly select and use them independently. | | | | **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 | |  | | | | |  | | |
| **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 be very resistant to transition and communicate this through behaviour. * Poor attention and concentration, may stare into space or daydream. * Actions lack intent or purpose. * No signs of exploration or interest in learning activities. * Unresponsive to environmental cues. | | | | | | **Level 2**   * Shows some interest in what is going on around them but attention is fleeting. * Very easily distracted. * Can cope with minor changes to routines when prepared e.g. visual timetable. | | | | | | | | | | | | | **Level 3**   * Busy all the time but tends to flit between activities. * Attention is superficial for adult directed tasks. * Limited motivation for adult led tasks, which tend to be short lived. * High level of visual support is needed to complete tasks, routines and self-care. | | | | | | | | | **Level 4**   * Clear signs of engagement 50-75% of the time. * Stays focused on an activity most of the time however there are times when attention is more superficial. * 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 opportunities. * 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 their challenges | | | 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 appropriately show a wider range of emotions such as pride 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 respond emotionally to activities. * Appears unhappy and/or anxious or overly passive. * No friendships. * Doesn’t mimic the movements of a larger group. | | | | | **Level 2**   * Only accesses new activities or resources when introduced gradually and with adult support. * May show a subtle change of facial expression in response to a liked activity. * Beginning to notice peers. | | | | | | | | | | | **Level 3**   * Beginning to approach some new activities or resources independently. * Shows changes in facial expression, posture and positioning in response to activities. * Appears unhappy and/or anxious for up to 50% of time in setting. May demonstrate passive behaviour. * Shows preference for particular peers. | | | | | | | | | | **Level 4**   * Can name a small range of strengths and weakness. * Explores new activities and resources but will need occasional adult prompts. * Presents as happy, relaxed and calm for up to 75% of time. * Chooses key peers to interact with showing some cooperative play. May need adult support to resolve difficulties * Attends an after school activity. | | | | | **Level 5**   * Can realistically name strengths and weaknesses. * Accesses a full range of educational opportunities. * Demonstrates an understanding of a wide range of emotions. * Chooses key peers to interact with showing some ability to resolve difficulties when they arise. * Attends a range of out of school activities. |