

Primary Wellbeing, Social and Emotional Profile

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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| **Social Development**  **(SD)**  | **Comments** | **Current Provision** |
| Considering their agedoes your child?Look towards and notice people in the vicinity | 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 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.
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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 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
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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 |  |  |
| **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.
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| **Wellbeing (WB)** | **Comments** | **Current Provision** |
| Realistic awareness of their strengths  | WB1  | WB2 | WB 3 | WB4 | WB5 |  |  |
| Realistic awareness of their challenges | WB1  | WB2 | WB 3 | WB4 | WB5 |  |  |
| Show a range of skills to motivate themselves | WB1  | WB2 | WB 3 | WB4 | WB5 |  |  |
| Able to appropriately show a wider range of emotions such as pride 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 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.
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