

Early Years 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** | | |  |
|  | **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 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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. |
| **Social Development** | | | |  |
| Does your child?  Look towards and notice people in the vicinity |  | |  |  |
| Ask for help |  | |  |  |
| 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 comfort |  | |  |  |
| Recognise emotions in others |  | |  |  |
| **Independence** | | | |  |
| Actively engage with learning opportunities |  | |  |  |
| Able to organise self and equipment |  | |  |  |
| Able to deal with changes |  | |  |  |
| Complete tasks and routines with little or no verbal support (people/visual structure) |  | |  |  |
| Manage transitions e.g. between activities, spaces and places |  | |  |  |
| Notice environmental cues e.g. bell ringing, other children lining up, display boards, notices |  | |  |  |
| **Well being** | | | |  |
| Realistic awareness of their strengths |  |  | |  |
| Realistic awareness of their weaknesses |  |  | |  |
| Show a range of skills to motivate themselves |  |  | |  |
| Able to appropriately show a wider range of emotions such as pride 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 |  |  | |  |