

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.  |

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  |  |  |  |