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Wellbeing profile Information

What it is and why we devised it

* The Wellbeing profile has been designed to look carefully at the skills that a young person needs to promote good mental health and wellbeing.
* It is a tool to help staff prioritise which areas may be causing the most difficulty and therefore target resources and time in an effective manner.
* The profile grew out of a list of socio emotional indicators which are defined by SCERTS as Happiness, Sense of Self, Sense of other, Active learning and Organisation, Flexibility and Resilience, Co-operation and Appropriateness of behaviour, Independence, Social Membership and friendships. These indicators point to life skills as well as skills to facilitate academic progress.
* Many of the topics covered in the profile are not commonly highlighted in assessments but could be vital to a young person’s ability to engage in school fully.

* In constructing the profile we wanted to focus on the young person’s potential for **achieving** wellbeing rather than measuring their level of current wellbeing.

How to use

* When completing the profile, please assess the **young person’s** independent skill. e.g. in the question ‘ does he ask for help?’ We don’t want to know about how you help the young person, or step in when he is struggling, rather is he able to indicate that he needs help and if so how well does he do this.
* Once the profile has been completed, it will help practitioners look carefully at areas which will need specific skill teaching. This will help to target interventions and tailor a programme which will have the most impact for the young person. If there are several young people with wellbeing profile data then small groups can be formed to work on similar skills where needed.
* The profile could also be completed by families to show any similarities or differences at home
* There are 3 versions of the profile, early years, primary and secondary which are broadly similar in terms of assessment questions but which have different examples.
* There is also a version for young people to complete themselves with explanatory notes. It is designed to be used by the young person but supported by a trusted adult.
* You may need to look very carefully at girls or children who are passive as their behaviours can look like participation or understanding when it may only be copied or superficial.
* If any elements of the profile are unclear or you need further support in completing it please contact us. We would also be very interested in any feedback you wish to share with us.

Contact us on [autism@bradford.gov.uk](mailto:autism@bradford.gov.uk) or call **01274 439500**