

Pupil Profile

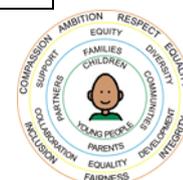
The profile is designed to be used as a detailed assessment of pupil needs which can then help future problem solving (especially for behaviour related to unmet needs) and specific target setting. It would be completed by the key adults working with the child. This document would sit alongside pupil centred approaches such as Person Centred Planning approaches or a pupil passport. Under each heading there are prompts to supporting thinking about which information to include.

Language and communication	Prompts
How does the pupil communicate in general?	<ul style="list-style-type: none"> - Verbally (single words, phrases, sentences? With depth of understanding of language and vocabulary? Repetitive or stereotyped language?) - Using symbols / photographs / real objects (e.g. points to the symbol, asks for an object by exchanging symbol) - Signing (A few key signs? Fluent signing?) - Gesture (e.g. pointing, taking the person's hand to lead them) - Vocalisations (What and for what purposes? e.g. when excited, when distressed, to indicate yes/no) - Behaviours (What and for what purposes? e.g. rocking, bangs head)
How do they understand others' communication?	<ul style="list-style-type: none"> - Verbally (Single words, phrases, sentences? Depth of understanding of language and new vocabulary? Direct, specific and concrete communication or more abstract language? Requirement to check back understanding?) - Symbols / visuals / photographs / real objects (e.g. points to visual, asks for an object by exchanging symbol) - Signing (e.g. a few key signs? Fluent signing?) - Gesture (e.g. pointing, shrugging) - Picking up on eye contact, facial expressions and body language - How much processing time is required?
For which purposes do they communicate?	<ul style="list-style-type: none"> - When they want or need something - To communicate likes and dislikes / to express feelings - To provide information - Social communication

Social Skills and Relationships	Prompts
<p>What are the relationships and interactions like with peers?</p>	<ul style="list-style-type: none"> - Awareness of others / Motivation to interact socially - Friendships / preferred peers / peers they are not keen on - Solitary / parallel / cooperative play - Structured social interactions vs. unstructured times - Ability to cope with social demands (1:1 vs group) - Reciprocal conversation and interactions - Taking part in groups (turn taking / sharing / cooperating / problem solving) - Shared interests / clubs / hobbies / activities - Awareness of others' perspectives in social situations - Ability to recognise appropriate and inappropriate friendships / peer relationships
<p>How are the pupil's social skills?</p>	<ul style="list-style-type: none"> - Understanding of emotions and ability to express emotions - Understanding of social rules and norms (e.g. public vs. private behaviour, ok vs. not ok things to say in school) - Ability to alter behaviour to context (knowing how you speak and act in different contexts) - Ability to initiate and respond to social interactions
<p>What are the pupil's relationships and interactions like with adults?</p>	<ul style="list-style-type: none"> - With key family members - With staff in school - With other important people in their lives - With unfamiliar adults - What interaction style do they respond best to?



Flexibility of thought and behaviour	Prompts
How does the pupil manage routines and transitions?	<ul style="list-style-type: none"> - Key routines for the pupil (e.g. starting the day, coming in from break, beginning an activity) - Requires visual / written routines or verbal explanation of routine? - Ability to cope with change in routine (including planned and unplanned changes) - What kind of preparation is required for change? - Key daily transitions (e.g. starting / finishing an activity, moving around the school, etc.) - Ability to cope with bigger transitions (e.g. starting in a new context such as change of school) - Ability to organise themselves and forward plan
How does the pupil manage demands, choice and decision making?	<ul style="list-style-type: none"> - Manages one demand at a time vs. can cope with several - Simple, chunked demands vs. more complex tasks - Limited choice or can cope with a range of options? Visual or verbal presentation of choice? - Has a fixed or inflexible view or can take account of different aspects and perspectives to make a decision?
What are the pupil's interests?	<ul style="list-style-type: none"> - Key topics or activities - Wide range of interests vs. limited and intense interests
How are the pupil's self-help and independence skills?	<ul style="list-style-type: none"> - Personal care and dressing - Eating - Toileting - Sleeping - Any relevant medication - Travelling - Recognition of danger



Sensory and Coordination Needs	Prompts
Visual	<p>Squints, covers eyes, or complains about classroom lighting, bright lights, sunshine, etc.</p> <p>Prefers to be in the dark</p> <p>Is attracted to bright lights and shiny objects</p> <p>Becomes frustrated when trying to find objects in competing backgrounds</p> <p>Has difficulty putting puzzles together</p> <p>Stares intensely at people and objects</p> <p>Spins or flicks objects in front of eyes.</p> <p>Can be startled when being approached suddenly</p> <p>Is very cautious when going down stairs or stepping off a kerb when crossing the road (tends to feel their way with their feet)</p> <p>Or steps over a join between two different floor coverings e.g. when carpet joins kitchen lino</p> <p>Is easily distracted by nearby visual stimuli e.g. pictures, items on walls, windows or other people moving around</p>
Auditory	<p>Holds hands over ears to protect ears from sound</p> <p>Does not appear to hear certain sounds</p> <p>Seems disturbed or intensely interested in sounds not usually noticed by other people</p> <p>Cannot concentrate, is easily distracted by background noises e.g. TV , radio, fluorescent lights</p> <p>Makes noises, hums or sings or shouts out unexpectedly</p> <p>Doesn't respond when name is called, but you know their hearing is ok</p> <p>Has difficulty paying attention</p> <p>Cannot determine location of sounds or voices.</p> <p>Likes to cause certain sounds to happen over and over such as repeatedly flushing the toilet or repeatedly operating a musical toy</p>
Tactile	<p>Avoids getting messy, dislikes having dirty, sticky hands, etc.</p> <p>Dislikes, complains when having face washed, hair washed, cut or brushed. Dislikes having nails cut</p> <p>Responds negatively to unexpected touch</p> <p>Has difficulty standing in line with other children</p> <p>Is sensitive to certain fabrics, insists on wearing the same clothes</p> <p>Avoids going barefoot</p> <p>Touches people or objects to the point of irritating others</p> <p>Seems to have an unusually high tolerance to pain. Doesn't react as expected after having cut or injured themselves.</p> <p>Leaves clothes twisted on body, doesn't seem to notice that trousers/ skirt are falling down etc.</p> <p>Doesn't seem to notice when their hands or face are messy or covered with food.</p>



Smell/taste	<p>Gags easily with certain food textures or having utensils in mouth</p> <p>Shows distress at smells that other people may not notice.</p> <p>Is a picky eater, especially regarding food textures e.g. doesn't like lumps in food</p> <p>Avoids certain tastes that are typically part of a child's diet</p> <p>Likes to taste non-food items e.g. paint, glue</p> <p>Chews, licks non-food items</p> <p>Mouths objects e.g. pencils, toys</p> <p>Likes to smell non-food items</p> <p>Shows a strong preference for certain tastes or smells</p> <p>Does not notice strong or unusual smells e.g. glue, paint or marker pens</p>
Body Awareness	<p>Clumsy, bumps into people and objects, moves stiffly</p> <p>Spills contents when opening containers, or spills juice/ drink when trying to prepare a drink</p> <p>Tends to use more force than required and frequently breaks toys. Doesn't tend to know how much force to use and can unintentionally hurt others</p> <p>Runs, hops and bounces instead of walking</p> <p>Loves rough and tumble play</p> <p>Trips/ falls frequently</p> <p>Has a weak grasp. Holds objects like pencils cutlery so loosely that it's difficult to use the object. Frequently drops objects.</p> <p>Chews on toys, clothes and other objects more than other children</p> <p>Holds pencil so tightly it's hard to use object</p> <p>Walks on tip toe</p>
Vestibular/balance	<p>Becomes anxious when feet leave the ground. Doesn't like being on playground equipment such as swings, roundabouts etc.</p> <p>Dislikes activities where head is upside down e.g. somersaults, rough and tumble play</p> <p>Has poor balance</p> <p>Does not seem to get dizzy when others usually would</p> <p>Fails to put hands out to save self when falling</p> <p>Seeks out all kinds of movement, which can interfere with daily routines e.g. can't sit still, fidgets</p> <p>Frequently twirls, spins self throughout the day.</p> <p>Rocks unconsciously e.g. when watching TV</p> <p>Rocks in desk/chair/on floor</p> <p>Runs back and forth</p>

