DERBYSHIRE County Council

Key Information - School	
Pupil Name:	**School:**
Strengths / Interests:	**Preferred Activities:**

What is going well?

Which staff are the child's key adults?

What are we concerned about? What are the barriers to school attendance?

Other information (e.g. adaptations and interventions):

Strengths/Interests

- What are they good/successful at?
- Positive personality traits.
- In what situations do they appear most happy in school?
- What do they like to do in school?
- Hobbies or interests outside of school.
- Times when they are settled.

Preferred Activities

- Given a free choice, what would they choose to do in school? It can be curriculum or play activities.
- When they are engaged in a lesson, how do they like their work to be presented? (For example, sorting activity, choice of two activities, given a set number of questions to answer, T.A to scribe one sentence and then the CYP to write the next, using chalks or felt tips to record, etc).
- It could be working with an adult or another pupil.
- What is their reason for coming to school / what promotes positive behaviour / motivates / engages them?

What is going well? (Find positives within the day. This will help identify areas to be built upon)

- Think about what is going well at home and at school.
- Are they spending some time in the class e.g. register, parts of lessons, story time, etc?
- Can they sit on the carpet for 5 minutes of focused teaching time?
- Do they respond to personal praise?
- Are they following 'now' and 'next' with adult support?
- Will they listen to a story if they get to turn the pages of the book?
- Does a sensory or movement break help regulate their emotions?
- Are they beginning to co-regulate with adult support?

Key adults
- As well as teachers and teaching assistants, this can be the midday supervisor, cook, caretaker, reception staff or even the lollipop person on their way to school.

Concerns/barriers:

- Do they have anxiety or low mood? If so, explain what factors are/could be contributing to this.
- Do they have unmet sensory needs?
- Academic demands.
- Social pressures.
- Lunchtime and playtime.
- Friendships.
- Are they being bullied?
- School environment.
- Transitions.
- Sense of belonging and self-esteem.
- Emotional dysregulation.
- Communication