

My One Page Profile

Name:		Photo of Me
Date of Birth:		
Class / Year Group		
Class Teacher(s):		
SEND (Primary Need):		
SEND Status:	Early Monitoring / K - SEND Support / EHCP	
SEND Start Date:		
Outside Agencies Involved:		
In School Assessments:		

All About Me:

What do you enjoy at school? ■	What do you enjoy at home? ■
What could be better at school? ■	What could be better at home? ■
Who helps you at school? ■	Who helps you at home? ■
What helps you at school? ■	What job would you like to do when you are an adult? ■
What could help you more at school? ■	Where would you like to live when you are an adult? ■

How to Support Me:

Sometimes I can feel... ■
The things that can make me feel like this are... ■
When I feel like this you can help me by... ■
I like it when adults... ■

Who asked me these questions? (Name and Role)

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PUPIL PASSPORT 2024-2025



My Outcomes: (to be achieved in the next 12 months)

1. To
2. To
3. To

Baseline Attainment:		Autumn Term Attainment:		Spring Term Attainment		Summer Term Attainment:	
Communication and Language		Communication and Language		Communication and Language		Communication and Language	
Personal, Social and Emotional Development		Personal, Social and Emotional Development		Personal, Social and Emotional Development		Personal, Social and Emotional Development	
Physical Development		Physical Development		Physical Development		Physical Development	
Literacy		Literacy		Literacy		Literacy	
Mathematics		Mathematics		Mathematics		Mathematics	
Understanding the World		Understanding the World		Understanding the World		Understanding the World	
Expressive Arts and Design		Expressive Arts and Design		Expressive Arts and Design		Expressive Arts and Design	

Autumn Term (4 months)	Spring Term (4 months)	Summer Term (4 months)
1. I can 2. I can 3. I can	1. I can 2. I can 3. I can	1. I can 2. I can 3. I can
Provision for Autumn Term Targets	Provision for Spring Term Targets	Provision for Summer Term Targets
Please see specific Best Endeavours and Reasonable Adjustment (BERA) grid below for Quality First Teaching (QFT) and Inclusive provision.	Please see specific Best Endeavours and Reasonable Adjustment (BERA) grid below for Quality First Teaching (QFT) and Inclusive provision.	Please see specific Best Endeavours and Reasonable Adjustment (BERA) grid below for Quality First Teaching (QFT) and Inclusive provision.
Autumn Term Interventions:	Spring Term Interventions:	Summer Term Interventions:
Please see attached intervention timetable below (if required).	Please see attached intervention timetable below (if required).	Please see attached intervention timetable below (if required).

Best Endeavours and Reasonable Adjustment (BERA): Inclusive Provision in a Mainstream Setting

Strategies and Provision: Early Years Communication and Interaction (C&I) Please highlight when implemented	Date Implemented
Interacting - Follow the child's lead. Play alongside the child, observing their play and joining in by copying their actions and sounds. The aim initially is for the child to accept you playing alongside and then joining in their play. - Explicitly name emotions and help the child to recognise and begin to understand the feelings and thoughts of others - Regularly involve the child in people play games, e.g. tickling games, chasing games, copying games - Explicitly name emotions and help the child to recognise and begin to understand the feelings and thoughts of others - Use an individual intervention, such as Play Interaction or Intensive Interaction - Support the child to play with another child (who has good social interaction skills) using familiar people play games, e.g. Ready, steady, go and simple turn-taking games - Include the child in a small group intervention, such as, Fun Time, to extend their skills to interacting and taking turns within a group. - Provide a distraction free environment for individual and small group interactions - Help the child to notice, understand and respond to other people's non-verbal communication, including facial expression, body language, tone of voice	
Social Communication - Teach social rules through a more individualised approach, e.g. demonstrate, use puppets, Learning to Play and Work Together pack - Use Social Stories to teach and reinforce appropriate social behaviour in specific situations, e.g. taking turns on the trikes, asking another child for a toy, putting your hand up at carpet-time - Explicitly name emotions and help the child to recognise and begin to understand the feelings and thoughts of others	
Attention and Listening - Create a good listening environment, e.g. provide appropriate areas in the room to support speaking and listening skills, i.e. a quiet, distraction free area - Use an auditory/visual cue to gain the children's attention, e.g. a tambourine - Use an auditory/visual cue to gain the children's attention, e.g. a tambourine - Call the child's name to gain his/her attention. Prompt them to look and listen and use 'good looking' and 'good listening' cue cards to reinforce this. - Sit the child close to an adult at listening times - Keep listening times short and interactive - Teach good attention and listening behaviours, e.g. Learning to Look and Listen in the Early Years - Practise attention and listening skills by playing looking and listening games, e.g. Kim's game, What's that noise? in a small group - Provide paired and small group story times	

Understanding	
Use multisensory cues, e.g. objects of reference, photographs, signs, symbols, cue songs to support the child's understanding. These must be individualised and matched to the child's developmental level and used consistently by all the practitioners in the setting.	
Simplify your language so that it matches the child's level of understanding and experiences.	
Allow time for the child to process information, waiting at least 10 seconds for the child to respond	
Vocabulary: use familiar words. Teach new words in context, using objects, pictures and multisensory experiences. Help the child to make connections between words, e.g. categories. Teach concepts one at a time e.g. 'big and not big' rather than 'big and little'	
Instructions: Give instructions at the right level for the child, e.g. consider how many information carrying words the child can manage. Check with the child the s/he understands the instruction. Give the child time to carry out the instruction. Give one instruction at a time. Repeat the instruction if the child needs to hear it again. If the child is struggling to understand, show him/her what to do.	
Questions: Ask questions at the right level for the child's understanding, e.g. 'what' questions are easier to understand than 'how' and 'why' questions. Avoid asking lots of questions.	
Use of 'descriptive commentary' provide a gentle running commentary on what the child is doing as they are doing it, keeping your language simple and repetitive	

Communicating and talking	
Make sure the child had reasons and opportunities to communicate, e.g. offer choices of activities/songs/snacks; avoid anticipating needs so that the child must ask for a favourite toy or for a drink.	
Teach vocabulary (nouns first, then verbs, then describing words/concepts). Make sure the child has opportunities to hear new words many times and to use them.	
Use a vocabulary programme, e.g. Word Aware 2 or a concept checklist, to identify the language you need to teach.	
Give a good language model when commenting on what the child is doing.	
Use pictures to begin simple storytelling/narrative.	
Teach the child to join words together by expanding on what s/he says. Repeat the child's words and add 1-2 words, e.g. if the child says "car", you could model "Mummy's car".	
Teach the child to use additional/alternative means of communicating if appropriate (seek advice from the child's Speech and Language Therapist, your Area SENCO, or other professionals) e.g. signs, Picture Exchange Communication System PECS	
Respond positively to the child's attempts to communicate	

Speech	
Value and respond to the child's attempts to speak. Focus on what the child is saying not how they say it	
Provide a good speech sound model. Do not correct a child if they cannot say a word properly	
Use a speech sound development chart to identify sounds the child can make and sounds they are having difficulty making. Remember that the sound may not be in the child's home language	
Play games which encourage playful sounds, e.g. transport or animal noises	
Play listening and auditory discrimination games	
Follow Speech and Language Therapy advice	



SEND Review Meeting Autumn Term 2024



Date of Review:	Present at Review:	Attendance:			Comments...
		More than 97.1%	%		
		95% - 97%	%		
		Less than 94.9%	92.8%		

Review of Targets / Outcomes:
1.
2.
3.

Leuven Scale: Emotional Wellbeing				
Extremely Low	Low	Moderate	High	Extremely High
1	2	3	4	5

Leuven Scale: Involvement / Engagement				
Extremely Low	Low	Moderate	High	Extremely High
1	2	3	4	5

Behaviour and Attitude to Learning:	Excellent	Good	Satisfactory	Improvement Needed
Attitude / Effort				
Organisation				
Listening Skills				
Speaking Skills				
Independence				
Group Co-operation				
General Behaviour				

Pupil Voice:
▪
▪
Parent Voice:
▪
▪

Signed: _____

Date: _____

Next Steps (to be completed by SENCO if required):

Autumn Term Actions:	Date Completed:
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Provision and Intervention Timetable - Autumn Term 2024

Pupil:	Class:	Supporting Adult:	Total Hours of 1:1 / Key Adult Support:
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Times				Break Time			Lunch Time		
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
1:1 HOURS SUPPORT									



SEND Review Meeting Spring Term 2025



Date of Review:		Present at Review:		Attendance:		Comments...
		More than 97.1%		%		
		95% - 97%		%		
		Less than 94.9%		92.8%		

Review of Targets / Outcomes:
1.
2.
3.

Leuven Scale: Emotional Wellbeing				
Extremely Low	Low	Moderate	High	Extremely High
1	2	3	4	5

Leuven Scale: Involvement / Engagement				
Extremely Low	Low	Moderate	High	Extremely High
1	2	3	4	5

Behaviour and Attitude to Learning:	Excellent	Good	Satisfactory	Improvement Needed
Attitude / Effort				
Organisation				
Listening Skills				
Speaking Skills				
Independence				
Group Co-operation				
General Behaviour				

Pupil Voice:
▪
▪
Parent Voice:
▪
▪

Signed: _____

Date: _____

Next Steps (to be completed by SENCO if required):

Spring Term Actions:	Date Completed:
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Provision and Intervention Timetable - Spring Term 2025

Pupil:	Class:	Supporting Adult:	Total Hours of 1:1 / Key Adult Support:
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[illegible]



SEND Review Meeting Summer Term 2025



Date of Review:		Present at Review:		Attendance:		Comments...
		More than 97.1%		%		
		95% - 97%		%		
		Less than 94.9%		92.8%		

Review of Targets / Outcomes:
1.
2.
3.

Leuven Scale: Emotional Wellbeing				
Extremely Low	Low	Moderate	High	Extremely High
1	2	3	4	5

Leuven Scale: Involvement / Engagement				
Extremely Low	Low	Moderate	High	Extremely High
1	2	3	4	5

Behaviour and Attitude to Learning:	Excellent	Good	Satisfactory	Improvement Needed
Attitude / Effort				
Organisation				
Listening Skills				
Speaking Skills				
Independence				
Group Co-operation				
General Behaviour				

Pupil Voice:
▪
▪

Parent Voice:
▪
▪

Signed: _____

Date: _____

Next Steps (to be completed by SENCO if required):

Summer Term Actions:	Date Completed:

Provision and Intervention Timetable - Summer Term 2025

Pupil:	Class:	Supporting Adult:	Total Hours of 1:1 / Key Adult Support:
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Times				Break Time			Lunch Time		
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
1:1 HOURS SUPPORT									