## Pupil Passport

<table>
<thead>
<tr>
<th>Name:</th>
<th>Year Group:</th>
<th>Category of SEND: <em>(please highlight)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cognition and Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication and Interaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social, Emotional and Mental Health</td>
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<tr>
<td></td>
<td></td>
<td>Sensory and/or Physical</td>
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</tbody>
</table>

### Strengths, skills and attributes:
- What can the pupil do (without support if applicable)?
- Are they helpful, determined, cheerful etc.? ..?
- Are they successful with communication?

### Needs:
- Related to category of need/SEND
- What can they not manage without additional intervention/support?
- Any diagnosis relating to SEND?
- Any health needs?
- Any social care needs?

### Quality First Teaching:
- Differentiation required to complete classwork
- Any additional resources available within the classroom
- Small group/pair work identified to support the learner

### Targeted Support: *(individual or group)*
- Identified, specific intervention to target individual need
- May be withdrawn from class or take place at an identified time on the learner’s timetable
- Tracking of progress of this will take place and impact evaluated.

### Personalised Support:
- Might involve 1:1 intervention
- Could include personalised computer/device based resources
- Learner may require specific equipment/resources

### Desired Outcomes:
- Agreed SMART targets that all have agreed they would like the learner to achieve.

### Progress towards outcomes:
- Evaluate the impact of the support and interventions at review stage.

### Notes
- Any other relevant information which may include any external agencies or professionals who are currently involved.

Version 1 June 2018
## Pupil Profile

<table>
<thead>
<tr>
<th>Photo:</th>
<th>Name:</th>
<th>Areas of need:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**It would help me if you could:**
- seating in class
- additional explanations, instructions
- visual checklists
- differentiated work etc.

**I would like you to know that:**
- any diagnosis
- further explanation of area of need

**I will help myself by:**
- These should be realistic, short term, achievable target-like statements eg:
  - asking for help when I need it
  - trying to learn the spelling I am given at home
  - practising my reading with adults

**This means that:**
- any communication issues
- impact of need on social and emotional

**I am supported by:**
- a teaching assistant who is in the classroom
- The special equipment I use like my sloping board and pencil grips

**I find it difficult to:**
- what skills/knowledge the pupil has difficulties with - eg reading, spelling, maths
- what difference does this makes to the CYP’s learning?

<table>
<thead>
<tr>
<th>Data/Information</th>
<th>Access Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: 5E</td>
<td>e.g. 25% additional time for all formal assessments and examinations</td>
</tr>
<tr>
<td>Writing: 5E</td>
<td></td>
</tr>
<tr>
<td>Maths: 5E</td>
<td></td>
</tr>
<tr>
<td>LAC: Y/N</td>
<td></td>
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<tr>
<td>PP: Y/N</td>
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