

Pupil Passport

Complete this form with the pupil and their parent/carer when a pupil is placed onto the SEN Register. Review with them at least termly.

Name:	Year Group:	Category of SEND: (please highlight) Cognition and Learning Communication and Interaction Social, Emotional and Mental Health Sensory and/or Physical	
Strengths, skills and attributes: <ul style="list-style-type: none"> What can the pupil do (without support if applicable)? Are they helpful, determined, cheerful etc..? Are they successful with communication? Needs: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> Identified, specific intervention to target individual need May be withdrawn from class or take place at an identified time on the learner's timetable Tracking of progress of this will take place and impact evaluated.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: <ul style="list-style-type: none"> 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.

Pupil Profile

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Photo:	Name: Date of birth: Class: Areas of need:	It would help me if you could: e.g. <ul style="list-style-type: none"> • <i>seating in class</i> • <i>additional explanations, instructions</i> • <i>visual checklists</i> • <i>differentiated work etc</i> 	
I would like you to know that: e.g. <ul style="list-style-type: none"> • <i>any diagnosis</i> • <i>further explanation of area of need</i> 		I will help myself by: e.g. <ul style="list-style-type: none"> • <i>These should be realistic, short term, achievable target-like statements eg:</i> <ul style="list-style-type: none"> ○ <i>asking for help when I need it</i> ○ <i>trying to learn the spelling I am given at home</i> ○ <i>practising my reading with adults</i> 	
This means that: e.g. <ul style="list-style-type: none"> • <i>any communication issues</i> • <i>impact of need on social and emotional</i> 		I am supported by: e.g. <ul style="list-style-type: none"> • <i>a teaching assistant who is in the classroom</i> • <i>The special equipment I use like my sloping board and pencil grips</i> 	
I find it difficult to: e.g. <ul style="list-style-type: none"> • <i>what skills/knowledge the pupil has difficulties with - eg reading, spelling, maths</i> • <i>what difference does this makes to the CYP's learning?</i> 		Data/Information Reading: 5E Writing: 5E Maths: 5E LAC: Y/N PP: Y/N	Access Arrangements e.g. <i>25% additional time for all formal assessments and examinations</i>