# Visual Profile

## Supporting transition from Day 6 Provision

Name:

## Student's Key Information:
*Please include demographic information, SEND, family context, preferred language, known professional involvement etc.*

## Student's areas of strength and preferences:
*Please include observations, information and evidence identfied by Day 6 staff and the student about what helps them to feel most happy and relaxed; comment on key relationships; strengths across curriculum areas;,attitudes to learning and the student's future aspirations (short or long-term) etc.*

## Details of Permanent Exclusion:
*Please include known school history including any school moves; **date and reason for permanent exclusion**; indicate any known risks; where possible, include student's view of their experience of educational placements, etc.*

## Things that have worked well in Day 6 Provision:
*Please include specific examples of interventions and student's response (e.g., targeting coregulation skills, peer relations, confidence, alternative coping strategies related to drugs and/or alcohol, family support etc.); intervention time-scale; evidence of improved relationships, attitudes and approaches to learning etc.*

## Supportive strategies that school staff can use to encourage continued development of skills:
*Please include specific approaches to teaching such as 1:1, small group, class level support; access to specific resources and information where appropriate; student's communication preferences and how they may respond to interactions with adults and peers etc.*

# Strengths and Needs at a glance

Please use the space below to provide relevant additional information.

| Emotional | Behavioural | Language |
|---|---|---|
|  |  |  |

| Social Skills | Physical Health | Medical |
|---|---|---|
|  |  |  |

| Family Context | Community Context | Safety |
|---|---|---|
|  |  |  |

| Further Comments: | Name and Role of person completing document: |
|---|---|
|  | Date: |

# Professional Involvement

## Key members of staff from Day 6 Provision

| | |
|---|---|
| Name/Role | |
| Name/Role | |
| Name/Role | |
| Name/Role | |

## Student Details

| | |
|---|---|
| Name | |
| NCY | |
| Day 6 Provision: | |
| New Provision: | |

| Service | Current/Historical /Never | Date of Involvement | Name of Professional |
|---|---|---|---|
| Educational Psychology Service | | | |
| Children and Young People's Services | | | |
| Speech and Language Therapy | | | |
| Youth Offending Team | | | |
| Children's Social Care | | | |
| Early Help | | | |
| SENTASS | | | |
| VCSE sector e.g. Barnardo's or other charities | | | |
| Health | | | |
| Connexions | | | |
| Other | | | |

# Mainstream Readiness Matrix

| | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| **Emotional Regulation (ER)** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Behaviour (B)** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Student's motivation to join mainstream school (M)** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Relationships with Staff (RS)** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Relationships with Peers (RP)** | ☐ | ☐ | ☐ | ☐ | ☐ |

**Total Mainstream Readiness Score:**                    **/25**

A score of 15 or above should be considered a positive indicator of mainstream readiness.

## Descriptors for Readiness Matrix:

| | |
|---|---|
| **1** | The child cannot recognise a feeling they are experiencing, even when in a secure environment with a key, trusted adult. (ER)<br>The child never behaves in class and seeks out distraction. (B)<br>The child actively tells others that they do not want to go to a mainstream school, and this is shown in their behaviours, which will be negative/disaffected. (M)<br>The child has negative relationships and interactions with all adults in the school setting. (RS)<br>The child has negative relationships and interactions with all peers in the school setting (RP) |
| **2** | The child can usually recognise how they are feeling with a trusted adult's help. (ER)<br>The child rarely behaves well in class, is easily distracted and actively distracts others. (B)<br>The child has shared with a key adult that they probably do not want to be in a mainstream school and their behaviours are often negative. (M)<br>The child, on occasion, has some positive interactions with adults but they are not able to sustain these for very long. (RS)<br>The child, on occasion, has some positive interactions with peers but they are not able to sustain these for very long. (RP) |
| **3** | The child can usually recognise how they are feeling, express it to a key adult and work with a key adult to put an appropriate strategy in place. (ER)<br>The child sometimes behaves well in class but often gets distracted by others. (B)<br>The child has said to an adult/adults that they would like to be in a mainstream school, but they do not think they will be able to manage this. (M)<br>The child sometimes engages positively, with at least one member of staff. (RS)<br>The child sometimes engages positively, with at least one peer. (RP) |
| **4** | The child can usually recognise how they are feeling and work with an adult to put an appropriate strategy in place. (ER)<br>The child usually behaves well in class, can work independently but occasionally can be distracted by others. (B)<br>The child is clear that they want to go to a mainstream school and have some awareness of the targets they need to work towards. (M)<br>The child often engages positively with staff and mutually rewarding relationships with staff are beginning to develop. (RS)<br>The child often engages positively with peers and mutually rewarding relationships are beginning to develop. (RP) |
| **5** | The child can usually recognise how they are feeling and independently use a socially appropriate strategy to manage their emotions and responses. (ER)<br>The child always behaves well in class, can work independently and does not get distracted by others. (B)<br>The child consistently tells others that they are excited to go to a mainstream school, are aware of the targets they need to work on and are actively involved in an action plan to meet them. (M)<br>The child has positive and mutually rewarding relationships with all adults, including a particularly close and trusting relationship with a key worker(s). (RS)<br>The child has positive and mutually rewarding relationships with all peers, including a particularly close and trusting friendship. (RP) |