

Understanding (Child's Name)

On roll at (Mainstream School) and (Day 6 Provision)

Year group:

Date of permanent exclusion:

Expected start date in new mainstream school:

Professionals involved with child currently or historically.

	Current / Historical/ Never	Date of Involvement	Name of Professional
Educational Psychology			
Children and Young People's Service			
Speech and Language Therapy			
Youth Offending Team			
Social Care			
Early Help			
SENTASS			
Charity Sector e.g. Barnardo's			
Health			
Connexions			
Other			

Please also include relevant information relating to EAL, such as language spoken at home, time of arrival in country, etc below:

Emotional and Behavioural Development: STRENGTHS

Areas of Strength	Observations, information and evidence (as identified by Day 6 staff and child)
<p>1. The child seems happiest and most relaxed when they are.... (see examples below)</p> <p>Playing sport, Doing creative activities, Spending time with others, Spending time alone, Playing on the computer, Talking with someone</p>	<p>The child seems happiest and most relaxed when... (provide details);</p>
<p>2. The child has close trusting relationships with other people.</p>	<p>The child has close trusting relationships with... (please state names)</p> <p>Key family members: Key staff members: Peers: People in community: Other:</p>
<p>3. In the future, the child wants to... (see examples below)</p> <p>Be in a mainstream school, Have a job, Be in a full time educational placement, Pursue studies at college, Build relationships with peers, Develop relationships with family members, Develop understanding of own emotions Other</p>	<p>In the future, the child wants to... (provide details)</p>
<p>4. The child seems most calm when...</p>	<p>Doing what?</p> <p>When?</p> <p>With whom?</p>

<p>5. The child holds strong beliefs in relation to... (see examples below)</p> <p>Religion, Social values and beliefs, How they see the world, Hope,</p>	<p>The child has strong beliefs in relation to... (provide details)</p>
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Emotional and Behavioural Development: NEEDS

Areas of Need	Observations, information and evidence (as identified by Day 6 staff and child)
<p>1. The child has experienced significant trauma</p>	<p>Please provide further information</p>
<p>2. Important factors relating to stability and security in the child's family context and social environment</p>	<p>Please provide further information</p>
<p>3. Experience of educational placements</p>	<p>Number of previous placements Attendance figure (Day 6) Number of fixed term exclusions (Day 6)</p> <p>Other information</p>
<p>4. The child's ability to understand and manage his/her emotions, independently (where 1 is the child cannot do this and 10 is the child can).</p>	<p>1 2 3 4 5 6 7 8 9 10 (provide further details)</p>

<p>Priority Long Term Aim:</p>	
<p>Short Term Aims:</p>	
<p>What is needed to achieve this:</p>	

Learning: STRENGTHS

Areas of Strength	Observations, information and evidence (as identified by Day 6 staff and child)
<p>1. Literacy (see examples) Handwriting, Spelling, Sight word reading, Reading comprehension, Writing composition</p>	<p>Areas of strength:</p> <p>Further information to evidence areas of strength</p>
<p>2. Maths (see examples) Numeracy/numerical operations, problem solving</p>	<p>Areas of strength:</p> <p>Further information to evidence areas of strength</p>
<p>3. Other curriculum areas,</p>	<p>Areas of strength:</p> <p>Further information to evidence areas of strength</p>
<p>4. Approaches and attitudes to learning</p> <p>The child is able to...(see examples) Persevere during challenge, Work independently, Work as part of a group, Effectively communicate his/her understanding, Use trial and error, Make use of practical resources, Maintain attention and concentration</p>	<p>Areas of strength:</p> <p>Further comments and evidence</p>

Learning: NEEDS

Areas of Need	Observation, information and evidence (as identified by Day 6 staff and child)
<p>1. Literacy (see examples)</p> <p>Handwriting, Spelling, Sight word reading, Reading comprehension, Writing composition</p>	<p>Areas of Need:</p> <p>Further information to evidence areas of need</p>
<p>2. Maths (see examples)</p> <p>Numeracy/numerical operations, problem solving</p>	<p>Areas of need:</p> <p>Further information to evidence areas of need</p>
<p>3. Approaches and attitudes to learning</p> <p>The child is able to... (see examples) Persevere during challenge, Work independently, Work as part of a group, Effectively communicate his/her understanding, Use trial and error, Make use of practical resources, Maintain attention and concentration</p>	<p>Areas of need:</p> <p>Further comments</p>

Priority Long Term Aim:	
Short Term Aims:	
What is needed to achieve this:	

Language and Social Skills: STRENGTHS

Areas of Strength	Observation, information and evidence (as identified by Day 6 staff and child)
<p>1. The child listens and attends best when...</p> <p>At an individual work station, Visual supports are/aren't used, The task is practical/task is language based, Part of a group</p>	<p>The child listens and attends best when....</p> <p>Other comments</p>
<p>2. Understanding of language</p> <p>The child can... Follow simple, verbal instructions, Follow complex, multi-step verbal instructions, Understand age appropriate vocabulary, Understand subject specific vocabulary</p>	<p>The child can.... (include information to evidence areas of strength)</p>
<p>3. Expressive language</p> <p>The child can... Organise his/her thoughts and express him/herself clearly, Use grammar appropriately when speaking, Use language to discuss/negotiate</p>	<p>The child can... (include information to evidence areas of strength)</p>
<p>4. Speech</p> <p>The child can... Use clear, intelligible speech, Use appropriate intonation, Use appropriate volume.</p>	<p>The child can... (include information to evidence areas of strength)</p>
<p>5. Social Interactions</p> <p>The child can... Engage in 'to and fro' conversation with an adult/peer, Express him/herself in a socially appropriate way, Use appropriate non – verbal means to communicate.</p>	<p>The child can... (include information to evidence areas of strength)</p>

Language and Social Skills: NEEDS

Areas of Need	Observation, information and evidence (as identified by Day 6 staff and child)
<p>1. The child struggles to listen and attend when...</p> <p>At an individual work station, Visual supports are/aren't used, The task is practical/task is language based, Part of a group</p>	<p>The child struggles to listen and attend when....(include details)</p>
<p>2. Understanding of language</p> <p>The child finds it hard to... Follow simple, verbal instructions, Follow complex, multistep instructions Understand age appropriate vocabulary, Understand subject specific vocabulary</p>	<p>The child finds it hard to...(include information to evidence areas of need)</p>
<p>3. Expressive language</p> <p>The child finds it hard to ... Organise his/her thoughts and express him/herself clearly, Use grammar appropriately when speaking. Use language to discuss and negotiate,</p>	<p>The child finds it hard to...(include information to evidence areas of need)</p>
<p>4. Speech</p> <p>The child finds it hard to ... Use clear, intelligible speech, Use appropriate intonation, Use appropriate volume</p>	<p>The child finds it hard to...(include information to evidence areas of need)</p>
<p>5. Social Interactions</p> <p>The child finds it hard to... Engage in to and fro conversation with an adult/peer, Express him/herself in a socially appropriate way, Use appropriate non – verbal means to communicate.</p>	<p>The child finds it hard to...(include information to evidence areas of need)</p>

Priority Long Term Aim:	
Short Term Aim:	
What is needed to achieve this:	

Health and Medical: STRENGTHS

Areas of Strength	Observation, information and evidence (as identified by Day 6 staff and child)
<p>1. Fine and gross motor skills</p> <p>The child can ... Demonstrate age appropriate fine motor skills Demonstrate age appropriate gross motor skills</p>	The child can...(provide further details)
<p>2. Health and fitness</p> <p>The child can... Maintain a healthy balanced diet, Maintain a regular sleep pattern, Engage in regular exercise, Maintain a healthy weight, Maintain good personal hygiene</p>	The child can...(provide further details)
<p>3. Staying safe</p> <p>The child can... Keep him/herself safe in the community, Travel independently, Solve real world problems</p>	The child can...(provide further details)

Health and Medical: NEEDS

Areas of Physical and sensory need	Observation, information and evidence (as identified by Day 6 staff and child)
<p>1. Medical and Health Needs; Diagnosed medical and/or health conditions</p>	The child has the following medical/health needs
<p>2. Health and fitness</p> <p>The child finds it hard to... Maintain a healthy diet, Maintain a regular sleep pattern, Engage in regular exercise, Maintain a healthy weight, Maintain good personal hygiene</p>	The child finds it hard to...
<p>3. Sensory Needs</p> <p>The child has... A hearing Impairment, A visual Impairment, Sensory needs</p>	The child has the following sensory needs...
<p>4. Substance misuse</p> <p>The child is known to... Regularly smoke, Regularly use drugs, Regularly use alcohol</p>	Details of any known substance misuse
<p>5. Staying safe</p> <p>The child finds it hard to... Keep him/herself safe in the community, Travel independently, Solve real world problems</p>	The child finds it hard to...

Priority Long Term Aim:	
Short Term Aim:	
What is needed to achieve this:	