

EDUCATION PROFILE

Primary Children Looked After Advisory Service

School Details		Medical Needs/Special Educational Needs	
Name of Child		Is the child placed on the SEN Register?	
Year Group/Key Stage		If so, what are the identified Categories of SEN?"	
School			
DE Number			
Principal			
Children Looked After School Named Contact		Does the child have any medical diagnoses or physical needs?	
Class Teacher		If so, what are the identified Categories of SEN?"	
Key Adult			
Back Up Key Adult			
		Is there a Record of Concern?	

Code of Practice	
Stage One	
What concerns exist?	
Does the Child have a Personal Learning Plan/IEP? If so, please attach.	
Stage Two	
Has the child been seen by an Educational Psychologist? If yes, please include details	
If so, what is the identified child's primary need?	
Has Statutory Assessment been recommend/commenced?	
Is the child in receipt of any Stage 2 Support Services? If yes, please include details	

Code of Practice	
Stage Three	
As per Statement, what is the primary Special Educational Need?	
What provision is associated with this Statement?	
School SEN Link Officer	

Attainments/Achievements			
Which standardised testing programs does the school use?			
School Year	General Intelligence Scores (e.g. CAT, NRIT, etc.)	Literacy Assessment Scores	Numeracy Assessment Scores
1			
2			
3			
4			
5			
6			
7			
Outcome of any additional academic assessment in school			

GL Pupil Attitude to School and Self (PASS)	
Date Completed	
1. Feelings about School	
2. Perceived Learning Capability	
3. Self-regard as a Learner	
4. Preparedness for Learning	
5. Attitudes to Teachers	
6. General Work Ethic	
7. Confidence in Learning	
8. Attitudes to Attendance	
9. Response to Curriculum Demands	
Outcome of other Pupil Wellbeing Assessments	

Literacy and Numeracy	
Please identify: a) Strengths	
b) Areas for development	

Summative Assessment	
Is the child achieving in line with their ability? (e.g. according to tracking on SIMS, is pupil progressing in line with expectations?)	
Is the child accessing the curriculum in line with expectations? If not, what actions can be taken?	
What actions have been taken to support child with attitude to school and self?	

Wider Curriculum	
Please identify: a) Strengths/Achievements	
b) Areas for development (e.g. learning, communication, motor skills, attention, independence, confidence, managing emotions)	
Is the child receiving specific support programmes or external support? (e.g. small-group teaching, Lego therapy, counselling, RISE NI, Speech Therapy)	
Does the Child attend extracurricular school clubs or societies?	

School Attendance History (Overall %)	
Has there been concern in relation to attendance, if so, what action was taken and when?	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
Year 7	

Suspension/Expulsion History		
Reason	Date From	Date To

Previous School History			
School Attended	Date From	Date To	Reason for Leaving

School Observation of Child before and/or after Family Time

Please record any observations of the child's behaviour, both positive and negative, that you think may be associated with family time and/ or any changes to family time that are impacting upon the child and may need to be considered in the PEP Meeting

Date	Observation	Date shared with Social Worker