

**Personal Learning Development Passport**

**Name:**

**Year:**

**Centre:**

**Key Worker:**

**Approx exit month from WPES:**

**Outcomes of Mcsherry Scale from originating school:**

|  |  |  |
| --- | --- | --- |
| **AREA** | **SCORE**  **and as % of total** | **GREEN if towards possible total**  **AMBER if at or just above 70% of total**  **RED if below 70% of total** |
| **Self-Control and Management of Behaviour** | **/ 52** |  |
| **Social Skills** | **/ 80** |  |
| **Self-Awareness and Confidence** | **/ 52** |  |
| **Skills for learning** | **/ 84** |  |
| **Approach to learning** | **/ 44** |  |
| **Overall total** | **/ 312** |  |

Below: taking from up to three priority areas above, list the specific McSherry statements which need development (at 2 or below – if a lot; work on 1 or below).

|  |  |
| --- | --- |
| **Area** | **Development Required** |
|  |  |
|  |  |
|  |  |

**What was latest attendance figure from originating school:**

|  |  |  |
| --- | --- | --- |
| **% since September** | **% authorised absence** | **% unauthorised absence** |
|  |  |  |

**Any notable exclusions from previous schools:**

|  |  |
| --- | --- |
| **Exclusions** | **Reasons** |
|  |  |

**Learner’s View on life and their situation**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Over the last two weeks* | All of the time | Most of the time | More than half of the time | Less than half of the time | Some of the time | At no time |
| **1** | **I have felt cheerful and in good spirits** | 5 | 4 | 3 | 2 | 1 | 0 |
| **2** | **I have felt calm and relaxed** | 5 | 4 | 3 | 2 | 1 | 0 |
| **3** | **I have felt active and vigorous** | 5 | 4 | 3 | 2 | 1 | 0 |
| **4** | **I woke up feeling fresh and**  **rested** | 5 | 4 | 3 | 2 | 1 | 0 |
| **5** | **My daily life has been filled with things that interest me** | 5 | 4 | 3 | 2 | 1 | 0 |

**Score: / 25 (the higher the better)**

**What do you think about why you are here and what has happened?**

|  |
| --- |
|  |

**Parent / Carer’s View on life and their situation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DOES YOUR CHILD?** | **Not At All** | **A Little** | **A Lot** | **Always** |
| Make careless mistakes in schoolwork |  |  |  |  |
| Have difficulty keeping attention (tasks/play) |  |  |  |  |
| Seem not to listen when spoken to |  |  |  |  |
| Have difficulty organizing tasks & activities |  |  |  |  |
| Avoid /dislike tasks requiring sustained thought |  |  |  |  |
| Often lose things necessary for tasks/projects |  |  |  |  |
| Become easily distracted by extraneous stimuli |  |  |  |  |
| Often seem forgetful in daily activities |  |  |  |  |
| Fidget with hands/squirm in seat |  |  |  |  |
| Leave their seat when sitting still is required |  |  |  |  |
| Run about or climb excessively |  |  |  |  |
| Seem “on the go”, or “driven by a motor” |  |  |  |  |
| Have difficulty awaiting their turn |  |  |  |  |
| Interrupt or intrude on others’ conversations |  |  |  |  |
| Talk excessively |  |  |  |  |
| Blurt out answers before questions completed |  |  |  |  |
| Lose his/her temper | |  |  |  |  |
| Seem touchy or easily annoyed by others | |  |  |  |  |
| Actively defy requests or rules | |  |  |  |  |
| Deliberately annoy others | |  |  |  |  |
| Blame others for his/her own mistakes | |  |  |  |  |
| Argue with adults | |  |  |  |  |
| Seem angry or resentful | |  |  |  |  |
| Seem spiteful or vindictive | |  |  |  |  |
| Swear or use obscene language | |  |  |  |  |
| Steal without confronting victim | |  |  |  |  |
| Steal and confront victim | |  |  |  |  |
| Run away | |  |  |  |  |
| Lie | |  |  |  |  |
| Deliberately set fires | |  |  |  |  |
|  | | **Not At All** | **A Little** | **A Lot** | **Always** |
| Skip school without your knowledge | |  |  |  |  |
| Physically harm animals | |  |  |  |  |
| Deliberately destroy another’s property | |  |  |  |  |
| Use a weapon in a fight | |  |  |  |  |
| Initiate physical fights | |  |  |  |  |
| Been physically cruel to people (e.g. bully) | |  |  |  |  |
| Broken into a car, house, or business | |  |  |  |  |
|  | |  |  |  |  |
| Seem fearful, anxious, or worried | |  |  |  |  |
| Seem self-conscious, or easily embarrassed | |  |  |  |  |
| Seem afraid to try new things fearing mistakes | |  |  |  |  |
| Feel worthless or inferior | |  |  |  |  |
| Blame self for problems, or feel guilty | |  |  |  |  |
| Seem sad, unwanted, lonely, depressed | |  |  |  |  |
| Have their feelings easily hurt | |  |  |  |  |
| Seem clingy, needing constant reassurance | |  |  |  |  |
| Seem moody, with quick & drastic changes | |  |  |  |  |
| Seem shy | |  |  |  |  |
| Want to run things, be in charge | |  |  |  |  |
| Boast and brag | |  |  |  |  |
|  | |  |  |  |  |

**What do you want for your child?**

|  |
| --- |
|  |

**Known Adverse Childhood Experiences**

From notes, conversations with originating school or with parents / carers, make notes on any ACEs we are already aware of:

|  |  |
| --- | --- |
| **ACE** | **Notes** |
| Domestic violence |  |
| Witness to or victim of any abuse |  |
| Known drug or alcohol abuse at home |  |
| Bereavement of significant person during childhood |  |
| Witness to or victim of crime |  |
| Involved with police at any point |  |
| Incarceration of significant person |  |
| Looked after at any point during childhood |  |
| OTHER |  |

**Begin during Induction Process but review and update as required**

Take note of any clear triggers that seem to cause distress / anxiety or lead to a strong emotional reaction:

|  |  |
| --- | --- |
| **Stimuli** | **Notes** |
| Any stressors before coming to school |  |
| Someone from outside of school or from the past / a past event |  |
| Number of people in a room / around |  |
| Raised voices |  |
| Words / phrases used by others |  |
| Things that people do |  |
| Not getting something right |  |
| Being told no |  |
| A point of transition or a change during the day |  |
| Temperature |  |
| Change of key person during the day |  |
| Something unpredictable |  |
| Having to be in the same place for a period of time |  |

Work with student to develop a detailed understanding of how to keep them in a calm state and react appropriately should they become agitated or distressed:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Emotional State** | **What student is like** | **Triggers that could lead to escalation** | **How to prevent escalation** | **How to ensure rapid de-escalation** |
| **Angry / aggressive / very distressed** |  |  |  |  |
| **Becoming stressed / getting agitated** |  |  |  |  |
| **Totally calm** |  |  |  |  |

What three things would help keep the student calm or help them calm down, **IF ALL STAFF DID THEM CONSISTENTLY**?

|  |  |
| --- | --- |
| Strategy | Details |
| 1. |  |
| 2. |  |
| 3. |  |

Anything the student wants staff to know before they go into lessons:

|  |
| --- |
|  |

**Personal Challenges / things that student wants to do within next year**

Motivate student to think of challenges that they want to do / things they want to take part in or be involved in over the next year. *These could be: join a sports team; go to college; get GCSEs; get back to mainstream; get into school more; get on with my family; meet my birth parents*

|  |  |  |
| --- | --- | --- |
| **Challenge** | **Details** | **To be completed by when?** |
| 1. |  |  |
| 2 |  |  |
| 3. |  |  |

**STRATEGIES:**

**RELATIONSHIPS WITH OTHERS:**

**Induction start date:**

**NAME**

**DOB:**

**YEAR:**

**KEYWORKER:**

**INTERVENTIONS:**

**TRIGGERS:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GCSE BASELINE TEST PREDICTION** | | **SEND** | | | | | | **CATS** | | **MEAN SAS:** |  |
| **Verbal** | **Quantitative** | **Non-Verbal** | **Spatial** |
| **ENG** | **MAT** | **CI** | **CL** | | **SEM** | | **SP** |  |  |  |  |
|  |  |  |  | |  | |  | **SLCN** | | **READING** | |
| **PATHWAY** | | **ENG** | | **MAT** | | **SCI** | | **Core** | **Social** | **Reading comp SAS** | **Reading Age** |

**COMMUNICATION AND INTERACTION**

Target:

Success criteria:

**COGNITION AND LEARNING**

Target:

Success criteria:

**SMART TARGETS FOR ENGAGEMENT WITH LEARNING**

**SOCIAL, EMOTIONAL AND MENTAL HEALTH**

Target:

Success criteria:

**SENSORY AND PHYSICAL**

Target:

Success criteria:

**PUPIL PROFILE SYMBOL CODES**

**Woodbridge Park Education Service**

**Positive Handling Plan**



|  |  |
| --- | --- |
| **Name** |  |
| **Year Group** |  |
| **Date** |  |

Woodbridge Park Education Service

Positive Handling Plan/Risk Assessment

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name: | | | | | Date of Plan: | | | Review Date: | | |
| ***Hobbies/Interests/Possible diversion strategies***  Describe interests, words, objects etc which may divert attention away from an escalating crisis | | | | | | | | | | |
| ***Triggers and Environments***  Tick situations which have led to a dangerous situation in the past | | | | | | | | | | |
| Name calling | |  | Particular environment | | |  | Peer conflict | | |  |
| Correction | |  | Non-verbal Communication | | |  | Queuing/waiting | | |  |
| Instruction | |  | Working with others | | |  | Trigger touch | | |  |
| Particular Lesson | |  | Body Language | | |  | Raised Voice | | |  |
| What to look out for:  Rhys often comes into school feeling angry.  He kicks and has seriously damaged school property, he will also set off fire alarm and leave site. | | | | | | | | | | |
| ***Behaviour***  Tick the level of potential risk | | | | | | | | | | |
|  | **Low** |  |  | **Medium** | |  |  | | **High** |  |
| Tick and/or describe what might happen | | | | | | | | | | |
| Abusive language | |  | Kick | | |  | Missiles | | |  |
| Slap | |  | Hair Grab | | |  | Damaging displays | | |  |
| Punch | |  | Neck Grab | | |  | Self harm | | |  |
| Bite | |  | Clothing Grab | | |  | Persistent refusal to follow instructions | | |  |
| Pinch | |  | Arm Grab | | |  |  |
| Spit | |  | Weapons | | |  |  | | |  |
| Other:  Please describe: | | | | | | | | | | |
| Risk to: | | | | | | | | | | |
| Self | |  | Others - student | | |  | Criminal Offence | | |  |
| Property | |  | Others - adult | | |  | Good Order | | |  |
| Safe Environment - Physical | |  | Safe Environment - Psychological | | |  | Other (List below) | | |  |
|  | | | | | | | | | | |
| ***Prevention*** | | | | | | | | | | |
| ***Note any medical conditions or personal history that should be taken into account before physically intervening*** | | | | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***De-escalation***  Describe any strategies which have worked in the past or should be avoided | | | | | | | |
|  | | | | **Try** | | **Avoid** | |
| Verbal advice / Support | | | |  | |  | |
| Firm clear directions | | | |  | |  | |
| Negotiation | | | |  | |  | |
| Limited choices | | | |  | |  | |
| Distraction | | | |  | |  | |
| Diversion | | | |  | |  | |
| Reassurance | | | |  | |  | |
| Planned ignoring | | | |  | |  | |
| Take up time | | | |  | |  | |
| Withdrawal offered | | | |  | |  | |
| Withdrawal directed | | | |  | |  | |
| Transfer adult | | | |  | |  | |
| Reminders about consequences | | | |  | |  | |
| Use of humour | | | |  | |  | |
| Success reminders | | | |  | |  | |
| Other: | | | |  | |  | |
|  | | | |  | |  | |
| ***Physical Intervention***  Describe any strategies which have worked in the past or should be avoided | | | | | | | |
|  | | | | **Try** | | **Avoid** | |
| Friendly Escort | | | |  | |  | |
| Help Hug | | | |  | |  | |
| Standing Wrap | | | |  | |  | |
| Sitting Wrap | | | |  | |  | |
| Standing Double Elbow | | | |  | |  | |
|  | | | |  | |  | |
| Standing Single Elbow (2 person) | | | |  | |  | |
| Sitting Single Elbow (2 person) | | | |  | |  | |
| Other: | | | |  | |  | |
| ***Re-integration*** | | | | | | | |
| ***Positive Listening and Debrief*** | | | | | | | |
| ***Recording and Notification required***  Please tick | | | | | | | |
| Incident Form | |  | LEA |  | EP | |  |
| Parents/Carers | |  | Social Worker |  | Others: (List below) | |  |
|  | | | | | | | |
| Designate | Name | | | Signature | | | |
| Parent/Carer |  | | |  | | | |
| Student |  | | |  | | | |
| Head of Centre |  | | |  | | | |
| AHT |  | | |  | | | |
| Staff Member |  | | |  | | | |
| Staff Member |  | | |  | | | |

**Conversation with Head of Centre about initial level on Pupil and Curriculum Development Pathway**

Shade the relevant level green

|  |  |  |
| --- | --- | --- |
| **6** | **Empowerment, Aspiration and Leadership** | Engagement is frequently strong. Very rare instances of significant distraction. Strong progress is being made in learning. Modeling effective learning behaviours: able to remain calm when under pressure, high degree of self-regulation, personal organization and self-awareness. Pairwork, group work and independent learning require no support or much prompting. Very good attendance to lessons. High degree of personal motivation and showing aspiration for the future. Able to support other students in their learning – well-developed conversation skills, showing a total appreciation of the viewpoints of others. Appears emotionally stable nearly all of the time. |
| **5** | **Stabilised** | Pupil attends regularly and is accessing lessons/interventions and is making progress personally, socially and academically. Engaging well in lessons and only needs very rare, infrequent prompting. Self-regulation is generally strong, unless personally provoked, with very rare instances of foul language targeted at others and regular, strong contributions to lessons. Good listener. Appears emotionally stable most of the time, showing resilience when under pressure. Able to work in pairs, in groups and independently without much support. |
| **4** | **Development** | Engaging sufficiently for reasonable progress to be made in learning. Paying attention and engaged without the need for lesson-by-lesson support. Developing personal skills for self-organisation in thinking and in work. Unless under significant pressure, can self-regulate and react in a measured way. Is turn-taking and appreciating the viewpoints of others. Can appear emotionally stable majority of the time. Able to manage a conversation without the use of foul language unless under pressure or discussing a contentious subject. More than 69% attendance to lessons. Making some good, positive contributions to lessons. Needs support for pair work, group work. |
| **3** | **Some development** | Engaging sufficiently for small steps progress to be made in learning. Able to pay attention with irregular support, early stages of self-organisation, planning and prioritizing. Showing signs of being able to self-regulate and able to appreciate contributions and viewpoints of others with non-contentious issues. Emotionally fragile much of the time. Still frequent enough use of foul language but not targeted unless under pressure. More than 59% attendance to lessons. Finding pair work and group work challenging. |
| **2** | **Early stages of development** | Able to engage for very short bursts of time; requires significant input to support with: paying attention, organizing, planning and prioritizing, self-regulation skills are very under developed. Cannot ‘take turns’ or appreciate the view of others. Can take a lot of time to get settled or into the classroom. Finding general engagement very difficult due to emotional instability. Frequent use of foul language in every context. Irregular attendance to lessons. Cannot attempt pair or group work and independent work requires high degree of scaffolding. |
| **1** | **Very early stages of development** | Not classroom ready – needs a lot of 1:1 support to manage throughout the school day. |

**Conversation with Head of Centre about proposed pathway**

Following a detailed analysis of the emotional state of the student, their history and how they are able to manage themselves:

|  |  |  |  |
| --- | --- | --- | --- |
| **Select** | **Pathway** | **Notes** | **Approximate end month at WPES** |
|  | Student is clearly able to return to mainstream school immediately and process will be started. |  |  |
|  | Student requires a further month’s assessment period to assess key areas |  |  |
|  | Student requires half-a-term at WPES with re-integration back into mainstream |  |  |
|  | Student requires a term at WPES with re-integration back into mainstream OR onto specialist provision |  |  |
|  | Student requires 6 months at WPES with re-integration back into mainstream OR onto specialist provision. |  |  |
|  | Student is in mid-late Year 10 or in Year 11 and is best served remaining at WPES for the rest of the Key Stage. |  |  |

**UNLESS at KS3 / 4 and a current SEND-named EHCP placement, no student is to be at WPES for more than 6 months. Year 10/11 referrals could possibly need the whole key stage at WPES.**

**Initial Target Setting for Personal Development**

Set 3 personal targets, taking into account the information above including the McSherry Scale.

Targets are to be SMART:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Area** | **Target** | **How will we know it has been met?** | **To be achieved by when?** | **Any support needed?** |
| **EXAMPLE:** |  |  |  |  |
| Attendance | To reach 90% attendance by not having any more days off between now and December. | * Student will be in school every day and on time * Attendance records will show improvements * 90% will be achieved | 20.12.19 |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**2nd Week-in Review of targets by Senior Staff / Senior Associate Staff with Parents / Carers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Target 1 RAGGING and notes** | **Target 2 RAGGING and notes** | **Target 3 RAGGING and notes** |
| EXAMPLE |  |  |  |
| Notes | Attendance still not improving – lingering at 85% - further support is required here | Able to calm quicker if under pressure and restraint incidents have been halved in a week. | Still not able to engage for more than 5 minutes in a lesson situation – more support is required around sustaining concentration and referral to SENCo, |
| 1 |  |  |  |
| NOTES |  |  |  |

**Parent / Carer view**

|  |  |  |
| --- | --- | --- |
|  | **YES** | **NO** |
| Do you think that your child’s behaviour is improving? |  |  |
| Are you feeling positive about your child’s future? |  |  |
| Do you feel that Woodbridge Park is doing a good job? |  |  |

**Parent Viewpoint / Comments**

|  |
| --- |
|  |

**6 Week-in Review with any agencies, parents / carers and student**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review** | **Target 1 RAGGING and notes** | **Target 2 RAGGING and notes** | **Target 3 RAGGING and notes** |
| EXAMPLE |  |  |  |
| Notes | Attendance still not improving – lingering at 85% - further support is required here | Able to calm quicker if under pressure and restraint incidents have been halved in a week. | Still not able to engage for more than 5 minutes in a lesson situation – more support is required around sustaining concentration and referral to SENCo, |
|  |  |  |  |
| Notes |  |  |  |

If targets have been achieved or any need amending, do so here:

Targets are to be SMART:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Area** | **Target** | **How will we know it has been met?** | **To be achieved by when?** | **Any support needed?** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Parent / Carer view**

|  |  |  |
| --- | --- | --- |
|  | **YES** | **NO** |
| Do you think that your child’s behaviour is improving? |  |  |
| Are you feeling positive about your child’s future? |  |  |
| Do you feel that Woodbridge Park is doing a good job? |  |  |

**Parent Viewpoint / Comments**

|  |
| --- |
|  |

**Continue to review monthly for duration at WPES**

(unless KS3/4 EHCP or remaining at KS4 for Year 11)

**Monthly Reviews of targets with Senior Staff / Senior Associate Staff**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Target 1 RAGGING and notes** | **Target 2 RAGGING and notes** | **Target 3 RAGGING and notes** |
| EXAMPLE |  |  |  |
| Notes | Attendance still not improving – lingering at 85% - further support is required here | Able to calm quicker if under pressure and restraint incidents have been halved in a week. | Still not able to engage for more than 5 minutes in a lesson situation – more support is required around sustaining concentration and referral to SENCo, |
| **3rd Review** |  |  |  |
| NOTES |  |  |  |
| **4th Review WITH AGENCIES AND PARENTS / CARERS** |  |  |  |

**Parent / Carer view**

|  |  |  |
| --- | --- | --- |
|  | **YES** | **NO** |
| Do you think that your child’s behaviour is improving? |  |  |
| Are you feeling positive about your child’s future? |  |  |
| Do you feel that Woodbridge Park is doing a good job? |  |  |

**Parent Viewpoint / Comments**

|  |
| --- |
|  |

**4th Review with any agencies, parents / carers and student**

*REDO McSherry Scale for 4th Review*

|  |  |  |  |
| --- | --- | --- | --- |
| **Review** | **Target 1 RAGGING and notes** | **Target 2 RAGGING and notes** | **Target 3 RAGGING and notes** |
| EXAMPLE |  |  |  |
| Notes | Attendance still not improving – lingering at 85% - further support is required here | Able to calm quicker if under pressure and restraint incidents have been halved in a week. | Still not able to engage for more than 5 minutes in a lesson situation – more support is required around sustaining concentration and referral to SENCo, |
|  |  |  |  |
| Notes |  |  |  |

**Attendance update:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attendance on entry** | **Current attendance since start at WPES** | **Current authorised absence** | **Current unauthorised absence** |
|  |  |  |  |

**Behaviour update:**

|  |  |  |
| --- | --- | --- |
| **Challenging behaviour incidents since last review** | **Fixed-term exclusion since last review** | **Use of ‘off-siting’ since last review** |
|  |  |  |

**Mcsherry Update for Priority Areas identified:**

|  |  |  |  |
| --- | --- | --- | --- |
| **AREA** | **1st SCORE on entry ( / 70% of total available)** | **2nd SCORE for 2nd Review ( / 70% total available)** | **GREEN if towards possible total**  **AMBER if at or just above 70% of total**  **RED if below 70% of total** |
| **Self-Control and Management of Behaviour** | **/ 52** |  |  |
| **Social Skills** | **/ 80** |  |  |
| **Self-Awareness and Confidence** | **/ 52** |  |  |
| **Skills for learning** | **/ 84** |  |  |
| **Approach to learning** | **/ 44** |  |  |
| **Overall total** | **/ 312** |  |  |

**Update on Personal Challenges:**

|  |  |  |
| --- | --- | --- |
| **Challenge** | **Details so far** | **Further action needed to get complete** |
| 1. |  |  |
| 2 |  |  |
| 3. |  |  |

**Anything to note from above / any comments from anyone:**

|  |
| --- |
|  |

If targets have been achieved or any need amending, do so here:

Targets are to be SMART:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Area** | **Target** | **How will we know it has been met?** | **To be achieved by when?** | **Any support needed?** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**CONTINUE WITH MONTHLY REVIEWS FOR FULL DURATION OF TIME AT WPES**

**Final Review towards end of time at WPES**

*REDO whole of Mcsherry scale for final review*

|  |  |  |  |
| --- | --- | --- | --- |
| **Review** | **Target 1 RAGGING and notes** | **Target 2 RAGGING and notes** | **Target 3 RAGGING and notes** |
| EXAMPLE |  |  |  |
| Notes | Attendance still not improving – lingering at 85% - further support is required here | Able to calm quicker if under pressure and restraint incidents have been halved in a week. | Still not able to engage for more than 5 minutes in a lesson situation – more support is required around sustaining concentration and referral to SENCo, |
|  |  |  |  |
| Notes |  |  |  |

**Attendance update:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attendance on entry** | **Current attendance since start at WPES** | **Current authorised absence** | **Current unauthorised absence** |
|  |  |  |  |

**Behaviour update:**

|  |  |  |
| --- | --- | --- |
| **Challenging behaviour incidents since last review** | **Fixed-term exclusion since last review** | **Use of ‘off-siting’ since last review** |
|  |  |  |

**Mcsherry Update**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AREA** | **1st SCORE on entry ( / 70% of total available)** | **2nd SCORE for 2nd Review ( / 70% total available)** | **3rd SCORE for final review**  **( / 70% of total)** | **GREEN if towards possible total**  **AMBER if at or just above 70% of total**  **RED if below 70% of total** |
| **Self-Control and Management of Behaviour** | **/ 52** |  |  |  |
| **Social Skills** | **/ 80** |  |  |  |
| **Self-Awareness and Confidence** | **/ 52** |  |  |  |
| **Skills for learning** | **/ 84** |  |  |  |
| **Approach to learning** | **/ 44** |  |  |  |
| **Overall total** | **/ 312** |  |  |  |

**Update on Personal Challenges:**

|  |  |  |
| --- | --- | --- |
| **Challenge** | **Details so far** | **Further action needed to get complete** |
| 1. |  |  |
| 2 |  |  |
| 3. |  |  |

**Update on Progress on WPES Pupil and Curriculum Development Model**

Shade relevant level green

|  |  |  |
| --- | --- | --- |
| **6** | **Empowerment, Aspiration and Leadership** | Engagement is frequently strong. Very rare instances of significant distraction. Strong progress is being made in learning. Modeling effective learning behaviours: able to remain calm when under pressure, high degree of self-regulation, personal organization and self-awareness. Pairwork, group work and independent learning require no support or much prompting. Very good attendance to lessons. High degree of personal motivation and showing aspiration for the future. Able to support other students in their learning – well-developed conversation skills, showing a total appreciation of the viewpoints of others. Appears emotionally stable nearly all of the time. |
| **5** | **Stabilised** | Pupil attends regularly and is accessing lessons/interventions and is making progress personally, socially and academically. Engaging well in lessons and only needs very rare, infrequent prompting. Self-regulation is generally strong, unless personally provoked, with very rare instances of foul language targeted at others and regular, strong contributions to lessons. Good listener. Appears emotionally stable most of the time, showing resilience when under pressure. Able to work in pairs, in groups and independently without much support. |
| **4** | **Development** | Engaging sufficiently for reasonable progress to be made in learning. Paying attention and engaged without the need for lesson-by-lesson support. Developing personal skills for self-organisation in thinking and in work. Unless under significant pressure, can self-regulate and react in a measured way. Is turn-taking and appreciating the viewpoints of others. Can appear emotionally stable majority of the time. Able to manage a conversation without the use of foul language unless under pressure or discussing a contentious subject. More than 69% attendance to lessons. Making some good, positive contributions to lessons. Needs support for pair work, group work. |
| **3** | **Some development** | Engaging sufficiently for small steps progress to be made in learning. Able to pay attention with irregular support, early stages of self-organisation, planning and prioritizing. Showing signs of being able to self-regulate and able to appreciate contributions and viewpoints of others with non-contentious issues. Emotionally fragile much of the time. Still frequent enough use of foul language but not targeted unless under pressure. More than 59% attendance to lessons. Finding pair work and group work challenging. |
| **2** | **Early stages of development** | Able to engage for very short bursts of time; requires significant input to support with: paying attention, organizing, planning and prioritizing, self-regulation skills are very under developed. Cannot ‘take turns’ or appreciate the view of others. Can take a lot of time to get settled or into the classroom. Finding general engagement very difficult due to emotional instability. Frequent use of foul language in every context. Irregular attendance to lessons. Cannot attempt pair or group work and independent work requires high degree of scaffolding. |
| **1** | **Very early stages of development** | Not classroom ready – needs a lot of 1:1 support to manage throughout the school day. |

**Learner’s View on life and their situation**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Over the last two weeks* | All of the time | Most of the time | More than half of the time | Less than half of the time | Some of the time | At no time |
| **1** | **I have felt cheerful and in good spirits** | 5 | 4 | 3 | 2 | 1 | 0 |
| **2** | **I have felt calm and relaxed** | 5 | 4 | 3 | 2 | 1 | 0 |
| **3** | **I have felt active and vigorous** | 5 | 4 | 3 | 2 | 1 | 0 |
| **4** | **I woke up feeling fresh and**  **rested** | 5 | 4 | 3 | 2 | 1 | 0 |
| **5** | **My daily life has been filled with things that interest me** | 5 | 4 | 3 | 2 | 1 | 0 |

**Score: / 25 (the higher the better)**

**Difference between original score and now: \_\_\_\_ (+/-)**

**Parent / Carer’s View on life and their situation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DOES YOUR CHILD?** | **Not At All** | **A Little** | **A Lot** | **Always** |
| Make careless mistakes in schoolwork |  |  |  |  |
| Have difficulty keeping attention (tasks/play) |  |  |  |  |
| Seem not to listen when spoken to |  |  |  |  |
| Have difficulty organizing tasks & activities |  |  |  |  |
| Avoid /dislike tasks requiring sustained thought |  |  |  |  |
| Often lose things necessary for tasks/projects |  |  |  |  |
| Become easily distracted by extraneous stimuli |  |  |  |  |
| Often seem forgetful in daily activities |  |  |  |  |
| Fidget with hands/squirm in seat |  |  |  |  |
| Leave their seat when sitting still is required |  |  |  |  |
| Run about or climb excessively |  |  |  |  |
| Seem “on the go”, or “driven by a motor” |  |  |  |  |
| Have difficulty awaiting their turn |  |  |  |  |
| Interrupt or intrude on others’ conversations |  |  |  |  |
| Talk excessively |  |  |  |  |
| Blurt out answers before questions completed |  |  |  |  |
| Lose his/her temper | |  |  |  |  |
| Seem touchy or easily annoyed by others | |  |  |  |  |
| Actively defy requests or rules | |  |  |  |  |
| Deliberately annoy others | |  |  |  |  |
| Blame others for his/her own mistakes | |  |  |  |  |
| Argue with adults | |  |  |  |  |
| Seem angry or resentful | |  |  |  |  |
| Seem spiteful or vindictive | |  |  |  |  |
| Swear or use obscene language | |  |  |  |  |
| Steal without confronting victim | |  |  |  |  |
| Steal and confront victim | |  |  |  |  |
| Run away | |  |  |  |  |
| Lie | |  |  |  |  |
| Deliberately set fires | |  |  |  |  |
|  | | **Not At All** | **A Little** | **A Lot** | **Always** |
| Skip school without your knowledge | |  |  |  |  |
| Physically harm animals | |  |  |  |  |
| Deliberately destroy another’s property | |  |  |  |  |
| Use a weapon in a fight | |  |  |  |  |
| Initiate physical fights | |  |  |  |  |
| Been physically cruel to people (e.g. bully) | |  |  |  |  |
| Broken into a car, house, or business | |  |  |  |  |
|  | |  |  |  |  |
| Seem fearful, anxious, or worried | |  |  |  |  |
| Seem self-conscious, or easily embarrassed | |  |  |  |  |
| Seem afraid to try new things fearing mistakes | |  |  |  |  |
| Feel worthless or inferior | |  |  |  |  |
| Blame self for problems, or feel guilty | |  |  |  |  |
| Seem sad, unwanted, lonely, depressed | |  |  |  |  |
| Have their feelings easily hurt | |  |  |  |  |
| Seem clingy, needing constant reassurance | |  |  |  |  |
| Seem moody, with quick & drastic changes | |  |  |  |  |
| Seem shy | |  |  |  |  |
| Want to run things, be in charge | |  |  |  |  |
| Boast and brag | |  |  |  |  |
|  | |  |  |  |  |

**Report from Head of Centre for Final Review**

|  |
| --- |
| **Student:** |
| **Year Group:** |
| **Date of Birth:** |
| **Address:** |
| **Report prepared by:** |
| **Position:** |
| **Date of Report:** |

**Reason for placement at WPES:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date placed on roll of WPES:** |  | | |
| **Attendance on entry:** |  | **Attendance at present since starting:** |  |

|  |  |  |
| --- | --- | --- |
| **Subject** | **Baseline Assessment** | **Current Assessment** |
| **English:** |  |  |
| **Speaking and listening:** |  |  |
| **Reading:** |  |  |
| **Spelling:** |  |  |
| **Writing:** |  |  |
| **Maths:** |  |  |

**Mcsherry Update:**

|  |  |  |  |
| --- | --- | --- | --- |
| **AREA** | **1st SCORE on entry ( / 70% of total available)** | **Final SCORE for 2nd Review ( / 70% total available)** | **GREEN if towards possible total**  **AMBER if at or just above 70% of total**  **RED if below 70% of total** |
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| **Social Skills** | **/ 80** |  |  |
| **Self-Awareness and Confidence** | **/ 52** |  |  |
| **Skills for learning** | **/ 84** |  |  |
| **Approach to learning** | **/ 44** |  |  |
| **Overall total** | **/ 312** |  |  |

**Overview of progress made on key Personal Development areas:**

|  |
| --- |
| **On entry to WPES, the following key areas were identified as requiring development**:   * … |
| **The following range of intervention was put in place to support development:**   * … |
| **We have seen the following improvements, sustained over time:**   * … |

|  |
| --- |
| **Behaviour & Attitudes:**   * … |
| **Organisation: (including taking responsibility)**   * **…** |
| **Confidence:**   * **…** |
| **Classroom skills: (reading and recording, following instructions, oral skills, participates, asks for help)**   * … |
| **Social skills: (peer relationship, attitude to staff, general behaviour)**   * … |

**Performance in key subject areas**

|  |
| --- |
| **English:**   * … |
| **Maths:**   * … |
| **Science:**   * … |

**What we recommend as next steps (reintegration, etc)**

|  |  |
| --- | --- |
| **We recommend** | **Our evidence for this** |
| * **…** | * **…** |

**Support strategies recommended to the destination school / provision:**

|  |
| --- |
| In order for the next steps to be successful, we recommend the following is put in place / taken into account:   * ….. |

**Please include a detailed Risk Assessment for any student who is known to become very angry, aggressive, be violent and / or damage property.**