

<u>Key Information – School</u>	
Pupil Name:	School:
Strengths / Interests:	Preferred Activities:
What is going well?	
Who are the Key Adults at school for this pupil?	
What are we concerned about? What are the barriers to school attendance? What incident created the attendance concern?	
Has non-attendance been a continuous issue? When did the decline start?	
Other Information (Adaptations and Interventions):	
In what ways can school work in partnership with the parent(s)/carer(s) to support the pupil's return to regular attendance and successful reintegration?	

Guidance Notes

Strengths/Interests

- What are they good/successful at?
- Positive personality traits.
- In what situations do they appear happiest at home and in school?
- What do they like to do in school?
- Hobbies or interests outside of school.
- Times when they are settled.

Preferred Activities

- Given free choice, what would they choose to do in school? It can be curriculum or play activities.
- When they are engaged in a lesson, how do they like their work to be presented? (For example, sorting activity, choice of two activities, given a set number of questions to answer, T.A to scribe one sentence and then the CYP to write the next, using chalks or felt tips to record, etc)
- It could be working with an adult or another pupil.
- What is their reason for going to school / what promotes positive behaviour / motivates / engages them?

What is going well? (Find positives within the day. This will help identify areas to be built upon)

- Think about what is going well at home and at school.
- Are they spending some time in the class e.g. register, parts of lessons, story time, etc.?
- Can they sit on the carpet for 5 minutes of focused teaching time?
- Do they respond to personal praise?
- Are they following 'now' and 'next' with adult support?
- Will they listen to a story if they get to turn the pages of the book?
- Does a sensory or movement break help regulate their emotions?
- Are they beginning to co-regulate with adult support?

Key adults

- As well as teachers and teaching assistants, this can be the midday supervisor, cook, caretaker, reception staff or even the lollipop person on their way to school.

Concerns/barriers:

- Do they have anxiety or low mood? If so, explain what factors are/could be contributing to this.
- Do they have unmet sensory needs?
- Academic demands.
- Social pressures.
- Lunchtime and playtime.
- Friendships.
- Are they being bullied?
- School environment.
- Transitions.
- Sense of belonging and self-esteem.
- Emotional dysregulation.
- Communication