

Pupil Information Profile (Service Children)

The Pupil Information Profile contains core information that supports a young person's future learning as s/he moves to a new school. It also signposts the receiving school to any further additional, significant information about the young person.

A Personal details					
UPN:	England/Wales:	N Ireland:	PIN: Scotland:		
Surname:		First name(s):			
Gender:		Date of Birth:	Year Group:		
Siblings (Number and Ages):		Attendance: Cause for concern? If yes, why?			
Language spoken at home:		Ethnicity:	Religion:		
Previous schools attended with dates (1 – Current school):					
1.		4.			
2.		5.			
3.		6.			
B Persons with parental responsibility					
Name:	Address:	Relation to Learner:	Army/RN/RM/RAF/TA (Unit if known)		
		Mother			
		Father			
ALERT Key contact – Name & Number:					
C Brief description of any significant health/medical/care issues					
D Key Document(s)					
E Agency Involvement					
Current/Recent/Significant Past	LA Agency:	Service Agency:	Contact name:	Contact No:	
F Health & Wellbeing Profile					
How has the learner reacted to moving school in the past/now, parental deployment and/or other significant events?					

G Learning Profile		
	Always/Mostly/Sometimes	Achievements / Out of School interests
Motivated and enthusiastic to learn		
Works co-operatively with others		
Understands thoughts & feelings of others		
Exercises self-control		
Organises own learning		
Solves problems and takes decisions		
H Parental Partnership in Supporting Learning		J Learner Voice
K Identified Learning Needs:		L Interventions and their impact – Current/Recent/Significant Past

M Assessment information: Current performance – against national age-related expectations	Well Above/Above/At/ Below/Well Below	N Key Strengths & Development Needs
Reading		
Writing		
Mathematics		
P Assessment Information: Most recent teacher assessments/Most recent statutory assessment results and/or Standardised test scores		
Q Assessment Information: Next Learning Steps		Current rate of progress (Better than/Expected/Less than)
Reading		
Writing		
Mathematics		

Date:		Completed by:		Role in School:	
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Guidance Notes

A Personal Details

Attendance

Please identify Y/N for any cause for concern. If yes, please add a brief note indicating why there is concern. The service context may influence attendance patterns but this, in itself, may not be a cause for concern.

Ethnicity

White – British

White – Irish

White – Polish

White – Gypsy, Traveller or Irish Traveller

Asian or Asian British – Indian

Asian or Asian British – Pakistani

Asian or Asian British – Bangladeshi

Asian or Asian British – Nepali

Mixed – White and Black Caribbean

Mixed – White and Black African

Mixed – White and Asian

Black or Black British – Caribbean

Black or Black British – African

Other ethnicity – Chinese

Other ethnicity – Arab

Other ethnic background

Religion

Buddhist

Christian

Hindu

Jewish

Muslim

No religion

Other

Prefer not to say

Sikh

Previous school attended

Many service children experience regular school moves. Please indicate the current school as 1 and then list all previous schools, with dates, in chronological order if possible.

B Persons with parental responsibility

Please identify all adults with parental/carer responsibility. Please provide Service and Unit details, if known, for any persons with parental/carer responsibility currently serving in the Armed Forces/Reserve Forces.

Alert

Please colour the box RED if there is anything in the learners background that the receiving school must be aware of, e.g. subject to Statement of Special Educational Needs, Child Protection issues, court order, etc. Please give contact name and number of person to contact for further information.

C Brief description of any significant health/medical/care issues

Please identify any issues not flagged up in the ALERT section, e.g. sensory impairment, existence of Health Care Plan, etc.

D Key Document(s)

Please identify any key documents that support this learner.

E Agency Involvement – Current/Recent/Significant Past

Please identify any current/recent/significant past agency involvement with contact name and number, e.g. CAMHS, CAF etc.

LA Agency

Education Psychology
Learning Behaviour Support
Autism Support
Community Paediatrics
School Attendance Support
Physiotherapy
Speech Language
CAMHS
Alcohol and Substance Misuse
Portage Service
Youth Justice
Support for excluded pupils
Youth Support Service

Service Agency

CEAS: Children's Education Advisory Service
SCE: Service Children's Education
SSAFA: Soldiers', Sailors' and Airmen's Families Association
AWS: Army Welfare Service
NPFS/RMW: Naval Personnel and Families Services / Royal Marines Welfare
RAF Community Support: Royal Airforce Community Support

F Health & Wellbeing Profile

Please identify how the learner has responded to any parental deployments, school transfers etc.

G Learning Profile

Please identify the learner's disposition to learning against each of the elements. Brief notes about any specific achievements and out of school interests maybe completed by the learner, parent/carer and/or relevant others.

H Parental Partnership in Supporting Learning

Parent/carers are invited to comment in this section.

J Learner Voice

The learner can be invited to make a comment here about his/her experiences of school to date.

K Identified Learning Needs

Please detail any significant interventions and the impact they have had on overcoming the learner's barriers to successful learning.

L Interventions and their impact – Current/Recent/Significant Past

Please identify any areas of particular strength and/or development needs in relation to the curriculum.

M Assessment information: Current performance – against national age-related expectations

Please provide the latest assessment information that relates to your assessment system. This should include the most recent assessments made by the teacher(s) and the last national test scores/levels (if appropriate). Please include any standardised test scores if appropriate.

N Key Strengths & Development Needs

Please identify the learner's immediate targets in Reading, Writing and Mathematics, together with an indication of the current rate of progress in each of these areas.

P Assessment Information: Most recent teacher assessments/Most recent statutory assessment results and/or Standardised test scores

Please detail any specific factors that are challenges to successful learning, e.g. Attention Deficit Disorder (ADD), Emotional Needs, ASD, Social Emotional Behavioural Difficulties etc.

Q Assessment Information: Next Learning Steps

Please identify where the learner is currently performing in relation to your system's age related expectations in Reading, Writing and Mathematics.