

# Pupil Profile

Name: S
Date of Birth:

PHOTO of child here

Parents:	Tel: mob: Mum Dad
Emergency contact:	Tel:
Respite contact: N/A	
Transport contractor:	Tel:
Other professionals involved: AAC Tutor SEN Category (circle) SUPER CAT PMLD MLD SCOM SLD SLCD BESD Other (please specify): PD/SLD/SLCN VI	

<p>Personal portrait- communication, behaviour, mobility, likes/dislikes, diet, diagnosis if appropriate.</p> <p>S has some understanding of what is said to her. She can vocalise and also uses pointing. She does use a Big Mac, symbols, a communication book, access to a 4-picture comm. aid. She should have access to this range of devices. S has very little facial expression so it can be difficult to interpret what she may be feeling. However she will show excitement by raising her hands and vocalising.</p> <p>She seems a happy child, who enjoys school. She loves praise and her confidence is increasing as she is able to communicate more.</p> <p>S has a diagnosis of cerebral palsy and cerebellar visual impairment. She is registered blind but has some functional vision and can discriminate between pictures of 3cms squared as well as negotiating her wheelchair around obstacles. She uses a wheelchair and can propel herself around school. She uses a Jenx class chair with attached tray to give her support. She uses a walker and can walk from one end of school to the other. She can crawl and pull herself up to standing using a ladderback support. S can also problem solve how to get into her wheelchair or out of it. She must wear AFOs for standing and walking - she usually wears them all day in school.</p> <p>S mainly gains her nutrition via a bolus feed through a gastronomy tube. However she is encouraged to try eating soft foods such as yoghurt with a thick handled spoon and a curved feeding bowl. She can finger feed herself with some snacks and drink using a double handled lidded cup.</p> <p>S wears pads but also uses a Rifton adapted toilet seat.</p> <p>S loves music, dancing, and will explore playdough, painting and messy play, doll, teddy and shop play. She has some special friends in other classes with whom she likes to play at lunchtime.</p>	
<p>Medication given in school: NO - but see below</p>	
<p>Special medical information (epilepsy, allergies etc.)</p>	

# Medical Profile

Name: S

Date started:

Use this sheet to record essential medical information which could not fit on the initial page. Please sign and date all additions.

S is gastronomy tube fed with a bolus feed which is sent in from home. She also has cooled boiled water for hydration. Timings need to be confirmed but generally, break, lunch and afternoon times, particularly in hot weather.

She can have reflux.

<b>Communication Profile</b>	Name: S
	Date:
	Completed By:
<p><b>I find it easier to communicate if you:</b></p> <p>Speak simply and clearly, using signing and symbols where appropriate. I have some verbal understanding.</p>	
<p><b>You will understand me when I communicate by:</b> body language (smiling when pleased, can go very stiff if unsure about something), vocalising to confirm something said to me, eye-pointing, pointing to symbols, using a switch aid from a range of Big Mac, Super Talker, ...</p> <p><b>Listening to what I say using my:</b></p>	
<p><b>I can be encouraged to communicate if you:</b> involve me in activities and give me time to answer by pointing to symbols/communication aid, using my body language.</p>	
<p><b>I communicate what I want by, I can communicate what I like by</b></p> <p><b>I can communicate what I don't like by:</b></p> <p>As above: e.g. by using my aid, pointing to objects/symbols and body language.</p>	
<p><b>My happiest, most chatty time of day is:</b> When I am involved with independent activity and you praise me. I like dancing so I get excited by this.</p>	
<p><b>I am currently working on developing this communication skill:</b> improving my AAC skills.</p>	
<p>Please record any new communication developments here:</p>	

<h1>Personal Care</h1>	Name: S	
	Date Started:	
	Sheet Started By:	
<p>Please underline as appropriate</p>		
<p>1. Continent     <u>Incontinent</u> Needs help     Independent</p>		
<p>2. Bottle             Bed <u>Toilet</u>             Potty  Rifton adapted toilet seat</p>		
<p>3. Pads used</p>		
<p>4. How often toileted? Arrival             <u>Break</u>             <u>Lunch</u> <u>Home</u></p>		

<p>5. Other information</p> <p>S stands at the ladderback which is attached to the toilet wall, her clothing is taken down, pad removed and the Rifton toilet seat brought in behind her. She then lowers the position of her hands on the ladderback and sits herself onto the toilet seat and the adult does up the lap belt. S is then left for a few minutes. She will tell you when she has finished. The reverse process is carried out, the lap belt undone, S then stands, the toilet seat moved away pad put on and her clothing pulled up. S side steps to the sink to wash then dry hands. She side steps back and will then either sit back in her class chair or she can, by moving her hands, to a lower position on the ladderback, move herself into a crawling position on the floor.</p> <p>S often has bowel problems in school.</p>		
<p>6. Preferences and means of communicating need:</p> <p>Gesture, vocalisation or showing you something. Big Mac or comm.. aid when practical</p>		
<p>Assessed by</p>		<p>Date</p>

<p>Health &amp; safety for non-school issued</p>	<p>Name:</p>	
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<b>equipment</b>		
Item of Equipment (brought in to school by parents/carers): Wheelchair with headrest as assessed by Transport as safe mode of travel on buses		
Special instructions regarding use of this equipment:		
Signed: (Parent/carers)		Date:
Signed: (on behalf of School)		Date: