



Insert your
Alternative
Provision/ School
logo here

*Working for
Warwickshire*

Learning Passport

(students accessing education outside of the home school: Preparation for re-integration.)

For

(Insert CYP name)

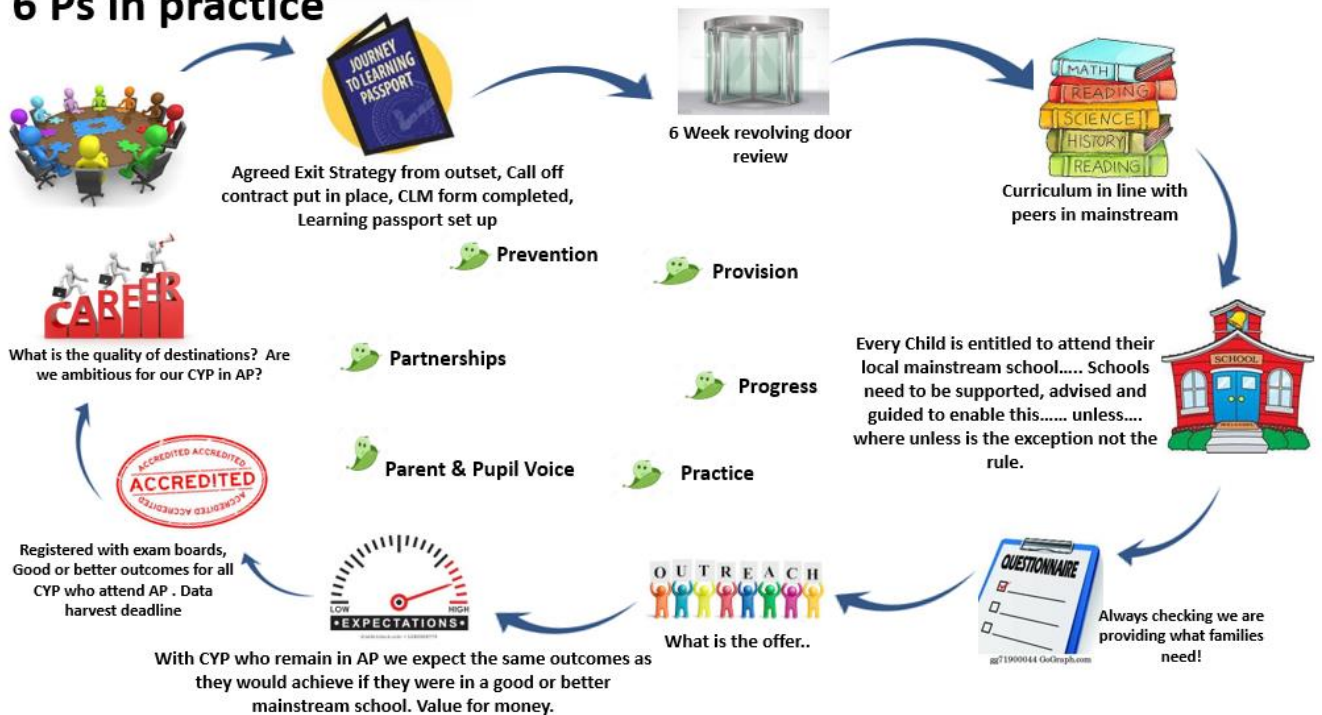
| CYP Details | | | | | | | |
|--------------------------------------|--|--|--|-----------------|---|---------------------|--|
| CYP Name: | | DOB: | | NCYear Group: | | Male/Female/ Other: | |
| Name of Parent/Carer: | | Address: | | | | Tel Number/ e-mail: | |
| 2 nd Contact Name: | | 2 nd Contact Address: | | | 2 nd Contact Tel Number/ e-mail: | | |
| Home School Contact: | | Home School Address and contact details: | | | FSM: Yes/ No CLA: Yes/ No PP: Yes/No | | |
| EIP Link Person and contact details: | | | | | | | |
| No SEND | | SEND (K) | | EHCP (E) | | OTHER | |
| Ethnicity: | | | | Religion: | | | |
| Home Language: | | | | Other Language: | | | |

| Alternative Provision/ Host School Details <small>(complete dates at start)</small> | | |
|---|--------------------------------|-----------------------------|
| Name of Provision | Address and Phone Number | Key Person/ contact details |
| | | |
| Days attending | Subjects/ level to be followed | |
| | | |
| Start Date: | 6 week review/ exit: | 12 week review/ exit: |
| | | |

How to use this passport

- ✓ Complete page 1 with pupil information from the LIF prior to the CYP starting.
- ✓ Complete your School/Provision information and include the start and exit dates on page 1.
- ✓ Complete a call off form and return to the FAP assessment gateway as soon as the induction meeting has taken place and the start date agreed.
fapassessmentgateway@warwickshire.gov.uk
- ✓ As part of your induction with the CYP complete pages 3-8 to build a profile.
- ✓ Hold a weekly individual pupil review and complete a progress report pages 9-11.
- ✓ Review pages 12-14 are for pupils in AP/ MM for more than 6 weeks and for pupils in the first 6 weeks returning to school.
- ✓ In the week 6 review and week 12 re-visit pages 3-8 and complete the profile.
- ✓ Complete the exit summary report on page 15 at the end of 6 weeks.
(in exceptional circumstances a small minority of CYP may require 12 weeks before returning to mainstream)
- ✓ Capture Parent and CYP voice at the end of 6 weeks on page 15.
- ✓ Send an electronic copy of the ILP and an updated LIF (not scanned documents) to the FAP assessment gateway and home school for CYP on a school role.

6 Ps in practice



Useful Information

SEND Code of Practice 0-25 [SEND Code of Practice pdf](#)

Alternative Provision Guidance [Alternative Provision Statutory Guidance pdf](#)

Careers Information <https://nationalcareers.service.gov.uk/>

Interaction Factors Framework Frederickson & Cline (2002)

Keeping Children Safe in Education [DfE Keeping Children Safe in Education Guidance pdf](#)

Supporting Medical Conditions [DfE Guidance on supporting pupils with medical conditions pdf](#)

Supporting CYP with Autism Spectrum Conditions ASC

[Supporting children with Autistic Spectrum Condition in the classroom ITS ppt](#)

About Me...

The next 5 sections allow you and your key staff member to reflect on where you are in terms of:

1. Your approach to learning
2. Your self-control and management of behaviour
3. Your social skills
4. Your self-awareness and confidence
5. Your skills for learning

You will both complete this as you start your placement and as you complete your 6 weeks.

Insert the Face that best describes how you feel NOW for each question in each of the next 5 sections.

All the time/ Sometimes/ Very Rarely.



| 1. Approach to learning | Me Start | Staff Start | Me Wk 6 | Staff Wk 6 | Me Wk 12 | Staff Wk 12 |
|--|-----------------|--------------------|----------------|-------------------|-----------------|--------------------|
| Is prepared to work in lessons | | | | | | |
| Uses appropriate language and gestures | | | | | | |
| Wants to be reintegrated | | | | | | |
| Has parental support | | | | | | |
| Is courteous, and shows positive attitude towards staff | | | | | | |
| Can show an interest in lessons | | | | | | |
| Treats school property with care | | | | | | |
| Listens with interest to class explanations | | | | | | |
| Can accept disappointments e.g. when not chosen to participate in an activity | | | | | | |
| Will sit appropriately without causing a disturbance in both class and general school areas on request | | | | | | |
| Shows a sense of humour | | | | | | |

| 2. Self-Control and Management of Behaviour | Me Start | Staff Start | Me Wk 6 | Staff Wk 6 | Me Wk 12 | Staff Wk 12 |
|---|-----------------|--------------------|----------------|-------------------|-----------------|--------------------|
| Can accept discipline without argument or sulking | | | | | | |
| Can arrive in classroom and settle down quietly and appropriately | | | | | | |
| Does not leave the room without permission | | | | | | |
| Can accept changes to plans or disappointments with an even temper | | | | | | |
| Shows some self-discipline when others try to encourage deviation | | | | | | |
| Is aware of normal sound levels and can be reminded of them and respond appropriately | | | | | | |
| Does not seek confrontation during unrestricted times e.g. break | | | | | | |
| Behaves in socially acceptable manner in public e.g. outings | | | | | | |
| Can maintain appropriate levels of behaviour when the classroom routine is disrupted | | | | | | |
| Will abide by accepted rules of an organised game | | | | | | |
| Goes to and stays in designated areas when requested e.g. playground, hall, etc | | | | | | |
| Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn | | | | | | |
| Behaves appropriately in all areas of the school building | | | | | | |

| 3. Social Skills | Me Start | Staff Start | Me Wk 6 | Staff Wk 6 | Me Wk 12 | Staff Wk 12 |
|--|-----------------|--------------------|----------------|-------------------|-----------------|--------------------|
| Can cope with large numbers of people | | | | | | |
| Can accept that teacher time needs to be shared | | | | | | |
| Can ask a question and wait for the answer | | | | | | |
| Has appropriate communication skills e.g. asking questions and listening | | | | | | |
| Can work alongside others in a group situation without disruption | | | | | | |
| Interacts and plays in positive ways with peers | | | | | | |
| Apologises without reminder | | | | | | |
| Asks permission to use objects belonging to another person | | | | | | |
| Shows empathy for and comforts playmates in distress | | | | | | |
| Chooses own friends and maintains reciprocal friendships | | | | | | |
| Makes and accepts normal physical contact with others | | | | | | |
| Accommodates other children who ask to join in an activity | | | | | | |
| Is self-reliant in managing own hygiene and basic needs | | | | | | |
| Shows genuine interest in the news and activities of another child | | | | | | |
| Contributes actively to interact/ socialise with two or more children | | | | | | |
| Shows variation in the roles undertaken during co-operative interaction/ socialising e.g. is not always in the role of dominant character, etc | | | | | | |
| Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue | | | | | | |
| Addresses adults and children appropriately by name and with eye contact | | | | | | |
| Shares legitimately required equipment with another pupil | | | | | | |
| Can take turns in question and answer sessions | | | | | | |

| 4. Self-awareness and confidence | Me Start | Staff Start | Me Wk 6 | Staff Wk 6 | Me Wk 12 | Staff Wk 12 |
|---|-----------------|--------------------|----------------|-------------------|-----------------|--------------------|
| Willing to ask for help | | | | | | |
| Can accept responsibility for actions without denial | | | | | | |
| Can acknowledge own problems and is willing to discuss them | | | | | | |
| Can risk failure | | | | | | |
| States feelings about self, e.g. happy angry, sad, etc | | | | | | |
| Maintains appropriate eye contact | | | | | | |
| Contributes to class discussions | | | | | | |
| Participates in group work, making constructive suggestions and adapting ideas | | | | | | |
| Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc | | | | | | |
| Participates in large class activities e.g. dance, role plays, performances, etc | | | | | | |
| Accepts public praise and congratulation appropriately e.g. when good work is shown to peers, etc | | | | | | |
| Shows pride in achievements and presentation of work | | | | | | |
| Has self-esteem for self | | | | | | |

| 5. Skills for learning | Me Start | Staff Start | Me Wk 6 | Staff Wk 6 | Me Wk 12 | Staff Wk 12 |
|--|---------------------|------------------------|--------------------|-----------------------|---------------------|------------------------|
| Can work alone without constant attention for brief periods | | | | | | |
| Can attempt to listen to explanations and instructions and attempt to act on them | | | | | | |
| Understands the structure of the day | | | | | | |
| Understands the role of the teacher and other adults in the room | | | | | | |
| Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc | | | | | | |
| Understands that there are different places for lessons other than the classroom e.g. library, hall, etc and behaves appropriately | | | | | | |
| Can constructively use unstructured time in the classroom | | | | | | |
| Can organise him/herself if help is not immediately available | | | | | | |
| Responds appropriately to personal request from teacher | | | | | | |
| Will work alongside another pupil without attempting any distractions | | | | | | |
| Can organise the materials needed for a task and clear them away appropriately | | | | | | |
| Shows appropriate levels of curiosity when changes to the room routines are observed | | | | | | |
| Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support | | | | | | |
| Shows a willingness to improve own literacy and numeracy | | | | | | |
| Can read sufficiently well to understand basic instructions needed for completion of tasks | | | | | | |
| Has developed some self-help strategies (at own level) e.g. using reference materials as word banks | | | | | | |
| Does not get up and wander around the classroom without a purpose | | | | | | |
| Needs a mainstream curriculum | | | | | | |
| Does not get impatient if help is not immediately forthcoming | | | | | | |
| Is willing to try complete a task independently | | | | | | |
| Pays attention to class discussion and instructions | | | | | | |

Weekly Progress Report: Week 1

My targets for this week were:

| Personal Achievements | Academic Achievements | Progress towards targets |
|--------------------------|-----------------------|--------------------------|
| Attendance = | | |
| Things I found difficult | What helped me | Targets for next week |
| | | |

Weekly Progress Report: Week 2

My targets for this week were:

| Personal Achievements | Academic Achievements | Progress towards targets |
|--------------------------|-----------------------|--------------------------|
| Attendance = | | |
| Things I found difficult | What helped me | Targets for next week |
| | | |

Weekly Progress Report: Week 3

My targets for this week were:

| Personal Achievements | Academic Achievements | Progress towards targets |
|--------------------------|-----------------------|--------------------------|
| Attendance = | | |
| Things I found difficult | What helped me | Targets for next week |
| | | |

Weekly Progress Report: Week 4

My targets for this week were:

| Personal Achievements | Academic Achievements | Progress towards targets |
|--------------------------|-----------------------|--------------------------|
| Attendance = | | |
| Things I found difficult | What helped me | Targets for next week |
| | | |

Weekly Progress Report: Week 5

My targets for this week were:

| Personal Achievements | Academic Achievements | Progress towards targets |
|--------------------------|-----------------------|--------------------------|
| Attendance = | | |
| Things I found difficult | What helped me | Targets for next week |
| | | |

Weekly Progress Report: Week 6

My targets for this week were:

| Personal Achievements | Academic Achievements | Progress towards targets |
|--------------------------|-----------------------|--------------------------|
| Attendance = | | |
| Things I found difficult | What helped me | Targets for next week |
| | | |

Weekly Progress Report: Week 7/ Week 1 Re-integration

My targets for this week were:

| Personal Achievements | Academic Achievements | Progress towards targets |
|--------------------------|-----------------------|--------------------------|
| Attendance = | | |
| Things I found difficult | What helped me | Targets for next week |
| | | |

Weekly Progress Report: Week 8/ Week 2 Re-integration

My targets for this week were:

| Personal Achievements | Academic Achievements | Progress towards targets |
|--------------------------|-----------------------|--------------------------|
| Attendance = | | |
| Things I found difficult | What helped me | Targets for next week |
| | | |

Weekly Progress Report: Week 9/ Week 3 Re-integration

My targets for this week were:

| Personal Achievements | Academic Achievements | Progress towards targets |
|--------------------------|-----------------------|--------------------------|
| Attendance = | | |
| Things I found difficult | What helped me | Targets for next week |
| | | |

Weekly Progress Report: Week 10/ Week 4 Re-integration

My targets for this week were:

| Personal Achievements | Academic Achievements | Progress towards targets |
|--------------------------|-----------------------|--------------------------|
| Attendance = | | |
| Things I found difficult | What helped me | Targets for next week |
| | | |

Weekly Progress Report: Week 11/ Week 5 Re-integration

My targets for this week were:

| Personal Achievements | Academic Achievements | Progress towards targets |
|--------------------------|-----------------------|--------------------------|
| Attendance = | | |
| Things I found difficult | What helped me | Targets for next week |
| | | |

Weekly Progress Report: Week 12/ Week 6 Re-integration

My targets for this week were:

| Personal Achievements | Academic Achievements | Progress towards targets |
|--------------------------|-----------------------|--------------------------|
| Attendance = | | |
| Things I found difficult | What helped me | Targets for next week |
| | | |

Return to School Summary

| | |
|---|----------------|
| <p>Qualifications and accreditations gained</p> <p>Include levels and grades. Where can the evidence be found?</p> | |
| <p>Behaviour</p> <p>Strengths Triggers Frequency Type</p> | |
| <p>Strategies and Approaches</p> | |
| <p>AP/ School Statement</p> | <p>Signed:</p> |
| <p>CYP Statement</p> | <p>Signed:</p> |
| <p>Parent Statement</p> | <p>Signed:</p> |