

Pupil Passport to School

Introducing **Pupil Passport to School** – our updated one-page profile that brings together the essential parts of IPs and IBMPs. We've brought the most important elements of both into a single, streamlined document that clearly outlines what each child needs to achieve and thrive at school.

Cherbourg **Pupil Passport to School** will be formally reviewed and issued to parents in **November** and **April** each year. The front page outlines the key information all staff should know to work successfully with the child. This is a one page profile which summaries the child's strengths, needs and useful strategies for support.

Pupil Voice

This shares the child's voice and outlines what they feel is important. It suggests things they like and find difficult and ways they find helpful to support them.

Pupil Passport to School			
Date:	Passport number:	Class:	DOB:
Things I'm good at/ my interests:	photo	It helps me when...	
What annoys me/ my triggers:		Others help me by....	
How I look when I am struggling...	Important information about me	New skills I am working on...	
Important people to me:			

Knowing each child

This section helps staff recognise early signs that a child may be finding things difficult, so we can respond with timely, sensitive support. By noticing these cues early, we can prevent escalation, reduce stress, and help the child feel safe, understood, and regulated.

Important information

This section captures important personal information that helps us respond to the child with understanding, sensitivity, and appropriate support. This is a place to note any essential details (e.g., medical conditions, allergies, diagnoses, EAL, young carer status) that ensure the child's safety and access to learning.

Pupil Passports to School are different for each child. The Pupil Passport to School contains details of short-term targets and strategies for a particular pupil, which are different from or additional to those in place for the rest of the group or class.

Provisions and interventions

Here you'll find a summary of the targeted provisions and interventions that enable the child to engage, regulate, and make progress.

De-escalation strategies

This section lists the strategies available for this child. Staff can mark each one as 'Y' (yes), 'N' (no), or 'T' (try) to show which approaches are currently helpful. It is usually completed for children who have a behaviour goal in place.

Successes

Here we recognise the child's strengths, successes, and the positive progress they've shown so far. This section showcases the child's growing skills, confidence, and achievements.

My successes so far: 1. 2. 3.	Provisions:	<table border="1"><tr><td>Verbal advice and support</td><td></td></tr><tr><td>Firm and clear request</td><td></td></tr><tr><td>Firm and clear expectations</td><td></td></tr><tr><td>Firm direction and count</td><td></td></tr><tr><td>Active listening</td><td></td></tr><tr><td>Limited choices</td><td></td></tr><tr><td>Distraction</td><td></td></tr><tr><td>Physical reassurance</td><td></td></tr><tr><td>Planned ignoring</td><td></td></tr><tr><td>Calm body language</td><td></td></tr><tr><td>Calm voice and tone</td><td></td></tr><tr><td>Take up time</td><td></td></tr><tr><td>Withdrawal offered</td><td></td></tr><tr><td>Withdrawal directed</td><td></td></tr><tr><td>Change of face</td><td></td></tr><tr><td>Change of space</td><td></td></tr><tr><td>Reminder about consequence</td><td></td></tr><tr><td>Reminder about incentives</td><td></td></tr><tr><td>Humour</td><td></td></tr><tr><td>Reminder of success</td><td></td></tr><tr><td>Empathy</td><td></td></tr><tr><td>Calming resources</td><td></td></tr></table>	Verbal advice and support		Firm and clear request		Firm and clear expectations		Firm direction and count		Active listening		Limited choices		Distraction		Physical reassurance		Planned ignoring		Calm body language		Calm voice and tone		Take up time		Withdrawal offered		Withdrawal directed		Change of face		Change of space		Reminder about consequence		Reminder about incentives		Humour		Reminder of success		Empathy		Calming resources	
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My learning goals are: 1. 2. 3.	My behaviour goals are: 1. 2. 3.																																													
Passport Agreed by:		SENCO: Laura Freemantle																																												
Pupil:	Teacher:	Behaviour Manager: Michelle Freeland																																												
	Parent:	Inclusion Manager: Catrin Sullivan																																												

Learning goals

Each Pupil Passport to School will state the child's new targets. Parents evening will provide an opportunity for you to discuss new targets set. Pupil Passports to School are working documents and will be continually reviewed. Once targets are achieved additional targets will be set based on the ongoing needs of the child.

Behaviour goals

Here we identify focused behaviour goals that encourages the behaviours we want to strengthen. This box outlines specific behaviour targets to guide consistent, positive practice.