

Key Child Profile - Template

KEY CHILD PROFILE

Primary Children Looked After Advisory Service

This document contains confidential and sensitive information about your key child.

It is recommended that this document is completed by the Social Worker and School Named Contact/ Key Adult(s) together, through a face-to-face, telephone or virtual discussion.

It should not be completed in isolation.

Childs Name:	
Social Worker:	
School Named Contact:	
Key Adult(s):	
Completed By:	
Date:	

This document has been designed to support the development of professionals' understanding of the child's early experiences; considering specifically how these early experiences impact on the way the child presents currently and how best to support them within school.

It is an integral part of the Personal Education Plan (PEP) and should be reviewed/updated prior to each PEP Meeting or at times of major change.

SECTION ONE

Information to be provided by Social Worker with input from School Named Contact

1. **Who is in the child's family?** (parents, siblings, grandparents, key members of extended family)

2. **What was the child's early history like?** (Please describe the child's traumatic experiences, and adversities, and the impact these may have had on the child's development. How were things when the child was living at home? What difficulties were there? Concerns? Birth of siblings? Involvement with Children's Services? Health problems? Relationships? Who was around them? What were the specifics of what they experienced? What role did the child have within the family?)

3. **What was the child's experience of coming into Trust Care?** (What is their story of coming into care? What are the specific details of this in terms of further trauma? Where did they first live? What was that like for them? How many places have they lived – where? What were they like?)

4. **What are the current care arrangements for the child?** (Who are they living with? How long for? Siblings?)

5. **What are the relationships like within their family and foster family?** (What does family time look like? Any difficulties? Areas of strength? What are the relationships like with their current foster carer(s) and/or siblings?)

SECTION TWO

To be completed jointly by Social Worker and School Named Contact

1. What is happening currently for your Key Child?

- a) **Outside of school?** (E.g., current foster placement, new sibling on the way, court proceedings. Anything of significance that may impact upon the child's education? Positive experiences or activities for the child?)

- b) **Within the school setting?** (Change of school, class, teacher or key-adult, anything of significance currently happening for your key child within school? Positive experiences or activities for the child?)

2. How does your Key Child present in school? (Please give details of what the child enjoys/is good at, what struggles they may have, what are their triggers, friendships, relationships with staff, how they manage in class/ unstructured times/ transitions, how they seek help, sensory needs, etc.

Consider how they present socially, emotionally and behaviourally in comparison to their chronological age, and peers of the same chronological age.

My age is:

I seem more like age:

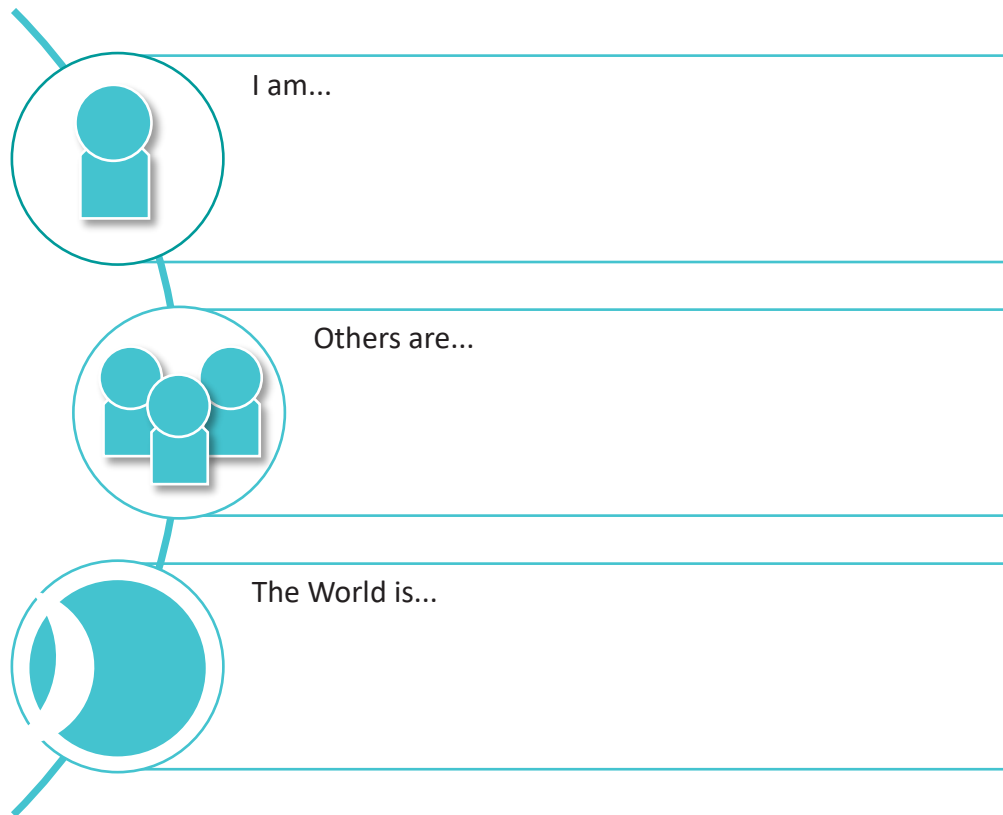
3. **How would you describe your Key Child's attachment behaviours / patterns in school? (Secure/Avoidant/Anxious Ambivalent/Disorganised).** How do they communicate their needs? Please bear in mind, a child can have different attachment presentations across different contexts.

When considering you child's attachment pattern you may wish to refer to your resource: 'Putting Care into Education' for further guidance or refer to the Trauma and Attachment Training.

[Please note, this is not a diagnostic tool and is based on what behaviours you observe within your setting. This can help to guide what supports you may wish to consider.]

4. Make a guess at their internal working model (IWM) based on what you know about the child's earlier experiences.

[Please note, this is not a diagnostic tool, nor is it what you think or believe yourself about the child; it is based on your knowledge of how trauma and adversity impacts on a child's view of themselves, others and the world. This can help to guide what supports you may wish to consider.]



The diagram illustrates the components of an Internal Working Model (IWM). It consists of three vertically stacked circular icons, each connected by a line to a corresponding text box on its right. The top icon shows a single person silhouette and is connected to the text box 'I am...'. The middle icon shows three person silhouettes and is connected to the text box 'Others are...'. The bottom icon shows a globe and is connected to the text box 'The World is...'. The entire diagram is enclosed in a light blue rounded rectangle.

I am...

Others are...

The World is...

5. What are the child's known stressors or triggers?

6. What do we know already that calms the child and supports regulation?

7. **How do I build a relationship with our Key Child and help them to feel safe?** (Consider how to begin building a relationship with the Key Child based on their experiences, attachment patterns and developmental needs. How can I connect with them best? What support does our relationship need? How can I support the child's feeling of safety within school? This might also be thinking of what we already do to support our relationship and safety that we want to keep going.)

Further detail on ways of supporting the child will be considered and discussed in the Personal Education Plan meeting.

Connecting with and building a relationship: (Building responsive, attuned relationships with trusted adults, and with peers: what is best way to develop a relationship with this child? E.g., protected time, in daily interactions)

Creating Safety: (e.g., Calming their Fight/Flight/Freeze/ Shutdown response, sleep and food requirements, physical pain, where seated within the class, their safe person, safe place to go to within school, use of the Trauma and Attachment Informed Safe Space)

What might the child say that they need to feel safe at school and within their relationship with their key adults?