

SEND & INCLUSION · ALL GRADES

Pupil Passport

Know this child — one page

Why pupil passports matter

When a supply teacher walks into your class, they don't know which child has anxiety, which is autistic, which struggles with reading. By the time they figure it out, half the lesson has gone wrong. A one-page pupil passport — written WITH the child, not about them — solves this in 60 seconds. Pupil passports also exist for SENDCos in meetings, for next-year teachers in transitions, for educational psychologists. Done well, they keep the child's voice in the centre of every conversation.

About me

Question	My answer
My name	_____
What I'd like you to call me	_____
My class / year group	_____
My favourite things to do	_____
What I'm good at	_____
What I find tricky	_____
My friends in class	_____



What helps me

What helps me learn or stay calm? Examples: 'sitting near the window', 'having a fidget toy', 'getting my work in chunks', 'a 5-minute warning before we change activity', 'someone reading questions to me'.

What doesn't work for me

What makes things harder? Examples: 'sudden noises', 'being asked to read aloud', 'when the teacher changes the plan', 'when other children touch my things', 'doing too many things at once'.

When I'm having a tough time

What might you see if I'm finding things hard? And what should you do? Examples: 'I might go quiet — please don't ask me lots of questions, just give me a moment.' 'I might fidget more — that's me trying to focus.' 'I might need to take a break in the calm corner.'



Important contacts

Person	Name	Role
My class teacher	_____	_____
My TA / 1:1 (if I have one)	_____	_____
The school SENDCo	_____	_____
My grown-up at home	_____	_____
Anyone outside school who works with me	_____	_____

How to write a pupil passport WITH a child

1. SIT WITH THE CHILD. Don't write it about them. Their voice is the point. 2. KEEP IT POSITIVE. Lead with strengths, then 'what helps,' then 'what's tricky.' Order matters. 3. KEEP IT SPECIFIC. 'I find it hard when there's lots of noise' is better than 'sensory issues.' Specific = useful. 4. KEEP IT THEIRS. Use their words. Their handwriting if appropriate. Their drawings. 5. UPDATE IT. Once a term, sit with them again. Things change. 6. SHARE IT. With supply teachers, TAs, the SENDCo, the next teacher.

