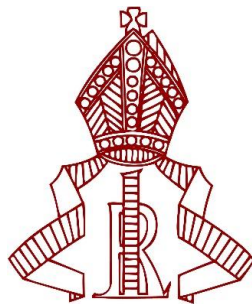




**St Philip Howard**  
CATHOLIC SCHOOL



**This transition tool has been developed over 3 years. Initially, the project involved West Sussex County Council and Sussex Fire Brigade, the CLAWBA (Children's Learning and Well-Being Audit) has been evaluated using key Primary and Secondary stakeholders from the West Sussex Western area.**

**Three West Sussex secondary schools, The Academy Selsey, St Philip Howard Catholic School and Bishop Luffa School, have championed the CLAWBA during lockdown to provide a comprehensive summary for each child. This supports our 'trauma informed' student centred transition programmes.**

**The document has been shared, with our feeder schools, as a google form. This provides a secure mechanism for subject data transfer and reduces workload for Primary colleagues, as they are familiar with the format. The form allows transition coordinators to filter and sort data to identify vulnerable students and trends that require individual or group interventions.**

**The CLAWBA is sent to the Primary Schools as a google form (below)**

A 'live' template to experience how user friendly the CLAWBA is, can be found at <https://forms.gle/BvUykt5BDCUSoMYJ7>. Please do not submit the information or use real student data.

# CLAWBA

Childrens' Learning and Well Being Audit Form 2020-21

As trauma informed schools we recognise that the transition from Primary to Secondary School is a stressful time for children and their families. Information about key vulnerability indicators enables us to proactively support the children and their families successfully. The information you can supply gives us an immediate insight into how to support students that we don't know very well yet. Our role as a Trauma informed school is enhanced as a result of your input.

Some questions require an input.

**\*Required**

## 1. School Name \*

*Mark only one oval.*

A

B

C

D

Other: \_\_\_\_\_

## 2. Name of staff member completing the form \*

\_\_\_\_\_

Basic information

## 3. Child's name \*

\_\_\_\_\_

4. Identified cohort(s)

*Tick all that apply.*

- SEND school support
- EHCP
- PP
- FSM
- Service
- CLA
- Previously CLA
- Adopted
- Special guardianship
- Kinship care
- Young Carer
- EAL
- Traveller
- Refugee
- Asylum seeker
- BAME

Other:  \_\_\_\_\_

5. Do you consider this child vulnerable? \*

*Mark only one oval.*

- Yes
- No

6. Is the child currently supported by any of the following? (If child is supported by an agency not listed, please give details at the end of the section).

*Tick all that apply.*

- No additional support
- Social Care (Child Protection Plan)
- Social Care (CIN Plan)
- Early Help Plan
- WSCC Intensive Planning Team
- CAMHS
- YES
- Educational Psychologist
- Occupational Therapy
- SALT
- School Nurse
- Physiotherapy
- SOC COM
- LBAT
- Fair Access Pupil Entitlement (Attendance)
- EMTAS
- Prevent team
- Reboot/Anti-social behaviour plan
- Barnardos
- Allsorts
- Winston's Wish
- Parent avoids agency support?

Other:  \_\_\_\_\_

7. Is there a safeguarding file? \*

*Mark only one oval.*

- Yes
- No

## Health of the family and child

### 8. Family Health. Does a member of the family have...?

*Tick all that apply.*

- Long term medical issues
- Does not access health services (GP, dentist)
- Physical disability
- Learning disability
- Substance/alcohol misuse
- Poor mental health

Other:  \_\_\_\_\_

### 9. Child's Physical Health

*Tick all that apply.*

- EHCP for sensory or physical needs
- Frequent visits to A&E
- Oral health concerns
- Long term ongoing medical issues
- Poor Attendance due to minor ailments (headaches, stomach aches, sore throat etc)
- Over/underweight or malnourished
- Dietary concerns
- Poor hygiene/self care
- Unexplained bruising, sores, burns or recurring head lice
- Exhausted or tired (possibly due to lack of bedtime routine)
- Delayed toileting
- Avoids physical exercise
- Early onset of puberty
- Limited access to sanitary products

Other:  \_\_\_\_\_

10. Child's Mental Health Needs

*Tick all that apply.*

- EHCP SEMH
- At risk of exclusion
- Withdrawn from peers
- Highly anxious
- Depressed
- Unable to settle to task
- Aggressive towards peers or staff
- Struggles with social situations/groups
- Taking items (including food from others)
- Inexpressive/inappropriate emotional responses
- Overly happy/sad (without apparent cause)
- Overly compliant
- Overly fearful or protective
- Risky behaviours
- Difficulties with anger or frustration
- Inappropriate age-related responses e.g. swearing
- Wary of carer-givers
- Negative or inappropriate response to boundaries
- Self-harm
- Negative body image

Other:  \_\_\_\_\_

Environment

11. Housing, Employment and Finance

*Tick all that apply.*

- Intentional homeless/homeless/temporary accommodation/emergency housing
- Poor housing (cramped/damp etc)
- Poorly qualified for work
- Benefits/financial exclusion
- Employment issues- unemployed/low income/zero hours/anti-social shifts
- Debt issues

Other:  \_\_\_\_\_

12. Family Relationships

*Tick all that apply.*

- Domestic Abuse
- Regular conflict in the family home
- Recent divorce/breakdown of a relationship
- Contact issues between care-givers
- Frequent changes in the make up of the household
- Social Isolation
- Lack of support from friends and family

Other:  \_\_\_\_\_

13. Family Functioning

*Tick all that apply.*

- Poor literacy of care-giver
- Hard to reach care-giver
- Care givers high anxiety about child
- History of offending/criminal behaviour
- Family member in prison
- Extreme views/radicalisation
- Hate crime/incidents of discrimination
- Care-giver abused as a child
- Gambling issues
- Bereavement (impact on the functioning of the family)
- Siblings with complex needs
- Care-giver providing long term care for family members

Other:  \_\_\_\_\_

14. Child's Lifestyle Choices

*Tick all that apply.*

- Substance/alcohol misuse
- Smoking
- Out 'after hours'/ hanging around on the streets
- Anti-social behaviour
- Early sexualisation
- Exposure to inappropriate age related social media/gaming

Other:  \_\_\_\_\_

15. Basic Care

*Tick all that apply.*

- Care-givers unable to manage child's physical and/or mental health needs
- Lack of affection in the family
- Inappropriate parental expectations
- Lack of engagement with school regarding attendance
- Inappropriately dressed for school or weather
- Not 'ready to learn' (lack of basic school equipment)
- Frequent moves of school
- Acrimonious relationships between school and parent(s)
- Care-givers non-engagement, not attending parents/carers evening or cancelling meetings at short notice

Other:  \_\_\_\_\_

The child's learning

16. Key Stage 2 Attainment/ Teacher Assessment \*

*Mark only one oval per row.*

	Below average expectations	At expected	Above expected
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GPVS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



17. Additional learning challenges

*Tick all that apply.*

- Below average cognition and learning
- SEMH (including attention) impacts learning
- Some speech, language, communication and interaction difficulties
- Speech, language, communication and interaction difficulties impacts learning
- Able/most able/gifted/talented
- Other:

18. Areas of learning need, including SEND support and EHCP? (Please provide as much information as possible, including whether the child was entitled to exam access arrangements and any testing scores e.g. Lucid, WRATV, Sandwell, Early Maths etc.)

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19. Strengths and interests of the child? \*

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20. Supportive/ unsupportive relationships (who should/shouldn't they work with?) \*

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21. What would really help with transition?

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The form produces a summary of your data to look at trends.

83 responses



Accepting responses

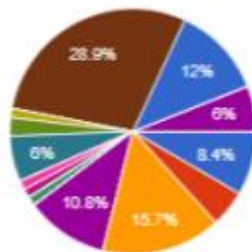
Summary

Question

Individual

Name of feeder Primary School

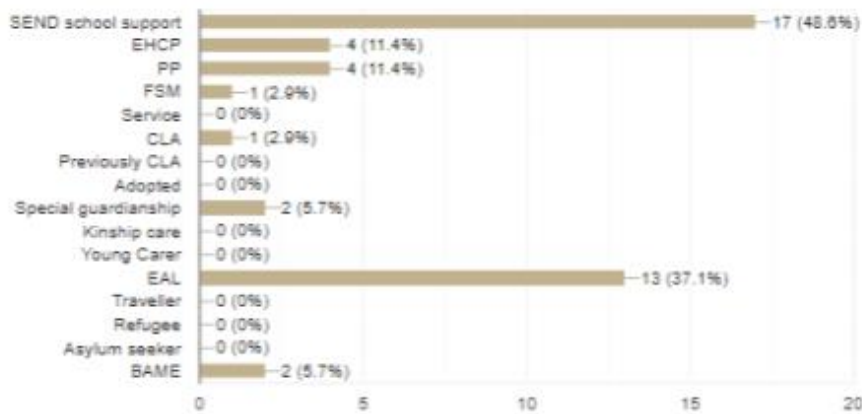
83 responses



- A
  - A
  - B
  - B
  - B
  - D
  - D
  - E
- 1/5

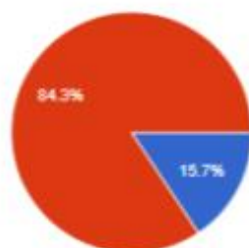
1. Identified cohort(s)

35 responses



2. Do you consider this child vulnerable?

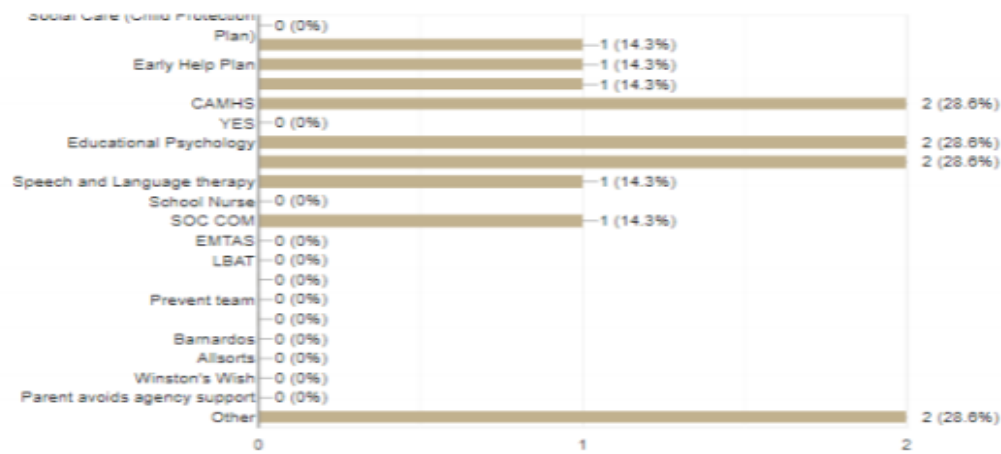
83 responses



- Yes
- No

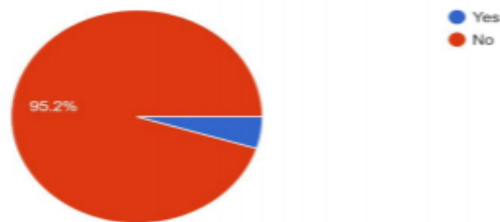
3. Is the child currently supported by any of the following? (If child is supported by an agency not listed please give details at the end of the section.)

7 responses



4. Is there a safeguarding file?

83 responses



The form also generates a google sheet which can be manipulated and sorted. This will assist DSLs, transition and pastoral leads as well as tutors.

Name of staff member completing form	Child's name	1. Identified cohort(s)	2. Do you consider this child vulnerable?	3. Is the child currently supported by any of the following?	4. Is there a safeguarding file?	5. Family Health. Does a member of the family have...?	6. Child's Physical Health	7. Child's Mental Health Needs
			Yes		No	Long term medical issues, Substance/alcohol misuse, Poor Mental Health, grandparent lives with family and suffers from health issues.	Over/underweight or malnourished, issues surrounding posture and poor muscle tone impacting the ability to write over long periods (more than 20 mins)	Highly anxious, X requires a great deal of reassurance and will ask 'obvious' questions for attention/reduction of anxiety. He is working hard on this.
		SEND school support, PP	Yes		Yes	Substance/alcohol misuse, Poor Mental Health		anxiety resulting from early childhood experiences of home instability
		SEND school support, PP, FSM	Yes		No		Poor Attendance due to minor ailments (headaches, stomach aches, sore throat)	shy, lacking in confidence in Literacy

