

STUDENT BASELINE INFORMATION

Guidelines for completing the Student information Sheet

THIS STUDENT INFORMATION SHEET HAS BEEN ADAPTED FROM RICHARD HIRSTWOOD'S BASELINE STUDENT INFORMATION SHEET

The **Student Information Sheet** is intended to support you to gather important baseline information and knowledge of the student. It is also a concise pen picture of the student that can be readily available to everyone the student encounters.

Whilst this **Student Information Sheet** has been designed for a student with complex, profound and multiple disabilities, it can be modified to suit the needs of different abilities. For example for higher functioning students and students with autism, the information sheet could be modified to include information on preferred learning styles and likes and dislikes. Where appropriate it could be completed collaboratively with the student.

The **Student Information Sheet** can be used with students of all ages.

Student information should be gathered from parents, therapists and specialists, teacher aides and other significant people in the students life. Data gathered from the **Happiness Audit** will also provide crucial information and knowledge about the student. Student baseline information will change over time as the student progresses through school and in response to diverse range of experiences they will encounter, including, people, events, health issues and communication. It will therefore need to be reviewed on a regular basis.



IMPORTANT!

Gathering Student Baseline Information is important because it:

- Ensures everyone interacting with the student is communicating with them in a respectful and appropriate way.

Respect

- Assists with assessment and learning experiences being planned in a respectful and appropriate way.

VALUE

- Values the students quality of life and enables consistent communication between the student everyone who is involved with their life.



'Personalisation in learning is about ensuring that the curriculum is adapted to fit the child and not the child adapted to fit the curriculum' (Imray & Hinchcliffe, p45).