



Student profile

A template to document relevant information about an identified student with disability or additional needs. For further general information about student planning, access the [Support education planning for students](#) service on Ikon.

Profile development

Record details of who developed this profile, and when.

Name and role	
School	
Date of profile development	
Date updated (if applicable)	

Student details

Record details of student to assist with management of the profile.

Name	
Date of birth	
Gender	
Diagnosis and IDA level	
Current school	
Family/carer contact 1	
Family/carer contact 2	
Siblings	
School-based case manager	

Student context, including strengths

Write a brief summary of information, such as strengths, interests, cultural background or previous schooling history, relevant to supporting the student.

--



Likes and motivators

Describe likes, such as specific subjects, incentives, rewards, reinforcers or restricted interests, that are, when deployed appropriately, known to motivate the student and promote positive behaviour.

Dislikes and triggers

Describe dislikes, such as specific tasks, events, circumstances or environments, that are known to escalate and/or cause anxiety for the student.

Documented planning

Tick off or list all up-to-date documented plans that are accessible by the student's current school, taking into consideration curriculum, behaviour, health and high needs medical planning.

Individual education plan (IEP)		Transition plan	
Behaviour management plan (BMP)			
Risk management plan (RMP)			
Health care plan			

Effective strategies

Provide details of strategies that have been trialled and proven effective in maximising learning outcomes for the student.



Assessments and base line data

Add information about assessments, such as name of assessment, result, date administered, areas of strength and weaknesses.

Social skills, interactions and communication

Add information such as level of engagement with peers, skills in interacting with adults, preferred activities with peers and communication style.

Learning style

Add information such as preferred learning styles (e.g. visual, auditory, tactile), learning settings, times of day, participation in groups, level of independence, use of modelling.

Timetable considerations

Add information that will assist in planning and communicating around the student's timetable, such as support for everyday transitions, late arrival, appointments.

Assistive technology, including student equipment

List assistive technology, including mobility and positioning equipment, and specialised ICT and peripherals that are used by the student (excluding standard ICT and equipment).



Stakeholder collaboration

Tick off or list all stakeholders, including agencies and services, that have an investment in planning for and supporting the student.

Parent/carer		Medical team	
Teacher		School psychology services	
Education assistant		CPFS	
AIEO		WA Police	
Student services		CAMHS	
SSEN Disability		NDIS	
SSEN Behaviour and Engagement		Tutor	
SSEN Medical and Mental Health		Previous educators	
SSEN Sensory		Translation services	
Occupational therapist		Community members	
Speech therapist		Student mentor/s	
Physiotherapist		School chaplain	

Support and supervision requirements

Add details of support and supervision requirements for the student.

Class time	
Toileting	
Eating	
Play time	
Assembly	
Excursions	
Other	

Notes

Add any other information relevant to supporting the student.

--