

LBAT Getting Started Guide to the Boxall Profile

What is the Boxall Profile?

A standardised assessment of social, emotional and mental health (SEMH), the Boxall Profile supports schools to identify strengths and needs, set targets, plan interventions based on results and review progress.

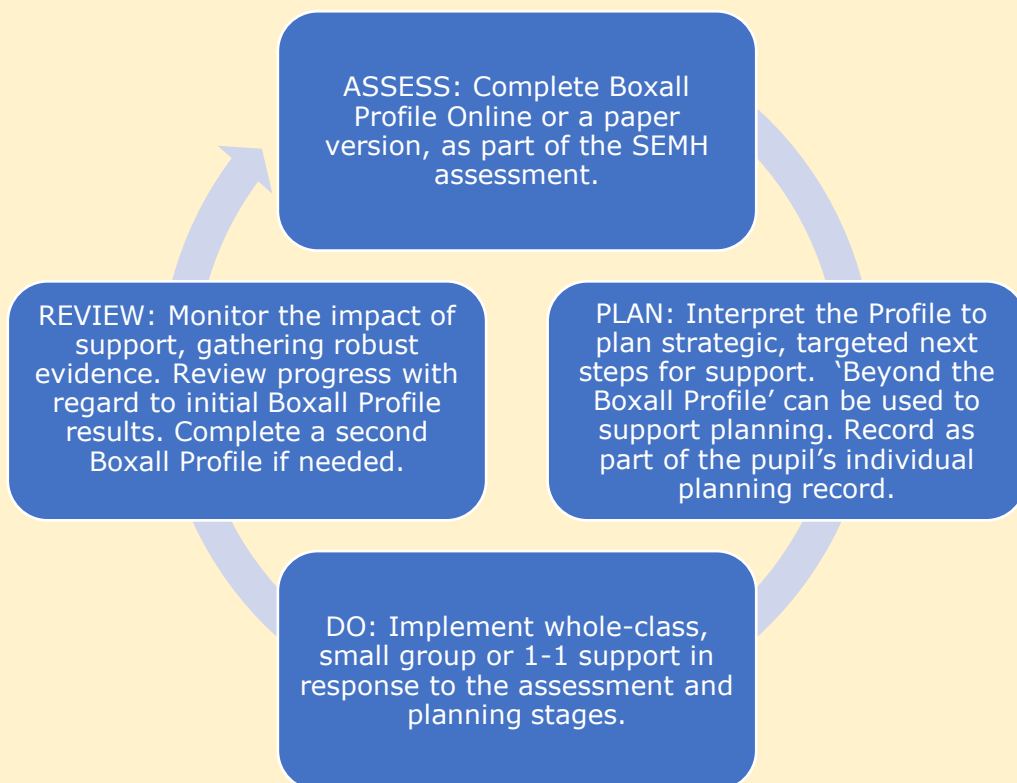
There are 2 profiles available-Boxall Profile for Children (Nursery/Primary) and Boxall Profile for Young People (Secondary).

The Boxall Profile is not a diagnostic tool. It offers an insight to the child's world and what might lie behind their behaviours, helping us to plan support most effectively.

It is the most used tool among schools in the UK (Marshall, Wishart, Dunatchik and Smith, 2017) and was signposted as an important resource to promote positive mental health by the DfE in 2018.

Boxall Profile can form part of an SEMH assessment alongside pupil parent and staff views, observations, behaviour analysis, relevant checklists and data and other agency reports.

How does the Boxall Profile support the SEND Code of Practice?



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How do I complete the Boxall Profile?

Complete a paper or online profile (available from www.nurtureuk.org).

- The Boxall Profile Handbook with 1 paper profile is £40. Additional profiles in packs start from £15+VAT for 10.
- Boxall Profile Online training £36+VAT. Online profiles from 20 for £30+VAT (*prices may be subject to change)

The Profile is best completed by the SENDCo and staff member(s) who knows the pupil best, considering the pupil in their usual setting and how they present most of the time. It takes approximately 40 minutes to complete.

The Boxall Profile is best considered in context and holistically, with consideration to pupil background and experiences, any other SEN needs, and as one part of a pupil's SEMH assessment.

How do I interpret the results?

Full interpretation and planning will necessitate reference to the handbook or online guide.

The Boxall Profile provides results in 2 sections; development and difficulties. The sections run alphabetically and progressively through areas of need. Use the individual results to identify priority needs and set 2-4 targets.

Consider the links between development and difficulties- working on one will impact the other:

A → Q

F → R

G → T

H → Z

Be mindful of the 'Individual Factors' on the Profile, reflecting on the *whole child*.

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How do I plan from the results?

It is best practice for the SENDCo and key staff to discuss together the appropriate approach, strategies and resources to meet identified needs and agreed targets. Choose targets progressively (from A to Z) but also consider your own professional judgement and school context, for example initially addressing a difficulty that impacts on staff or friendships may then enable other areas to be approached more readily.

Plan using 'Beyond the Boxall' and/or www.nurtureuk.org for suggestions on matching assessment results with strategies.

What do I do next?

Set out targets, strategies, resources, review date and criteria on an individual plan and share this with all relevant staff.

Review in 6 to 8 weeks. It may be appropriate to change targets and/or adapt strategies and resources.

Following the graduated approach, Assess Plan Do Review it may be necessary to repeat the profile. The Profile can be repeated 2/3 times a year.

Consider involving/referring on to other relevant services if needed.

Useful resources for further reading and training:

- Mental Health and Behaviour in Schools-
www.nurtureuk.org/sites/default/files/a4_mental_health_behaviour_in_schools_v4.pdf
- Now you See us-
https://www.nurtureuk.org/sites/default/files/now_you_see_us_executive_summary.pdf
- DfE Mental Health and Behaviour in Schools-
Guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf
- LBAT training-SEMH: Assessment in schools

For further information on trainings see LBAT page on West Sussex Services for Schools or contact your LBAT Advisory Teacher