|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Child’s name: |  | | | |
| Date: |  | Date of Birth: |  |
| Year Group: |  | Class teacher: |  |
| Attendance: |  | Proficiency code: |  |
| Home language: |  | Pupil Premium: | LAC |
| Pre-school setting/ Previous schools: |  | | | |
| Borough of residency: |  | | | |
| Medical information |  | | | |

# Specialist services involved to date

|  |  |
| --- | --- |
| Health |  |
| Education |  |
| Social Services |  |

# Area of need (highlight as many as needed)

|  |  |  |  |
| --- | --- | --- | --- |
| Communication & Interaction | Cognition & Learning | Social, Emotional and mental health | Sensory & Physical |
| Nature of concerns: |  | | |
| Behaviour for learning: |  | | |

# Attainment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EYFS Development Matters age band:** | | | | |
| **CLL** | **PSE** | **PD** | **Literacy** | **Maths** |
|  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NC Year group** | **Reading** | **Writing** | **Maths** | **Phonics screening** | **Other** |  |
| Year 1 |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |
| Key Stage Assessment results |  |  |  |  |  |  |
| Year 3 |  |  |  |  |  |  |
| Year 4 |  |  |  |  |  |  |
| Year 5 |  |  |  |  |  |  |
| Year 6 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Progress comments: |  |
| Pupil strengths: |  |

# Strategies in place over time

|  |  |  |  |
| --- | --- | --- | --- |
| **Support Strategies** | **Tried** | **How long for?** | **How has it worked?** |
| Wait time |  |  |  |
| Visual learning resources |  |  |  |
| Visual time table |  |  |  |
| Simple language |  |  |  |
| Targeted questions/instructions |  |  |  |
| Personalised learning – targeted activities |  |  |  |
| Short oral instructions repeated/clarified /further explanation |  |  |  |
| Peer support |  |  |  |
| Group work support – guided writing /talk write discussions |  |  |  |
| Multi-sensory activities |  |  |  |
| Teacher assistant in class support |  |  |  |
| 1:1 TA guidance/support during task |  |  |  |
| Pre-teaching prior to teaching input |  |  |  |
| Frequent breaks offered/sensory circuits/activities |  |  |  |
| Child given processing time before answering |  |  |  |
| Rewards linked to behaviour/emotional development |  |  |  |
| Key vocabulary input |  |  |  |
| Extended input |  |  |  |
| Activities for parent/carer |  |  |  |
| Other |  |  |  |

# Parents’ and Pupil’s perspective on child’s strength’s/additional needs

|  |  |  |  |
| --- | --- | --- | --- |
| **Summarise information from discussions include date discussed** | | | |
| **Parents/carers**  Have concerns been shared with parents/carers to date? |  | | |
| **Pupil views** (include favourite activities, likes, dislikes and what they find challenging) |  | | |
| Name: |  | Date: |  |
| Signature: |  | | |

# Action

|  |  |  |
| --- | --- | --- |
| **Agreed Action to be taken** | **Steps to be actioned and by whom** | **Date to be completed by** |
| Move to SEN support |  |  |
| Referral to Outside Agencies  (Please state service) |  |  |
| Observations by SEN teacher |  |  |
| Observations by SENCO |  |  |
| Monitor at School Support |  |  |