Pupil Name: Completed by: Date of completion:

Highlight any areas of concern to support with identifying the CYP’s needs

|  |  |  |  |
| --- | --- | --- | --- |
| **Presenting needs:** | **Possible broad area of need** | **Possible area of need** | **Additional comments/observations:** |
| Low levels of attainment   | C&LSensory | MLD/SpLDHI |  |
| Phonological and short-term memory difficulties  | C&LSensory | HI |  |
| Difficulty acquiring new skills (particularly in literacy and/or numeracy)   | C&LSensory | MLD/SpLDHI/VI |  |
| Difficulty in dealing with abstract ideas   | C&LC&I  | ASD |  |
| Some speech and language difficulties e.g. generalising information, understanding abstract language   | C&IC&LSensory | SLCN/ASDMLDHI |  |
| Some difficulties with fine or gross motor skills   | C&LPhysical/Sensory | SpLDVI |  |
| Some signs of frustration and/or aggressive behaviours   | All 4 areas(Unmet social care need\*) |  |  |
| Difficulties involving specific skills such as sequencing, ordering, word finding   | C&L | MLD/SpLD |  |
| Difficulty forming concepts particularly when information is more abstract   | C&LC&I (Soc Comm) | ASD |  |
| Limited skills in verbal exchanges   | C&IC&LSensory | SLCN/ASDMLDHI |  |
| Low self-confidence/esteem  | All 4 areas(Unmet social care need\*) |  |  |
| Avoidance strategies  | All 4 areas |  |  |
| Experiencing difficulty in remaining on task, inattentive   | All 4 areas |  |  |
| Seeking frequent adult support/attention   | All 4 areas(Unmet social care need\*) |  |  |
| Inability to follow instructions and routines  | C&ISensorySEMH | SLCN/ASDHI/VI |  |
| Presenting as significantly unhappy, anxious or stressed   | All 4 areas(Unmet social care need\*) |  |  |
| Frequent low-level disruptions | All 4 areas(Unmet social care need\*) |  |  |
| Failure to make the progress anticipated across many areas of the curriculum | All 4 areas(Unmet social care need\*) |  |  |
| Showing signs of frustration and early indications of disaffection or disillusion  | All 4 areas(Unmet social care need\*) |  |  |
| Difficulty in making and maintaining healthy relationships with peers  | C&I SEMHSensory(Unmet social care need\*) | ASDHI/VI |  |
| Presenting as withdrawn or tearful   | All 4 areas(Unmet social care need\*) |  |  |
| Poor or sporadic attendance   | All 4 areas(Unmet social care need\*) |  |  |
| Vulnerable to bullying, manipulation or exploitation   | All 4 areas(Unmet social care need\*) |  |  |
| Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks  | SEMH(Unmet C&L/C&I/sensory/ social care\* need) |  |  |
| Uncooperative or defiant | SEMHSensory(Unmet social care need\*) | HI/VI |  |
| Demonstrations of behaviour that challenges  | SEMHC&ISensory | ASDHI/VI |  |
| Placing self or others at risk of harm   | SEMHC&I | ASD |  |
| Frequent exclusions  | SEMH(Unmet other need) |  |  |
| Mental health difficulties (mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self - harm)   | SEMH |  |  |
| Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct disorders, generalised anxiety disorder, phobias, significant self-harming behaviours)  | SEMH |  |  |
| Struggle to listen and attend to teacher input   | C&I Sensory | HI |  |
| Are slow or last to respond  | C&IC&LSensory | SLCNMLDHI |  |
| Don’t respond at all, or respond incorrectly/ unexpectedly due to difficulties understanding instructions  | C&IC&LSensory | SLCNMLDHI |  |
| Difficulty knowing how to talk and listen to others in a conversation  | C&I Sensory | ASDHI |  |
| Attention and conversation focused on own needs and interest  | C&I SEMH | ASD |  |
| Difficulties in understanding rules of politeness and manners e.g. may speak to Head teacher like a friend   | C&I SEMHSensory | ASDHI |  |
| Difficulty understanding the rules of social interaction   | C&I Sensory | ASDHI |  |
| Rigid thinking, including strong routines and rituals   | C&I  | ASD |  |
| Inability to read the facial expressions of others  | C&I Sensory | ASDVI |  |
| Difficulty predicting others and understanding their motives   | C&I Sensory | ASDHI |  |
| Inability to use knowledge and skills functionally to generalise to various situations   | C&I  | ASD |  |
| Inability to cope with unstructured social situations, including transitions   | C&I SEMH | ASD |  |
| Difficulty coping in new or unfamiliar situations   | C&I SEMHSensory | ASDHI/VI |  |
| Anxiety in busy, unpredictable environments  | C&I SEMHSensory | ASDHI/VI |  |
| Difficulty remembering the days and times of particular lessons/activities and may consequently appear unprepared or confused  | C&I C&LSEMH | SLCNMLD |  |
| Difficulties with time concepts and sequences e.g. Today, yesterday, tomorrow, days of the week, months and seasons may be difficult to grasp and recall   | C&IC&L | SLCNMLD, SpLD |  |
| Difficulties understanding and remembering what is read, even if they are skilled at decoding the text  | C&I C&L | SLCN |  |
| Speech difficulties | C&I Sensory | SLCNHI |  |
| Selective mutism | C&I SEMH(Unmet social care need\*) | SLCN |  |
| Difficulty with handwriting/fine motor control  | PhysicalC&L  | SpLD |  |
| Sensory processing needs  | Physical/SensoryC&I | HIASD |  |
| Difficulty accessing standard classroom equipment   | Physical/Sensory | HI/VI |  |
| Hearing loss – severe, moderate or mild   | Sensory | HI |  |
| Difficulty retaining information | C&LSensory | MLDHI |  |
| Poor phonological awareness  | C&LSensory | MLDHI |  |
| Processing of unknown language takes longer  | SensoryC&I | HISLCN |  |
| Fluctuating hearing loss | Sensory | HI |  |
| Difficulty with new social situations  | C&I Sensory | ASDHI |  |
| Difficulty identifying direction of a sound source | Sensory | HI |  |
| Difficulty with phonic blending  | C&LC&ISensory | MLD/SpLDSLCNHI |  |
| Poor working memory  | C&LSensory | MLD/SpLdHI |  |
| Poor peer liaison  | C&ISEMHSensory | SLCN/ASDHI/VI |  |
| May be clumsy, may trip or fall frequently | C&LPhysical/Sensory | SpLD (DCD)HI/VI |  |
| Difficulty with semantics   | C&IC&LSensory | SLCN/ASDMLDHI |  |
| Auditory perception difficulties   | SensoryC&L | HIMLD/SpLD |  |
| Functional language difficulty  | C&ISensory | SLCNHI |  |
| Attention, concentration, listening and speech development affected   | SensoryC&ISEMH | HISLCN |  |
| Difficulty with expressive and receptive skills  | C&ISensory | SLCNHI |  |
| Visual fatigue   | SensoryC&L | VISpLD |  |
| Colour perception difficulties  | Sensory | VI |  |
| Visual perception difficulties  | SensoryC&L | VISpLD |  |
| Deteriorating handwriting – may be unusually small or large, or letters may be poorly formed   | Sensory | VI |  |
| Difficulty copying accurately either from board or close  | SensoryC&L | VIMLD/SpLD |  |
| When reading may skip letters, lines and words and may cover an eye when reading or performing close tasks   | SensoryC&L | VISpLD |  |
| Shows signs of poor hand eye co-ordination and over and under reaching   | Sensory | VI |  |
| May thrust head forward to squint when looking at near/far   | Sensory | VI |  |
| May hold equipment and/or text unusually close or at a strange angle  | SensoryC&I | VIASD |  |