Pupil Name: Completed by: Date of completion:

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

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| **Presenting needs:** | **Possible broad area of need** | **Possible area of need** | **Additional comments/observations:** |
| Low levels of attainment | C&L  Sensory | MLD/SpLD  HI |  |
| Phonological and short-term memory difficulties | C&L  Sensory | HI |  |
| Difficulty acquiring new skills (particularly in literacy and/or numeracy) | C&L  Sensory | MLD/SpLD  HI/VI |  |
| Difficulty in dealing with abstract ideas | C&L  C&I | ASD |  |
| Some speech and language difficulties e.g. generalising information, understanding abstract language | C&I  C&L  Sensory | SLCN/ASD  MLD  HI |  |
| Some difficulties with fine or gross motor skills | C&L  Physical/Sensory | SpLD  VI |  |
| 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&L  C&I (Soc Comm) | ASD |  |
| Limited skills in verbal exchanges | C&I  C&L  Sensory | SLCN/ASD  MLD  HI |  |
| 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&I  Sensory  SEMH | SLCN/ASD  HI/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  SEMH  Sensory  (Unmet social care need\*) | ASD  HI/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| Presenting as withdrawn or tearful | All 4 areas  (Unmet social care need\*) |  |  |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 | SEMH  Sensory  (Unmet social care need\*) | HI/VI |  |
| Demonstrations of behaviour that challenges | SEMH  C&I  Sensory | ASD  HI/VI |  |
| Placing self or others at risk of harm | SEMH  C&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&I  C&L  Sensory | SLCN  MLD  HI |  |
| Don’t respond at all, or respond incorrectly/ unexpectedly due to difficulties understanding instructions | C&I  C&L  Sensory | SLCN  MLD  HI |  |
| Difficulty knowing how to talk and listen to others in a conversation | C&I  Sensory | ASD  HI |  |
| 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  SEMH  Sensory | ASD  HI |  |
| Difficulty understanding the rules of social interaction | C&I  Sensory | ASD  HI |  |
| Rigid thinking, including strong routines and rituals | C&I | ASD |  |
| Inability to read the facial expressions of others | C&I  Sensory | ASD  VI |  |
| Difficulty predicting others and understanding their motives | C&I  Sensory | ASD  HI |  |
| 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  SEMH  Sensory | ASD  HI/VI |  |
| Anxiety in busy, unpredictable environments | C&I  SEMH  Sensory | ASD  HI/VI |  |
| Difficulty remembering the days and times of particular lessons/activities and may consequently appear unprepared or confused | C&I  C&L  SEMH | SLCN  MLD |  |
| 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&I  C&L | SLCN  MLD, 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 | SLCN  HI |  |
| Selective mutism | C&I  SEMH  (Unmet social care need\*) | SLCN |  |
| Difficulty with handwriting/fine motor control | Physical  C&L | SpLD |  |
| Sensory processing needs | Physical/Sensory  C&I | HI  ASD |  |
| Difficulty accessing standard classroom equipment | Physical/Sensory | HI/VI |  |
| Hearing loss – severe, moderate or mild | Sensory | HI |  |
| Difficulty retaining information | C&L  Sensory | MLD  HI |  |
| Poor phonological awareness | C&L  Sensory | MLD  HI |  |
| Processing of unknown language takes longer | Sensory  C&I | HI  SLCN |  |
| Fluctuating hearing loss | Sensory | HI |  |
| Difficulty with new social situations | C&I  Sensory | ASD  HI |  |
| Difficulty identifying direction of a sound source | Sensory | HI |  |
| Difficulty with phonic blending | C&L  C&I  Sensory | MLD/SpLD  SLCN  HI |  |
| Poor working memory | C&L  Sensory | MLD/SpLd  HI |  |
| Poor peer liaison | C&I  SEMH  Sensory | SLCN/ASD  HI/VI |  |
| May be clumsy, may trip or fall frequently | C&L  Physical/Sensory | SpLD (DCD)  HI/VI |  |
| Difficulty with semantics | C&I  C&L  Sensory | SLCN/ASD  MLD  HI |  |
| Auditory perception difficulties | Sensory  C&L | HI  MLD/SpLD |  |
| Functional language difficulty | C&I  Sensory | SLCN  HI |  |
| Attention, concentration, listening and speech development affected | Sensory  C&I  SEMH | HI  SLCN |  |
| Difficulty with expressive and receptive skills | C&I  Sensory | SLCN  HI |  |
| Visual fatigue | Sensory  C&L | VI  SpLD |  |
| Colour perception difficulties | Sensory | VI |  |
| Visual perception difficulties | Sensory  C&L | VI  SpLD |  |
| Deteriorating handwriting – may be unusually small or large, or letters may be poorly formed | Sensory | VI |  |
| Difficulty copying accurately either from board or close | Sensory  C&L | VI  MLD/SpLD |  |
| When reading may skip letters, lines and words and may cover an eye when reading or performing close tasks | Sensory  C&L | VI  SpLD |  |
| 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 | Sensory  C&I | VI  ASD |  |