

**Teacher Initial Concern Checklist for SEN**

**SEN and Disabilities Code of Practice 0-25 (July 2014)**

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

6.24 Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

|  |  |
| --- | --- |
| Name: | DOB: |
| Year Group: | Recent Admit: Yes / No |
| EAL: | Home language |
| LAC: | Pupil Premium: |
| Attendance: | Punctuality: |

Please tick area(s) of concern:

|  |  |
| --- | --- |
| Communication and Interaction |  |
| Cognition and Learning |  |
| Emotional, Social, and Mental Health Difficulties |  |
| Sensory and /or Physical Needs |  |

Attainment data – please either attach or complete below:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| FS Profile scores | | | | | | |
| Year |  |  |  |  |  |  |
| Attainment or NC/P levels for reading, writing & maths |  |  |  |  |  |  |
| Progress summary | | | | | | |

Differentiation - what action has already taken place?

* Made appropriate adjustments to teaching (e.g. seating arrangements, learning styles, differentiation, level of support, opportunities for consolidation, use of ICT etc).
* Behaviour management strategies
* Equipment and aids already in place

|  |  |
| --- | --- |
| Differentiation | Impact – progress and inclusion |
|  |  |
|  |  |
|  |  |

Are parents/carers aware of your views? Yes / No

Do they have concerns? Yes / No

|  |
| --- |
| Comments: |

|  |
| --- |
| Pupils’ view: |

|  |  |
| --- | --- |
| Completed by: | Date: |

**Please return to SENCO with any supporting evidence/additional information.**

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| Agreed action: to be completed with the SENCO |