

INITIAL CONCERNS CHECKLIST

Completed by class teacher on _____

Pupil Information

Name		DoB	
Year Group		Class teacher	
Attendance % (less than 95%?)			
Exclusions			
Home language			
Pre-School setting			
Previous School/s?			
Medical information			
Specialist Services involved to date <ul style="list-style-type: none"> - Health - Education - Social Services 			

Achievement Data

FS Profile Scores																		
YEAR																		
Attainment NC/P levels	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
Progress Summary	<ul style="list-style-type: none"> - Sub levels or points score over time in reading, writing, maths etc - Standardised Scores, criterion referenced assessments 																	

Baseline information – provide detail where there is an area of relative strength or difficulty

Language

Speech Sounds	
Expressive	
Receptive	
Social and Functional	

Literacy

Phonic Phase – reading	
Phonic Phase - spelling	
HFW – reading	
HFW - spelling	
Comprehension	
Book Band level	
Letter formation	
Example of free writing attached?	

Number and Calculation

Number recognition to...	
Numbers pupil can count to forward / backwards	
Numbers pupil can confidently calculate within + / - / ÷ / x	

Behaviour for Learning

Concentration	
Co-operation	
Independence	
Engagement	
Confidence	
Self esteem	
Organisation	
Self-control	
Recorded examples behaviour concerns attached?	

Differentiation in place over time

What action has already been taken through curriculum differentiation to address the child's needs? i.e. modification to teaching approaches, classroom organisation, behaviour management strategies or through provision of ancillary equipment and aids already in place with outcomes.

Differentiation	Impact – progress and inclusion

Parent's and Pupil's perspective on child's strengths / additional needs

Summarise information from discussions

Parents / Carers <i>Have concerns been shared with parents/carers to date?</i>	
Pupil	

Additional Observations - note any key issues raised

Support Staff	
Previous Class teacher(s)	
Lunch Time Supervisors	

List individualised assessments completed to support identification of need

Include standardised assessments (reading age / spelling age as well as criterion referenced assessments)

Test	Date	Outcome

Outcome of meeting to consider placement on the SEN Register

Placement on SEN Register?
Agreed Action e.g. <ul style="list-style-type: none"> - Further assessment required - Further modifications to teaching approaches etc - Targeted provision at SEN Support - Who else to share pupil's strengths and needs with?

Date of next review _____

SENCo _____