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Section 2

Identification of needs

## Foundation Years - Communication and Interaction

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***By 1 year old the child may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Communication and interaction | smiling, looking and moving in response to your interaction |  |  |  |
| vocalising back when talked to, making own sounds, especially to a familiar adult and when a smiling face is used |  |  |  |
| listening to nursery rhymes with enjoyment |  |  |  |
| showing excitement at the sound of approaching voices, footsteps and other sounds. |  |  |  |
|  | ***By 2 years old the child may need support for some of the following:*** |  |  |  |
| Understanding | understanding and following simple instructions in context, eg ‘come for snack’ |  |  |  |
| pointing to simple body parts when asked |  |  |  |
| Speaking | spontaneously naming common objects which interest them, eg car, bird |  |  |  |
| copying expressions they hear a lot, eg ‘all gone!’ ‘oh dear!’ |  |  |  |
| Listening & attention | enjoying nursery rhymes and trying to join in with actions or sounds by copying |  |  |  |
| Interaction | being aware of other people’s feelings – for example to look concerned if hears crying or to look excited if hears a familiar voice |  |  |  |
| taking turns in a simple ‘conversation’ |  |  |  |
| pointing to draw attention to things of interest. |  |  |  |
|  | ***By 3 years old the child may need support for some of the following:*** |  |  |  |
| Understanding | understanding simple instructions involving a choice of 2 people or objects, eg  ‘Give the car to James’  ‘Give the ball to Annie’ |  |  |  |
| Speaking | joining 2/3 words together with meaning, eg  ‘Daddy car’  ‘Mummy gone’ |  |  |  |
| being understood by familiar adults |  |  |  |
| Listening & attention | recognising and joining in with songs and actions, eg ‘The wheels on the bus’ |  |  |  |
| concentrating on an activity of their own choosing for a short period of time |  |  |  |
| Interaction | playing ball co-operatively with an adult (eg kick or roll back and forth) |  |  |  |
| starting interaction with and playing alongside other children |  |  |  |
| expressing emotions and seeking a reaction, for example crying at a minor injury and asking for help or comfort. |  |  |  |
|  | ***By 4 years old the child may need support for some of the following:*** |  |  |  |
| Understanding | understanding position words, ‘in’ ‘on’ ‘under’  eg ‘put Dolly under the chair’ |  |  |  |
| answering ‘who’ ‘what’ ‘where’ questions about a story |  |  |  |
| Speaking | talking about ownership, eg  ‘My teddy’ ‘Jack’s car’ |  |  |  |
| using simple pronouns correctly, eg ‘I’ ‘me’ ‘you’ |  |  |  |
| being understood by unfamiliar adults |  |  |  |
| talking about what s/he has been doing |  |  |  |
| Listening & attention | stopping and listening to an adult who has called their name and then refocus on their original activity |  |  |  |
| attending to an adult’s choice of activity for a short period of time |  |  |  |
| Interaction | including another child in their play sequence and talking to them as they do so, eg give a child a cup to drink from |  |  |  |
| seeking out others to share experiences, eg by saying ‘watch me’. |  |  |  |
|  | ***By 5years old the child may need support for some of the following:*** |  |  |  |
| Understanding | identifying an object from a description of its use, eg  ‘What do we use to cut things with?’ |  |  |  |
| Speaking | retelling a simple past event or familiar story in the correct order, eg  Went down the slide and hurt finger |  |  |  |
| Listening & attention | remaining focussed during a short story/singing session in a large group |  |  |  |
| Interaction | expressing wishes and needs clearly and understanding when these are not immediately met |  |  |  |
| regularly using adults as sources of knowledge, comfort and shared activities |  |  |  |
| enjoying and joining in with shared play. |  |  |  |

## Foundation Years – Cognition and Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***By 2 years old the child may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Copying / Pretend | imitating some everyday routines eg using a mobile phone, washing the car |  |  |  |
| Problem solving | Retrieving out of reach toys or other objects |  |  |  |
| Memory | remembering where familiar things are kept and how to find them |  |  |  |
| Concepts | building 3 blocks, scribbling on paper |  |  |  |
| Social | bringing a book or toy to share with an adult |  |  |  |
| Curiosity | filling and emptying containers. |  |  |  |
|  | ***By 3 years old the child may need support for some of the following:*** |  |  |  |
| Copying / Pretend | developing simple sustained play with dolly/teddy eg eating, drinking, sleeping |  |  |  |
| Problem solving | operating a mechanical toy, for example turning the knob on a wind up toy, pushing a button to open a flap |  |  |  |
| Memory | spontaneously singing some of the words and actions of a familiar rhyme |  |  |  |
| Concepts | matching pictures of familiar objects in play |  |  |  |
| painting or drawing horizontal lines and circles in imitation |  |  |  |
| Social | watching others play and joining in briefly |  |  |  |
| following the daily routine |  |  |  |
| Curiosity | participating in a range of creative activities eg exploring and experimenting with sensory materials, musical instruments, using paint etc |  |  |  |
|  | ***By 4 years old the child may need support for some of the following:*** |  |  |  |
| Copying / pretend | joining in make-believe play with other children |  |  |  |
| Problem solving | suggesting using sticky tape to mend a torn book, choosing an appropriate tool to dig in the sand |  |  |  |
| Memory | recalling 2 or 3 pictures/objects hidden in a memory game |  |  |  |
| Concepts | understanding size difference, eg selecting the bigger or smaller object or picture when asked, putting features on a drawn face |  |  |  |
| Social | demonstrating concern towards others who are upset, for example offering a favourite toy, patting arm or back |  |  |  |
| Curiosity | showing a curiosity about how things work, how things feel, how things sound etc. |  |  |  |
|  | ***By 5 years old the child may need support for some of the following:*** |  |  |  |
| Copying / pretend | imitating adult roles, eg dressing up for dramatic play |  |  |  |
| Problem solving | choosing appropriate resources when making things |  |  |  |
| Memory | retelling or demonstrating something that happened in a familiar story |  |  |  |
| Concepts | sorting objects into categories eg all the animals, all the cars |  |  |  |
| drawing a simple human face (head and facial features) |  |  |  |
| Social | taking turns with other children in a child initiated activity |  |  |  |
| Curiosity | wanting to know how things work eg taking things apart, collecting things, asking questions. |  |  |  |

## Foundation Years – Social, Emotional and Mental Health

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***By 2 years old the child may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Making relationships | giving a positive response to a familiar adult, eg turning, looking and smiling when spoken to |  |  |  |
| engaging in social interaction, eg bringing toys to a familiar adult to show and share |  |  |  |
| Self confidence and self awareness | taking pleasure in exploring objects |  |  |  |
| indicating his/her own needs, eg banging or bringing a drinks cup to an adult to indicate they would like a drink |  |  |  |
| Managing feelings & responses | using their key person for ‘emotional refuelling’, eg happy to explore activities but looks for key person for reassurance. |  |  |  |
|  | ***By 3 years old the child may need support for some of the following:*** |  |  |  |
| Making relationships | sharing/turn taking with an adult in a simple activity that they enjoy, eg rolling or kicking a ball back and forth |  |  |  |
| giving a positive response to a familiar adult |  |  |  |
| Self confidence and self awareness | separating from main carer with support of their key person (alternatively may show no sense of care in separating from main carer) |  |  |  |
| showing interest in the play of other children alongside them whilst sustaining their own, eg watching with interest what other children are doing in the water play whilst continuing their own exploration |  |  |  |
| Managing feelings & responses | |  | | --- | | cooperating with age appropriate familiar expectations in relation to the routines of the setting, eg sitting for snack | |  |  |  |
| sitting in a small group (3-4 children) with a familiar adult for more than 3 minutes doing an activity which interests and excites them, eg songs and rhymes. |  |  |  |
|  | ***By 4 years old the child may need support for some of the following:*** |  |  |  |
| Making relationships | engaging in positive interactions with other children in a structured situation, eg talking to other children whilst playing and joining in a group activity |  |  |  |
| Self confidence and self awareness | responding positively to a variety of adults, eg feeling confident to approach any adult in the setting for help |  |  |  |
| spending time in groups with other children but engaged in own play, eg is able to complete their task, i.e. junk modelling whilst being alongside others |  |  |  |
| Managing feelings & responses | understanding that some things are theirs, some are shared and some belong to other people |  |  |  |
| making predictable responses in a range of situations, eg helping to put toys away and get ready for group time |  |  |  |
| consistently responding positively to and coping with different events, social situations and changes of routines in the setting |  |  |  |
| expressing their own feelings and doing so in an appropriate way. |  |  |  |
|  | ***By 5 years old the child may need support for some of the following:*** |  |  |  |
| Making relationships | engaging in and sustaining positive interactions with other children |  |  |  |
| initiating and sustaining conversations with adults and children |  |  |  |
| Self confidence and self awareness | receiving praise and taking a pride in him/her self |  |  |  |
| Managing feelings & responses | staying on task to complete an age appropriate adult initiated activity |  |  |  |
| managing their emotions if their needs are not met quickly |  |  |  |
| demonstrating concern towards other children, eg to comfort a child in distress |  |  |  |
| understanding that his/her own actions affect others |  |  |  |
| responding appropriately to simple instructions |  |  |  |
| understanding the needs of others and usually being able to share and take turns without adult intervention. |  |  |  |

## Foundation Years – Sensory and Physical needs - Hearing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A child with a hearing loss may: | Occasionally | Sometimes | Most of the time |
| The child with a hearing need may: | find difficulty in expressing him/herself clearly |  |  |  |
| appear loud, raising his/her voice in conversation |  |  |  |
| experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears |  |  |  |
| often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen |  |  |  |
| be more physical and use less language than peers in play activities |  |  |  |
| find it difficult to sustain concentration and become tired easily. |  |  |  |
| The child may need support for some of the following | listening in a small group or the whole class |  |  |  |
| articulating words clearly |  |  |  |
| making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour) |  |  |  |
| aspects of learning and development related to language/verbal skills, eg to expand vocabulary |  |  |  |
| developing age appropriate language structures |  |  |  |
| to be confident in tackling new activities |  |  |  |
| initiating conversations with teachers or peers |  |  |  |
| following whole class introductions and discussions |  |  |  |
| sustaining concentration in a small group or the whole class |  |  |  |
| managing anxiety and/or frustration |  |  |  |
| establishing and maintaining appropriate peer relationships |  |  |  |
| building self-esteem. |  |  |  |

## Foundation Years – Sensory and Physical needs - Hearing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A child with a hearing loss may: | Occasionally | Sometimes | Most of the time |
| The child with a hearing need may: | find difficulty in expressing him/herself clearly |  |  |  |
| appear dreamy and distracted |  |  |  |
| appear loud, raising his/her voice in conversation |  |  |  |
| startle easily |  |  |  |
| use gesture more than his/her peers |  |  |  |
| not appear to understand common phrases and may have a limited vocabulary use |  |  |  |
| be more physical when expressing their needs and wants |  |  |  |
| find it difficult to sustain concentration especially when there is background noise. |  |  |  |
| The child may need support for some of the following | listening in a range of situations |  |  |  |
| following instructions; the child may be noticeably more able to do this in a quiet area |  |  |  |
| joining in activities in a small group |  |  |  |
| following and responding in an age appropriate conversation, especially where visual clues are not available |  |  |  |
| making him/herself understood by others; his/her expressive language may be unclear |  |  |  |
| sustaining attention during whole group activities, e.g. listening to a story; the child may be noticeably more attentive and able to maintain concentration in a quiet area |  |  |  |
| developing and using age appropriate language; the child may use gesture to compensate |  |  |  |
| accessing TV/DVD/music at normal sound levels |  |  |  |
| enjoying songs and rhymes and join in by copying |  |  |  |
| to start interaction with and play alongside other children of a similar age |  |  |  |
| sustaining age appropriate positive interactions with other children |  |  |  |
| developing pretend play activities |  |  |  |
|  | managing anxiety and/or frustration. |  |  |  |

## Foundation Years – Sensory and Physical needs - Visual

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A child with a visual need may: | Occasionally | Sometimes | Most of the time |
| The child with a visual need may: | tilt his or her head and/or use his/her body in a different way to other children to maximise vision |  |  |  |
| bring eyes close to a toy, or a toy close to eyes |  |  |  |
| blink frequently |  |  |  |
| touch, rub or cover eyes |  |  |  |
| appear sensitive to light or glare |  |  |  |
| have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something |  |  |  |
| move eyes towards the nose when looking at very near objects |  |  |  |
| find it difficult to track the movement of something across the field of vision, eg a ball rolling from left to right |  |  |  |
| find scanning difficult, eg searching for a toy in a room |  |  |  |
| bump into things as they move around |  |  |  |
| not respond to a non-verbal gesture. |  |  |  |
| The child may need support for some of the following | ***By 2 years the child may need support for at least one of the following:*** |  |  |  |
| to spoon food or pick up a cup |  |  |  |
| playing with a ball |  |  |  |
| pointing to pictures. |  |  |  |
| ***By 3 years the child may need support for at least one of the following:*** |  |  |  |
| drawing features on a pre-drawn face |  |  |  |
| catching a ball with both hands |  |  |  |
| kicking a moving ball |  |  |  |
| recognising detail in a picture. |  |  |  |
| ***By 4 years the child may need support for at least one of the following:*** |  |  |  |
| for age appropriate activities that involve hand-eye co-ordination, eg placing small pegs in a board, threading beads |  |  |  |
| cutting with scissors |  |  |  |
| completing inset puzzles |  |  |  |
| copying simple shapes, eg a cross |  |  |  |
| finding small details in pictures, eg Where’s Wally? |  |  |  |
| joining in with outdoor play and physical activities. |  |  |  |
| ***By 5 years the child may need support for at least one of the following:*** |  |  |  |
| for age appropriate activities that involve hand-eye co-ordination, eg threading a large needle |  |  |  |
| copying a pattern, eg a sequence of bricks |  |  |  |
| copying his/her own name |  |  |  |
| recognising letters and numbers even when printed boldly |  |  |  |
| drawing a recognisable human figure with details like hair/buttons |  |  |  |
| using outdoor equipment, eg playing games with balls, hoops. |  |  |  |

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## Foundation Years – Multisensory needs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A child with a deaf blindness/multi-sensory need may: | Occasionally | Sometimes | Most of the time |
| The child with a nulti-sensory need need may: | make idiosyncratic responses to auditory and/or visual stimuli |  |  |  |
| avoid touch or make a startled response to touch (tactile defensiveness or reluctance) |  |  |  |
| have problems with eye contact and interaction |  |  |  |
| find it difficult to fix and track an object, eg a ball rolling across the floor |  |  |  |
| be delayed in developing skills and in achieving developmental milestones, eg walking |  |  |  |
| tilt his or her head and/or use his/her body in a different way to other children to maximise vision and hearing |  |  |  |
| have difficulty in making sense of the world because of fragmentary information received through the senses |  |  |  |
| appear withdrawn or isolated, eg may spend and unusual amount of time asleep |  |  |  |
| display unusually passive behaviour |  |  |  |
| display repetitive or challenging behaviour; this is likely to be a result of sensory overload |  |  |  |
| use smell, taste, movement and touch to gain information or to support mobility |  |  |  |
| be unable to find things or people when they have moved |  |  |  |
| have difficulty caused by changes in light levels, glare and reflection |  |  |  |
| have difficulty when attending unfamiliar places |  |  |  |
| appear clumsy – bumping into doorways, tripping over objects on the floor. |  |  |  |

## Foundation Years – Sensory and Physical needs - Physical

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The child may need support for some of the following | ***By 2 years the child may need support for at least one of the following:*** | Occasionally | Sometimes | Most of the time |
| walking holding an adult’s hand |  |  |  |
| trying to feed him/herself with a spoon |  |  |  |
| holding a lidded beaker in 2 hands and drinking |  |  |  |
| holding a crayon and use different strokes to make a scribble |  |  |  |
| building a tower of 2 blocks |  |  |  |
| taking off easily removed clothes, eg socks |  |  |  |
| using a finger thumb pincer grasp, eg picking up a raisin. |  |  |  |
| ***By 3 years the child may need support for at least one of the following:*** |  |  |  |
| walking confidently, avoiding obstacles |  |  |  |
| helping with dressing and hygiene routines |  |  |  |
| walking up and downstairs, holding on, 2 feet to each step |  |  |  |
| kicking a large ball |  |  |  |
| using hands to screw and unscrew simple toys and lids, turn door knobs |  |  |  |
| holding a pencil between thumb and two fingers and make a circular scribble |  |  |  |
| squatting steadily to rest or play with objects on the ground and rising to feet without using hands. |  |  |  |
| ***By 4 years the child may need support for at least one of the following:*** |  |  |  |
| building a tower of 6 – 9 blocks |  |  |  |
| climbing on nursery play equipment |  |  |  |
| walking downstairs, two feet to a step |  |  |  |
| taking off an unzipped coat |  |  |  |
| undoing Velcro fasteners |  |  |  |
| trying to use scissors to make snips in paper |  |  |  |
| manipulating simple construction toys, eg Duplo. |  |  |  |
| ***By 5 years the child may need support for at least one of the following:*** |  |  |  |
| pedalling a trike |  |  |  |
| running confidently |  |  |  |
| washing and drying his/her hands |  |  |  |
| catching a large ball |  |  |  |
| jumping forward on two feet |  |  |  |
| communicating the need to use the toilet |  |  |  |
| holding a pencil between thumb and forefingers and drawing different shapes. |  |  |  |

## Y1 - Communication and Interaction

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Listening and attention | Listening and attention |  |  |  |
| sustaining concentration in a small group or the whole class |  |  |  |
| listening to an instruction whilst carrying out a task |  |  |  |
| focusing independently on an adult initiated task for 5 minutes or more. |  |  |  |
| Speaking | recalling known words in conversation |  |  |  |
| making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour) |  |  |  |
| constructing sentences verbally |  |  |  |
| making needs and wants known appropriately. |  |  |  |
| Understanding and processing | following 2 step instructions |  |  |  |
| recalling information, eg remembering instructions, following the sequence of a story |  |  |  |
| understanding abstract terms or concepts, eg time, space, quantities. |  |  |  |
| Interaction and social communication | interacting appropriately with others, understanding the accepted rules of social interaction |  |  |  |
| joining in with group and whole class activities |  |  |  |
| taking turns in engaging in a 2 way conversation with a familiar adult or peer |  |  |  |
| sharing resources, eg books, games, learning equipment |  |  |  |
| understanding that communication is a shared process |  |  |  |
| interpreting non literal language |  |  |  |
| establishing and maintain appropriate friendships |  |  |  |
| making a choice when given a limited range of options |  |  |  |
| to ‘read’ the physical clues of non-verbal language, eg facial expressions, gestures |  |  |  |
| knowing what to do at unstructured times of day |  |  |  |
| managing changes in routine. |  |  |  |
| Other | Managing stresses and anxieties |  |  |  |
| managing sensory responses (these may be hypo or hyper). |  |  |  |

## Y1 – Cognition and Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Speaking and listening | carrying out a one-step instruction |  |  |  |
| retelling a simple story or rhyme in own words |  |  |  |
| listening and responding in a small group |  |  |  |
| speaking freely in a one to one situation |  |  |  |
| naming everyday objects correctly |  |  |  |
| asking questions to find out information and listening to the answers. |  |  |  |
| Reading | identifying a rhyming pair |  |  |  |
| identifying the initial sound of a word they hear |  |  |  |
| understanding the difference between letters and words. |  |  |  |
| anticipating repeated phrases in rhymes and stories |  |  |  |
| recognising familiar words and signs. |  |  |  |
| Identifying syllables |  |  |  |
| Writing and spelling | ascribing meaning to the marks they make |  |  |  |
| writing recognisable letters independently, other than those in own name. |  |  |  |
| Generating syllables |  |  |  |
| Mathematics | counting objects to 10 using 1-1 correspondence |  |  |  |
| counting on up to ten from any number less than ten |  |  |  |
| seeing without counting (subitising) dot patterns to six on a dice or domino |  |  |  |
| representing numbers to ten using structured apparatus |  |  |  |
| sorting according to size (e.g. big, little) |  |  |  |
| sorting by shape. |  |  |  |
| Cognitive skills | problem solving |  |  |  |
| predicting |  |  |  |
| recognising patterns and connections. |  |  |  |
| Visual/ Motor skills | completing inset puzzles and jigsaws with 6 pieces |  |  |  |
| drawing recognisable pictures |  |  |  |
| identifying colours |  |  |  |
| tracing simple shapes. |  |  |  |
| Other indicators | evidence of immature or inappropriate social interaction |  |  |  |
| poor school attendance record that may affect learning |  |  |  |
| self-help skills |  |  |  |
| difficulty in adapting to change |  |  |  |
| low level of resilience in challenging circumstances. |  |  |  |

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## Y1 – SpLD

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| --- | --- | --- | --- | --- |
|  | ***The child needs support*** for some of the following***:*** | Occasionally | Sometimes | Most of the time |
| Word Level Skills | supplying a plausible rhyme in a simple rhyming book when read to, or hearing rhyming pairs |  |  |  |
| identifying the initial and sound in a word |  |  |  |
| Clapping the syllables of a word |  |  |  |
| writing recognisable letters independently other than those in their name |  |  |  |
| Copying his/her name from a model |  |  |  |
| Engage in the words in a book when being read to |  |  |  |
| Language and literacy skills | Sequencing the alphabet |  |  |  |
| Articulating/pronouncing words |  |  |  |
| Developing/acquiring new vocabulary |  |  |  |
| Learning nursery rhymes |  |  |  |
| Expressing him/herself |  |  |  |
| Comprehension of oral and/or written language |  |  |  |
| Decoding Pink Book Band/One books |  |  |  |
| Remembering/following two-step instructions |  |  |  |
| Recalling auditory information |  |  |  |
| Writing skills | Using a pencil comfortably and effectively |  |  |  |
| Forming letters consistently and using the same case |  |  |  |
| Leaving spaces between words |  |  |  |
| Tackling writing tasks confidently |  |  |  |
| Number skills | seeing without counting (subitising) dot patterns to six on a dice or domino |  |  |  |
| Counting on from a given number between one and 10 |  |  |  |
| Copying single digit numbers correctly |  |  |  |
| Seeing patterns and sequences |  |  |  |
| Explaining mathematical processes |  |  |  |
| Co-ordination | Building a tower of bricks |  |  |  |
| Using scissors |  |  |  |
| Keeping track of his/her place when reading |  |  |  |
| Undoing and doing up easily accessible fastenings |  |  |  |
| Standing on one leg, hopping |  |  |  |
| Turning in a particular direction when requested |  |  |  |
| Co-ordination | Building self-confidence |  |  |  |
| Sustaining concentration in a small group or the whole class |  |  |  |
| Joining in with group and whole class activities |  |  |  |
| Interacting appropriately with others |  |  |  |

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## Y1 – Social, Emotional and Mental Health

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support*** for some of the following***:*** | Occasionally | Sometimes | Most of the time |
| The child may: | frequently display inappropriate behaviour as a coping strategy |  |  |  |
| display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs |  |  |  |
| appear to significantly reject and/or be rejected by peers |  |  |  |
| have regression in his/her learning |  |  |  |
| frequently display immature emotional responses |  |  |  |
| display behaviour that is dangerous or damaging to him/herself, to others and to property. |  |  |  |
| The child may need support for the following | managing frequent inappropriate behaviours that occur in more than one setting |  |  |  |
| managing particular behaviours that occur in only one setting |  |  |  |
| managing frequent behaviours that impact on the learning of others |  |  |  |
| listening to and follow instructions |  |  |  |
| settling and start a task |  |  |  |
| sustaining concentration |  |  |  |
| completing tasks successfully |  |  |  |
| to ‘join in’ in a group |  |  |  |
| controlling emotional and subsequent behavioural responses |  |  |  |
| building and sustaining positive relationships with peers and/or adults |  |  |  |
| to have the emotional resilience to find solutions |  |  |  |
| being able to recognise and understand his/her own feelings and behaviours |  |  |  |
| being able to verbalise the reasons for his/her own feelings and behaviours |  |  |  |
| managing unpredictable extremes of mood |  |  |  |
| managing incongruent or disproportionate responses |  |  |  |
| managing unpredictable responses to praise and/or criticism. |  |  |  |
| Other factors | school attendance record |  |  |  |
| whether there are other agencies involved with the family |  |  |  |
| whether there things happening out of school that may impact on the child’s social, mental and emotional health, eg bereavement |  |  |  |

## Y1 – Sensory and Physical needs - Hearing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A child with a hearing loss may: | Occasionally | Sometimes | Most of the time |
| The child with a hearing need may: | find difficulty in expressing him/herself clearly |  |  |  |
| appear loud, raising his/her voice in conversation |  |  |  |
| experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears |  |  |  |
| often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen |  |  |  |
| be more physical and use less language than peers in play activities |  |  |  |
| find it difficult to sustain concentration and become tired easily. |  |  |  |
| The child may need support for some of the following | listening in a small group or the whole class |  |  |  |
| articulating words clearly |  |  |  |
| making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour) |  |  |  |
| aspects of learning and development related to language/verbal skills, eg to expand vocabulary |  |  |  |
| developing age appropriate language structures |  |  |  |
| to be confident in tackling new activities |  |  |  |
| initiating conversations with teachers or peers |  |  |  |
| following whole class introductions and discussions |  |  |  |
| sustaining concentration in a small group or the whole class |  |  |  |
| managing anxiety and/or frustration |  |  |  |
| establishing and maintaining appropriate peer relationships |  |  |  |
| building self-esteem. |  |  |  |

## Y1 – Sensory and Physical needs - Visual

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A child with a visual need may: | Occasionally | Sometimes | Most of the time |
| The child with a visual need may: | tilt his or her head and/or use his/her body in a different way to other children to maximise vision |  |  |  |
| bring eyes close to an object, e.g. a book, or the object close to eyes |  |  |  |
| blink frequently |  |  |  |
| touch, rub or cover eyes |  |  |  |
| appear sensitive to light or glare |  |  |  |
| have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something |  |  |  |
| have an inward movement towards the nose when looking at very near objects |  |  |  |
| find it difficult to track the movement of something across the field of vision, eg a ball rolling from left to right |  |  |  |
| find scanning difficult, eg visually searching for a toy in a room |  |  |  |
| bump into things as they move around |  |  |  |
| find it difficult to find his/her friends in a busy environment. |  |  |  |
| The child may need support for some of the following | moving safely around the school |  |  |  |
| following work on the Smart/white board |  |  |  |
| drawing with age appropriate accuracy |  |  |  |
| developing reading and writing skills, in particular reading and writing all of the letters in a word and words in a sentence |  |  |  |
| interpreting pictures, maps and diagrams |  |  |  |
| following whole class introductions and discussions |  |  |  |
| to be confident in tackling new activities |  |  |  |
| to join in physical playground activities |  |  |  |
| activities that require co-ordination and/or gross motor skills, eg catching a ball |  |  |  |
| sitting in a comfortable working position for different activities |  |  |  |
| safely accessing activities that are potentially hazardous, eg design and technology |  |  |  |
| managing anxiety and/or frustration |  |  |  |
|  | establishing and maintaining appropriate friendships. |  |  |  |

## Y1 – Sensory and Physical needs - Physical

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | A child with a physical need may: | Occasionally | | Sometimes | | Most of the time | |
| The child with a physical need may: | move awkwardly or require aids to walk | | |  | |  | |  |
| try to avoid or have difficulty with some practical activities | | |  | |  | |  |
| become tired easily | | |  | |  | |  |
| have a medical diagnosis of a physical condition which may or may not be progressive. | | |  | |  | |  |
| The child may need support for some of the following | Mobility | moving safely around the school |  | |  | |  | |
| moving around on uneven ground |  | |  | |  | |
| managing stairs |  | |  | |  | |
| accessing physical activities, eg using climbing frame, trike, equipment |  | |  | |  | |
| to develop a sense of danger |  | |  | |  | |
| carrying out controlled movements, eg in PE |  | |  | |  | |
| Independence | managing eating and drinking safely, eg to eat without choking |  | |  | |  | |
| managing eating and drinking efficiently, eg to prevent spills when drinking, to open packages |  | |  | |  | |
| dress, eg getting clothes the right way round |  | |  | |  | |
| getting to and using the toilet |  | |  | |  | |
| Accessing learning | attending and listening in a small group or as part of the whole class |  | |  | |  | |
| following age appropriate instructions |  | |  | |  | |
| processing and recalling information, eg remembering instructions, the sequence of a story |  | |  | |  | |
| articulating clearly and in a timely way |  | |  | |  | |
| being organised, eg putting lunchbox away, getting a pencil |  | |  | |  | |
| activities involving fine motor skills, eg holding a pencil, using scissors |  | |  | |  | |
| activities that involve crossing the midline, eg passing an object from one side of the body to the other |  | |  | |  | |
| stabilising the body to participate in learning activities (eg sand tray, painting) |  | |  | |  | |
| having confidence to join in with group and whole class activities |  | |  | |  | |
| Social & emotionall | managing anxiety and/or frustration |  | |  | |  | |
| building self esteem |  | |  | |  | |
| establishing and maintaining appropriate friendships |  | |  | |  | |

## Y2 - Communication and Interaction

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Listening and attention | Listening and attention |  |  |  |
| sustaining concentration in a small group or the whole class |  |  |  |
| listening to an instruction whilst carrying out a task |  |  |  |
| focusing independently on an adult initiated task for 5 minutes or more. |  |  |  |
| Speaking | recalling known words in conversation |  |  |  |
| making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour) |  |  |  |
| constructing sentences verbally |  |  |  |
| making needs and wants known appropriately. |  |  |  |
| Understanding and processing | following 2 step instructions |  |  |  |
| recalling information, eg remembering instructions, following the sequence of a story |  |  |  |
| understanding abstract terms or concepts, eg time, space, quantities. |  |  |  |
| Interaction and social communication | interacting appropriately with others, understanding the accepted rules of social interaction |  |  |  |
| joining in with group and whole class activities |  |  |  |
| taking turns in engaging in a 2 way conversation with a familiar adult or peer |  |  |  |
| sharing resources, eg books, games, learning equipment |  |  |  |
| understanding that communication is a shared process |  |  |  |
| interpreting non literal language |  |  |  |
| establishing and maintain appropriate friendships |  |  |  |
| making a choice when given a limited range of options |  |  |  |
| to ‘read’ the physical clues of non-verbal language, eg facial expressions, gestures |  |  |  |
| knowing what to do at unstructured times of day |  |  |  |
| managing changes in routine. |  |  |  |
| Other | Managing stresses and anxieties |  |  |  |
| managing sensory responses (these may be hypo or hyper). |  |  |  |

## Y2 – Cognition and Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Speaking and listening | carrying out two step instruction |  |  |  |
| making up own story and telling it |  |  |  |
| reciting a simple rhyme |  |  |  |
| listening and responding appropriately in a small group |  |  |  |
| speaking freely in a small group |  |  |  |
| asking questions to find out information and listening to the answers. |  |  |  |
| Reading | continuing rhyming strings |  |  |  |
| identifying the initial and final sounds of a word they hear |  |  |  |
| segmenting the sounds in simple words |  |  |  |
| blending phonemes to read CVC words |  |  |  |
| reading and understanding simple sentences. |  |  |  |
| Writing and spelling | writing first name independently |  |  |  |
| linking sounds to letters. |  |  |  |
| Mathematics | counting objects to 20 using one to one correspondence |  |  |  |
| saying the number that is one more or less than any number to 20 |  |  |  |
| counting backwards from twenty |  |  |  |
| being able to represent a two digit number using apparatus |  |  |  |
| using language such as more or less to compare two numbers/sets of objects |  |  |  |
| sorting by more than one attribute (e.g. size and shape). |  |  |  |
| Cognitive skills | problem solving |  |  |  |
| predicting |  |  |  |
| recognising patterns and connections. |  |  |  |
| Visual/ Motor skills | completing inset puzzles and jigsaws with 8 pieces |  |  |  |
| drawing recognisable pictures |  |  |  |
| identifying colours |  |  |  |
| tracing simple shapes. |  |  |  |
| Other indicators | evidence of immature or inappropriate social interaction |  |  |  |
| poor school attendance record that may affect learning |  |  |  |
| self-help skills |  |  |  |
| difficulty in adapting to change |  |  |  |
| low level of resilience in challenging circumstances. |  |  |  |

## 

## Y2 – SpLD

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support*** for some of the following***:*** | Occasionally | Sometimes | Most of the time |
| Word Level Skills | continuing rhyming strings |  |  |  |
| identifying initial and final sounds in a word they hear |  |  |  |
| segmenting the phonemes of a CVC word |  |  |  |
| blending the phonemes of a CVC word |  |  |  |
| writing 15 letters recognisably with correct formation |  |  |  |
| writing his/her first name independently. |  |  |  |
| Language and literacy skills | Sequencing the days of the week |  |  |  |
| Articulating/pronouncing words |  |  |  |
| Developing/acquiring new vocabulary |  |  |  |
| Expressing him/herself |  |  |  |
| Comprehension of oral and/or written language |  |  |  |
| Decoding Red Book Band Two books |  |  |  |
| Remembering/following two-step instructions |  |  |  |
| Recalling auditory information |  |  |  |
| Writing skills | Using a pencil comfortably and effectively |  |  |  |
| Forming letters consistently and using the same case |  |  |  |
| Leaving spaces between words |  |  |  |
| Tackling writing tasks confidently |  |  |  |
| Number skills | seeing without counting (subitising) dot patterns to six on a dice or domino |  |  |  |
| Counting on from a given number between one and 20 |  |  |  |
| Copying single digit numbers correctly |  |  |  |
| Seeing patterns and sequences |  |  |  |
| Explaining mathematical processes |  |  |  |
| Co-ordination | Building a tower of bricks |  |  |  |
| Using scissors |  |  |  |
| Keeping track of his/her place when reading |  |  |  |
| Dressing and undressing for PE |  |  |  |
| Standing on one leg, hopping |  |  |  |
| Turning in a particular direction when requested |  |  |  |
| Co-ordination | Building self-confidence |  |  |  |
| Sustaining concentration in a small group or the whole class |  |  |  |
| Joining in with group and whole class activities |  |  |  |
| Interacting appropriately with others |  |  |  |

## Y2 – Social, Emotional and Mental Health

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support*** for some of the following***:*** | Occasionally | Sometimes | Most of the time |
| The child may: | frequently display inappropriate behaviour as a coping strategy |  |  |  |
| display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs |  |  |  |
| appear to significantly reject and/or be rejected by peers |  |  |  |
| have regression in his/her learning |  |  |  |
| frequently display immature emotional responses |  |  |  |
| display behaviour that is dangerous or damaging to him/herself, to others and to property. |  |  |  |
| The child may need support for the following | managing frequent inappropriate behaviours that occur in more than one setting |  |  |  |
| managing particular behaviours that occur in only one setting |  |  |  |
| managing frequent behaviours that impact on the learning of others |  |  |  |
| listening to and follow instructions |  |  |  |
| settling and start a task |  |  |  |
| sustaining concentration |  |  |  |
| completing tasks successfully |  |  |  |
| to ‘join in’ in a group |  |  |  |
| controlling emotional and subsequent behavioural responses |  |  |  |
| building and sustaining positive relationships with peers and/or adults |  |  |  |
| to have the emotional resilience to find solutions |  |  |  |
| being able to recognise and understand his/her own feelings and behaviours |  |  |  |
| being able to verbalise the reasons for his/her own feelings and behaviours |  |  |  |
| managing unpredictable extremes of mood |  |  |  |
| managing incongruent or disproportionate responses |  |  |  |
| managing unpredictable responses to praise and/or criticism. |  |  |  |
| Other factors | school attendance record |  |  |  |
| whether there are other agencies involved with the family |  |  |  |
| whether there things happening out of school that may impact on the child’s social, mental and emotional health, eg bereavement |  |  |  |

## Y2 – Sensory and Physical needs - Hearing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A child with a hearing loss may: | Occasionally | Sometimes | Most of the time |
| The child with a hearing need may: | find difficulty in expressing him/herself clearly |  |  |  |
| appear loud, raising his/her voice in conversation |  |  |  |
| experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears |  |  |  |
| often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen |  |  |  |
| be more physical and use less language than peers in play activities |  |  |  |
| find it difficult to sustain concentration and become tired easily. |  |  |  |
| The child may need support for some of the following | listening in a small group or the whole class |  |  |  |
| articulating words clearly |  |  |  |
| making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour) |  |  |  |
| aspects of learning and development related to language/verbal skills, eg to expand vocabulary |  |  |  |
| developing age appropriate language structures |  |  |  |
| to be confident in tackling new activities |  |  |  |
| initiating conversations with teachers or peers |  |  |  |
| following whole class introductions and discussions |  |  |  |
| sustaining concentration in a small group or the whole class |  |  |  |
| managing anxiety and/or frustration |  |  |  |
| establishing and maintaining appropriate peer relationships |  |  |  |
| building self-esteem. |  |  |  |

## Y2 – Sensory and Physical needs - Visual

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A child with a visual need may: | Occasionally | Sometimes | Most of the time |
| The child with a visual need may: | tilt his or her head and/or use his/her body in a different way to other children to maximise vision |  |  |  |
| bring eyes close to an object, e.g. a book, or the object close to eyes |  |  |  |
| blink frequently |  |  |  |
| touch, rub or cover eyes |  |  |  |
| appear sensitive to light or glare |  |  |  |
| have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something |  |  |  |
| have an inward movement towards the nose when looking at very near objects |  |  |  |
| find it difficult to track the movement of something across the field of vision, eg a ball rolling from left to right |  |  |  |
| find scanning difficult, eg visually searching for a toy in a room |  |  |  |
| bump into things as they move around |  |  |  |
| find it difficult to find his/her friends in a busy environment. |  |  |  |
| The child may need support for some of the following | moving safely around the school |  |  |  |
| following work on the Smart/white board |  |  |  |
| drawing with age appropriate accuracy |  |  |  |
| developing reading and writing skills, in particular reading and writing all of the letters in a word and words in a sentence |  |  |  |
| interpreting pictures, maps and diagrams |  |  |  |
| following whole class introductions and discussions |  |  |  |
| to be confident in tackling new activities |  |  |  |
| to join in physical playground activities |  |  |  |
| activities that require co-ordination and/or gross motor skills, eg catching a ball |  |  |  |
| sitting in a comfortable working position for different activities |  |  |  |
| safely accessing activities that are potentially hazardous, eg design and technology |  |  |  |
| managing anxiety and/or frustration |  |  |  |
|  | establishing and maintaining appropriate friendships. |  |  |  |

## Y2 – Sensory and Physical needs - Physical

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | A child with a physical need may: | Occasionally | | Sometimes | | Most of the time | |
| The child with a physical need may: | move awkwardly or require aids to walk | | |  | |  | |  |
| try to avoid or have difficulty with some practical activities | | |  | |  | |  |
| become tired easily | | |  | |  | |  |
| have a medical diagnosis of a physical condition which may or may not be progressive. | | |  | |  | |  |
| The child may need support for some of the following | Mobility | moving safely around the school |  | |  | |  | |
| moving around on uneven ground |  | |  | |  | |
| managing stairs |  | |  | |  | |
| accessing physical activities, eg using climbing frame, trike, equipment |  | |  | |  | |
| to develop a sense of danger |  | |  | |  | |
| carrying out controlled movements, eg in PE |  | |  | |  | |
| Independence | managing eating and drinking safely, eg to eat without choking |  | |  | |  | |
| managing eating and drinking efficiently, eg to prevent spills when drinking, to open packages |  | |  | |  | |
| dress, eg getting clothes the right way round |  | |  | |  | |
| getting to and using the toilet |  | |  | |  | |
| Accessing learning | attending and listening in a small group or as part of the whole class |  | |  | |  | |
| following age appropriate instructions |  | |  | |  | |
| processing and recalling information, eg remembering instructions, the sequence of a story |  | |  | |  | |
| articulating clearly and in a timely way |  | |  | |  | |
| being organised, eg putting lunchbox away, getting a pencil |  | |  | |  | |
| activities involving fine motor skills, eg holding a pencil, using scissors |  | |  | |  | |
| activities that involve crossing the midline, eg passing an object from one side of the body to the other |  | |  | |  | |
| stabilising the body to participate in learning activities (eg sand tray, painting) |  | |  | |  | |
| having confidence to join in with group and whole class activities |  | |  | |  | |
| Social & emotionall | managing anxiety and/or frustration |  | |  | |  | |
| building self esteem |  | |  | |  | |
| establishing and maintaining appropriate friendships |  | |  | |  | |

## Y3 & 4 - Communication and Interaction

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Listening and attention | listening actively in a small group or the whole class |  |  |  |
| sustaining concentration in a small group or the whole class |  |  |  |
| listening to an instruction whilst carrying out a task |  |  |  |
| focusing independently on an adult initiated task for 10 minutes or more. |  |  |  |
| Speaking | articulating words clearly |  |  |  |
| recalling known words in conversation |  |  |  |
| constructing sentences verbally |  |  |  |
| making needs and wants known appropriately |  |  |  |
| Understanding and processing | following instructions |  |  |  |
| recalling information, eg remembering instructions, following the sequence of a story |  |  |  |
| understanding abstract terms or concepts, eg time, space, quantities |  |  |  |
| comprehending tasks involving literacy skills |  |  |  |
| Interaction and social communication | interacting appropriately with others, understanding the accepted rules of social interaction |  |  |  |
| joining in with group and whole class activities |  |  |  |
| sharing resources, eg books, games, learning equipment |  |  |  |
| understanding that communication is a shared process |  |  |  |
| interpreting non literal language |  |  |  |
| establishing and maintain appropriate friendships |  |  |  |
| making a choice when given a limited range of options |  |  |  |
| to ‘read’ the physical clues of non-verbal language, eg facial expressions, gestures |  |  |  |
| knowing what to do at unstructured times of day |  |  |  |
| managing changes in routine. |  |  |  |
| Other | Managing stresses and anxieties |  |  |  |
| managing sensory responses (these may be hypo or hyper). |  |  |  |
| Being organised for learning |  |  |  |

## Y3 & 4 – Cognition and Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Speaking and listening | retelling a sequence of events in chronological order |  |  |  |
| carrying out two or more step instructions |  |  |  |
| adding detail to their own accounts and stories |  |  |  |
| developing and explaining ideas |  |  |  |
| entering into discussion appropriately in a small group |  |  |  |
| articulating polysyllabic words clearly. |  |  |  |
| Reading | recognising initial consonant and short vowel sounds |  |  |  |
| using known grapheme-phoneme correspondences to blend sounds in unfamiliar words |  |  |  |
| being able to check the text makes sense as they read it |  |  |  |
| being able to predict the end of a story |  |  |  |
| making inferences on the basis of what is said or done in a story. |  |  |  |
| Recognising consonant blends |  |  |  |
| Writing and spelling | verbalising the sentence they want to write |  |  |  |
| forming most upper and lower case letters correctly |  |  |  |
| writing simple sentences using phonetically plausible words |  |  |  |
| spacing letters and words correctly. |  |  |  |
| Mathematics | reading and writing numbers from 1-20 in numerals and words |  |  |  |
| counting forward to 100 in 1’s |  |  |  |
| counting in multiples of 2, 5 and 10 |  |  |  |
| adding and subtracting numbers to 20 |  |  |  |
| understanding addition and multiplication can be done in any order |  |  |  |
| identifying the value of coins |  |  |  |
| comparing two lengths, masses or capacities by direct comparison |  |  |  |
| carrying on a three element pattern |  |  |  |
| showing practical understanding of a half and a quarter |  |  |  |
| recognising and naming common 2-D and 3-D shapes. |  |  |  |
| Cognitive skills | problem solving |  |  |  |
| predicting |  |  |  |
| recognising patterns and connections. |  |  |  |
| identifying colours |  |  |  |
| tracing simple shapes. |  |  |  |
| Other indicators | evidence of immature or inappropriate social interaction |  |  |  |
| difficulty in adapting to change |  |  |  |
| low level of resilience in challenging circumstances |  |  |  |
| poor school attendance record that may affect learning |  |  |  |
| self-help skills. |  |  |  |

## Y3&4 – SpLD

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support*** for some of the following***:*** | Occasionally | Sometimes | Most of the time |
| Word Level Skills | Recognise rhymes and generating rhyming strings |  |  |  |
| Using phonic skills to decode new words |  |  |  |
| Forming letters and numerals correctly |  |  |  |
| reading frequently encountered words quickly and accurately |  |  |  |
| segmenting the separate sounds in words |  |  |  |
| blending the separate sounds in words. |  |  |  |
| Language and literacy skills | Developing/acquiring new vocabulary |  |  |  |
| Expressing him/herself orally |  |  |  |
| Comprehension of oral and/or written language |  |  |  |
| Articulating polysyllabic words |  |  |  |
| sequencing (days, months, alphabet, etc.) for age appropriate tasks |  |  |  |
| carrying out 2 or more step instructions |  |  |  |
| Recalling auditory information |  |  |  |
| Writing skills | Using a pencil comfortably and effectively |  |  |  |
| Forming letters consistently and using the same case |  |  |  |
| Leaving spaces between words |  |  |  |
| Writing all of the letters in a word |  |  |  |
| Writing for a sustained period |  |  |  |
| Tackling writing tasks confidently |  |  |  |
| Number skills | Seeing numbers without counting (subitising) |  |  |  |
| Counting on from a given number between one and 100 |  |  |  |
| Repeating back a short sequence of numbers |  |  |  |
| Counting backwards from 20 to 0 |  |  |  |
| Writing the digits of a 2 digit number in the correct order |  |  |  |
| Using simple mathematical symbols |  |  |  |
| Seeing patterns and sequences |  |  |  |
| Explaining mathematical processes |  |  |  |
| Recording calculations accurately |  |  |  |
| Being confident at tackling number activities |  |  |  |
| Co-ordination | Throwing and catching a ball |  |  |  |
| Completing simple jigsaw puzzles |  |  |  |
| Use a tripod grip to hold a pencil |  |  |  |
| Dressing and undressing for PE |  |  |  |
| Understand concepts like “in” and “on” |  |  |  |
| Being confident to join in physical activities |  |  |  |
| Co-ordination | Building self-confidence |  |  |  |
| Staying on task, engaging in reading or writing activities |  |  |  |
| Managing anxiety and/or boredom |  |  |  |
| Withdrawn behaviour/clowning/fatigue (delete as appropriate) |  |  |  |
| To be organised for learning |  |  |  |
| Interacting appropriately with others |  |  |  |

|  |
| --- |
| **Additional questions to consider** |
| Does the child have a history of ear infections/glue ear/otitis media? |

## 

## Y3 & 4 – Social, Emotional and Mental Health

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support*** for some of the following***:*** | Occasionally | Sometimes | Most of the time |
| The child may: | frequently display inappropriate behaviour as a coping strategy |  |  |  |
| display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs |  |  |  |
| appear to significantly reject and/or be rejected by peers |  |  |  |
| have regression in his/her learning |  |  |  |
| frequently display immature emotional responses |  |  |  |
| display behaviour that is dangerous or damaging to him/herself, to others and to property. |  |  |  |
| The child may need support for the following | managing frequent inappropriate behaviours that occur in more than one setting |  |  |  |
| managing particular behaviours that occur in only one setting |  |  |  |
| managing frequent behaviours that impact on the learning of others |  |  |  |
| listening to and follow instructions |  |  |  |
| settling and start a task |  |  |  |
| sustaining concentration |  |  |  |
| completing tasks successfully |  |  |  |
| to ‘join in’ in a group |  |  |  |
| controlling emotional and subsequent behavioural responses |  |  |  |
| building and sustaining positive relationships with peers and/or adults |  |  |  |
| to have the emotional resilience to find solutions |  |  |  |
| being able to recognise and understand his/her own feelings and behaviours |  |  |  |
| being able to verbalise the reasons for his/her own feelings and behaviours |  |  |  |
| managing unpredictable extremes of mood |  |  |  |
| managing incongruent or disproportionate responses |  |  |  |
| managing unpredictable responses to praise and/or criticism. |  |  |  |
| Other factors | school attendance record |  |  |  |
| whether there are other agencies involved with the family |  |  |  |
| whether there things happening out of school that may impact on the child’s social, mental and emotional health, eg bereavement |  |  |  |

## Y3 & 4 – Sensory and Physical needs - Hearing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A child with a hearing loss may: | Occasionally | Sometimes | Most of the time |
| The child with a hearing need may: | find difficulty in expressing him/herself clearly |  |  |  |
| appear loud, raising his/her voice in conversation |  |  |  |
| experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears |  |  |  |
| often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen |  |  |  |
| be more physical and use less language than peers in play activities |  |  |  |
| find it difficult to sustain concentration and become tired easily. |  |  |  |
| The child may need support for some of the following | listening in a small group or the whole class |  |  |  |
| articulating words clearly |  |  |  |
| making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour) |  |  |  |
| aspects of learning and development related to language/verbal skills, eg to expand vocabulary |  |  |  |
| developing age appropriate language structures |  |  |  |
| to be confident in tackling new activities |  |  |  |
| initiating conversations with teachers or peers |  |  |  |
| following whole class introductions and discussions |  |  |  |
| sustaining concentration in a small group or the whole class |  |  |  |
| managing anxiety and/or frustration |  |  |  |
| establishing and maintaining appropriate peer relationships |  |  |  |
| building self-esteem. |  |  |  |

## Y3 & 4 – Sensory and Physical needs - Visual

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A child with a visual need may: | Occasionally | Sometimes | Most of the time |
| The child with a visual need may: | tilt his or her head and/or use his/her body in a different way to other children to maximise vision |  |  |  |
| bring eyes close to an object, e.g. a book, or the object close to eyes |  |  |  |
| blink frequently |  |  |  |
| touch, rub or cover eyes |  |  |  |
| appear sensitive to light or glare |  |  |  |
| have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something |  |  |  |
| have an inward movement towards the nose when looking at very near objects |  |  |  |
| find it difficult to track the movement of something across the field of vision, eg a ball rolling from left to right |  |  |  |
| find scanning difficult, eg visually searching for a toy in a room |  |  |  |
| bump into things as they move around |  |  |  |
| find it difficult to find his/her friends in a busy environment. |  |  |  |
| The child may need support for some of the following | moving safely around the school |  |  |  |
| following work on the Smart/white board |  |  |  |
| drawing with age appropriate accuracy |  |  |  |
| developing reading and writing skills, in particular reading and writing all of the letters in a word and words in a sentence |  |  |  |
| interpreting pictures, maps and diagrams |  |  |  |
| following whole class introductions and discussions |  |  |  |
| to be confident in tackling new activities |  |  |  |
| to join in physical playground activities |  |  |  |
| activities that require co-ordination and/or gross motor skills, eg catching a ball |  |  |  |
| sitting in a comfortable working position for different activities |  |  |  |
| safely accessing activities that are potentially hazardous, eg design and technology |  |  |  |
| managing anxiety and/or frustration |  |  |  |
| establishing and maintaining appropriate friendships. |  |  |  |

## Y3 & 4 – Sensory and Physical needs - Physical

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | A child with a physical need may: | Occasionally | | Sometimes | | Most of the time | |
| The child with a physical need may: | move awkwardly or require aids to walk, or may use a wheelchair | | |  | |  | |  |
| try to avoid or have difficulty with some practical activities | | |  | |  | |  |
| become tired easily | | |  | |  | |  |
| have a medical diagnosis of a physical condition which may or may not be progressive. | | |  | |  | |  |
| The child may need support for some of the following | Mobility | moving safely around the school |  | |  | |  | |
| moving around on uneven ground |  | |  | |  | |
| managing stairs |  | |  | |  | |
| accessing physical activities, eg using climbing frame, trike, equipment |  | |  | |  | |
| to develop a sense of danger |  | |  | |  | |
| carrying out controlled movements, eg in PE |  | |  | |  | |
| Independence | managing eating and drinking safely, eg to eat without choking |  | |  | |  | |
| managing eating and drinking efficiently, eg to prevent spills when drinking, to open packages |  | |  | |  | |
| dress, eg getting clothes the right way round, doing up buttons |  | |  | |  | |
| getting to and using the toilet |  | |  | |  | |
| Accessing learning | attending and listening in a small group or the whole class |  | |  | |  | |
| being organised for learning, eg accessing books and equipment |  | |  | |  | |
| following age appropriate instructions |  | |  | |  | |
| recalling information, eg remembering instructions, a sequence of events |  | |  | |  | |
| organising ideas and thoughts and express them coherently |  | |  | |  | |
| articulating clearly and in a timely way |  | |  | |  | |
| activities involving fine motor skills, eg handwriting, using scissors, using a keyboard, using a ruler |  | |  | |  | |
| activities that involve crossing the midline, eg passing an object from one side of the body to the other |  | |  | |  | |
| stabilising the body to participate in learning activities, eg art, group activities at a table, cooking |  | |  | |  | |
| having confidence to join in with group and whole class activities |  | |  | |  | |
| Social & emotionall | managing anxiety and/or frustration |  | |  | |  | |
| building self esteem |  | |  | |  | |
| establishing and maintaining appropriate friendships |  | |  | |  | |

## 

## Y5 & 6 - Communication and Interaction

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Listening and attention | Listening and attention |  |  |  |
| sustaining concentration in a small group or the whole class |  |  |  |
| listening to an instruction whilst carrying out a task |  |  |  |
| focusing independently on an adult initiated task for 20 minutes or more. |  |  |  |
| Speaking | articulating words clearly |  |  |  |
| recalling known words in a conversation |  |  |  |
| making needs and wants known appropriately |  |  |  |
| retelling an event in sequence eg something that has happened at break or at home |  |  |  |
| Understanding and processing | following instructions and spoken information in the classroom |  |  |  |
| understanding abstract terms or concepts, eg time, space, quantities |  |  |  |
| understanding what they have read |  |  |  |
| Interaction and social communication | interacting appropriately with others, understanding the accepted rules of social interaction |  |  |  |
| joining in with group and whole class activities |  |  |  |
| taking turns in engaging in a 2 way conversation with a familiar adult or peer |  |  |  |
| sharing resources, eg books, games, learning equipment |  |  |  |
| understanding that communication is a shared process |  |  |  |
| interpreting non literal language |  |  |  |
| establishing and maintain appropriate friendships |  |  |  |
| making a choice when given a limited range of options |  |  |  |
| to ‘read’ the physical clues of non-verbal language, eg facial expressions, gestures |  |  |  |
| knowing what to do at unstructured times of day |  |  |  |
| managing changes in routine. |  |  |  |
| Other | Managing stresses and anxieties |  |  |  |
| managing sensory responses (these may be hypo or hyper). |  |  |  |
| Being organised for learning |  |  |  |

## Y5 & 6 – Cognition and Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Speaking and listening | retelling a simple sequence of real or imaginary events in chronological order |  |  |  |
| carrying out 2 or more step instructions |  |  |  |
| developing and explaining ideas |  |  |  |
| entering into class discussion appropriately. |  |  |  |
| Reading | using existing knowledge to decode and understand new words |  |  |  |
| making inferences from the actions of characters within a story |  |  |  |
| being able to predict the end of a story. |  |  |  |
| Writing and spelling | forming letters correctly |  |  |  |
| composing sentences orally |  |  |  |
| writing simple sentences using conjunctions |  |  |  |
| writing sentences using capital letters and full stops |  |  |  |
| sequencing simple stories. |  |  |  |
| Mathematics | reciting numbers to 100 |  |  |  |
| reading numbers to 100 |  |  |  |
| reliably counting objects to 100 |  |  |  |
| recalling more than five addition and subtraction facts for each number to 20 |  |  |  |
| counting in 2s, 5s and 10s using money |  |  |  |
| estimating, measuring and comparing lengths, masses and capacities using standard units. |  |  |  |
| Cognitive skills | problem solving |  |  |  |
| predicting |  |  |  |
| recognising patterns and connections. |  |  |  |
| Other indicators | evidence of immature or inappropriate social interaction |  |  |  |
| poor school attendance record that may affect learning |  |  |  |
| self-help skills |  |  |  |
| difficulty in adapting to change |  |  |  |
| low level of resilience in challenging circumstances. |  |  |  |

## Y5&6 – SpLD

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support*** for some of the following***:*** | Occasionally | Sometimes | Most of the time |
| Word Level Skills | Recognising rhymes |  |  |  |
| recognising single letters and common digraphs (sh, ch, etc) |  |  |  |
| remembering letter shapes, numerals, etc for writing |  |  |  |
| recognising and remembering high frequency words at sight |  |  |  |
| spelling common, irregular words in written work |  |  |  |
| segmenting and/or blending the separate sounds in words |  |  |  |
| developing/acquiring new vocabulary. |  |  |  |
| Langge and literacy skills | expressing him/herself orally |  |  |  |
| comprehension of oral and/or written language |  |  |  |
| articulating/pronouncing words |  |  |  |
| reading continuous text |  |  |  |
| sequencing (days, months, etc) for age appropriate tasks |  |  |  |
| following instructions |  |  |  |
| retaining learned information. |  |  |  |
| Writing skills | using a pencil comfortably and effectively |  |  |  |
| forming letters consistently and using the same case |  |  |  |
| writing on lines with spaces between words |  |  |  |
| writing all of the words in a sentence |  |  |  |
| tackling writing tasks confidently |  |  |  |
| writing for a sustained period. |  |  |  |
| Number skills | seeing numbers without counting (subitising) |  |  |  |
| counting on from a given 3 digit number |  |  |  |
| counting back from a given 2 digit number |  |  |  |
| using and distinguishing between mathematical symbols |  |  |  |
| writing the digits of a 2 digit number in the correct order |  |  |  |
| seeing patterns and sequences |  |  |  |
| explaining mathematical processes |  |  |  |
| recording calculations accurately |  |  |  |
| tackling number activities confidently |  |  |  |
| Co-ordination | discriminating right and left |  |  |  |
| using scissors effectively |  |  |  |
| making the best use of space on a page |  |  |  |
| dressing and undressing for PE |  |  |  |
| running, jumping, throwing and catching efficiently |  |  |  |
| joining in physical activities confidently. |  |  |  |
| Co-ordination | building self confidence |  |  |  |
| staying on task, engaging in reading and writing activities |  |  |  |
| managing anxiety and/or frustration |  |  |  |
| withdrawn behaviour/clowning/ fatigue (delete as appropriate) |  |  |  |
| to be organised for learning |  |  |  |
| interacting appropriately with others |  |  |  |

|  |
| --- |
| **Additional questions to consider** |
| Does the child have a history of ear infections/glue ear/otitis media? |

## Y5 & 6 – Social, Emotional and Mental Health

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The child needs support*** for some of the following***:*** | Occasionally | Sometimes | Most of the time |
| The child may: | frequently display inappropriate behaviour as a coping strategy |  |  |  |
| display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs |  |  |  |
| appear to significantly reject and/or be rejected by peers |  |  |  |
| have regression in his/her learning |  |  |  |
| frequently display immature emotional responses |  |  |  |
| display behaviour that is dangerous or damaging to him/herself, to others and to property. |  |  |  |
| The child may need support for the following | managing frequent inappropriate behaviours that occur in more than one setting |  |  |  |
| managing particular behaviours that occur in only one setting |  |  |  |
| managing frequent behaviours that impact on the learning of others |  |  |  |
| listening to and follow instructions |  |  |  |
| settling and start a task |  |  |  |
| sustaining concentration |  |  |  |
| completing tasks successfully |  |  |  |
| to ‘join in’ in a group |  |  |  |
| controlling emotional and subsequent behavioural responses |  |  |  |
| building and sustaining positive relationships with peers and/or adults |  |  |  |
| to have the emotional resilience to find solutions |  |  |  |
| being able to recognise and understand his/her own feelings and behaviours |  |  |  |
| being able to verbalise the reasons for his/her own feelings and behaviours |  |  |  |
| managing unpredictable extremes of mood |  |  |  |
| managing incongruent or disproportionate responses |  |  |  |
| managing unpredictable responses to praise and/or criticism. |  |  |  |
| Other factors | school attendance record |  |  |  |
| whether there are other agencies involved with the family |  |  |  |
| whether there things happening out of school that may impact on the child’s social, mental and emotional health, eg bereavement |  |  |  |

## Y5 & 6 – Sensory and Physical needs - Hearing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A child with a hearing loss may: | Occasionally | Sometimes | Most of the time |
| The child with a hearing need may: | find difficulty in expressing him/herself clearly |  |  |  |
| appear loud, raising his/her voice in conversation |  |  |  |
| experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears |  |  |  |
| often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen |  |  |  |
| be more physical and use less language than peers in play activities |  |  |  |
| find it difficult to sustain concentration and become tired easily. |  |  |  |
| The child may need support for some of the following | listening in a small group or the whole class |  |  |  |
| articulating words clearly |  |  |  |
| making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour) |  |  |  |
| aspects of learning and development related to language/verbal skills, eg to expand vocabulary |  |  |  |
| developing age appropriate language structures |  |  |  |
| to be confident in tackling new activities |  |  |  |
| initiating conversations with teachers or peers |  |  |  |
| following whole class introductions and discussions |  |  |  |
| sustaining concentration in a small group or the whole class |  |  |  |
| managing anxiety and/or frustration |  |  |  |
| establishing and maintaining appropriate peer relationships |  |  |  |
| building self-esteem. |  |  |  |

## Y5 & 6 – Sensory and Physical needs - Visual

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A child with a visual need may: | Occasionally | Sometimes | Most of the time |
| The child with a visual need may: | tilt his or her head and/or use his/her body in a different way to other children to maximise vision |  |  |  |
| bring eyes close to an object, e.g. a book, or the object close to eyes |  |  |  |
| blink frequently |  |  |  |
| touch, rub or cover eyes |  |  |  |
| appear sensitive to light or glare |  |  |  |
| have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something |  |  |  |
| have an inward movement towards the nose when looking at very near objects |  |  |  |
| find it difficult to track the movement of something across the field of vision, eg a ball rolling from left to right |  |  |  |
| find scanning difficult, eg visually searching for a toy in a room |  |  |  |
| bump into things as they move around |  |  |  |
| find it difficult to find his/her friends in a busy environment. |  |  |  |
| The child may need support for some of the following | moving safely around the school |  |  |  |
| following work on the Smart/white board |  |  |  |
| drawing with age appropriate accuracy |  |  |  |
| developing reading and writing skills, in particular reading and writing all of the letters in a word and words in a sentence |  |  |  |
| interpreting pictures, maps and diagrams |  |  |  |
| following whole class introductions and discussions |  |  |  |
| to be confident in tackling new activities |  |  |  |
| to join in physical playground activities |  |  |  |
| activities that require co-ordination and/or gross motor skills, eg catching a ball |  |  |  |
| sitting in a comfortable working position for different activities |  |  |  |
| safely accessing activities that are potentially hazardous, eg design and technology |  |  |  |
| managing anxiety and/or frustration |  |  |  |
|  | establishing and maintaining appropriate friendships. |  |  |  |

## Y5 & 6– Sensory and Physical needs - Physical

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | A child with a physical need may: | Occasionally | | Sometimes | | Most of the time | |
| The child with a physical need may: | move awkwardly or require aids to walk, or may use a wheelchair | | |  | |  | |  |
| try to avoid or have difficulty with some practical activities | | |  | |  | |  |
| become tired easily | | |  | |  | |  |
| have a medical diagnosis of a physical condition which may or may not be progressive. | | |  | |  | |  |
| The child may need support for some of the following | Mobility | moving safely around the school |  | |  | |  | |
| moving around on uneven ground |  | |  | |  | |
| managing stairs |  | |  | |  | |
| accessing physical activities, eg using climbing frame, trike, equipment |  | |  | |  | |
| to develop a sense of danger |  | |  | |  | |
| carrying out controlled movements, eg in PE |  | |  | |  | |
| Independence | managing eating and drinking safely, eg to eat without choking |  | |  | |  | |
| managing eating and drinking efficiently, eg to prevent spills when drinking, to open packages |  | |  | |  | |
| dress, eg getting clothes the right way round, doing up buttons |  | |  | |  | |
| getting to and using the toilet |  | |  | |  | |
| Accessing learning | attending and listening in a small group or the whole class |  | |  | |  | |
| being organised for learning, eg accessing books and equipment |  | |  | |  | |
| following age appropriate instructions |  | |  | |  | |
| recalling information, eg remembering instructions, a sequence of events |  | |  | |  | |
| organising ideas and thoughts and express them coherently |  | |  | |  | |
| articulating clearly and in a timely way |  | |  | |  | |
| activities involving fine motor skills, eg handwriting, using scissors, using a keyboard, using a ruler |  | |  | |  | |
| activities that involve crossing the midline, eg passing an object from one side of the body to the other |  | |  | |  | |
| stabilising the body to participate in learning activities, eg art, group activities at a table, cooking |  | |  | |  | |
| having confidence to join in with group and whole class activities |  | |  | |  | |
| Social & emotional | managing anxiety and/or frustration |  | |  | |  | |
| building self esteem |  | |  | |  | |
| establishing and maintaining appropriate friendships |  | |  | |  | |