



Initial concern referral form



Staff referral

Initial concern: Request for further support from SENDCo

Pupil's full name:

Year group:

If new to England, date of entry: / /

Code:

SEND Support (K)EHCP:

EAL band:

Date of referral: / /

Referrer:

4. What are the reasons for the referral?

5. Discussion with the pupil (what are the pupil's views about the topic of the referral?):

6. Discussion with the parent/carer (what are the parent's/carer's views about the topic of the referral?):

7. What are the main difficulties and concerns?

Gathering evidence (tick below and attach the evidence where appropriate):

Sample of work	Teacher assessments	Observations	Meetings
EAL profile	Indicator matrix	EAL notes	Other

Areas of concern (tick all that apply):

Cognition and learning

General learning difficulties:

- Difficulties keeping up with the lesson despite adapted teaching
- Difficulties with spelling
- Displays poor presentation/handwriting.
- Difficulties with reading/phonics/rhymes
- Difficulties with patterns or sequencing/times tables
- Exhibits poor hand-eye co-ordination
- Difficulties copying from the board or a book/piece of paper placed next to pupil
- Difficulties recalling information
- Displays high levels of frustration, low motivation, and/or displays work-avoidance behaviours (shouts out, switches off, stares out of the window, drops pens/pencils, etc.)

Specific learning difficulties (including dyslexia and dyscalculia):

- Short-term memory difficulties – finds it hard to recall facts after hearing or copying them
- Struggles to write on a blank page
- Does not produce writing at an expected level based on speech/intellectual ability/EAL proficiency
- Processing-speed difficulties – forgets instructions/tasks/facts easily or quickly
- Struggles to follow tasks, even with repetitions, prompts, and modelling
- Tires easily after reading and/or writing
- Difficulties tracking reading lines/misses lines or words
- Poor organisation; loses equipment/planner
- Struggles to keep up with homework
- Difficulties with reversals of letters such as b/d or numerals 5/7/4
- Difficulties with maths, science, topics

Communication and interaction

General communication difficulties:

- Displays obsessive-compulsive actions; carries out repetitive behaviours such as hand flapping, tapping, rocking, etc.
- Withdrawn from/oblivious to others; stares or fixates on small items
- Passive – lacks curiosity/withdraws from social situations
- Makes no or variable levels of eye contact, and/or stares excessively
- Displays signs of anxiety, crying, and/or panic attacks
- Makes noises and mimics phrases/words
- Struggles to enter classroom or leaves while lesson in progress
- Uses unusual intonation/bizarre language
- Echoes/repeats words/sentences spoken by others
- Struggles with change/transitions (either planned or unplanned)
- Uses ritualistic phrases/repetitive actions
- Cannot understand non-verbal signs; may not respond to “hello”
- Cannot write or play imaginatively; displays wholly literal understandings
- Displays poor social understanding; withdraws from or comes too close to other people’s personal space; prods/pokes others
- Sensitive to noise/sounds/smells/textures – may become distressed and cover ears with hands in response to loud sounds; may become upset by touching certain textures, and/or be overly fixated on touching items such as squishies, Lego, playdough, blu tack, etc.
- Struggles to initiate or maintain friendships
- Struggles to understand and/or keep up with homework
- Speaks with a very loud voice; appears to be unaware of volume or tone of voice
- Struggles to speak/speaks very quietly/selectively mute at times

Speech and language difficulties:

- Limited vocabulary (cannot name objects)
 - Slow, unclear, or stammering speech
 - Difficulties understanding what is said
 - Difficulties verbally expressing wants and needs
 - Poor comprehension/word finding
 - Slow to respond to questions
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Social, emotional, and mental health difficulties

Poor attendance of lessons/school

Poor punctuality to lessons

Displays poor listening/switches off/stares out of the window

Poor communication; does not request support

Exhibits signs of low motivation and/or low mood

Exhibits signs of low self-esteem

Calls/shouts out; talks excessively

Engages in violent actions/physical aggression

Exhibits aggressive speech/makes threats

Spoils activities/breaks equipment/destroys work/displays work-avoidance behaviours

Absconds from lessons; truancy

Unable to work with others; is withdrawn from and/or is inappropriate towards peers

Displays poor attention/lacks concentration

Displays high levels of attention-seeking behaviour

Unable to share or take turns; poor social skills

Fidgets/taps; appears unsettled in seat

Talks excessively (unaware); interrupts others' conversations

Moves excessively in and out of seat

Exhibits impulsive behaviours; appears oblivious to dangers

Exhibits signs of worry and/or stress

Criticises self and/or others

Loses items/planner; does not bring correct equipment to class

Displays poor eating habits

Physical and/or sensory needs

Physical coordination (including dyspraxia):

Poor co-ordination of hands and feet; slow to perform activities such as dressing

Poor balance

Poor gross motor skills/fine motor skills (such as handwriting)

General clumsiness

Visual sensory needs:

Looks at items closely; displays unusual head posture

Strains to see and/or cannot focus

Bumps into things and/or moves about anxiously

Poor eye tracking/poor hand-eye co-ordination

Hearing sensory needs:

- Does not respond to loud noises
- Covers ears in response to loud noises
- Watches, then copies
- Sensitive to noise; covers ears with hands and/or becomes distracted by noise
- Does not follow instructions/wrongly follows instructions
- Exhibits delayed or unclear speech
- Tilts head; appears in a world of their own

Exam access support

Request for exam access arrangements
Staff complete the checklist below to record (A) the adjustments a learner is currently using (and benefitting from) as a normal way of working, and (B) the additional adjustments they recommend should be considered for the learner following further assessment of need and benefit. Please tick all that apply:

Exam access adjustments	A: Adjustments that the learner has been observed to benefit from as a normal way of working	B: Further investigation/ assessment recommended to establish benefit of adjustment
10% or 25% extra time		
Reader/reader pen		
Word processor		
Prompt		
Rest breaks		
Small room		
Bilingual dictionary		
Coloured overlay		
Oral language modification		
Fidget toys, blu tack, etc.		
Other (please specify)		