



Ongoing information gathering, observations, and assessment form



SENDCo information gathering/observations/assessments

Pupil's full name:

Date: / /

Cognition and learning

Early years
identification

No setting

Child has significant developmental delay

Disability linked to developmental delay; complex learning need in two or more areas

At setting/school

Child is functioning at least two EYFS bands below their chronological age across some or most areas of development

→ Attach evidence: e.g., early years tracker/profile

School age
identification

Attainment is at least three years below expected level despite QFT and adaptive teaching

Learning opportunities and concentrated, targeted support are provided; monitored with small steps of progress

→ Attach evidence: e.g., attainment, baseline, pupil profile

→ Attach SEND support plan/chronology of intervention

All ages:
Input and
intervention

School/setting have implemented/used QFT methods

Tailored additional provision has been delivered

Assessments used by school have identified specific needs

School has taken steps to make provision to meet those needs

Those steps have been implemented consistently and closely monitored

→ Attach evidence: e.g., progression/SEND support plan/chronology of intervention

Communication and interaction

All/general

Child/young person presents with significant learning needs resulting from communication and interaction difficulties

The child is making limited progress despite support and is working below the expected level in some or most areas of the curriculum. Progress can look “spikey” or inconsistent

- Attach evidence: e.g., attainment, baseline, pupil profile, social stories, sensory profile, Talking Mats, areas of difference, etc.

Autism

Child/young person has an autism diagnosis or is undergoing assessment

School/setting has implemented/used relevant adaptations and offer QFT at the universal level

- If autism diagnosed – use space at end of form to detail date of diagnosis/by whom/under which team/consultant, etc.
- If autism diagnosed – use space at end of form to detail QFT methods and specific adaptations used
- Attach evidence: e.g., visual structure, sensory checklist and adjustments, social communication checklist and adjustments, social stories, support, Child and Mental Health Service (CAMHS) reports

Speech, language, and communication needs

Child/young person has a speech, language, and communication diagnosis and is under the care of Speech and Language Team (SALT)

School/setting has implemented/used QFT methods; language screening, e.g., progression tools or language levels

Phonological awareness assessment and intervention

- Use space at end of form to detail QFT methods and specific adaptations used
- If under the care of SALT, attach SEND support plan/chronology of support
- Use space at end of form to provide details of diagnosis date/by whom/under which SALT service

Communication and interaction

Vision/hearing impaired

Child/young person has a medical diagnosis of either a vision or hearing impairment

Child/young person’s vision or hearing impairment impacts on their learning

- Attach evidence: e.g., details of hearing or vision impairment diagnosis and level of difficulty. MUST be a formal diagnosis

Communication and interaction

All social, emotional, and mental health (SEMH) difficulties

Child/young person presents with significant learning needs resulting from SEMH needs; resistant to implemented interventions, such as:

- Promotion of responsibility and self-esteem
- Teaching of strategies for managing emotions
- Teaching of resilience-building strategies
- Use of timers and visual support
- Reduction of demands and instructions

- Attach evidence, e.g., details of QFT methods used
 - Attach SEND support plan
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Assessments

School has implemented the following baseline assessments:

- Strengths and difficulties questionnaires (SDQ) and screening
- ADHD assessments/reports
- Early help assessment

School has implemented adapted teaching strategies/interventions

Detail information on any prior observations and/or assessments:

Detail where requested in checklist above can be provided here: