

SCHOOL/TEACHER QUESTIONNAIRE For SECONDARY SCHOOL AGE CHILDREN

<p>Thank you for taking the time to complete this questionnaire. The information provided is an important part of the full assessment of this student. You are welcome to attach any additional specialist reports you have which may help with the assessment.</p> <p>Please complete the form as fully as possible, giving examples where you can, even if you have no concerns about the young person</p>	
Name of student: Click or tap here to enter text.	Date of birth: Click or tap to enter a date.
School: Click or tap here to enter text.	Year group: Click or tap here to enter text.
Completed by: Click or tap here to enter text.	Role: Click or tap here to enter text.
Date completed: Click or tap to enter a date.	How well do you know the young person? Click or tap here to enter text.
Name of SENCO: Click or tap here to enter text.	
What is the young person's attendance? If attendance is below expected, what are the reasons for this? Click or tap here to enter text.	
Is the pupil on the SEND register? If yes, are they SEND support, EHCP or are they receiving High Needs Funding? If the young person has an EHCP please attach a copy. Click or tap here to enter text.	
Who else is involved from education? (SEMH, Educational Psychologist, Specialist Teachers). Has the advice been implemented? Click or tap here to enter text.	
Has a referral ever been made to external agencies to gain further assessment on the child's SEN and why? Click or tap here to enter text.	
Please describe the young person's main strengths. Click or tap here to enter text.	
Please describe the young person's main difficulties within school and give examples if known. Click or tap here to enter text.	
How long have there been concerns? Has there been a recent change? Click or tap here to enter text.	
What strategies have been used to support the young person with these difficulties? Click or tap here to enter text.	

Social Interaction and Communication	
Can the young person have a two-way conversation with adults or other young people?	
With adults: Click or tap here to enter text.	With other young people: Click or tap here to enter text.
Can the young person continue the conversation in the way you would usually expect? Click or tap here to enter text.	
What does the young person like to talk about? Please give examples. Click or tap here to enter text.	
Can they continue the conversation when it does not involve their own interests? Click or tap here to enter text.	
Do they say or do things which offend others? If so, do you think this is usually unintentional or not? Click or tap here to enter text.	
Are there any misunderstandings around language and communication? When other people use non-literal language, do they struggle to work out the hidden meaning? Please see guidance for examples. Click or tap here to enter text.	
Can the young person initiate contact with adults or other young people? (Can they start conversations, approach others to join them, make eye contact to get someone's attention etc.)	
With adults: Click or tap here to enter text.	With other young people: Click or tap here to enter text.
When responding to others, do they respond in the way you would expect? For example, during conversations do they share eye contact, vary their facial expression and tone of voice, use gesture and if so, is this similar in style to his/her peers. Do they seem able to work out how others are feeling, and do they respond in the way you would expect?	
With adults: Click or tap here to enter text.	With other young people: Click or tap here to enter text.
Is the young person's social interaction different in the classroom compared to at break times? Please give examples if known. Click or tap here to enter text.	
How does the young person differ in 1:1 vs group situations? Click or tap here to enter text.	Does the young person have particular friends? Do they seek these friends out at lunch/break time? Click or tap here to enter text.
Does the young person relate better to adults or their peers? Click or tap here to enter text.	How easy is it for the young person to make and keep friends? Click or tap here to enter text.

<p>Does the young person have conflict with their friends or peers? Click or tap here to enter text.</p>	<p>Does their friendship group change frequently? Click or tap here to enter text.</p>
--	--

Imagination and Rigidity
<p>How is the young person with understanding and writing creative stories? Click or tap here to enter text.</p>
<p>Does the young person take what you say (the rules) literally? Click or tap here to enter text.</p>
<p>How are they with making predictions about consequences or other people's behaviour? Click or tap here to enter text.</p>
<p>How does the young person cope with changes in staff, class group or school routine? Click or tap here to enter text.</p>
<p>Do teachers scaffold change? Does the young person respond well to reassurance/explanations of change? Click or tap here to enter text.</p>
<p>Are the young person's interests very narrow in focus, overly intense or unusual? Please give examples if known. Click or tap here to enter text.</p>
<p>Please describe any rigid or unusual behaviours if known. Click or tap here to enter text.</p>
<p>Does the young person exhibit any tics, unusual or repetitive mannerisms? Click or tap here to enter text.</p>

Learning and Academic Ability
<p>What are the young person's academic strengths and difficulties? Click or tap here to enter text.</p>
<p>Are there any concerns about their learning in any subjects? Click or tap here to enter text.</p>
<p>Do you feel the young person is functioning to their potential? If not, are there any factors that might be impacting this? Click or tap here to enter text.</p>
<p>What level of differentiation (if any) is needed? Click or tap here to enter text.</p>
<p>What academic support is given and how is this targeted? Click or tap here to enter text.</p>
<p>Are there any previous/current assessments of learning or cognitive functioning? Click or tap here to enter text.</p>
<p>Does the young person have any visual, hearing, physical or medical conditions? If known, does this have an impact on their learning?</p>

Click or tap here to enter text.

Attention and Concentration

What is the young person's concentration like?

Click or tap here to enter text.

How many minutes is the young person able to concentrate for on a learning task/subject they don't like?

Click or tap here to enter text.

How many minutes is the young person able to concentrate for on a play task/tasks of their interest?

Click or tap here to enter text.

When is it better/worse?

Click or tap here to enter text.

As far as you are aware, are there other factors that affect the child's concentration?

Click or tap here to enter text.

Does the young person often move or fidget? (Do they get out of their seat and wander around, chew things, fiddle with things etc.)

Click or tap here to enter text.

How is the young person at listening and following instructions? Do they need to be repeated or simplified?

Click or tap here to enter text.

Does the young person disrupt other children? If so, how?

Click or tap here to enter text.

Are they able to wait their turn? (To speak, in play etc.) Do they shout out in class or make inappropriate comments without thinking?

Click or tap here to enter text.

Organisation and Co-ordination

How are the young person's organisational skills? (Are they prepared for school/lessons, do they bring equipment, do they lose things etc.)

Click or tap here to enter text.

How is the young person with any physical activity?

Click or tap here to enter text.

Does the young person seem more or less co-ordinated than other young people? In what way?

Click or tap here to enter text.

Does the young person participate in any out of school activities and are there any difficulties known?

Click or tap here to enter text.

Sensory Sensitivity or Sensory Seeking behaviours

Does the young person seem sensitive to noise, touch, smell, taste, visual etc. Do they seek sensory stimuli to self-soothe?

Click or tap here to enter text.

Behaviour

Are there any specific behavioural difficulties? Please include specific examples of any behaviour seen.

Click or tap here to enter text.

If known, what are the triggers?

Click or tap here to enter text.

Please comment on any impact this behaviour may have on the young person and others.

Click or tap here to enter text.

Are these difficulties only present at home or in a school setting, or both?

Click or tap here to enter text.

Is the young person better/worse at the beginning or end of the week?

Click or tap here to enter text.

Does the young person perform better in some lessons than others?

Click or tap here to enter text.

If so, why do you think this is? i.e., do they like the subject, is it a particular teaching style?

Click or tap here to enter text.

Does the young person have any difficulties with homework or learning at home?

Click or tap here to enter text.

How does the young person differ at lunchtimes other unstructured times compared to in the classroom?

Click or tap here to enter text.

How does the young person respond to rules/boundaries/authority figures?

Click or tap here to enter text.

What is the young person's self-esteem/confidence like?

Click or tap here to enter text.

Are there any concerns about the young person's emotional wellbeing e.g., mood, self-harm, resilience? Does the young person have any noticeable anxiety?

Click or tap here to enter text.

Are there any safety issues e.g., risk taking behaviours, running off, lack of awareness of age-appropriate dangers?

Click or tap here to enter text.

Is there any social care involvement? Please provide any details if known.

Click or tap here to enter text.

What has been initiated to support the young person as per the graduated response e.g., referral to Early Help, parental courses?

Click or tap here to enter text.

Any other comments?

Click or tap here to enter text.