



## Early Identification Form

Concern regarding a child's poor rates of progress

<b>Name of Child:</b>	<b>D.O.B:</b>
<b>Date of Initial Concern:</b>	<b>Class:</b>

If you have a child who is not making expected progress and you think that they may have a learning need which is significantly greater than the majority of others in the class, please use the following to indicate the specific areas of concern:

<p><u>Learning</u></p> <ul style="list-style-type: none"> <li>Spatial Skills</li> <li>Gross Motor Skills</li> <li>Fine Motor Skills</li> <li>Phonological Awareness</li> <li>Phonics Skills</li> <li>Reading</li> <li>Spelling</li> <li>Short term Auditory Memory</li> <li>Visual Memory</li> <li>Limited Vocabulary</li> <li>Limited Grammatical Awareness</li> <li>Verbal Participation in Class</li> <li>Comprehension</li> <li>Retention of Information</li> <li>Sequencing</li> <li>Unable to follow simple instructions</li> <li>Unable to follow complex instructions</li> <li>Number Concepts</li> <li>Presentation</li> <li>Letter Formation</li> <li>Attention to Task</li> <li>Organisation of thoughts and ideas</li> <li>Confidence</li> <li>Self-Esteem</li> <li>Independence</li> </ul>	<p><u>Emotional/ Behavioural</u></p> <ul style="list-style-type: none"> <li>Motivation</li> <li>Concentration</li> <li>Easily Distracted</li> <li>Shouting out</li> <li>Leaving seat</li> <li>Working as part of a group</li> <li>Refuses adult support</li> <li>Gives up easily</li> <li>Listening Skills</li> <li>Social Skills</li> <li>Vulnerable</li> <li>Co-operation</li> <li>Demanding</li> <li>Poor relationship with peers/adults</li> <li>Self-control</li> <li>Homework</li> <li>Immature Behaviour</li> <li>Inappropriate Behaviour</li> </ul>
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**Additional Information:**

**Details of strategies which have been used with this child within ordinary differentiated provision** (individual or group support within class and in interventions previously, alternative resources/ strategies used for this pupil, evidence of differentiation and support further than that given to peers)

**Details of outcomes and successes in response to these strategies:**

**Details of discussions with parents** (this MUST happen right from the beginning)

**Details of discussions with colleagues** (e.g. Literacy/Numeracy Coordinators, SENCo?)

**Class Teacher:**

**Seen by SENCo on:**

**SENCo Recommendations:**

**Impact:**