



PARK HALL JUNIOR ACADEMY

Initial concerns checklist

Completed by:

Date:

Name of child	
DOB	
Class	
Class teacher	

Area of concern	Cognition and Learning	
	Behavioural, Emotional and Social Development	
	Communication and Interaction	
	Sensory and/or Physical Needs	
Details of concern		

<i>Do any of the following apply to the child?</i>	
<i>Tick as many boxes as necessary.</i>	
Inattentive during teaching	
Disruptive during teaching	
Disturbs / distracts other children	
Shouts out / interrupts a lot	
Makes noises / sings etc. during lessons	
Has difficulty waiting for his/her turn	
Rarely / never joins in orally	
Generally appears restless / fidgety	
Orally bright but this is not reflected in written work	
Has poor concentration skills	
Has difficulty working independently / needs a lot of adult support	
Seeks adult attention / approval more than is normal	
Uses delaying / avoidance tactics when it is time to do own work	
Has difficulty remembering and / or following oral instructions	
Poor organisational skills	
Rarely / never asks for help	
Lacks self-esteem / confidence	
Is making poor progress	
Says inappropriate things	
Argumentative / defiant with adults	
Poor relationships with peers	
Has problems in the playground	
Possibly has a hearing problem	
Possibly has a vision problem	
Poorly co-ordinated / clumsy	
Parent has expressed concern	
Behaves poorly / inappropriately	



Achievement data and progress summary –

*Please note any test data and standardised scores

Reading	
Writing	
Maths	
Science	
Behaviour	
Other	

Differentiation and interventions in place over time –

<i>Differentiation/Intervention</i>	<i>Impact – progress and inclusion</i>



Pupil voice –

<i>'I am good at...'</i>	
<i>'I learn best when...'</i>	
<i>What I find difficult is...</i>	
Does anything stop you from learning?	
<i>'The things that are helping me become more independent are...'</i>	

Additional observations –

(Attach if necessary)

Parents (Behaviour at home)	
Support staff	
Previous class teacher	
Lunchtime supervisors	



Actions –

Complete 'Assess, plan, do and review' Early response level - monitoring 6 weeks	
Further assessment required	Advisory teacher Educational Psychology team Occupational therapy SALT team School Health Other
Targeted provision at school	
Further modifications to teaching approaches/curriculum/resources	

Signed:

Date:

Date of review: