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| **Name:**  **Date of Birth:**  **Current Year Group:**  **Date completed:** |
| **Needs checker**  The Needs checker should be used by a class or subject teacher when they first have concerns that a child or young person may have SEN **and** **they have implemented and fully embedded the principles of Quality First teaching and High Quality First teaching in their class**. It is used to identify the possible barriers to a child or young person’s learning and complements the Universal Provision materials in step 1.  ***A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.*** SEND Code Of practice PP6.15 p 94-5  The checker is organised into areas of need based upon the 4 broad areas of need defined in the Code of Practice 2014 - Cognition and Learning, Communication and Interaction - Speech and Language(S&L) and Social, Communication and Interaction Difficulties (SCID), Social Emotional and Mental Health (SEMH) difficulties, Physical Sensory needs - Physical/Medical needs, Hearing Impairment and Visual Impairment.  Use the Needs-checker summary table at the end of the assessment. This is where a teacher can summarise the key areas of need identified and then use the Universal Provision document to identify strategies and support that can be put in place for the pupil. |

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| **Cognition and Learning:**  ***There are concerns about…*** | **Y/N** | **Date** |
| the pupil making insufficient progress in at least one area e.g. reading, writing, spelling, maths; even when differentiated teaching approaches are targeted at areas of weakness. |  |  |
| Comments/evidence | | |
| the pupil’s attainment levels in at least one area i.e. they are below the level within which most pupils are expected to work. |  |  |
| Comments/evidence | | |

| **Cognition and Learning: Reading**  ***There are concerns about…*** | **Y/N** | **Date** |
| --- | --- | --- |
| the pupil’s ability to fluently decode words at an age appropriate level. |  |  |
| Comments/evidence | | |
| the pupil’s ability to recognise High Frequency Words at an age appropriate level. |  |  |
| Comments/evidence | | |
| the pupil’s ability to add intonation and recognise punctuation in their reading. |  |  |
| Comments/evidence | | |
| the pupil’s ability to recall what they have read. |  |  |
| Comments/evidence | | |
| the pupil’s ability to answer verbal comprehension questions at an age appropriate level. |  |  |
| Comments/evidence | | |
| the pupil’s ability to read with age appropriate fluency and speed. |  |  |
| Comments/evidence | | |

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| **Cognition and Learning: Writing/ Recording**  ***There are concerns about…*** | **Y/N** | **Date** |
| the pupil’s difficulty/discomfort with handwriting, which affects the quality or legibility of their work. |  |  |
| Comments/evidence | | |
| the pupil’s difficulty with recording their ideas in an organised and readable way. |  |  |
| Comments/evidence | | |
| the pupil’s ability to organise their writing into age appropriate sentence structures. |  |  |
| Comments/evidence | | |
| the pupil’s ability to use age appropriate accurate grammar. |  |  |
| Comments/evidence | | |
| the pupil’s ability to use age appropriate accurate punctuation. |  |  |
| Comments/evidence | | |

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| **Cognition and Learning: Spelling**  ***There are concerns about…*** | **Y/N** | **Date** |
| the pupil’s ability to apply phonic knowledge to their spelling. |  |  |
| Comments/evidence | | |
| the pupil’s lack of knowledge of High Frequency Word spellings. |  |  |
| Comments/evidence | | |
| the pupil’s difficulty with applying taught spelling rules. |  |  |
| Comments/evidence | | |

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| **Cognition and Learning: Maths**  ***There are concerns about…*** | **Y/N** | **Date** |
| the pupil’s recall of/ retention of maths facts and concepts. |  |  |
| Comments/evidence | | |
| the pupil’s understanding of basic maths concepts e.g. place value. |  |  |
| Comments/evidence | | |
| the pupil’s ability to apply a concept to different situations e.g. apply a method to solve a problem. |  |  |
| Comments/evidence | | |
| the pupil’s ability to organise their work neatly on a page, which hinders accuracy. | | |
| Comments/evidence | | |

| **Working memory/Processing/Executive functioning**  ***There are concerns about…*** | | **Y/N** | | **Date** |
| --- | --- | --- | --- | --- |
| the pupil’s ability to regulate and maintain their attention so that they can focus on a task for a consistent amount of time. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s ability to remember and follow instructions, organise themselves for a task and/or to work independently. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s difficulty in dealing with abstract ideas, generalising from experience and/or using problem solving skills. | |  | |  |
| Comments/evidence | | | | |
| **Attitude to learning/Self-esteem as a learner**  ***There are concerns about…*** | **Y/N** | | **Date** | |
| the pupil’s attitude and/or approach to learning, which is restricting access to the curriculum e.g. pupil is demotivated, lacking in confidence or has low self-confidence in relation to learning. |  | |  | |
| Comments/evidence | | | | |

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| Summary of concerns: |

| **Communication and interaction**  **Speech and Language**  ***There are concerns about…*** | **Y/N** | | **Date** | |
| --- | --- | --- | --- | --- |
| the pupil’s receptive language – their ability to understand spoken language. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s expressive language – their ability to use language to communicate with others. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s speech sound development – their ability to produce the sounds necessary for clear, intelligible speech. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s fluency of speech e.g. they present with a stammer.  ***In this instance, make a referral direct to Speech and Language Therapy.*** |  | |  | |
| Comments/evidence | | | | |
| the pupil’s attention and/or listening skills – their ability to engage successfully with language. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s social communication – their ability to use language appropriately and successfully in social situations. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s communication skills e.g. verbal and non-verbal, ability to  recognise the feelings or perspectives of others and respond appropriately. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s uneven learning profiles and learning styles i.e. they do not follow developmental patterns and may have a ‘spikey’ or non-age-related profile. | |  | |  |
| Comments/evidence | | | | |

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| Summary of concerns: |

| **Communication and Interaction**  **Social Communication and Interaction Difficulties**  ***When completing this needs checker, it is important to be mindful that some of these concerns could be seen at home or in other environments, rather than at school. It is good practice to complete this checklist in collaboration with the parent/carer.***  **Social Communication**  ***There are concerns about…*** | **Yes/No** | | **Date** | |
| --- | --- | --- | --- | --- |
| the pupil’s difficulty using language appropriately in group activities and play/social situations. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s delayed speech and/or attention and listening skills. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s use of repetitive or inappropriate language for the situation, including monotonous voice or accents. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s lack of eye contact/inappropriate eye contact. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s difficulty interacting appropriately with their peers. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s difficulty with interacting appropriately in group situations. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s difficulty with interacting appropriately in play/social situations. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s preference for their own company and spending time alone. |  | |  | |
| Comments/evidence | | | | |

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| **Communication and Interaction**  **Social Imagination / Flexibility**  ***There are concerns about…*** | **Y/N** | **Date** |
| how the pupil manages change or flexibility in routines and transitions. |  |  |
| Comments/evidence | | |
| the pupil accepting a new method or way of doing things that might need them to adapt their thinking. |  |  |
| Comments/evidence | | |
| the pupil’s special interests, which may dominate their thoughts. |  |  |
| Comments/evidence | | |

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| **Communication and interaction**  **Sensory/ physical**  ***There are concerns about…*** | | **Y/N** | | **Date** |
| the pupil’s over-sensitivity or under-sensitivity to sensory experiences e.g. over-sensitive to noise or touch or under-sensitive to cold or pain. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s difficulty managing large groups or busy environments e.g. the lunch hall, the cloakroom, at home time. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s difficulties with toileting | |  | |  |
| Comments/evidence | | | | |
| the pupil selecting from a small range in their diet, perhaps selecting certain textures, colours, tastes and smells. | |  | |  |
| Comments/evidence | | | | |
| the pupil self-harming/injuring and/or stimming – self stimulatory behaviour | |  | |  |
| Comments/evidence | | | | |
| the pupil’s lack of awareness of danger. |  | |  | |
| Comments/evidence | | | | |

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| **Communication and interaction**  **Emotional Understanding/ Self Awareness**  ***There are concerns about…*** | **Y/Y/NN** | **Date** |
| the pupil’s high level of anxiety, which may present as being withdrawn or displayed through challenging behaviour either at school or at home. |  |  |
| Comments/evidence | | |
| the pupil’s ability to come into school/college in a calm state. |  |  |
| Comments/evidence | | |
| the pupil’s anxiety around particular times of day/ events e.g. play times, lunch times, assemblies. |  |  |
| Comments/evidence | | |
| the pupil’s lack of awareness of personal space. |  |  |
| Comments/evidence | | |
| the pupil’s lack of empathy with others. |  |  |
| Comments/evidence | | |
| the pupil’s difficulty recognising and managing emotions and being able to self-regulate. |  |  |
| Comments/evidence | | |

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| Summary of concerns: |

| **Social Emotional and Mental Health Needs (SEMH)**  ***When completing this Needs-checker, it is important to be mindful that some of these concerns could be seen at home or in other environments, rather than at school. It is good practice to complete this checklist in collaboration with the parent/carer.***  The EQ Pupil Profile, Boxall profile and/or SDQs can be used in conjunction with this Needs-checker to baseline a pupil’s needs and track progress in individual areas.  ***There are concerns about…*** | | **Y/N** | | **Date** |
| --- | --- | --- | --- | --- |
| the pupil’s learning behaviour, which is negatively affecting the pupil’s and/or peers’ access to the curriculum e.g. ability to listen to and follow instructions, ability to actively and independently engage with learning. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s ability to regulate/manage their own emotions. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s understanding of their own emotions and ability to appropriately express how they are feeling. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s ability to manage their worries appropriately e.g. they display high levels of anxiety. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s self-esteem, which might affect their ability to feel proud of their work, to talk about their strengths or to share ideas with the class. | |  | |  |
| Comments/evidence | | | | |
| the pupil’s resilience and ability to manage challenge or try new things and to cope when they make a mistake or when things go wrong. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s lack of empathy with others |  | |  | |
| Comments/evidence | | | | |
| The pupil’s ability to understand the impact of their behaviour on others. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s social skills, behaviours and their ability to successfully manage their relationships with others. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s ability to focus and maintain attention for a task without being distracted. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s fidgetiness and difficulty sitting still to be able to engage in a task for a reasonable length of time. |  | |  | |
| Comments/evidence | | | | |
| the pupil’s impulsive behaviours e.g calling out, blurting. |  | |  | |
| Comments/evidence | | | | |
| the frequency with which the pupil ‘s behaviour causes engagement with school sanctions |  | |  | |
| Comments/evidence | | | | |

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| Summary of concerns: |

| **Sensory and/or Physical need**  **Physical/Medical Needs**  ***There are concerns about……*** | | **Y/N** | **Date** | |
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| the pupil’s physical skills/needs affecting their learning and/or access to the curriculum e.g. ability to carry out tasks related to learning such as measuring, manipulating objects | |  |  | |
| Comments/evidence | | | | |
| the pupil being unable to access fine motor skills relevant to the curriculum e.g. cutting with scissors, gluing, pencil grip, basic writing skills. | |  |  | |
| Comments/evidence | | | | |
| the pupil ‘s gross motor skills affecting their access to P.E or sports. | |  |  | |
| Comments/evidence | | | | |
| the pupil being unable to independently undress/dress themselves, within broadly age appropriate guidelines. | |  |  | |
| Comments/evidence | | | | |
| the pupil being unable to independently finger feed themselves. | |  |  | |
| Comments/evidence | | | | |
| the pupil being unable to independently and reliably toilet themselves to an age appropriate skill level. | |  |  | |
| Comments/evidence | | | | |
| the pupil being unable to sit in a range of normal seating postures, such as seated on a standard classroom chair with stability, sitting cross legged on the carpet with good posture, sitting on a bench with no back support. |  | | |  |
| Comments/evidence | | | | |
| the pupil being unable to independently and safely mobilise over a range of surfaces around the school/college environment e.g. steps, stairs, inside corridors, in large open spaces, on rough terrain. |  | | |  |
| Comments/evidence | | | | |
| the pupil requiring specialist medication or medical interventions by a trained member of staff on a daily basis. |  | | |  |
| Comments/evidence | | | | |

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| Summary of concerns: |

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| **Sensory and/or Physical needs**  **Hearing Impairment**  ***There are concerns about……..*** | **Y/N** | **Date** |
| the pupil’s hearing impairment affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions. |  |  |
| Comments/evidence: | | |
| the pupil’s poor speech intelligibility and difficulty with recognising and responding to phonics. |  |  |
| Comments/evidence: | | |
| the pupil’s limited vocabulary both receptive and expressive and immature grammatical structures in spoken language. |  |  |
| Comments/evidence: | | |
| the pupil choosing to either avoid attention or being overly demanding. |  |  |
| Comments/evidence: | | |
| the pupil presenting with having a multi-sensory need which is affecting their learning and/or access to the curriculum e.g. have a dual sensory loss where both vision and hearing are reduced. |  |  |
| Comments/evidence: | | |

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| Summary of concerns: |

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| **Sensory and/or Physical needs**  **Visual Impairment**  ***There are concerns about……..*** | **Y/N** | **Date** | |
| the pupil’s visual impairment affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page. |  |  | |
| Comments/evidence: | | | |
| the pupil’s difficulties with visual perception e.g. they struggle with shape and space tasks such as measuring or with writing on the line. |  |  | |
| Comments/evidence: | | | |
| the pupil’s visual impairment affecting their independence e.g. needs more support than most children of their age for self-help tasks. |  |  | |
| Comments/evidence: | | | |
| the pupil’s visual impairment affecting their mobility e.g. needs support to move around the site, bumps into things. |  |  | |
| Comments/evidence: | | | |
| the pupil’s visual impairment affecting their social interaction skills  e.g. lacks confidence in the playground or unfamiliar environment, struggles to identify people from a distance, doesn’t pick up on facial expressions. |  | |  |
| Comments/evidence: | | | |
| the pupil presenting with having a multi-sensory need which is affecting their learning and/or access to the curriculum  e.g. have a dual sensory loss where both vision and hearing are reduced. |  | |  |
| Comments/evidence: | | | |

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| Summary of concerns: |

Use the Needs-checker summary table to indicate the main concerns identified for the pupil under each area of need. Then use the Universal Provision checklist to identify strategies that will be used and support that will be put in place to support the pupil with these areas of concern.

Enter a date for the completion of the Needs-checker in the pre-test column and score each area of concern from 0 (no concerns and having no impact on pupil’s access to the curriculum and learning) to 10 (significant concerns and having a significant negative impact on the pupil’s access to the curriculum and learning.