

School / College Report

Name of young person:

Date of Birth:

Name of School/ College:

Year Group:

Completed by (name and role):

Date:

PLEASE GIVE AS MUCH DETAIL AS POSSIBLE, INCLUDING EXAMPLES WHERE YOU CAN

What are the young person's strengths and needs?

Strengths:	Needs:
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Please give details of any concerns you have. How long have there been concerns?

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What support are you currently offering?

Is there any other support you feel would be helpful? Please describe.

Attention and Concentration

When is the child's attention and concentration at its best? How long can he/she concentrate in this situation?

When does the child struggle most to pay attention and concentrate? How long can he/she concentrate in this situation?

Is the young person often moving/fidgeting? What do they do (e.g. get out of seat and wander round, chew things, fiddle with things, etc?)

Does the child disrupt other children? How?

Is the child able to follow instructions?

Is the child able to wait for their turn (to speak, in play etc.)? How often is this problem? Are there times when this is better or worse?

Organisation and Co-ordination

Please comment on the young person's organisational skills – e.g. preparation for lessons.

Please comment on any co-ordination difficulties compared to peers (e.g. using a pen, scissors, getting changed, PE)

Motor Mannerisms

Please describe any unusual mannerisms you have noticed, including tics

Social Interaction and Communication

How does the young person manage 1:1 situations? Can he/she have a 2 way conversation with teachers or other young people?

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Please describe the young person's friendships. How easy is it for him / her to make and keep friends? Does he /she have particular friends?

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Please describe the young person's behaviour in the following areas:

Initiating contact: (Does he/she start conversations; approach others to join them, make eye contact to get your attention etc.)

With other young people:	With adults:

Responding to other people: (does he/she make eye contact, show emotions on his/her face? How does he/she respond to others questions/comments, or other people's behaviour or emotions?)

With other young people:	With adults:

Following instructions: (what kind of instructions is he/she able to follow; how many parts to the instruction?)

Imagination and Rigidity

How does the young person react if there is a change (e.g. a different teacher or a change in timetable)?

Please comment on his/her imagination and creativity (e.g. pretend play, creative writing, making predictions about other behaviours, predicting consequences etc.)

Please describe any obsessions, rigid behaviours or unusual mannerisms you have noticed.

Sensory issues

Please describe any unusual responses to noise, smell, touch, bright lights or any other sensory issues you have noticed.

Academic Ability

What are the young person's academic strengths and difficulties (e.g. art, computer skills, handwriting, understanding abstract concepts)

Please comment on the following skills:

	Current level of attainment	Age when assessed	Compared with peers?	Comments
Reading and comprehension				
Spelling				
Writing				
Numeracy				

What level of differentiation (if any) is needed?

What academic support is given? How is this targeted? Is the child on school action, or school action plus? Please enclose provision map or equivalent

Emotional Well-Being

Please comment on the young person's self-esteem and confidence.

Are there any other emotional issues you have noticed (e.g. anxiety, low mood)?

Behaviour

Please give details of any difficult behaviour, including triggers if known.

Any other comments or observations

Please use this space to tell us about anything else you feel is relevant