# Initial Concerns  KS2 – Class Teacher

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|---|---|---|
| **Date form submitted:** | **Date student joined JESS:** | |
| **Name** | **D.o.B.** | **Age** |
| **Class** | **Class teacher** | |
| **EAL:** | **Lang spoken at home:** | |

| |
|---|
| **Any known outside agency/support involvement:** |

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|---|---|
| **Has class teacher made parents aware of concerns?** | **Date (if yes):** |

| | |
|---|---|
| **Has vision been checked in the last 12 months?**<br><br>**Wears glasses** | **Has hearing been checked in the last 12 months?** |

| | | |
|---|---|---|
| **PTE:** | **PTM:** | **PTS:** |
| **CATs Verbal:** | **CATs Quantitative:** | **CATs Non-verbal:** |
| **CATs Spatial** | **SWST:** | |

| |
|---|
| **Primary cause for concern:** |

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| **What steps have already been taken in class to meet the needs of the student?** |

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| **Strengths & Interests:** |

Please use the following key and tick the number next to the statement that best describes its regularity (or severity) during a full week, rather than a single day.  Some of the descriptors are best judged by their severity (in brackets) rather than their frequency. Remember that your judgements should be made in relation to class/age related expectations.

**1** - Very often (or severe)

**2** - Regularly (or moderate-severe)

**3** - Sometimes (or moderate)

**4** - Seldom (or minimal)

**N/A** – don't know or never

## Language (not because of EAL)

| | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| Speaking skills below peer group expectations (refer to EAL continuum) | | | | | |
| Difficulties in understanding spoken language | | | | | |
| Spoken vocabulary is limited. | | | | | |
| Difficulty with word retrieval (Uses 'thing' instead of using the specific word) | | | | | |
| Reluctant to speak in larger groups (but not shy) | | | | | |

## General Processing

| | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| Poor organisational skills | | | | | |
| Easily confused by instructions | | | | | |
| Disorganised thinking /behaviour | | | | | |
| Poor short term (working memory) | | | | | |
| Poor long term memory (recall over time) | | | | | |
| Difficulty processing instructions given | | | | | |
| Difficulty with tasks requiring sequencing | | | | | |

## Fine and gross motor skills

| | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| General physical awkwardness | | | | | |
| Poor hand and eye co-ordination | | | | | |
| Poor fine motor skills (using scissors, pencil grip, using a ruler) | | | | | |
| Uses print instead of cursive script | | | | | |
| Does not actively participate in PE activities | | | | | |
| Poor sitting posture (W/M sitting, leaning, slouching) | | | | | |
| Does not use non-writing hand to fix paper | | | | | |

## Any relevant input from PE staff re gross motor skills:

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Initial Concerns – KS2 - Oasis

## Social and Emotional Behaviour

| | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| Does not follow instructions – oppositional / language | | | | | |
| Physically hurts others – biting / pushing | | | | | |
| Often focuses/is preoccupied on one topic or idea | | | | | |
| Impulsive behaviour, lack of reflective thought prior to action | | | | | |
| Easily frustrated | | | | | |
| Poor peer relationships – unable to turn take | | | | | |
| Overly excitable during group play | | | | | |
| Poor social judgement | | | | | |
| Inappropriate display of affection (towards peers and/or adults) | | | | | |
| Behaviour is often inappropriate for situations | | | | | |
| Fails to see consequences of own actions | | | | | |
| Easily led by peers | | | | | |
| Excessive variation in mood and responsiveness | | | | | |
| Poor adjustment to environmental changes | | | | | |
| Very distractible, difficulty concentrating | | | | | |
| Lags in developmental milestones | Yes | | No | | |

## Academic Skills

| | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| Reads slowly, in a laboured way, with little or no expression | | | | | |
| Misses out words, or adds in extra words | | | | | |
| Finds it difficult to blend sounds or syllables together to read words | | | | | |
| Poor comprehension of what is read – sometimes losing the point of a story/passage; struggles to identify the main points | | | | | |
| Regularly loses his place on the page/reads the same line twice; may use finger pointing | | | | | |
| Will have several goes at spelling a word (idel, idal, idol, idle) | | | | | |
| Confuses letters which look similar: b/d, p/g, n/u, p/q | | | | | |
| Uses letters in the wrong order, (beard for bread, fired for fried) | | | | | |
| Gets confused with homophones: too/to/two | | | | | |
| Produces bizarre spellings | | | | | |
| Spells the same word in different ways throughout one piece of writing | | | | | |
| Has difficulty recalling number bonds and times tables | | | | | |
| Poor understanding of place value | | | | | |
| Has difficulty telling the time | | | | | |
| Has difficulty applying maths understanding to word problems (not ELL) | | | | | |

## Working Memory

| | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| General Characteristics | | | | | |
| | | | | | |
| Has a short attention span | | | | | |
| Is easily distracted | | | | | |
| Seems to be unmotivated | | | | | |
| Only pays attention to things when really interested in topic | | | | | |
| Has difficulty concentrating | | | | | |
| Daydreams/seems to be in own world | | | | | |
| Seems to do better when working with concrete apparatus | | | | | |
| Seems to recall less when there is background noise (e.g. A/C) | | | | | |
| Does better in quiet 1 to 1 or small group teaching | | | | | |
| Can become restless | | | | | |
| Has low or vulnerable self-esteem | | | | | |
| Becomes easily frustrated in learning situations | | | | | |
| | | | | | |
| In the classroom … | | | | | |
| | | | | | |
| Has difficulty with two or more verbal instructions | | | | | |
| Forgets details that are crucial to completing activities | | | | | |
| Starts a task then forgets crucial information | | | | | |
| Has difficulty with Literacy | | | | | |
| Has difficulty with Maths | | | | | |
| Has particular difficulty performing basic calculations of (+-X ÷) | | | | | |
| Has particular difficulty completing word problems (not ELL) | | | | | |
| Experiences problems copying accurately from the board or book. | | | | | |
| Loses progression and sequence with routine tasks and has to return to the beginning (as in counting) | | | | | |
| Poor organisation of written work | | | | | |
| Does not complete class activities and tasks | | | | | |
| Puts hand up then unable to s remember answer/comment | | | | | |
| Is relatively reserved in larger group activities, especially "carpet time" | | | | | |
| Rarely volunteers information in response to questions to the class | | | | | |
| Does not fully engage with on-going group discussions | | | | | |

**Additional Comments:**

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**Observation/s completed: Y/N**          **Date/s:**

**Agreed next steps**

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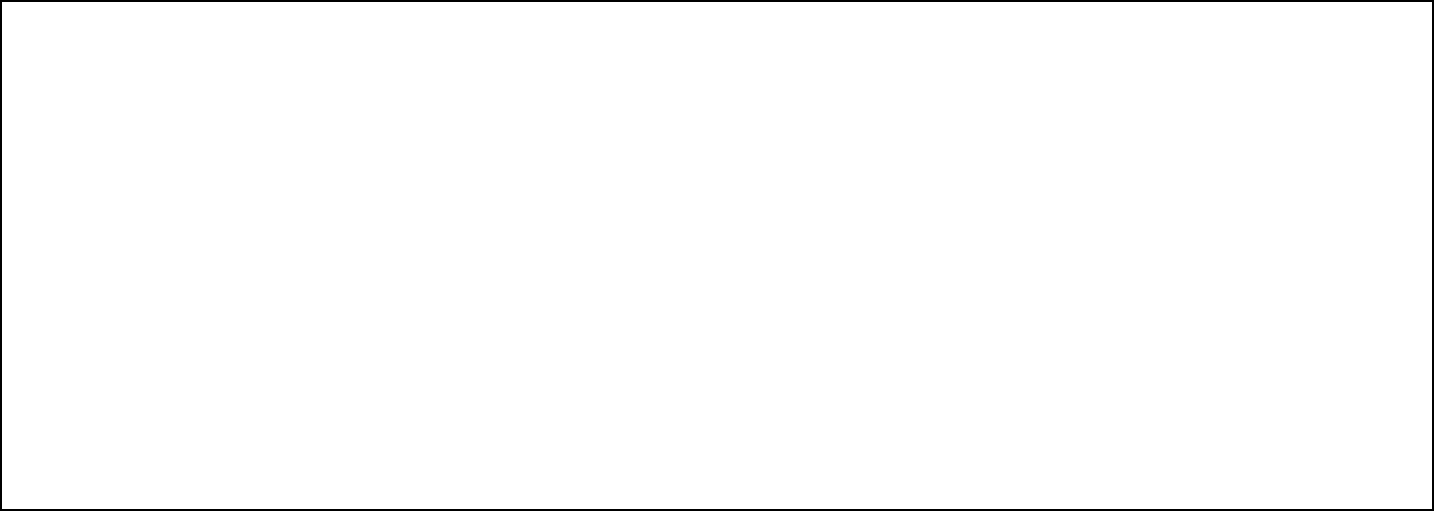
Signed

Class teacher: _____  Oasis Link Teacher: _____

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