

**Teacher Initial Concern Form for SEND**

**SEN and Disabilities Code of Practice 0-25 (2014)**

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

6.24 Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

**Name:**  D.o.B:

Year Group: Recent Admit? Y/N

EAL? Y/N Home Language:

CiC? Y/N PP? Y/N

Concerns over attendance/punctuality? Y/N

**Please highlight area(s) of concern:** refer to the SEND Mainstream Guidance

Communication and Interaction / Cognition and Learning /

Social, Emotional and Mental Health / Sensory and/or Physical Needs

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| **Attainment Data:** |
| Progress summary: |

**What action has already taken place?**

Please outline the strategies that you have used and the **impact** of these**.**

* *Made appropriate adjustments to teaching (e.g. seating arrangements, learning styles, scaffolding, level of support, opportunities for pre-teaching, consolidation, use of ICT etc).*
* *Resources*
* *Interventions*
* *Universally Available Provision document*

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| --- | --- |
| Strategies | Impact – progress and inclusion |
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Please outline your communication about your views with parents/carers:

*Do they share concerns? Do they present in a similar way at home?*

Pupil’s views:

|  |  |
| --- | --- |
| Completed by: | Date: |

**SENCO and Class Teacher use information provided (including any supporting evidence) and Descriptors of Need Document to inform next steps.**

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| **Agreed action:** to be completed with the SENCO. |