

## SCHOOL/TEACHER QUESTIONNAIRE For SECONDARY SCHOOL AGE CHILDREN

Thank you for taking the time to complete this questionnaire. The information provided is an important part of the full assessment of this student.

**Please complete the form as fully as possible, giving examples where you can, even if you have no concerns about the young person**

Name of student:	Date of birth:
School:	Year group:
Completed by:	Role:
Date completed:	How well do you know the young person?
Name of SENCO:	
What is the young person's attendance? If attendance is below expected, what are the reasons for this?	
Is the pupil on the SEND register? If yes, are they SEND support, EHCP or are they receiving High Needs Funding? If the young person has an EHCP please attach a copy.	
Who else is involved from education? (SEMH, Educational Psychologist, Specialist Teachers). Has the advice been implemented?	
Has a referral ever been made to external agencies to gain further assessment on the child's SEN and why?	
Please describe the young person's main strengths.	
Please describe the young person's main difficulties within school and give examples if known.	
How long have there been concerns? Has there been a recent change?	
What strategies have been used to support the young person with these difficulties?	

<b>Social Interaction and Communication</b>	
Can the young person have a two-way conversation with adults or other young people?	
With adults:	With other young people:
Can the young person continue the conversation in the way you would usually expect?	
What does the young person like to talk about? Please give examples.	
Can they continue the conversation when it does not involve their own interests?	
Do they say or do things which offend others? If so, do you think this is usually unintentional or not?	
Are there any misunderstandings around language and communication? When other people use non-literal language, do they struggle to work out the hidden meaning? Please see guidance for examples.	
Can the young person initiate contact with adults or other young people? (Can they start conversations, approach others to join them, make eye contact to get someone's attention etc.)	
With adults:	With other young people:
When responding to others, do they respond in the way you would expect? For example, during conversations do they share eye contact, vary their facial expression and tone of voice, use gesture and if so, is this similar in style to his/her peers.	
Do they seem able to work out how others are feeling, and do they respond in the way you would expect?	
With adults:	With other young people:
Is the young person's social interaction different in the classroom compared to at break times? Please give examples if known.	

How does the young person differ in 1:1 vs group situations?	Does the young person have particular friends? Do they seek these friends out at lunch/break time?
Does the young person relate better to adults or their peers?	How easy is it for the young person to make and keep friends?
Does the young person have conflict with their friends or peers?	Does their friendship group change frequently?

<b>Imagination and Rigidity</b>
How is the young person with understanding and writing creative stories?
Does the young person take what you say (the rules) literally?
How are they with making predictions about consequences or other people's behaviour?
How does the young person cope with changes in staff, class group or school routine?
Do teachers scaffold change? Does the young person respond well to reassurance/explanations of change?
Are the young person's interests very narrow in focus, overly intense or unusual? Please give examples if known.
Please describe any rigid or unusual behaviours if known.

Does the young person exhibit any tics, unusual or repetitive mannerisms?

**Learning and Academic Ability**

What are the young person's academic strengths and difficulties?

Are there any concerns about their learning in any subjects?

Do you feel the young person is functioning to their potential? If not, are there any factors that might be impacting this?

What level of differentiation (if any) is needed?

What academic support is given and how is this targeted?

Are there any previous/current assessments of learning or cognitive functioning?

Does the young person have any visual, hearing, physical or medical conditions? If known, does this have an impact on their learning?

**Attention and Concentration**

What is the young person's concentration like?

How many minutes is the young person able to concentrate for on a learning task/subject they don't like?

How many minutes is the young person able to concentrate for on a play task/tasks of their interest?

When is it better/worse?

As far as you are aware, are there other factors that affect the child's concentration?

Does the young person often move or fidget? (Do they get out of their seat and wander around, chew things, fiddle with things etc.)

How is the young person at listening and following instructions? Do they need to be repeated or simplified?

Does the young person disrupt other children? If so, how?

Are they able to wait their turn? (To speak, in play etc.) Do they shout out in class or make inappropriate comments without thinking?

**Organisation and Co-ordination**

How are the young person's organisational skills? (Are they prepared for school/lessons, do they bring equipment, do they lose things etc.)

How is the young person with any physical activity?

Does the young person seem more or less co-ordinated than other young people? In what way?

Does the young person participate in any out of school activities and are there any difficulties known?

**Sensory Sensitivity or Sensory Seeking behaviours**

Does the young person seem sensitive to noise, touch, smell, taste, visual etc. Do they seek sensory stimuli to self-soothe?

**Behaviour**

Are there any specific behavioural difficulties? Please include specific examples of any behaviour seen.

If known, what are the triggers?

Please comment on any impact this behaviour may have on the young person and others.

Are these difficulties only present at home or in a school setting, or both?

Is the young person better/worse at the beginning or end of the week?

Does the young person perform better in some lessons than others?

If so, why do you think this is? i.e., do they like the subject, is it a particular teaching style?

Does the young person have any difficulties with homework or learning at home?

How does the young person differ at lunchtimes other unstructured times compared to in the classroom?

How does the young person respond to rules/boundaries/authority figures?

What is the young person's self-esteem/confidence like?

Are there any concerns about the young person's emotional wellbeing e.g., mood, self-harm, resilience? Does the young person have any noticeable anxiety?

Are there any safety issues e.g., risk taking behaviours, running off, lack of awareness of age-appropriate dangers?

Is there any social care involvement? Please provide any details if known.

What has been initiated to support the young person as per the graduated response e.g., referral to Early Help, parental courses?

Any other comments?