

OAP – Section D – Forms

Quick-Check Initial SEND Concern

Name: _____ Date: _____ Class/Tutor Group: _____

Communication & Interaction (C&I)

Concern?	Focus and Listening	Notes
<input type="checkbox"/>	Difficulties sustaining attention during self-directed learning	
<input type="checkbox"/>	Difficulties sustaining attention to an activity for an age-appropriate length of time	
<input type="checkbox"/>	Difficulties listening to instructions, particularly when engaged in something else	
<input type="checkbox"/>	Finds tasks with spoken instructions harder to complete than tasks where listening is not required	
<input type="checkbox"/>	Easily distracted and seems to prefer activities of their own choosing	
<input type="checkbox"/>	Finds tasks that involve focusing on peer interactions (e.g, responding to a peer) difficult to sustain	
Concern?	Receptive (understanding) Language and Communication	Notes
<input type="checkbox"/>	Difficulty understanding age-appropriate spoken instructions	
<input type="checkbox"/>	Difficulty understanding age-appropriate vocabulary and everyday words	
<input type="checkbox"/>	Finds it difficult to understand longer and more complex spoken language or multi-step instructions	
<input type="checkbox"/>	Finds abstract concepts difficult to understand (e.g, brave, huge, tiny)	
<input type="checkbox"/>	Difficulty understanding questions starting with words such as when, where, who, what, why, how, as well as command words (describe, explain etc.) - age appropriate subject specific /curriculum vocabulary	

<input type="checkbox"/>	Difficulty in remembering spoken information long enough to use it	
<input type="checkbox"/>	Finds sarcasm, ambiguities, and idioms and negatives in sentences and instructions confusing	
Concern?	Expressive (spoken) Language and Communication	Notes
<input type="checkbox"/>	Uses a smaller range of words and shorter sentences than other CYP of their age, wrong words for things and/or uses general words such as 'thingy' 'that' 'put' and 'get'	
<input type="checkbox"/>	Difficulty in structuring sentences and expressing thoughts, opinions and knowledge clearly	
<input type="checkbox"/>	Sounds muddled or disorganised when talking in longer sentences	
<input type="checkbox"/>	Misses out the small words and/or tends to repeat back what staff have said	
<input type="checkbox"/>	Difficulty narrating events in a way that is easy for the listener to understand	
<input type="checkbox"/>	Unable to use spoken language to convey their thoughts, feelings, wishes and/or opinions clearly	
<input type="checkbox"/>	Needs lots of prompting and support to be able to expressive themselves in front of others and finds it difficult to know where to start	
<input type="checkbox"/>	Uses immature grammatical structures	
Concern?	Speech	Notes
<input type="checkbox"/>	Has a stammer/stutter - a neurological difficulty in the speech messaging system interrupting the flow of speech. Sounds, syllables or words may be repeated, stretched out or stuck completely and speech can become tense and effortful.	
<input type="checkbox"/>	CYP may be less willing to communicate than peers	
<input type="checkbox"/>	Finds it difficult to recognise the difference between speech sounds	
<input type="checkbox"/>	Often substitutes one sound for another and has obvious difficulties in forming speech sounds	
<input type="checkbox"/>	Misses out sounds from words, misses off ends of words or never uses some speech sounds	
<input type="checkbox"/>	Difficulties using clear speech sounds in a whole sentence or conversation	

Concern?	Vocabulary	Notes
<input type="checkbox"/>	Difficulty understanding age-appropriate vocabulary and everyday words	
<input type="checkbox"/>	Difficulty understanding and using age appropriate subject specific /curriculum vocabulary	
<input type="checkbox"/>	Difficulty understanding concepts in a range of subjects, e.g, Maths	
<input type="checkbox"/>	Difficulty understanding question words	
<input type="checkbox"/>	Has word-finding difficulties	
<input type="checkbox"/>	Finds abstract concepts difficult to understand (e.g, brave, huge, tiny)	
Concern?	Social Communication and Interaction	Notes
<input type="checkbox"/>	Differences in their use of language in social contexts (verbal and non-verbal)	
<input type="checkbox"/>	Can have difficulties in recognising other people's perspectives	
<input type="checkbox"/>	Difficulties in maintaining a topic of conversation	
<input type="checkbox"/>	Difficulties understanding the rules of conversation	
<input type="checkbox"/>	Difficulty responding appropriately to non-literal language, irony and jokes	
<input type="checkbox"/>	Difficulty understanding visual and written inference (reading between the lines)	
<input type="checkbox"/>	Can find flexibility of thought difficult, including finding transitions challenging	
<input type="checkbox"/>	Can find social communication conventions difficult to follow	
<input type="checkbox"/>	Difficulties with sharing interests and attention	
<input type="checkbox"/>	Finds understanding and expressing own and other's emotions difficult, as well as predicting own and others' responses	

Cognition & Learning (C&L)

Concern?	Access to learning, working memory, processing, reasoning	Notes
<input type="checkbox"/>	A lack of progress despite adapted teaching strategies and targeted scaffolding - progress in learning for a CYP is at a slower rate and additional support is needed	
<input type="checkbox"/>	Attainment Levels – Below Age-Related Expectations (ARE) in both summative and formative assessments	
<input type="checkbox"/>	There is a noticeable gap between attainment and ability	
<input type="checkbox"/>	Difficulties with problem-solving, abstract concepts, and generalising learning	
<input type="checkbox"/>	There is evidence to suggest that the gap between the CYP and their peers is increasing	
<input type="checkbox"/>	May experience frustration due to difficulties with accessing learning - the CYP may give up easily or disengage	
<input type="checkbox"/>	The CYP may appear anxious about new tasks, situations or change	
<input type="checkbox"/>	May be easily distracted and or/distract others	
<input type="checkbox"/>	Has poor organisational skills and finds it difficult to organise and process ideas	
<input type="checkbox"/>	Needs additional time to process any instructions or information and can easily seem overwhelmed with information	
<input type="checkbox"/>	Difficulty in remembering information long enough to use it	
<input type="checkbox"/>	Finds verbal reasoning difficult	
<input type="checkbox"/>	Gives up easily when looking at problems	
<input type="checkbox"/>	Relies heavily on adults or peers for problem solving and does not work on problems independently	
Concern?	Reading, Writing, Handwriting, Maths	Notes
<input type="checkbox"/>	Uneven learning profile – development does not follow typical patterns across subjects or skills	
<input type="checkbox"/>	Reading and reading comprehension are consistently below Age-Related Expectations (ARE)	

<input type="checkbox"/>	Finds fluency in reading and decoding difficult	
<input type="checkbox"/>	Finds recording information/learning difficult and struggles to express themself in writing	
<input type="checkbox"/>	Handwriting is very slow and/or illegible	
<input type="checkbox"/>	Difficulty spelling and using age appropriate subject specific /curriculum vocabulary	
<input type="checkbox"/>	Maths is consistently below Age-Related Expectations (ARE)	
<input type="checkbox"/>	Finds the understanding and concept of number difficult	

Social, Emotional & Mental Health (SEMH)

Concern?		Notes
<input type="checkbox"/>	Anxiety impacts participation or engagement	
<input type="checkbox"/>	Low self-esteem or confidence affects learning	
<input type="checkbox"/>	Struggles to make or maintain relationships	
<input type="checkbox"/>	Needs frequent encouragement to stay on task; finds independent work challenging	
<input type="checkbox"/>	Difficulty following instructions	
<input type="checkbox"/>	Emotional wellbeing or mental health concerns affect access to the curriculum	
<input type="checkbox"/>	Poor concentration	
<input type="checkbox"/>	Engages in attention-needing behaviour and regularly seeks approval from adults and peers	
<input type="checkbox"/>	Poor organisational skills	
<input type="checkbox"/>	Gives up easily or disengages	
<input type="checkbox"/>	Difficulties in making and sustaining appropriate relationships with adults and peers	
<input type="checkbox"/>	Can often be easily influenced by others or in contrast can persuade others to do something against their will	
<input type="checkbox"/>	Difficulties with sharing and turn taking	
<input type="checkbox"/>	Poor attendance and/or finds it difficult to participate	
<input type="checkbox"/>	Early signs of non-attendance patterns / anxiety around attending / struggling to attend lessons	
<input type="checkbox"/>	Difficulty in understanding own actions	
<input type="checkbox"/>	Occasionally verbally and physically aggressive towards others requiring intervention to support regulation of response	
<input type="checkbox"/>	Sometimes engages in behaviours that pose a high risk or harm to themselves or others	
<input type="checkbox"/>	At times, challenges rules and authority, and requires support to conform	

<input type="checkbox"/>	CYP with medical conditions, sensory and physical needs as well as CYP who are/have been in care and/or are adopted may also have particular SEMH needs – a holistic picture of the CYP should be developed	
<input type="checkbox"/>	Difficulties with sleeping and/or eating	
<input type="checkbox"/>	Possible sensory sensitivities	

Sensory & Physical (S&P)

Concern?	Sensory – Hearing Loss (HL)/Deafness	Notes
<input type="checkbox"/>	Diagnosed fluctuating conductive hearing loss e.g. glue ear	
<input type="checkbox"/>	Diagnosed long term conductive hearing loss	
<input type="checkbox"/>	Diagnosed unilateral (one-sided) hearing loss	
<input type="checkbox"/>	Diagnosed permanent hearing loss	
<input type="checkbox"/>	Children with an undiagnosed, temporary hearing loss e.g. glue ear	
<input type="checkbox"/>	Poor listening skills in certain situations	
<input type="checkbox"/>	Delayed speech and language	
<input type="checkbox"/>	Difficulty maintaining attention	
<input type="checkbox"/>	Difficulty following instructions	
<input type="checkbox"/>	Hearing loss is impacting on learning	
<input type="checkbox"/>	Difficulties in making and maintaining friendships	
<input type="checkbox"/>	Assessments demonstrate that learning is below expected level for chronological age or is at risk of falling behind peers	
Concern?	Sensory – Visual Impairment (VI)	
<input type="checkbox"/>	Problems with balance	
<input type="checkbox"/>	Resistance to visual activities e.g. reading	
<input type="checkbox"/>	Poor spatial awareness	
<input type="checkbox"/>	Eccentric viewing (CYP looking in a different direction to that which is expected)	
<input type="checkbox"/>	Poor/reduced ability with colour differentiation	
<input type="checkbox"/>	Unexplained tiredness and headaches	
<input type="checkbox"/>	Poor hand-eye co-ordination	
<input type="checkbox"/>	A diagnosed eye condition which impacts on learning and may require specialist training, resources and/or equipment	
<input type="checkbox"/>	Reduced visual acuity (clarity) and/or field loss in one or both eyes, which affects learning (near and distance vision)	
<input type="checkbox"/>	Assessments demonstrate below expected level for chronological age or is at risk of falling behind peers	

<input type="checkbox"/>	VI impacts on mobility and orientation	
<input type="checkbox"/>	VI impacts on self-help and independence skills	
<input type="checkbox"/>	Difficulties with establishing and maintaining friendship which can lead to social isolation	
Concern?	Multi-Sensory Impairment	Notes
<input type="checkbox"/>	A combination of a diagnosed hearing loss and a diagnosed vision loss	
<input type="checkbox"/>	Multi-sensory impairment is affecting / impacting upon access to the curriculum	
<input type="checkbox"/>	Tires easily and attention and concentration will lapse at times	
<input type="checkbox"/>	Isolated from peers and finds social interaction challenging	
<input type="checkbox"/>	Communication with adults and peers is challenging	
<input type="checkbox"/>	Difficulty accessing the curriculum and other information e.g. assembly, notices, lunch arrangements, clubs etc.	
<input type="checkbox"/>	Needs support to access the settings e.g. mobility, orientation and dependence	
<input type="checkbox"/>	Difficulty recognising/responding to phonics	
Concern?	Sensory	Notes
<input type="checkbox"/>	Appears hyper-sensitive to sight, hearing, smell, taste, touch, vestibular sense (balance/movement), or proprioception (body position)	
<input type="checkbox"/>	Appears hypo-sensitive to sight, hearing, smell, taste, touch, vestibular sense (balance/movement), or proprioception (body position)	
<input type="checkbox"/>	Tries to avoid taking part in certain activities that might involve sight, hearing, smell, taste, touch, vestibular sense (balance/movement), or proprioception (body position)	
<input type="checkbox"/>	Tries to avoid certain areas of the setting / certain lessons / certain times of the day	
<input type="checkbox"/>	Early signs of non-attendance patterns / anxiety around attending / finds it difficult to participate	
<input type="checkbox"/>	Fidgets and moves around a lot	
Concern?	Physical and Motor Skills	Notes
<input type="checkbox"/>	Fine or gross motor skills affect learning and/or access to curriculum	
<input type="checkbox"/>	Gross motor skills lack fluency and lag behind peers	
<input type="checkbox"/>	Frequent trips and falls	
<input type="checkbox"/>	Cautious on steps or stairs	

<input type="checkbox"/>	Bumps into people or furniture etc. regularly	
<input type="checkbox"/>	May dislike PE and similar activities	
<input type="checkbox"/>	Slow to change before/after PE and clothes/shoes on incorrectly	
<input type="checkbox"/>	Difficulties with pencil /pen skills or handwriting	
<input type="checkbox"/>	Difficulties manipulating concrete resources	
<input type="checkbox"/>	Difficulties with fine motor activities such as threading, craft, scissors	
<input type="checkbox"/>	Requires support to develop independence	
<input type="checkbox"/>	A physical disability affects learning and/or access to curriculum	
<input type="checkbox"/>	Able to participate in classroom activities, but difficulties in undertaking certain tasks have a significant impact on pace of work	
<input type="checkbox"/>	Concerns around social inclusion	
<input type="checkbox"/>	May try to distract from difficulties through presentation in class	
<input type="checkbox"/>	Difficulties with self-esteem, confidence, and emotional well-being	
<input type="checkbox"/>	May require support with toileting	
<input type="checkbox"/>	Medical needs affect learning and/or access to curriculum	