

Guidance notes & example framework

This framework acts as a prompt sheet for thinking about a young person who you may have a concern about in school.

It helps with gathering information about a young person and provides prompts for thinking about next steps.

You'll see from the example for Joe on the next page that:

- It might be worth thinking about referring Joe for a hearing assessment given his daydreaming behaviour and history of hearing loss.
- There might be a focus on building and strengthening the relationship between home and school so that there is better understanding and more knowledge about this context.
- Would Joe like more friends in school? Is something troubling him? Having an opportunity to talk to a trusted adult might be a good next step or intervention.

External Influences: (e.g. lesson topic, friendships, home)

Unclear home situation? Not sure if parents are together.
Older sister (Yr.6) in school who is confident & academically able.

Very reluctant to work in a group,
can be passive in this situation,
will sit & do nothing & daydreams.

Observed Behaviour: (e.g. sociable, tearful, poor spelling)

Poor concentration during carpet time:
daydreams & is distracted.

Likes to have adults
monitor his work.

Slow and laboured
handwriting.

Better attention
in numeracy
& PE.

Has 2 friends
in school (Sam
& Isaac).

Internal Influences: (e.g. anxious, hearing loss, good memory)

Early hearing
loss & fitted
with Grommets.

JOE (Year 4)

Shy & withdrawn.



Says he is
worried in school.

Good language
development &
reached milestones.

Enjoys colouring.

Currently
has free
school meals.

Slow to start independent
work - 'looks lost'.

Responds well to
praise & rewards.

Worried & tearful at
the start of the day.
(Dad drops him off.)

Not much
relationship
between
home & school:
parents not
well known.

Forms good relationships with adults.

Often arrives late at the start
of the school day.

Family are local & have lived in
the area for a while.