

## **Early assessment form help sheet** **Ladywood Outreach Service :**

The aim of the Outreach Service is to support the inclusion of pupils with a complexity of learning and communication difficulties, in addition to the full range of autistic spectrum disorders in mainstream schools. We will endeavor to work in a multi - disciplinary way and collaboratively with our mainstream colleagues. The Early Help Form is now the mechanism for referral to the Outreach Service and in addition to the holistic assessment, the following information will be needed when referring to the service.

### **General Health / Physical Development:**

- Is the child under a paediatrician?
- Are there any known medical conditions?
- Were there any complications at birth?
- Are there any issues with toileting, feeding, sleeping, drinking?
- Hearing or visual impairments?
- Any issues with fine gross motor skills, body awareness and balance, are they under / over active?
- Is OT or Physio involved?

### **SLCN**

- Is there a Speech Therapy programme in place in school or is there a referral to Speech?
- What is the child's preferred communication style?
- What strategies are already in place and what are the outcomes of these?
- Is speech age appropriate? / How effective is speech sound production?

### **Emotional & Social Development**

- What are the relationships like with adults and peers?
- Brief description of social & play skills
- How do they express their emotions or how aware of their emotions are they?  
Are they able to self-regulate emotions?
- Ability to cope with change.
- Any significant changes in behaviours?
- Any special interests?
- What strategies are currently being used by the setting and the outcomes?

### **Behavioural Development**

- Any Diagnosis or medical issues that may affect behaviours including medication.
- Patterns, triggers or frequencies of behaviours.
- Ability to share and take turns.
- Behaviours at school / strategies used and the outcome.
- Friendships – are they well maintained / ability to form.
- Any approval seeking behaviours?
- Any indicators of low self-esteem / self-image?
- Any social differences?



### **Family & Social Relationships**

- Relevant home information / concerns
- Adult / child relationships and preferences
- Are relationships maintained – one sided or reciprocated?
- Age appropriate behaviours / interests / expectations/ experiences

### **Self-Care and Independence**

- Can they organise themselves for learning / other activities?
- What level of support is currently given and how is this used to address the needs?
- Independence in toileting/ feeding / dressing /travel / danger awareness

### **Understanding, Reasoning, Problem Solving in Learning:**

- Any EP assessments / cognitive scores to share?
- Evidence of learning styles and appropriate differentiation
- CAT / LUCID or any other standardised assessment scores
- Can they work collaboratively with their peers?

### **Participation in Learning, Education and Employment**

- Attendance - % of time in school
- Nurseries & private settings which days do they attend?
- Involvement in extended curricular activities / work experience activities

### **Progress and Achievement in Learning: (MUST INCLUDE)**

- 2 Terms of Provision Maps with an evaluation of their effectiveness.
- Progress information in your preferred assessment format.

### **Learning Aspirations**

- Likes and dis-likes / Interests at school / home
- Secondary Career aspirations

### **SPLD Referral Please only complete the following sections :**

- Personal details
- Setting Details
- Development of the child / Young person with particular focus on Progress and achievement in learning.
- It is essential to focus on the strengths and difficulties
- If Irlen assessment required then please indicate the distortions, difficulties or discomfort experienced by the child or young person.
- Please include any historical Teaching Strategies / interventions used or that are currently in place.

**In completing this form Ladywood Outreach Service is assuming that parental consent has been given and the original signature remains with the school / setting. We will not observe a child without parental consent. We may ask to see signed copy on arrival before observation takes place.**

Thank you

