

Information request from school

SCHOOL:

CHILD'S NAME:

D.O.B:

Date completed:

Name and Role of person completing the questionnaire:

Dear Colleague, this child /young person is being/has been referred to the community paediatric service for further assessment. To enable a comprehensive assessment and liaison with the team around them please provide the following details

1. Please provide a cognitive profile to indicate the age (in years, months) that the child is currently attaining in the following domains
 - a. Creative Activities
 - b. Physical and practical activities
 - c. Reading
 - d. Spelling
 - e. Writing
 - f. Maths
 - g. General level of attainment
 - h. A description of the rate of academic progress (e.g. is it maintained on expected trajectory or declining) and what has contributed to this?
 - i. How much extra help compared to peers, does the CYP receive and what form does this take? What has been the impact of these interventions?
2. What are the CYP's views of their strengths and difficulties
3. Does the CYP enjoy attending school? If not, what is contributing to this?
4. What is attendance like? If attendance is not as expected, why is this, and what has been done to optimise this?
5. Please provide information in the following areas and any additional information that you would think helpful to the assessment
 - a. A description of the different behaviours of concern (think about what, when, where and with whom etc.)?
 - b. What aspects of behaviour are the most disabling for the Child/Young Person (CYP)? What impact do they have at school or in the community?
 - c. What aspects of the behaviour are causing the most disruption to those around the CYP, and in what way?

- d. Please describe the strategies used to gain optimum behaviour, to enable the CYP to access the breadth of curriculum.
 - e. Are there any safety issues – running off, lack of awareness of age-appropriate dangers, risk taking behaviours etc?
 - f. Are there difficulties at transition time (also consider school drop off and pick up or in transport)? How have these been supported?
 - g. Has the CYP person settled into school or new class? How has this been supported if any difficulties?
 - h. How does the CYP cope with changes in staff, class group or school routine? Are you putting in additional support over and above their peers? If so, what?
 - i. Please comment the CYPs response to rules and discipline; and are there differences with different adults?
 - j. What other out of school activity or wider participation does the CYP attend regularly and are there any difficulties there?
 - k. Please describe the CYP's play or interactions with peers. Please comment on their ability to make and keep friends and repair friendships.
 - l. Does the CYP relate better to younger children, peers or adults and in what way?
 - m. Please describe relationships with peers in co-operative classroom work. How is the CYP in unstructured classroom time or free play (e.g. interactions, play skills (turn taking, imagination), personal space etc), compared with structured activities (getting on with specified classroom tasks academic and non-academic)?
 - n. Please describe the classroom behaviour in lessons which demand settled attention and task completion? E.g. describe the CYP's ability at initiating and completing (quality and amount in line with expectations) a writing assignment, mathematic (mental or paper based) or quiet reading.
 - o. Does the CYP need instructions to be simplified or repeated, and how do they respond when this is done?
 - p. Do you have concerns about his or her speech and language development?
 - q. Please let us know if the CYP has difficulties with sensory issues such as noisy environments, taste, texture, sound, vision, touch, smell etc. Consider difficulties in lunch hall etc
 - r. Please comment on the CYP's general organisational skills: e.g. correct books/equipment in lessons, handing in homework, and PE kit remembered, taking home belongings/letters
 - s. Is the CYP appropriately independent in line with cognitive functioning?
 - t. Are there any other concerns that you want to bring to our attention? (e.g. mannerisms, gross or fine motor skills difficulties, specific learning difficulties, or other factors affecting the family)
 - u. Do you have concerns about the CYP's mood, resilience, or mental health? Please describe.
6. Please enclose reports from any professionals internal and external who have been involved in the CYP assessment and management or indicate when future reports will be available if awaiting assessment

Remember please support parents in accessing help to address behaviours/ social emotional concerns at home/ outside school to go alongside any assessment by the paediatric services