

### EARLY IDENTIFICATION: Primary Initial Concerns Assessment

Assessment name	What is it?	How it works	What can it tell you?
Primary Initial Concerns Assessment	A list of prompt questions to support your consideration of all aspects of the child/young person's (CYP) development	<p>To be completed by class teacher/support staff with SENDCo. For each item consider the four points below: (there is a column to add comments and more information at the bottom of the form)</p> <ul style="list-style-type: none"> <li>• If the child/young person's behaviour stands out as different or delayed compared to most other child/young persons of similar age.</li> <li>• Reflect on whether the concern is ongoing and persistent (rather than one-off).</li> <li>• Is the concern in one context or across contexts? (e.g. in every class).</li> <li>• If it interferes with the child/young person's ongoing development, learning and progress.</li> </ul> <p><b>N.B. confirm that the CYP's hearing and vision has been checked so that these can be ruled out of your hypotheses</b></p>	<p>The assessment helps staff to consider broad areas of need for the child/young person's development.</p> <p>The information gathered can help staff collaboratively develop initial strategies to support development of particular areas of concern as part of a plan do review cycle before going on to assess needs further.</p>
Child/young person		Date completed	
Completed by (name)		Staff role	
School		Year group	

Please complete ALL sections

#### ***Do you have concerns about the child/young person in relation to....?***

Social, Emotional, and Mental Health	Y/N	Comments
Forming and maintaining positive peer relationships		
Co-operating with adults		
Tantrums or aggressive behaviours		
Self-control (managing anger and frustration)		
Viewing themselves negatively		
Expressing feelings verbally (but uses behaviour to communicate)		
Giving up easily when feeling challenged		
Appearing withdrawn, fearful, anxious, upset or distressed		
<b>Speech, Language and Communication.</b> (Ensure you have ruled out hearing difficulties, e.g. hearing tests are OK or any hearing support needed is provided and is effective)		
Receptive: Looks confused, blank or does not respond when spoken to		
Receptive: Doesn't seem to understand the words for many everyday objects or actions		



Receptive: Struggles to demonstrate understanding in an age appropriate manner		
Expressive: Struggles to get meaning across to adults or peers		
Expressive: Struggles to indicate basic needs clearly		
Expressive: Does not tend to approach others to express ideas or share news		
Expressive: Has difficulties producing clear speech, or language seems muddled		
<b>Cognition and Learning</b> (answer Y/N as above or circle the particular difficulties if not all relevant, e.g. put 'Y' and circle 'initiating tasks' if that is the only concern on the first item below)		
Initiating tasks, switching tasks, completing tasks		
Maintaining attention on task; duration of attention		
Following instructions (e.g. can follow one-part but not two-part)		
Motivation for learning		
Actions interfere with their own learning and that of peers		
Reading (decoding; reading comprehension; fluency)		
Writing (letter formation; spelling; grammar; amount of writing produced; organisation of writing in a paragraph)		
Maths (recognising numbers; counting; number facts; use of signs)		
<b>Sensory, Physical and Health</b> (answer Y/N as above or circle particular difficulties if not all relevant)		
Sensory development e.g. proprioception; sensory seeking behaviour; sensory sensitive (put examples of stimuli in comments).		
Hearing (if so – these should be checked by health services)		
Vision (if so – these should be checked by health services)		
Physical development (fine motor; gross motor; mobility; self-help)		
Medical needs (e.g. needing regular adult intervention)		
Previous head/brain injury, e.g. minor concussion, brain tumour, falls & accidents, illnesses/infections.		

**Notes:** add in a brief summary of the priority concern and any additional relevant information