**Embracing S.E.N.D, Inclusion for all!**

This questionnaire is designed as an initial starting point for us to best advise you.

It may be completed by the Class Teacher and/or SENCo. It may be helpful to complete this alongside parents.

Step 1: Complete this Confidential Pupil Questionnaire.

Step 2: Email it across to [info@esendi.co.uk](mailto:info@esendi.co.uk)

Step 3: Await our response. Our Specialist Teacher Team will meet to review the information. You will receive advise from our specialist teacher team given the information provided within 1-2 days.

 Request for FREE specialist Advise form

Confidential Background Information

School:………………………………………………………………………………………….

Tel No: ………………………… Email:…………………………………………………..

Year: ………………………. No. in Year Group (approx): ……….. …………..

No. in class: …….. No. in School: ………………

Attendance: regular/irregular – reason:

…………………………………………………………………………………………………..

**Summary of school's view of difficulties**

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**SEN Register**

Is the pupil on the school’s SEN register? YES/NO

Does the pupil have an Individual Education Plan/Pupil Passport/Support Plan/ Provision Map? YES / NO

If yes, please attach a copy of the IEP, provision map or any other relevant documentation if possible- please blank out personal pupil information.

…………………………………………………………………………………………………

Has he/she seen an Educational Psychologist, Learning Support Teacher or any other professional? (e.g. Speech Therapist)

YES / NO

If yes, please give details and dates:

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....................................................................................................................................... Please circle/highlight response

|  |  |
| --- | --- |
| Very high levels of motor activity, including feet swinging and tapping when seated, hand-clapping or twisting. Unable to stay still | Yes / No / Maybe |
| Often lies or cheats | Yes / No / Maybe |
| High levels of excitability, with a loud/shrill voice | Yes / No / Maybe |
| Standard of work dropping dramatically | Yes / No / Maybe |
| Short attention span and being easily distracted | Yes / No / Maybe |
| Easily distressed and prone to temper tantrums | Yes / No / Maybe |
| Has a stammer | Yes / No / Maybe |
| May constantly bump into objects and fall over | Yes / No / Maybe |
| Unusual sensory interests – for example, may sniff toys, objects or people inappropriately | Yes / No / Maybe |
| Often fights with other children or bullies them | Yes / No / Maybe |
| Seems to get frustrated or suffers unduly with stress and/or low self-esteem | Yes / No / Maybe |
| Has a strong like or dislike of certain foods based on the texture or colour of the food as much as the taste | Yes / No / Maybe |
| Has difficulties due to family breakdown | Yes / No / Maybe |
| Hands flap when running | Yes / No / Maybe |
| Has an habitually hoarse voice | Yes / No / Maybe |
| Struggles with phonics and learning the letter-to-sound rules | Yes / No / Maybe |
| Difficulty with pedalling a tricycle or similar toy | Yes / No / Maybe |
| May bully others or is a victim of bullying behaviour | Yes / No / Maybe |
| Lack of any sense of danger (jumping from heights etc) | Yes / No / Maybe |
| Becomes subdued or over excited | Yes / No / Maybe |
| Continued messy eating. May prefer to eat with their fingers, frequently spill drinks | Yes / No / Maybe |
| Prefers to have a familiar routine and getting very upset if there are changes to their normal routine | Yes / No / Maybe |
| Has trouble learning nursery rhymes or songs | Yes / No / Maybe |
| Peer group difficulties/relationships | Yes / No / Maybe |
| Unable to stick at tasks that are tedious or time-consuming | Yes / No / Maybe |
| Has developed a highly specific interest in a particular subject or activity | Yes / No / Maybe |
| Avoids constructional toys, such as jigsaws or building blocks | Yes / No / Maybe |
| Many worries, often seems worried | Yes / No / Maybe |
| Confuses left and right | Yes / No / Maybe |
| Repetitive movements, such as flapping their hands, rocking back and forth, or flicking their fingers | Yes / No / Maybe |
| Poor fine motor skills. Difficulty in holding a pencil or using scissors. Drawings may appear immature  Laterality (left- or right-handedness) still not established | Yes / No / Maybe |
| Not using 5-6 word utterances | Yes / No / Maybe |
| Sensitive to sensory stimulation, including high levels of noise, tactile defensiveness, wearing new clothes | Yes / No / Maybe |
| Sudden changes, marked mood swings and/or behaviour that appears out of character  and/or extreme | Yes / No / Maybe |
| Speech that sounds very monotonous or flat | Yes / No / Maybe |
| Unable to wait their turn | Yes / No / Maybe |
| Bothered by: glare on the white page when reading | Yes / No / Maybe |
| Barely legible handwriting | Yes / No / Maybe |
| Speaking in pre-learned phrases, rather than putting together individual words to form new sentences | Yes / No / Maybe |
| Appears clumsy and stumbles often, slouches in chair | Yes / No / Maybe |
| Seems not to understand spoken instructions when  other skills are good | Yes / No / Maybe |
| Excessive talking | Yes / No / Maybe |
| Craves rough housing, tackling/wrestling games | Yes / No / Maybe |
| Seems bright in some ways but unexpectedly struggles in others | Yes / No / Maybe |
| Struggles to learn sequences such as days of the week or the alphabet | Yes / No / Maybe |
| Is unintelligible to familiar adults much of the time | Yes / No / Maybe |
| Is a slow reader or makes unexpected errors when reading aloud | Yes / No / Maybe |
| Difficulties in Physical Education lessons | Yes / No / Maybe |
| Is easily overwhelmed on the playground | Yes / No / Maybe |
| Not being aware of other people’s personal space, or being unusually intolerant of people entering their own personal space | Yes / No / Maybe |
| Being unable to sit still, especially in calm or quiet surroundings | Yes / No / Maybe |
| Often has temper tantrums or hot tempers | Yes / No / Maybe |
| Often reads a word, then fails to recognise it further down the page | Yes / No / Maybe |
| Uses unusual word order | Yes / No / Maybe |
| Literal use of language | Yes / No / Maybe |
| When reading, easily lose their place | Yes / No / Maybe |
| Has problems carrying out three instructions in sequence | Yes / No / Maybe |
| Difficulties in adapting to a structured school routine | Yes / No / Maybe |
| Considerate of other people's feelings | Yes / No / Maybe |
| Seeming to talk "at" people, rather than sharing a two-way conversation | Yes / No / Maybe |
| Acting without thinking | Yes / No / Maybe |
| Never uses sound group f, v, s, z, sh | Yes / No / Maybe |
| Eyes feel dry/itchy/watery | Yes / No / Maybe |
| Appears to have poor concentration | Yes / No / Maybe |
| Literal use of language | Yes / No / Maybe |
| Has a lisp | Yes / No / Maybe |
| When reading, finds that words look different or change after a while | Yes / No / Maybe |
| Inability to remember more than two or three instructions at once | Yes / No / Maybe |
| Seems to struggle with maths and/or understanding the terminology in maths: for example, knowing when to add, subtract or multiply | Yes / No / Maybe |
| Limited concentration and poor listening skills | Yes / No / Maybe |
| Rubs eyes | Yes / No / Maybe |
| School refusal | Yes / No / Maybe |
| Does not seem to understand what is said to him/her | Yes / No / Maybe |
| Slow completion of class work | Yes / No / Maybe |
| Low self esteem | Yes / No / Maybe |
| child is in constant motion | Yes / No / Maybe |
| not enjoying situations and activities that most children of their age enjoy | Yes / No / Maybe |
| interrupting conversations | Yes / No / Maybe |
| Uses sounds not normally found in English | Yes / No / Maybe |
| Continued high levels of motor activity | Yes / No / Maybe |
| Is overly sensitive to stimulation, overreacts to or does not like touch, noise, smells, etc | Yes / No / Maybe |
| Prefers to avoid using spoken language | Yes / No / Maybe |
| Has difficulties understanding time and tense | Yes / No / Maybe |
| Has little interest in interacting with other people, including children of a similar age, or having few close friends, despite attempts to form friendships | Yes / No / Maybe |
| Makes careless mistakes – for example, in schoolwork | Yes / No / Maybe |
| Hand flapping or clapping when excited | Yes / No / Maybe |
| Is easily distracted in the classroom, often out of his/her seat, fidgety | Yes / No / Maybe |
| Has been bereaved or suffered loss or separation | Yes / No / Maybe |
| Struggles with mental arithmetic or learning times tables | Yes / No / Maybe |
| Tendency to become easily distressed and emotional | Yes / No / Maybe |
| Avoids eye contact | Yes / No / Maybe |
| Bothered by: bright sunshine | Yes / No / Maybe |
| Constantly fidgeting | Yes / No / Maybe |
| Struggles to remember what has been read | Yes / No / Maybe |
| Inability to form relationships with other children | Yes / No / Maybe |
| Uses k and g for many other consonants, e.g. door  = goor, sun = gun, shoe = gu | Yes / No / Maybe |
| Puts letters and numbers the wrong way: for example, 15 for 51, b for d or “was” for “saw” | Yes / No / Maybe |
| When reading, use a marker/finger to keep place | Yes / No / Maybe |
| Spells a word several different ways | Yes / No / Maybe |
| Sleeping difficulties, including wakefulness at night and nightmares | Yes / No / Maybe |
| Struggles to copy information down when reading from the board | Yes / No / Maybe |
| Is unable to concentrate on tasks | Yes / No / Maybe |
| Can answer questions orally but has difficulties writing the answer down | Yes / No / Maybe |
| Constantly changing activity or task | Yes / No / Maybe |