

Student and Family Support (SAFS) Commissioning Form

Only use this form if: 1) the child has previously been discussed with the SAFS team or 2) the child has been raised at two ATMs 3) you have parental permission

Child's name:		Class:		Date:		EAL :	Y/N
Completed by:		SAFS:	Raised before Never raised	Attendance:	%	PP:	Y /N

Date Raised at ATM	Actions	Outcomes	Completed by

Student and Family Support (SAFS) Commissioning Form

Name of Learner:

For each behaviour, write **not at all (N)**, **sometimes (S)**, or **often (O)**

	T	P		T	P
Difficulty with phonological awareness			Often late in reaching milestones; some do not crawl		
Difficulty following instructions			Persistent difficulties dressing		
Lack of fluency in reading, affecting comprehension			Bumps into things/people		
Inaccurate word decoding			Difficulties running, hopping, jumping, riding a bicycle		
Persistent and marked difficulty with spelling			Handwriting difficulties		
Difficulty in finding the right word to describe things			Difficulty using scissors, cutlery, etc.		
Mispronounces words			Unaware of external dangers		
Poor short term and/or working memory			Classwork rarely finished		
Takes longer than average to complete written tasks			Poor at ball skills and general co-ordination		
Difficulty copying from the board			Difficulty following instructions		
Has obvious good/bad days			Poor posture/hypermobility		
Low self esteem			Poor stamina		
Written work doesn't reflect verbal ability			Inconsistent performance		
Needs additional time to produce an oral response			Attention difficulties		
Lack of enjoyment of reading			Delayed acquisition of speech and language		
Can be clumsy and lack coordination			Sensory issues (e.g. problems with unexpected noise, certain materials, textures, etc.)		
Difficulty hopping/skipping			Takes longer to process information		
Not seeming to listen when spoken to directly			Responds to social interaction but does not initiate it		
Not following through on instructions			Difficulty understanding jokes/figures of speech		
Difficulty in organising tasks or activities or knowing where to start			Difficulty reading social interactions		
Easily distracted by extraneous stimuli			Lack of awareness of personal space		
Forgetful in daily activities			Makes honest but inappropriate observations		
Loses things and is disorganised			Socially inappropriate eye contact		

Student and Family Support (SAFS) Commissioning Form

Cannot sit still when expected or required			Is hyperactive/uncooperative/oppositional		
Blurts out answers before the question is finished			Difficulty maintaining friendships		
Difficulty in engaging in activities quietly			Is over-sensitive to certain textures or sounds		
	T	P		T	P
Inability to control emotions			Resistant to change		
"On the go" constantly			Difficulty in transferring skills from one area to another		
Talks at speed			Difficulty with reading comprehension		
Interrupts or intrudes on others			Abnormal use of tone/pitch in speech		
Appears inattentive/day dreamer			Engages in the same task repeatedly and/or in ritual behaviours		
Can't wait to take their turn			Has unusual movement patterns		
Difficulty sustaining attention in tasks			Experiences anxiety and heightened behaviours in new situations		
Inability to perceive risk/danger			Inability to perceive risk/danger		
Problems with counting			Listens well but still seems unable to understand		
Confusion with number direction, e.g. 92 or 29			Slow or struggles to respond when given an instruction or asked a question		
Difficulty remembering how numbers are written			Understanding may be limited to the 'here and now'		
Difficulties understanding mathematical symbols			Difficulties understanding non-literal language such as idioms, metaphors and multiple meanings		
Difficulties with the concept of space and/or direction			Might respond to just part of an instruction, usually the beginning or end		
Takes a long time to complete mathematical tasks			Difficulty learning and using new words		
Problems with estimating			Knows a word but can't remember it or says a word that's similar		
Problems with the planning of activities			Difficulty making longer sentences		
Poor memory for basic maths facts			Sentences sound muddled or confused		
High levels of debilitating anxiety related to maths			Pauses a lot while talking or restarts sentences		
Problems with orientation/direction			Finds it hard to understand and make up stories		
Mixes up similar looking numbers			Difficulty joining in and following games		
A poor understanding of place value and its use in calculations			Difficulty joining in and keeping up with conversations		
Problems remembering shapes			Poor behaviour due to communication frustration		
Problems counting backwards			Difficulties with reading and writing		
Poor concept of time and reading analogue clocks/watches			Often good with practical tasks		

Student and Family Support (SAFS) Commissioning Form

Inability to subitise (instantly recognise number of items without counting)					
--	--	--	--	--	--

Student and Family Support (SAFS) Commissioning Form

Guidance Note; Please speak to parents and gain permission for SAFS involvement

Parental views

Please include date SAFS commission was discussed with parents.

Any other information?

(Historical info, reports from previous school/preschool/nursery, behavioural/emotional needs, friendship issues, home issues etc.)

END OF FORM

Please print and give to a Helen Piper for logging and discussion at SAFS

Student and Family Support (SAFS) Commissioning Form

SAFS TO COMPLETE

Date received:	
By Whom:	
Discussed at SAFS on:	

SAFS Team Review:

Date	Actions	By Who	By when	Outcome

