

A-Z of Special Needs for Every Teacher

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Sourcecode: 08Ewebresource

Early years SEN observation summary

Name:

Date of birth:

Admission date:

Home language:

Areas where help is needed	What action and outcomes so far?
Personal, social and emotional development	
Communication, language and literacy	
Problem solving, reasoning and numeracy	
Knowledge and understanding of the world	
Physical development	
Creative development	
What are the child's interests and strengths?	
What are the parents'/carers' views?	
What outside agencies are involved (if any)? (Attach reports if appropriate.)	

Signature (SENCo):

Date:

Signature (parent/carer):

Date:

Early years SEN observation summary

Name: Robbie J

Date of birth: 14/5/03

Admission date: 5/9/07

Home language: English

Areas where help is needed	What action and outcomes so far?
Personal, social and emotional development Makes very little social contact with peers. Prefers company of adults. Obsessive need to count and order objects. Often withdrawn.	Circle time to encourage social interaction. (R very reluctant to participate so far.) Games to develop social skills and turn-taking.
Communication, language and literacy Communicates at level of a 2½-yr-old – just 3 or 4 word phrases.	Visual support for conceptual language using pictures and symbols.
Problem solving, reasoning and numeracy Appears to have excellent numeracy skills, but language difficulties mask ability at this stage.	Visual support for new numeracy vocabulary and concepts. (Has learned number names up to 20 and uses these confidently.)
Knowledge and understanding of the world Limited to own needs within home and school environments.	Encouraged parents to give R opportunity to have one new experience per week in a non-threatening environment.
Physical development	
Creative development Excellent line drawings of vehicles, but dislikes using different media. Refuses to take part in role play.	TA to build on R's interest by encouraging him to play with vehicles and modelling situations (eg at a garage, car park, driving to school, etc)
What are the child's interests and strengths? Can count and recognise numbers to 20 and uses this skill to count and order vehicles. Good line drawing skills, but limited to vehicles at the moment.	
What are the parents'/carers' views? They are concerned that R is often withdrawn, in a world of his own, and they recognise that he has very immature language skills compared to his older brothers at this age.	
What outside agencies are involved (if any)? (Attach reports if appropriate.) Awaiting speech and communication therapist's assessment – due November 09.	

Signature (SENCo): A Brent

Date: 8/09/09

Signature (parent/carer):

Date:

Individual observation and recording sheet

Name:




Date:

Class:

Year group:

Teacher:

Lesson/activity
Lesson objective(s)
Key vocabulary
Learning
Attitude/behaviour
General comments

Pupil's self-assessment			
	 very good	 so-so	 not so good
Learning			
Behaviour			

Individual observation and recording sheet

Name: Jack C.

Date: 18/11/09

Class: Chestnut

Year group: 2

Teacher: Mrs Barnes

Lesson/activity

Follow instructions for making a puzzle and make it from card.

Lesson objective(s)

Follow and recall a simple sequence of instructions.

Key vocabulary

First, next, after, then, finally

Learning

J needed instructions to be typed, using 'Writing with symbols', to help understanding. Beginning to understand time sequence words, but will need to do another similar activity to make sure of understanding.






Attitude/behaviour

J was able to focus for the whole session because each part of the task was not too long (me typing up instructions, J reading as I typed, drawing picture, making puzzle parts, cutting out, re-assembling).

General Comments

Jack was motivated by this activity because he likes drawing. He needed support for the reading part of the task.

Pupil's self-assessment

	 very good	 so-so	 not so good
Learning	 I like drawing		
Behaviour			

Group observation and recording sheet

Date:

Class:

Year group:

Teacher:

Lesson/activity
Lesson objective(s)
Key vocabulary

Names	Assessment	Observation notes and comments

Assessment Key

- ✓ fully understood
- ~ partially understood, but needs consolidation
- ✗ not understood (or very little understood)

Additional comments (behaviour, attitudes, etc)
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Group observation and recording sheet

Date: 17/10/09

Class: 3BW

Year group: 3

Teacher: Bxx Wxxxxxx

Lesson/activity

The Ants and the Grasshopper – write an alternative ending to the story.

Lesson Objective(s)

Make predictions about characters, actions and reactions.

Key Vocabulary

Predict, alternative ending, actions, reactions

Names	Assessment	Observation notes and comments
Max	~	Was able to predict orally, but had difficulty transferring ideas to paper.
Todd	✓	Rather an unimaginative ending, but understood the idea.
Ella	✓	Enjoyed using the comic strip format and came up with an interesting ending.
Calum	x	Retold the story, but wanted to copy Todd and became angry when he moved away.
Molly	~	Very slow start with lots of thinking and yawning. Task not quite completed.
Alex	~	Enjoyed using the comic strip format but rather a muddled ending with a spider in the story!

Assessment Key

- ✓ fully understood
- ~ partially understood, but needs consolidation
- x not understood (or very little understood)

Additional comments (behaviour, attitudes, etc)

Calum seems to have issues with self-esteem and says that no one likes him or wants to play with him. Lacked confidence with this activity.