

Hull Graduated Approach – IDENTIFICATION:
Step 1a: Cause for Concern

Concerns about... checklist

| Communication and interaction <i>There are concerns about...</i> | Pupil <i>(where appropriate)</i> | Parent | School/Setting |
|---|-------------------------------------|--------|----------------|
| the pupil's attention and/or listening skills – their ability to focus their attention and take part in group work or language-based activities | | | |
| the pupil's receptive language – their ability to understand spoken language | | | |
| the pupil's expressive language – their ability to use language to communicate with others | | | |
| the pupil's speech sound development – their ability to produce and/or discriminate between the sounds necessary for clear, intelligible speech | | | |
| the pupil's social communications – their ability to use language appropriately and successfully in social situations | | | |
| the pupil's uneven learning profiles and learning preferences, for example, they do not follow the usual developmental patterns | | | |
| the pupil's communication skills, for example, verbal and non-verbal | | | |
| ability to recognise the feelings, perspectives or empathise with others and respond appropriately | | | |
| the pupil's social development capacity to 'share interest' and/or 'share attention' | | | |
| the pupil's rigidity of thought for example ability to manage changes in routine | | | |
| the pupil's sensory skills for example over sensitivity or under sensitivity to sensory stimuli | | | |

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| Cognition and learning <i>There are concerns about...</i> | Pupil <i>(where appropriate)</i> | Parent | School/Setting |
|---|--|---------------|-----------------------|
| the pupil's lack of progress, even when adaptive teaching approaches are targeted at areas of weakness | | | |
| the pupil's performance levels for example they are below the level within which most pupils are expected to work | | | |
| the pupil's indicative test scores are below expected levels | | | |
| the pupil's attainment in underlying skills is beginning to interfere with their ability to make progress; for example skills in speech and language, English and Math | | | |
| the pupil's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem-solving skills | | | |
| the pupil's attitude and/or approach to learning which is restricting access to the curriculum; for example pupil is demotivated, disorganised or lacks independent learning skills (despite motivating and adaptive teaching approaches) | | | |
| the pupil's cognitive development for example ability to sustain concentration or self-direct their learning, resist distraction, hold and manipulate the short-term memory | | | |

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| Social, emotional and mental health <i>There are concerns about...</i> | Pupil <i>(where appropriate)</i> | Parent | School/Setting |
|--|--|---------------|-----------------------|
| the pupil's learning behaviours are negatively affecting the pupil's and/or peers' access to learning | | | |
| the pupil's social behaviour, which is negatively affecting the pupil's and/or peers' access to learning | | | |
| the pupil's emotional wellbeing or mental health, which is negatively affecting the pupil's and/or peers' access to the curriculum | | | |
| the frequency with which the pupil reaches the limit of normal school/setting sanctions or behaviour recovery steps | | | |
| the level of adversity the child has faced – their resilience | | | |
| how early experiences may be having an ongoing impact on their resilience | | | |
| the ability to deliver appropriate interventions | | | |

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| Sensory and physical <i>Areas of concern...</i> | Pupil <i>(where appropriate)</i> | Parent | School/Setting |
|---|--|---------------|-----------------------|
| the pupil presents with having a visual impairment which is affecting their learning for example holds books very closely or at an unusual angle, does not respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page | | | |
| the pupil presents with having a hearing impairment which is affecting their learning for example distractible, poor listening skills in a busy environment, asks you to repeat instructions | | | |
| the pupil presents with poor speech intelligibility due to a motor speech difficulty | | | |
| the pupil presents with having a multi-sensory need which is affecting their learning for example have a dual sensory loss where both vision and hearing are needed | | | |
| the pupil's physical skills/needs are affecting their learning/access to the curriculum | | | |
| the pupil's medical needs are affecting their access to the curriculum | | | |