

Student & 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 an ATM 3) you have parental permission

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

Date Raised at ATM	Actions	Outcomes	Completed by

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Name of Learner:

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

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	
Cannot sit still when expected or required		Is hyperactive/uncooperative/oppositional	

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

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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 give copy to Michelle Wilkie (Inclusion Manager)

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SAFS TO COMPLETE

Name of learner:	
Date received:	
By Whom:	
Discussed at SAFS on:	

SAFS Team Review:

Date	Actions	By Who	By when	Outcome

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