

Student and Family Support (SAFS) Commissioning Form

Child's name:				Class:		Date:		EAL :	Y/ N
Completed by:				SAFS:	Raised before Never raised	Attendance:		PP:	Y /N
Current assessment e.g. WTS year 2	Reading	Writing	Maths	Main concern:					

Please ensure this ALL sections of the form are completed before emailing it to SAFS.

Before commissioning SAFS you must ensure you have:

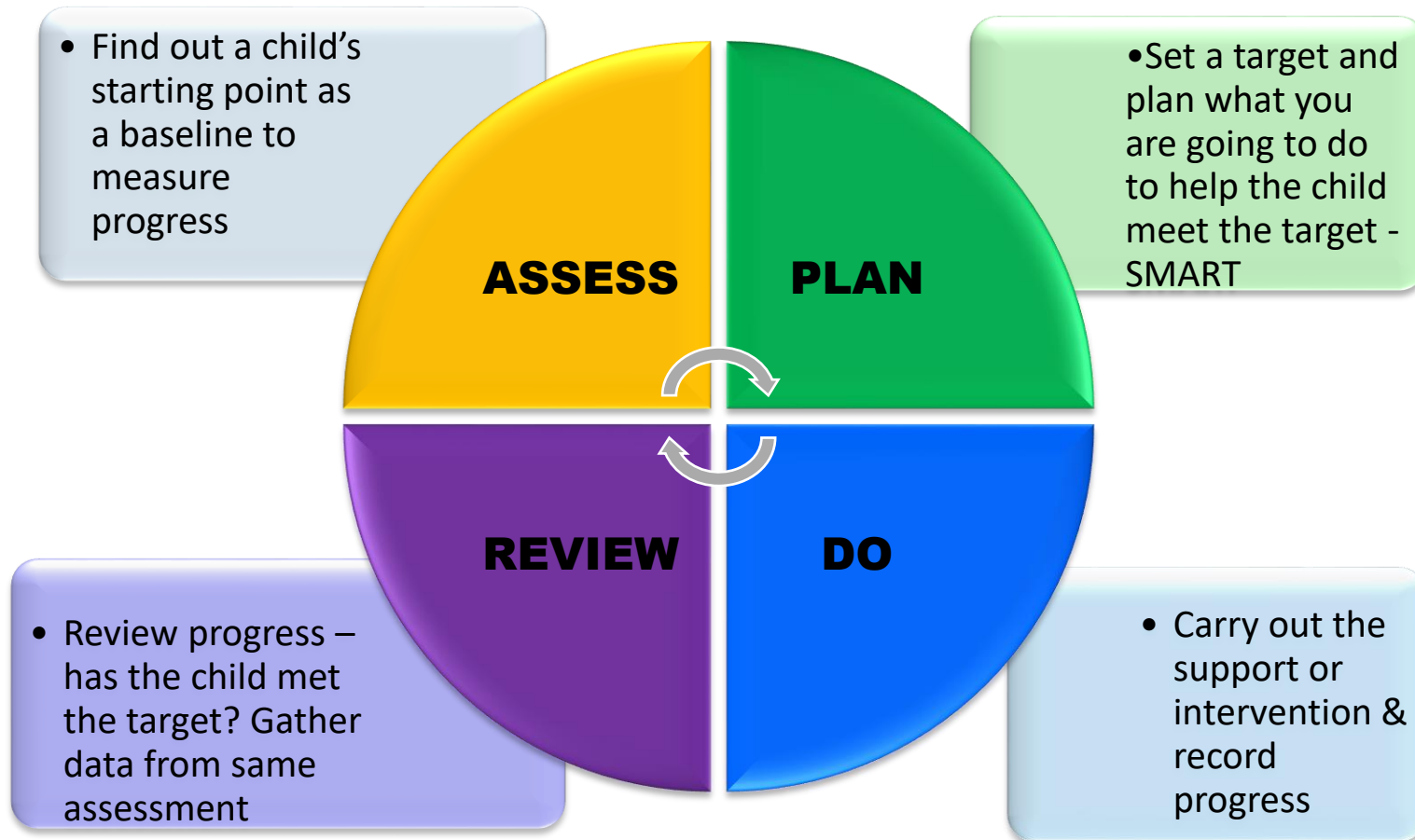
Action	Tick
Spoken to a member of the SAFS team or consulted the SAFS handbook to plan your first step	
Recorded your actions so far on an individual chronology	
Completed two assess, plan, do, review cycles before commissioning (see below for guidance)	
Spoken to parents, gained their views and recorded these on the final page of this form	

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To commission SAFS you must first have completed two assess, plan, do, review cycles

An example of an assess, plan, do, review cycle:

1. Assess - use the Jump Ahead assessment to measure fine motor skills - record this on the chronology
2. Plan - an intervention to target the key area needed - record the plan on the chronology
3. Do - the intervention - record dates on the chronology
4. Review - what impact did the intervention have - record this on the chronology



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Current Provision

(please include details of how it works, frequency and who does it)

What are you hoping for from this referral?

(Extra assessments, referral e.g. school nurse, social communication team, advice for yourself or other staff, support ideas)

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Name of Learner: Child A	Teacher	Parent	For each behaviour, write not at all (N), sometimes (S), or often (O)	Teacher	Parent
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 coordination		
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, 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		
Diff 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		
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		

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	Teac her	Pare nt		Teac her	Pare nt
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		
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)					
	Teac her	Pare nt			
Classroom behaviour is concerning – what worries you most?			Summary of main concerns – what are you most concerned about and why?:		
Anger management					
Listening skills					
Attendance					
Absconding					
New to school					
Bullying					
Peer relationships – give details of difficulties					
Social skills					
Independent learning					
Self esteem					
Emotional responses e.g. cries a lot					

Highlight when both parent and teacher have answered a question with often (O).

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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.

Date of conversation with parents to gain permission:

Any other information?

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

END OF FORM

Please save on the shared email SAFS to let them know

SAFS@partnersinlearning.co.uk