**SISD - Student Cause for Concern Form**

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| **Referral to Level 1 support – Provision: Support from Inclusion** |

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| **Name of student**  **(FULL NAME)** | **Grade** | **Date of Birth** | **Teacher(s) making the referral** |
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**KHDA Category of need**  
(*Place an X in the category below e.g. Cognition and Learning)*

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| **Which area is a concern?** | **Barriers to learning** | **Categories of disability** | **How a student might present in lessons.** |
|  | **Cognition and Learning** | 1. Intellectual disability. 2. Specific Learning disorders. 3. Multiple disabilities. 4. Developmental delay | The student may have difficulties with learning and present with signs of dyslexia, dyspraxia, dyscalculia. The student may have working memory difficulties and find retention of curriculum content difficult. |
|  | **Communication and Interaction** | 1. Communication disorders 2. Autism spectrum conditions. | The student may have difficulties expressing themselves, relating to others, make friends. |
|  | **Social, Emotional and mental Health** | 1. Attention Deficit Hyperactivity Disorders. 2. Psycho-emotional disorders. | The student may have low self-esteem. They might find it difficult to follow rules, settle down or regulate their emotions. |
|  | **Physical, Sensory and Medical** | 1. Sensory impairment. 2. Deaf-blind disability. 3. Physical disability. 4. Chronic or acute medical conditions | The student may have a medical condition that impacts on their learning. |

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| **Overview of the Concerns (Please detail)** |
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| **Briefly describe how the student presents and the difficulties they are having accessing the curriculum.** |
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| **Please detail any conversations you have had with the Parents, Grade coordinator or Inclusion Team** |
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**Consider implementing these 10 Quality First Teaching universal strategies:**

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| **Small Step Planning** | Due to cognitive load theory, students with working memory difficulties struggle to juggle more than 4 steps at a time. Ensure sequence of instructions and tasks are broken down. |
| **Plan for Error** | Make errors explicit in teaching |
| **AFL** | 1. Ensuring pupils know what they are meant to be learning 2. Finding out what the pupils have learnt 3. Providing feedback that improves pupils’ learning 4. Having pupils help each other learn 5. Developing pupils’ ability to monitor and assess their own learning |
| **Manipulatives and representations** | Concrete, pictorial abstract approaches Manipulates to act as a scaffold.  Visual aids |
| **Metacognition and Modelling** | Explain what needs to be done to be successful and why certain choices have been made. |
| **Explicit Teaching of Vocabulary** | Topic vocabulary should be taught, it can be a huge barrier to the learning if students don’t know what is meant. E.g. a ‘prime’ number might be associated with amazon prime.  Use of frayer diagrams to teach new important words. |
| **Examples and non-examples** | Non examples allow pupils to compare both side-by-side and find the boundaries and limits of the idea we are teaching. E.g. regular and irregular polygons. |
| **Ensure 100% participation** | Use of mini-white boards, cold calling, asking a friend if they don’t know the answer (no opt out). |
| **Purposeful Practice** | Often referred to as ‘deliberate practice’ - this is where the component parts that make a new skill are broken down and each component is practiced over and over again, with appropriate feedback from the teacher to ensure it is practiced to a point that pupils can’t go wrong. This must also be repeated regularly as retrieval practice to ensure that pupils have truly committed the topic to their long-term memory. |
| **(Pedagogical) Content Knowledge** | The most effective teachers have deep knowledge of the subjects they teach, and when teachers knowledge falls below a certain level it is a significant impediment to students’ learning.’ |