



## TEACHER QUESTIONNAIRE: EVIDENCE OF NEED

**Student's Name:** \_\_\_\_\_ **Year Group:** \_\_\_\_\_

**Name of Teacher** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**In order to obtain evidence of need and how you are supporting the student in class, please answer the following questions as accurately as possible.**

<b>Time</b>	<b>Sometimes</b>	<b>Yes</b>	<b>No</b>
Takes longer than peers to finish tasks			
Slow to respond to verbal questions			
Appears forgetful or distant			
<b>Reading</b>	<b>Sometimes</b>	<b>Yes</b>	<b>No</b>
Needs help from teacher, TA or peer in class to read			
Has problems following written instructions			
Finds it difficult to quickly get the idea of what he/she has read			
Slower to read than peers; needs more time			
Struggles to understand what to do or what they have read, needing explanation			
<b>Written work</b>	<b>Sometimes</b>	<b>Yes</b>	<b>No</b>
Handwriting difficult to read			
Has difficulty, or is slow, copying from the board			
Works on ipad or laptop rather than handwriting			
Verbal ability better than written work			
Grammar and punctuation are particularly weak			
Needs extra time to complete written work			
Needs extra help/time to organise written work			
Needs someone to scribe for them in class			
<b>Memory and concentration</b>	<b>Sometimes</b>	<b>Yes</b>	<b>No</b>
Has difficulty following verbal instructions			
Has difficulty concentrating for long periods without a break			
Has difficulty remembering messages, appointments			
Needs to have instructions repeated or written down			
Needs regular short breaks or change of activity			
Needs regular prompts to stay on task or to slow down			
<b>Organisation</b>	<b>Sometimes</b>	<b>Yes</b>	<b>No</b>
Weak organisational skills – Loses things, forgets to bring things			
Difficulty meeting deadlines			
Has difficulty remembering to do things: go to workshops, meet with a teacher etc			
Needs appropriate seating in class to avoid distractions			
Needs longer to process information and instructions			
Needs time to get going			

<b>Vision</b>	<b>Sometimes</b>	<b>Yes</b>	<b>No</b>
Uses coloured overlays or coloured paper			
Needs enlarged scripts			
Handouts are modified in other ways – explain below			
<b>Language</b>	<b>Sometimes</b>	<b>Yes</b>	<b>No</b>
Needs work instructions explained in simple language			
Appears not to understand key phrases and terminology			
Struggles to use appropriate terms and correct vocabulary			
<b>Exams</b>	<b>Sometimes</b>	<b>Yes</b>	<b>No</b>
Unable to finish exams in the time allowed			
Panics when faced with tests			
Needs to take frequent rest breaks			
Needs timely reminders to stay focused and on task			
Has the student received access arrangements in internal exams?			
If so, which arrangements?			
25% ET	50% ET	reader	scribe
Rest breaks	laptop	prompt	other
Did the candidate use the arrangement/s?	<b>Yes/no</b>		
<b>Additional information</b>			
Does the student have a secure grasp of the subject content?	<b>Yes/No</b>		
Do you believe the student is competent in his/her skills and knowledge?	<b>Yes/No</b>		
How do you support the student differently in class?			
What access arrangements do you believe the student needs to achieve their potential in exams?			
Any additional information			

**Please return to the SENCO**

**Teacher signature:**

**Date**