



Initial Concern Form for SEND (Parent)

This form is designed to help parents share initial concerns about their child's development, learning, or behaviour. It supports early identification of special educational needs and helps guide appropriate support.

Child Information

Full name: _____

Date of birth: _____

Year group/class: _____

Teacher's name: _____

Area(s) of Concern

Please tick/highlight any areas you are concerned about:

☐ Communication and Interaction

☐ Cognition and Learning

☐ Social, Emotional and Mental Health

☐ Sensory and/or Physical Needs

☐ Speech and Language

☐ Attention and Concentration

☐ Gross and Fine Motor Skills (Co-ordination)

☐ Emotional Regulation

Parent Observations

Please describe any specific behaviours or challenges you've observed:

What specific concerns do you have?

When did you first notice these concerns?

Are there particular situations (home, school, social settings) where the concerns are more noticeable?

Impact on Learning or Development

How do you feel these concerns affect your child's ability to learn, communicate, or interact?

Have you noticed any changes in academic performance, behaviour, or mood?

Strengths and Interests

What does your child enjoy or excel at?

Are there activities or environments where they thrive? Please give examples.

Previous Support or Interventions

Has your child received any support (e.g. speech therapy, counselling)?

Are there any diagnoses or assessments already completed or in progress?

Collaboration and Next Steps

What support do you feel your child needs?

Are you open to further assessment or referral to SENCo?

☐ Yes

☐ No

Would you like to meet with school staff to discuss concerns?

☐ Yes

☐ No

Date and Signature

Date of submission: _____

Parent/guardian signature: _____

A Summary of the Four Broad Areas of Need

A brief description of the four broad areas of need follows. Many children have needs in more than one area, and every child is different. If you feel their needs fall into more than one area, please tick more than one of the boxes above.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. This could be difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language.

Cognition and Learning

This area includes general learning difficulties, profound and multiple learning difficulties (MLD) and specific learning difficulties (SLD).

Cognition and learning needs may encompass most of the curriculum, such as for pupils with MLD or SLD. However, cognition and learning needs may only impact on specific areas such as reading, writing, spelling and mental calculations. Cognition and learning needs generally account for difficulties in curriculum-related areas such as:

- reading, writing and spelling
- numerosity
- comprehension
- processing difficulties such as sequencing, inference, coherence and elaboration
- working memory
- short term verbal memory
- other types of executive function difficulties

Social, Emotional and Mental Health (SEMH) Difficulties

Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression), or emotional issues (such as disordered attachment).

Children with SEMH needs often struggle with building and maintaining relationships both in school and in the wider community. They can feel anxious, scared, and misunderstood. This can lead to difficulties in engaging with education and with the people around them.

Sensory and/or physical needs

Physical and sensory needs refer to impairments, sensory processing difficulties and physical difficulties in children which impact their ability to learn in a standard school environment. These may occur for a number of reasons, including congenital conditions, injury or disease.

This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical disabilities such as cerebral palsy. Children with these disabilities will usually access support from the specific local team, which may be a combination of education and health services.

These children do not necessarily have 'learning difficulties' in that their cognitive functioning may be average or above; some children do have associated learning difficulties.