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|  | Notice, Check, Try**Early Identification and Early Intervention****Step One: Notice** |

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| --- | --- | --- |
| Child’s name | Year Group | Class Teacher |

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| How has the child’s presentation changed over a **two week period?** E.g. finding new learning repeatedly more difficult, more withdrawn, less engaged, appearance deteriorated, decline in attendance, more disruptive, etc.**ALWAYS KEEP IN MIND THAT A CHANGE IN PRESENTATION MAY BE AN EARLY INDICATION OF A SAFEGUARDING CONCERN.**  |
| Date: | Presentation observed | Who has noticed? |

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|  | Notice, Check, Try**Early Identification and Early Intervention****Step Two: Check** |

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| Child’s name | Year Group | Class Teacher |

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| --- | --- | --- |
| Date of meeting | Who attended | Parent/carer views |
|  |  |  |
| Child’s Views |  |
| The views of other staff who work with the child |  |
| Any actions identified?Health/Social care needs? |  |
| Date of next meeting: |  |

|  |  |
| --- | --- |
| Class Teacher SignatureDate | Parent/Carer SignatureDate |

After the meeting with parent/carer record on CPOMS and upload a copy of the Check and Notice forms.

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|  | Notice, Check, Try**Early Identification and Early Intervention****Step Three: Try** |

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| Child’s name | Year Group | Class Teacher |

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| **Main Area of Need – refer to Identifying Needs in the Graduated Approach Toolkit** |

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| **Inclusive Quality First Teaching strategies – refer to Top Tips in the Graduated Approach Toolkit** |
| Date | IQFT strategy linked to main area of need | Who is responsible | Date reviewed | Outcome |
|  |  |  |  |  |
|  |  |  |  |  |
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Next steps: 🞎 Continue with the IQFT strategy as a reasonable adjustment 🞎 Move to the graduated approach of APDR