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

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

|  |  |  |
| --- | --- | --- |
| 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the child’s presentation changed over a **two week period?** E.g. finding new learning repeatedly more difficult, more withdrawn, less engaged, appearance deteriorated, decline in attendance, more disruptive, etc.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? |

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

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

|  |  |  |
| --- | --- | --- |
| 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 Signature  Date | Parent/Carer Signature  Date |

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

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Next steps: 🞎 Continue with the IQFT strategy as a reasonable adjustment 🞎 Move to the graduated approach of APDR