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| **SEND Service 0-25 Years**  **Social Communication Needs - Pupil Observation Form** | |
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| **Child/Young Person name:** |  |
| **Date of Birth & Year group:** |  |
| **School/ Setting Name:** |  |
| **Practitioner Name & Role:** |  |
| **Date/time of completion:** |  |
| **How to use this observation form:** | |
| The practitioner will, if opportunity allows:   * Observe for 15 minutes minimum in a lesson (where there is the opportunity for group work or class discussion). * Observe for 15 minutes on the playground (where there is the opportunity for unstructured interaction). * Observe a micro transition, such as the transition from the classroom to breaktime, or from one lesson to the next.   Along with the list of characteristics and behaviours set out below, the practitioner can also use the further comments box to discuss any other relevant features observed, including:   * Social communication and interaction * Sensory processing * Emotional regulation * Information processing | |
| **Summary of observation:** | |
| What was the child observed doing? What was the lesson or activity? | |

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| **Classroom observation:** | | | |
| **Were the following characteristics/ behaviours observed?** | **Y** | **N** | **Comments:** |
| The student gives eye contact to the adults or peers. |  |  |  |
| The student is observed to be looking around the room and watching what others are doing. |  |  |  |
| The student puts their hand up and contributes ideas in class discussion. |  |  |  |
| The student shares ideas in a group or paired discussion. |  |  |  |
| The student is observed to fiddle and fidget in their seat. |  |  |  |
| The student follows a whole class verbal instruction from the teacher promptly. |  |  |  |
| The student is quiet during opportunities for discussion (i.e. paired work or group) |  |  |  |
| The student shows an attention to detail, such as being prompt to collect and organise belongings/ equipment. |  |  |  |
| The student is observed to ask for help from peers or school staff. |  |  |  |
| The student is observed to answer open questions with ease. |  |  |  |
| **Further comments/ observations:** | | | |

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| **Playground observation:** | | | |
| **Were the following characteristics/ behaviours observed?** | **Y** | **N** | **Comments:** |
| The student appeared to avoid going outside for playtime e.g., taking time to tidy up, going to the toilet, talking to adults inside. |  |  |  |
| The student spends most of playtime with school staff, rather than peers |  |  |  |
| The student is observed to spend playtime on their own. |  |  |  |
| The student initiates and maintains conversations with his/her peers. |  |  |  |
| The student is observed to dominate peers during play/ conversations |  |  |  |
| The student appears to be standing on the periphery in a friendship group, taking a passive role. |  |  |  |
| The student is following their peers or copying their peers’ actions/play. |  |  |  |
| The student can transition confidently from one activity to the next (i.e., classroom to the playground) |  |  |  |
| The student promptly follows school rules and routines at the start or end of playtime. |  |  |  |
| **Further comments/ observations:** | | | |