

SpLD Observation Record  
Secondary Pupils

This observation record is designed to be used as a first step in identifying the needs of pupils who are achieving below the expected level in the classroom. It is **not** a diagnostic tool. Use of the record should always be followed by the appropriate recommendations and next steps. In consultation with the SENCo or Specialist Teacher, complete the box at the bottom to indicate next step

| <i>For each behaviour, select <b>never</b>, <b>sometimes</b>, or <b>often</b></i>        | never | Some-<br>times | Often |
|--|-------|----------------|-------|
| Other family members with similar difficulties   |       |                |       |
| Problems recalling facts   |       |                |       |
| Difficulty with recalling/following instructions   |       |                |       |
| Difficulty remembering sequential information  |       |                |       |
| Poor concept of time   |       |                |       |
| Poor organisation skills   |       |                |       |
| Difficulty with fluent, accurate reading   |       |                |       |
| Continuing difficulty with phonological awareness: hearing syllables/sounds within words |       |                |       |
| Reads slowly with great effort   |       |                |       |
| Avoids reading, especially out loud  |       |                |       |
| Persistent difficulty with spelling  |       |                |       |
| Poor structure/organisation of written work  |       |                |       |
| Difficulty copying from the board  |       |                |       |
| Has obvious good/bad days  |       |                |       |
| Low self esteem  |       |                |       |
| Work avoidance tactics used  |       |                |       |
| Poor comprehension skills  |       |                |       |
| Slow speed of writing  |       |                |       |
| Weak short term and/or working memory  |       |                |       |
| Slow speed of reading  |       |                |       |

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| <p><b>Recommendations/Next Steps</b></p> |
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