

Personal Education Plan Toolkit

Needs analysis tool

Use this tool to support the summary of needs that are causing a barrier to learning.

Information from the Care Plan and Health Plan should be used when identifying needs.

Consider the following questions in relation to the behaviours, actions, cognitions, skills, and emotions the pupil demonstrates.

Note: The following are to be used just as a guide. The following areas of need are not necessarily fixed and they may change depending on factors such as mood, the nature and quality of the relationship the child/young person is in and whether the child/young person is in a situation they find particularly challenging or anxiety provoking.

It may also be useful when considering these questions, to contemplate in what situations these behaviours do not occur, as these can be just as powerful when designing support and intervention.

Does the child/young person	Never	Rarely	Sometimes	Frequently	Almost always
deny the need for support from the teacher?					
appear sensitive to the proximity of the teacher?					
need consistency from the teacher?					
show hostility to the adult/teacher if directed?					
appear sensitive to tone of voice, body language, perceived <i>warmth</i> of the teacher?					
have a constant need for adult/teacher attention?					
show dependence on the adult/teacher?					
direct hostility to the adult/teacher when frustrated?					
have difficulties showing trust to adults? (They may say adults are <i>against them</i> or feel they are being persecuted.)					
show controlling/power-seeking tendencies especially when directed by an adult?					
sometimes seek/respond to affectionate contact and reject it at other times?					
engage in regressive behaviours with the adult (i.e. acting in a baby-like manner)?					
crave affection/approval of adults but remain insecure when reassurance is given?					

resent the adult giving approval to other pupils?



Does the child/young person have difficulties	Never	Rarely	Sometimes	Frequently	Almost always
maintaining normal physical boundaries with peers?					
making appropriate verbal requests to other pupils who may be in their way?					
abiding by the rules of the group?					
accommodating other pupils when they play/socialise?					
playing/working alongside others without interfering/causing disturbance?					
showing genuine interest in other pupils/activities/narratives?					
showing empathy for others?					
making genuine and reciprocal friendships with other children/young people?					
playing/interacting with more than one other child/young person and experimenting with the differing roles taken in group games & activities?					
showing appreciation for the work of others?					
being positive to their peers? E.g. <ul style="list-style-type: none"> Is the pupil disparaging of others? Does the pupil remember real/imagined offences - bear grudges to peers? Does the pupil bully/intimidate/use force with peers? 					

<p>The following has been adapted from <i>Attachment, developmental trauma and executive functioning difficulties in the school setting</i> with kind permission from the Family Futures Consortium</p> <p>Does the child/young person have difficulties with</p>	Never	Rarely	Sometimes	Frequently	Almost always
<p>planning/organisation? This is when pupils have: difficulties setting goals in their learning; difficulties planning steps needed to reach a goal and work through these steps in a timely manner; difficulties planning their work; difficulties breaking down work into smaller tasks; a tendency to avoid work they think they cannot do; difficulties organising their school bag, resources, desk and locker; a tendency to arrive at a lesson without the required resources.</p>					
<p>inhibiting their behaviour? This is the ability to stop one's behaviour at the appropriate time; not acting on one's immediate impulse. These pupils will often shout out in class or appear out of control. They may show particular difficulties in non-structured periods and activities as they need the presence of an external regulator to assist them in managing their impulses.</p>					
<p>shifting? This is the ability to move from one activity to another and make smooth transitions within any problem solving activity. Pupils with difficulties in these areas tend: to be inflexible in their approach and can find it difficult to switch from one lesson to another; to become disorientated by change; to not be able to <i>move on</i> from a playground dispute. In addition, difficulties in these areas may lead to problems with generalisation. Pupils may have learnt a skill in one context but find it difficult to apply this knowledge in another; a high level of adult bridging will be required to transfer the skill.</p>					
<p>initiating? Pupils with difficulties in this area may find it difficult to start a task independently; even things they enjoy. They may find it difficult to generate ideas and come up with problem solving strategies.</p>					
<p>working memory? The ability to use working memory involves the ability to hold information in one's mind in order to complete a task. Pupils with difficulties in this area tend to forget complex instructions and cannot manage multi-step tasks.</p>					

Continued from previous page...	Never	Rarely	Sometimes	Frequently	Almost always
Does the child/young person have difficulties with					
monitoring? Pupils who have difficulties with monitoring find it difficult to see their behaviour as others perceive it and find it difficult to understand the affect it can have on others. It also includes being able to monitor one's work and achievement. Pupils who are unable to monitor their work tend to make mistakes and do not have the ability to check over their work. They may not understand why they have a poor mark and may believe they are being treated unfairly. The failure to monitor the effect of one's behaviour on others can also lead to peer problems or problems with adult relationships.					
impulsivity and attention control? Does the child/young person: <ul style="list-style-type: none"> • appear impulsive? • require immediate gratification? • have difficulty in sustaining attention in tasks? • have difficulties following through on instructions? • fail to finish their work? • avoid/dislike tasks that require sustained mental effort? • tend to be easily distracted? • tend to be forgetful in daily activities? • fidget with hands/squirm in seat? • call out answers to questions before they are completed? • have difficulty waiting for their turn? • have a tendency to interrupt others? 					
Does the child/young person	Never	Rarely	Sometimes	Frequently	Almost always
have difficulties calming themselves down after an altercation? What is the approximate time taken to calm down?					
have uncontrolled/unpredictable emotional outbursts (e.g. to release/relieve pent-up anger/aggression/anxiety)?					
have difficulties in controlling reactions when they do not get immediate attention (poor frustration tolerance)?					
overreact to affection or attention (e.g. may become overexcited, loud, boisterous)?					

Does the child/young person have difficulties	Never	Rarely	Sometimes	Frequently	Almost always
recognising when they are underachieving?					
making efforts to improve?					
working towards tangible rewards?					
responding to positive social reinforcement (e.g. a smile/verbal praise)?					
accepting constructive feedback?					
maintaining confidence when learning new skills?					
attending school for tests/exams?					
readily answering questions?					
relating success in schoolwork to themselves (e.g. their own efforts/strategies used)?					
enjoying classroom responsibilities?					
enjoying the process of learning?					
enjoying the times when they are given a choice in what they learn?					
believing they can succeed?					
persevering with challenging tasks?					

Does the child/young person	Never	Rarely	Sometimes	Frequently	Almost always
explode into temper/rage/violence when thwarted/frustrated/criticised?					
react hyper sensitively to the criticism of others?					
spoil, or show negativity, to the achievements of others?					
react defensively when there is a perceived threat?					
ever imagine others are against them?					
have difficulties taking responsibility for their own actions/blame others/make excuses/deny?					
appear self-denigrating/self-demeaning? Do they have difficulty accepting compliments?					
appear listless/lacking in motivation/works only with direct support?					
find it difficult to accept when disapproval is shown or when attention is withdrawn?					
find it difficult to accept imperfection in their work?					
have difficulty in telling people what they are good at?					
have a negative body image?					
display a high level of anxiety in the classroom (maybe demonstrated by controlling power seeking behaviour)?					
have difficulties accepting not knowing things and asking for help from others?					

For their age, does the child/young person have difficulties in their first language with	Never	Rarely	Sometimes	Frequently	Almost always
phonic attack skills?					
receptive language?					
reading comprehension?					
expressive language?					
letter sounds?					
expressive grammar skills?					
narrative organisation skills?					
expressing age appropriate vocabulary?					
using language flexibly?					
use of homonyms/synonyms?					
understanding maths concepts?					
understanding abstract concepts?					
intelligibility of speech sounds?					
retelling stories using appropriate vocabulary, expressive language, speech sounds, grammatical structure?					
appearing to misunderstand or <i>get the wrong end of the stick</i> ? This often provides amusement to peers, and sometimes may appear deliberate when it is not.					
shouting out answers that appear random and unrelated to the topic being discussed?					
age appropriate thinking and problem solving skills, such as visual spatial tasks and practical skills that do not involve language?					

Reflect on the responses to the questions and look at where the frequency of ticks occur for each section. Correspond with the colour coded table below to help you identify the underlying needs of the looked after child. You can then refer to the relevant pages in the handbook to gain further insight and knowledge about these needs and decide on possible suitable interventions; there are also useful suggestions and strategies to help teachers to support the pupil. This needs identification can be photocopied for each child/young person with whom it is to be used.

Identified need of looked after child	Refer to the chapter on page
Adult relationships	23
Peer relationships	39
Executive functioning	44
Self regulation	53
Motivation and locus of control	59
Sense of self	70
Language development	80