After the consultation

This form is to help measure the progress of the child or young person towards the targets agreed in the consultation. For each target area, please describe how the child or young person is performing currently. Decide how close they are to achieving their goal. Please place a letter ‘B’ by the number you think corresponds to how they are currently performing (with 10 being achieving the goal completely). Place a letter ‘E’ by the number where you expect the child or young person to be in 8 weeks’ time.

8 weeks after the consultation

Please describe how the child or young person is performing currently. Please also decide how far they have actually progressed towards achieving their goal and put a letter ‘A’ on the same scale by the corresponding number.

|  |  |
| --- | --- |
| Pupil | School |
| Consultee: Parent | Date of consultation |
| Educational Psychologist | Date of follow-up |

Target 1: \_\_\_\_Joining sounds up and reading unfamiliar words\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Rating | 1 | 2 | 3 | 4 | 5B | 6 | 7A | 8E | 9 | 10 |
| Descriptor of baseline level  For words he knows, 6. For words he doesn’t know/isn’t familiar with, 3.  Has whole word recognition of familiar words. Struggles with phonemes. | | | | | | | | | | |
| Descriptor of level achieved  Not as strong with unfamiliar words  More confident, quicker than previously to say something  Words he knows: 7  Words he doesn’t know: 6 | | | | | | | | | | |

Target 2: \_\_\_\_Putting in effort for reading unfamiliar words using phoneme knowledge\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Rating | 1 | 2 | 3B | 4A | 5E | 6 | 7 | 8 | 9 | 10 |
| Descriptor of baseline level  Takes time to try and say the word, will put in effort. | | | | | | | | | | |
| Descriptor of level achieved  Afraid to make mistakes | | | | | | | | | | |

Target 3: \_\_\_ Not pausing for minutes at a time when naming his negative emotions and saying why he’s upset \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Rating | 1 | 2B | 3 | 4 | 5B | 6A | 7 | 8E | 9 | 10 |
| Descriptor of baseline level  When he knows someone, it’s easier. With unfamiliar adults, less likely.  2 when coming from himself (as he’s really not likely to share emotions), if he’s asked it will be 5. | | | | | | | | | | |
| Descriptor of level achieved  Learned the word ‘frustration’ and better at saying what his emotions | | | | | | | | | | |