

Tick where relevant	Vulnerable to Underachievement Checklist
	<p><b><u>Home Environment / High level Concerns (just one aspect ticked should raise concerns)</u></b></p> <p>Early bereavement or loss of a parent/carer</p> <p>Siblings known to Haringey services</p> <p>Evidence of neglect/ parental difficulty in managing their child's needs</p> <p>Evidence of self-harm</p> <p>Parent in prison</p> <p>Evidence of domestic abuse</p> <p>Evidence of parental substance misuse</p> <p>Parent/carer / family mental health</p> <p>Multiple schools</p> <p><b><u>School based/ High Level Concerns (just one aspect ticked should raise concerns)</u></b></p> <p>Communication, speech and language weaknesses</p> <p>Low phonics outcomes in Y1 and Y2 repeat test</p> <p>Poor attendance</p> <p>Numerous detentions/demerits</p> <p>High level disruption</p> <p>Indicators of attachment theory: anger management issues, unfocused, controlling, withdrawn, destructive.</p> <p>Internal exclusion(s)/ referrals</p> <p>Fixed term exclusions</p> <p><b><u>School based/ Lower level concerns (any one ticked should be addressed and 2 or more should raise concerns)</u></b></p> <p>Lack of rewards</p> <p>Low level disengagement: e.g. unfinished work, not doing homework, 'can't do' attitude, graffiti in books, quietly off task</p> <p>Evidence of emerging negative attention seeking behaviours</p> <p>Lack of class participation and or lack of extra-curricular participation</p> <p>Lack of parental engagement /attendance at events without good reason</p> <p>No one to read with or support homework at home</p>

**Questions:**

- Any recommended additions?
- Thoughts on when and how this might be used?

## Y6 to Y7 Early Transfer Form Column Headings

The items in bold italics are to be added to the ETF form, for use next year.

- Date of entry to school
- *Pupil who has attended multiple primary schools (school to record reasons)*
- *Pupil who has previously attended a PRU*
- *Pupil who has been home schooled (school to record the reason where known)*
- Pupil Premium
- SEN status
- SEND primary need
- First language
- Proficiency in English A-E
- Country of birth
- Attendance Y3-5
- Pupil with high learning potential
- Pupil that's had significant academic support
- *Specific interests, e.g. musical instrument*
- Foreign language studied in Y6
- EY below / at / above expected standards
- KS1 Reading, Writing, Maths, below/ at/ above expected standards
- KS2 Reading, Writing, Maths, below/ at/ above expected standards

Has been supported by:

- Early Help
- Behaviour Support
- *Pupil who has been at risk of permanent exclusion*
- Education Psychology service
- Education Welfare Service
- Social Services
- SEND
- LAC Team/ *Any private fostering arrangements*
- Traveller Team
- Sensory Impairment
- Other Team involvement
- *Pupil known to be a young carer*
  
- *Vulnerable to Underachievement Checklist: no/ low/ medium/ high risk*
- *Extended transition procedures required (suggested minimum of 1 term)*

### Questions:

- Any recommended additions?
- How much focus is there in your school on ensuring strong transition through effective use of the ETF? Are all stakeholders informed/ involved in contributing or reviewing the information? Are discussions about vulnerable pupils ongoing or 'a one-off'?
- Should the ETF be completed for all pupils or just for vulnerable pupils e.g. BME/ LAC/ SEND. What about
- Disadvantaged pupils?
- How do you ensure SLT oversight and collection of information from/ dissemination of information to, all relevant stakeholders?