

Interactive Factors prompt

Environmental Factors	Within-Child Factors	
<p>Family, School, Community Factors</p> <ul style="list-style-type: none"> • Family dynamics (including CEC, adopted and CYP with SGO's) • Siblings, extended family, links and relationship to school and education • Family Stressors • Financial stress • Housing • Home Learning Environment • Parental attitude to school/education • Trauma/significant life events • Adverse Childhood Events • Family views • Bereavements/relational losses • Key adults / members of staff (significant relationships both positive and negative in and out of school) and level of school commitment to child • Travel distance to school • School attendance • Child's views/preferences • School-parent relationship • Peer group dynamics • School Learning Environment • Access to interventions and support • Curriculum/Exam boards • Teacher expectations • Teacher/staff understanding/knowledge • Attainment-based grouping • Influences in school and the local community • Other agency involvement - Police, YOT, CAMHS, Speech and Language Service, Fair Access, SENAT, Virtual School, SGO Advisor, Intensive Planning Team, Prevent, CSE, Early Years, School Nurse, Portage, Early Help, Social and Caring Services Health Services involvement 	<p>Biological Factors</p> <ul style="list-style-type: none"> • Family history including Early development, Physical development, Medical conditions and diagnoses/difficulties • General health • Medication • Dietary needs • Sensory needs • Addictions e.g., smoking, drink, drugs 	
	<p>Cognitive Factors</p> <p>Assessable Factors</p> <ul style="list-style-type: none"> • Memory • Language • Executive functioning: including emotional and behavioural regulation/development • Attention and concentration • Visual spatial ability • Phonological processing • Processing speed • Non-verbal reasoning • Verbal ability (e.g., word problems, verbal presentation) • Logical reasoning ability • Literacy skills • Attainment <p>Factors which can be identified through observation and consultation</p> <ul style="list-style-type: none"> • Signs of developmental trauma impacting on ability to participate in learning • Ability to problem-solve • Flexibility of thought and action • Self-awareness 	<p>Affective Factors</p> <ul style="list-style-type: none"> • Experience of developmental trauma • Confidence • Self-esteem • Emotional understanding and expression • Sense of enablement • Sense of self • Sense of belonging • Motivation (intrinsic or extrinsic) • Resiliency • Mood • Anxiety • Aspirations • Perseverance / determination • Sense of humour • Self-control • Social skills • Empathy
	<p>Behavioural Factors</p> <ul style="list-style-type: none"> • Ability to develop and maintain friendships and relationships • Positive achievements • Care/concern for others, volunteering, helping <p>Dangerous or risk-taking behaviour</p> <ul style="list-style-type: none"> • Verbal / physical abuse • Self-harm • Bullying • Truancy 	