# Supporting information

Please use this document to provide useful information to support an **ADHD** assessment request for children (aged 6 years or over in North Lincolnshire, and 7 or over in Doncaster and Rotherham)

**Date:** Click or tap to enter a date.

## Name of person providing the information:

**Professional:** Click or tap here to enter text.

**Role:** Click or tap here to enter text.

**Parent or carer:** Click or tap here to enter text.

**Relationship to child or young person:** Click or tap here to enter text.

## Current strengths and challenges

This document is intended to be completed collaboratively, with the school and parent or carer together. Please describe the child using the headings below identifying strengths and any differences and please provide as much description and detail as possible.

Is this child able to concentrate on activities they enjoy?

How long would they typically be able to focus for?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Does this child typically enjoy activities/tasks that require focus and attention, and can they remain focussed until that task is complete?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

How long would this child be able to concentrate on a typical academic task for?
(e.g. homework)

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Would they give the task the required level of attention without making too many careless mistakes?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Would this be different if it was something they were interested in?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Is this child easily distracted from activities by things going on around them or by noises coming from elsewhere?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Would this be different if they were doing something they enjoyed?
(e.g. watching a favourite TV programme)

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

How good is this child at organising themselves to complete a task?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

For example, does this child forget or lose their belongings or items they might need to complete their work?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Is this child able to remember things they need for school, or do they need help packing their school bag because they forget or lose things they need?

Does the child ever struggle to regulate and manage their emotions?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Do they appear to experience mood swings?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Do they appear to have a low tolerance for frustration or to quickly become irritable?

Does this child appear to listen to you when you are speaking directly to them?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Do they ever appear to be daydreaming or not concentrating on what is being said or asked of them?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

If you gave this child a few simple instructions (e.g. go and fetch your jumper and shoes) do you think they’d be able to follow these without getting distracted or forgetting what was asked of them?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Is this child able to sit still and quietly when they are e.g. reading a book, watching a programme, playing a game, or waiting their turn?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Can this child remain seated when it is expected?

(e.g. dinner time, in class, at the cinema)

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Do they require a lot of prompting?

Would you say that this child is very active most of the time?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

When aren’t they active?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Is this child chatty, do they talk a lot?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Are they able to remain quiet when needed?

If this child was being asked a question (they knew the answer to) or being given instructions, would they be able to wait until the question or instructions were finished before answering or starting the task?

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.

Is this child able to wait their turn in games or conversations?

Does this child struggle to settle down?

(e.g. to sleep at night or after returning to the classroom from playtime or break?)

**Parent or carer’s view:**

Click or tap here to enter text.

**Key professional view:**

Click or tap here to enter text.