# Identifying vulnerable learners

**Setting: Room: Key person: Term:**

When completing the table enter the child’s initials per column

| **Total number of children in group** | **Number** | **% of total** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of boys |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Number of girls |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Summer born boys (April-Aug) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Summer born girls (April-Aug) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Premature births |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children meeting criteria for 2-year-old funding/ free school meals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Looked After Children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Social care involvement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children from lone parent family |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children with EAL |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gypsy Roma Traveller  Children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children at  graduated response 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children at  graduated response 2, 3, 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children receiving speech & language support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Family receiving support e.g. early intervention family support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children with medical needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Health and wellbeing –  children withdrawn/unresponsive |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children displaying behavioural problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children with poor attendance (less than 80%) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |