[](http://penninenet/intranet/dept/documents/3976.jpg) 

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| ADHD School Questionnaire |

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| Name of person completing this form: Date: | | | | | | | | | | | | |
| Surname: | | Forename: | | | | | | | | Also known as: | | |
| Date of Birth: | | Age | | | | | | | |  | | |
| Address: | | | | | | | | | | Postcode: | | |
| Residence: Tameside  Glossop | | | | | Tel No(s): | | | | | | | |
| Gender of child: Female:  Male:  Trans-gender: | | | | | | | | | | | | |
| Living with parent/ carer: | | | | | | Relationship to the child: | | | | | | |
| School Name:  Address: | | | | | | | | | | | | |
| ***(Failure to provide GP details may result in the referral being delayed or returned to the referrer)***  **GP:**  **Address:** | | | | | | | | | | | | |
| Ethnic Background: | | | | | | | | | | | | |
| White | Mixed | | | Black | | | | Asian | | | | Chinese |
| British | Wht & Blk Caribbean | | | African | | | | Bangladeshi | | | | Chinese |
| Irish | Wht & Blk African | | | Caribbean | | | | Indian | | | |  |
|  | Wht & Asian | | |  | | | | Pakistani | | | |  |
| Other | Other | | | Other | | | | Other | | | | Other |
| Specify ethnic origin if not listed above or classified as “other” : - | | | | | | | | | | | | |
| Nationality : - | | | | | | | | | | | | |
| First Language : - | | | British Sign Language : | | | | | | | | Interpreter needed?  Yes:  No:  Language: | |
| Religious/Spirituality background/beliefs described as: - | | | | | | | | | No beliefs: | | | |
| Other Agencies involved: (for example Social Care, INSPIRE, Early Help, Young Carers) | | | | | | | | | | | | |
|  | | | | | | | Tel No: | | | | | |
|  | | | | | | | Tel No: | | | | | |
|  | | | | | | | Tel No: | | | | | |
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| Household / Family / Significant Others  Name Relationship U18? DOB Address / Tel No | | | | |
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| Is a Carer for someone else? YES / NO | | Details | | |

Education

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| What is the child’s current educational level?  (i.e. year of schooling) |  | | | |
| Does the child attend a mainstream school? | | | Yes | No |
| Does the child have special educational needs? | | | Yes | No |
| Does the child receive extra support or help at school? | | | Yes | No |
| \*Please Detail: | | | | |
| Has the child ever been excluded from school? | | | Yes | No |
| \*How many times? | | Once | Twice | More than twice |
| \*Why? | | | | |
| \*Please Detail: | | | | |

Peer Relationships

*Describe the quality of the child’s friendships in school*

Family Background

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| --- | --- |
| Do any family members have diagnosed or suspected ADHD? | |
| Yes - diagnosed | Relationship to child: |
| Yes - suspected | Relationship to child: |
| No |  |
| Do any family members have other conditions (e.g. autistic spectrum disorder, learning disability)? | |
| Yes | Relationship to child and learning difficulty: |
| No |
| Do any family members have a specific learning difficulty? | |
| Yes | Relationship to child: |
| No |
| Do any family members have a history of mental health difficulties? | |
| Yes | Relationship to child: |
| No |

School

The child may hand in incomplete work and /or poorly presented work that looks rushed and contains many errors. On test papers do they skip questions and / or not think to check there are more questions on the other side of the paper. They may find tasks that require a lot of detail particularly stressful and time consuming. Can they complete games? Are they easily distracted during fun activities?

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| *Is this symptom present? If yes, give examples and probe about how it causes impairment at* ***school***  ***Please do not use ‘not applicable’ (N/A). If the symptom is not present please state ‘not present’*** |

School

They may not listen in class and require instructions to be repeated many times, or even broken down into smaller steps. They may have needed to be moved to the front of the class or near a teaching assistant. They may be perceived as defiant. They may have difficulty following or remembering instructions. This leads to incomplete tasks or un-met goals. They may start a practical activity but forget or miss steps out and go off task or leave it early. They may have received warnings or punishments for oppositional behaviour due to incomplete class or home work.

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| *Is this symptom present? If yes, give examples and probe about how it causes impairment at* ***school***  ***Please do not use ‘not applicable’ (N/A). If the symptom is not present please state ‘not present’*** |

School

They may miss deadlines as they have not organised or planned their work efficiently. They may appear to be generally messy and untidy (in their appearance or with their belongings). They may produce notes in lessons that lack structure. During the transition to secondary school when the timetable becomes more complicated they may frequently turn up late for lessons. They may also become stressed and often leave things behind at home. They may lose or misplace their possessions such as school bag or books. They may often attend lessons without the correct equipment or materials required for the lesson.

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| *Is this symptom present? If yes, give examples and probe about how it causes impairment at* ***school***  ***Please do not use ‘not applicable’ (N/A). If the symptom is not present please state ‘not present’*** |

School

They may try to avoid specific lessons that they find particularly intensive and require mental effort, such as maths and writing essays. During the lessons they may protest or lack effort and become frustrated and irritable. They may become restless or oppositional and make excuses to leave the classroom. In extreme cases they may pretend to be ill to stay off school and avoid some classes or truant from school.

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| *Is this symptom present? If yes, give examples and probe about how it causes impairment at* ***school***  ***Please do not use ‘not applicable’ (N/A). If the symptom is not present please state ‘not present’*** |

School

They may be frequently reprimanded for talking in lessons. They may interrupt others, speak out in assembly, use things that do not belong to them and appear to monopolise other children and situations. They may chatter to peers in class, even when they have been asked to work quietly or during tests. They may have difficulty waiting their turn to speak or answer questions. Older children may have some awareness of this difficulty but struggle to inhibit their behaviour. These behaviours may irritate their peers and lead to them becoming unpopular. They may act without thinking through the consequences of their behaviour. They may have little appreciation of how their behaviour is perceived by others. They again may not respond to reminders or reprimands. They may dominate conversations, talk over others (even teachers) and give tangential responses to questions.

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| *Is this symptom present? If yes, give examples and probe about how it causes impairment at* ***school***  ***Please do not use ‘not applicable’ (N/A). If the symptom is not present please state ‘not present’*** |

**Authorisation**:

Signed: ……………………………………….. Print Name:………………………………………

Job title:

School address:

Date: