

Full report

Arthur Brown

Secondary | Executive functioning

This report explores Arthur's executive functioning skills and support needs, with practical recommendations for school and home.

Assessment completed on **13/09/26**

Knowledge is power



In this report

Results, insights and practical support for Arthur.



Results

Scores are shown with their assessment dates, score ranks, percentile ranks and confidence intervals.



Insights

The level of need describes the amount of support Arthur may require. The screening indicators are explained separately, alongside strengths and areas of difficulty.



How to support

Recommendations are grouped for the classroom, extra support and home. Choose priorities with Arthur, their teachers and parents or carers, then review how well the support is working.

This assesses executive-function skills. It does not screen for or diagnose ADHD. Results should be considered alongside classroom work, observations and the conditions during testing.

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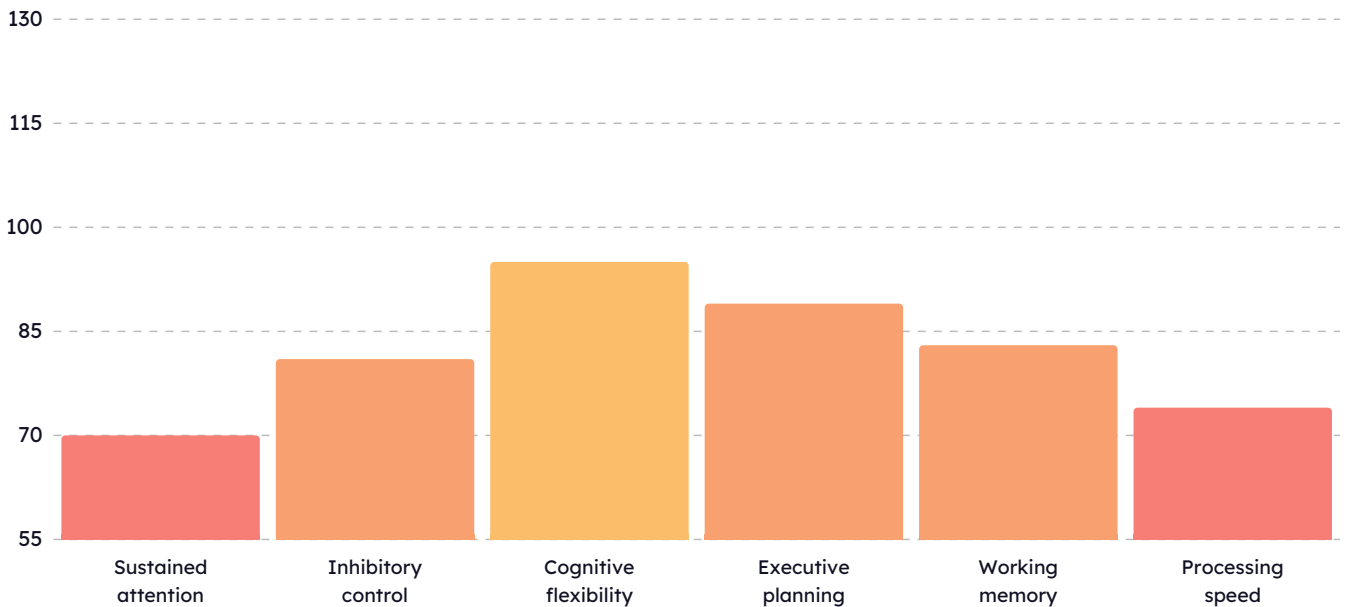


Results

Executive functioning

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Assessment completed 13/09/26



This chart shows Arthur's standardised scores in each area assessed. These scores compare their performance with that of children of the same age.

Results

Scores

	Standard score	Score rank	Percentile rank	95% conf. int
Sustained attention	70	Low	2	65 - 75
Inhibitory control	81	Low	10	74 - 88
Cognitive flexibility	95	Average	37	88 - 102
Executive planning	89	Low Average	23	82 - 96
Working memory	83	Low	13	76 - 90
Processing speed	74	Low	4	69 - 79

How to read the scores

Standard score: performance compared with children of the same age.

Score rank: the descriptive band reported for that standard score.

Percentile rank: the percentage of same-age children expected to score lower.

95% confidence interval: the reported range reflecting uncertainty around the score.



Insights

Level of need

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Very high

A very high level of need describes significant learning difficulties that may require consistent classroom adjustments, targeted teaching and specialist input. This is Arthur's overall rating across completed assessments. Within this report, the main needs relate to attention, response control, working memory and processing speed.

Executive functioning

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Executive function challenges

Arthur's low sustained attention, inhibitory control and working memory underpin this result. Cognitive flexibility is average and planning is low average. Lower processing speed may add to the demands of sustained work. These results can inform support but do not screen for or diagnose ADHD.

Strengths and challenges



Sustained attention low

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Sustained attention is low (70). Extended explanations and independent work may be easier to follow with clear stages and brief check-ins.



Inhibitory control low

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Inhibitory control is low (81). A discreet pause-and-check prompt may help before a response or submission.



Flexibility average; planning low average

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Cognitive flexibility is average (95) and planning is low average (89). Clear outcomes and a short plan may help with longer assignments.



Working memory low

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Working memory is low (83). Visible instructions, short notes and familiar checklists may help across subjects.



Processing speed low

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Processing speed is low (74). Arthur may need more thinking time for demanding work, even when the content is understood.

How to support

In the classroom

For subject teachers. Practical strategies for secondary lessons.

These suggestions do not all need to be introduced at once. Agree a small number of priorities and keep support consistent across lessons.

Executive function

Add brief response checks to longer teaching

Activity

Arthur's lower attention score suggests clear checkpoints may help.

Pause at one or two natural points in a longer subject explanation and ask Arthur to recall or apply one key idea. A brief written answer, explanation of a science step or summary to a partner can show whether the thread has been followed. Keep the check discreet and relevant to the lesson.

Break longer work into visible stages

Adjustment

Arthur's lower attention score suggests clear checkpoints may help.

Show the stages and expected outcome of extended work, such as researching, planning and drafting an essay. Agree a brief check-in after one or two stages and let Arthur mark progress. During lengthy work, agree a short reset if attention drops and a clear restart point. Use the same checkpoints for digital tasks.

Build in one final check

Activity

Arthur's lower inhibitory-control score suggests a pause before responding may help.

Before Arthur submits work or gives a final answer, use one check linked to the task, such as whether every part of a question has been answered. Encourage Arthur to choose and apply the check independently. Keep the prompt specific, rather than asking for a general check of everything.

Set one clear distraction rule

Adjustment

Arthur's lower attention score suggests reducing competing distractions may help.

Agree one practical boundary for independent work, such as keeping only the required browser tab open or putting unrelated materials away. Ask Arthur to set this up independently. Use a discreet reminder when needed and review whether the chosen boundary helps with completing subject work.

Memory & processing speed

Build thinking time into harder tasks

Adjustment

Arthur's lower processing speed may make demanding tasks take longer.

Build thinking time into demanding subject questions, discussions and extended writing. Keep the question visible and let Arthur make a brief note before responding. Allow more time for selected work with high processing demands and check whether this improves the quality or completeness of the response.

Mark the essential classwork and homework

Adjustment

Arthur's lower processing speed may make demanding tasks take longer.

Identify the essential questions or sections first, keeping the full learning objective and subject challenge. Add repeated practice only when useful and manageable. If homework regularly takes much longer than intended, agree priorities and a reasonable stopping point with Arthur, subject teachers and parents or carers.

Break tasks into a short visible sequence

Adjustment

Arthur's lower working-memory score suggests visible steps may help.

Break complex instructions into a short written sequence on the board, worksheet or study plan. Ask Arthur to explain the first step and mark each stage as it is completed. Keep the same approach across subjects and reduce the detail as Arthur becomes more independent.

Teach a quick way to record key information

Activity

Arthur's lower working-memory score suggests notes may help keep track of lessons.

Model how to select the main idea and two or three important details from a subject explanation. Use a simple outline, key words or Cornell-style notes, then let Arthur practise with a short passage. Check that the notes are useful for later revision before reducing the support.

How to support

Extra support

For the SENCo or specialist staff. Match teaching and programme choices to Arthur's assessed gaps, coordinate support and review progress.

Further assessment

Consider a specialist assessment

Further investigation

Further assessment may help clarify Arthur's learning needs.

Ask the SENCo to bring together Arthur's results, subject-teacher observations, support history, views and information from home. Agree which questions remain unanswered and whether a specialist teacher or educational psychologist could help clarify them. Use further findings to refine support while classroom adjustments continue.

Executive function

Teach an attention and self-regulation routine

Intervention

Arthur's lower attention score suggests clear checkpoints may help.

Use one or two short sessions each week to practise a routine: stop, check the task, choose a strategy and restart. Apply it to current subject work or revision, agree a discreet classroom prompt and review over six to eight weeks whether Arthur uses the routine with less adult support.

Memory & processing speed

Consider future access arrangements for Arthur

Further investigation

Arthur's lower processing speed suggests reviewing support for timed work.

Ask the SENCo to review how attention, working memory and pace affect Arthur's timed work. Gather subject-teacher observations, work samples and evidence of support normally used. Consider arrangements against current JCQ guidance; a screening result alone does not establish entitlement.

Useful guidance

Current JCQ access-arrangements guidance

Use alongside the Talamo wiki overview when reviewing examination support.

How to support

At home

For parents or carers. Simple ways to support Arthur at home.

Executive function

Decide what 'finished' means

Activity

Arthur's lower attention score suggests short, clear study goals may help.

Before homework or revision, ask Arthur to choose one clear outcome, such as completing a defined section or drafting a paragraph. Make the finish point visible and agree one check-in. Use manageable study periods and review what helped Arthur stay with the task.

Use one check before moving on

Activity

A brief check may help Arthur pause before finishing or responding.

Choose one situation where Arthur tends to finish or respond too quickly. Before submitting work or moving to another activity, prompt one relevant check, such as whether all parts of the task are answered. Keep the check consistent until Arthur begins using it independently.

Memory & processing speed

Plan homework in manageable sections

Adjustment

Arthur's lower processing speed may make longer homework more demanding.

Help Arthur divide longer homework or revision into two or three clear sections and agree a finishing point. Work through one section at a time, keeping the intended level of challenge. If tasks repeatedly overrun, share examples with the subject teacher so the workload can be reviewed.

Follow the routine from a checklist

Activity

A visible plan may help Arthur keep track of tasks and routines.

Let Arthur create a short checklist for a routine such as packing the school bag, checking deadlines or preparing for a practical lesson. Keep equipment in consistent places and agree one check at the end. Gradually reduce reminders as Arthur takes over the routine.

Make a mind map before starting

Activity

A visible plan may help Arthur keep track of tasks and routines.

Before an essay, revision topic or project, ask Arthur to put the main question in the centre and add key ideas, evidence and next steps. Use short phrases and clear links. Arthur can follow and update the plan while working; offer a prompt only if an important section is missing.