|  |
| --- |
| **18 months – 2:11 years** |
|  |
| 1. **Understanding** the child can:
 | **Score:** Yes = 1No = 0 |
| 1. Understand and follow simple daily routine instructions such as; “put your coat on”, “get your shoes” or “let’s change your nappy”.
 |  |
| 1. Point to ten familiar objects or pictures when asked e.g. “where is the **key**?” or “point to the **door**” in their home language e.g. playing with toys, puzzles or looking at a picture book.
 |  |
| 1. Follow longer instructions with 2 parts such as, “show me mummy’s eyes” or “get daddy’s shoes”.
 |  |
| 1. Understand familiar action words e.g. eat, run, sleep, cry.
 |  |
| 1. Understand simple ‘who?’ and ‘what?’ questions like “who is here?” “what do you want for snack?”.
 |  |
| **Understanding: total score**  |  |
| Chronological age | **Circle R,A,G according to their score à** | **Red** | **Amber** | **Green** |
| 18-24 months | 0 | 1 | 2-5 |
| 2 years – 2:3 years | 0-1 | 2 | 3-5 |
| 2:3 – 2:6 years | 0-1 | 2 | 3-5 |
| 2:6 years – 2:11 years | 0-3 | 4 | 5 |
|  |
| 1. **Talking** the child can**:**
 | **Score:** Yes = 1No = 0 |
| 1. Say some familiar words (these may not always be clear).
 |  |
| 1. Use fifty words or more.
 |  |
| 1. Use two words together.
 |  |
| 1. Use more than two words together.
 |  |
| **Talking: total score**  |  |
| Chronological age | **circle R,A,G according to their score à** | **Red** | **Amber** | **Green** |
| 18-24 months | N/A | 0-1 | 2-4 |
| 2 years – 2:3 years | N/A | 0-2 | 3-4 |
| 2:3 years– 2:6 years | 0 | 1-3 | 4 |
| 2:6 years 2:11 years | 1 | 2-3 | 4 |
|  |
| 1. **Speech sounds** the child can:
 | **Score:** Yes = 1No = 0 |
| 1. Use a range of different sounds when babbling or talking
 |  |
| 1. Be mostly understood by parents/carers
 |  |
| **Speech: total score**  |  |
| All age ranges | **Circle R,A,G according to their score à** | **Red** | **Amber** | **Green** |
| N/A | 1 | 2 |
|  |
| 1. **Social interaction** the child can:
 | **Score:** Yes = 1No = 0 |
| 1. Show an interest or enjoyment in interactions with others.
 |  |
| 1. Use eye contact during interactions.
 |  |
| 1. Use facial expressions during interactions.
 |  |
| 1. Use body language, movement (e.g pulling), facial expression, or sounds, aimed at another person, to get their needs met (intentionally communicate).
 |  |
| 1. Point or gesture to communicate e.g. pointing when they want something, waving hello/goodbye, reaching to be picked up.
 |  |
| 1. Look when someone points at something.
 |  |
| 1. Enjoy an adult joining in their play.
 |  |
| 1. Demonstrate pretend play skills (such as putting a baby to bed, feeding a cuddly toy).
 |  |
| 1. Play alongside other children (i.e. engage in similar play activities in close proximity).
 |  |
| **Social interaction: total score**  |  |
| Chronological age | **Circle R,A,G according to their score à** | **Red** | **Amber** | **Green** |
| 18 months – 2y 5m | 0-4 | 5-7 | 8-9 |
| 2y 6m – 2y 11m | 0-5 | 6-8 | 9 |
|  |
| **Summary:** If the child has more than one amber or red area, use this table to help you prioritise what area to focus your targeted intervention  |
| **SLCN area** | **RAG rating**Tick the RAG rating from screening results for each SLCN area. | **IMPACT rating**Ask the question “how much does the child’s difficulty negatively impact their a) learning b) interaction and friendships c) happiness and wellbeing?”.Using the following scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No impact | Minor | Moderate | Major | Severe |
| 0 | 1 | 2 | 3 | 4 |

Write the numbers in the boxes below: | **Total impact score** (Add impact score of a, b and c to create total per SLCN area). |
| **Red** | **Amber** | **Green** | 1. **Learning**
 | 1. **Interaction & friendships**
 | 1. **Happiness and wellbeing**
 |  |
| 1. Understanding
 |  |  |  |  |  |  |  |
| 1. Talking
 |  |  |  |  |  |  |  |
| 1. Speech Sounds
 |  |  |  |  |  |  |  |
| 1. Social Interaction
 |  |  |  |  |  |  |  |

**Next Steps:**

**Red:** If child scores red on one or more areas, complete a referral to Speech and Language Therapy. Include details of your screening results.

Focus targeted intervention on these SLCN areas whilst the referral is being processed.

**Amber**: If child scores amber on one or more areas, focus targeted intervention on these areas for a minimum of 3 months / 1 term.

For SLCN area:

1. Deliver appropriate targeted intervention for a minimum of 3 months / 1 term.
2. After a term’s intervention, re-do screening tool to monitor response to intervention.
3. Consider, do they still meet the Amber referral criteria? If yes – consider the impact of the SLCN. If the impact is moderate - severe make a referral to Speech & Language Therapy team. Include details of your screening results and targeted interventions with your referral.

**Green**: No intervention is required. Continue with quality first teaching strategies.