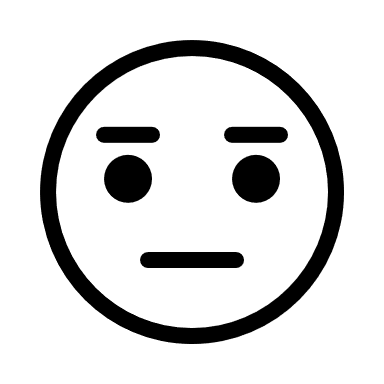
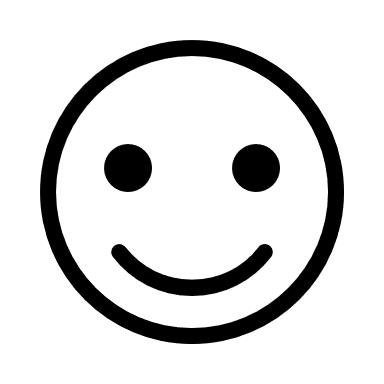
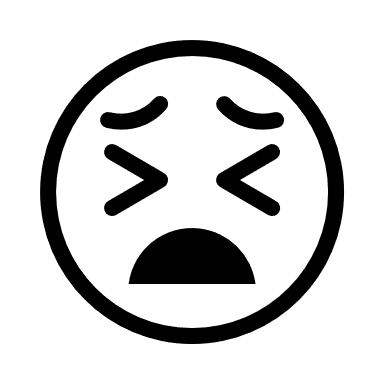
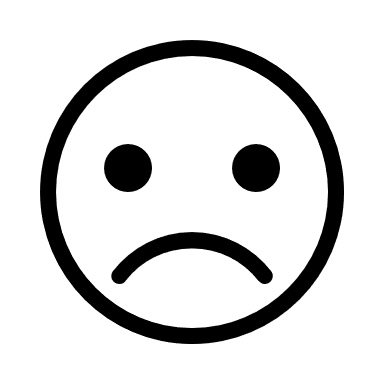
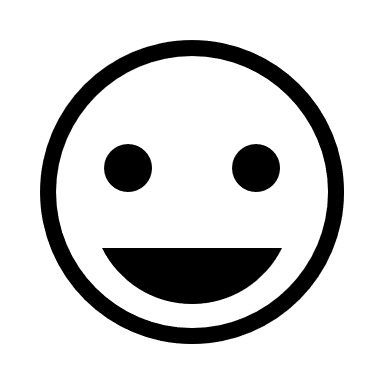
|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **18 months – 2:11 years** | | | | | | | | | | |
|  | | | | | | | | | | |
| 1. **Understanding** the child can: | | | | | | | | | | **Score:** Yes = 1  No = 0 |
| 1. Understand and follow simple daily 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 = 1  No = 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 = 1  No = 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 = 1  No = 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.