|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3:0 – 4:11 years** | | | | | |
|  | | | | | |
| 1. **Understanding** the child can: | | | | | **Score:** Yes = 1  No = 0 |
| 1. Follow instructions with two parts such as, “show me teddy’s eyes” or “get dolly’s shoes”. | | | | |  |
| 1. Understand familiar action words e.g. eat, run, sleep, cry. | | | | |  |
| 1. Follow longer instructions (three+ parts) without adult support e.g. “go to your bedroom and find a big teddy”. | | | | |  |
| 1. Answer simple questions e.g. who? what? where? questions based on what is happening at the time. | | | | |  |
| 1. Join in a simple conversation about something that is happening now e.g. “what are you doing?”, “where is all the sand going?” or “who needs the spade now?”. | | | | |  |
| **understanding: total score** | | | | |  |
| Chronological age | **Circle R,A,G according to their score à** | **Red** | **Amber** | **Green** | |
| 3y 0m – 3y 11m |  | 0-1 | 2-4 | 5 | |
| 4y 0m – 4y 11m |  | 0-2 | 3-4 | 5 | |
|  | | | | | |
| 1. **Talking** the child can**:** | | | | | **Score:** Yes = 1  No = 0 |
| 1. Make their basic needs known. | | | | |  |
| 1. Name lots of everyday items. | | | | |  |
| 1. Join two or more words together. | | | | |  |
| 1. Use lots of action words. | | | | |  |
| 1. Use words in the right order in a full sentence. | | | | |  |
| 1. Join in with a conversation about what is happening now using simple sentences. | | | | |  |
| **Talking: total score** | | | | |  |
| Chronological age | **Circle R,A,G according to their score à** | **Red** | **Amber** | **Green** | |
| 3y 0m – 3y 11m | 0-2 | 3-5 | 6 | |
| 4y 0m – 4y 11m | 0-4 | 5 | 6 | |
|  | | | | | |
| 1. **Speech sounds** | | | | | **Score:** Yes = 1  No = 0 |
| 1. The child is understood by parents/carers. | | | | |  |
| 1. The child is able to use ‘early developing’ consonant sounds when talking e.g. p, b, m, n, w. | | | | |  |
| 1. The child is able to use ‘middle developing’ consonant sounds when talking e.g k, g, f, s | | | | |  |
| 1. The child is able to accurately use the end sounds of words e.g. ‘n’ in ‘bun’. | | | | |  |
| 1. The child is understood most of the time by less familiar adults. | | | | |  |
| **Speech: total score** | | | | |  |
| Chronological age | **Circle R,A,G according to their score à** | **Red** | **Amber** | **Green** | |
| 3y 0m – 3y 11m | 0-2 | 3-4 | 5 | |
| 4y 0m – 4y 11m | 0-3 | 4 | 5 | |
|  | | | | | |
| 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 and 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). | | | | |  |
| 1. Play with other children (i.e., join in and share play ideas). | | | | |  |
| **Social interaction: total score** | | | | |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Chronological age | **Circle R,A,G according to their score à** | | | | | | **Red** | **Amber** | **Green** |
| 3y 0m – 3y 11m | 0-6 | 7-8 | 9-10 |
| 4y 0m – 4y 11m | 0-7 | 8-9 | 10 |
|  | | | | | | | | | |
| **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.