**Complete these tasks with the child:**

|  |
| --- |
| **Ask the child to “tell me all about how you…” do a familiar routine, such as getting ready for bed, cleaning their teeth, or getting to school.** Write down what they say. You may wish to use a recording device (e.g. ipad) to help you. |
| **Look at a familiar picture book with the child. Ask them questions about the pictures.** Write down what they say. You may wish to use a recording device (e.g. ipad) to help you.  Include these questions:  What happened?  Why/how? |
| **Have a conversation with the child. Ask them about their friends, what they like to do at home or what they did in the holidays or at the weekend.** What do you notice? Can they answer your questions? Can you easily follow what they tell you? |
| **Observe the child while the class teacher is talking.** What do you notice? Do they follow explanations and instructions? Do they look round to see what other people are doing? Do they wait to be prompted? |

**Now answer the following questions:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5:0 – 6:11 years** | | | | |
|  | | | | |
| 1. **Understanding** the child can: | | | | **Score:** Yes = 1  No = 0 |
| 1. Follow classroom instructions independently, | | | |  |
| 1. Answer questions about recent event / stories e.g. “what happened?”. | | | |  |
| 1. Engage in conversation with others, | | | |  |
| 1. Understand questions that involve reasoning and problem solving e.g. “why?” and “how?”, | | | |  |
| **understanding: total score** | | | |  |
| **Circle R,A,G according to their score à** | **Red** | **Amber** | **Green** | |
| 0-2 | 3 | 4 | |
|  | | | | |
| 1. **Talking** the child can: | | | | **Score:** Yes = 1  No = 0 |
| 1. Use five-six word sentences which are grammatically correct (e.g. uses plurals, past tense) | | | |  |
| 1. Use words in the right order in a sentence, | | | |  |
| 1. Talk about a familiar story or event and adults can follow their sequence of thoughts. | | | |  |
| 1. Engage in conversations with others. | | | |  |
| **Talking: total score** | | | |  |
| **Circle R,A,G according to their score à** | **Red** | **Amber** | **Green** | |
| 0-2 | 3 | 4 | |
|  | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Speech sounds** | | | | **Score:** Yes = 1  No = 0 |
| 1. In conversation, you can understand what the child is saying. | | | |  |
| 1. The following statement is true “the child is not bothered by or upset by their speech sound difficulties”. | | | |  |
| 1. The child is able to use early developing sounds accurately (i.e. the sounds: p b m n w t d) when they are talking. | | | |  |
| 1. The child is able to use middle developing sounds accurately (i.e. the sounds k/c, g, y, f, v, s, z) when they are talking. | | | |  |
| 1. The child is able to use a full range of late developing sounds accurately (i.e. the sounds sh, ch, l, j, r) when they are talking. | | | |  |
| 1. The child is able to use a full range of blends accurately (i.e. sp, st, sk, fl, bl, pl, fr, tr, pr) when they are talking. | | | |  |
| **Speech: total score** | | | |  |
| **Circle R,A,G according to their score à** | **Red** | **Amber** | **Green** | |
| 0-3 | 4-5 | 6 | |
|  | | | | |
| 1. **Social Interaction** The child can: | | | | **Score:** Yes = 1  No = 0 |
| 1. Talk, listen and respond in two-way conversation to meet their needs. | | | |  |
| 1. Join in group conversations and maintain conversations to meet social needs. | | | |  |
| 1. Understand and talk about how they are feeling. | | | |  |
| 1. Understand and talk about how others are feeling. | | | |  |
| **Social interaction: total score** | | | |  |
| **Circle R,A,G according to their score à** | **Red** | **Amber** | **Green** | |
| 0-2 | 3 | 4 | |
|  | | | | |
| **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.