**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 book with the child. Ask them questions about the text.** 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 do you know? |
| **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? Does their language easily flow or is it effortful? |
| **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? Do they ask for help or clarification? |

**Now answer these questions:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7 years +** | | | | | | | | | |
|  | | | | | | | | | |
| 1. **Understanding:** the young person**:** | | | | | | | | | **Score:** Yes = 1  No = 0 |
| 1. Understand classroom instructions and explanations. | | | | | | | | |  |
| 1. Show that they are aware when they don’t understand or when they need help. | | | | | | | | |  |
| 1. Ask for help/clarify when they have not understood instructions or explanations. | | | | | | | | |  |
| 1. Infer meaning, reason, and predict. | | | | | | | | |  |
| 1. Follow complex instructions with several parts. | | | | | | | | |  |
| **Understanding: total score** | | | | | | | | |  |
| **Circle R,A,G according to their score** | | | | | | **Red** | **Amber** | **Green** | |
| 0-3 | 4 | 5 | |
|  | | | | | | | | | |
| 1. **Talking:** the young person can**:** | | | | | | | | | **Score:** Yes = 1  No = 0 |
| 1. Tell stories about their own experiences in a clear order, adding/leaving out information depending on how much the listener already knows. | | | | | | | | |  |
| 1. Talk about a familiar story or event and adults can easily follow their sequence of thoughts. | | | | | | | | |  |
| 1. Engage in conversations with others, | | | | | | | | |  |
| 1. Use complex grammar and sentences to communicate effectively. | | | | | | | | |  |
| **Talking: total score** | | | | | | | | |  |
| **Circle R,A,G according to their score** | | | | | | **Red** | **Amber** | **Green** | |
| 0-2 | 3 | 4 | |
|  | | | | | | | | | |
| 1. **Speech sounds** | | | | | | | | | **Score:** Yes = 1  No = 0 |
| 1. In conversation, you can understand what the young person is saying. | | | | | | | | |  |
| 1. The following statement is true “The young person is not bothered by or upset by their speech sound difficulties”. | | | | | | | | |  |
| 1. The young person 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 young person 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 young person is able to use a range of late developing sounds accurately (i.e. the sounds sh, ch, l, j, r) when they are talking. | | | | | | | | |  |
| 1. The young person is able to use a 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** | | | | | | **Red** | **Amber** | **Green** | |
| 0-4 | 5 | 6 | |
|  | | | | | | | | | |
| 1. **Social interaction:** the young person can: | | | | | | | | | **Score:** Yes = 1  No = 0 |
| 1. Talk, listen and respond in two-way conversations. | | | | | | | | |  |
| 1. Use language in different ways e.g. negotiating, commenting, questioning, complementing etc. | | | | | | | | |  |
| 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** | | | | | | **Red** | **Amber** | **Green** | |
| 0-2 | 3-4 | 5 | |
|  | | | | | | | | | |
| **Summary:** If the young person 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 young person’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.