**Complete these tasks with the student:**

|  |
| --- |
| **Have a conversation with the student. 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? Do they use complex sentences? Can they easily think of the words they need to express their ideas?  You may wish to use a recording device (e.g. ipad) to help you. |
| **Ask the student to give you their opinion on something (choose a relevant topic from recent news events or the curriculum).** What do you notice? You may wish to use a recording device (e.g. ipad) to help you. |
| **Look at a familiar text with the student. Ask them questions about the text that involve reasoning and problem solving.** Write down what you notice. You may wish to use a recording device (e.g. ipad) to help 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? Do they ask for help or clarification? |

**Now answer these questions:**

|  |  |  |  |
| --- | --- | --- | --- |
| **11 years +** | | | |
|  | | | |
| 1. **Understanding:** the young person can**:** | | | **Score:** Yes = 1  No = 0 |
| 1. Understand classroom instructions and explanations. | | |  |
| 1. Show that they are aware when they don’t understand and ask for help when they have not understood. | | |  |
| 1. Infer meaning, reason, and problem solve. | | |  |
| **UNDERSTANDING: Total Score** | | |  |
| **Circle R,A,G according to their score** | **Red** | **Green** | |
| 0-2 | 3 | |
|  | | | |
| 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. Explain their opinions and ideas and adults can easily follow their sequence of thoughts. | | |  |
| 1. Engage in conversations with others. | | |  |
| 1. Use complex grammar and vocabulary to communicate effectively. | | |  |
| **TALKING: Total Score** | | |  |
| **Circle R,A,G according to their score** | **Red** | **Green** | |
| 0-3 | 4 | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Speech sounds** | | | **Score:** Yes = 1  No = 0 |
| 1. In conversation, you always understand what the young person is saying. | | |  |
| 1. Is the following statement is true “The young person is not bothered by or upset by their speech sound difficulties”. | | |  |
| **SPEECH: Total Score** | | |  |
| **Circle R,A,G according to their score** | **Red** | **Green** | |
| 0-1 | 2 | |
|  | | | |
| 1. **Social interaction:** the young person can: | | | **Score:** Yes = 1  No = 0 |
| 1. Talk, listen, and respond in two way and group conversations. | | |  |
| 1. Use language to negotiate with others, | | |  |
| 1. Join in group conversations and maintain conversations to meet social needs. | | |  |
| 1. Understand and talk about how they and others are feeling. | | |  |
| **SOCIAL INTERACTION: Total Score** | | |  |
| **Circle R,A,G according to their score** | **Red** | **Green** | |
| 0-3 | 4 | |
|  | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Summary:** If the young person has more than one 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** | **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.

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