Speech, Language and Communication Needs (SLCN) Checklist

Students with SEN may display difficulties with speech, language and communication. However some students may have SLCN independently of any other need. Children with speech, language and communication difficulties represent the most prevalent type of special education need amongst school pupils with statements of special educational need. This checklist only provides a 'first step' in the identification process. Formal identification will require the involvement of the student's family/carers, staff team and referral to Emma Bowers (Specialist Speech and Language Therapist).

Student:		Date:		Staff:	

The student has been known to staff for _____ weeks/months.

The student…	Always	Often	Rarely	Never
Struggles to maintain attention and listening throughout session (easily distractible and does not respond to prompts).				
Requires a significant amount of time following an instruction before the student initiates following the direction.				
Requires a significant amount of time to formulate sentences/answers/responses to your communication/questions.				
Seems to forget what has been said to them or what they are saying.				
Appears to have difficulties finding the right word or may use the wrong when talking.				
Has difficulties understanding the meaning of words and/or relationships between words.				
Is unable to following verbal instructions successfully and accurately.				
May answer questions with a response that is obscure.				
Talks with a restricted vocabulary.				
Speaks in short phrases and/or grammatical errors.				

Struggles to express the meaning of words and/or relationships between words.				
Has difficulties producing clear speech sounds.				
Displays a stammer.				
Has difficulties with inferencing and verbal reason e.g. picking up on social cues from the environment and/or explaining 'why'.				
Has difficulties forming, maintaining and repairing friendships.				
Struggles to interpret/use appropriate non-verbal communication e.g. maintaining eye contact, turn taking, facial expressions, tone of voice, proximity to communication partner.				
Uses language inappropriately e.g. may be interpreted as rude, may laugh at inappropriate times etc.				
Has difficulties interpreting jokes and non-literal language e.g. knowing it's not actually raining cats and dogs.				
Is unable to regulate and express their emotions appropriately.				
Does not use any functional communication e.g. asking for help.				
Uses challenging behaviour as a means of effective communication.				

Further Action:	
	This student requires continuous support with their additional needs.
	This student requires occasional support with their additional needs.
	This student is not a cause for concern.