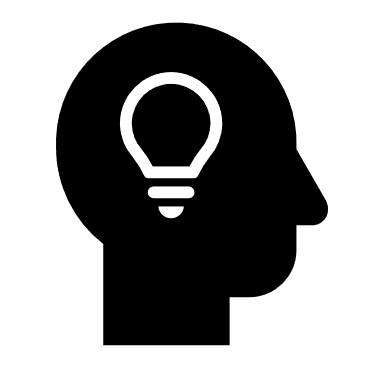
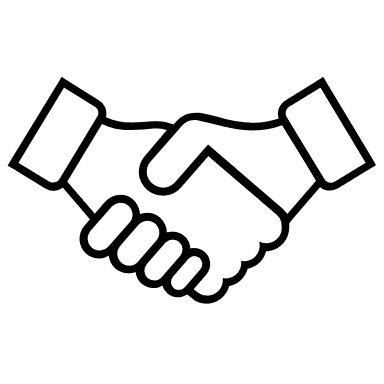
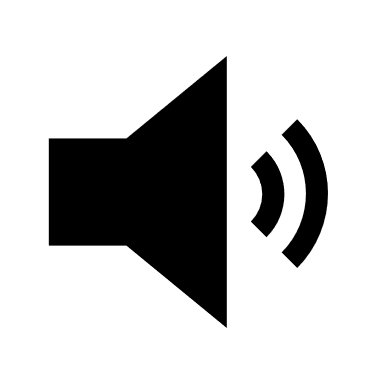
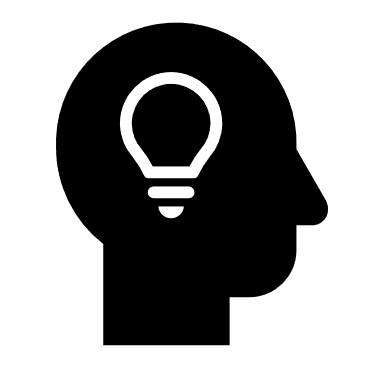
* This screening tool is for use with children aged 7 years and above (in Key Stage 2) to find out **what support you can give the child** in your setting.
* It is also designed to support you in deciding **when you need to refer to the Speech and Language Therapy service** (SLT). This is based on the service’s referral criteria found here on our website: <https://www.bdct.nhs.uk/how-to-refer-a-child/>
* Children who score **amber** will require support with their speech and language development. You should look for advice on **universal strategies and targeted interventions** found here on our website: <https://www.bdct.nhs.uk/professionals-7-11-years-old/>
* Children who score **red** will require support with their speech and language development. You should look for advice on **universal strategies and targeted interventions** found here on our website: <https://www.bdct.nhs.uk/professionals-7-11-years-old/>. After implementing the advice and monitoring progress, you should then refer to SLT.
* Please base your answers on the child’s first (strongest) language. The child should only be referred to SLT if he/she has difficulties in his/her first language. When assessing a child with English as an additional language, please bear in mind:
* It can take up to 2 years for a child to acquire a good level of conversational ability in their second language.
* It can take 5-7 years for the child to use the second language to process learning tasks in the same way as they would use their first language.
* If in doubt about a child with English as an additional language, please speak to a Speech and Language Therapist.
* Please include a copy of this screen with your referral.

**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 à** | | | | | | **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 à** | | | | | | **Red** | **Amber** | **Green** | |
| 0-2 | 3 | 4 | |
|  | | | | | | | | | |
| Sound Medium with solid fill   1. **Speech sounds – please complete the BDCFT speech sound screen.** | | | | | | | | | **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 à** | | | | | | **Red** | **Amber** | **Green** | |
| 0-4 | 5 | 6 | |
| Handshake outline | | | | | | | | | |
| 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 à** | | | | | | **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 more than one area scored red, use the **Total Impact Score** to guide the primary focus of targeted intervention i.e., whichever red SLCN area has the highest impact score - focus targeted intervention on that area.

For that SLCN area:

1. Complete baseline measure (the targeted intervention will usually include one).
2. Deliver appropriate targeted intervention.
3. Re-do baseline measure after a term’s input to monitor response to intervention.
4. Consider, do they still meet the BDCT RED referral criteria? If yes – consider the impact of the SLCN. If the impact is moderate - severe make a referral to SALT team. Include details of your screening results and targeted interventions with your referral.

**Amber**: If there are no Red areas, and more than one area scored AMBER, use the **Total Impact Score** to guide the primary focus of targeted intervention i.e. whichever Amber SLCN area has the highest impact score, provide targeted intervention for this. Follow the same steps as detailed above, however, referral to the SALT service is not indicated.

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

N**ext Steps flow chart:**

SLCN Screen completed

SLCN area scored red

SLCN area scored amber

SLCN area scored Green

Which Red area has highest **Total Impact Score?** This is thearea to focus your targeted intervention.

Yes

Did any other SLCN areas score Red?

No intervention is required. Continue with universal level support and quality first teaching strategies.

No

For this area - complete baseline measure for targeted intervention being delivered

Which Amber area has highest **Total Impact Score?** This is thearea to focus your targeted intervention.

Deliver appropriate targeted intervention for at least one term.

Re-do baseline **measure after a terms input** to monitor change / response to intervention.

Does the child meet the BDCT Red referral criteria?

**No**

Start cycle again.

Continue universal and targeted support.

**Yes**

Make referral to SALT team. Include copy of:

* Information about the targeted intervention delivered (what and how much/ how long) and progress evidenced.
* Most recent screening results (can be BDCFT’s screen or a published resource e.g. Progression Tools, Wellcomm, etc)
* Continue universal and targeted support whilst awaiting specialist support.