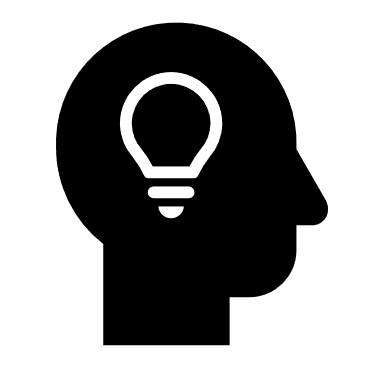
* This screening tool is for use with young people in key stage 3 and 4 to find out **what support you can give the student** in your setting.
* It is also designed to support you in deciding **when you need to refer to the Speech and Language Therapy Service** (SLT). This is based on the service’s referral criteria found here on our website: <https://www.bdct.nhs.uk/how-to-refer-a-child/>
* Students 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/children-11-years-old-and-over/>. After implementing the advice and monitoring progress, you should then consider the **impact** of the student’s SLCN.
* Use the **impact rating** to determine what impact the student’s SLCN is having on their learning, interaction, and well-being. Refer to the speech and language service when the impact is moderate, major, or severe.
* Please base your answers on the student’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 student 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 student:**

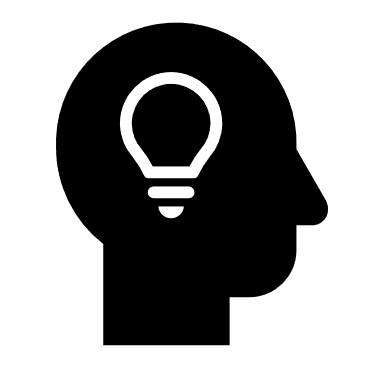
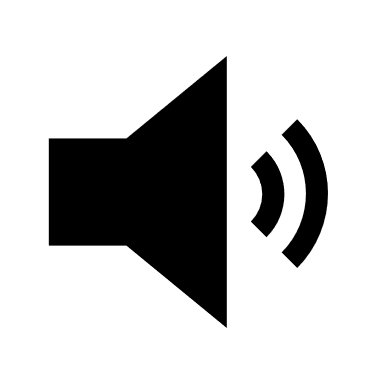
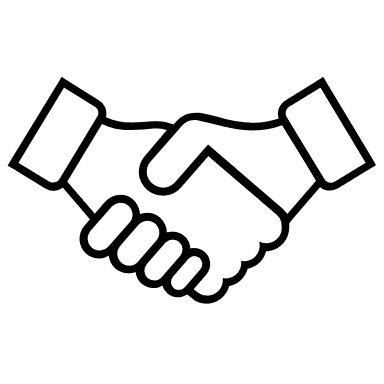
|  |
| --- |
| **Have a conversation with the student. Ask them about their friends, what they like to do at home or what they did in the holidays or at the weekend.** What do you notice? Can they answer your questions? Can you easily follow what they tell you? Does their language easily flow or is it 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. Sound Medium with solid fill**Speech sounds – Please complete the BDCFT Speech Sound Screen.** | | | **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 | |
| Handshake outline | | | |
| 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 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.

**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 green

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

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

For this area - Complete baseline measure for targeted intervention being delivered (See user guide for intervention)

Deliver appropriate targeted intervention for at least x1 term.

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

Do they meet the BDCT red referral criteria?

Is the impact moderate – severe?

**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