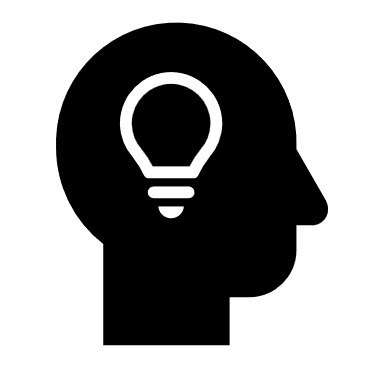
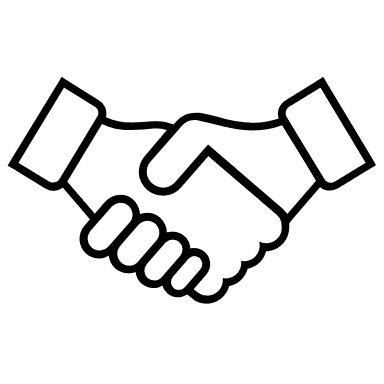
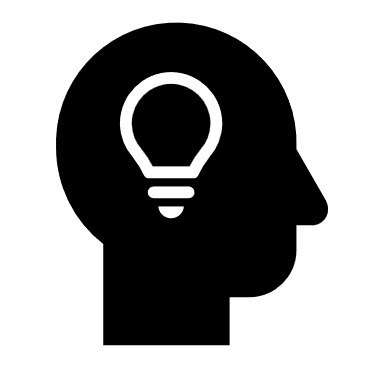
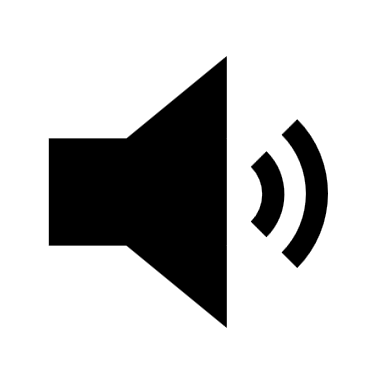
* This screening tool is for use with children aged 3 years 0 months – 4 years 11 months to find out **what support you can give the child** in your setting.
* It is also designed to support you in deciding **when you need to refer to the Speech and Language Therapy service** (SLT). This is based on 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-3-3-5-years-old/> and <https://www.bdct.nhs.uk/professionals-3-5-4-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-3-3-5-years-old/> and <https://www.bdct.nhs.uk/professionals-3-5-4-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.



|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3:0 – 4:11 years** | | | | | | | | | | |
|  | | | | | | | | | | |
| 1. **Understanding** the child can: | | | | | | | | | | **Score:** Yes = 1  No = 0 |
| 1. Follow instructions with two parts such as, “show me teddy’s eyes” or “get dolly’s shoes”. | | | | | | | | | |  |
| 1. Understand familiar action words e.g. eat, run, sleep, cry. | | | | | | | | | |  |
| 1. Follow longer instructions (three+ parts) without adult support e.g. “go to your bedroom and find a big teddy”. | | | | | | | | | |  |
| 1. Respond to simple Who? What? What doing? Where? questions (in a way that shows they understand) when looking at a picture book e.g ‘What is the Gruffalo doing?’ ‘Where is the snake?’ ‘What is the mouse eating?’. | | | | | | | | | |  |
| 1. Join in a simple conversation about something that is happening now e.g. “What are you doing?”, “Where is all the sand going?” or “Who needs the spade now?”. | | | | | | | | | |  |
| **understanding: total score** | | | | | | | | | |  |
| Chronological age | **Circle R,A,G according to their score à** | | | | | | **Red** | **Amber** | **Green** | |
| 3y 0m – 3y 11m |  | | | | | | 0-1 | 2-4 | 5 | |
| 4y 0m – 4y 11m |  | | | | | | 0-2 | 3-4 | 5 | |
|  | | | | | | | | | | |
| 1. **Talking** the child can**:** | | | | | | | | | | **Score:** Yes = 1  No = 0 |
| 1. Make their basic needs known. | | | | | | | | | |  |
| 1. Name lots of everyday items. | | | | | | | | | |  |
| 1. Join two or more words together. | | | | | | | | | |  |
| 1. Use lots of action words. | | | | | | | | | |  |
| 1. Use words in the right order in a sentence. | | | | | | | | | |  |
| 1. Join in with a conversation about what is happening now using simple sentences. | | | | | | | | | |  |
| **Talking: total score** | | | | | | | | | |  |
| Chronological age | **Circle R,A,G according to their score à** | | | | | | **Red** | **Amber** | **Green** | |
| 3y 0m – 3y 11m | 0-2 | 3-5 | 6 | |
| 4y 0m – 4y 11m | 0-4 | 5 | 6 | |
|  | | | | | | | | | | |
| 1. **Speech sounds please complete the BDCFT speech sound screen.** | | | | | | | | | | Sound Medium with solid fill**Score:** Yes = 1  No = 0 |
| 1. The child is always understood by parents/carers. | | | | | | | | | |  |
| 1. The child is able to use ‘early developing’ consonant sounds when talking e.g. p, b, m, n, w. | | | | | | | | | |  |
| 1. The child is able to use ‘middle developing’ consonant sounds when talking e.g k, g, f, s | | | | | | | | | |  |
| 1. The child is able to accurately use the end sounds of words e.g. ‘n’ in ‘bun’. | | | | | | | | | |  |
| 1. The child is understood most of the time by less familiar adults. | | | | | | | | | |  |
| **Speech: total score** | | | | | | | | | |  |
| Chronological age | **Circle R,A,G according to their score à** | | | | | | **Red** | **Amber** | **Green** | |
| 3y 0m – 3y 11m | 0-2 | 3-4 | 5 | |
| 4y 0m – 4y 11m | 0-3 | 4 | 5 | |
| Handshake outline | | | | | | | | | | |
| 1. **Social interaction** the child can: | | | | | | | | | | **Score:** Yes = 1  No = 0 |
| 1. Show an interest or enjoyment in interactions with others. | | | | | | | | | |  |
| 1. Use eye contact during interactions. | | | | | | | | | |  |
| 1. Use facial expressions during interactions. | | | | | | | | | |  |
| 1. Use body language, movement (e.g., pulling), facial expression, or sounds, aimed at another person, to get their needs met (intentionally communicate). | | | | | | | | | |  |
| 1. Point or gesture to communicate e.g., pointing when they want something, waving hello/goodbye and reaching to be picked up. | | | | | | | | | |  |
| 1. Look when someone points at something. | | | | | | | | | |  |
| 1. Enjoy an adult joining in their play. | | | | | | | | | |  |
| 1. Demonstrate pretend play skills (such as putting a baby to bed, feeding a cuddly toy). | | | | | | | | | |  |
| 1. Play alongside other children (i.e., engage in similar play activities in close proximity). | | | | | | | | | |  |
| 1. Play with other children (i.e., join in and share play ideas). | | | | | | | | | |  |
| **Social interaction: total score** | | | | | | | | | |  |
| Chronological age | **Circle R,A,G according to their score à** | | | | | | **Red** | **Amber** | **Green** | |
| 3y 0m – 3y 11m | 0-6 | 7-8 | 9-10 | |
| 4y 0m – 4y 11m | 0-7 | 8-9 | 10 | |
|  | | | | | | | | | | |
| **Summary:** If the child 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 child’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.

**If the child scores 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 for red next steps, 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.