



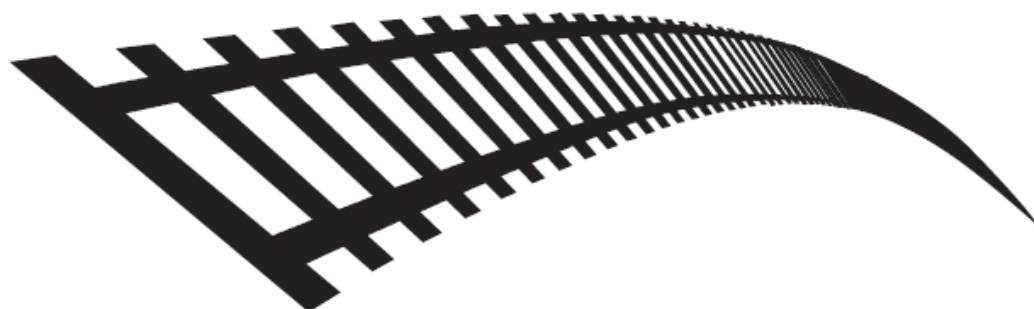
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Preschool Communication Tracker

A Tool for Identifying, Monitoring and Referring Preschool Children in Wiltshire
with Speech, Language and Communication Needs (SLCN)



(A Tool for Identifying, Monitoring & Referring Preschool Children in Wiltshire with SLCN)

Introduction

The Wiltshire Community Children's Service (WCCS) Speech and Language Therapy Department is commissioned to provide a training and collaborative model of support to children with SLCN in Wiltshire.

The role of the Speech and Language Therapy Service is to assess and support children and young people with speech, language and communication difficulties. Speech and Language Therapists (SLTs) and Speech and Language Therapy Assistants (SLTAs) aim to reduce the impact of these difficulties by working in partnership with children and young people, their families and with other professionals.

By working with the Team Around the Child (TAC), we aim to facilitate and empower those working with and caring for children to support the child's speech, language and communication skills. Whilst the TAC are best placed to promote and develop a child's communication skills there are some children who require a specialist level of assessment, advice and support from the Speech and Language Therapy Service.

The Speech and Language Therapy Service has produced the Preschool Communication Tracker to enable Health Visitors and Early Years education staff to identify those preschool children who may be experiencing difficulties with their speech, language and communication skills. It provides clear guidelines for monitoring children, along with signposting to advice and resources which may help to develop a child's speech, language and communication skills. It also provides clear criteria for when to refer a child to the Speech and Language Therapy Service for assessment. (Please note this document replaces the previous Speech and Language Therapy Observation Matrix).

There may be a variety of factors which lead you to decide to use this document to explore a child's speech, language and communication skills in more detail e.g. parental concerns; Health Visitor concerns at routine checks; concerns highlighted by EYFS monitoring (including the 24 – 36 month progress check and/or the ECAT Monitoring Tool). At this point it would be best practice to discuss any concerns with the child's parents/carers, share the document with them and agree to complete it together.

The following abbreviations are used throughout the document:

Abbreviation	Explanation
TAC	Team Around the Child
EY	Early Years
HV	Health Visitor
EYFS	Early Years Foundation Stage
PSED	Personal, Social and Emotional Development
ASQ-3/ASQ:SE	Ages & Stages Questionnaires 3/Ages & Stages Questionnaire: Social-Emotional (<i>Health Visitors Only</i>).
IEP	Individual Education Plan
EY GRSS	Wiltshire Early Years Graduated Response to SEND Support
SOGS	Schedule of Growing Skills
BLAST	Boosting Language Auditory Skills Training (Preschool Language programme)
EY SWASS	Early Years Support in Wiltshire for Autism Setting Strategies https://www.wiltshirelocaloffer.org.uk/wp-content/uploads/2015/04/SWASS.pdf
SLCN	Speech, Language & Communication Needs
EYIO	Early Years Inclusion Officer
He/him	This is used to refer to the child
ECAT	Every Child A Talker
IDP	Inclusion Development Programme www.idponline.org.uk .

Using the Preschool Communication Tracker

When using this document:

- Please ensure that you have parent/guardian consent for any discussions that may take place about their child with other professionals i.e. Link SLT, EYIO.
- Early Years settings need to consider whether liaison with their Early Years Inclusion Officer is appropriate and would be helpful.

Please note: The following steps are also summarised as a flowchart on page 5.



Step 1: Following a period of observation, concerns have been raised about a child's speech, language and communication:

- a) There are sections to cover the following ages: 18 months; 2 Years; 2 ½ years; 3 years; 3 ½ years and 4 + years. Select the Discussion and Observation Sheet that is closest to the age of the child you are concerned about by rounding down e.g. if child is 2 years 10 months, then use the 2 ½ years sheet.
- b) Complete the personal details at the top of each sheet, in case they become separated.

Step 2

- Take time to talk to the child's parents/carers about the questions in the 'Things to talk about together' section of the relevant age Discussion Sheet. Remember to add notes and examples from the EY Setting/HV too.

Step 3

- a) Following this, if you are still concerned about the child's SLCN then complete the Observation Sheet, starting with the '**Monitor Criteria**' column.
 - b) If the child meets the '**Monitor Criteria**' then implement the action points (these are next to the Monitor column for each age group).
 - c) If the child does not meet the '**Monitor Criteria**' in any one or more of the '**Monitor Criteria**' sections marked with a , then implement the actions (these are next to the Monitor column for each age group) **and** complete the '**Consider Referral/Refer to SLT**' section to determine if the child meets the criteria for referral to the Speech and Language Therapy Service. NB: the child may not demonstrate the behaviours in this section all of the time but your responses should reflect the general picture. The criteria is met if the child shows one or more difficulties across the different sections but must include one of the areas marked with a .
 - d) If the child does not meet the referral criteria then implement the **ACTION** points (these are next to the Monitor column for each age group) as in step 3b.
 - e) Use the **Record of Actions Implemented** form (Appendix A) to record the type of actions undertaken and the outcomes of these actions.
 - f) If monitoring, review progress in three months time by repeating the process using the appropriate Discussion and Observation Sheet for the child's age. If after implementing the **ACTION** points for 3 months, you review the child and the child's skills still fall within the monitor column, continue to implement the **ACTION** points but you may want to discuss with the Link SLT for the EY setting or contact the Advice Line as above, particularly if the child has made no progress during this time.
- *HV only- Consider if the 2 year old funding is applicable and would allow the child early access to EY Provision.*

NB. If the concerns raised relate to the child's speech sounds/clarity you may want to include any examples of the child's speech that you have collected. However, if the child is over 3 years old, please use the Speech Sound Screening Checklist (Appendix B1/B2).

Step 4

- **If the child meets the referral criteria and is 18 months, 2 years or 2 ½ years old and:**
 - You are an EY setting, then please liaise with your Link Speech and Language Therapist to discuss appropriateness of the referral. (If the name of the Link SLT is not known, please contact the SLT Office on 0300 2470090 for details). If the referral is agreed by your Link SLT please complete referral paperwork as described below. If active monitoring is agreed with your link SLT then agree appropriate actions with parents/carers e.g. implement the relevant '**ACTION** points' and review in 3 months (starting from step 3)
 - You are a Health Visitor and you have a query about whether or not to refer a child then please contact the service on 0300 2470090.
- **If the child meets the criteria for referral to the Speech & Language Therapy Service and is 3 years or over please complete referral paperwork as described below.**

Referral paperwork:

- a) Complete the Background Information Form (Appendix C) with the parent/guardian ensuring all details are completed and that the parent/guardian signs the consent section.
- b) **Collect together the referral paperwork:**
 - 1) Pre School Communication Tracker Discussion sheet; Observation sheet(s); completed Record of Actions Implemented form (Appendix A), if appropriate **and** Background Information Form (Appendix C).
 - 2) Request for Support-Wiltshire Children's' Community Services(Appendix D)
 - 3) **Plus other relevant information** appropriate to the child e.g.
 - Speech Sound Screening Checklist record form (Appendix B2)/your own examples if appropriate for the child.
 - Early Years Setting: IEPs, EYFS Progress Check, EY GRSS, ECAT, My Support Plan etc.
 - Health Visitors: ASQ-3 Questionnaires, SOGS assessment.

Send the referral paperwork to:

REFERRALS

SLT Service, Wiltshire Children's Community Services, 1st Floor Technology House, Unit 10 High Post Business Park, Salisbury SP4 6A

Step 5

- If you are referring the child to Speech and Language Therapy, **please implement any relevant ACTION** points (these can be found next to the Monitor column for each age section) whilst the child waits for an initial triage appointment.
- A leaflet is sent to parents/carers with their initial appointment letter explaining what will happen at the appointment.

Queries

- **If a child's understanding of spoken language and expressive language (talking) appear to be developing appropriately for their age but there is a high level of concern about their attention & listening and/or play & social interaction skills**, please consider implementing strategies from the EY GRSS and liaising with the child's Health Visitor, EY setting Link Health Visitor and EYIO.
- **For any queries about a child or concerns that have not been identified on the Preschool Communication Tracker e.g. eating and drinking difficulties (dysphagia) or voice quality (such as persistent hoarse or croaky voice)** please contact SLT service on 0300 2470090.

Please take a look at our website for advice, training and resources
www.wiltshirechilddrensservices.co.uk

Using the Preschool Communication Tracker - Flowchart Summary.


Do you have concerns about a child's Speech, Language and Communication?

- **Step 1:** Choose the section (18 months; 2 Years; 2 ½ years; 3 years; 3 ½ years; 4 + years) that is closest to the age of the child by rounding down e.g. if 2 years 10 months, use the 2 ½ year sheet.
- Complete the personal details at the top of each sheet (in case the sheets become separated).
- **Step 2:** Talk to the child's parents/carers about the questions in the 'Things to talk about together' section on the Discussion sheet. NB. Add notes and examples from the EY Setting/HV as appropriate.

Concerns agreed by EY setting/HV and parents/carers.


Step 3a: Complete the Observation sheet, starting with the **'Monitor Criteria'** column.

Review progress after 3 months by repeating Step 3, remembering to use the appropriate Observation and Discussion Sheet for the child's age.

Step 3c: If the child does not meet the **'Monitor Criteria'** in any one or more of the **'Monitor Criteria'** sections marked with a 

Step 3b: Meets **'Monitor Criteria'**
NB. If this is a review following 3 months of implementing **ACTIONS** & the child's skills still fall within the monitor column, continue to implement the **ACTION** points but you may want to discuss with the Link SLT for the EY setting or contact the Advice Line as above, particularly if the child has made no progress during this time.

Agree and Implement any relevant **ACTIONS** (found next to the **Monitor Criteria** column for each age section) and record in the **Record of Actions Implemented** form (Appendix A).

Complete the **'Consider Referral/Refer to SLT'** column. The criteria is met if the child shows one or more difficulties across the different sections but must include one of the areas marked with a 

Does not meet referral criteria.

Step 4: Meets referral criteria and child is age 3 years **or over**.

Step 4: Meets referral criteria and child is **under 3 years old**.

HV
(Contact Service if unsure)

EY Setting

- Complete the Background Information Form (Appendix C) with parent/guardian and ask parent/guardian to sign the consent section.

Referral agreed with Link SLT

Liaise with Link SLT to discuss appropriateness of the referral. (If you are unsure who your Link SLT is, please contact the SLT Office on 0300 2470090).

Active monitoring agreed with Link SLT
Agree any appropriate actions with parents /carers e.g. implementing relevant 'action points' and review progress in 3 months.

Collect together:

- Pre School Communication Tracker Discussion and Observation sheet(s) (and the Record of Actions Implemented form - Appendix A) **and**
- Background Information Form (Appendix C) and Request for Support-WCCS (Appendix D)

Plus other relevant information appropriate to the child e.g.

- Speech Sound Screening Checklist record form (Appendix B2)/your own examples if appropriate for the child
- Early Years Setting: IEPs/observations, EYFS Progress Check, EY GRSS, ECAT Monitoring Tool, My Support Plan.
- Health Visitors: ASQ-3 Questionnaires, SOGS assessment.

SEND TO: REFERRALS, SLT Service, 1st Floor Technology House, Unit 10 High Post Business Park, SP4 6AT

Step 5: Implement any relevant **ACTION** points whilst the child awaits initial triage appointment.

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Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	







SLCN Discussion Sheet: Age 18 months

Things to talk about together	Notes/Examples from EY setting/HV	Notes/Examples from Parents/Carers
<p>Attention & Listening: Can he concentrate for short periods of time on a range of activities, with adult support? e.g. looking at a book together.</p>		
<p>Play & Social Interaction: Does he anticipate what's going to happen with a familiar cause/effect toy e.g. Jack in the Box? Does he show an understanding of toys by relating one to another e.g. spoon in cup? Is he beginning to relate objects to himself in play e.g. feeding himself with a spoon? If you point at someone or something, does he look at what you are pointing at? Does he point? Does he enjoy a 'give and take' game e.g. kicking a ball to each other</p>		
<p>Understanding of Spoken Language*: Does he look at you when you call his name? Is he responding to phrases like "Where's your nose?"; "Give me the ball." Do you need to use gesture to help him to understand?</p>		
<p>Expressive Language (talking)*: How does he communicate with you? e.g. babble, tuneful 'chatter' (jargon), gesture; symbolic sounds e.g. "brum" for 'car'; "moo" for 'cow'; a range of single words. Is he learning new words?</p>		

Please continue on a separate sheet if you require more space.

Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	

SLCN Observation Sheet: Age 18 months – Page 1 of 1

<p>MONITOR CRITERIA: If the child can demonstrate the following skills; implement the relevant action points for any difficulties identified and review in 3 months to check progress.</p> <p>If the child does not meet the criteria for monitoring only (as above) in one or more of the areas marked with a , then complete the 'Consider Referral' section.</p>	<p>ACTION POINTS: In addition to the action points below please also use activities from www.wiltshirechildrensservices.co.uk; your knowledge from ECAT and www.idponline.org.uk.</p> <p>EY Settings: when using Development Matters (EYFS) please incorporate ideas from both the Positive Relationships and Enabling Environments sections.</p>	<p>CONSIDER REFERRAL if the child shows difficulties in one or more of the following areas must include one of the areas marked with a  (EY settings must discuss with their Link SLT prior to referring)</p>
<p>Attention & Listening:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beginning to maintain interest in self chosen activity, but needs adult support to do this. 	<ul style="list-style-type: none"> • Suggest to parents activities at the local Children's Centre e.g. Stay & Play (contact Children's Centre for info.) & activities at libraries e.g. rhyme time. • Development Matters (EYFS). Communication and Language: Listening & attention 8 – 20 & 16 – 26 months. 	<p>Attention & Listening:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fleeting attention/concentration.
<p>Play & Social Interaction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beginning to look when the adult points at an object that they can both see. <input type="checkbox"/> Is beginning to relate objects appropriately e.g. putting a spoon in a cup. <input type="checkbox"/> Initiates communication with adults e.g. showing adult their empty cup. <input type="checkbox"/> Takes 1-2 turns in an adult-led 'give and take' game. 	<ul style="list-style-type: none"> • Children's Centre/Library activities – see above. • Development Matters (EYFS) PSED 8 - 20 months & 16 – 26 months. 	<p>Play & Social Interaction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No pointing or response to others pointing. <input type="checkbox"/> No interest in simple cause/effect play e.g. pop up toys. <input type="checkbox"/> Limited interest in interacting with familiar adults. <input type="checkbox"/> Little attempt to initiate and respond to communication.
<p> Understanding of Spoken Language*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands everyday routines. <input type="checkbox"/> Understands some words or names. 	<ul style="list-style-type: none"> • Children's Centre/Library activities-above • Development Matters (EYFS) Communication & Language: Understanding 8 – 20 & 16 – 26 months. 	<p> Understanding of Spoken Language*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No apparent understanding of familiar, single words e.g. "put your coat on", "let's get a book" etc.
<p> Expressive Language (talking)*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is using a combination of words, babble and gesture. Words may only be recognisable to familiar adults e.g. "doo" for 'juice'; "bu" for 'bubbles'. <input type="checkbox"/> Babble contains a variety of sounds and is 'tuneful' - both consonants and vowels. 	<ul style="list-style-type: none"> • Children's Centre/Library activities – see above. • Development Matters (EYFS) Communication and Language: Speaking 8 – 20 & 16-26 months. 	<p> Expressive Language (talking)*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No words or babble. <input type="checkbox"/> Total loss of words previously used by child. <input type="checkbox"/> Babble only contains a limited range of sounds e.g. vowel sounds only, no consonants.

Where the child is exposed to more than one language, the * items are likely to be delayed by 6 months to 1 year.

Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	





SLCN Discussion Sheet: Age 2 years

Things to talk about together	Notes/Examples from EY setting/HV	Notes/Examples from Parents/Carers
<p>Attention & Listening: Can he concentrate for short periods of time on a range of activities, without adult support? e.g. a simple inset puzzle.</p>		
<p>Play & Social Interaction: Is he beginning to do pretend actions with a teddy or car e.g. bushing dolly's hair; washing the car? Will he let you play with him e.g. rolling a ball back and forth with an adult? Does he seek your attention, especially when others are around? Will he play alongside other children?</p>		
<p>Understanding of Spoken Language*: Can he point to parts of his body when asked (eyes, hair, mouth, nose, hands)? Does he respond to phrases such as "where's mummy's nose?", "find Daddy's shoe". Do you need to use gesture to help him to understand?</p>		
<p>Expressive Language (talking)*: How does he communicate with you? How many words does he say? (Remember that the words do not have to be pronounced clearly to be counted as words e.g. "oo" for 'spoon'; "dar" for 'car' etc). Is he linking words e.g. "Daddy car"; "more tea"? Does he fill in a word/phrase in a familiar rhyme/story/game? Is he learning new words?</p>		

Please continue on a separate sheet if you require more space.

Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	



SLCN Observation Sheet: Age 2 years – Page 1 of 2

<p>MONITOR CRITERIA: If the child meets the following criteria, implement the relevant action points for any difficulties identified and review in 3 months to check progress.</p> <p>If the child does not meet the criteria for monitoring only (as above) in one or more of the areas marked with a , then complete the 'Consider Referral' section.</p>	<p>ACTION POINTS: In addition to all of the action points below please also use activities from www.wiltshirechildrensservices.co.uk; your knowledge from ECAT and www.idponline.org.uk.</p> <p>EY Settings: when using Development Matters (EYFS) please incorporate ideas from both the Positive Relationships and Enabling Environments sections.</p>	<p>CONSIDER REFERRAL if the child shows difficulties in one or more of the following areas must include one of the areas marked with a </p> <p>(EY settings must discuss with their Link SLT prior to referring)</p>
<p>Attention & Listening:</p> <p><input type="checkbox"/> Can concentrate for short periods of time on a range of activities with adult support e.g. looking at a book together.</p>	<ul style="list-style-type: none"> • Suggest to parents activities at the local Children's Centre e.g. Stay & Play (contact local Children's Centre for programme) and activities at libraries e.g. rhyme time. • Development Matters (EYFS) Communication and Language: Listening & attention 8 – 20 months & 16 – 26 months. 	<p>Attention & Listening:</p> <p><input type="checkbox"/> Fleeting attention e.g. moves quickly between activities without exploring the toys.</p>
<p>Play & Social Interaction:</p> <p><input type="checkbox"/> Some pretend play, e.g. pretending to feed himself with a spoon.</p> <p><input type="checkbox"/> Sometimes moves away if an adult joins in their play but shows interest in interacting with familiar adults.</p> <p><input type="checkbox"/> Plays alongside other children but may watch their play.</p>	<ul style="list-style-type: none"> • Children's Centre/Library activities – see above. • Development Matters (EYFS) PSED 8 -20 months & 16 – 26 months. 	<p>Play & Social Interaction:</p> <p><input type="checkbox"/> Does not relate two objects e.g. putting a brick on a tower; spoon in a cup.</p> <p><input type="checkbox"/> Doesn't look when the adult points at an object that they can both see.</p> <p><input type="checkbox"/> Always moves away if an adult joins in their play and has limited interest in interacting with familiar adults.</p>
<p> Understanding of Spoken Language*:</p> <p><input type="checkbox"/> Understands a range of words: - objects e.g. ball, slide, window etc. - action words e.g. jumping, clapping etc.</p> <p><input type="checkbox"/> Describing words e.g. hot, wet etc.</p> <p><input type="checkbox"/> Understands some simple instructions e.g. "go and find your hat".</p> <p><input type="checkbox"/> <i>HV Only – Scores within 25 to 35 range on 27 month ASQ-3. (Communication).</i></p>	<ul style="list-style-type: none"> • Children's Centre/Library activities – see above. • Development Matters (EYFS) Communication & Language: Understanding 8 – 20 months & 16 – 26 months. • <i>HV only – refer to Activities for Children 24 – 30 months in ASQ-3.</i> 	<p> Understanding of Spoken Language*:</p> <p><input type="checkbox"/> Situational understanding may be developing if part of his routine, but he understands less than 10 everyday objects/familiar words (not including family names) e.g. when playing with an inset puzzle together "show me the ball"; "where's the cat?" etc.</p> <p><input type="checkbox"/> <i>HV Only – Scores 20 or below on 27 month ASQ-3 (Communication).</i></p>

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Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	

SLCN Observation Sheet: Age 2 years – Page 2 of 2

MONITOR (continued):	ACTION POINTS (continued):	CONSIDER REFERRAL (continued):
<p> Expressive Language (talking)*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a range of single words but babble may still be present alongside. <input type="checkbox"/> Learning new words through copying. <input type="checkbox"/> Words may not always be clear e.g. 'car' → "tar"; 'sun' → "dun"; 'fish' → "bi" etc. <input type="checkbox"/> <i>HV Only – Scores within 25 to 35 range on 27 month ASQ-3. (Communication).</i> 	<ul style="list-style-type: none"> • Children's Centre/Library activities – see above. • Development Matters (EYFS) Communication and Language: Speaking 8 – 20 months & 16-26 months. • <i>HV only – refer to Activities for Children 24 – 30 months in ASQ-3.</i> 	<p> Expressive Language (talking)*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child may be babbling but not using any words that are recognisable to familiar adults. <input type="checkbox"/> Total loss of words previously used by child <input type="checkbox"/> <i>HV Only – Scores below 20 on 27 month ASQ-3 (Communication).</i>

Where the child is exposed to more than one language, the * items are likely to be delayed by 6 months to 1 year.

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Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	



SLCN Discussion Sheet: Age 2 ½ years

Things to talk about together	Notes/Examples from EY setting/HV	Notes/Examples from Parents/Carers
<p>Attention & Listening: Can he concentrate for short periods of time on a range of activities, without adult support? e.g. a simple inset puzzle. Can he stop what he's doing if an adult calls his name whilst he's playing?</p>		
<p>Play & Social Interaction: Can he carry out a 2-step play sequence? e.g. put dolly in the bed and give her a kiss. Does he enjoy other children being around? Does he watch other children play?</p>		
<p>Understanding of Spoken Language*: Can he fetch two familiar objects when you ask him to? e.g. "go and get your car and your ball" Does he respond to other instructions such as "See if the postman has been?"</p>		
<p>Expressive Language (talking)*: How many words does he use? How many words is he linking together e.g. 2/3/4? Is he learning lots of new words/phrases?</p>		
<p>Speech Sounds & Fluency: Can you and others understand his words? (Remember that the words do not have to be pronounced clearly to be counted as words e.g. "boon" for 'spoon'; "dar" for 'car' etc). Does he stammer?</p>		

Please continue on a separate sheet if you require more space.

Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	









SLCN Observation Sheet: Age 2 ½ years – Page 1 of 2

<p>MONITOR CRITERIA: If the child can demonstrate the following skills; implement the relevant action points for any difficulties identified and review in 3 months to check progress.</p> <p>If the child does not meet the criteria for monitoring only (as above) in one or more of the areas marked with a , then complete the 'Consider Referral' section.</p>	<p>ACTION POINTS: In addition to all of the action points below please also use activities from www.wiltshirechildrensservices.co.uk; your knowledge from ECAT and www.idponline.org.uk.</p> <p>EY Settings: when using Development Matters (EYFS) please incorporate ideas from both the Positive Relationships and Enabling Environments sections.</p>	<p>CONSIDER REFERRAL if the child shows difficulties in one or more of the following areas must include one of the areas marked with a </p> <p>(EY settings must discuss with their Link SLT prior to referring)</p>
<p>Attention & Listening:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can concentrate for short periods of time on a range of activities with adult support e.g. looking at a book together. <input type="checkbox"/> Can find it difficult to stay in a group activity. 	<ul style="list-style-type: none"> • If the child is mature enough include in a BLAST group. • Development Matters (EYFS) 16 – 26 & 22-36 months Communication & Language: Listening and attention – for strategies. • EY GRSS: Communication & Interaction Strategy Bank - Attention & Listening. 	<p>Attention & Listening:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fleeting attention e.g. moves quickly between activities without exploring the toys.
<p>Play & Social Interaction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pretends everyday actions (by themselves or copying an adult) e.g. brushing teddy. <input type="checkbox"/> Beginning to watch other children play. <input type="checkbox"/> Beginning to understand simple 'sharing' but may not want to share. 	<ul style="list-style-type: none"> • If child is mature enough and it is appropriate include in a BLAST group. • Development Matters (EYFS) 16 – 26 & 22-36 months: Communication & Language: & PSED: Making Relationships – for strategies • EY SWASS (please see page 2 for web link) and consider visuals such as transition cards. • <i>HV only – Refer to ASQ: Social – Emotional Activities for Young Children 30 months old.</i> 	<p>Play & Social Interaction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No interest in pretend play e.g. feeding teddy. <input type="checkbox"/> Doesn't respond when adult joins in their play. <input type="checkbox"/> Doesn't show any interest in other children e.g. watching them play. <input type="checkbox"/> <i>HV only – Scores above 57 on ASQ:SE and meets referral criteria (see Consider Referral box above).</i>

Continued over the page

Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	

SLCN Observation Sheet: Age 2 ½ years – Page 2 of 2

MONITOR (continued):	ACTION POINTS (continued):	CONSIDER REFERRAL (continued):
<p> Understanding of Spoken Language*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands action words e.g. “make teddy sleep”; “make dolly jump”. <input type="checkbox"/> Understands instructions with two key words e.g. when playing with farm animals “where’s cow’s foot?”, “show me the horse’s nose”. <input type="checkbox"/> Can choose an object linked to a function e.g. what do we use to cut things? <input type="checkbox"/> Knows animal and transport sounds e.g. when playing with a listening lotto. <input type="checkbox"/> <i>HV only – Scores within 35 to 45 range on 30 month ASQ-3 (Communication).</i> 	<ul style="list-style-type: none"> • If child is mature enough include in a BLAST group. • Development Matters (EYFS) – 16-26 & 22-36 months: Communication & Language, for strategies. • EY SWASS (please see page 2 for web link) – see ‘now and next’; ‘visual prompts or cue cards’ and Section 6: Language and Communication. • <i>HV only – refer to Activities for Children 24 – 30 months in ASQ-3.</i> 	<p> Understanding of Spoken Language*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Doesn’t understand verbs/action words e.g. jump, run, clap. <input type="checkbox"/> Doesn’t understand simple two key word instructions e.g. show me Mummy’s shoes, show me Daddy’s eyes etc. <input type="checkbox"/> <i>HV only – Scores 30 or below on 30 month ASQ-3 (Communication).</i>
<p> Expressive Language (talking)*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning new words (including action and describing words) e.g. sleeping, more, fast/slow, noisy, cold etc. <input type="checkbox"/> Copies simple two word phrases e.g. ‘bye Daddy’ and says these again by himself. <input type="checkbox"/> <i>HV only – Scores within 35 to 45 range on 30 month ASQ-3 (Communication).</i> 	<ul style="list-style-type: none"> • If the child is mature enough consider a BLAST group. • Development Matters (EYFS) –16 -26 and 22 – 36 months: Communication & Language: Speaking – for strategies. • <i>HV only – refer to Activities for Children 24 – 30 months in ASQ-3.</i> 	<p> Expressive Language (talking)*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Few or no words spoken i.e. less than 50. <input type="checkbox"/> Total loss of words previously used by child <input type="checkbox"/> Echoes back the language he hears without understanding what it means. <input type="checkbox"/> <i>HV only – Scores below 30 on 30 month ASQ-3 (Communication).</i>
<p> Speech Sounds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speech can sometimes be difficult to understand for parent/carer/close family. <input type="checkbox"/> Uses early developing sounds (such as m, b, d, w etc.) in words such as: more; nose; Peppa; ball; teddy; Dad. 	<ul style="list-style-type: none"> • Letters & Sounds – Phase 1 – Aspects 1-6. • Don’t correct the child – just say the word back to them so they hear the word correctly. • If you’re not able to understand then say so e.g. “I’m sorry, my ears aren’t working – can you show me?” etc. Or, try and narrow it down by giving choices e.g. “Was it at nursery or at home?”, “Was it inside or outside?” etc. 	<p> Speech Sounds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speech is very difficult for parent/carer/ close family to understand. <input type="checkbox"/> Misses off or changes early developing sounds (such as m, b, d, w etc.) in words such as: more; nose; Peppa; ball; teddy; Dad.
<p> Fluency:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sometimes stammers e.g. repeats words/phrases “I, I, I” etc. but child is not worried by this. 	<ul style="list-style-type: none"> • Advice from The British Stammering Association: http://www.stammering.org/help-information/parents/under-5s • SLT Advice line 0333 3218791 Monday to Thursday 4 - 5pm. 	<p> Fluency:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Often stammers and child is aware/anxious. Parents are concerned and/or there is a family history of stammering.

Where the child is exposed to more than one language, the * items are likely to be delayed by 6 months to 1 year.

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Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	





SLCN Discussion Sheet: Age 3 years

Things to talk about together	Notes/Examples from EY setting/HV	Notes/Examples from Parents/Carers
<p>Attention & Listening: Can he sit and listen for small group activities for short periods e.g. story/song etc.</p>		
<p>Play & Social Interaction: Is he interested in what other children are doing? Does he talk to children who are playing nearby? Is his play becoming more imaginative? Will he act out little sequences with toys e.g. putting teddy to bed, waking him up and giving him dinner. Does he chatter to himself about his play whilst he's playing? Will he let you play with him? Can he share toys with adult support?</p>		
<p>Understanding of Spoken Language*: Can he respond to more complicated suggestions/instructions such as "find the big car"; "open the box and get the lorry out". If not, does he understand simpler instructions? Can he answer who, what and where questions?</p>		
<p>Expressive Language (talking)*: Is he putting words together to make simple sentences? Do they make sense? Has he made progress over the past few months? Is he starting to use pronouns in relation to himself e.g. 'my teddy'</p>		
<p>Speech Sounds & Fluency: Can you and others understand his words? Does he stammer?</p>		

Please continue on a separate sheet if you require more space.







Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	

SLCN Observation Sheet: Age 3 years – Page 1 of 2

<p>MONITOR CRITERIA: If the child can demonstrate the following skills; implement the relevant action points for any difficulties identified and review in 3 months to check progress.</p> <p>If the child does not meet the criteria for monitoring only (as above) in one or more of the areas marked with a , then complete the 'Refer to SLT' section.</p>	<p>ACTION POINTS: In addition to all of the action points below please also use activities from www.wiltshirechildrensservices.co.uk; your knowledge from ECAT and www.idponline.org.uk.</p> <p>EY Settings: when using Development Matters (EYFS) please incorporate ideas from both the Positive Relationships and Enabling Environments sections.</p>	<p>REFER to SLT if the child shows difficulties in one or more of the following areas - must include one of the areas marked with </p>
<p>Attention & Listening:</p> <p><input type="checkbox"/> Can attend for short periods to own choice of activity and does not often reject adult's involvement.</p>	<ul style="list-style-type: none"> • Letters & Sounds – Phase 1, Aspect 1-3. • Development Matters (EYFS) – 22-36 and 30-50 months: Communication & Language: Listening & Attention – for strategies. • EY GRSS: Communication & Interaction Strategy Bank - Attention & Listening. • Include the child in a BLAST group. 	<p>Attention & Listening:</p> <p><input type="checkbox"/> Is easily distracted, moves quickly from activity to activity and unable to listen in a small group.</p>
<p>Play & Social Interaction:</p> <p><input type="checkbox"/> Engages in a wider range of play activities (& develops play sequences) with adult support.</p> <p><input type="checkbox"/> Plays for periods on their own but watches other children.</p> <p><input type="checkbox"/> Beginning to take turns in a structured game with adult support.</p> <p><input type="checkbox"/> Needs adult support to share toys.</p> <p><input type="checkbox"/> Can find it difficult to move between activities without adult support.</p>	<ul style="list-style-type: none"> • Development Matters (EYFS) Communication & Language: 22-36 & 30-50 months: PSED: Making Relationships for strategies. • EY GRSS: Communication & Interaction Strategy Bank – Social Development, Interaction and Play. • EY SWASS (please see page 2 for web link) • Include the child in a BLAST group. 	<p>Play & Social Interaction:</p> <p><input type="checkbox"/> Only pretends familiar everyday actions.</p> <p><input type="checkbox"/> Limited range of play interests and repetitive play.</p> <p><input type="checkbox"/> Doesn't respond when adult joins in their play.</p> <p><input type="checkbox"/> Doesn't show any interest in other children e.g. watching them play.</p>
<p> Understanding of Spoken Language*:</p> <p><input type="checkbox"/> Can understand simple 'who?' and 'what?' questions in the 'here and now' e.g. "who's wearing a hat?", "What's Mummy doing?" etc.</p> <p><input type="checkbox"/> Understands 2 key word instructions (& sometimes 3 key words) with adult support.</p> <p><input type="checkbox"/> Can choose an object linked to size e.g. "Where's the big ball?", "Show me the little teddy".</p>	<ul style="list-style-type: none"> • Development Matters (EYFS) – 22-36 & 30-50 months: Communication & Language: – for strategies. • EY GRSS: Communication & Interaction Strategy Bank – Understanding Language and Communication. • EY SWASS (please see page 2 for web link) – 'now and next'; 'visual prompts or cue cards' & Section 6: Language and Communication. • Include the child in a BLAST group. 	<p> Understanding of Spoken Language*:</p> <p><input type="checkbox"/> Only understands simple instructions (1-2 key words) with contextual/visual clues.</p> <p><input type="checkbox"/> Doesn't understand verbs/action words e.g. jump, run, clap.</p> <p><input type="checkbox"/> Unable to select object based on function.</p>

Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	

SLCN Observation Sheet: Age 3 years – Page 2 of 2

MONITOR (continued):	ACTION POINTS (continued):	REFER to SLT (continued):
<p> Expressive Language (talking)*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regularly uses new words. <input type="checkbox"/> Uses up to 2-3 words together in simple phrases with an adult model e.g. child: “teddy jump”, adult: “big teddy jump or little teddy jump?” <input type="checkbox"/> Still omitting most little words e.g. is, in, the. <input type="checkbox"/> Starting to take part in conversation, initiating and asking questions, not just responding to the adult e.g. “Where dog gone?” 	<ul style="list-style-type: none"> • Development Matters (EYFS) – 22-36 and 30-50 months: Communication & Language: Speaking – for strategies. • EY GRSS: Communication & Interaction Strategy Bank – Expressive (spoken) Language and Communication. • Include the child in a BLAST group. 	<p> Expressive Language (talking)*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not use words or uses only single words and/or learnt phrases. <input type="checkbox"/> Echoes back the language he hears without understanding what it means. <input type="checkbox"/> Using simple two word phrases (all gone, bye Mummy etc.) but limited types of words e.g. mostly naming words, not actions or describing words.
<p> Speech Sounds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sound substitutions e.g. car → “tar”; fork → “bork”; sun → “dun”; spoon → boon; train → tain; elephant → e’phant. (Consider using the Speech Sound Screening Checklist to look at the child’s speech sounds in more detail). 	<ul style="list-style-type: none"> • Letters & Sounds – Phase 1 – Aspects 1-6. • Try not to correct the way the child says words. Instead, say the word back the correct way – the most important thing is that the child hears the word correctly. • If you’re not able to understand what the child says then say so e.g. you could say “I’m sorry, I don’t understand what you’re telling me – can you show me, tell me another way, draw a picture?” etc. Alternatively try and narrow it down by giving choices e.g. “Was it at nursery or at home”, “Was it inside or outside?”etc. • EY GRSS: Communication & Interaction Strategy Bank – Intelligibility. 	<p> Speech Sounds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speech is very difficult for parent/carer/ close family to understand. <input type="checkbox"/> Misses off or changes early developing sounds (such as m, b, d, w etc.) in words such as: more; nose; Peppa; ball; teddy; Dad. <input type="checkbox"/> Changes t → k and/or d → g e.g. toast → “koast”, door → “goor” <p>If unsure please complete the speech sound screening checklist and liaise with your Link SLT for advice.</p>
<p> Fluency:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sometimes stammers but child is not worried by this and has been less than 6 months since it started. 	<ul style="list-style-type: none"> • Advice available from The British Stammering Association: http://www.stammering.org/help-information/parents/under-5s • Advice line 0333 3218791 Monday to Thursday 4 – 5pm, where you will be able to talk to a SLT. 	<p> Fluency:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Often stammers and child is aware/anxious. Parents are concerned or there is a family history of stammering.

Where the child is exposed to more than one language, the * items are likely to be delayed 6 months to 1 year.

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Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	





SLCN Discussion Sheet: Age 3 ½ years

Things to talk about together	Notes/Examples from EY setting/HV	Notes/Examples from Parents/Carers
<p>Attention & Listening: Can he answer a question or pass an item whilst you're playing together e.g. can you pass the pencil? Does he enjoy small group activities for short periods e.g. story/song etc.</p>		
<p>Play & Social Interaction: Does he play with other children? How does he do this e.g. chase, dressing up games etc. Does he show concern for a friend if they're upset? Can he play co-operatively with 2-3 children, even though there may be arguments?</p>		
<p>Understanding of Spoken Language*: Is he beginning to answer questions about something he's done recently? e.g. "What did you do at Grandma's yesterday?"</p>		
<p>Expressive Language (talking)*: Can he tell you about something he has done recently using a simple sentence, in the correct order? e.g. 'went down slide and hurt leg'</p>		
<p>Speech Sounds & Fluency: Can you and others understand his words? Does he stammer?</p>		

Please continue on a separate sheet if you require more space.

Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	







SLCN Observation Sheet: Age 3 ½ years - Page 1 of 2

<p>MONITOR: If the child meets the following criteria, implement the relevant action points for any difficulties identified and review in 3 months to check progress.</p> <p>If the child does not meet the criteria for monitoring only in one or more of the areas marked with a , then complete the 'Refer to SLT' section.</p>	<p>ACTION POINTS: In addition to all of the action points below please also use activities from www.wiltshirechildrensservices.co.uk; your knowledge from ECAT and www.idponline.org.uk.</p> <p>EY Settings: when using Development Matters (EYFS) please incorporate ideas from both the Positive Relationships and Enabling Environments sections.</p>	<p>REFER to SLT if the child shows difficulties in one or more of the following areas - must include one of the areas marked with a </p>
<p>Attention & Listening:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Often needs an adult beside him to help maintain attention in small or large group activities. 	<ul style="list-style-type: none"> • Letters & Sounds – Phase 1, Aspect 1-3. • Development Matters (EYFS) – 22-36 and 30-50 months: Communication & Language: Listening & Attention – for strategies. • EY GRSS: Communication & Interaction Strategy Bank - Attention & Listening. • Include the child in a BLAST group. 	<p>Attention & Listening:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Always needs an adult to maintain attention in small or large group activities.
<p>Play & Social Interaction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beginning to be able to play with peers for short periods with adult support. <input type="checkbox"/> Beginning to share. <input type="checkbox"/> Beginning to develop play sequences without adult support. <input type="checkbox"/> Can find it difficult to move between activities without adult support. 	<ul style="list-style-type: none"> • Development Matters (EYFS) – Communication & Language: 22-36 and 30-50 months: PSED: Making Relationships – for strategies. • EY GRSS: Communication & Interaction Strategy Bank – Social Development, Interaction and Play. • EY SWASS (please see page 2 for web link) • Include the child in a BLAST group. 	<p>Play & Social Interaction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Only pretends familiar everyday actions. <input type="checkbox"/> Plays alone and doesn't show interest in peers and their play. <input type="checkbox"/> Always finds it difficult to move between activities without adult support.
<p> Understanding of Spoken Language*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding 3 key word instructions, including words such as big, little, in, on, under. <input type="checkbox"/> Understands simple 'who?' 'what?' 'where?' questions in the 'here and now' e.g. "Who's wearing a hat?", "What's Mummy doing?", "Show me where you hang your coat up?" etc. 	<ul style="list-style-type: none"> • Development Matters (EYFS) – 22-36 & 30-50 months: Communication & Language for strategies. • EY GRSS: Communication & Interaction Strategy Bank – Understanding Language and Communication. • EY SWASS (please see page 2 for web link) – see 'now and next' and 'visual prompts or cue cards' & Section 6: Language and Communication. • Include the child in a BLAST group. 	<p> Understanding of Spoken Language*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Only understands 2 key word instructions & directions need to be broken down and supported by visuals e.g. gesture, pointing etc. <input type="checkbox"/> Unable to understand simple 'who?' and 'what?' questions in the 'here and now' e.g. "Who's wearing a hat?", "What's Mummy doing?" etc.

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Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	

SLCN Observation Sheet: Age 3 ½ years - Page 2 of 2

MONITOR (continued):	ACTION POINTS (continued):	REFER to SLT(continued):
<p> Expressive Language (talking)*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can join up to 3 words together in simple phrases with an adult model e.g. child: “teddy jump”, adult: “big teddy jump or little teddy jump?” <input type="checkbox"/> Beginning to use word endings (kicking, cats); little words (is, the) and joining words (mummy and me) etc. <input type="checkbox"/> Asks ‘why?’ questions without always waiting for a response. 	<ul style="list-style-type: none"> • Development Matters (EYFS) – 22-36 and 30-50 months: Communication & Language: Speaking – for strategies. • EY GRSS: Communication & Interaction Strategy Bank – Expressive (spoken) Language and Communication. • Include the child in a BLAST group. 	<p> Expressive Language (talking)*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using simple two-three word phrases (all gone, bye Mummy etc.) but limited types of words e.g. mostly naming words, not actions or describing words. <input type="checkbox"/> Uses words in the wrong order in sentences. <input type="checkbox"/> Often uses learnt phrases. <input type="checkbox"/> Often can't name everyday items or names them incorrectly.
<p> Speech Sounds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sound substitutions e.g. car → “tar”; fork → “bork”; sun → “dun”. <input type="checkbox"/> Sound substitutions e.g. spoon → “boon”; train → “tain”; elephant → “e’phant”; watch → “wash” or “wats”, bridge → “brid”, thank you → “fank you”, umbrella → “umbwella”. <input type="checkbox"/> Starting to use f/s/k sound at the ends of words e.g. knife, house, fork but not at the beginning e.g. fish, sun, car. (Consider using the Speech Sound Screening Checklist to look at the child’s speech sounds in more detail). 	<ul style="list-style-type: none"> • Letters & Sounds – Phase 1 – Aspects 1-6. • Try not to correct the way the child says words. Instead, say the word back the correct way – the most important thing is that the child hears the word correctly. • If you’re not able to understand what the child says then say so e.g. you could say “I’m sorry, I don’t understand what you’re telling me – can you show me, tell me another way, draw a picture?” etc. Alternatively try and narrow it down by giving choices e.g. “Was it at nursery or at home?”, “Was it inside or outside?” etc. • EY GRSS: Communication & Interaction Strategy Bank – Intelligibility. 	<p> Speech Sounds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not using the following sounds correctly at the beginning of words e.g. more; nose; Peppa; ball; teddy; Dad, window. <input type="checkbox"/> Misses off sounds at the ends of most words → “mou”; cup → “cu”. <input type="checkbox"/> Changes t → k and/or d → g e.g. toast → “koast”, door → “goor” <input type="checkbox"/> Uses sounds inconsistently e.g. the same word said in different ways on different occasions e.g. car → “tar”, “har” and “sar”. <input type="checkbox"/> Speech is difficult for all listeners to understand. <p>If unsure please complete the speech sound screening checklist and liaise with your Link SLT for advice.</p>
<p> Fluency:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sometimes stammers but child is not worried by this and it has been less than 6 months since onset. 	<ul style="list-style-type: none"> • Advice available from The British Stammering Association: http://www.stammering.org/help-information/parents/under-5s • Speak to an SLT on 0300 2470090 to discuss any concerns. 	<p> Fluency:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Often stammers and child is aware/anxious. Parents are concerned or there is a family history of stammering.

Where the child is exposed to more than one language, the * items are likely to be delayed by 6 months to 1 year.

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Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	





SLCN Discussion Sheet: Age 4+ years

Things to talk about together	Notes/Examples from EY setting/HV	Notes/Examples from Parents/Carers
<p>Attention & Listening: Can he sit and listen for small/large group activities for short periods? e.g. story/song etc.</p>		
<p>Play & Social Interaction: Does he play with other children? How does he do this e.g. chase, dressing up games etc. Does he show concern for a friend if they're upset? Can he play co-operatively with 2-3 children, even though there may be arguments?</p>		
<p>Understanding of Spoken Language*: Can he begin to identify objects by their group or category e.g. find a toy, food, fruit etc? Can he answer questions about something he's done recently or is going to do? e.g. what did you do at Grandma's yesterday? Can he answer 'how' and 'why' questions about something he's seen/done e.g. "How did we make the gingerbread men?"; "Why do we need our aprons on for painting?"</p>		
<p>Expressive Language (talking)*: Can he re-tell a past event in the correct order using simple 'linking' words such as 'and'? e.g. "Went to the park and played on the swing".</p>		
<p>Speech Sounds & Fluency: Can you and others understand his words? Does he stammer?</p>		

Please continue on a separate sheet if you require more space.

Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	







SLCN Observation Sheet: Age 4+ years - Page 1 of 2

<p>MONITOR CRITERIA: If the child can demonstrate the following skills; implement the relevant action points for any difficulties identified and review in 3 months to check progress.</p> <p>If the child does not meet the criteria for monitoring only (as above) in one or more of the areas marked with a , then complete the 'Refer to SLT' section.</p>	<p>ACTION POINTS: In addition to all of the action points below please also use activities from www.wiltshirechildrensservices.co.uk; your knowledge from ECAT and www.idponline.org.uk.</p> <p>EY Settings: when using Development Matters (EYFS) please incorporate ideas from both the Positive Relationships and Enabling Environments sections.</p>	<p>REFER to SLT if the child shows difficulties in one or more of the following areas - must include one of the areas marked with a </p>
<p>Attention & Listening:</p> <p><input type="checkbox"/> Sometimes needs an adult beside him to help maintain attention in small or large group activities.</p>	<ul style="list-style-type: none"> • Letters & Sounds – Phase 1, Aspect 1-3. • Development Matters (EYFS) – 22-36 and 30-50 months: Communication & Language: Listening & Attention – for strategies. • EY GRSS: Communication & Interaction Strategy Bank - Attention & Listening. • Include the child in a BLAST group. 	<p>Attention & Listening:</p> <p><input type="checkbox"/> Always needs an adult to maintain attention in 1:1 or small group activities.</p>
<p>Play & Social Interaction:</p> <p><input type="checkbox"/> Beginning to be able to play with peers for short periods with minimal adult support.</p> <p><input type="checkbox"/> Limited range of play activities but can be extended with support from an adult.</p> <p><input type="checkbox"/> Prefers routine but can cope with changes with adult support/pre-warning.</p>	<ul style="list-style-type: none"> • Development Matters (EYFS) – Communication & Language: 22-36 and 30-50 months: PSED: Making Relationships – for strategies. • EY GRSS: Communication & Interaction Strategy Bank – Social Development, Interaction and Play. • EY SWASS (please see page 2 for web link) - see 'now and next' and visual prompts or cue cards. • Include the child in a BLAST group. 	<p>Play & Social Interaction:</p> <p><input type="checkbox"/> Often finds it difficult to join in play with other children.</p> <p><input type="checkbox"/> Plays with a limited range of activities.</p> <p><input type="checkbox"/> Finds it difficult if there are changes in routine.</p>
<p> Understanding of Spoken Language*:</p> <p><input type="checkbox"/> Understanding 3 key word instructions and a wider range of concepts e.g. behind, next to etc.</p> <p><input type="checkbox"/> Can answer a simple 'why' question with adult support.</p>	<ul style="list-style-type: none"> • Development Matters (EYFS) – 22-36 and 30-50 months: Communication & Language: – for strategies. • EY GRSS: Communication & Interaction Strategy Bank – Understanding Language and Communication. • EY SWASS (please see page 2 for web link) – Section 6: Language and Communication. • Include the child in a BLAST group. 	<p> Understanding of Spoken Language*:</p> <p><input type="checkbox"/> Not consistently understanding 3 key word instructions, including words such as big, little, in, on, under.</p> <p><input type="checkbox"/> Is not able to answer simple 'who?' 'what?' 'where?' questions.</p>

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Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	

SLCN Observation Sheet: Age 4+ years - Page 2 of 2

MONITOR (continued):	ACTION POINTS (continued):	REFER to SLT (continued):
<p> Expressive Language (talking)*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beginning to use simple linking words in sentences and can ask simple questions e.g. "Can I have one?" <input type="checkbox"/> Uses 3-4 words together e.g. "Mummy's going shopping now"; "Billy want more bricks" but is making progress and often uses small words and word endings. <input type="checkbox"/> Can re-tell an event and is beginning to use 'linking' words to join phrases e.g. "went to park and down slide...whee" 	<ul style="list-style-type: none"> • Development Matters (EYFS) – 22-36 and 30-50 months: Communication & Language: Speaking – for strategies. • EY GRSS: Communication & Interaction Strategy Bank – Expressive (spoken) Language and Communication. • Include the child in a BLAST group. 	<p> Expressive Language (talking)*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finds it difficult to talk about something that they've done recently. <input type="checkbox"/> Uses words in the wrong order in sentences. <input type="checkbox"/> Talking limited to 3-4 words together, omitting small words and word endings. <input type="checkbox"/> Often can't name everyday items or names them incorrectly.
<p> Speech Sounds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sound substitutions: spoon → "boon"; train → "tain"; watch → wash or "wats", bridge → "brid", thank you → "fank you", umbrella → "umbwella". <p>(Consider using the Speech Sound Screening Checklist to look at the child's speech sounds in more detail).</p>	<ul style="list-style-type: none"> • Letters & Sounds – Phase 1 – Aspects 1-6. • Try not to correct the way the child says words. Instead, say the word back the correct way – the most important thing is that the child hears the word correctly. • If you're not able to understand what the child says then say so e.g. you could say "I'm sorry, I don't understand what you're telling me – can you show me, tell me another way, draw a picture?" etc. Alternatively try and narrow it down by giving choices e.g. "Was it at nursery or at home?", "Was it inside or outside?" etc. • EY GRSS: Communication & Interaction Strategy Bank – Intelligibility. 	<p> Speech Sounds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sound substitutions e.g. car → "tar"; fork → "bork"; sun → "dun". <input type="checkbox"/> Uses sounds inconsistently e.g. the same word said in different ways on different occasions e.g. car → "tar", "har" and "sar". <input type="checkbox"/> Not using the following sounds correctly at the beginning of words e.g. more; nose; Peppa; ball; teddy; Dad, window. <input type="checkbox"/> Misses off sounds at the ends of most words → "mou"; cup → "cu". <input type="checkbox"/> Changes t → k and/or d → g e.g. toast → "koast", door → "goor" <input type="checkbox"/> Speech is difficult for all listeners to understand. <p>If unsure please complete the speech sound screening checklist and liaise with your Link SLT for advice.</p>
<p> Fluency:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sometimes stammers but child is not worried by this and it has been less than 3 months since onset. 	<ul style="list-style-type: none"> • Advice available from The British Stammering Association: http://www.stammering.org/help-information/parents/under-5s • Talk to a SLT on 0300 247009 to discuss any concerns. 	<p> Fluency:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child stammers most of the time.

Where the child is exposed to more than one language, the * items are likely to be delayed by 6 months to 1 year.

BLANK

Child's name:		Completed by:		EY Setting:	
Date of birth:		Age:		Job title:	
				Start Date:	
				Date reviewed:	

Record of Actions Implemented

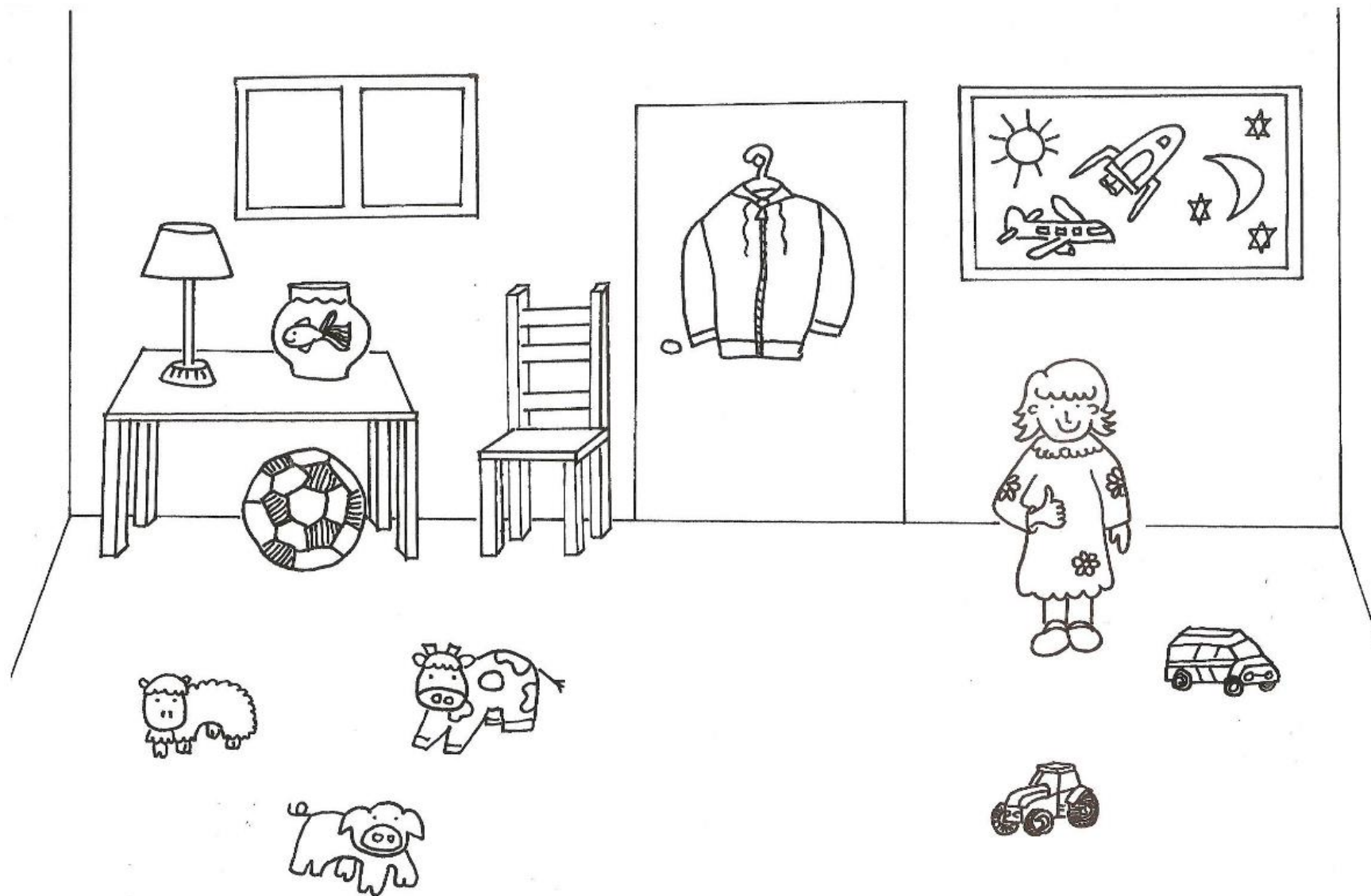
Discussion and Observation Sheet(s) used:

Appendix A

18 months 2 Years 2 ½ years 3 years 3 ½ years 4 + years

Start Date:	Summary of Action Points to Implement:	Brief Review of Child's Progress:	Date Reviewed:

BLANK



BLANK

Child's name:

DoB:

Speech Sound Screening Checklist

To help with the completion of the Preschool Communication Tracker

Use the playroom picture to check a child's speech sounds from three years of age.

You might choose to:

- Ask the child what they can see. This will mean that they name the objects they know spontaneously. You might put a sticker on every object the child names.
- Point to things you want the child to name. Make a note of whether the child has labelled the object spontaneously or whether they have copied you saying it.
- Ask the child to finish off a sentence for you. Point as you speak e.g. "I can see the stars and the... (moon). The girl has eyes and a.... (nose). How does the girl do up her coat? She does up her.....(zip)".
- Draw the child's attention to one area of the playroom e.g. "What can we see on the table?... a bowl with a(fish) and under the table is a(ball)".

Approx. age of development:	Target Word	Sound Checked	What the child said.
2:00 – 3:00	Moon	m	
	Pig	p	
	Ball	b	
	Window	w	
	Table	t	
	Door	d	
	Nose	n	
3:00 – 4:00	Cow	c	
	Girl	g	
	Fish	f	
	Van	v	
	Hair	h	
	Sun	s	
4:00 – 5:00	Sheep	sh	
	Chair	ch	
	Jacket	j	
	Zip	z	
	Light	l	

The SLT Department would not see children in Early Years settings who have immaturities in the speech sounds listed below. However, they can be checked for your own records if required.

5:00 – 7:00	Thumb	th	
	Rocket	r	
R blends	Dress	dr	
	Tractor	tr	
S blends	Star	st	
	Smile	sm	
L blends	Flower	fl	
	Plane	pl	
Consonant sound not pictured: 'y' as in yoghurt;			

BLANK

Speech and Language Therapy Additional Background Information Form Pre-school Children

Child's name:		DOB:		NHS No:	
Name of Preschool /Nursery/ Childminder:		Address of Preschool /Nursery/ Childminder:			
Tel. number:		Email address:			

If attending more than **one** setting please give the name/contact details of the other setting:

.....
.....

Please circle the sessions the child attends (and indicate setting 1 or 2, if appropriate):

Monday	Tuesday	Wednesday	Thursday	Friday
AM	AM	AM	AM	AM
PM	PM	PM	PM	PM

Parents/Guardian - Please answer these questions as well as you can. This will help to make sure that we plan the right support for your child.

Were there any difficulties during pregnancy/birth? Please circle
Yes / No

If 'yes' – please describe

Have there been medical difficulties? e.g. hospital stays, illness, allergies, eye-sight? Yes / No

If 'yes' – please describe

Do you have any concerns about your child's motor skills? Yes / No

e.g. writing and drawing, doing up buttons, kicking a ball, feeding and washing?

If 'yes' – please describe

Were there any problems with breast/bottle feeding and weaning? Yes / No

If 'yes' – please describe

Do they eat an extremely limited range of food types/textures? Yes / No

If 'yes' – please describe

Do you have concerns about your child's sleep patterns? Yes / No

If 'yes' – please describe

Did your child use a dummy/suck their thumb? Yes / No

If 'yes' – is this still used? Yes / No If no longer used, when did it stop?.....

Has your child had a recent hearing test? Yes / No Result:

Has your child had ear infections in the past? Yes / No

If yes, please give details.....

At what age did your child? Smile:..... Sit: Crawl: Walk:

Babble (e.g. baba, dada, gaga):

Put words together:

Say their first words:

Use sentences:

What concerns if any, do you have about your child's speech or language?

.....

Do you think your child is worried or affected by their communication skills?

.....

What have you done so far to try and help your child?

.....

What does your child enjoy doing at home e.g. pastimes/play activities/who they play with?

.....

Is there anything else that you would like us to know? e.g. personality, behaviour?

.....

Family history of speech/language & related difficulties e.g. siblings, parents, uncles etc:

- | | | |
|--|---|--|
| <input type="checkbox"/> Hearing impairment | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Learning Disability |
| <input type="checkbox"/> Dyslexia | <input type="checkbox"/> Stammer | <input type="checkbox"/> Autism Spectrum |
| <input type="checkbox"/> Speech and language | <input type="checkbox"/> Other please state:..... | |

If you have ticked any of the above what is the relationship of that person to the child:

.....

Thank you very much for taking the time to share this information with us.

I give permission for my child (name)..... DOB..... to be seen by the Speech and Language Therapist(SLT)/Speech and Language Therapy Assistant/Speech & Language Therapy Student (at the most appropriate location e.g. Health Centre, Hospital, Home, Preschool, Nursery, Child Minders, Children's Centre or School). Also for:

- The SLT to talk/write to other professionals to discuss my child's progress. (This may include talking to/writing /asking for/sending reports to/from the HV, GP, Early Years/Teaching staff, Educational Psychologist or other staff involved in helping my child). I understand this may be via secure email.
- The SLT to send information/reports to me by email via an encrypted route (I understand I may need to enter a password to log on)
- The SLT to use audio and visual recordings as part of assessment and treatment (This will NOT be used for training purposes without additional consent)
- The SLT to use a secure webcam link (CISCO) to work with myself (parent/guardian), my child and any health or education professional involved in my child's care.

Parent/guardian signature: **(Person with parental responsibility)**

Print name:..... Date:

Child's name:

DoB:

EY Setting/HV - Collect together the referral paperwork:

- Pre School Communication Tracker Discussion sheet **and**
- Pre School Communication Tracker Observation sheet(s) **and**
- the completed Record of Actions Implemented form (Appendix A), if appropriate **and**
- Additional Background Information Form (Appendix C) **and**
- Request for Support –Wiltshire Community Children’s Service (Appendix D).

Plus copies of other relevant information appropriate to the child e.g.

- Speech Sound Screening Checklist record form (Appendix B2)/your own examples if appropriate for child

Early Years Setting (please tick):

- IEPs/ISPs EYFS Progress Check EY GRSS ECAT
- My Support Plan Observation
- Other (please list):

Health Visitors (please tick):

- ASQ-3 Questionnaires - Please include the Communication, Problem Solving and Summary pages as a minimum
- SOGS assessment.
- Other (please list):

Send the completed referral paperwork to:

REFERRALS:

Speech and Language Therapy
Wiltshire Children’s Community Service
1st Floor, Technology House
Unit 10, High Post Business Park
Salisbury
SP4 6AT
www.wiltshirechildrensservices.co.uk

Referrer Name:

Signature:

Job Role:

Date: