Preschool Communication Tracker

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

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAC</td>
<td>Team Around the Child</td>
</tr>
<tr>
<td>EY</td>
<td>Early Years</td>
</tr>
<tr>
<td>HV</td>
<td>Health Visitor</td>
</tr>
<tr>
<td>EYFS</td>
<td>Early Years Foundation Stage</td>
</tr>
<tr>
<td>PSED</td>
<td>Personal, Social and Emotional Development</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
</tr>
<tr>
<td>EY GRSS</td>
<td>Wiltshire Early Years Graduated Response to SEND Support</td>
</tr>
<tr>
<td>SOGS</td>
<td>Schedule of Growing Skills</td>
</tr>
<tr>
<td>BLAST</td>
<td>Boosting Language Auditory Skills Training (Preschool Language programme)</td>
</tr>
<tr>
<td>SLCN</td>
<td>Speech, Language &amp; Communication Needs</td>
</tr>
<tr>
<td>EYIO</td>
<td>Early Years Inclusion Officer</td>
</tr>
<tr>
<td>He/him</td>
<td>This is used to refer to the child</td>
</tr>
<tr>
<td>ECAT</td>
<td>Every Child A Talker</td>
</tr>
<tr>
<td>IDP</td>
<td>Inclusion Development Programme <a href="http://www.idponline.org.uk">www.idponline.org.uk</a>.</td>
</tr>
</tbody>
</table>
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.wiltshirechildldrensservices.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; 2½ years; 3 years; 3½ 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.
- **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.

**Step 3**

- **Step 3a:** Complete the Observation sheet, starting with the ‘Monitor Criteria’ column.
- **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.
- **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 4**

- **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)
  - Referral agreed with Link SLT
  - EY Setting
  - 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:** REFINERALS, 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.
## SLCN Discussion Sheet: Age 18 months

<table>
<thead>
<tr>
<th>Things to talk about together</th>
<th>Notes/Examples from EY setting/HV</th>
<th>Notes/Examples from Parents/Carers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention &amp; Listening:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can he concentrate for short periods of time on a range of activities, with adult support? e.g. looking at a book together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Play &amp; Social Interaction:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Understanding of Spoken Language</strong>:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expressive Language (talking)</strong>:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please continue on a separate sheet if you require more space.
### SLCN Observation Sheet: Age 18 months – Page 1 of 1

**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.

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.

**ACTION POINTS:** In addition to the action points below please also use activities from [www.wiltshirechildrensservices.co.uk](http://www.wiltshirechildrensservices.co.uk); your knowledge from ECAT and [www.idponline.org.uk](http://www.idponline.org.uk).

EY Settings: when using Development Matters (EYFS) please incorporate ideas from both the Positive Relationships and Enabling Environments sections.

**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).

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

<table>
<thead>
<tr>
<th><strong>Attention &amp; Listening:</strong></th>
<th><strong>Play &amp; Social Interaction:</strong></th>
<th><strong>Understanding of Spoken Language</strong></th>
<th><strong>Expressive Language (talking)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Beginning to maintain interest in self chosen activity, but needs adult support to do this.</td>
<td>☐ No pointing or response to others pointing.</td>
<td>☐ No apparent understanding of familiar, single words e.g. “put your coat on”, “let’s get a book” etc.</td>
<td>☐ No words or babble.</td>
</tr>
<tr>
<td>☐ Suggest to parents activities at the local Children’s Centre e.g. Stay &amp; Play (contact Children’s Centre for info.) &amp; activities at libraries e.g. rhyme time.</td>
<td>☐ No interest in simple cause/effect play e.g. pop up toys.</td>
<td>☐ Total loss of words previously used by child.</td>
<td>☐ Total loss of words previously used by child.</td>
</tr>
<tr>
<td>☐ Development Matters (EYFS). Communication and Language: Listening &amp; attention 8 – 20 &amp; 16 – 26 months.</td>
<td>☐ Limited interest in interacting with familiar adults.</td>
<td>☐ Babble only contains a limited range of sounds e.g. vowel sounds only, no consonants.</td>
<td>☐ Babble only contains a limited range of sounds e.g. vowel sounds only, no consonants.</td>
</tr>
<tr>
<td>☐ Children’s Centre/Library activities – see above.</td>
<td>☐ Little attempt to initiate and respond to communication.</td>
<td>☐ Development Matters (EYFS) PSED 8 - 20 months &amp; 16 – 26 months.</td>
<td>☐ Development Matters (EYFS) PSED 8 - 20 months &amp; 16 – 26 months.</td>
</tr>
<tr>
<td>☐ Initiates communication with adults e.g. showing adult their empty cup.</td>
<td>☐ Development Matters (EYFS) PSED 8 - 20 months &amp; 16 – 26 months.</td>
<td>☐ Development Matters (EYFS) PSED 8 - 20 months &amp; 16 – 26 months.</td>
<td>☐ Development Matters (EYFS) PSED 8 - 20 months &amp; 16 – 26 months.</td>
</tr>
</tbody>
</table>
**SLCN Discussion Sheet: Age 2 years**

<table>
<thead>
<tr>
<th>Things to talk about together</th>
<th>Notes/Examples from EY setting/HV</th>
<th>Notes/Examples from Parents/Carers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention &amp; Listening:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can he concentrate for short periods of time on a range of activities, without adult support? e.g. a simple inset puzzle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Play &amp; Social Interaction:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Understanding of Spoken Language</strong>:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expressive Language (talking)</strong>:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please continue on a separate sheet if you require more space.
### SLCN Observation Sheet: Age 2 years – Page 1 of 2

**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.

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.

**ACTION POINTS:** In addition to all of the action points below please also use activities from [www.wiltshirechildrensservices.co.uk](http://www.wiltshirechildrensservices.co.uk); use your knowledge from ECAT and [www.idponline.org.uk](http://www.idponline.org.uk).

**EY Settings:** when using Development Matters (EYFS) please incorporate ideas from both the Positive Relationships and Enabling Environments sections.

**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)

<table>
<thead>
<tr>
<th>Attention &amp; Listening:</th>
<th>Play &amp; Social Interaction:</th>
<th>Understanding of Spoken Language*</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Can concentrate for short periods of time on a range of activities with adult support e.g. looking at a book together.</td>
<td>☐ Some pretend play, e.g. pretending to feed himself with a spoon.</td>
<td>☐ Understands a range of words:  - objects e.g. ball, slide, window etc.  - action words e.g. jumping, clapping etc.</td>
</tr>
<tr>
<td>☐ Sometimes moves away if an adult joins in their play but shows interest in interacting with familiar adults.</td>
<td>☐ Plays alongside other children but may watch their play.</td>
<td>☐ Describing words e.g. hot, wet etc.</td>
</tr>
<tr>
<td>☐ Children's Centre/Library activities – see above.</td>
<td>☐ Does not relate two objects e.g. putting a brick on a tower; spoon in a cup.</td>
<td>☐ Understands some simple instructions e.g. “go and find your hat”.</td>
</tr>
<tr>
<td>☐ Development Matters (EYFS) Communication &amp; Language: Understanding 8 – 20 months &amp; 16 – 26 months.</td>
<td>☐ Doesn’t look when the adult points at an object that they can both see.</td>
<td>☐ HV Only – Scores within 25 to 35 range on 27 month ASQ-3. (Communication).</td>
</tr>
<tr>
<td>☐ Always moves away if an adult joins in their play and has limited interest in interacting with familiar adults.</td>
<td>☐ Always moves away if an adult joins in their play and has limited interest in interacting with familiar adults.</td>
<td>☐ HV Only – refer to Activities for Children 24 – 30 months in ASQ-3.</td>
</tr>
<tr>
<td>☐ HV Only – refer to Activities for Children 24 – 30 months in ASQ-3. (Communication).</td>
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</tr>
</tbody>
</table>

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Continued over the page
### SLCN Observation Sheet: Age 2 years – Page 2 of 2

<table>
<thead>
<tr>
<th>MONITOR (continued):</th>
<th>ACTION POINTS (continued):</th>
<th>CONSIDER REFERRAL (continued):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Expressive Language (talking)*:</td>
<td>• Children’s Centre/Library activities – see above.</td>
<td>☐ Expressive Language (talking)*:</td>
</tr>
<tr>
<td>☐ Uses a range of single words but babble may still be present alongside.</td>
<td>• Development Matters (EYFS) Communication and Language: Speaking 8 – 20 months &amp; 16-26 months.</td>
<td>☐ Child may be babbling but not using any words that are recognisable to familiar adults.</td>
</tr>
<tr>
<td>☐ Learning new words through copying.</td>
<td>• HV only – refer to Activities for Children 24 – 30 months in ASQ-3.</td>
<td>☐ Total loss of words previously used by child</td>
</tr>
<tr>
<td>☐ Words may not always be clear e.g. ‘car’ → “tar”; ‘sun’ → “dun”; ‘fish’ → “bi” etc.</td>
<td></td>
<td>☐ HV Only – Scores below 20 on 27 month ASQ-3 (Communication).</td>
</tr>
<tr>
<td>☐ HV Only – Scores within 25 to 35 range on 27 month ASQ-3. (Communication).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Where the child is exposed to more than one language, the * items are likely to be delayed by 6 months to 1 year.*
### SLCN Discussion Sheet: Age 2 ½ years

<table>
<thead>
<tr>
<th>Things to talk about together</th>
<th>Notes/Examples from EY setting/HV</th>
<th>Notes/Examples from Parents/Carers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention &amp; Listening:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Play &amp; Social Interaction:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Understanding of Spoken Language</strong>:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can he fetch two familiar objects when you ask him to? e.g. “go and get your <strong>car</strong> and your <strong>ball</strong>” Does he respond to other instructions such as “See if the postman has been?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expressive Language (talking)</strong>:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speech Sounds &amp; Fluency:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please continue on a separate sheet if you require more space.
### SLCN Observation Sheet: Age 2 ½ years – Page 1 of 2

#### 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. 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.

#### ACTION POINTS:
In addition to all of the action points below please also use activities from [www.wiltshirechildrensservices.co.uk](http://www.wiltshirechildrensservices.co.uk); your knowledge from ECAT and [www.idponline.org.uk](http://www.idponline.org.uk).

EY Settings: when using Development Matters (EYFS) please incorporate ideas from both the Positive Relationships and Enabling Environments sections.

#### 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)

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### Attention & Listening:
- Can concentrate for short periods of time on a range of activities with adult support e.g. looking at a book together.
- Can find it difficult to stay in a group activity.
- 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.

### Play & Social Interaction:
- Pretends everyday actions (by themselves or copying an adult) e.g. brushing teddy.
- Beginning to watch other children play.
- Beginning to understand simple ‘sharing’ but may not want to share.
- If child is mature enough and it is appropriate include in a BLAST group.
- EY SWASS (please see page 2 for web link) and consider visuals such as transition cards.
- HV only – Refer to ASQ: Social – Emotional Activities for Young Children 30 months old.

### Attention & Listening:
- Fleeting attention e.g. moves quickly between activities without exploring the toys.

### Play & Social Interaction:
- No interest in pretend play e.g. feeding teddy.
- Doesn’t respond when adult joins in their play.
- Doesn’t show any interest in other children e.g. watching them play.
- HV only – Scores above 57 on ASQ:SE and meets referral criteria (see Consider Referral box above).

Continued over the page
### SLCN Observation Sheet: Age 2 ½ years – Page 2 of 2

#### MONITOR (continued):

<table>
<thead>
<tr>
<th>Understanding of Spoken Language*</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Understands action words e.g. “make teddy sleep”; “make dolly jump”.</td>
</tr>
<tr>
<td>☐ Understands instructions with two key words e.g. when playing with farm animals “where’s cow’s foot?”; “show me the horse’s nose”.</td>
</tr>
<tr>
<td>☐ Can choose an object linked to a function e.g. what do we use to cut things?</td>
</tr>
<tr>
<td>☐ Knows animal and transport sounds e.g. when playing with a listening lotto.</td>
</tr>
<tr>
<td>☐ HV only – Scores within 35 to 45 range on 30 month ASQ-3 (Communication).</td>
</tr>
</tbody>
</table>

#### ACTION POINTS (continued):

- 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.
- HV only – refer to Activities for Children 24 – 30 months in ASQ-3.

#### CONSIDER REFERRAL (continued):

- Understanding of Spoken Language*:
  - ☐ Doesn’t understand verbs/action words e.g. jump, run, clap.
  - ☐ Doesn’t understand simple two key word instructions e.g. show me Mummy’s shoes, show me Daddy’s eyes etc.
  - ☐ HV only – Scores 30 or below on 30 month ASQ-3 (Communication).

#### Expressive Language (talking)*:

- Learning new words (including action and describing words) e.g. sleeping, more, fast/slow, noisy, cold etc.
- Copies simple two word phrases e.g. ‘bye Daddy’ and says these again by himself.
- HV only – Scores within 35 to 45 range on 30 month ASQ-3 (Communication).

- If the child is mature enough consider a BLAST group.
- HV only – refer to Activities for Children 24 – 30 months in ASQ-3.

#### Speech Sounds:

- Speech can sometimes be difficult to understand for parent/carer/close family.
- Uses early developing sounds (such as m, b, d, w etc.) in words such as: more; nose; Peppa; ball; teddy; Dad.

- 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.

#### Fluency:

- Sometimes stammers e.g. repeats words/phrases “I, I, I” etc. but child is not worried by this.

- Advice from The British Stammering Association: [http://www.stammering.org/help-information/parents/under-5s](http://www.stammering.org/help-information/parents/under-5s)
- SLT Advice line 0333 3218791 Monday to Thursday 4 - 5pm.

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 3 years

<table>
<thead>
<tr>
<th>Things to talk about together</th>
<th>Notes/Examples from EY setting/HV</th>
<th>Notes/Examples from Parents/Carers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention &amp; Listening:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can he sit and listen for small group activities for short periods e.g. story/song etc.</td>
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<td></td>
</tr>
<tr>
<td><strong>Play &amp; Social Interaction:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is he interested in what other children are doing?</td>
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<td></td>
</tr>
<tr>
<td>Does he talk to children who are playing nearby? Is his play becoming more imaginative?</td>
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<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Understanding of Spoken Language</strong>*:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
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<td></td>
</tr>
<tr>
<td><strong>Expressive Language (talking)</strong>*:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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’</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speech Sounds &amp; Fluency:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you and others understand his words? Does he stammer?</td>
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<td></td>
</tr>
</tbody>
</table>

Please continue on a separate sheet if you require more space.
SLCN Observation Sheet: Age 3 years – Page 1 of 2

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. 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.

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. EY Settings: when using Development Matters (EYFS) please incorporate ideas from both the Positive Relationships and Enabling Environments sections.

REFER to SLT if the child shows difficulties in one or more of the following areas - must include one of the areas marked with ☐

Attention & Listening:
☐ Can attend for short periods to own choice of activity and does not often reject adult’s involvement.
☐ Letters & Sounds – Phase 1, Aspect 1-3.
☐ EY GRSS: Communication & Interaction Strategy Bank - Attention & Listening.
☐ Include the child in a BLAST group.
☐ Is easily distracted, moves quickly from activity to activity and unable to listen in a small group.

Play & Social Interaction:
☐ Engages in a wider range of play activities (& develops play sequences) with adult support.
☐ Plays for periods on their own but watches other children.
☐ Beginning to take turns in a structured game with adult support.
☐ Needs adult support to share toys.
☐ Can find it difficult to move between activities without adult support.
☐ EY SWASS (please see page 2 for web link)
☐ Include the child in a BLAST group.
☐ Only pretends familiar everyday actions.
☐ Limited range of play interests and repetitive play.
☐ Doesn’t respond when adult joins in their play.
☐ Doesn’t show any interest in other children e.g. watching them play.

Understanding of Spoken Language*:
☐ Can understand simple ‘who?’ and ‘what?’ questions in the ‘here and now’ e.g. “who’s wearing a hat?” “What’s Mummy doing?” etc.
☐ Understands 2 key word instructions (& sometimes 3 key words) with adult support.
☐ Can choose an object linked to size e.g. “Where’s the big ball?” “Show me the little teddy”.
☐ 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.
☐ Only understands simple instructions (1-2 key words) with contextual/visual clues.
☐ Doesn’t understand verbs/action words e.g. jump, run, clap.
☐ Unable to select object based on function.

Continued over the page
## SLCN Observation Sheet: Age 3 years – Page 2 of 2

### MONITOR (continued):

<table>
<thead>
<tr>
<th><strong>Expressive Language (talking)</strong>:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Regularly uses new words.</td>
</tr>
<tr>
<td>☐ 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?”</td>
</tr>
<tr>
<td>☐ Still omitting most little words e.g. is, in, the.</td>
</tr>
<tr>
<td>☐ Starting to take part in conversation, initiating and asking questions, not just responding to the adult e.g. “Where dog gone?”</td>
</tr>
</tbody>
</table>

### ACTION POINTS (continued):

- Include the child in a BLAST group.

### REFER to SLT (continued):

- **Expressive Language (talking)**:
  - ☐ Does not use words or uses only single words and/or learnt phrases.
  - ☐ Echoes back the language he hears without understanding what it means.
  - ☐ 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.

### Speech Sounds:

- Sound substitutions e.g. car → “tar”; fork → “bork”; sun → “dun”; spoon → boon; train → tain; elephant → ephant.
  (Consider using the Speech Sound Screening Checklist to look at the child’s speech sounds in more detail).

### ACTION POINTS (continued):

- 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.

### Speech Sounds:

- ☐ Speech is very difficult for parent/carer/ close family to understand.
- ☐ Misses off or changes early developing sounds (such as m, b, d, w etc.) in words such as: more; nose; Peppa; ball; teddy; Dad.
- ☐ Changes t → k and/or d → g e.g. toast → “koast”, door → “goor”

*If unsure please complete the speech sound screening checklist and liaise with your Link SLT for advice.*

### Fluency:

- ☐ Sometimes stammers but child is not worried by this and has been less than 6 months since it started.

### ACTION POINTS (continued):

- Advice available from The British Stammering Association: [http://www.stammering.org/help-information/parents/under-5s](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.

### REFER to SLT (continued):

- **Fluency**:
  - ☐ 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.*
SLCN Discussion Sheet: Age 3 ½ years

<table>
<thead>
<tr>
<th>Things to talk about together</th>
<th>Notes/Examples from EY setting/HV</th>
<th>Notes/Examples from Parents/Carers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention &amp; Listening:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Play &amp; Social Interaction:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
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</tr>
<tr>
<td><strong>Understanding of Spoken Language</strong>*:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is he beginning to answer questions about something he’s done recently? e.g. “What did you do at Grandma’s yesterday?”</td>
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</tr>
<tr>
<td><strong>Expressive Language (talking)</strong>*:</td>
<td></td>
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</tr>
<tr>
<td>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’</td>
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<td></td>
</tr>
<tr>
<td><strong>Speech Sounds &amp; Fluency:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you and others understand his words? Does he stammer?</td>
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</tr>
</tbody>
</table>

Please continue on a separate sheet if you require more space.
## SLCN Observation Sheet: Age 3 ½ years - Page 1 of 2

**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.

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.

### 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. EY Settings: when using Development Matters (EYFS) please incorporate ideas from both the Positive Relationships and Enabling Environments sections.

### 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 ☐

---

### Attention & Listening:

- ☐ Often needs an adult beside him to help maintain attention in small or large group activities.

- Letters & Sounds – Phase 1, Aspect 1-3.
- Include the child in a BLAST group.

### Play & Social Interaction:

- ☐ Beginning to be able to play with peers for short periods with adult support.
- ☐ Beginning to share.
- ☐ Beginning to develop play sequences without adult support.
- ☐ Can find it difficult to move between activities without adult support.

- EY SWASS (please see page 2 for web link)
- Include the child in a BLAST group.

### Understanding of Spoken Language*:

- ☐ Understanding 3 key word instructions, including words such as big, little, in, on, under.
- ☐ 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.

- 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.

---

*Understanding of Spoken Language:* ☐ Only understands 2 key word instructions & directions need to be broken down and supported by visuals e.g. gesture, pointing etc.
- ☐ 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.

---

Continued over the page
### SLCN Observation Sheet: Age 3 ½ years - Page 2 of 2

#### MONITOR (continued):

**Expressive Language (talking)*:**
- 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.”
- Beginning to use word endings (kicking, cats); little words (is, the) and joining words (mummy and me) etc.
- Asks 'why?' questions without always waiting for a response.

**Speech Sounds:**
- Sound substitutions e.g. car → “tar”; fork → “bork”; sun → “dun”.
- Sound substitutions e.g. spoon → “boon”; train → “tain”; elephant → “e’phant”; watch → “wash” or “wats”, bridge → “brid”, thank you → “fank you”, umbrella → “umbwella”.
- 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.

**Fluency:**
- Sometimes stammers but child is not worried by this and it has been less than 6 months since onset.

#### ACTION POINTS (continued):

- Include the child in a BLAST group.

- 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.

#### REFER to SLT (continued):

**Expressive Language (talking)*:**
- 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.
- Uses words in the wrong order in sentences.
- Often uses learnt phrases.
- Often can’t name everyday items or names them incorrectly.

**Speech Sounds:**
- Not using the following sounds correctly at the beginning of words e.g. more; nose; Peppa; ball; teddy; Dad, window.
- Misses off sounds at the ends of most words → “mou”; cup → “cu”.
- Changes t → k and/or d → g e.g. toast → “koast”, door → “goor”
- Uses sounds inconsistently e.g. the same word said in different ways on different occasions e.g. car → “tar”, “har” and “sar”.
- Speech is difficult for all listeners to understand.

If unsure please complete the speech sound screening checklist and liaise with your Link SLT for advice.

**Fluency:**
- 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.
BLANK
# SLCN Discussion Sheet: Age 4+ years

<table>
<thead>
<tr>
<th>Things to talk about together</th>
<th>Notes/Examples from EY setting/HV</th>
<th>Notes/Examples from Parents/Carers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention &amp; Listening:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can he sit and listen for small/large group activities for short periods? e.g. story/song etc.</td>
<td></td>
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<tr>
<td><strong>Play &amp; Social Interaction:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does he play with other children? How does he do this e.g. chase, dressing up games etc.</td>
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<tr>
<td>Does he show concern for a friend if they’re upset?</td>
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<tr>
<td>Can he play co-operatively with 2-3 children, even though there may be arguments?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Understanding of Spoken Language</strong>*:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can he begin to identify objects by their group or category e.g. find a toy, food, fruit etc?</td>
<td></td>
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</tr>
<tr>
<td>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?</td>
<td></td>
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</tr>
<tr>
<td>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?”</td>
<td></td>
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</tr>
<tr>
<td><strong>Expressive Language (talking)</strong>*:</td>
<td></td>
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</tr>
<tr>
<td>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”.</td>
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</tr>
<tr>
<td><strong>Speech Sounds &amp; Fluency:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you and others understand his words? Does he stammer?</td>
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</tbody>
</table>

Please continue on a separate sheet if you require more space.
### Attention & Listening:
- Sometimes needs an adult beside him to help maintain attention in small or large group activities.

### Play & Social Interaction:
- Beginning to be able to play with peers for short periods with minimal adult support.
- Limited range of play activities but can be extended with support from an adult.
- Prefers routine but can cope with changes with adult support/pre-warning.

### Understanding of Spoken Language*:
- Understanding 3 key word instructions and a wider range of concepts e.g. behind, next to etc.
- Can answer a simple ‘why’ question with adult support.

### Action Points:
- Letters & Sounds – Phase 1, Aspect 1-3.
- EY GRSS: Communication & Interaction Strategy Bank – Attention & Listening.
- Include the child in a BLAST group.
- 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.
- EY SWASS (please see page 2 for web link) – Section 6: Language and Communication.
- Include the child in a BLAST group.

### 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 🔄

### Attention & Listening:
- Always needs an adult to maintain attention in 1:1 or small group activities.

### Play & Social Interaction:
- Often finds it difficult to join in play with other children.
- Plays with a limited range of activities.
- Finds it difficult if there are changes in routine.

### Understanding of Spoken Language*:
- Not consistently understanding 3 key word instructions, including words such as big, little, in, on, under.
- Is not able to answer simple ‘who?’ ‘what?’ ‘where?’ questions.
<table>
<thead>
<tr>
<th>MONITOR (continued):</th>
<th>ACTION POINTS (continued):</th>
<th>REFER to SLT (continued):</th>
</tr>
</thead>
</table>

**Expressive Language (talking)*:**
- Beginning to use simple linking words in sentences and can ask simple questions e.g. “Can I have one?”
- 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.
- Can re-tell an event and is beginning to use 'linking' words to join phrases e.g. “went to park and down slide...wheee”
- Include the child in a BLAST group.

**Speech Sounds:**
- Sound substitutions: spoon → “boon”; train → “tain”; watch → wash or “wats”, bridge → “brid”, thank you → “fank you”, umbrella → “umbwella”.
- 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. “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.

**Fluency:**
- Sometimes stammers but child is not worried by this and it has been less than 3 months since onset.
- Advice available from The British Stammering Association: [http://www.stammering.org/help-information/parents/under-5s](http://www.stammering.org/help-information/parents/under-5s)
- Talk to a SLT on 0300 247009 to discuss any concerns.

**Expressive Language (talking)*:**
- Finds it difficult to talk about something that they’ve done recently.
- Uses words in the wrong order in sentences.
- Talking limited to 3-4 words together, omitting small words and word endings.
- Often can’t name everyday items or names them incorrectly.

**Speech Sounds:**
- Sound substitutions e.g. car → “tar”; fork → “bork”; sun → “dun”.
- Uses sounds inconsistently e.g. the same word said in different ways on different occasions e.g. car → “tar”, “har” and “sar”.
- Not using the following sounds correctly at the beginning of words e.g. more; nose; Peppa; ball; teddy; Dad, window.
- Misses off sounds at the ends of most words → “mou”; cup → “cu”.
- Changes t → k and/or d → g e.g. toast → “koast”, door → “goor”
- Speech is difficult for all listeners to understand.

If unsure please complete the speech sound screening checklist and liaise with your Link SLT for advice.

**Fluency:**
- 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.
<table>
<thead>
<tr>
<th>Start Date:</th>
<th>Summary of Action Points to Implement:</th>
<th>Brief Review of Child’s Progress:</th>
<th>Date Reviewed:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
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)”.

<table>
<thead>
<tr>
<th>Approx. age of development:</th>
<th>Target Word</th>
<th>Sound Checked</th>
<th>What the child said.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00 – 3:00</td>
<td>Moon</td>
<td>m</td>
<td></td>
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<tr>
<td></td>
<td>Pig</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ball</td>
<td>b</td>
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<td></td>
<td>Window</td>
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<td>Table</td>
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<td>Door</td>
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<td></td>
<td>Nose</td>
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<tr>
<td>3:00 – 4:00</td>
<td>Cow</td>
<td>c</td>
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<tr>
<td></td>
<td>Girl</td>
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<td></td>
<td>Fish</td>
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<td>Sun</td>
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<td>4:00 – 5:00</td>
<td>Sheep</td>
<td>sh</td>
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<tr>
<td></td>
<td>Chair</td>
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<td>Jacket</td>
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<td></td>
<td>Zip</td>
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<td>Light</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>5:00 – 7:00</th>
<th>Thumb</th>
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<tbody>
<tr>
<td></td>
<td>Rocket</td>
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<tr>
<td>R blends</td>
<td>Dress</td>
<td>dr</td>
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<tr>
<td></td>
<td>Tractor</td>
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<tr>
<td>S blends</td>
<td>Star</td>
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<tr>
<td></td>
<td>Smile</td>
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<tr>
<td>L blends</td>
<td>Flower</td>
<td>fl</td>
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<tr>
<td></td>
<td>Plane</td>
<td>pl</td>
</tr>
</tbody>
</table>

Consonant sound not pictured: ‘y’ as in yoghurt;
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):

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
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<td>AM</td>
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</tbody>
</table>

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.

Please circle

Were there any difficulties during pregnancy/birth? 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): …………. Say their first words: …………
Put words together: …………. Use sentences: …………

Appendix C
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:

☐ Hearing impairment
☐ Epilepsy
☐ Learning Disability

☐ Dyslexia
☐ Stammer
☐ Autism Spectrum

☐ Speech and language
☐ 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: ___________________________
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: ………………………