Identification of Need (Secondary Age)

**This checklist can be used to gather information
about the pupil and help identify the specific area of SLCN**

Name of Pupil:	Date:

Speech (clarity and fluency)

How do I know if a pupil is having difficulties with speech clarity and fluency?	please tick as appropriate ✓
Speaks too quickly (words run into each other)	
Can be difficult to understand	
Stammers, e.g. hesitates, repeats sounds/words, and gets stuck	

Additional comments:

Expressive Language (speaking)

How do I know if a pupil is having difficulties with speaking/expressive language?	please tick as appropriate ✓
Limited vocabulary	
Finds it hard to express emotions verbally	
Trouble learning new words, e.g. names of people, objects	
Can't repeat new words easily	
Failure to provide significant information to listeners	
Uses made-up words which are almost appropriate (e.g. 'window worker man') or words like 'thingy', 'whatsit' instead of accurate vocabulary	
Problems with prepositions (e.g. 'on', 'over', 'under', behind', etc.) or tenses	
May take a long time to organise words into sentences	
Misses out words or puts them in the wrong order	
Problems giving specific answers or explanations	
Difficulties joining sentences with 'and', 'because', 'so', etc. or by using one of these words too much	
Difficulties explaining when something goes wrong	

Has problems sequencing events and ideas appropriately	
Cannot retell a simple story	

Additional comments:

Receptive Language (understanding)

How do I know if a pupil is having difficulties with understanding language?	please tick as appropriate ✓
Difficulties following long or complex instructions	
Watches and copies others when instructions are given	
Tends to take things literally	
Struggles to understand subject specific vocabulary or words with multiple meanings e.g. 'change', 'solution'	
Repeats what you say rather than responding appropriately	
Slow to learn new routines	
Has problems understanding implied meaning (e.g. 'I wouldn't take my shoes off now' meaning 'Don't take your shoes off')	
Has difficulty following school routines – can't remember timetable, forgets equipment etc.	
Doesn't follow jokes, puns, sarcasm, or metaphors	
Takes a lot of time to respond	
Problems explaining the whys and wherefores of things	
Inattentive; easily distracted	
Instructions and information **often** need to be repeated **or simplified**	
Has problems understanding rules which may lead to non-compliance	
Reluctant to speak or answer questions in class	
Has difficulty in understanding abstract concepts for which they have no visual imagery. This may become particularly noticeable in subjects such as Science where there is a high level of topic-specific vocabulary	
Can read but does not answer questions about the text and/or cannot find specific words on the page	
Appears to have a poor verbal memory but adequate or good factual/visual/experiential memory	

Additional comments:

Social/Functional Use of Language

How do I know if a pupil is having difficulties with social/functional communication?	please tick as appropriate ✓
Interrupts inappropriately **or dominates conversations**	
Unable to vary language with the situation	
Attracts attention in inappropriate ways e.g. class clown	
In conversation, moves from topic to topic for no obvious reason or finds it difficult to change the subject	
May not be able to empathise with others	
Has problems taking turns in conversation	
Does not ask questions or start a conversation	
Does not say if cannot understand	
Withdrawal or exclusion from group and/or social activities	
May come across as rude, insolent or disruptive	
Finds it difficult to initiate conversations	
Does not appear to understand non-verbal cues e.g. others' facial expressions, body language, awareness of personal space.	
Lack of eye contact which could be misinterpreted as being disrespectful	

Additional comments: