

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		

	How do I know if a pupil is having difficulties with social/functional communication?appropriateappropriateappropriateinterrupts inappropriately or dominates conversationsImable to vary language with the situationitracts attention in inappropriate ways e.g. class clownImable to change thein conversation, moves from topic to topic for no obvious reason or finds it difficult to change theImable to empathise with othersIas problems taking turns in conversationImable to empathise with othersIas problems taking turns in conversationImable to empathise with othersIas problems taking turns in conversationImable to empathise with othersIas problems taking turns in conversationImable to empathise with othersIas problems taking turns in conversationImable to empathise with othersIas problems taking turns in conversationImable to empathise with othersIas problems taking turns in conversationImable to empathise with othersIas problems taking turns in conversationImable to empathiseIas problems tak questions or start a conversationImable to empathiseIas problems tak question from group and/or social activitiesImable to empathiseIas to difficult to initiate conversationsImable to empathiseIas it difficult to initiate conversationsImable to empathise with othersIas is to difficult to initiate conversationsImable to empathise with empathic use e.g. others' facial expressions, body language, wareness of personal space.Ias is to difficult to which could be misinterpreted as being disrespectfulImable to empathise disrespectful </th <th>Social/Functional Use of Language</th> <th></th>	Social/Functional Use of Language	
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