

Referral Criteria for Communication | Key Stage 2 | 7-11 years

❖ Please note that any description is based on the child's use of their home or main language

7-11 years (Key stage 2)				
Referral guidance	Understanding	Talking	Speech sounds	Social interaction
<ul style="list-style-type: none"> Referral not required at this time. 	<ul style="list-style-type: none"> Able to follow complex instructions with several parts. Able to infer meaning, reason and predict. Able to ask for help/clarify when they have not understood instructions. 	<ul style="list-style-type: none"> Able to use complex grammar and sentences to communicate effectively in different ways. Able to tell stories about their own experiences in a clear order, adding/leaving out information depending on how much the listener already knows. 	<p>Speech is clear.</p>	<ul style="list-style-type: none"> Able to talk, listen and respond in two way and group conversations. Able to use language in different way e.g. negotiating, commenting, complementing etc. Able to initiate and maintain conversation.
<p>Child will need support with their speech and language development.</p> <p>Please follow links on our website for advice and then monitor progress.</p>		<ul style="list-style-type: none"> Can sequence ideas in a way that is understood by the listener but can miss out smaller, grammatical words. Sentences contain some empty words (e.g this, that, thingy) and / or there is an over-use of simple vocabulary. 	<ul style="list-style-type: none"> Speech sound difficulties with later developing sounds. Difficulties do not impact on clarity of speech. Child is not bothered by their speech sound difficulties. 	

<p>Child will need support with their speech and language development.</p> <p>Please follow links on our website for advice, monitor progress and then Refer to Speech & Language Service.</p>	<ul style="list-style-type: none"> • Not following classroom instructions or explanations. • Appears 'lost' in the classroom. • Often appears confused. • Not able to maintain conversations with others. • Does not appear aware of when they don't understand or need help. 	<ul style="list-style-type: none"> • Unable to retell a sequence of events, listener may become lost in story. • Sentences contain lots of 'empty' words (e.g. thingy, this, that), making it hard for the listener to follow the flow of what is being said. • Appear frustrated when trying to explain their thoughts and ideas 	<ul style="list-style-type: none"> • Speech difficult to understand. • Child is bothered or upset by their speech sound difficulties. 	<ul style="list-style-type: none"> • Differences in interpretation of social situations causing emotional or behavioural concerns. • Motivated to interact but not initiating and maintaining interactions with others causing social isolation. • Needs significant support to understand or express how self and/or others are feeling causing emotional or behavioural concerns.
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