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

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| **11 years + (Key stage 3 and 4)** |
| Referral guidance  | Understanding  | Talking Chat outline | Speech sounds Volume with solid fill | Social interaction Handshake outline |
| Referral not required at this time. | * Idea with solid fill 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.
 | * 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.
 | * Speech is clear.
 | * 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.
 |
| **Child will need support with their speech and language development.** Please follow links on our website for advice, monitor progress and then Refer to Speech & Language Service.  | * 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.
 | * Unable to retell a sequence of events in a clear order, listener may become lost in the story.
* Sentences contain many ‘empty’ words e.g. thingy, this, that.
* Appear frustrated and / or unsure when trying to explain their thoughts and ideas.
 | * Speech is not clear.
* Appears bothered or upset by their speech sound difficulties.
 | * 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.
 |
| * Risk of exclusion
* Risk of exploitation.

Research shows a high level of SLCN in children at risk of / experiencing exclusion or exploitation. A speech and language therapy assessment is therefore recommended. |