



Combined SpLD Checklist: Early Years/Foundation Stage (ages 4 - 6)

Instructions for use of the paper-based version

This checklist is designed to be used as a first step in identifying the needs of pupils who are achieving below the expected level in the classroom. It is not a diagnostic tool. Use of the checklist should always be followed by the appropriate recommendations and next steps.

To use the paper-based checklist:

1. For each behaviour in the list, select whichever is relevant for the learner: not at all, sometimes, or often.
2. When you have completed the entire checklist select only the cells that show sometimes or often. This will give you an overview of the behaviours and needs of your pupil.
3. In consultation with the SENCo or Learning Support team, complete the Recommendations/Next Steps box at the bottom of the checklist.

Name of pupil

	<i>For each behaviour, select not at all, sometimes, or often</i>	<i>not at all</i>	<i>some times</i>	<i>often</i>
Dyslexia	Other family members with similar difficulties			
	Slow speech development			
	Gets words muddled up			
	Takes longer to learn sound-letter links			
	Has poor auditory discrimination			
	Difficulty learning nursery rhymes			
	Difficulty keeping a simple rhythm			
	Likes listening to stories but has little interest in letters/words			
	Has difficulty paying attention			
	Finds it hard to follow multiple instructions (2 or more)			
	Forgets names of friends/teachers/colours			
	Has obvious good/bad days			
	May have walked early but didn't crawl			
	Difficulty with cutting/sticking/crayoning			
	Has persistent difficulty in dressing			
	Dyspraxia	Difficulty with catching/kicking/throwing a ball		
Often appears clumsy				
Difficulty hopping/skipping				
Other family members with similar difficulties				
Often late in reaching milestones; may not have crawled				
Persistent difficulties dressing				
Bumps into things/people				
Difficulties running, hopping, jumping				
Handwriting difficulties				
Difficulty using utensils such as scissors, cutlery, etc				
Poor organisation				
Struggles to ride a bike				
Poor at ball skills				
Difficulty following instructions				
Poor posture/hypermobility				
Poor stamina				
Inconsistent performance				
Attention difficulties				
Speech and language problems				
Sensory issues (e.g. problems with unexpected noise, some materials, textures, etc.)				
Takes longer to process information				

		<i>not at all</i>	<i>some times</i>	<i>often</i>
ADHD	Other family members with similar difficulties			
	Not seeming to listen when spoken to directly			
	Not following through on instructions			
	Difficulty in organising tasks or activities or knowing where to start			
	Easily distracted by extraneous stimuli			
	Forgetful in daily activities			
	Loses things			
	Fidgets with hands or feet or squirms in seat			
	Runs about or climbs excessively			
	Difficulty in engaging in activities quietly			
	Overly emotional			
	“On the go” constantly			
	Talks at speed			
	Interrupts or intrudes on others			
	Difficulty with turn taking			
	Disrupted sleep pattern reported by parents			
Difficulty sustaining attention in tasks or play activities				
Inability to perceive risk/danger				
ASD	Other family members with similar difficulties			
	Does not respond to his/her name			
	Doesn't point or wave goodbye			
	Delayed language development			
	Prefers to play alone			
	Doesn't engage in imaginative play			
	Socially inappropriate eye contact			
	Is hyperactive/uncooperative/oppositional			
	Has an unusual attachment to toys			
	Is over-sensitive to certain textures or sounds			
	Cannot say what he/she wants			
	Babbles or uses own language			
	Seems to hear sometimes but not others			
	Doesn't smile socially			
	Engages in the same task repeatedly			
	Has unusual movement patterns			
Engages in ritual behaviours				
Inability to perceive risk/danger				

		<i>not at all</i>	<i>some times</i>	<i>often</i>
Dyscalculia	Other family members with similar difficulties			
	Problems with counting			
	Confusion with number direction, e.g. 92 or 29			
	Difficulty remembering how numbers are written			
	Difficulties understanding mathematical symbols			
	Difficulties with the concept of space and/or direction			
	Takes a long time to complete mathematical tasks			
	Problems with estimating			
	Problems with the planning of activities			
	Poor memory for basic maths facts			
	Difficulty understanding that numbers represent a fixed amount			
	Problems with orientation/direction			
	Mixes up similar looking numbers			
	Numbers reversed or rotated			
	Problems remembering shapes			
	Problems counting backwards			
Poor concept of time				
Inability to subitise (instantly recognise number of items without counting)				
SLI	Other family members with similar difficulties			
	Visually attentive to what others are doing			
	Slow or struggles to respond when given an instruction or asked a question			
	Understanding may be limited to the 'here and now'			
	May point or show what s/he wants rather than say it			
	Difficulty learning and using new words			
	Difficulty putting words into sentences			
	Sentences sound muddled or confused			
	Unable to express needs to others			
	Pauses a lot while talking or restarts sentences			
	Immature sentence construction			
	Finds it hard to make up stories			
	Difficulty joining in and following games			
	Difficulty taking part in conversations			
	Difficulty following nursery rhymes or stories			
	Tantrums/poor behaviour due to communication frustration			
Better skills in non-language based tasks, e.g. puzzles/physical activities				
Can find joining in with activities chosen by an adult difficult				

Recommended action / next steps