



## Combined SpLD Checklist: Primary Level (ages 6 - 11)

### 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 <b>not at all</b>, <b>sometimes</b>, or <b>often</b></i>	<i>not at all</i>	<i>some times</i>	<i>often</i>
<b>Dyslexia</b>	Other family members with similar difficulties			
	Difficulty with phonological awareness			
	Difficulty following instructions			
	Lack of fluency in reading, affecting comprehension			
	Inaccurate word decoding			
	Persistent and marked difficulty with spelling			
	Difficulty in finding the right word to describe things			
	Mispronounces words			
	Poor short term and/or working memory			
	Takes longer than average to complete written tasks			
	Difficulty copying from the board			
	Has obvious good/bad days			
	Low self esteem			
	Written work doesn't reflect verbal ability			
	Needs additional time to produce an oral response			
	Lack of enjoyment of reading			
	Can be clumsy and lack coordination			
Difficulty hopping/skipping				
<b>Dyspraxia</b>	Other family members with similar difficulties			
	Often late in reaching milestones; some do not crawl			
	Persistent difficulties dressing			
	Bumps into things/people			
	Difficulties running, hopping, jumping, riding a bicycle			
	Handwriting difficulties			
	Difficulty using scissors, cutlery, etc			
	Unaware of external dangers			
	Classwork rarely finished			
	Poor at ball skills and general co-ordination			
	Difficulty following instructions			
	Poor posture/hypermobility			
	Poor stamina			
	Inconsistent performance			
	Attention difficulties			
	Delayed acquisition of speech and language			
	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>
<b>ADHD</b>	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 and is disorganised			
	Cannot sit still when expected or required			
	Blurts out answers before the question is finished			
	Difficulty in engaging in activities quietly			
	Inability to control emotions			
	"On the go" constantly			
	Talks at speed			
	Interrupts or intrudes on others			
	Appears inattentive/day dreamer			
	Can't wait to take their turn			
Difficulty sustaining attention in tasks				
Inability to perceive risk/danger				
<b>ASD</b>	Other family members with similar difficulties			
	Responds to social interaction but does not initiate it			
	Difficulty understanding jokes/figures of speech			
	Difficulty reading social interactions			
	Lack of awareness of personal space			
	Makes honest but inappropriate observations			
	Socially inappropriate eye contact			
	Is hyperactive/uncooperative/oppositional			
	Difficulty maintaining friendships			
	Is over-sensitive to certain textures or sounds			
	Resistant to change			
	Difficulty in transferring skills from one area to another			
	Difficulty with reading comprehension			
	Abnormal use of tone/pitch in speech			
	Engages in the same task repeatedly and/or in ritual behaviours			
	Has unusual movement patterns			
Experiences anxiety and heightened behaviours in new situations				
Inability to perceive risk/danger				

		<i>not at all</i>	<i>some times</i>	<i>often</i>
<b>Dyscalculia</b>	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			
	High levels of debilitating anxiety related to maths			
	Problems with orientation/direction			
	Mixes up similar looking numbers			
	A poor understanding of place value and its use in calculations			
	Problems remembering shapes			
	Problems counting backwards			
Poor concept of time and reading analogue clocks/watches				
Inability to subitise (instantly recognise number of items without counting)				
<b>SLI</b>	Other family members with similar difficulties			
	Listens well but still seems unable to understand			
	Slow or struggles to respond when given an instruction or asked a question			
	Understanding may be limited to the 'here and now'			
	Difficulties understanding idioms, metaphors, and multiple meanings			
	Might respond to just part of an instruction, usually the beginning or end			
	Difficulty learning and using new words			
	Knows a word but can't remember it or says a word that's similar			
	Difficulty making longer sentences			
	Sentences sound muddled or confused			
	Pauses a lot while talking or restarts sentences			
	Finds it hard to understand and make up stories			
	Difficulty joining in and following games			
	Difficulty joining in and keeping up with conversations			
	Poor behaviour due to communication frustration			
Difficulties with reading and writing				
Often good with practical tasks				

**Recommended action / next steps**