



Neurodiverse SpLD Checklist: Post 16 Level

Instructions for use of the paper-based version

This checklist is designed to be used as a first step in identifying the needs of students 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 student.
3. In consultation with the SENCo or Learning Support team, complete the Recommendations/Next Steps box at the bottom of the checklist.

Name of Student

<i>For each behaviour, select not at all, sometimes, or often</i>	<i>not at all</i>	<i>some times</i>	<i>often</i>
Other family members with similar difficulties			
Difficulty with retaining and retrieving information			
Difficulty remembering sequential information			
Poor concept of time			
Poor organisational skills			
Difficulty with fluent, accurate reading			
Continued difficulty with phonological awareness			
Persistent difficulty with spelling			
Poor structure/organisation of written work			
Difficulty copying from the board			
Inconsistent performance			
Low self esteem			
Poor comprehension skills			
Slow speed of writing			
Weak short term and/or working memory			
Slow speed of reading			
Difficulties with physical activities			
Confusion with left or right			
Problems with awareness of time			
Writing difficulties, both with style and speed			
Difficulty using scissors, etc.			
Poor organisation			
Poor short term visual and verbal memory			
Difficulty with making friends and forming relationships			
Difficulty following instructions			
Struggles with team games			
Poor posture/hypermobility			
Inconsistent performance			
Interrupts/talks loudly			
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>
Doesn't seem to listen when spoken to directly			
Doesn't follow through on instructions			
Difficulty in organising tasks / 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 or completing tasks			
Inability to perceive risk/danger			
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			
Over-sensitive to certain textures or sounds			
Resistant to change			
Difficulty in transferring skills from one area to another			
Overly focussed on the detail of tasks			
Abnormal use of tone/pitch in speech			
Engages in the same task repeatedly and/or in ritual behaviours			
Dislikes/avoids social situations			
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>
Checks and re-checks answers to questions			
Confusion with number direction, e.g. 92 or 29			
Fixed into one method of working out calculations			
Difficulty recognising the appropriate mathematical strategy			
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 maths activities			
A poor understanding of place value and its use in calculations			
Poor practical application of maths, e.g. money			
Problems with orientation/direction/maps/diagrams			
Mixes up similar looking numbers			
High levels of debilitating anxiety related to maths			
Problems copying numbers and geometric shapes			
Difficulties recalling basic maths facts/equations/times tables			
Poor concept of time and reading analogue clocks/watches			
Poor ability to carry out mental maths tasks			
Slow to answer when spoken to, or needs to ask for information to be repeated			
Difficulties learning and understanding more complicated vocabulary			
Struggles to understand sarcasm and some of the language of adolescence			
Difficulties understanding idioms, metaphors, and multiple meanings			
Sentences sound muddled or confused			
Longer pieces of speech or writing lack detail or are hard to follow			
Knows a word but can't remember it or says a word that's similar			
Difficulty keeping up with conversations, including group conversations			
Difficulty changing style of speech to suit different situations and audiences			
Difficulty working independently and prioritising			
Prefers practical tasks at school but finds the language for these difficult			

Recommended action / next steps