



## Combined 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 <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 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				
<b>Dyspraxia</b>	Other family members with similar difficulties			
	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>
<b>ADHD</b>	Other family members with similar difficulties			
	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				
<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			
	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>
<b>Dyscalculia</b>	Other family members with similar difficulties			
	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				
<b>SLI</b>	Other family members with similar difficulties			
	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**