



Neurodiverse 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>
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			
Difficulty with catching/kicking/throwing a ball			
Often appears clumsy			
Difficulty hopping/skipping			
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>
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			
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>
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)			
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