# Profiling Checklist

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Year Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Age:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | |
| Language | **Some-times** | **Often** | **Potential areas of difficulty (please highlight).** |
| Difficulties with understanding verbal information. |  |  | Receptive language |
| Slow to process and understand verbal information. |  |  | Receptive language |
| Poor speech sound production (difficulties articulating certain words and sounds). |  |  | Expressive language/Articulation |
| Has limited vocabulary and/or uses simple language for their age. |  |  | Expressive language |
| Makes grammatical errors and has poor sentence structure (verbally). |  |  | Expressive language |
| Has word finding difficulties. |  |  | Expressive language/Working memory |
| Reasoning |  |  |  |
| Finds visual tasks easier than verbal tasks. |  |  | Verbal reasoning |
| Finds verbal tasks easier than visual tasks. |  |  | Visual reasoning |
| Overall level of understanding seems to be below age related expectations. |  |  | Possible general difficulties |
| Attention and Memory |  |  |  |
| Has difficulty focusing on longer tasks or tasks of less interest. |  |  | Attention |
| Work can be inconsistent and pupil makes ‘random errors’. |  |  | Attention |
| Daydreams or to has difficulties listening. |  |  | Attention/Working memory |
| Easily forgets instructions and/or needs to repeat information to themselves to remember. |  |  | Working memory |
| Often forgets what they were going to say. |  |  | Working memory |
| Difficulties with planning and organisation. |  |  | Working memory |
| Has difficulty following multi-step instructions and/or procedures. |  |  | Working memory |
| Difficulties with problem solving. |  |  | Working memory |
| Processing |  |  |  |
| Finds it difficult to follow verbal instructions or conversations. |  |  | Auditory processing/receptive language |
| Mixes up similar looking letters, words, shapes or numbers. |  |  | Visual processing |
| Skips lines when reading, or reads the same line over and over. |  |  | Visual processing |
| Struggles to sound out and blend together sounds to make words. |  |  | Phonological processing |
| Struggles to identify sounds within words (which sound comes first/last etc). |  |  | Phonological processing |
| Can’t remember what words sound like/mixes up words. |  |  | Phonological processing |
| Can become distressed by loud noises. |  |  | Sensory processing |
| Avoids touch or seeks excessive physical contact. |  |  | Sensory processing |
| Unusual dislike or lack of awareness of tastes and/or smells. |  |  | Sensory processing |
| Seems to understand but struggles in timed assessments. |  |  | Processing speed/Memory |
| Takes longer than expected to complete tasks. |  |  | Processing speed/Memory |
| Reluctant to answer questions in class. |  |  | Processing speed/Memory |
| Becomes overloaded with information in class. |  |  | Processing speed/Memory |
| Motor Skills and Organisation |  |  |  |
| Slow writing speed. |  |  | Fine motor skills/Processing speed |
| Difficulties with handwriting. |  |  | Fine motor skills |
| Struggles to use scissors. |  |  | Fine motor skills |
| Delayed ball skills and/or bike riding. |  |  | Gross motor skills |
| Difficulties with sequencing (e.g. days, months, times tables, alphabet, spellings, ideas in writing). |  |  | Attention/Working Memory |
| Difficulties with organisation in everyday life. |  |  | Attention/Working Memory |
| Social-Emotional and Mental Health |  |  |  |
| Struggles with group work, but works better independently. |  |  | Flexible thinking |
| Finds transitions/change challenging (particularly when unexpected). |  |  | Flexible thinking |
| Deterioration in classwork. |  |  | Possible emotional difficulties |
| Doesn’t want to come to school. |  |  | Possible emotional difficulties |
| Avoids social situations. |  |  | Possible emotional difficulties |
| Literacy and Numeracy |  |  |  |
| Reading is slow and stilted. |  |  | Literacy skills/Processing speed |
| Makes lots of errors when reading words. |  |  | Literacy skills/Phonological processing |
| Can read but has difficulties with reading comprehension. |  |  | Reading comprehension/Receptive language |
| Struggles to spell words. |  |  | Literacy skills/Phonological processing |
| Sentences in free writing are not grammatically correct. |  |  | Literacy skills/Expressive language /Working memory |
| Writing skills do not reflect verbal ability. |  |  | Possible specific literacy difficulties |
| Doesn’t understand what numbers represent. |  |  | Numerical representation |
| Can only work in ones. |  |  | Numeracy skills |
| Can’t remember number facts or times tables. |  |  | Numeracy skills/Memory |
| Struggles to follow math rules to complete calculations. |  |  | Numeracy skills/Memory |
| There is difference between general understanding and performance in literacy and/or maths. |  |  | Possible specific difficulties |

| Signs of difficulties in: | **Sometimes** | **Often** | Notes |
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| Receptive Language |  |  |  |
| Expressive Language |  |  |  |
| Visual Reasoning |  |  |  |
| Verbal Reasoning |  |  |  |
| Attention |  |  |  |
| Working Memory |  |  |  |
| Auditory Processing |  |  |  |
| Visual Processing |  |  |  |
| Sensory Processing |  |  |  |
| Phonological Processing |  |  |  |
| Processing Speed |  |  |  |
| Fine Motor Skills |  |  |  |
| Gross Motor Skills |  |  |  |
| SEMH |  |  |  |
| Literacy Skills |  |  |  |
| Numeracy Skills |  |  |  |
| Possible specific difficulties |  |  |  |
| Possible general difficulties |  |  |  |