

## Identification of pupils with SLCN: primary

	<b>Speaking</b>	<b>Listening</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Social</b>	<b>Behaviour</b>	<b>Organisational</b>
<b>Speech</b>	Speech difficult to understand though people may get tuned in.	May have difficulties with fine tune listening, e.g. discriminating between speech sounds.	May have difficulties with decoding and segmenting for reading and spelling.	No specific difficulties associated with mathematics.	May have difficulties socialising due to problems with being understood.	May withdraw and internalise frustration or externalise and display poor behaviour or frustration due to communication breakdown. Self-esteem can be affected.	
<b>Expressive</b>	Difficulties speaking in sentences and getting message across to others.	May struggle to listen effectively, especially in group activities where they feel they cannot play an active role – some children opt out.	Will have difficulties formulating sentences. Any difficulties with oral language are likely to be reflected in written language.	May struggle with labelling elements of mathematics, e.g. remembering shape names. May not have language for mathematics concepts, e.g. 'more than', 'less than'.	Social interaction compromised. Will struggle to negotiate roles and clarify communication breakdowns. Don't have the language to engage fully in imaginative play situations.	May withdraw and internalise frustration or externalise and display poor behaviour or frustration due to communication breakdown. Self-esteem can be affected.	Do not have the necessary language to organise play activities, e.g. 'let's pretend you are x and I am y and...' Might struggle to organise self for activities, or get equipment if there is a need to ask for it. Difficulties with home-school communication.

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					Other children sometimes give up.		
<b>Understanding</b>	Often expressive skills are restricted with poor understanding.	Often poor listening and concentration with language-rich activities – will 'switch off'.	All levels of literacy can be affected. Some may have reasonable phonic skills, though difficulties with reading comprehension.	Difficulties with understanding mathematics concepts, e.g. addition, subtraction. Difficulties with interpreting language-rich mathematics problems, though may have technical knowledge to do the sum.	Difficulties with play situations that demand understanding of language. Difficulties understanding rules of games. Problems socialising and interacting with peers due to lack of understanding.	May withdraw and internalise frustration or externalise and display poor behaviour or frustration due to communication breakdown. Self-esteem can be affected.	Can have organisational difficulties, e.g. remembering information, letters for home, and instructions for homework, knowing what is expected and coping with changes in routine.
<b>Social</b>	Can speak clearly, though can be difficult to understand because of the way in which they use language.	Can be poor at listening, especially when on own agenda. Really struggles to listen effectively at times, even on a one-to-one basis.	May have difficulties organising longer narratives. May have a tendency to attend to detail rather than the bigger picture. Stories may be	No specific difficulties with the technical aspects of mathematics, though may struggle with some of the problem-solving	Huge difficulties with social interaction. Pupils can become isolated. They don't know how to join in and maintain conversations	May withdraw and internalise frustration or externalise and display poor behaviour or frustration due to communication breakdown. Self-esteem	Often like routine and this helps to be organised. Might not like changes to routine. Still may struggle to organise themselves for complex tasks.

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			around areas of interest only.	aspects.	. Often do not see the point of view of others.	can be affected	