

EAL/SLCN checklist

First - talk to parents to gain a picture of how the child is presenting at home and observe what the child is like at home. You may want to use the Dudley Early Years Team's [My Language Journey](#) checklist as a framework. Ask parents if their child understands little instructions at home, if they can label objects, and if they can put words together. Have the English typical norms in mind (e.g. a 2 year old will typically understand a 2 key-word instruction, like: give Daddy the phone; and regularly put two words together, like 'more juice'), but be aware that there will not be an exact correlation with the home language. The English norms will just give you a rough idea. If possible – do an **initial** screen in the home language.

Use this checklist alongside your observations in setting. If the answer to any of the questions is “yes” – try the strategies listed to support the child and track the child's progress using Dudley's [Development of English as an Additional Language Tracking Chart](#). If you are seeing any of the indicators in the right column - consider referring the child to Speech and Language Therapy or to other appropriate services.

Question	Yes	No	Strategies	Possible indicators of a communication need and/or other additional need
Do you or parents suspect there is a problem with the child's hearing?			<ul style="list-style-type: none"> • Observe and refer for a hearing test if necessary • Consider where the child is sitting, can they see your face/ lips, body language from where they are sitting? Make these considerations when devising your seating plan • Use lots of visual prompts to support understanding 	<ul style="list-style-type: none"> • Child often shouts • Child is not responding to their name being called • Child doesn't seem to locate where the sound/person's voice is coming from • Child gets lots of colds/ear infections

<p>Has the child been exposed to English language for at least 6-8 months?</p>		<ul style="list-style-type: none"> • Provide non-verbal ways to support communication e.g. modelling the use of sign and gesture, using objects, visual timetables, cue cards, choice boards, ALDs • Simplify your language. Give the child time to process. • Do not pressure the child to interact with you or use their voice • Provide close adult support • Consider a buddy for the child. Is there someone who speaks the child's home language in your class? • Provide time for child to become familiar with English language and their new setting – then re-visit this document (or the Development of English tracker noted above) 	<ul style="list-style-type: none"> • Progress not related to development or exposure to English • Play skills and other developmental milestones also delayed
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<p>Does the child struggle to respond to greetings e.g. hello and bye?</p> <p>Does the child struggle to join in with other children in most activities?</p>		<ul style="list-style-type: none"> • Praise the child for responding to greetings - verbal or non-verbal • Find out about cultural norms • Accept any form of communication e.g. smile, waving, eye contact- child is understanding through visual cues • Buddy for the child • Turn taking games that are non-verbal to encourage interaction with peers • Special time play with key worker to play and form a relationship to help build confidence • Try to establish shared attention with the child 	<ul style="list-style-type: none"> • Does not respond to greetings using non-verbal communication • Does not make appropriate eye contact (within cultural norms) • Child shows limited interest in peers • Others may describe child as passive • Does not stop and look when hearing own name • Parents may report not communicating at home in first language/ does not listen • Does not seek help and reassurance • Play skills are delayed • Does not play with toys in typical way, play skills are non-functional • Child is not able to indicate likes or dislikes non verbally when given a choice of two; does not reach or point for the item they want
<p>Does the child struggle to join in with the words or actions from a nursery rhyme?</p> <p>Does the child struggle to make/enjoy</p>		<ul style="list-style-type: none"> • Buddy for the child • Allow child to make a choice of rhyme using objects (e.g. a star and a sheep) • Demonstrate visually what you want the child to do, visual task board, provide them with an end product of what you 	<ul style="list-style-type: none"> • Child is not interested in interacting with peers • Child does not watch what other children are doing • Child does not follow classroom routine despite being in the setting for a term

<p>symbolic noises (e.g. brum, meow), rhythmic patterns and rhymes?</p>			<p>are looking for them to do (picture/photographs etc).</p> <ul style="list-style-type: none"> • Allow child to watch silently if this is what they are doing 	
<p>Does the child respond and use non-verbal language or first language during interaction and play?</p>			<ul style="list-style-type: none"> • Use single words to label accompanied by gesture/visual aid e.g. object, pic, ALD • Offer choices with visuals every day • Use the commenting approach • Play games which involve listening and repeating words • Use tone of voice to aid child's understanding • Build in opportunities for group or paired work with children/ an adult with good language skills 	<ul style="list-style-type: none"> • Not able to express basic needs by 'doing' e.g. reaching , climbing, or using first language and gesture • Solitary repetitive play • Parents report similar skills set in home language • Family history of SLCN • Not able to take turns in a simple turn taking game e.g. rolling a ball back and forth • Not seeking adult attention
<p>Do parents/ staff member that speaks the same language feel the child's talking and communication in their home language</p>			<ul style="list-style-type: none"> • If possible do initial screen e.g Wellcomm in home language • Observation of child in home setting 	<ul style="list-style-type: none"> • Child is not making any noises or using words at all at school (or only with certain people) but parents report making sounds/using words at home • Difficulties evident in both languages - not much disparity between skills in home language and English

is developing as expected?			<ul style="list-style-type: none"> • Become familiar/ research cultural norms and consider versus British norms 	
Do parents report they struggle to understand pronunciation in the home language?			<ul style="list-style-type: none"> • Repeat words that are mispronounced with clear models • Do not get a child to repeat the word back once it is modelled 	<ul style="list-style-type: none"> • Any reported / observed problems with chewing and swallowing. Is the child a messy eater? • The child loses their voice lots/ sounds croaky/ hoarse • Child is unable to produce a range of sounds in isolation • When the child is talking they look like they are struggling to move their mouth • Often reported as clumsy