



## Neurodiverse SpLD Checklist: Primary Level (ages 6 - 11)

### 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 <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>
Other family members with similar difficulties			
Difficulty with phonological awareness			
Difficulty following instructions			
Lack of fluency in reading, affecting comprehension			
Inaccurate word decoding			
Persistent and marked difficulty with spelling			
Difficulty in finding the right word to describe things			
Mispronounces words			
Poor short term and/or working memory			
Takes longer than average to complete written tasks			
Difficulty copying from the board			
Has obvious good/bad days			
Low self esteem			
Written work doesn't reflect verbal ability			
Needs additional time to produce an oral response			
Lack of enjoyment of reading			
Can be clumsy and lack coordination			
Difficulty hopping/skipping			
Often late in reaching milestones; some do not crawl			
Persistent difficulties dressing			
Bumps into things/people			
Difficulties running, hopping, jumping, riding a bicycle			
Handwriting difficulties			
Difficulty using scissors, cutlery, etc			
Unaware of external dangers			
Classwork rarely finished			
Poor at ball skills and general co-ordination			
Difficulty following instructions			
Poor posture/hypermobility			
Poor stamina			
Inconsistent performance			
Attention difficulties			
Delayed acquisition of speech and language			
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 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 in tasks			
Inability to perceive risk/danger			
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			
Is over-sensitive to certain textures or sounds			
Resistant to change			
Difficulty in transferring skills from one area to another			
Difficulty with reading comprehension			
Abnormal use of tone/pitch in speech			
Engages in the same task repeatedly and/or in ritual behaviours			
Has unusual movement patterns			
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>
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			
High levels of debilitating anxiety related to maths			
Problems with orientation/direction			
Mixes up similar looking numbers			
A poor understanding of place value and its use in calculations			
Problems remembering shapes			
Problems counting backwards			
Poor concept of time and reading analogue clocks/watches			
Inability to subitise (instantly recognise number of items without counting)			
Listens well but still seems unable to understand			
Slow or struggles to respond when given an instruction or asked a question			
Understanding may be limited to the 'here and now'			
Difficulties understanding idioms, metaphors, and multiple meanings			
Might respond to just part of an instruction, usually the beginning or end			
Difficulty learning and using new words			
Knows a word but can't remember it or says a word that's similar			
Difficulty making longer sentences			
Sentences sound muddled or confused			
Pauses a lot while talking or restarts sentences			
Finds it hard to understand and make up stories			
Difficulty joining in and following games			
Difficulty joining in and keeping up with conversations			
Poor behaviour due to communication frustration			
Difficulties with reading and writing			
Often good with practical tasks			

**Recommended action / next steps**