

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

Name of Learner:

For each behaviour, select **not at all**, **sometimes**, or **often** from the dropdown list in Column C

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, certain materials, textures, etc.)	
Takes longer to process information	
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	

Slow or struggles to respond when given an instruction or asked a question
Understanding may be limited to the 'here and now'
Difficulties understanding non-literal language such as 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

Observation
not at all
sometimes

often

Working together to empower educators to cater for Special Educational Needs

British Dyslexia
Association

Dyslexia
Action
Taking Action - Changing Lives

patoss



Helen Arkell
Believe Achieve Succeed

Manchester
Metropolitan
University

Neurodiverse SpLD checklist: instructions for use.

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 computer based checklist:

- 1 - for each behaviour in the list, click in the cell in Column C and then select **not at all**, **sometimes**, or **often**.
- 2 - Notice that when you select **sometimes** or **often**, the cell will change colour to either amber or red.
- 3 - When you have completed the entire checklist go to the filter at the top of column C. Clicking on this will allow you to select only the cells that show **sometimes** or **often**. This will give you an overview of the behaviours and needs of your pupil.
- 4 - In consultation with the SENCo or Learning Support team, complete the Recommendations/Next Steps box at the foot of the page.

