

NEURODIVERSITY SPLD CHECKLIST: PRIMARY LEVEL (AGES 6 - 11)



Working to empower educators
to cater for Special Educational Needs

ABOUT THIS CHECKLIST

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.

INSTRUCTIONS

1. For each behaviour in the list, check whichever is relevant for the learner:
Not at all / Sometimes / Often
2. When you have completed the entire checklist count 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 one option</i> | NOT AT ALL | SOME TIMES | OFTEN |
|---|------------|------------|-------|
| 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 | | | |
| SUBTOTAL | | | |



| <i>For each behaviour, select one option</i> | NOT AT ALL | SOME TIMES | OFTEN |
|--|------------|------------|-------|
| 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 or completing 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 | | | |
| 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 | | | |
| SUBTOTAL | | | |



| <i>For each behaviour, select one option</i> | NOT AT ALL | SOME TIMES | OFTEN |
|---|------------|------------|-------|
| 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 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 | | | |
| SUBTOTAL | | | |
| FINAL TOTAL | | | |



Recommended action/ next steps