**Children’s Speech and Language Therapy**

**Referral Checklist**

Name: ………………...………………….

Date of birth: …………………...............

NHS number: ……………………………

We do not see children who:

* have a lisp and are under 8 years.
* change ‘th’ to ‘f’ or ‘the’ to ‘v’ e.g. they say ‘fink’ for ‘think’ or ‘vis’ for ‘this’
* drool or dribble.
* have voice difficulties e.g. concerns about pitch, tone, voice quality. These children are seen by the Speech and Language Therapy Service at Barnsley Hospital NHS Foundation Trust (BHNFT). Contact them on 01226 432377.

**Children with Down Syndrome**

We offer an early advice appointment for feeding at 3-4 months and an early advice appointment for communication, speech and Language at 6-8 months. Complete a referral form.

**What to Do**

* look at this checklist with the child’s parent / legal guardian

**This checklist has two parts:**

* **Eating and Drinking**

Complete the checklist.

* **Speech, Language and Communication**

Think about the child’s general level of development **not** how old they are.

Choose the age range that matches their general level of development and fill it in.

**If you only ‘x’ boxes in the left column:**

* do notrefer to speech and language therapy

**If you ‘x’ any boxes in the right column:**

* Fill in a referral form and send it to us

**If a referral is needed for eating and drinking difficulties, ask a medical professionals or the Senior Leadership Team at Greenacre School (for Greenacre pupils) to complete the referral form.  Medical professionals include Health Visitor, School Nurse, General Practitioner, Consultant, Dietitian and Speech and Language Therapist.**

**Eating and Drinking:**

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| --- | --- | --- | --- | --- |
| **No Referral Needed** | **X** |  | **Referral Needed** | **X** |
| **Is under 12 months,** has no medical condition,eats solids but may gag on finger foods or foods with lumps.  Please see our departmental website ([www.barnsleyspeechtherapy.co.uk](http://www.barnsleyspeechtherapy.co.uk)) for advice on gagging. |  |  | Is non-oral and requires oral stimulation advice. |  |
| Is developmentally **under 12 months,** has no medical condition, and does not always chew their food.  Please see our departmental website ([www.barnsleyspeechtherapy.co.uk](http://www.barnsleyspeechtherapy.co.uk)) for advice on encouraging chewing. |  |  | Is fed non-orally through a nasogastric or gastrostomy tube and is ready to have tastes or start oral feeding. |  |
| No difficulty eating but will only eat a small range of foods / prefers certain tastes e.g. likes sweet foods or will not try some food groups e.g. fruit, vegetables or meat.  Advise to try the strategies recommended on: [www.childfeedingguide.co.uk](http://www.childfeedingguide.co.uk) |  |  | Shows signs of swallowing difficulties  E.g. coughing, choking, chest infections or weight loss. |  |
| **Is under** **18 months,** has no medical condition and the **only** concern is that they do not accept enough foods or refuse lumpy foods.  The NHS UK website ([Your baby's first solid foods - NHS (www.nhs.uk)](https://www.nhs.uk/conditions/pregnancy-and-baby/solid-foods-weaning/)) gives recommended amounts of formula milk/milk for a child’s age. Monitor their intake over a 24 hour period for 3 or 4 days. Include milk used for cooking or cereals. If the quantity is more than recommended, ask a health visitor/ dietician to give strategies to reduce intake.  Health visitors can also advise on reducing night feeds in children this age. |  |  | Has a medical condition which can affect eating and drinking and there has been a change to their eating and drinking skills. E.g. cerebral palsy, down syndrome, epilepsy, neuromuscular condition, gastro-oesophageal reflux disease. |  |
| Has an acquired medical condition and is having difficulty eating and drinking  E.g. head injury, stroke. |  |
| Is drooling but shows no indications of eating, drinking or swallowing difficulties.  Please see our departmental website ([www.barnsleyspeechtherapy.co.uk](http://www.barnsleyspeechtherapy.co.uk)) for advice on drooling and saliva control. |  |  | Shows signs of finding it difficult to manage their own saliva alongside eating, drinking and swallowing difficulties. |  |

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| Frequent vomiting and/ or gastro-oesophageal reflux but with **no signs of swallowing difficulties** e.g. coughing, choking, distress when eating and drinking. Please seek medical advice on management in line with NICE guidelines. |  |  | Significant nasal regurgitation of food or drink when not being sick. |  |
| They have eating and drinking difficulties relating to mental health issues, for example anorexia, bulimia, Avoidant Restrictive Food Intake Disorder (ARFID), phobias and anxiety. Please seek psychological advice. |  |  | **Is over 12 months,** and despite trying strategies to reduce formula milk/milk intake there has been no increase in the child’s acceptance of food. |  |
| They have eating and drinking difficulties relating to autism such as restricted diet, rigidity about the utensils they will use, limited acceptance of food textures or colours of food.  This includes retching or gagging in response to foods that are often refused. You may get useful advice from the following professionals: specialist nursing staff, occupational therapist, dietitians and psychologists |  |  | Has a diagnosis of autism and have eating and drinking difficulties that include choking and/ or frequent chest infections. |  |

For more advice on weaning you can visit [www.nhs.uk/start4life](https://www.nhs.uk/start4life)

**Speech, Language and Communication:**

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| **No Referral Needed** | **X** |  | **Referral Needed** | **X** |
| **18 months - education level P2-P3** | | **18 months** | |
| Some pretend play e.g. feeding self,  brushing own hair. |  | No pretend play. |  |
| Responds to simple commands and questions as part of everyday routines. |  | No understanding of very familiar, often used words. |  |
| Little response to spoken language. |  |
| Communicates mainly with gesture rather than words. |  | No babble or words |  |
| Uses babble, nonsense words or words which only close family understand. |  | Sounds nasal.  Has a history of food or drink coming down their nose.  Has a cleft lip or palate. |  |

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| **No Referral Needed** | **X** |  | **Referral Needed** | **X** |
| **2 years - education level P4** | | **2 years** | |
| Enjoys pretend play. |  | Little pretend play. |  |
| Understands familiar everyday language.  Can respond to simple instructions. |  | Understands less than 10 everyday objects and action words  (do not count yes or no or family names). |  |
| Uses at least 10 real words  may also have some nonsense words. |  | Names less than 4 everyday words  (do not count, yes or no, family names). |  |
| Does not try to copy words. |  |
| No stammering or stuttering |  | Is stammering or stuttering. |  |
| Words understood by close family |  | No words understood by close family |  |
| May only have the sounds p, b, m, n, w |  | Only uses the sounds m and n, glottals or g. |  |
| Repeats syllables in a word  e.g. ‘fafa’ for flower or ‘tata’ for tractor. |  | Sounds nasal.  Speaks down their nose.  Has a history of food or drink coming down their nose.  Has a cleft lip or palate. |  |
| Misses ends off words  e.g. bike sounds like ‘bye’. |  |

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| **No Referral Needed** | **X** |  | **Referral Needed** | **X** |
| **2 ½ years - education level P4** | | **2 ½ years** | |
| Understands 2 key word instructions  e.g. show me **mummy’s shoes,**  show me **daddy’s eyes**. |  | Does not follow 2 key word instructions  e.g. show me **mummy’s shoes,**  show me **daddy’s eyes**. |  |
| Understands action words  e.g. jump, run, clap. |  | Does not understand action words  e.g. jump, run, clap. |  |
| Says at least 12 words.  Parents report progress including copying words. |  | Says less than 12 words  (do not count family names, yes or no). |  |
| Uses some action words  e.g. jump, run, clap |  | Does not use any action words  e.g. jump, run, clap |  |
| No stammering or stuttering |  | Is stammering or stuttering. |  |
| Speech is **often**  difficult for people **outside**  the close family to understand |  | Speech is difficult for **close family** to understand **most** of the time. |  |
| Uses the sounds p, b, m, n, w, t, d, g, k |  | Only uses the sounds m and n, glottals or g. |  |
| k and g said as t and d, e.g. car sounds like ‘tar’ and go sounds like ‘doe’ |  | Sounds nasal.  Speaks down their nose.  Has a history of food or drink coming down their nose.  Has a cleft lip or palate. |  |
| Misses the end off words  e.g. bat sounds like ‘ba’. |  |

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| **No Referral Needed** | **X** |  | **Referral Needed** | **X** |
| **3 years - education level P5** | | **3 years** | |
| Understands what people say to them most of the time |  | Does not seem to understand what people say to them. |  |
| Uses sentences of 3 or more words. |  | Uses only 1 or 2 word phrases. |  |
| Uses the same phrases over and over. |  |
| No stammering or stuttering |  | Is stammering or stuttering |  |
| Speech is **often** difficult for people **outside** the close family to understand. |  | Speech is **often** difficult for **close family** to understand. |  |
| Uses the sounds  p, b, m, n, w, t, d, g, k, s, f, y |  | Only uses the consonants m and n, glottals or g. |  |
| s and z are said as t and d  e.g. sand sounds like ‘tand’  zoo sounds like ‘do’ |  | Sounds nasal.  Speaks down their nose.  Has a history of food or drink coming down their nose.  Has a cleft lip or palate. |  |
| f and v said as p and b  e.g. four sounds like ‘pour’  van sounds like ‘ban’ |  |
| y said as w or l  e.g. you sounds like ‘woo’ or ‘loo’ |  |
| k and g may still be said as t and d,  e.g. car sounds like ‘tar’ and go sounds like ‘doe’ |  |  |
| l often said as w or y  e.g. leg sounds like ‘weg’ or ‘yeg’ |  |  |

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| **No Referral Needed** | **X** |  | **Referral Needed** | **X** |
| **3 ½ - 4 years - education level P6** | | **3 ½ - 4 years** | |
| Understands what people say to them most of the time |  | Does not seem to understand what people say to them. |  |
| Sentences have 5 or more words and are appropriate to the situation. |  | Not using 5 or more word sentences. |  |
| Little or no repetition of phrases or sentences |  | Repeats phrases over and over.  Sentences are repetitive or echoed. |  |
| Word order usually correct |  | Uses unusual word order. |  |
| No stammering or stuttering |  | Is stammering or stuttering. |  |
| Speech is **mainly** understood by others. |  | **Familiar** adults cannot understand them **much** of the time. |  |
| Sounds developing are sh, ch, v, z, j |  | Only uses the sounds m and n, glottals or g. |  |
| Uses final sounds in words |  | Does not use final sounds in words e.g. bat sounds like ‘ba’ |  |
| k and g may still be said as t and d,  e.g. car sounds like ‘tar’ and go sounds like ‘doe’ |  | Uses k and g for other consonants  e.g. door sounds like ‘goor’  sun sounds like ‘gun’  shoe sounds like goo’ |  |
| sh often said as t  e.g. shoe sounds like ‘too’ |  | Sounds nasal.  Speaks down their nose.  Has a history of food or drink coming down their nose.  Has a cleft lip or palate. |  |
| f and v often said as p and b  e.g. four sounds like ‘pour’  van sounds like ‘ban’ |  |
| s and z often said as t and d  e.g. sand sounds like ‘tand’  zoo sounds like ‘do’ |  |
| y often said as l or w  e.g. you sounds like ‘woo’ or ‘loo’ |  |
| ch often said as t or s  e.g. chair sounds like ‘tear’ or ‘sare’ |  |
| j often said d or z  e.g. jack sounds like ‘dack’ or ‘zack’ |  |

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| **No Referral Needed** | **X** |  | **Referral Needed** | **X** |
| **4 ½ - 5 years and above**  **education level P7-P8** | | **4 ½ - 5 years** | |
| Responds appropriately to instructions and questions. |  | Does not seem to understand spoken instructions when other skills are good. |  |
| Sentences are long and appropriate to the situation. |  | Uses unusual word order. |  |
| Some grammar is still immature  e.g. ‘breaked’ instead of broken,  says ‘me’ instead of I, ‘him’ instead or he and ‘her’ instead of she. |  |
| No stammering or stuttering |  | Is stammering or stuttering |  |
| Speech is usually understood except when sentences are more complex or when excited or upset. |  | Speech is difficult for others to understand. |  |
| Under 7 years:  s-clusters not used correctly e.g. sp is said as ‘p’  spider sounds like ‘pider’  sm is said as ‘m’  smoke sounds like ‘moke’ |  | Uses sounds not normally found in English. |  |
| Under 8 years:  l- and r-clusters not yet used correctly e.g. pl said as “p” or “l”,  tr said as “t” |  | Only uses the sounds m and n, glottals or g. |  |
| Under 8 years: sh said as “t” or “s”,  ch said as “t”, “s” or “sh”  j said as “d”, “z”  r said as “w”  y said as “w” or “l”  th said as “f”  the said as “v” |  | Sounds nasal.  Speaks down their nose.  Has a history of food or drink coming down their nose.  Has a cleft lip or palate. |  |

**Copies of this checklist are on our website:** [www.barnsleyspeechtherapy.co.uk](http://www.barnsleyspeechtherapy.co.uk)