

Referral Checklist

Do this checklist before filling in a referral form. Keep this for your own record.

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.

Children with Voice Difficulties

A voice problem is when a child **regularly** loses their voice, has a hoarse or husky voice, or isn't appropriate to their sex / age. We cannot accept a referral unless the child has been seen by the Ear, Nose and Throat (ENT) service. The parent / legal guardian will need to visit their General Practitioner (GP) for further advice.

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 not refer to speech and language therapy

If you 'x' any boxes in the right column:

- Fill in a referral form and send it to us

Eating and Drinking:

No Referral Needed	X
Has no medical condition, is under 12 months , eats solids but may gag on finger foods or foods with lumps	
Has no medical condition, Is developmentally under 12 months and does not always chew their food.	
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.	
Is taking more milk than is recommended for their age / stage of development and as a result is not having solids or eating lumpy food. Discuss with the child's Health Visitor / Dietitian	

Referral Needed	X
Is non-oral and requires oral stimulation advice.	
Is fed non-orally through a nasogastric or gastrostomy tube and is ready to have tastes or start oral feeding.	
Shows signs of swallowing difficulties E.g. coughing, choking, chest infections or weight loss.	
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.	

Speech, Language and Communication:

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.	
Communicates mainly with gesture rather than words.		Little response to spoken language.	
Uses babble, nonsense words or words which only close family understand.		No babble or words	
		Sounds nasal. Has a history of food coming down their nose. Has a cleft lip or palate.	

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).	
No stammering or stuttering		Does not try to copy words.	
Words understood by close family		Is stammering or stuttering.	
May only have the sounds p, b, m, n, w		No words understood by close family	
Repeats syllables in a word e.g. 'fafa' for flower or 'tata' for tractor.		Only uses the sounds m and n.	
Misses ends off words e.g. bike sounds like 'bye'.		Sounds nasal. Speaks down their nose. Has a history of food coming down their nose. Has a cleft lip or palate.	

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.	
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.	
Misses the end off words e.g. bat sounds like 'ba'.		Has a history of food coming down their nose. Has a cleft lip or palate.	

No Referral Needed	X	Referral Needed	Y
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.	
No stammering or stuttering		Uses the same phrases over and over.	
Speech is often difficult for people outside the close family to understand.		Is stammering or stuttering	
Uses the sounds p, b, m, n, w, t, d, g, k, s, f, y		Speech is often difficult for close family to understand.	
s and z are said as t and d e.g. sand sounds like 'tand' zoo sounds like 'do'		Only uses the consonants m and n.	
f and v said as p and b e.g. four sounds like 'pour' van sounds like 'ban'		Sounds nasal. Speaks down their nose. Has a history of food coming down their nose. Has a cleft lip or palate.	
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'			

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.	
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 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'			

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. 'brokek' instead of broken, says 'me' instead of I, 'him' instead of 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.	
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 coming down their nose. Has a cleft lip or palate.	

Copies of this checklist are on our website:

www.barnsleyspeechtherapy.co.uk