

**West Sussex**

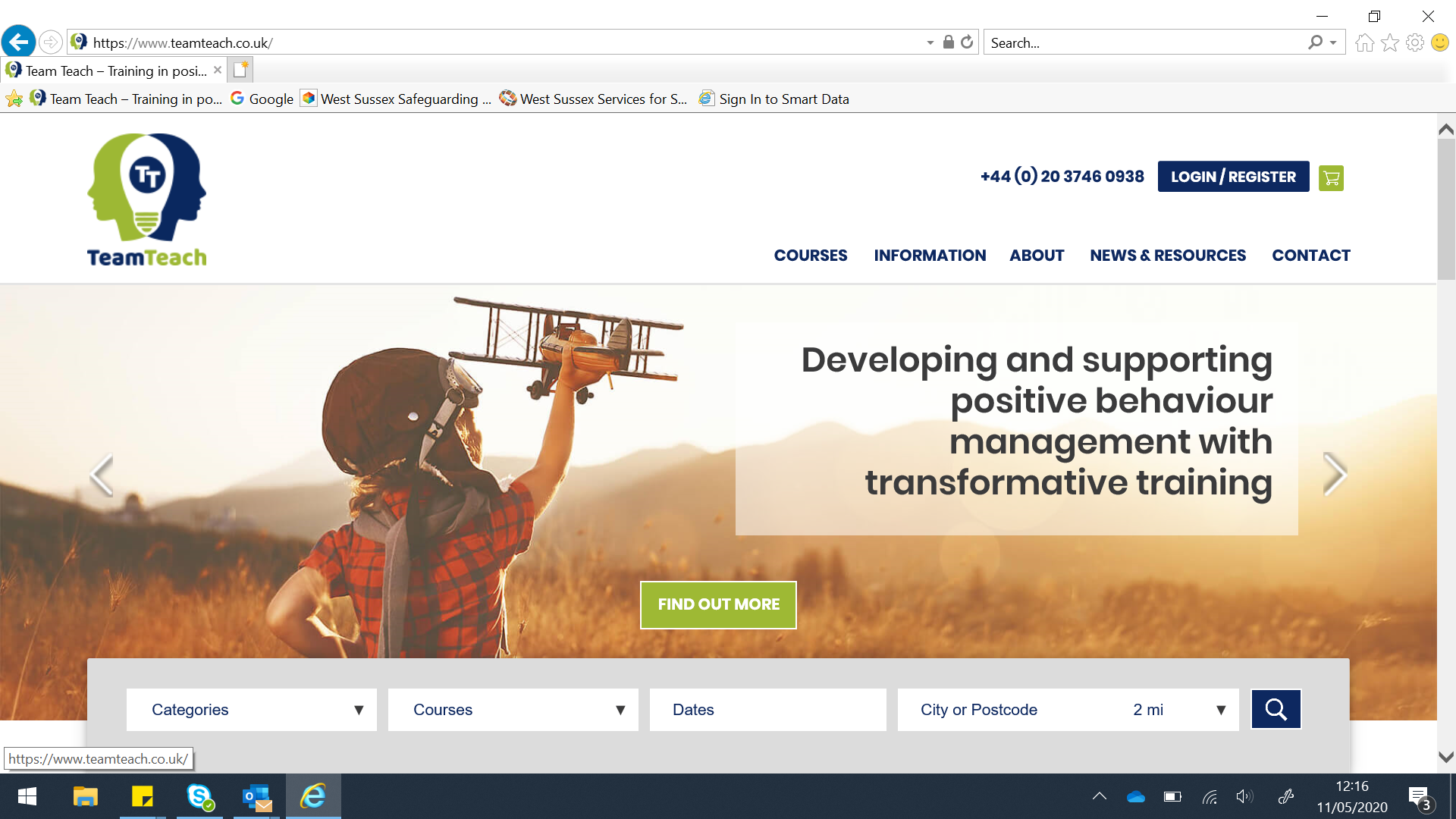
**Autism and Social Communication Team**

**and**

**Learning and Behaviour Advisory Team**

**Assess, Plan, Do and Review and**

**Assessment Guides**

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**Autism and Social Communication Team (ASCT)**

**and**

**Learning and Behaviour Advisory Team (LBAT)**

**Assess, Plan, Do and Review and Assessment Guides**

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**Assess, Plan, Do and Review Assessment (APDR)Guide**

**(SEND COP 2014)**

The information in this pack is designed to support you, as a SENCo/INCo, to meet the needs of your pupils in

your setting as well as knowing when to seek involvement from the Autism and Social Communication Team (ASCT)

or the Learning and Behaviour Advisory Team (LBAT)

|  | **SENDCO/INCO** | **ASCT / LBAT** |
| --- | --- | --- |
| **Assess**    *(See*  *Assessment*  *Guide for list of suitable assessments that can be used in primary and secondary*  *settings*) | Establish a baseline:   * Analysis of needs: the setting staff and key adults work with the SENCo to develop a clear picture of needs and strengths. The following questions provide a prompt to this process: * Has general information been gathered from pupil/staff/parents regarding needs and strengths?      * What does quality first teaching look like for the pupil? What adaptation have been made? How has classroom practice been adapted to promote child or young person participation?      * How is the pupil learning? What is working well?      * What learning approaches best suit the pupil’s learning style?      * What is the pupil’s attitude to learning? * What are the pupil’s social, sensory and emotional barriers to learning?      * How does the pupil respond to different subjects/adults?      * What differentiation has been successful? * What strategies and information have been used from the ASCT Wiki and impact recorded? * What is working well?      * What are the pupil views?      * What information has an observation of the pupil given you? * What do the pupil’s work samples tell you?      * What information has standardised/ criterion/teacher assessment of the pupil given you?      * What are the parents’ views?      * Has outside agency advice been sought, e.g. Occupational Health, Speech and Language Service, Integrated Services, Social and Caring Services, Medical, Educational Psychology Service | * Support at this stage can be through telephone/email contact. Signpost to appropriate assessments (given the pupil’s difficulties) **if** SENDCo has not carried out any assessments or observations      * Each school has an allocated Advisory Teacher from the ASCT and LBAT. Schools can request up to **one visit** (for a CARM, training or full referral) per term (**3 per year**) from **each** advisory team. One child is usually referred to **either** LBAT **or** ASCT * Visits could include modelling assessment administration and analysis of results to enable SENCo to use the assessments modelled with other children in the future when necessary; pupil / class observations; discussions with SENCOs/Teachers * Liaise with other agencies to gather information * At a CARM it may be decided between the school and the AT that a full referral for an individual pupil is necessary. There will be an expectation that any strategies previously advised, would have been implemented for at least 6 working weeks and the impact reviewed. * Complete appropriate checklists ready to share with Advisory Teacher – checklists can be accessed through [**SchoolsABC@westsussex.gov.uk**](mailto:SchoolsABC@westsussex.gov.uk)or your allocated Advisory Teacher. * Locality training in assessment for learning behaviour, social and sensory needs can be delivered. Please apply through ASCT/LBAT Training Request Forms, contact [**SchoolsABC@westsussex.gov.uk**](mailto:SchoolsABC@westsussex.gov.uk) or your allocated Advisory Teacher for the form. |
| **Plan** | Please note - all planning should be: *Specific, Measurable, Attainable, Realistic, Time limited (SMART)*   * Consider specific intervention to target area(s) of need *identified through assessment/observation* * Consider staff deployment including appropriate staff skillset/training * What resources will you need? Think about staff deployment including appropriate staff skillset/training /quality of working relationship with child or young person. Are there any staff training needs? * Consider who will have ownership of the plan * Create co-productively with the child and parents * How will the planning be recorded? * Ensure all planning focuses on measurable outcomes * Consider and agree a review date * Consider staff CPD * Refer to outside agencies if appropriate | * Advice re interpretation of **assessments** and observations      * Contribution to action plan (general advice and strategies)      * Signposting to SEND Code of Practice 2014 guidance, policies, initiatives, resources and legislation      * Signposting to SENCO groups/good practice in other schools      * Signposting to training * Signposting to agencies/SEND Hub      * Providing pro-formas      * Providing write-up of agreed actions |
| **Do** | * Implement the *agreed* action plan over the *agreed* timescale * Ensure owner of plan monitors quality and effectiveness of interventions * Owner of the plan to continue to communicate with the pupil to ensure that they understand the plan and have an active role in its implementation throughout * Gather information/evidence in relation to the outcomes of agreed actions in the plan * Owner of the plan to ensure all staff are aware of the plan * Owner of the plan to encourage consistency and adherence to the plan by all staff * Consider how skills learnt in groups or 1:1 will be transferred into classroom work and real-life situations | * If contribution will be relevant and useful beyond what the SENCo can do, an LBAT/ASCT Advisory Teacher may attend multi-agency meetings * Please note: we are only able to attend Annual Review meetings under exceptional circumstances. Your Advisory Teacher will discuss whether this is appropriate * Liaise with other agencies involved to share information |
| **Review** | Establish outcomes:   * Evaluate measures agreed at planning stage * Consider repeat of initial assessment (to measure progress) * Has the support/intervention been successful? * Why/why not? * What is the pupil’s view of their progress and next steps? * Was the method used to gain pupil voice successful – are there alternatives which might be more effective? (e.g. did verbal questioning not elicit valid comments/feedback? Would the use of prompts such as cards or talking mats promote better quality feedback?) * Build on strengths: What went well/ made a difference? (think about strategies, teaching, scaffolding and quality of interactions between key adults and the pupil) * Has the pupil made progress? * If little or no progress has been made, consider further assessment, a change of intervention or delivery, adaptation of the plan or delivery, rewriting the plan or continuing with the plan * Are there are other factors which may be impacting on the child or young person’s ability to regulate and learn? * If little or no progress has been made, begin the Assess-Plan-Do-Review cycle again * If little or no progress has been made, consider referral to outside agencies * Meet with pupil and parents to share progress and set new targets | Pupils can be reviewed as part of a CARM – schools will need to have reviewed any recommendations and their impact before the CARM |

Below is an example of a simple framework to support a review of the impact of strategies - schools are welcome to use their own frameworks.

|  |  |  |
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| **Name of Child: Date of Birth: Class:** | | |
| **Timescale this review covers: Member of staff completing this:** | | |
| **Strategies**  Description of recommendations / actions / strategies used | **IMPACT**  Evaluation: what went well, what made a difference, progress made, if no progress made, consideration of why, other factors impacting on progress. | **CHILD’S THOUGHTS/ FEEDBACK**  **and**  **PARENTS’ THOUGHTS / FEEDBACK** |
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**Assessment Guide**

***Please note this is not an exhaustive list – a selection of assessments is listed below. Your school/locality may have a range of these resources to share. It will not be necessary to use all these assessments but to select those appropriate to the child’s need and purpose.***

**Learning Assessments for Schools – for purchase**

| **ASSESSMENT** | | **INFORMATION** |
| --- | --- | --- |
| **Language Assessments** | | |
| **British Picture**  **Vocabulary Scale**  **(BPVS)**  (3rd edition) | | Age Range: 3 – 16 years   * Achievement test of receptive vocabulary (English vocabulary acquisition) * Pictorial - requires no reading/ writing * Student selects picture (choice of 4) to best illustrate the meaning of a stimulus word presented orally * Additional standardisation for EAL children     GL assessment  This assessment tool can also be used, alongside Ravens, as a test of underlying ability. |
| **Progression**  **Tools -**  **Speech and language** | | Age Ranges: 3 to 18 years in 2 year bands    Age based tools for teachers to check progression of speech and language skills    Communication Trust  <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/>  <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-secondary/> |
| **Tests of Underlying Ability** | | |
| **CAT 4**  (Cognitive Ability Test)  **CAT 4X for Year 2 pupils** | | Age Range: 6 to 17+ years    Measures verbal reasoning, non-verbal reasoning and quantitative reasoning  Can help to set targets  Digital administration – or paper  See GL assessment - digital version |
| **Ravens Coloured**  **Progressive**  **Matrices**  (CPM) | | Age Range: 5- 11 years     * Assesses non-verbal reasoning/reasoning by analogy/logical thinking ability (not dependent on language or education) * Can give an idea of general cognitive ability when considered alongside BPVS score * No reading, speaking, writing * Quick to administer   Pearson Clinical |
| **GL Assessment Verbal and Non Verbal Reasoning** | | Age Range: 8-13 years   * Two assessments; verbal reasoning and non-verbal reasoning. * Administered individually or in groups * Digital versions available   GL assessment |
| **Tests of Attainment** | | |
| **WIAT -3T**  (Weschler  Individual Achievement Test  for Teachers) | | Age Range: 4 – 25 years    An assessment of: single word reading, reading comprehension, reading speed, spelling  Can be used to provide evidence for access arrangements    Pearson, published 2018 |
| **WRAT 5**  (Wide Range  Attainment Test) | | Age Range: 5 – 85+ years    Subtests include:   * Word Reading - letter and word decoding * Sentence Comprehension - ability to gain meaning from words and comprehend ideas and information contained in sentences * Reading composite score given * Spelling - ability to encode sounds into written form from dictated words * Maths Computation - ability to perform basic mathematical computations   Digital format available  Pearson Clinical. |
| **Reading Assessments** | | |
| **Single Word**  **Reading Test**  (SWRT) | | Age Range: 6 – 16 years     * Measures single word reading * Variety of words reflecting frequency of use/familiarity as well as range of spelling patterns     GL assessment |
| **Gray Oral**  **Reading Test**  (5th edition) | | Age Range: 6 – 18 years 11 months    Assessment of: accuracy, comprehension and fluency of oral reading  Pearson |
| **Test of Word**  **Reading**  **Efficiency**  (TOWRE 2) | | Age Range: 6 – 24 years 11 months    Tests ability to pronounce printed words and phonemically regular non-words accurately and fluently.  (Post graduate qualification in SEND required to purchase)  Ann Arbour |
| **New Group**  **Reading Test**  (NGRT) | | Age range: 6-16 years     * Assesses reading accuracy and comprehension * Test of attainment (provides standard age scores, age equivalent scores and National Curriculum Levels) * Diagnostic test (identifies where pupils difficulties lie) * Overall scores broken down into separate scale scores, comparing sentence completion and comprehension * Ideal as group screening test to identify pupils who need further individual assessment     GL Assessment |
| **York Assessment of Reading for Comprehension:**    *Early Reading* and *Passage Reading Primary and Secondary* | | Age Range: 4-16 years   * Individual assessment * Early Reading set has four short tests for 4 to 7 year-olds/older pupils with reading difficulties. Assesses: Letter Sound Knowledge, Early Word Recognition, Sound Deletion, Sound Isolation. Can be administered 3 times per year * Passage Reading comprises fiction and non-fiction texts. Assesses:   accuracy, rate, comprehension of oral reading skills in pupils between 5 to 11 years 11 months   * Can be useful for assessing comprehension skills in pupils with English as an Additional Language * Test of attainment (provides standard age scores, age equivalent scores and percentile ranks) * Can be used diagnostically * Free online Score Conversion Tool     GL assessment |
| **NARA 2 Neale Analysis of Reading** | | Age Range 6-12 years   * Measures accuracy, comprehension, rate of reading * Provides a gauge in reading interest * Two alternative tests – can be used to monitor progress from intervention   GL assessment |
| **Spelling Assessments** | | |
| **New Group**  **Spelling Test**  (NGST)  Single Word Spelling test Digital | Age Range: 7-14 years     * Measures attainment and provides data on: spelling ages, standard scores, percentile ranks, progress scores * Each word presented in context (sentence) * Provides structured analysis of spelling errors * Useful teaching strategies for improving spelling * Suggestions for follow-up activities * Online marking tool available     GL assessment | |
| **Helen Arkell Spelling Test (HAST-2) second edition** | Age Range 5 – Adult   * Single word spelling test * Can be administered individually or in groups   Two parallel forms and a combined form  Helen Arkell | |
| **Diagnostic**  **Spelling Test** | Age Range: 9 -12 years, 11 – 14 years, 14 – 25+ years    In depth and standardised diagnostic test, with parallel forms    Hodder Education | |
| **Handwriting Assessment** | | |
| **Detailed**  **Assessment of**  **Handwriting**  (DASH and  DASH 17+) | Age Range: 9 – 16.11 months OR 17 years +     * 5 subtests assess aspects of handwriting speed * Can be used as evidence for access arrangements   Pearson clinical | |
| **Maths Assessment** | | |
| **Progress Test in**  **Maths**  (PTM) | Age Range: 7 – 14 years (paper version 5-14)     * Standardised * Assesses mathematical skills and knowledge including: number, shape, data handling and algebra * Assesses understanding and applying knowledge through reasoning and problem solving     GL assessment | |
| **Sandwell Early**  **Numeracy Test**,  Revised  (SENT-R) | Age Range: 4y-7y11m     * One-to-one baseline assessment of pupil’s ability with numbers * Covers attainments from National Curriculum Level P6 to Level 2A * Can be used diagnostically with older pupils * Explores five strands of basic numeracy skills: identification, oral counting, value, object counting and language to inform provision * Two parallel tests allow for monitoring progress every three months * Easy to administer. Images in the test book are engaging and relate to tasks in everyday activities * Recommended by the DES and the Every Child Counts programme     GL assessment | |
| **Sandwell Early**  **Numeracy Test**  **Key Stage 2-3**  (SENT KS2-3) | Age Range: 8-14 years     * One-to-one assessment * Identifies skills and knowledge * Results can be expressed as either National Curriculum levels or Age   Equivalents within the range: 8 to 14 years   * Ideal for: diagnosing underlying difficulties in numeracy, planning individual programmes, monitoring and tracking progress, measuring the effectiveness of intervention programmes   GL assessment | |
| **Dyscalculia**  **Screener**  Digital Online version | Age Range: 6–14+ years  Identifies dyscalculic tendencies in pupils     * Provides measure of a pupil's facility with numbers by evaluating their ability to understand: number size, simple addition, simple multiplication * Can help to identify individuals who have poor maths attainment and those whose difficulties are associated with dyscalculia * Easy to interpret results * Standardised scoring * Information on a pupil’s strengths and weaknesses detailed across each test * Recommends intervention strategies * Parent/carer letter pre-screening and report post-screening     gl-assessment.co.uk | |
| **BEAM**  **Diagnostic**  **Interviews in**  **Number Sense** | Target Age Range: Year 3  *N.B. Can be used diagnostically for older pupils with weak number skills*     * One-to-one interviews map pupil’s understanding of number and help build a clear picture of exactly what pupil can do in number, and what is blocking future learning * Assesses ability to: identify and write numbers, count using one-to-one correspondence, solve written calculation problems, solve simple equations using basic operations (x, +, -, division) * Pack includes a 'hierarchy of skills' to identify strengths and gaps in knowledge and understanding   N.B. at time of writing pack unavailable for purchase. Packs are likely to be within each locality for borrowing | |
| **Dyscalculia / maths difficulties assessment** | Age Range: 5 – adult   * Tools to identify strengths and difficulties re maths using standardised tests * Teacher observation tools * Tools identify common error patterns and misconceptions * Aids planning for intervention   “More Trouble with Maths” Chinn, S 2020 | |
| **Dyscalculia / maths difficulties informal assessment** | Age Range: 5-11   * Tool to identify strengths and difficulties re maths * Links to programme of intervention * Programme can be adapted for older students   “The Dyscalculia Assessment 2nd Edition” by Emerson and Babtie, Bloomsbury Publishing  Or “Dyscalculia, from Science to Education” Butterworth, B 2019 | |
| **Phonological Assessments and Dyslexia Screening** | | |
| **PhAB**  (Phonological  Assessment  Battery) | Age Range:11 – 14 years     * A series of assessments of phonological skills/processing (important basis for literacy skills) * Sub-tests: alliteration, naming speed (recall), rhyme, spoonerisms, fluency and non-word reading * N.B. specific weakness in aspects of phonological processing is linked to dyslexic type difficulties     GL assessment | |
| **PhAB 2**  (Phonological  Assessment  Battery)  **Second Edition** | Age Range: 6-11 years  10 subtests covering alliteration, naming speed tests, rhymes, spoonerisms, fluency and non-word reading. Also includes blending, phonological working memory, phoneme segmentation and phoneme deletion  GL Assessment | |
| **CToPP 2**  (Comprehensive  Test of Phonological Processing) | Age Range: 2 – 24years 11 months     * Assessment of phonological awareness, phonological memory and rapid naming * Suitable for access evidence * Americanisms need to be anglicised * Uses recorded voice for some subtests * Published 2013     Pearson Clinical | |
| * **Dyslexia Early Screening Test**   (DEST2), 2nd Edition   * **Dyslexia Screening Test – Junior**   (DST-J), 2nd Edition   * **Dyslexia Screening Test – Secondary**   (DST-S), 2nd Edition | Age ranges: a) DEST2: 4y 6m – 6y 5m   1. DST- J: 6y 6m – 11y 5m 2. DST-S: 11y 6m – 16y 5m      * Dyslexia screening tests for identification of pupils *at risk* of dyslexia * An *'at risk'* score for dyslexia could indicate further in-depth testing should be undertaken * Each test includes subtests particularly relevant to the age group * Includes assessments of attainment and ability in areas known to be affected by dyslexia * Provides profile of strengths and weaknesses to inform individual learning plans * DST-S provides data which can be used to support of access arrangements (extra time)   pearsonclinincal.co.uk | |
| **Lucid Rapid**  **1st stage of dyslexia screening** | Age Range: 4-15 years     * Computerised screening assessment for dyslexic tendencies * Subtests for: phonological processing, working memory and visual-verbal integration memory (4-7 yrs) or phonic decoding skills (8-15)     GL assessment | |
| **Lucid Cops follow up screening 4-7 years** | Age range 4-7   * Follows Rapid screening tool - online * Working memory, phonological awareness, phonological processing, auditory discrimination and colour discrimination subtests * Gives details of strengths and difficulties but cannot be used as a diagnostic tool   GL assessment | |
| **Lucid LASS follow up screening 8-11 years** | Age Range 8-11  Online platform  Assesses working memory, phonological awareness, phonological processing, reasoning, single word sentence and non-word reading and spelling  Gives details of strengths and difficulties but cannot be used as a diagnostic tool for dyslexia  GL assessment | |
| **Lucid LASS follow up screening 11-15 years** | Age Range 11-15  Online platform  Assesses visual memory, auditory-verbal memory, phonic reading skills, phonological processing, reasoning, single word and sentence reading and spelling  Gives details of strengths and difficulties but cannot be used as a diagnostic tool for dyslexia  GL assessment | |
| **Digital Dyslexia Screener**  (can be used for whole class or year group screening) | Age Range: 5-16 years     * To support identification of pupils with dyslexic tendencies * Six tests that cover three areas: Ability, Attainment, Diagnostic. Two assessments for each area * Can help identify individuals with general literacy difficulties as well as those with difficulties associated with dyslexia * Easy to interpret results * Standardised scoring * Information on a pupil’s strengths and weaknesses detailed across each test * Recommends intervention strategies/further assessment * Parent/carer letter pre-screening and report post-screening   GL Assessment | |
| **Digital Dyslexia Portfolio**  (follow up from screener) | Age Range: 5 to 16 years  Follow up from screener where concerns raised.  Provides profile of strengths and weaknesses – useful to create support plan  Paper version – GL assessment | |
| **Working Memory**  **Rating Scale**  (WMRS) | Age Range: 5 to 11 years     * Checklist (22 items) completed by teachers * Quick and efficient   Pearson Clinical | |
| **Access Arrangements for Secondary Schools** | | |
| **EXACT (LUCID)** | Age Range: 11-24 years     * Computerised screening for access arrangements * Subtests for: word recognition/reading accuracy, reading comprehension, reading speed ,spelling, writing to dictation, keyboarding to dictation   GL assessment | |
| **Access Reading**  **Test**  (Assessment of  silent reading) | Age Range: 7 – 20+ years     * Divided into subtests for assessing different aspects of reading competence:   1. literal comprehension (student obtains information directly from instructions)   2. vocabulary (student chooses alternative words closest in meaning to target word)   3. inference (student matches opinions to ‘talking heads’ or quotations) d) analysis checking (student understands meaning within a passage) * The testing environment is similar to that experienced in many examination situations   Electronic versions available  Hodder Education | |

**Learning Assessments for School – Free**

| **ASSESSMENT** | **INFORMATION** |
| --- | --- |
| **Neurodiversity** | |
| **Combined SpLD Checklist: Early Years/Foundation Stage (ages 4 - 6)**  **Combined SpLD Checklist: Primary Level (ages 6 - 11)**  **Combined SpLD Checklist: Secondary Level (ages 12 - 16)** | Neurodiversity checklist - this checklist is designed to be used as a first step in identifying the strengths and differences of pupils. It is not a diagnostic tool.  See  <http://www.thedyslexia-spldtrust.org.uk/media/downloads/105-primary-neurodiversity-spld-checklist-eyfs-paper-based.pdf>  <https://www.helenarkell.org.uk/documents/files/Neurodiversity%20SpLD%20checklist%20-Primary%20w%20instructions.pdf>  <https://www.helenarkell.org.uk/documents/files/Neurodiversity%20SpLD%20checklist%20-Secondary%20w%20instructions.pdf?pdf=neurodiversity-checklist-secondary-instructions> |
| **Phonological Awareness / Dyslexic Traits** | |
| **Wiltshire Early**  **Screening for**  **Dyslexia** **(WESFORD),**  **File 1**  (aimed at Key Stage 1)    <http://www.wiltshire.gov.uk/wesford-1-2nd-edition.pdf> | Age Range: Year 1 & 2 (aimed at Year 1 in particular)  *Stage A Questionnaire* (significant background information that might have bearing on pupil’s difficulties) and *Phonological Abilities Test* administered initially.  The *Phonological Abilities Test* takes about 15 minutes to administer for each child and covers the 3 main stages in the development of phonological skills – syllabic level, rhyme and alliteration, phonemic level (including phoneme manipulation).  The *Phonological Skills* programme is run alongside school’s phonics programme.  Dyslexia:  On re-testing after accessing the Phonological Skills programme, if the score is less than 40, further assessments (digit span, drawing and writing checklist, recall of common sequences) and a further more detailed questionnaire (Stage B – Dyslexia Checklist) can be used to explore the learners profile further. |
| **Wiltshire Early**  **Screening for**  **Dyslexia (WESFORD),**  **File 2**  (aimed at Key Stage 2)    <http://wiltshire.gov.uk/sen-wesford-2-1st-edition.pdf> | Age Range: 7-11 years  1. *Literacy* - *Assessment of Basic Skills* (baseline and follow-up record of skills), pages  19 - 28:  records information from observing and testing a range of key literacy skills  Checklists included for:  reading (key words, contextual skills and comprehension), spelling, early phonics, phonological skills  Provides a thorough record of pupil’s literacy skills to enable: identification of needs, targets and starting points for intervention and a baseline record against which to monitor progress   1. *Number Bonds – Checklist of skills and concepts*, pages 139 - 147:   tool for structured observation and assessment of key pre-requisite skills for learning number bonds. (Pupils with dyslexia/dyslexic tendencies often struggle with rapid recall of number bonds). Designed to be completed over time using formal and informal assessment tasks included in the file.  The assessment aims to clarify the stage the pupil has reached in developing a particular skill or concept to inform intervention. Information about *mathematical learning styles* is included in the file (page 50) |
| **Miscue Analysis -**  **Reading** | Age Range: any  Provides evidence of how well the pupil is learning to use his/her knowledge of letters, sounds and words to get at the meaning of a text  Errors are analysed to identify strategies pupil is: using successfully/overusing/underusing/not using when decoding a text and whether the pupil is monitoring for comprehension  A list of symbols for recording miscues is provided along with recommendations for follow up work after analysis of errors  Miscue Analysis can be used to:   1. guide intervention 2. monitor progress 3. assess suitability of text for pupil     <http://scholastic.ca/education/movingupwithliteracyplace/pdfs/grade4/runningrecords.pdf> |
| **Spelling Analysis** - developmental spelling test | Monster Test by Gentry (1985)  Age Range: 5 years plus  Spelling errors are collected and analysed to identify the difficulties a pupil is having in spelling. Developmental stages are explained, with examples given and teachers can identify the spelling stage that the pupil is working within.  <https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/5/Monster%20Spelling%20Test.pdf> |
| **Speech and Language Checklists** | A checklist for secondary teachers on language:  <http://www.talkingpoint.org.uk/slts/working-schools/checklist-secondary-schools>    From Communication Trust: *What’s typical talk for Primary*  <https://www.thecommunicationtrust.org.uk/media/1590/primary_milestone_poster_-_final.pdf>  From Communication Trust: *What’s typical talk for secondary*  <http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/secondary-school-poster/>  Age Range: 11 – 18 years  <http://www.thecommunicationtrust.org.uk/media/7817/universally_speaking_11-18_final.pdf> |
| **Hertfordshire Baseline Number Assessment** | This assessment is intended to support schools with the assess-plan-do-review cycle for pupils with early number difficulties. It provides a baseline summary for number skills and separate tracking summaries for each of the five number strands covered. This is designed to help school identify teaching targets and monitor progress.  <https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-baseline-number-assessment.pdf> |

**Social, Emotional and Mental Health Assessments – for purchase**

| **Assessment** | **Information** | |
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| **Emotional Literacy**  **Assessment and**  **Intervention**  (Southampton Psychology  Service) | Complete set comprises:  Teacher Guidance,  Pupil/teacher/parent questionnaire, intervention activities and CD-ROM  Age Range: 7-11 years     * Identifies the status of an individual pupil’s emotional literacy * Provides follow-up activities for intervention where necessary * Covers range of emotional literacy elements, including:   self-awareness, emotional resilience, motivation and handling of emotions and relationships | |
| **Emotional Literacy**  **Assessment and**  **Intervention**  (Southampton Psychology  Service) | gl-assessment.co.uk    Complete sets contain:  Teacher Guidance,  Pupil/teacher/parent questionnaire, intervention activities and CD-ROM  Age Range:11-16 years    Identifies the status of an individual pupil’s emotional literacy   * Provides follow-up activities for intervention where necessary * Covers range of emotional literacy elements, including:   self-awareness, emotional resilience, motivation and handling of emotions and relationships | |
| **The Boxall Profile**  **Handbook**  (Marion Bennathan and  Marjorie Boxall)    *A Guide to Effective*  *Intervention for Social*  *Emotional or Behavioural*  *Difficulties* | <https://www.nurtureuk.org/publications/boxall-profile-handbook-revised>  The Handbook includes:  The Profile  Clear guidelines for use and for interpretation of results     * Helps teachers develop a precise and accurate understanding of pupil’s emotional and behavioural difficulties * Helps planning for: effective interventions and support activities * Can be used to create effective Individual Learning Plans | |
| **The Boxall Profile for**  **Young People**  (Marion Bennathan, Marjorie Boxall and David Colley)  *A Guide to Effective*  *Intervention for Social*  *Emotional or Behavioural*  *Difficulties* | [**https://www.nurtureuk.org/publications/The-Boxall-Profile-for-Young-People**](https://www.nurtureuk.org/publications/The-Boxall-Profile-for-Young-People)  Re-standardised for older age group **(11-14 years)**.   * Assesses social and emotional development in relation to other pupils of the same age * Shows readiness for learning * Identifies behavioural difficulties * Supports planning and reviewing | |
| **Beyond the Boxall Profile**  (Editor: Marian Evans)    *Strategies and Resources* | [**Obse/our-services/publications/boxall-profile/beyond-boxall-profile-strategies-and-resources-revised**](https://www.nurtureuk.org/our-services/publications/boxall-profile/beyond-boxall-profile-strategies-and-resources-revised)     * Uses Profile results to support planning- linking identified areas of need to appropriate interventions * Developed by practitioners using the Profile assessment | |
| **Beyond the Boxall Profile for Young People**  (Editor: Tina Rae)    *Strategies and Resources* | [**https://www.nurtureuk.org/our-services/publications/boxall-profile/beyond-boxall-profile-young-people**](https://www.nurtureuk.org/our-services/publications/boxall-profile/beyond-boxall-profile-young-people) | * Uses Profile results to support planning- linking identified areas of need to appropriate interventions * Developed by practitioners using the Profile assessment |
| **The Boxall Profile Online** | [**https://new.boxallprofile.org/**](https://new.boxallprofile.org/)  **When you sign up you receive one free token to test.**  **Options:**   * **Tokens for individual users** * **Yearly subscriptions** * **Multiple subscriptions** * Early Identification assessment – supporting staff to develop their observational skills and their understanding of children   [https://new.boxallprofile.org/](https://new.boxallprofile.org/%20d)  and young people’s difficulties   * Target setting and intervention – setting individualised, achievable targets that reinforce target behaviour and skills * Tracking progress – helping staff review children and young people’s target behaviour * Whole-class dynamic – understanding trends in behaviour – can support staff to create bespoke learning plans to support whole class learning | |
| **‘Observing Children with Attachment Difficulties in Preschool Settings’** by Kim S Golding | <https://www.amazon.co.uk/Observing-Children-Attachment-Difficulties-Preschool/dp/1849053375>  A tool for identifying and supporting Emotional and Social Difficulties | |
| **‘Observing Children with Attachment Difficulties in School’** by Kim S Golding | <https://www.amazon.co.uk/Observing-Children-Attachment-Difficulties-School/dp/1849053367>  This easy-to-use **tool** provides an **observation** checklist which enables staff **to identify** behavioural patterns in **children** with **social** and **emotional difficulties**, analyse the **emotional difficulties** underlying these behaviours and establish what kind of help and **support** the **children** need.  Aged 5-11 | |
| **‘Observing Adolescents with Attachment Difficulties in Educational Settings’** by Kim S Golding | <https://www.amazon.co.uk/Observing-Adolescents-Attachment-Difficulties-Educational/dp/184905617X>  A tool for Identifying and Supporting Emotional and Social Difficulties in Young People aged 11-16 | |
| **‘The Social Play Record’** by Chris White | <https://www.amazon.co.uk/Social-Play-Record-Developing-Adolescence/dp/1843104008>  "The **Social Play Record**" is a practical resource for assessing and developing **social play** in children with autistic spectrum disorders (ASDs) or difficulties with **social** interaction. This toolkit is designed to be used collaboratively with children, parents, carers and practitioners.  This tool is appropriate from Infancy to Adolescence | |

**Social, Emotional and Mental Health Assessments – free**

| **Assessment** | **Information** |
| --- | --- |
| **Assessment for Early Help Plan** (on holistix) | Used to identify:  needs of child and family when multiple agencies are likely to be involved |
| **Informal Observation – (**available from Advisory Teacher) | Refer to Advisory Teacher for guidance |
| **Formal Observation – Fixed Interval Sampling** | Formal Observation – identifying percentage of specific behaviours |
| **Analysis:**  **ABC of Behaviour / Setting Trigger Action Result (STAR) approach**  (for school staff) | Analyses Antecedents, Behaviours and Consequences of incidents in school:   * Supports the ‘unpicking’ of incidents * Helps to identify patterns and common triggers |
| **Discussion and Questionnaires to gain pupil, parent and staff views**  **Strengths and Difficulties Questionnaire**  **Tools to gather pupil voice e.g. rainbow/ladder/scaling/discussion tools**  **Child Outcome Rating Scale**  **Young Child Outcome Rating Scale** **For professionals** | Age range: from about 3-16 years old     * Brief behavioural screening questionnaire for children and young people * Exists in several versions to meet the needs of researchers, clinicians and educationalists * All versions of the SDQ ask about 25 attributes, some positive and others negative     Find all details and sheets on [www.sdqinfo.com](http://www.sdqinfo.com)  Discussion tools available from your Advisory Teacher  Asks children to mark on a scale in response to questions about their well-being and life for him/her, family, school and ‘everything’    Adapted from example provided in Munro (2011) – The Munro Review of Child Protection.  Use with younger children, or those who are emotionally and socially less mature and cannot access the above    Similar concept as above    Adapted from example provided in Munro (2011) – The Munro Review of Child Protection. |
| **Checklist for specific areas:**  **BG Steem – Self-esteem**  **Sensory Profile – Sensory needs**  **Coventry Grid – Attachment/Autism**  **Solihull Emotional and Development Milestones - Development**  **Combined SpLD Checklist: Early Years/Foundation Stage (ages 4 - 6)**  **Combined SpLD Checklist: Primary Level (ages 6 - 11)**  **Combined SpLD Checklist: Secondary Level (ages 12 - 16)** | Refer to your allocated Advisory Teacher for a copy  Refer to your allocated Advisory Teacher for a copy  <https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/virtualschool/processesandforms/resourcesandpublications/CoventryGrid.pdf>  <https://inourplace.co.uk/wp-content/uploads/2019/12/Emotional-and-Development-Milestones_FULL.pdf>  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.  See  <http://www.thedyslexia-spldtrust.org.uk/media/downloads/105-primary-neurodiversity-spld-checklist-eyfs-paper-based.pdf>  <https://www.helenarkell.org.uk/documents/files/Neurodiversity%20SpLD%20checklist%20-Primary%20w%20instructions.pdf>  <https://www.helenarkell.org.uk/documents/files/Neurodiversity%20SpLD%20checklist%20-Secondary%20w%20instructions.pdf?pdf=neurodiversity-checklist-secondary-instructions> |
| **Information on whole school SEMH assessment can be found on the sites below, or contact your Advisory Teacher**  **Further information on SEMH Assessments:**  [**www.annafreud.org**](http://www.annafreud.org)[**www.corc.net**](http://www.corc.net)  SEMH toolkit for use in schools gives a list of SEMH assessments available | |

**Assessments for Pupils on the Autistic Spectrum**

**See ASCT team Wiki:** [**https://wiki.rixwiki.org/west-sussex-mmm/home/asc-team-wiki**](https://wiki.rixwiki.org/west-sussex-mmm/home/asc-team-wiki)

| **Assessment** | **Information** |
| --- | --- |
| **AET (Autism Education Trust) Pupil Progression tool:**  <http://www.aettraininghubs.org.uk/schools/pf/> | An evidence-based online framework developed by the Autism Education Trust with DfE funding. |
| **Social Communication Checklists:**  **Autism from Diagnostic pathway to Intervention:** **Checklists to support diagnosis, analysis for target setting and effective intervention strategies**  by Kate Ripley published by Jessica Kingsley.  <https://www.amazon.co.uk/Autism-Diagnostic-Pathway-Intervention-Target-Setting/dp/1849055785> | This book includes four checklists covering learning style, working and learning as a member of a group, social communication and social understanding. In addition, it includes tools to map the ‘Landscape of Fear’ to support identification of an individual pupil’s anxieties and plan strategies to reduce them. |
| **‘The Social Play Record’** by Chris White  <https://www.amazon.co.uk/Social-Play-Record-Developing-Adolescence/dp/1843104008> | "The **Social Play Record**" is a practical resource for assessing and developing **social play** in children with autistic spectrum disorders (ASDs) or difficulties with **social** interaction. This toolkit is designed to be used collaboratively with children, parents, carers and practitioners.  This tool is appropriate from infancy to adolescence. |
| **The Coventry Grid** | <https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/virtualschool/processesandforms/resourcesandpublications/CoventryGrid.pdf>  Checklist to consider differences between the characteristics of ASC and attachment disorder |
| **Observation Profiles:**    **Asperger Syndrome: A Practical Guide for Teachers**  Authors: Val Cumine, Julia Dunlop, Gill Stevenson, 2009  Publisher: David Fulton Books Revised Edition  **Autism in the Early Years** by Val Cumine. Julia Dunlop and Gill Stevenson.  David Fulton Publishers | Designed for teachers/TAs in mainstream schools/non-specialist settings:   * outlines underlying differences and their educational implications * Includes observation checklists to provide a baseline profile of a pupil’s strengths and differences * practical strategies for effective and realistic classroom intervention   shows how transitions can be supported  See <http://www.amazon.co.uk/Asperger>[-Syndrome-Practical-](http://www.amazon.co.uk/Asperger-Syndrome-Practical-Teachers-Fulton/dp/0415483719)  [Teachers-Fulton/dp/0415483719](http://www.amazon.co.uk/Asperger-Syndrome-Practical-Teachers-Fulton/dp/0415483719) |
| **Sensory Profile**  Available from the West Sussex County Council Local Offer: | A sensory checklist adapted from Winnie Dunn’s tool.  [www.pearsonclinical.co.uk](http://www.pearsonclinical.co.uk)  Includes a range of suggested sensory activities to meet any needs identified.  **ASCT team individual pupil checklist** can be found at <https://westsussex-local-offer.s3.amazonaws.com/public/system/attachments/1116/original/NEW_Sensory_Toolkit.pdf> |
| **Sensory Audit for Schools and Classrooms** | Pupils on the autism spectrum have sensory processing difficulties.  A Sensory Audit:   * examines the school and classroom environment through the senses * can be used to stimulate discussion and thought about how the setting might be altered for pupils who experience sensory processing difficulties and find it hard or very anxiety-provoking to tolerate certain sensations or situations * helps staff to assess and consider how to create an environment that encourages the participation of pupils on the autism spectrum   To be published on ASCT Team Wiki https://wiki.rixwiki.org/west-sussex-mmm/home/asc-team-wiki |