

Recommended assessments to help teachers and SENCo's analyse children/young people's learning needs

This document has been written by Cambridgeshire Special Educational Needs and Disability (SEND) Specialist Services and Learning Directorate in response to a need identified by Cambridgeshire Head Teachers. It aims to provide information on a number of assessments which may be useful for schools who have reached the stage where they need to further investigate a child's strengths and difficulties in order to identify potential SEND needs. The assessment tools consider different areas of learning and behaviour and have been chosen so that schools can analyse particular needs in order to implement appropriate and relevant evidence based interventions using an 'Assess, Plan, Do, Review' approach. These tools are not diagnostic, neither are they meant to replace the current, effective ways schools have of assessing progress. Most of these assessments require the assessor to hold a Qualified Teacher Status but ***please check on individual websites, the qualifications needed, and whether specific training is required.***

This document should be read alongside the **SEND Improving Outcomes document** which provides information on evidence based interventions to support children in school

http://www.cambridgeshire.gov.uk/site/scripts/google_results.aspx?q=improving+outcomes

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) sets out that:

The first response to such [lack of or slow] progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. (para. 6.19)

When the class teacher & SENCo feel that they have gathered information and observations from a broad range of sources, including parents/carers and the children/young people themselves, and are reassured that pupils/students are benefiting high quality teaching and interventions, but continue not to make expected levels of progress, further investigation may be worthwhile.

Tool	Description	Age range	Cost
LITERACY			
Phonological Assessment Battery (PhaB2) http://www.glassessment.co.uk/products/phonological-assessment-battery	PhAB comprises six standardised tests, all designed to sample different aspects of phonological processing. Due to the diagnostic nature of the results provided, PhAB can also be used to inform further teaching and intervention programmes to help with the child's specific phonological difficulties.	6-14 years	£145.00 plus VAT
Comprehensive Test of Phonological Processing (CTOPP) http://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/PhonologicalAwareness/ctopp-2/comprehensive-test-of-phonological-processing-second-edition.aspx	designed to assess phonological awareness, phonological memory and rapid naming. Identify individuals who are significantly below their peers in important phonological abilities 2. Determine strengths and weaknesses among developed phonological processes, 3. Document individuals' progress in phonological processing as a consequence of	4 -24 years 11 months	£310.50 plus VAT

	special intervention programs		
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Test of Word Reading Efficiency (TOWRE-2) http://www.pearsonclinical.co.uk	TOWRE–2 is a measure of an individual’s ability to pronounce printed words (Sight Word Efficiency) and phonemically regular non-words (Phonemic Decoding Efficiency) accurately and fluently	6 years to 24 years 11 months	£253.50
York Assessment of Reading Comprehension (YARC) Primary – Early reading and passage reading http://www.gl-education.com	20 minutes to administer The Early Reading section measures a child’s phonological skills, alphabetic knowledge and word reading The Passage Reading section measures the accuracy, rate and comprehension of oral reading skills.	4 years to 11 years	£240.00 plus VAT
York Assessment of Reading Comprehension (YARC) Secondary – passage reading http://www.gl-education.com	20-30 minutes to administer Assess accuracy, fluency and comprehension and offers qualitative information about students’ inference skills.	11 years to 16 years	£220.00 plus VAT

<p>Wide Range Achievement Test (WRAT4)</p> <p>http://www.annarbor.co.uk</p>	<p>Provides measure of reading, reading comprehension, spelling and number</p>	<p>5 years -94 years</p>	<p>£230.005</p>
<p>New Group Reading Test</p> <p>http://www.gi-assessment.co.uk/products/new-group-reading-test</p>	<p>Assesses reading and comprehension in a single test. The assessment also measures how a pupil is performing compared to their peers at a national level</p> <p>Helps identify competent readers with weak comprehension skills who would benefit from a follow-up individual assessment and learning support.</p>	<p>6-16 years</p>	<p>£51.95 + VAT All level teaching pack</p>

<p>LUCID Rapid Dyslexia Screening</p> <p>www.dyslexiaactionshop.co.uk</p> <p>*Screening tests are designed to give an indication of possible dyslexic difficulties. They are not a diagnosis and are not 100% accurate. Cases of 'false positives' (suggesting dyslexia when there is none) or 'false negatives' (saying a child isn't at risk of dyslexia when they are) can occur.</p>	<p>Computer based assessment</p> <p>Phonological Processing (4 - 15 years) Working Memory (4 - 15 Years) Phonic Decoding Skills (8 - 15 years) Visual-verbal integration memory (4 - 7 years)</p>	<p>4 years – 15 years</p>	<p>£98.00</p>
<p>MATHS</p>			
<p>Sandwell Early Numeracy Test</p> <p>KS2-3</p> <p>http://www.sandwellearlynumeracytest.co.uk</p>	<p>Assesses the following: Identification of number, oral counting, value and computation, object counting</p> <p>NC level P6 to 3A.</p>	<p>8 years – 14 years</p>	<p>£175.00</p>
<p>Sandwell Early Numeracy Test – Revised</p> <p>http://www.sandwellearlynumeracytest.co.uk</p>	<p>Identification of numbers, oral counting, value/computation, object counting, language</p> <p>The test covers attainments from National Curriculum Level P6 to Level 2A</p>	<p>4 years - 8 years (or older if performance is well below average)</p>	<p>£175</p>
<p>Speech, Language and Communication</p>			

<p>Cambridgeshire Speech and Language Descriptors</p> <p>http://www.cambridgeshire.gov.uk/site/scripts/google_results.aspx?q=speech+and+language+descriptors</p>	<p>Looks at the following areas: Attention and listening skills, receptive language, expressive language, speech, interaction</p>	<p>5 years – 16 years</p>	<p>Free online</p>
<p>Speech, Language and Communication Progression Tools: Primary</p> <p>http://www.thecommunicationtrust.org.uk/resources/resources</p>	<p>The Progression Tools aim to support teaching staff to identify children who may be struggling to develop their speech, language and communication skills. They can also be used to track progression of these skills over time or following interventions. -</p>	<p>Age 4 Age 5-6 Age 7-8 Age 9-10</p>	<p>£29.99 per set plus p&p</p>
<p>TALC - Test of Abstract Language Comprehension (ELKLAN)</p> <p>https://elklantraining.worldsecuresystems.com</p> <p>TALC2</p> <p><i>(Only to be used by an Elklan trained practitioner)</i></p>	<p>The TALC can be used to:</p> <ul style="list-style-type: none"> Assess the level of abstract language a child can understand Set individual, specific, measurable, achievable, realistic and timely (SMART) targets Increase the awareness of the types of questions and directions the child might be expected to understand Indicate how the language used to interact with the child can be modified to ensure that the child understands the linguistic demands Encourage the development of the child's abstract reasoning skills within his level of ability Develop the child's confidence because the 	<p>pre-school – 11 years</p> <p>11years plus</p>	<p>£45.00</p>

	demands will be realistic Measure change		
Derbyshire Language Scheme https://www.derbyshire-language-scheme.co.uk	The Derbyshire Language Scheme is a system of language intervention intended for children who have difficulties in developing language skills. It consists of two Teaching Manuals, a collection of language tests and forms to record a child's progress.	Start at a low level where it is presumed that the child has no understanding of language and no expressive language ability, i.e. doesn't use words or sentences.	£173.60
WellComm: Revised Edition http://www.glassessment.co.uk/products/wellcomm-revised-edition	A Speech and Language Tool Kit for screening and intervention in the early years. Tailored interventions are provided	6 months – 6 years	£320.00 plus VAT
Speech Link http://www.speechlink.info/	Multi-media package including standardised assessment and resources for helping manage language difficulties in the class	KS1-4 Infant Language Junior Language Secondary Language	£720 £720
Communication and Interaction			
Cambridgeshire Social Communication Descriptors	Looks at receptive language, expressive language, social interaction, social communication, play and sensory needs.	5 years – 16 years	Free online

https://www.learntogether.org.uk/Topics/TeachingAndLearning/Pages/Special%20Needs.aspx			
Sensory Audit for Schools and Classrooms - Autism Inclusion Development Programme (IDP) http://www.aet-idp.org.uk/	Considers sensory aspects including noise, touch, smell, visual and general sensory needs within the classroom	All ages	Free online

<p>Social, Emotional, Mental Health</p>			
<p>Strengths and Difficulties Questionnaire (SDQ) http://www.sdqinfo.com</p>	<p>The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire</p>	<p>3 years -16 years</p>	<p>Free online</p>
<p>The Boxall Profile Handbook (Revised) https://www.nurturegroups.org/publications/lorem-ipsum</p>	<p>The Boxall Profile is a resource for helping teachers to develop a precise and accurate understanding of children’s emotional and behavioural difficulties, and for planning effective interventions and support activities.</p>	<p>The Boxall Profile 3 years to 8 years BPYP aged 11 years to 14 years.</p>	<p>£40.00</p>
<p>Nurture Group Reintegration Readiness Scale (Doyle, 2001)</p>	<p>Looks at 5 different areas:</p> <ul style="list-style-type: none"> • Self-control and management of behaviour • Social skills • Self-awareness and confidence • Skills for learning • Approach to learning 	<p>All ages</p>	<p>Free</p>
<p>Kidscreen questionnaires</p>	<p>The KIDSCREEN questionnaires are a family of instruments developed and normalized for</p>	<p>8 – 18 years</p>	<p>Free online</p>

http://www.kidscreen.org/english/questionnaires/kidscreen-52-long-version/	surveying health-related quality of life (HRQoL - Health related quality of life)		
The Adolescent Well-Being Scale https://www.cafcass.gov.uk/media/215234/adolescent_well-being_tool.pdf	The Adolescent Wellbeing Scale was devised by to pick up possible depression in older children and adolescents. The scale has 18 questions – each relating to different aspects of an adolescent’s life, and how they feel about them.	11 years plus	Free online
The Butler Self Image Profile (SIP) http://www.pearsonclinical.co.uk/Psychology/ChildMentalHealth/ChildMentalHealth/SelfImageProfiles(SIP)/SelfImageProfiles(SIP).aspx	The Self Image Profiles (SIP) are brief self report measures that tap the individual's theory of self. The SIP provides a visual display of Self Image, and a measure of Self Esteem	SIP-C 7-11 years SIP-A 12-16 years	£106.50
QCA Behaviour Checklist (included in Cambridgeshire PSP) http://dera.ioe.ac.uk/15676/1/supporting_school_improvement.pdf	The scales identified three aspects of behaviour: •learning behaviour: e.g. attention, interest, organisation, communication, effective group member, ability to seek help •conduct behaviour: e.g. respect for peers, staff, other adults, property •emotional behaviour: e.g. stability, self-control, confidence, happiness.		Free online

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