



# West Sussex Social Communication and Learning and Behaviour Advisory Teams

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





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## ASSESS, PLAN, DO, REVIEW 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 Learning and Behaviour Advisory or Social Communication Team.

	<b>SENCo/INCo</b>	<b>Learning and Behaviour Advisory and Social Communication Teams</b>
<p><b>Assess</b></p> <p><i>(See Assessment Guide for list of suitable assessments that can be used in primary and secondary settings)</i></p>	<p><u>Establish a baseline:</u></p> <ul style="list-style-type: none"> <li>• Has general information been gathered from pupil/staff/parents regarding needs and strengths?</li> <li>• What does good teaching look like for the pupil?</li> <li>• How is the pupil learning?</li> <li>• What learning approaches best suit the pupil's learning style?</li> <li>• What is the pupil's attitude to learning?</li> <li>• How does the pupil respond to different subjects/adults?</li> <li>• What differentiation has been successful?</li> <li>• What is working well?</li> <li>• How does the pupil feel they are doing?</li> <li>• What information has an observation of the pupil given you?</li> </ul>	<ul style="list-style-type: none"> <li>• Support at this stage through telephone/email contact. Signpost to appropriate assessments (given the pupil's difficulties*) <b>if</b> SENCo has not carried out any assessments or observations</li> <li>• Visit at this stage <i>only</i> if SENCo has not administered appropriate assessments due to lack of confidence or experience in administering the assessments. Visit will include modelling assessment administration and analysis of results to enable SENCo to use the assessments modelled with other children in the future when necessary</li> <li>• Liaise with other agencies to gather information</li> </ul> <p>*Locality training in assessment can be delivered. Please apply through LBAT Training Request Form which can be found on <a href="http://wsgfl.org.uk">wsgfl.org.uk</a></p>

	<ul style="list-style-type: none"> <li>• What do the pupil's work samples tell you?</li> <li>• What information has standardised/ criterion/teacher assessment of the pupil given you?</li> <li>• What are the parents' views?</li> <li>• Has outside agency advice has been sought, e.g. Occupational Health, Speech and Language Service, Integrated Services, Social and Caring Services, Medical, Educational Psychology Service</li> </ul>	
	<b>SENCo/INCo</b>	<b>Learning and Behaviour Advisory and Social Communication Teams</b>
<b>Plan</b>	<p><u>Please note - all planning should be:</u> <i>Specific, Measurable, Attainable, Realistic, Time limited (SMART)</i></p> <ul style="list-style-type: none"> <li>• Consider specific intervention to target area(s) of need <i>identified through assessment/observation</i></li> <li>• Consider staff deployment</li> <li>• Consider who will have ownership of the plan</li> <li>• Create co-productively with parents</li> <li>• How will the planning be recorded?</li> <li>• Ensure all planning focuses on <i>measurable</i> outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Advice re interpretation of <b>assessments</b> and observations</li> <li>• Contribution to action plan (general advice and strategies)</li> <li>• Signposting to SEND Code of Practice 2014 guidance, policies, initiatives, resources and legislation</li> <li>• Signposting to SENCO groups/good practice in other schools</li> <li>• Signposting to training</li> </ul>

	<ul style="list-style-type: none"> <li>• Consider review date</li> <li>• Consider staff CPD</li> <li>• Refer to outside agencies if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Signposting to agencies/SEND Hub</li> <li>• Providing pro formas</li> <li>• Providing write-up of agreed actions</li> </ul>
	<b>SENCo/INCo</b>	<b>Learning and Behaviour Advisory and Social Communication Teams</b>
<b>Do</b>	<ul style="list-style-type: none"> <li>• Implement the <i>agreed</i> action plan over the <i>agreed</i> timescale</li> <li>• Ensure owner of plan monitors quality and effectiveness of interventions</li> <li>• Gather information/evidence in relation to the outcomes of agreed actions in the plan</li> <li>• Owner of plan to encourage consistency and sticking to the plan by ALL STAFF</li> <li>• Consider how skills learnt in groups or 1:1 will be transferred into classroom work and real life situations</li> </ul>	<ul style="list-style-type: none"> <li>• If contribution will be relevant and useful beyond what the SENCo can do, an LBAT/SCT Advisory Teacher may attend 'Team Around the Child' Meetings or Interim and/or Final 'Pastoral Support Programme' (PSP) Meeting(s)'</li> <li>• Please note: we are only able to attend Annual Review meetings under exceptional circumstances. Your Advisory Teacher will discuss whether this is appropriate</li> <li>• Liaise with other agencies involved to share information</li> </ul>

	<b>SENCo/INCo</b>	<b>Learning and Behaviour Team</b>	<b>Social Communication Team</b>
<b>Review</b>	<p><u>Establish outcomes:</u></p> <ul style="list-style-type: none"> <li>• Evaluate measures agreed at planning stage</li> <li>• Consider repeat of initial assessment (to measure progress)</li> <li>• Has the support/intervention been successful? Why/ why not?</li> <li>• Has the pupil made progress?</li> <li>• 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</li> <li>• If little or no progress has been made: begin the Assess-Plan-Do-Review cycle again</li> <li>• If little or no progress has been made: consider referral to outside agencies</li> <li>• Meet with parents to share progress and set new targets</li> </ul>	<ul style="list-style-type: none"> <li>• Attend review meeting if progress has not been made. Contribute to further action plan</li> <li>• Attend review meeting if advice on next steps is required</li> </ul> <p><u>Please note:</u></p> <p>*Requests for a review meeting <i>within 2 terms</i> of initial visit require completion and submission of the: '<i>Review Visit Request Form</i>' The form can be found on <a href="http://wsgfl.org.uk">wsgfl.org.uk</a></p> <p>*After 2 terms from date of initial visit a re-referral using the '<i>Request for Consultation Form</i>' is required The form can be found on <a href="http://wsgfl.org.uk">wsgfl.org.uk</a></p>	<ul style="list-style-type: none"> <li>• Attend review meeting if progress has not been made. Contribute to further action plan</li> <li>• Attend review meeting if advice on next steps is required</li> </ul> <p><u>Please note:</u></p> <p>*Requests for a review meeting within 2 terms of visit require an email to the advisory teacher who provided the initial advice or in their absence, the Associate Advisor</p> <p>*Re-referral is required if, after 2 terms from the date of the last visit, the school require a further AT visit</p>

## ASSESSMENT GUIDE

*Please note: this is not an exhaustive list*

### 1. Learning Assessments for PRIMARY schools (for purchase)

Assessment	Price, content, source	Age range assessed, details of test/materials, what is being assessed
<b>British Picture Vocabulary Scale, 3<sup>rd</sup> Edition (BPVS3)</b>	£180 + VAT Packs of 10 record forms - £13 <a href="http://gl-assessment.co.uk">gl-assessment.co.uk</a>  Complete set comprises: Test material, Manual, 20 Record Forms, Carry Case	Age range: 3-16 years <ul style="list-style-type: none"> <li>• Assesses receptive vocabulary (understanding of spoken words) at the single word level</li> <li>• Can help identify delays in vocabulary development</li> <li>• No reading, speaking or writing needed</li> <li>• Time-efficient</li> </ul>
<b>Ravens Coloured Progressive Matrices (CPM)</b>	£206 + VAT <a href="http://pearsonclinical.co.uk">pearsonclinical.co.uk</a>  Complete set comprises: Test Booklet, Answer Document, Answer Key, General Overview Manual	Age Range: 5- 11 years <ul style="list-style-type: none"> <li>• Assesses non-verbal reasoning/reasoning by analogy/logical thinking ability (not dependent on language or education)</li> <li>• Can give an idea of general cognitive ability when considered alongside BPVS score</li> <li>• No reading, speaking, writing</li> <li>• Quick to administer</li> </ul>
<b>New Group Reading Test, 3<sup>rd</sup> Edition (NGRT)</b>	£40 Pack of 10 booklets for each level - £14.30 + VAT <a href="http://gl-assessment.co.uk">gl-assessment.co.uk</a>  Teacher Guide Packs comprises: Teacher's Guide, Sample Pupil Booklets and At-a-Glance Guide for each level.	Age range: 6-16 years <ul style="list-style-type: none"> <li>• Assesses reading accuracy and comprehension</li> <li>• Test of attainment (provides standard age scores, age equivalent scores and National Curriculum Levels)</li> <li>• Diagnostic test (identifies where pupils difficulties lie)</li> <li>• Overall scores broken down into separate scale scores, comparing sentence completion and comprehension</li> <li>• Ideal as group screening test to identify pupils who need further individual assessment</li> </ul>

<p><b>York Assessment of Reading for Comprehension:</b></p> <p><b>Early Reading and Passage Reading Primary</b> (YARC Primary)</p>	<p>£230 + VAT for complete set gl-assessment</p> <p>YARC Primary Complete Set: Early Reading Test Material, Early Reading Manual + 10 Reading Record Forms and Passage Reading Test Material, Passage Reading manual + 10 Passage Reading Record Forms</p> <p>(Can purchase 'early years set' and/or 'passage reading set' separately)</p>	<p>Age Range: 4-11 years</p> <ul style="list-style-type: none"> <li>• Individual assessment</li> <li>• 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</li> <li>• 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</li> <li>• Can be useful for assessing comprehension skills in pupils with English as an Additional Language</li> <li>• Test of attainment (provides standard age scores, age equivalent scores and percentile ranks)</li> <li>• Can be used diagnostically</li> <li>• Free online Score Conversion Tool</li> </ul>
<p><b>Single Word Spelling Test</b> (SWST)</p>	<p>£99 + VAT gl-assessment.co.uk</p> <p>Complete Set comprises: Manual containing all nine levels of the test, photocopiable answer sheets, group record sheet</p>	<p>Age Range: 6-14 years</p> <ul style="list-style-type: none"> <li>• 9 standardised tests</li> <li>• Measures attainment and provides data on: spelling ages, standard scores, percentile ranks, progress scores</li> <li>• Each word presented in context (sentence)</li> <li>• Provides structured analysis of spelling errors</li> <li>• Useful teaching strategies for improving spelling</li> <li>• Suggestions for follow-up activities</li> <li>• Supplementary assessments</li> <li>• Available in paper and digital formats</li> <li>• Online marking tool available</li> </ul>
<p><b>Working Memory Rating Scale</b> (WMRS)</p>	<p>£49.00 + VAT pearsonclinical.co.uk</p> <p>Complete set comprises: Manual 25 record forms</p>	<p>Age Range: 5 to 11 years</p> <ul style="list-style-type: none"> <li>• Checklist (22 items) completed by teachers</li> <li>• Quick and efficient</li> <li>• Co-normed with the Automated Working Memory Assessment (AWMA)</li> <li>• N.B. For details of AWMA see page 19</li> </ul>



<p><b>Sound Linkage,</b> Hatcher, 3rd edition</p> <p>Integrated Programme for Overcoming Reading Difficulties (includes assessment)</p>	<p>£41.79 <a href="https://wordery.com/sound-linkage-peter-j-hatcher-9781118510087">https://wordery.com/sound-linkage-peter-j-hatcher-9781118510087</a></p> <p>Comprises:</p> <ul style="list-style-type: none"> <li>✓ a standardized test of phonological awareness</li> <li>✓ phonological training programme</li> <li>✓ explanation of how to embed programme within a broader reading intervention</li> <li>✓ a methodology to grade children's reading books</li> </ul>	<p>Age Range: <i>Designed for pupils with dyslexia/weak literacy skills irrespective of cognitive ability/age</i></p> <ul style="list-style-type: none"> <li>• Includes normative data for test and examples of letter-sound 'linkage' activities to supplement phonological training activities</li> <li>• Photocopiable record sheets and sets of pictures to accompany activities plus additional activities to aid mastery</li> <li>• How to grade early reading books (23 levels) to enable link between sounds/words while reading text with at least 90% accuracy</li> <li>• Ten sections of activities: identification of words and syllables; identification and supply of rhyming words; identification and discrimination of phonemes; blending; segmentation; deletion; substitution; transposition of phonemes within words</li> <li>• Can be adapted by class-teachers for normal group teaching</li> </ul>
<p><b>Phonological Assessment Battery</b> (PhAB)</p> <p>Phonological Assessment Battery 2<sup>nd</sup> edition Primary, (PhAB2)</p>	<p>£140 gl-assessment.co.uk</p> <p>Complete Set comprises: Manual, 10 Record Forms</p> <p>Pack of 10 record sheets - £21</p>	<p>Age Range: 6-14 years</p> <ul style="list-style-type: none"> <li>• 6 standardised assessments: alliteration, naming speed, rhyme, spoonerisms, fluency, non-word reading</li> <li>• High levels of internal consistency and reliability</li> <li>• Diagnostic - informs further teaching and intervention programmes</li> <li>• Case studies to aid interpretation of scores</li> <li>• Can be used for Access Arrangements</li> <li>• Identifies pupils with significant phonological difficulties</li> <li>• Appropriate for use with bilingual children or children with English as an Additional Language</li> <li>• Includes data on special studies completed for children with specific learning difficulties (dyslexia)</li> </ul> <p><u>The Phonological Assessment Battery: 2nd Edition Primary (PhAB2 Primary)</u> Targets Age Ranges: 5-6 and 7-11 year olds</p> <ul style="list-style-type: none"> <li>• Newly standardised</li> <li>• Four new subtests, including Blending, Phonological Working Memory, Phoneme Segmentation and Phoneme Deletion</li> </ul>

<p>a) <b>Dyslexia Early Screening Test</b> (DEST2), 2nd Edition</p> <p>b) <b>Dyslexia Screening Test – Junior</b> (DST-J), 2<sup>nd</sup> Edition</p> <p>c) <b>Dyslexia Screening Test – Secondary</b> (DST-S), 2nd Edition</p>	<p>£177 + VAT each pearsonclinincal.co.uk</p> <p>Score Sheets, pad of 50: £54.50</p> <p>Each complete set comprises: Examiner's manual, equipment for subtests, CD, scoring keys/software, 50 score sheets in a carry case</p>	<p>Age ranges: a) <u>DEST2</u>: 4y 6m – 6y 5m b) <u>DST- J</u>: 6y 6m – 11y 5m c) <u>DST-S</u>: 11y 6m – 16y 5m</p> <ul style="list-style-type: none"> <li>• Dyslexia screening tests for identification of pupils <i>at risk</i> of dyslexia</li> <li>• An '<i>at risk</i>' score for dyslexia could indicate further in-depth testing should be undertaken</li> <li>• Each test includes subtests particularly relevant to the age group</li> <li>• Includes assessments of attainment and ability in areas known to be affected by dyslexia</li> <li>• Provides profile of strengths and weaknesses to inform individual learning plans</li> <li>• DST-S provides data which can be used to support of access arrangements (extra time)</li> </ul>
<p><b>Digital Dyslexia Screener</b> – online version</p>	<p>£5.50 (+ VAT) per individual administration (minimum of 10 administrations) gl-assessment.co.uk</p> <p>Practice, instructions and timings are computer-administered Instant scoring and reporting</p> <p>Demo available</p>	<p>Age Range: 5-16 years</p> <ul style="list-style-type: none"> <li>• To support identification of pupils with dyslexic tendencies</li> <li>• Six tests that cover three areas: Ability, Attainment, Diagnostic. Two assessments for each area</li> <li>• Can help identify individuals with general literacy difficulties as well as those with difficulties associated with dyslexia</li> <li>• Easy to interpret results</li> <li>• Standardised scoring</li> <li>• Information on a pupil's strengths and weaknesses detailed across each test</li> <li>• Recommends intervention strategies/further assessment</li> <li>• Parent/carer letter pre-screening and report post-screening</li> </ul>

<p><b>BEAM Diagnostic Interviews in Number Sense</b></p>	<p>£52.50 Waterstones.co.uk</p> <p>Folder contains: Diagnostic interviews, hierarchy of skills, administration and scoring guidance, some resources needed for the interviews, list of resources needed for each interview</p>	<p>Target Age Range: Year 3 <i>N.B. Can be used diagnostically for older pupils with weak number skills</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> <li>• Pack includes a 'hierarchy of skills' to identify strengths and gaps in knowledge and understanding</li> </ul>
<p><b>Sandwell Early Numeracy Test, Revised (SENT-R)</b></p>	<p>£175 sandwellearlynumeracytest.co.uk</p> <p>Pack comprises: Handbook, Form A and B Easels, Form A and B Pupil Response Booklets (10 of each), Form A and B Scoring Booklets (10 of each), Resource Cards, Cubes and Plastic Coins</p>	<p>Age Range: 4y-7y11m</p> <ul style="list-style-type: none"> <li>• One-to-one baseline assessment of pupil's ability with numbers</li> <li>• Covers attainments from National Curriculum Level P6 to Level 2A</li> <li>• Can be used diagnostically with older pupils</li> <li>• Explores five strands of basic numeracy skills: identification, oral counting, value, object counting and language to inform provision</li> <li>• Two parallel tests allow for monitoring progress every three months</li> <li>• Easy to administer. Images in the test book are engaging and relate to tasks in everyday activities</li> <li>• Recommended by the DES and the Every Child Counts programme</li> </ul>
<p><b>Sandwell Early Numeracy Test Key Stage 2-3 (SENT KS2-3)</b></p>	<p>£174 sandwellearlynumeracytest.co.uk</p> <p>Pack comprises: Test book, Handbook, Student Response Booklets x 10, Scoring Booklets x 10, Additional stimulus material</p>	<p>Age Range: 8-14 years</p> <ul style="list-style-type: none"> <li>• One-to-one assessment</li> <li>• Identifies skills and knowledge</li> <li>• Results can be expressed as either National Curriculum levels or Age Equivalents within the range: 8 to 14 years</li> <li>• Ideal for: diagnosing underlying difficulties in numeracy, planning individual programmes, monitoring and tracking progress, measuring the effectiveness of intervention programmes</li> </ul>

<p><b>Dyscalculia Screener</b> Digital Online version</p>	<p>£5.50 (+ VAT) per individual administration (minimum of 10 administrations) gl-assessment.co.uk</p> <p>Practice, instructions and timings are computer-administered Instant scoring and reporting</p> <p>Demo available</p>	<p>Age Range: 6–14+ years Identifies dyscalculic tendencies in pupils</p> <ul style="list-style-type: none"> <li>• Provides measure of a pupil's facility with numbers by evaluating their ability to understand: number size, simple addition, simple multiplication</li> <li>• Can help to identify individuals who have poor maths attainment and those whose difficulties are associated with dyscalculia</li> <li>• Easy to interpret results</li> <li>• Standardised scoring</li> <li>• Information on a pupil's strengths and weaknesses detailed across each test</li> <li>• Recommends intervention strategies</li> <li>• Parent/carer letter pre-screening and report post-screening</li> </ul>
<p><b>Pre Literacy Skills Checklist</b></p>	<p>£16.99 amseducational.co.uk</p> <p>Photocopiable resource that includes all materials needed for screening</p>	<p>Age Range: Reception/pupils operating in the early stages of literacy</p> <ul style="list-style-type: none"> <li>• Areas tested: auditory &amp; visual discrimination &amp; memory, initial letter sounds recognition, syllabification, sound blending</li> <li>• Criterion-referenced</li> <li>• Easy to administer and score</li> <li>• Enjoyable for pupils</li> <li>• Detailed score sheet identifies areas to target</li> </ul>

## 2. Learning Assessments for PRIMARY schools (FREE)

Assessment	Description	Age range, what is tested/what the test can tell you about the learner
<p><b>Wiltshire Early Screening for Dyslexia (WESFORD), File 1</b></p> <p>(aimed at Key Stage 1)</p> <p><a href="http://www.wiltshire.gov.uk/wesford-1-2nd-edition.pdf">http://www.wiltshire.gov.uk/wesford-1-2nd-edition.pdf</a></p>	<p>Screening tool for Year 1 pupils whose phonological and early literacy skills are causing concern</p> <p>Considers possibility of dyslexic tendencies</p> <p>N.B. File also comprises pack of resources to teach phonological awareness skills – research suggests this is a highly significant skill in the development of Literacy skills and a core difficulty for pupils with dyslexia/dyslexic tendencies</p> <p>Not standardised</p>	<p>Age Range: Year 1 &amp; 2 (aimed at Year 1 in particular)</p> <p><i>Stage A Questionnaire</i> (significant background information that might have bearing on pupil’s difficulties) and <i>Phonological Abilities Test</i> administered initially.</p> <p>The <i>Phonological Abilities Test</i> 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).</p> <p>N.B. A pupil in Year 1, scoring below 12 on the phoneme level sub-tests (or just over 12 and poor scores on other tests) should be considered for the <i>Phonological Skills Programme</i> included in the pack – group activities and games, 3 x 20 minutes per week.</p> <p>The <i>Phonological Skills</i> programme is run alongside schools phonics programme.</p> <p>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.</p> <p>The <i>Phonological Abilities Test</i> can be used diagnostically with older pupils – highlighting specific areas of difficulty in phonological awareness skills for targeted follow up (the manual makes clear the games and activities that target specific skills)</p>

<p><b>Wiltshire Early Screening for Dyslexia (WESFORD), File 2</b> (aimed at Key Stage 2)</p> <p><a href="http://www.wiltshire.gov.uk/sen-wesford-2-1st-edition.pdf">http://www.wiltshire.gov.uk/sen-wesford-2-1st-edition.pdf</a></p>	<p>File contains 2 assessments:</p> <p>1. Literacy - Assessment of Basic Skills</p> <p>2. Number Bonds – checklists of skills and concepts</p> <p>N.B. File also contains: resources/details of evidence based strategies for supporting learners with dyslexia/dyslexic tendencies in Literacy, Maths, across the curriculum</p> <p>Not standardised</p>	<p>Age Range: 7-11 years</p> <p>1. <i>Literacy - Assessment of Basic Skills</i> (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</p> <p>2. <i>Number Bonds – Checklist of skills and concepts</i>, 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 <i>mathematical learning styles</i> is included in the file (page 50)</p>
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<p><b>Miscue Analysis - Reading</b></p> <p><u>See:</u>  1) Advanced training Materials, PDF Unit 11 page 6:  <a href="http://www.advanced-training.org.uk/resources/SpLD/Unit%20PDFs/11_as_sessing_reading.pdf">http://www.advanced-training.org.uk/resources/SpLD/Unit%20PDFs/11_as_sessing_reading.pdf</a></p> <p>2) Marie Clay's 'Running Record':  <a href="http://mina.education.ucsb.edu/webdata/instruction/ed391d/ed391d/Clauses_4-6_files/RunningRecords-Clay-long.pdf">http://mina.education.ucsb.edu/webdata/instruction/ed391d/ed391d/Clauses_4-6_files/RunningRecords-Clay-long.pdf</a></p>	<p>Miscue Analysis for reading - a careful record of a reader reading a continuous text aloud</p> <p>Analysis of errors can be used to inform intervention, i.e. diagnostically</p> <p>Not standardised</p>	<p>Age Range: any</p> <p>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</p> <p>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</p> <p>A list of symbols for recording miscues is provided along with recommendations for follow up work after analysis of errors</p> <p>Miscue Analysis can be used to:</p> <ul style="list-style-type: none"> <li>a) guide intervention</li> <li>b) monitor progress</li> <li>c) assess suitability of text for pupil</li> </ul> <p><i>Passages with readability age guidelines from Flesch-Kincaid Readability Scale available on request:</i></p> <p>Passage a) 6-7 years,  Passage b) 9-10 years,  Passage c) 11-12 years</p>
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<p><b>Miscue Analysis - Spelling</b>  <b>See:</b>  1) Advanced training Materials, PDF Unit 13, page 2  <a href="http://www.advanced-training.org.uk/resources/SpLD/Unit%20PDFs/13_assessing_writing.pdf">http://www.advanced-training.org.uk/resources/SpLD/Unit%20PDFs/13_assessing_writing.pdf</a>  2) Samples of diagnostic spelling dictations:  <a href="http://archive.excellencegateway.org.uk/media/swf/dyssnap_l2_02_dia_g.swf">http://archive.excellencegateway.org.uk/media/swf/dyssnap_l2_02_dia_g.swf</a> (Age range of passages : Y3-Y6)</p>	<p>Analysis of spelling errors from samples of independent writing/ dictated text</p> <p>Analysis of errors can be used to inform intervention, i.e. diagnostically</p> <p>Not-standardised</p>	<p>Age Range: any</p> <p>Spelling errors are collected and analysed to identify the difficulties a pupil is having in spelling. Research suggests that 75+ errors need to be collected before true patterns of difficulty can be identified (Howell, Fox &amp; Morehead, 1993)</p> <p>A diagnostic grid can help to sort errors, for example into three broad groups:  a) phonological errors   b) orthographic errors   c) insufficient knowledge of morphemes</p> <p>Spelling analysis can be used to:  a) plan work for whole class or group teaching based on common mistakes  b) develop individual targets and teaching programmes  c) adjust future medium term planning to prevent common mistakes</p> <p>N.B. To assist correct analysis it may help to use a diagnostic dictation so that the target word (word pupil is trying to spell) is known  When analysing a pupil's spelling errors it may be useful to ask the pupil how they made a particular spelling choice</p>
<p><b>Marie Clay Sentence Dictation</b> (choose from 5 alternative sentences)  <b>See:</b>  <a href="http://anwsu.org/reading%20resource/dictation/dictation.pdf">http://anwsu.org/reading%20resource/dictation/dictation.pdf</a></p>	<p>Captures pupil's control of sound-to-letter links (grapheme/phoneme correspondence)</p>	<p>Age Range: pupils in early stages of literacy learning</p> <p>The teacher tells pupil one of 5 sentences. The pupil is encouraged to write what he/she can hear in the words dictated (what the pupil does not hear will not be recorded). One point is awarded for every phoneme correctly recorded</p> <p><i>Administration script provided</i></p> <p>Scores demonstrate:  a) pupil's ability to analyse sounds in words he/she says or hears  b) pupil's ability to find a way to record in letters the sounds he/she can hear</p>



<p><b>Fluency for reading and spelling high frequency words</b></p> <p>Using first 100 HFW from Letters and Sounds list:  <a href="http://dera.ioe.ac.uk/6557/8/pns_ls_0028107_app.pdf">http://dera.ioe.ac.uk/6557/8/pns_ls_0028107_app.pdf</a></p>	<p>Flashcards are used to assess reading fluency (automatic recognition)</p> <p>Dictation is used to test spelling fluency (automatic recall)</p>	<p>Age range: any</p> <p>Lack of <u>reading</u> fluency for HFW hampers decoding - pupil may attempt to 'sound out' most/all words, slowing reading and overloading processing capacity so that the pupil is unable to remember and understand what he/she has read</p> <p>Lack of <u>spelling</u> fluency for HFW interferes with composition - in trying to recall/work out how to spell words that can't be 'sounded out' pupil uses up processing capacity and loses thread of what he/she is trying to write/compose</p> <p><i>Lack of reading/spelling fluency may lead to frustration and disengagement</i></p>
<p><b>Fluency for recall of grapheme phoneme correspondences (GPC)</b></p>	<p>Flashcards/ magnetic letters (upper and lower case) to assess fluency of recall of sounds when shown grapheme</p> <p>Dictation to assess recall of letter symbols</p>	<p>Age range: any</p> <p><i>Fluent/automatic recall of GPC knowledge essential for literacy</i></p> <p>Can pupil:</p> <ul style="list-style-type: none"> <li>a) Recall sounds (phonemes) <u>fluently</u> when shown letter shapes (graphemes)</li> <li>b) Write letter shapes <u>fluently</u> when told sounds</li> <li>c) Recall letter names <u>fluently</u> when shown graphemes</li> <li>d) Write graphemes <u>fluently</u> when told letter names</li> <li>e) Recite alphabet and place letters in order <u>fluently</u></li> </ul>
<p><b>Handwriting Checklist</b></p> <p>(Inclusion Support Team for TICK, 3rd Edition)</p> <p>Copies available on request from:  <a href="mailto:schoolsABC@westsussex.gov.uk">schoolsABC@westsussex.gov.uk</a></p>	<p>Checklist for analysing pupil's handwriting</p>	<p>Age Range: any</p> <p>Examines skills in 3 areas:</p> <ul style="list-style-type: none"> <li>a) pre-requisite skills for writing</li> <li>b) letter formation</li> <li>c) presentation skills</li> </ul> <p><u>Includes guidance on:</u></p> <ol style="list-style-type: none"> <li>1. How to assess each area</li> <li>2. Follow-up strategies</li> <li>3. Details of fun warm-up hand and finger exercises</li> <li>4. Resources for targeting fine motor/handwriting</li> </ol>

<p><b>Baseline assessment booklets for school based assessment</b> – (City of Bradford Metropolitan District Council)</p> <p>Download from: <a href="https://bso.bradford.gov.uk/schools/CMSPage.aspx?mid=1893#Baseline">https://bso.bradford.gov.uk/schools/CMSPage.aspx?mid=1893#Baseline</a></p>	<p>Checklists for:</p> <ol style="list-style-type: none"> <li>1. <b>Literacy</b> skills <ul style="list-style-type: none"> <li>*reading and writing behaviours</li> <li>*literacy baseline</li> <li>*letter recognition and phonics</li> <li>*sight vocabulary</li> </ul> </li> <li>2. <b>Number</b> skills</li> <li>3. <b>Motor</b> skills</li> <li>4. <b>Working memory</b></li> <li>5. <b>Speech and Language</b></li> </ol>	<p>Age Range: booklets for Primary and Secondary age</p> <p>A basic assessment 'toolkit' for schools to use to inform the assess-plan-do-review cycle and/or discussions with outside agencies</p> <p>Enables schools to carry out a baseline assessment of skills in literacy and numeracy and in those skills that can affect access to learning using a range of checklists</p>
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### 3. Learning Assessments for SECONDARY Schools (for purchase)

TEST	INFORMATION
<b>Language Assessments</b>	
<b>British Picture Vocabulary Scale (BPVS)</b> 3 <sup>rd</sup> edition)	Age Range: 3 – 16 years <ul style="list-style-type: none"> <li>• Achievement test of receptive vocabulary (English vocabulary acquisition)</li> <li>• Pictorial - requires no reading/ writing</li> <li>• Student selects picture (choice of 4) to best illustrate the meaning of a stimulus word presented orally</li> </ul> GL assessment <span style="float: right;">£180 + VAT</span>
<b>Progression Tools - Speech and language</b>	Age Ranges: 11-12 years, 13 – 14 years, 16 – 18 years Age based tools for teachers to check progression of speech and language skills Communication Trust <span style="float: right;">£29.99 per pack</span> <a href="https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-secondary/">https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-secondary/</a>
<b>Tests of Intelligence</b>	
<b>WRIT</b> (Wide Range Intelligence Test)	Age Range: 4 – 85 years <ul style="list-style-type: none"> <li>• Assesses level of cognitive ability in verbal <b>and</b> non-verbal field by means of verbal and visual scales</li> <li>• Good reliability</li> </ul> Anne Arbor <span style="float: right;">£220 + VAT</span>
<b>CAT 4</b> (Cognitive Ability Test)	Age Range: 7 years 6 months to 17+ years Measures verbal reasoning, non-verbal reasoning and quantitative reasoning See GL assessment
<b>LASS Secondary (LUCID)</b>	Age Range: 11 – 15 years Computerised multi-function screening assessment : <ul style="list-style-type: none"> <li>a) <u>cognitive subtests</u>: visual memory, auditory memory, phonic skills (non-words), phonological skills (segmenting)</li> <li>b) <u>attainment measures</u> :single word reading, reading, spelling, reasoning</li> </ul> £140 for 1 year single user licence

## Tests of Attainment

<b>WIAT -2T</b> (Weschler Individual Achievement Test for Teachers)	Age Range: 4 – 85 years An assessment of: single word reading, reading comprehension, reading speed, spelling Pearson, published 2006                      £300.50
<b>WRAT 4</b> (Wide Range Attainment Test)	Age Range: Now standardised to 94 years Subtests include: <ul style="list-style-type: none"> <li>• Word Reading - letter and word decoding</li> <li>• Sentence Comprehension - ability to gain meaning from words and comprehend ideas and information contained in sentences</li> <li>• Spelling - ability to encode sounds into written form from dictated words</li> <li>• Maths Computation - ability to perform basic mathematical computations</li> </ul> Dyslexia Action Shop                      £215 + VAT

## Phonological Assessments and Dyslexia

<b>PhAB</b> (Phonological Assessment Battery)	Age Range: 6 – 14 years <ul style="list-style-type: none"> <li>• A series of assessments of phonological skills/processing (important basis for literacy skills)</li> <li>• Sub-tests: alliteration, naming speed (recall), rhyme, spoonerisms, fluency and non-word reading</li> <li>• N.B. specific weakness in aspects of phonological processing is linked to dyslexic type difficulties</li> </ul> GL assessment                      £140 + VAT
<b>CToPP 2</b> (Comprehensive Test of Phonological Processing)	Age Range: 2 – 24years 11 months <ul style="list-style-type: none"> <li>• Assessment of phonological awareness, phonological memory and rapid naming</li> <li>• Suitable for access evidence</li> <li>• Published 2013</li> </ul> Pearson                      £310.50

<b>Dyslexia Screening Test – Secondary (DST-S)</b>	<p>Age Range: 11.6 years – 16.05 years</p> <ul style="list-style-type: none"> <li>• Provides profile of strengths and weaknesses</li> <li>• Two of most clearly established dyslexic difficulties assessed (phonological skill and lack of fluency)</li> <li>• A score of 1 or higher on 'at risk quotient' indicates a risk of dyslexic type needs and difficulties</li> </ul> <p>Pearson £177 + VAT</p>
<b>LADS + (LUCID)</b>	<p>Age Range: 16+years</p> <ul style="list-style-type: none"> <li>• Computerised screening assessment for dyslexic tendencies</li> <li>• Subtests for: word reading, word construction, working memory, reasoning</li> </ul> <p>£215 for 1 year single user licence</p>
<b>Access Arrangements</b>	
<b>EXACT (LUCID)</b>	<p>Age Range: 11-24 years</p> <ul style="list-style-type: none"> <li>• Computerised screening for access arrangements</li> <li>• Subtests for: word recognition/reading accuracy, reading comprehension, reading speed ,spelling, writing to dictation, keyboarding to dictation</li> </ul> <p>£135 for 1 year single user licence</p>
<b>Auditory Working Memory Assessment (AMWA)</b>	<p>Age Range: 4 – 22years</p> <ul style="list-style-type: none"> <li>• PC based</li> <li>• Long and short forms</li> <li>• Can be used for access arrangements</li> </ul> <p>Pearson, published 2007 £209</p>
<b>Access Reading Test</b> (Assessment of silent reading)	<p>Age Range: 7 – 20+ years</p> <ul style="list-style-type: none"> <li>• Divided into subtests for assessing different aspects of reading competence: <ul style="list-style-type: none"> <li>a) literal comprehension (student obtains information directly from instructions)</li> <li>b) vocabulary (student chooses alternative words closest in meaning to target word)</li> <li>c) inference (student matches opinions to 'talking heads' or quotations)</li> <li>d) analysis checking (student understands meaning within a passage)</li> </ul> </li> <li>• The testing environment is similar to that experienced in many examination situations</li> </ul> <p>See Hodder education</p>

## Reading Assessments

<p><b>Single Word Reading Test (SWRT)</b></p>	<p>Age Range: 6 – 16 years</p> <ul style="list-style-type: none"> <li>Measures single word reading</li> <li>Variety of words reflecting frequency of use/familiarity as well as range of spelling patterns</li> </ul> <p>GL assessment £99 + VAT</p>
<p><b>Gray Oral Reading Test (5<sup>th</sup> edition)</b></p>	<p>Age Range: 6 – 18 years 11 months</p> <p>Assessment of: accuracy, comprehension and fluency of oral reading</p> <p>Pearson, published 2011 £259 + VAT</p>
<p><b>Test of Word Reading Efficiency (TOWRE 2)</b></p>	<p>Age Range: 6 – 24 years 11 months</p> <p>Tests ability to pronounce printed words and phonemically regular non-words accurately and fluently</p> <p>Pearson, published 2011 £253.50</p>
<p><b>New Group Reading Test (NGRT)</b></p>	<p>Age Range: 6 – 16 years</p> <p>Provides normative scores for reading accuracy and comprehension</p> <p>GL Assessment £14.30 + VAT per set, + £40 teacher booklet</p>
<p><b>York Assessment of Reading Comprehension (YARC)</b></p>	<p>Age Range: 12 – 16 years</p> <p>Standardised assessment of: reading comprehension in fiction and non-fiction</p> <p>GL assessment £210 + VAT</p>
<p><b>Edinburgh Reading Test 4</b></p>	<p>Age Range: 11years 7 months – 16+ years</p> <p>Diagnostic and standardised test of: reading accuracy , comprehension and inference</p> <p>See Hodder Education</p>



## 4. Learning Assessments for Secondary Schools (FREE)

<b>Language skills</b>	<p>A checklist for secondary teachers:</p> <p><a href="http://www.talkingpoint.org.uk/slts/working-schools/checklist-secondary-schools">http://www.talkingpoint.org.uk/slts/working-schools/checklist-secondary-schools</a></p>
<b>Poster:</b> Language Skills in the Classroom	<p>From Communication Trust: <i>What's typical talk for secondary</i></p> <p><a href="https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/secondary-school-poster.aspx">https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/secondary-school-poster.aspx</a></p>
<b>Speech and Language Skills Checklist</b>	<p>Age Range: 11 – 18 years</p> <p><a href="http://www.thecommunicationtrust.org.uk/media/7817/universally_speaking_11-18_final.pdf">http://www.thecommunicationtrust.org.uk/media/7817/universally_speaking_11-18_final.pdf</a></p> <p>For teachers/practitioners</p>
<b>Handwriting Speed Assessment</b> (Penny Allcock)	<p>Age Range: Standardised for 11 – 16 years</p> <ul style="list-style-type: none"> <li>• Tests speed of handwriting for twenty minutes under examination conditions</li> <li>• N.B. speed significantly below average for student's age may result in an application for additional time or amanuensis during examinations</li> </ul> <p><a href="https://www.patoss-dyslexia.org/SupportAdvice/InformationSheets/2012-09-02/Handwriting-Assessment/">https://www.patoss-dyslexia.org/SupportAdvice/InformationSheets/2012-09-02/Handwriting-Assessment/</a></p>



## 5. Social, Emotional and Mental Health Assessments (for purchase)

<p><b>Emotional Literacy Assessment and Intervention</b> (Southampton Psychology Service)</p>	<p>£125 gl-assessment.co.uk</p> <p>Complete set comprises: Teacher Guidance, Pupil/teacher/parent questionnaire, intervention activities and CD-ROM</p>	<p>Age Range: 7-11 years</p> <ul style="list-style-type: none"> <li>• Identifies the status of an individual pupil’s emotional literacy</li> <li>• Provides follow-up activities for intervention where necessary</li> <li>• Covers range of emotional literacy elements, including: self-awareness, emotional resilience, motivation and handling of emotions and relationships</li> </ul>
<p><b>Emotional Literacy Assessment and Intervention</b> (Southampton Psychology Service)</p>	<p>£125 gl-assessment.co.uk</p> <p>Complete sets contain: Teacher Guidance, Pupil/teacher/parent questionnaire, intervention activities and CD-ROM</p>	<p>Age Range: 11-16 years</p> <ul style="list-style-type: none"> <li>• Identifies the status of an individual pupil’s emotional literacy</li> <li>• Provides follow-up activities for intervention where necessary</li> <li>• Covers range of emotional literacy elements, including: self-awareness, emotional resilience, motivation and handling of emotions and relationships</li> </ul>
<p><b>The Boxall Profile Handbook</b> (Marion Bennathan and Marjorie Boxall)</p> <p><i>A Guide to Effective Intervention for Social Emotional or Behavioural Difficulties</i></p>	<p>£40 nurturegroups.org</p> <p>The Handbook includes: The Profile Clear guidelines for use and for interpretation of results</p>	<ul style="list-style-type: none"> <li>• Helps teachers develop a precise and accurate understanding of pupil’s emotional and behavioural difficulties</li> <li>• Helps planning for: effective interventions and support activities</li> <li>• Can be used to create effective Individual Learning Plans</li> </ul>
<p><b>The Boxall Profile for Young People</b> (Marion Bennathan, Marjorie Boxall and David Colley)</p> <p><i>A Guide to Effective Intervention for Social Emotional or Behavioural Difficulties</i></p>	<p>£40 nurturegroups.org</p> <p>Re-standardised for older age group <b>(11-14 years)</b>.</p>	<ul style="list-style-type: none"> <li>• Assessment tool for the identification of SEBD needs</li> <li>• Supports: planning, monitoring progress and evaluating outcomes</li> <li>• Additional information for supporting vulnerable young people</li> </ul>

<p><b>Beyond the Boxall Profile</b> (Editor: Marian Evans)</p> <p><i>Strategies and Resources</i></p>	<p>£20 Nurturegroups.org</p>	<ul style="list-style-type: none"> <li>• Practical ideas for use with pupils in nurture groups</li> <li>• Written by experienced nurture group practitioners</li> <li>• Information from Boxall Profile assessment is used alongside the 'Strategies and Resources' section to identify strategies/ideas to engage with pupils in addressing their identified needs</li> </ul>
<p><b>Beyond the Boxall Profile for Young People</b> (Editor: Tina Rae)</p> <p><i>Strategies and Resources</i></p>	<p>£25 Nurturegroups.org</p>	<ul style="list-style-type: none"> <li>• Practical strategies to accompany <i>The Boxall Profile for Young People</i></li> <li>• Written by practitioners</li> <li>• Advice on supporting social, emotional and behavioural needs in <b>11 to 14 age range</b></li> </ul>

## 6. Social, Emotional and Mental Health Assessments (Free)

**N.B.** Copies of most assessments listed in the following section are available on request from: [schoolsABC@westsussex.gov.uk](mailto:schoolsABC@westsussex.gov.uk)

<b>Assessment</b>	<b>Description</b>
<p><b>Behaviour Audit:</b>  <u>For professionals/ SMT:</u>            Refreshing whole school behaviour management through review and development</p>	<p>Focuses on whole school, considers:</p> <ul style="list-style-type: none"> <li>• Management support</li> <li>• Implementation of school behaviour policy</li> <li>• Staff/pupil relationships</li> </ul> <p>With thanks to Halton Educational Psychology Service, Derby City Educational Psychology Service and Nottingham University of Psychology</p>
<p><b>Early Help Plan</b>            (for school staff )</p>	<p>Used to identify:            needs of child and family when multiple agencies are likely to be involved</p>
<p><b>Pen Portrait</b> of an individual pupil's behavioural difficulties            (for school staff)</p>	<ul style="list-style-type: none"> <li>• Focuses on the pupil</li> <li>• Useful for gaining a detailed picture of how a pupil presents</li> </ul>
<p><b>Monitoring Pupil Behaviour</b>            (Teacher Record)</p>	<p>A tool for use when monitoring individual pupils</p>
<p><b>Daily Log:</b>            Proforma for observing individual pupil in lessons</p>	<p>Explores the frequency of specific behaviours during a given lesson</p>
<p><b>Weekly Log:</b>            Proforma for observing individual pupil across a week</p>	<p>To explore the frequency of specific behaviours during a week</p>
<p><b>Behaviour Checklist</b>            (for school staff)</p>	<ul style="list-style-type: none"> <li>• Supports identification of pupil's specific issues and difficulties</li> <li>• Looks at behaviours in school, social communication skills and playground behaviour</li> </ul> <p>With thanks to Essex County Council Learning Service 1998</p>

<p><b>Behaviour Rating Scale</b> (for school staff)</p>	<ul style="list-style-type: none"> <li>• Identifies individual pupil's specific issues and difficulties</li> <li>• Explores: peer relationships, classroom conformity, emotional control, work related behaviour, acceptance of authority, self-worth, self-responsibility/ problem solving</li> </ul> <p>With thanks to Halton Educational Psychology Service</p>
<p><b>Resilience Identification Checklist</b> (for school staff)</p>	<p>Rates concerns in relation to:</p> <ul style="list-style-type: none"> <li>• relationships</li> <li>• home life</li> <li>• school life</li> <li>• community life</li> <li>• presentation</li> <li>• health</li> <li>• thinking</li> <li>• emotions and behaviours</li> </ul>
<p><b>ABC of Behaviour</b> (for school staff)</p>	<p>Explores <u>Antecedents</u>, <u>Behaviours</u> and <u>Consequences</u> of incidents in school:</p> <ul style="list-style-type: none"> <li>• Supports the 'unpicking' of incidents</li> <li>• Helps to identify patterns and common triggers</li> </ul>
<p><b>Discussion with child/young person</b> (for school staff)</p>	<ul style="list-style-type: none"> <li>• Use with an individual pupil</li> <li>• Explores how the pupil/young person perceives the behaviour they currently display</li> </ul>
<p><b>Child Outcome Rating Scale</b> (for professionals to use with an individual pupil)</p>	<p>Asks children to mark on a scale in response to questions about their well-being and life for him/her, family, school and 'everything'</p> <p>Adapted from example provided in Munro (2011) – The Munro Review of Child Protection.</p>
<p><b>Young Child Outcome Rating Scale For professionals</b> (for professionals to use with a younger/less mature pupil)</p>	<p>Use with younger children, or those who are emotionally and socially less mature and cannot access the above</p> <p>Similar concept as above</p> <p>Adapted from example provided in Munro (2011) – The Munro Review of Child Protection.</p>

<p><b>Discussion with Parents/Carers</b> (for professionals)</p>	<p>Explores:</p> <ul style="list-style-type: none"> <li>• Parents/carers relationship with their child</li> <li>• The difficulties they might experience with the behaviour displayed by the child</li> <li>• Their responses to challenging behaviour</li> </ul>
<p><b>The Building Blocks to Your Resilience</b> (for professionals with individual parent/carer)</p>	<p>Helps to examine the ways in which the pupil positively responds to situations</p> <p>Explores:</p> <ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Achievements</li> <li>• Places</li> <li>• Friends and adults</li> </ul>
<p><b>Strengths and Difficulties Questionnaire</b> (for SENCos/ professionals)</p>	<p>Age range: from about 3-16 years old</p> <ul style="list-style-type: none"> <li>• Brief behavioural screening questionnaire for children and young people</li> <li>• Exists in several versions to meet the needs of researchers, clinicians and educationalists</li> <li>• All versions of the SDQ ask about 25 attributes, some positive and others negative</li> </ul> <p>Find all details and sheets on <a href="http://sdqinfo.com">sdqinfo.com</a></p>

## 7. Assessments for Pupils on the Autistic Spectrum

Assessment	Description
<p><b>Pupil Sensory Profile</b></p> <p><a href="http://www.idponline.org.uk/psautism/launch.html#">http://www.idponline.org.uk/psautism/launch.html#</a></p> <p><b>Go to:</b></p> <ul style="list-style-type: none"> <li>&gt;Unit Menu</li> <li>&gt;Click on 'Resources'</li> <li>&gt;From drop down menu of 'All units' choose 'Sensory perception and responses'</li> <li>&gt;Click on 'Sensory profile on a pupil'</li> </ul> <p><i>Based on the sensory profile checklist from Bogdashina, 2003</i></p>	<p>Pupils on the autism spectrum may experience sensory processing difficulties. Sensory Profile:</p> <ul style="list-style-type: none"> <li>• is comprehensive and assesses an individual pupil's sensory profile</li> <li>• is completed by all staff who work with pupil</li> <li>• identifies potential sensory challenges and areas where these occur</li> <li>• informs how adjustments can be made to reduce the sensory challenges for pupils on the autism spectrum</li> </ul>
<p><b>Sensory Audit for Schools and Classrooms</b></p> <p><a href="http://www.idponline.org.uk/psautism/launch.html#">http://www.idponline.org.uk/psautism/launch.html#</a></p> <p><b>Go to:</b></p> <ul style="list-style-type: none"> <li>&gt;Unit Menu</li> <li>&gt;Click on 'Resources'</li> <li>&gt;From drop down menu of 'All units' choose 'Sensory perception and responses'</li> <li>&gt;Click on 'Sensory audit for schools and classrooms'</li> </ul> <p><i>Based on an audit designed by Val Jones and Ian Attfield</i></p>	<p>Pupils on the autism spectrum can have sensory processing difficulties. Sensory Audit:</p> <ul style="list-style-type: none"> <li>• provides a sensory audit examining school and classroom environment through the senses</li> <li>• 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</li> <li>• helps staff to assess and consider how to create an environment that encourages the participation of pupils on the autism spectrum</li> </ul>
<p><b>Fulton Observation Profile</b></p> <p>See: <i>Asperger Syndrome: A Practical Guide for Teachers</i>            Authors: Val Cumine, Julia Dunlop, Gill Stevenson, 2009            Publisher: David Fulton Books            Revised Edition</p> <p><a href="http://www.amazon.co.uk/Asperger-Syndrome-Practical-Teachers-Fulton/dp/0415483719">http://www.amazon.co.uk/Asperger-Syndrome-Practical-Teachers-Fulton/dp/0415483719</a> (£20-£25)</p>	<p>Designed for teachers/TAs in mainstream schools/non-specialist settings:</p> <ul style="list-style-type: none"> <li>• outlines underlying impairments and their educational implications</li> <li>• explores process of assessment and diagnosis in Asperger Syndrome</li> <li>• practical strategies for effective and realistic classroom intervention, including access to the National Curriculum</li> <li>• considers the behavioural challenges the child with Asperger Syndrome may pose</li> <li>• shows how transitions can be supported</li> </ul>