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| **1A: SPEECH AND LANGUAGE** |
| **Assessment** | **What it does** | **Age Range** | **Time to administer** |
| SLT Screener<https://www.learnsheffield.co.uk/Partners/Inclusion-Task-Force/> | Decision tool for SALT referral | Any | 10 minutes |
| BLANK language for learning<https://www.learnsheffield.co.uk/Partners/Inclusion-Task-Force/> | Pupils’ language level | Primary | Observation over a number of sessions |
| Renfrew Action Picture Test-5th Edition[www.routledge.com](http://www.routledge.com) | Expressive vocabulary and grammar | 3:00-8:05 | 30 mins |
| British Picture Vocabulary Test – 3rd Edition[www.gl-assessment.co.uk](http://www.gl-assessment.co.uk) | How many words a child knows (receptive language) | 3:00-16:00 | 10-15 mins |
| Teaching Talking (Locke and Beech)*Assessment links to interventions*[www.gl-assessment.co.uk](http://www.gl-assessment.co.uk) | Developmental checklist for children with delayed language | 1:00-8:00 | Untimed |
| **1B: COMMUNICATION AND INTERACTION** |
| **Assessment** | **What it does** | **Age Range** | **Time to administer** |
| ASD Screener<https://www.learnsheffield.co.uk/Partners/Inclusion-Task-Force/> | Screen for possible ASD | Any | 15 mins |
| Coventry Grid<https://www.pdasociety.org.uk/resources/modification-of-the-coventry-grid-interview-to-include-the-pathological-demand-avoidant-profile/> | Discriminate between Attachment Disorder, Autism Spectrum Disorder and demand avoidance | Any | 15-30 mins |
| SCERTS <https://scerts.com/> | Framework for monitoring progress. Requires attending a training course. | KS1-4 | Review over time |

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| **COGNITION and LEARNING (general)** |
| **Assessment** | **What it does** | **Age Range** | **Time to administer** |
| Raven’s Matrices\*[www.pearsonclinical.co.uk](http://www.pearsonclinical.co.uk) | Non-verbal reasoning | 4:00-69:00  | 30 mins |
| Cognitive Abilities Tests 4 (CAT4)[www.gl-assessment.co.uk](http://www.gl-assessment.co.uk) | Verbal, non-verbal reasoning, quantitative and spatial reasoning | 6:00-17:00 | 45 mins x 3 |
| Working Memory Rating Scale[www.pearsonclinical.co.uk](http://www.pearsonclinical.co.uk) | Helps identify children with poor working memory skills | 5:00-11:00 | Untimed |
| Functional Skills<https://www.learnsheffield.co.uk/Partners/Inclusion-Task-Force/> | Criterion-based assessment for stages of independence | 5:00-25:00 | 15 mins with parent |
| Dynamic AssessmentUse a range of play-based resources | Enables teachers to see how much scaffolding a child needs.  | Any | Untimed |
| **COGNITION and LEARNING (Specific)** |
| **Assessment** | **What it does** | **Age Range** | **Time to administer** |
| York Assessment of Reading Comprehension (YARC) | Assesses reading comprehension. Parallel forms available. Two versions primary (4-11) and secondary (11-16). | 4:00-16:00 | 20-30 mins |
| Wide Range Achievement Test (WRAT5)\*[www.annarbor.co.uk](http://www.annarbor.co.uk) | Word reading, maths, sentence comprehension, spelling. | 5:00-85:00 years | 15-25 min (5-7 year old)35-45 min (7+) |
| Comprehensive Test of Phonological Processing (CTOPP 2)\*[www.annarbor.co.uk](http://www.annarbor.co.uk) | Phonological awareness, phonological speed of processing, phonological memory. | 4:00-24:11 | 40 minutes |
| Test of Word Reading Efficiency (TOWRE2)\*[www.annarbor.co.uk](http://www.annarbor.co.uk) | Assesses efficiency of sight word recognition and phonemic decoding | 6:00-24:11 | 5-10 mins |
| Detailed Assessment of Speed of Handwriting (DASH)[www.dyslexiaactionshop.co.uk](http://www.dyslexiaactionshop.co.uk) | Handwriting speed. | 9:00-16:11 | 30 minutes |
| Hedderley writing speed norms<https://www.learnsheffield.co.uk/Partners/Inclusion-Task-Force/> | Ask pupil to write for 10 minutes on a topic you choose.  | 9-18 | 10 minutes |
| Phonics screening check[www.gov.uk](http://www.gov.uk) | Screening for 5 phases of phonics. | Can use with any age. |  |
| Number of high frequency words*Primary National Curriculum for English* | High frequency sight vocabulary words for KS1 and 2. | Can use with any age. | 10-15 minutes |
| Birmingham Toolkit[www.accesstoeducation.birmingham.gov.uk](http://www.accesstoeducation.birmingham.gov.uk) | Stages for language, cognition and learning age 5-11. *Links to interventions.* | KS1 and 2 | No timing |
| Dyscalculia Screener and Dyscalculia Guidance\*[www.gl-assessment.co.uk](http://www.gl-assessment.co.uk) | Screening for specific maths difficulties.*Links to interventions.* | 6:00-14:00 | Untimed |
| Coloured overlays<https://www.thedyslexiashop.co.uk/collections/coloured-overlays> | See if a pupil benefits from an overlay and reading rulers. | Any | Untimed |
| Miscue Analysis <https://repository.excellencegateway.org.uk> | Note errors a pupil makes in naturalistic text reading. This gives insights into the types of errors they make.Calculate reading age of material.<https://www.cimt.org.uk/resources/topical/reading/reading.htm> | Any | 15 minutes |
| Dyslexia Screening Test DST-Junior and DST-Senior\*[www.annarbor.co.uk](http://www.annarbor.co.uk) | Screening for specific literacy learning difficulties. | DST-J 6:6-11:5DST-S11:6-16:5  | 30 minutes |
| **3a and 3b Social, Emotional and Mental Health** |
| ABC analysis<https://www.learnsheffield.co.uk/Partners/Inclusion-Task-Force/> | Baseline for behaviours of concern.The more you do, in different contexts and at various times of the day, the better and more accurate the baseline. | All ages | Over one lesson.  |
| Adverse Childhood Experiences Questionnaire (ACE-Q) <https://www.acesaware.org/wp-content/uploads/2019/11/ACEs-Screener-Identified-English.pdf> | 10 item questionnaire. Establishes how many ACEs a child has faced. Do this in conjunction with family and other agencies. | All ages | Untimed |
| BOXALL <https://new.boxallprofile.org/> | Assessment of social, emotional and behavioural development. *Links to target setting and intervention.* | Two tests:Nursery/primary and secondary | Untimed |
| MOTIONAL<https://motional.io/> | Assessment of emotional well-being. Can use for individuals, groups and whole school. *Links to target setting and intervention.* | Primary and secondary | Untimed |
| Measures of Children’s Mental Health and Psychological well-being <https://www.gl-assessment.co.uk/assessments/products/measures-of-children-s-mental-health-and-psychological-wellbeing/> | Assesses seven areas: Belonging, Distress, Enjoyment, Healthy Living, Resilience, Responsiveness and Social Behaviour | 2-20 years | Untimed |
| Spence Anxiety Scaleshttps://www.scaswebsite.com/wp-content/uploads/2021/07/scas.pdf | Anxiety questionnaire. Child and parent versions. Teacher version for pre-schoolers. | Preschool and8-15 | Untimed |
| Strengths and Difficulties Questionnaire<https://www.sdqinfo.org/> | Various versions for parent, teacher and self-report.  | 2-17 and 18+ | 15 minutes |
| **Sensory and/or Physical needs** |
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| Warwickshire Motor Skills programme – assessment and intervention in one. <https://www.swft.nhs.uk/application/files/7714/5995/2571/fine_motor_skills.pdf> | Fine motor skills checklist | All ages | untimed |
| Lincolnshire 1st Move checklist and interventions [1st\_Move.pdf (lincolnshirecommunityhealthservices.nhs.uk)](https://www.lincolnshirecommunityhealthservices.nhs.uk/application/files/2915/2285/5110/1st_Move.pdf) | Fine and gross motor skills | All ages | untimed |