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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 Assessment  Use 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  6:6-11:5  DST-S  11:6-16:5 | 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 Scales  https://www.scaswebsite.com/wp-content/uploads/2021/07/scas.pdf | Anxiety questionnaire. Child and parent versions. Teacher version for pre-schoolers. | | Preschool and  8-15 | 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 |