

Key Assessment Tools for the Four Broad Areas of Special Educational Need

Cognition and Learning	Communication and Interaction
York Assessment of Reading for Comprehension (YARC) - a one-to-one, diagnostic reading assessment of fluency and comprehension skills. Primary and secondary editions. Single Word Spelling Test (SWST) – A group test designed to assess spelling attainment for 6 – 16 year olds. PhAB and PhAB2 - A battery of tests that help assess phonological awareness and processing of sounds in 5 -11 year olds (PhAB) and 6-14 year olds (PhAB2). Wide Range Achievement Test (WRAT-5) – An assessment of reading fluency, reading comprehension, spelling and number skills. Sandwell Early Numeracy Test (SENT) – Assesses ability of basic numeracy skills. 2 editions for pupils aged 4-8 (SENT-R) and pupils aged 8 to 14 years (SENT KS2–KS3). Cognitive Abilities Test (CAT4) - Standardised measure of cognitive reasoning ability across 4 areas: verbal, non-verbal, mathematical and spatial. Lucid Rapid - Standardised Group screening for dyslexia in pupils aged 4 to 15. Lucid LASS - Assessment to highlight differences between actual and expected literacy levels. Available for ages 8-11, and 11-15 Recall – Assesses working memory (including central executive function and processing speed) for pupils aged 7-16. Comprehensive Test of Phonological Processing (CTOPP) - assesses phonological awareness and memory and rapid naming.	WellComm Toolkit - Speech and Language Toolkit for Screening and Intervention in the Early Years and for primary. Offers a range of customised intervention activities to help support language development. British Picture Vocabulary Scale (BPVS3) – A one-to-one test that assesses vocabulary. It can be used to assess language development in non-readers and pupils with expressive language impairments. The Progression Tools - A series of 8 non-standardised tools aimed at different ages to support identification of speech, language and communication needs. Can also be used to track progression of these skills over time. Available from: www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/ Renfrew Language Scales – Assesses the age level of consecutive speech used from information content, sentence length and grammatical usage in retelling a story. Includes the Action Picture Test, the Bus Story Test and the Word Finding Vocabulary Test. Ages 3 to 9 years. Available from: www.winslowresources.com Infant and Junior language link – Group screening assessment to identify receptive language need. Includes intervention resources. Available for EY/KS1 and KS2. Available from: https://www.speechandlanguage.info/primary Autism Progression Framework – a free interactive assessment tool to support identification of pupils' social, emotional, independence and learning needs. Available from: http://www.aettraininghubs.org.uk/schools/pf/

Social, Emotional and Mental Health	Sensory and/or Physical
Boxall Profile – A checklist framework for assessment of social, emotional and behavioural difficulties. Online version available online at: https://boxallprofile.org Strengths and Difficulties Questionnaire (SDQ) – A brief behavioural screening questionnaire for 3-16 year olds. Versions of the questionnaire are available for pupils, parents and teachers to complete. Available for free from: http://www.sdqinfo.com Emotional Literacy – A series of checklists designed to discover where pupils' strengths and weaknesses are in the area of emotional literacy e.g. self-awareness, motivation, empathy, social skills. Measures of Children's Mental Health & Psychological Wellbeing – A series of simple, questionnaire based assessments that can be used to assess a range of children's social and emotional skills, individually or in groups. Includes resilience, social behaviour and belonging. Suitable for 2 to 20 years. Pupil Attitude to Self & School (PASS) - An all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school. Revised Children's Anxiety and Depression Scale (R-CADS) – A series of questionnaires that measure the reported frequency of symptoms of anxiety and low mood, including separation anxiety, social phobia, panic, obsessive compulsion and low mood. Available from: https://www.corc.uk.net/outcome-experience-measures/revised-childrens-anxiety-and-depression-scale-and-subscales/	Biel and Peske Sensory Checklist – Observational checklist that can be used to assess sensory needs including touch, proprioception, vestibular and auditory. Available from: http://www.senplus.ltd.uk/sensory-andor-physical-needs/ Sensory assessment checklist from AET – a basic observation checklist to support identification of sensory issues. Available from: http://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.2-Sensory-assessment-checklist.pdf VMI-6 - Beery-Buktenica Developmental Test of Visual-Motor Integration – An all-age screener for visual-motor deficits that can lead to learning, neuropsychological and behaviour problems. Available from: https://www.pearsonclinical.co.uk/Psychology/Psychology.aspx Visual/Hearing Impairment assessments - Assessments that would be carried out in collaboration with specialist teachers and healthcare professionals. Physical and other sensory needs assessments- used to assess sensory processing difficulties. To be carried out with occupational therapist or paediatrician.

All the above assessments are available from: <https://www.gl-assessment.co.uk> unless otherwise stated.