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| **Essex Recommended Assessments for Identifying Pupils’ Needs**  |  |

**Purpose**

This resource has been developed following requests from Essex schools and settings for information about assessment tools which can be used with pupils to identify their needs and possible Special Educational Needs and Disabilities (SEND), including before the involvement of outside agencies.

It is designed to be used by teachers and SENCOs to complement the assessment systems that their school already has for all pupils.

The national Code of Practice for SEND (2015) sets out that:

* Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. (6.17)
* The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. (6.27)
* The first response to such 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. (6.19)
* 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. (6.19)
* Assessment should include progress in areas other than attainment. (6.18)
* A detailed assessment of need should ensure that the full range of an individual’s needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty. (6.27)
* All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. (6.14)
* A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (6.15)

These recommended assessments aim to support schools/settings in the process of effective assessment and intervention for pupils and in following the Assess – Plan – Do – Review cycle given in the Code of Practice for SEND.

It is recommended that staff check before purchase that they obtain the latest version/edition of any assessment tools.

If you have concerns about a pupil’s attainment, wellbeing or SEND, see also the [SEND Support Summary – Code of Practice Systems for Essex Schools](https://schools.essex.gov.uk/special-educational-needs-and-disabilities-send/send-services-and-support/send-advice-and-guidance)

For more information on assessments, please speak to your school’s Link Educational Psychologist (EP) and Inclusion Partner (IP).

Most assessments ‘available on the Essex Schools Infolink’ below are [here](https://schools.essex.gov.uk/special-educational-needs-and-disabilities-send/send-services-and-support/send-advice-and-guidance).

**Assessment to inform identification of need and intervention**

**Formative assessments**

Assessment for Learning: regular skills-based assessments are most useful to identify gaps in learning and inform teaching (gap analysis).

Detailed analysis should be carried out of which skills a pupil has, and has not yet learnt to the level of automaticity.

In order to avoid assumptions about what the pupil knows, it is often best to ‘start at the very beginning’ with early skills when assessing their skill levels.

**Summative assessments**

Pros and cons

* Advantage: can be one source of information to monitor progress over time.
* Disadvantage: are only a snapshot of performance on one day, which can be affected by many factors.

Standardised tests or norm-referenced tests– the following must be considered

* Date standardised (should be recent, within last 5-10 years)
* Standardisation sample age range
* Standardisation sample number
* Standardisation sample representatives (age, gender, ethnicity, EAL, SEN)
* Statistical Validity and Reliability
* Anglicisation of American tests – concepts/curriculum
* Large ‘jumps’ in scores raw scores, age equivalent etc (e.g. 1 more question correct raises age equivalent score by many months?)
* All tests measure slightly different skills and therefore scores cannot be directly compared
* Standardised tests vary in terms of quality and accuracy

Scores

* Standardised (or Standard) scores indicate the degree to which an individual’s score varies from the average for people of the same age. The overall average (mean) standardised score is 100 and the general average range is 85-115. The intervals are **evenly spaced**, making comparison between pupils both valid and reliable and also allowing judgements to be made on rates of progress.
* Centile scores indicate the percentage of individuals of the same age who would be expected to score at the same or a lower level. Centile scores have an average of 50 and the general average range is 16-84. However, **intervals between rankings are not even**, meaning they cannot be used to compare rates of progress.
* Age Equivalent scores indicate the average age of children/young people who typically would score at the same level as the individual.
* Standardised scores and centile scores are more accurate and specific than age equivalent scores.

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| **Children and young people’s views** |
| As part of a wholistic assessment, schools/settings should always gather a child/young person’s views about their aspirations, strengths and needs. This should be done using approaches that are appropriate to them, to enable them to communicate their thoughts and feelings, and be involved in decisions that affect them. |

| **Name of assessment** | **Skills assessed / description** | **Age range** | **Individual/****group use** | **Approx. cost** | **Publisher / website** |
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| **Cognition and Learning - Literacy** |
| Essex Accuracy and Fluency Assessment of Literacy Skills (AFALS)  | Accuracy and fluency of:* Phonological awareness
* Reading and writing letter sounds
* Reading and writing phonic words
* Reading and writing High Frequency Words

Generalisation of skills. Other skills to also assess.Can be used directly to inform intervention. | Any | Individual | No cost | Available to Essex Schools via the SEND Training Offer course ‘Literacy and Literacy Difficulties’ (booking via Education Essex Online) |
| Phonological Assessment Battery (PhaB2) | The PhAB comprises six standardised tests, all designed to sample different aspects of phonological processing.  | 6-14y  | Individual | £240 | GL Assessment<https://www.gl-assessment.co.uk/assessments/products/phab2/>   |
| York Assessment of Reading Comprehension (YARC)Primary/SecondaryIncludes Single Word Reading Test (SWRT) | Analyses reading accuracy, rate and comprehension.Includes Single Word Reading Test as part of it (for free).* Early Reading (in Primary set): includes word reading, letter sound knowledge and phoneme awareness
* Primary set
* Secondary set
 | 4-7y4-11y11-16y | Individual | £300-350 | GL Assessment<https://www.gl-assessment.co.uk/products/york-assessment-of-reading-for-comprehension-yarc/>  |
| New Group Reading Test | Sentence and passage comprehension. | 6-16y | Group | Depends on how often administered (up to termly) | GL Assessment<https://www.gl-assessment.co.uk/products/new-group-reading-test-ngrt/>  |
| New Group Spelling Test | Word spelling and spelling in context (sentence completion).Completed digitally. | 7-14+y | Group | Approx £3 per pupil per test | GL Assessment<https://www.gl-assessment.co.uk/products/new-group-spelling-test-ngst/>  |
| DASH2 (Detailed Assessment of Handwriting Speed) | Assesses handwriting speed – can provide evidence for Access Arrangements for Key Stage 2 National Curriculum Tests and for General Qualifications. | 9-16y | Individual or Group | Depends on resources bought | Pearson Clinical[https://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/PerceptualFineMotorDevelopment/DetailedAssessmentofSpeedofHandwriting(DASH)/DetailedAssessmentofSpeedofHandwriting(DASH).aspx](https://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/PerceptualFineMotorDevelopment/DetailedAssessmentofSpeedofHandwriting%28DASH%29/DetailedAssessmentofSpeedofHandwriting%28DASH%29.aspx)  |
| Progress Test in English (PTIE) | Technical English skills (spelling, grammar and punctuation), reading comprehension and writingPaper or digital.Also available: version specifically for Y6-7 transition | Digital 7-14y Paper 5-14y | Individual or Group | Depends on version usedand number of pupils | GL Assessment<https://www.gl-assessment.co.uk/products/progress-test-in-english-pte>  |
| **Cognition and Learning - Maths** |
| Essex Educational Psychology Service Maths Intervention Assessment grid | Accuracy and fluency of key basic number skills.  | Any | Individual | No cost | Available on the Essex Schools Infolink  |
| Sandwell Early Numeracy Test – Revised (SENT-R) | Formative and summative info - Early numeracy skills: identification, oral counting, value, object counting and language. Gives skills gap analysis, Standardised Scores, Age Equivalent scores, Centile Scores and P levels/former NC levels. | 4-8 | Individual | £257 | GL Assessment<https://www.gl-assessment.co.uk/products/sandwell-early-numeracy-test-sent/>  |
| Sandwell Early Numeracy KS2-3 | Formative and summative info - Early numeracy skills: identification, oral counting, value, object counting and language. Gives skills gap analysis, Age Equivalent scores and P levels/former NC levels. | 8-14 | Individual | £257 | GL Assessment<https://www.gl-assessment.co.uk/products/sandwell-early-numeracy-test-sent/>  |
| The Basic Number Screening Test  | A quick (30 minute) assessment of numeracy skills focussing on children’s understanding of number and number operations. Parallel forms. Delivered orally so assesses number skills rather than reading ability. Gives Standard Scores and Age Equivalent Scores. | 5-12:08 years | Individual, small group, whole class | Manual £5010 forms £30 | <https://www.risingstars-uk.com/series/basic-number-screening-test> |
| Progress Test in Maths | * Number and Algebra
* Ratio, proportion and rates of change
* Geometry and measures
* Probability and Statistics

Gives Centile Scores, Age Equivalent, Standard Scores. | Digital 7-14. Paper 5-14 | Individual or Group | Depends on version used and number of pupils | GL Assessment<https://www.gl-assessment.co.uk/products/progress-test-in-maths-ptm/>  |
| **Cognition and Learning - Others** |
| Wechsler Individual Achievement Test 3rd Edition (WIAT-III-UK)Teacher version CL2R qualifications required | * Early reading skills
* Word Reading
* Reading Comprehension
* Word Spelling
* Oral reading fluency
 | 4-17 | Individual | £345 | Pearson<https://www.pearsonclinical.co.uk> Requires specific advanced qualifications. |
| Wide Range Achievement Test 5th Edition (WRAT-5) | * Word Reading
* Sentence Comprehension
* Spelling
* Maths Computation
* Reading Composite score
* Paper or digital
 | 5-85 | Individual or Group | £444  | Pearson<https://www.pearsonclinical.co.uk> Requires specific advanced qualifications. |
| **Autism Spectrum/Social Communication** |
| AET Progression Framework (Show Progress) | An interactive assessment tool for children and young people on the autism spectrum in mainstream and specialist early years, school and post 16 settings. Designed to support staff in identifying learning priorities and measuring progress in areas that fall outside the national curriculum. Free training for Essex schools on how to use and obtain the framework is available. | All ages | Individual  | Available at no cost if training is attended | For information: Autism Education Trust<https://www.autismeducationtrust.org.uk/resources/progression-framework> For training: See Education Essex Online website |
| Observation and Functional Behaviour Analysis  | Functional Behavioural Analysis (FBA) Framework for Autism Spectrum Disorder and Social Communication differences. * STAR observation - Part 1 of FBA.
* Analysis - Part 2 of FBA.
 | All ages | Individual  | No cost | Available on the Essex Schools Infolink |
| Sensory Awareness toolkit/ resource | Information, clues to spot needs, and strategies. Co-produced by Essex LA and NHS colleagues. | All ages | Individual | No cost | Available on the Essex Schools Infolink |
| AET Executive Functioning guide | ‘How do I Support Autistic Pupils with Executive Function Differences? A Practitioner’s Guide’Includes strengths/needs checklist and support strategies. |  |  |  | Available on the Essex Schools Infolink |
| **Social, Emotional and Mental Health** |
| Essex Trauma Perceptive Practice Six Core Strengths Assessment Tool | Available for schools that are fully engaged in the Essex Trauma Perceptive Practice programme. | School age | Individual | No cost | Available to Essex Schools on the SEMH Infolink pages.<https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/teaching_resources_semh.aspx> |
| Observation and Functional Behaviour Analysis  | Functional Behavioural Analysis (FBA) Framework for Social, Emotional and Mental Health needs. * STAR observation - Part 1 of FBA.
* Analysis - Part 2 of FBA.
 | All ages | Individual | No cost | Available to Essex Schools on the SEMH Infolink pages.<https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/teaching_resources_semh.aspx> |
| Environment Checklist for Pupils with SEMH Additional Needs | Checklist of contextual factors to consider to help understand a pupil’s emotional, social and mental health needs. | All ages | Individual | No cost | Available to Essex Schools on the SEMH Infolink pages.<https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/teaching_resources_semh.aspx> |
| Southampton EPS Emotional Literacy Checklists | Assessment (pupil, teacher and parent versions) and intervention resource books addressing:* Self-awareness
* Self-regulation
* Motivation
* Empathy
* Social skills
 | 7-1111-14 | Individual | £157 | GL Assessment<https://www.gl-assessment.co.uk/products/emotional-literacy/>  |
| Rosenberg Self-Esteem | Internationally used and standardised self-esteem questionnaire (completed by pupil). | All ages | Individual | No cost | Available on the Essex Schools Infolink |
| Mountain of Support | Pupil Views questionnaire about school (based on MORI research).  | KS2/3/4 | Individual  | No cost | Available on the Essex Schools Infolink  |
| The Warwick-Edinburgh Wellbeing Scale | The Warwick-Edinburgh Mental Wellbeing Scales were developed to enable the measuring of mental wellbeing in the general population and the evaluation of projects, programmes and policies which aim to improve mental wellbeing. The 14-item scale WEMWBS has 5 response categories, summed to provide a single score. The items are all worded positively and cover both feeling and functioning aspects of mental wellbeing, thereby making the concept more accessible. The scale has been widely used nationally and internationally for monitoring, evaluating projects and programmes and investigating the determinants of mental wellbeing. | 13-16+ | Individual | No cost | <https://www.corc.uk.net/outcome-experience-measures/warwick-edinburgh-mental-wellbeing-scale-wemws/>  |
| The Feelings Diary(Gillian Shotton) | Assessment (completed by pupil) and intervention resource book addressing self-awareness and self-regulation. | KS2KS3 | Individual | £27 | Sage Publications |
| Time to Talk (Alison Schroeder) | Structured assessment and intervention resource book addressing social skills for KS1. |  | Individual assessment with groupintervention | £23 | Learning Development Aids (LDA) |
| Socially Speaking(Alison Schroeder) | Structured assessment and intervention resource book addressing social skills for KS2. |  | Individual assessment with groupintervention | £23 | Learning Development Aids (LDA) |
| ‘Talk About’ series(Alex Kelly Ltd) | Structured assessment and intervention resource book series addressing self-awareness, social skills and self-esteem, including:* Talk About: For children
* Talk About: For teenagers
* Talk About Transitions: From education to employment
 | PrimarySecondary | Individual assessment with groupintervention | £40 | Routledge |
| School Concerns Questionnaire (Y6-7 Transition) | Simple questionnaire for pupils identifying how they are feeling about going to secondary school. Can be used to identify strengths and needs for planning and support. | Y6-Y7 | Individually completed,can be done with a group/class | No cost | Available on the Essex Schools Infolink |
| The Boxall Profile Handbook (Revised) | 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. Can be used for early identification, target setting and tracking progress. | 3 to 8 years 11-14  | Individual | From 50p per online assessment | The Boxall Profile Handbook (Revised) <https://boxallprofile.org/>  |
| Anna Freud Assessment Toolkit | The Anna Freud assessment tools for measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges. | Various | Various | Various | <https://www.annafreud.org/resources/schools-and-colleges/measuring-and-monitoring-children-and-young-peoples-mental-wellbeing/>  |
| Child Outcomes Research Consortium Resources | Measures and supported information which are intended to serve as an easily accessible resource for individuals looking for information on how to measure children and young people’s mental health and wellbeing. | Various | Various | Various | [Outcome & Experience Measures (corc.uk.net)](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.corc.uk.net%2Foutcome-experience-measures%2F&data=04%7C01%7C%7C9acbd472d73f46f4644f08d96e1a0dbf%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637661880435223130%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=33IgdxyTa3IibqjtXGYdm5hGqoivJKjcsiJilpGIQZo%3D&reserved=0) |
| **Speech, Language and Communication** |
| Universally Speaking | Universally Speaking is a series of booklets for anyone who works with children and young people. The booklets show where children should be with their communication skills at any given age.You can use the booklets to find out whether the children you work with are on the right track, what helps them learn to talk and listen and what to do if you have concerns about any of their communication abilities. | Birth to 55-1111-18 | Individual | Free to download | <https://shop.speechandlanguage.org.uk/products>  |
| Wellcomm Early Years ToolkitWellcomm Primary Toolkit | Complete assessment and intervention toolkit for Early Years and Primary speech and language. Resources can be used by non-specialists, e.g. LSAs. | 6mths-6yrs6-11years | Individual assessment and ideas for interventionIndividual assessment and ideas for intervention | £449 for each complete set or £799 for EY+Primary bundle | GL Assessment<https://www.gl-assessment.co.uk/products/wellcomm/>  |
| Speech, Language and Communication Progression ToolsThe Communication Trust | There are 8 Progression Tools, which highlight children and young people's language skills at the following key ages of development: 3, 4, 5-6, 7-8, 9-10 in early years and primary school, and 11-12, 13-14 and 16-18 in secondary school. They are based on research with clear information about expected milestones, to identify attainment and progress, and inform intervention. | EYPrimarySecondary | IndividualGroupClass | £55-110 per set (EY/Primary/Secondary) | The Communication Trust<http://www.thecommunicationtrust.org.uk/resources>  |
| TALC - Test of Abstract Language Comprehension (ELKLAN) | The TALC can be used to:* 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 understand the linguistic demands
 | Pre-school -11 years11 years + | Individual | £45 | ELKLAN<https://www.elklan.co.uk/Shop/>  |
| BPVS 3(British Picture Vocabulary Scale) | Receptive vocabulary (understanding of individual words).Gives standardised and centile scores. | 3-16 | Individual | £220 | GL Assessment<https://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-bpvs3/>  |
| PORIC (Personal Objects Representation Independence Consolidation) | Assessment checklists and resources to develop linguistic concepts (descriptive vocabulary) needed to access the Foundation and Key Stage 1 curricula. It is based on the core vocabulary and linguistic concepts incorporated in Ann Locke's 'Living Language' programme. | Primary skill levels | Individual | £55 | ELKLAN<https://www.elklan.co.uk/Shop/>  |
| Essex ‘Match-Give-Name’ Assessment of Early Vocabulary Skills | Simple, skills-based assessment framework of early key words identifying known concepts through observation (‘match’), receptive vocabulary (‘give’) and expressive vocabulary (‘name’).Assessment is based on Haring & White’s Instructional Hierarchy levels. Can be used to identify the pupil’s early level skills and which concepts/words to target next for planning and intervention. Can be amended to include concepts/words important to, or for, the individual pupil. | Any age, where pupil is at the stage of learning a small number of key words | Individual | No cost | Available on the Essex Schools Infolink |
| Every Child a Talker Monitoring Tool | The child monitoring tool enables practitioners to assess the developmental level of children’s speech, language and communication.  | 0-60 months | Individual | Free to download | Available on the Essex Schools Infolink |
| Speech Link | Speech Link is used to identify and support children with developmental speech sound difficulties. The online, screening assessment identifies whether a child’s speech is as it should be for their age. If a delay is present the package will recommend a programme of work. It will clearly indicate when a Speech and Language Therapist’s opinion is required, helping you make the most of your external agency support. | 4-8 years | Individual | Initially £330 then £180 per year | <https://speechandlanguage.info/speech>  |
| Infant Language Link Junior Language Link | Infant and Junior Language Link is an online package used to identify and support children with mild to moderate SLCN and those new to English. The assessment will also identify any children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with your local Speech and Language Therapy team. Junior Language Link also focuses on vital higher-level language skills such as making inferences, complex grammar and figurative language. | 4-8 years7 – 11 years | IndividualIndividual | Initially £425 then £275 per year Initially £425 then £275 per year | <https://speechandlanguage.info/infant> <https://speechandlanguage.info/junior>  |
| Secondary Language Link | Secondary Language Link is an assessment, targeted intervention and teacher training package which enables secondary schools to identify and support the language and communication needs of Key Stage 3 students aged 11-14 years. | 11-14 years | Individual | Pricing based on number of students | <https://speechandlanguage.info/secondary>  |
| Communication Supporting Classrooms Observation Tool | The observation tool is designed to be used in an observation of a classroom or a learning space by someone other than the adult working with the children.The tool is designed to profile the oral language environment of the classroom.  | 4-11 years | Class group | Free | <https://ican.org.uk/media/3208/tct_bcrp_csc_update.pdf>  |
| **Physical needs** |
| Warwickshire Occupational Therapy | Helpful baseline and outcome assessments, along with intervention programmes for:* Foundation Skills
* Hand Skills
* Skilled Hand Use
* Visual Perception
* Handwriting – Letter Formation
* Handwriting – Fluency and Speed
 | Various | Individual | Free | Available on the Essex Schools Infolink |
| Northamptonshire Physiotherapy Gross Motor Skills Developmental Checklist | Checklist of gross motor skills. | Various | Individual | Free | Available on the Essex Schools Infolink |
| Touch typing | Doorway Online Typing Tutor. Free and highly accessible.  | Any | Individual | Free | [Doorway Online](https://www.doorwayonline.org.uk/typing/) |