**Croydon SENCO Tool Kit: Identifying Pupils with SEND
Resource 6: Tools and checklists to support assessment of and provision for pupils who may have SEND**

Communication and Interaction

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| Checklists and resources to support identification of need |
| Speech, Language and Communication |
|  **I CAN Talking Point Ages and Stages**Resource for teachers across all phases to support identification of speech an<http://www.talkingpoint.org.uk/teachers>**Communication Trust** Universally SpeakingA series of three booklets that provide information to support children to develop skills in line with their age as well as identify children who may be struggling.**Universally Speaking Pre- School (0-5)**[Universally Speaking 0-5](https://www.thecommunicationtrust.org.uk/media/363847/tct_univspeak_0-5.pdf)**Universally Speaking Primary (5-11)**[Universally Speaking Primary (5-11) Resources](https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking.aspx#sthash.AsWoQo5i.dpuf)**Checklist from Universally Speaking - 5 to 11**[Universally Speaking Checklist (5-11) Checklist](https://www.thecommunicationtrust.org.uk/media/363853/us_checklist_new.pdf)**Universally Speaking Secondary 11 to 18**[Universally Speaking Secindary Resources (11-18)](https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking.aspx%23sthash.AsWoQo5i.dpuf)**AFASIC** resources for professionals – range of materials to support adults to identify and meet the needs of pupils with SLCN (£)[http://www.afasic.org.uk/professionals/resources-for-professionals/#12](http://www.afasic.org.uk/professionals/resources-for-professionals/%2312%20) **Inclusion Development Programme**[IDP for pupils with Speech, Language and Communication Needs](http://www.idponline.org.uk/psslcn/slcn/pages/media/docs/idp_slcn_ident_pri.pdf)**British Picture Vocabulary Scale (BPVS) £**This tool assesses receptive(hearing) vocabulary for children and young people aged 0-16.No reading is required it can be used for non-readers and pupils with expressive language impairments. It can be sued for pupils with autism and other communication difficulties and pupils with EAL.  |
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| **Communication Friendly Checklists**<https://www.thecommunicationtrust.org.uk/media/93826/making_your_place_great_for_communication_final_1_.pdf>and<https://www.thecommunicationtrust.org.uk/media/93829/communication_friendly_environments_checklist1.pdf>**Creating a communication-supportive environment for all pupils**<http://www.idponline.org.uk/psslcn/slcn/pages/media/docs/idp_slcn_com_environment.pdf>**IDP Key strategies for supporting SLCN in class**<http://www.idponline.org.uk/psslcn/slcn/pages/media/docs/idp_slcn_key_strategies.pdf>**IDP Features of a communication friendly school**<http://www.idponline.org.uk/psslcn/slcn/pages/media/docs/idp_slcn_com_pri.pdf> |
| Autism/Social and Communication Difficulties  |
| Checklists and resources to support identification of need |
| Autism or attachment checklist ( Coventry Grid)<http://drawingtheidealself.co.uk/drawingtheidealself/Downloads_files/Coventry%20Grid%20Version%202%20-%20Jan%202015.pdf>Social Communication Difficulties Checklist<http://www.plymouth.gov.uk/socialcommunicationchecklist.pdf>Autism Education Trust – Sensory Assessment Check List<http://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.2-Sensory-assessment-checklist.pdf>Sensory Sensitivities Checklist [www.**milton**-**keynes**.gov.uk/.../**Sensory**%20**Sensitivities**%20**Checklist**.pdf](http://www.milton-keynes.gov.uk/.../Sensory%20Sensitivities%20Checklist.pdf)  |
| Environmental checklists and resources, strategies and access arrangements to support quality first teaching |
| **National Autistic Society**http://www.autism.org.uk/about.aspx**Autism Education Trust (AET)****Tools for Teachers**http://www.autismeducationtrust.org.uk/resources/tools%20for%20teachers.aspx**Competency framework**[AET Competency Framework](http://www.aettraininghubs.org.uk/wp-content/uploads/2016/01/AET_CompetencyFramework_22012016.pdf)**Sensory Audit for Schools and Classrooms**[**Sensory audit tool for schools and classrooms**](http://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.1-Sensory-audit-tool-for-environments.pdf)Creating an accessible physical environment for pupils on the autistic spectrum :[Advanced training-adapting physical environment for pupils on the autism spectrum](http://www.advanced-training.org.uk/resources/ASD/Unit%20PDFs/17_physical_environment.pdf)**Sensory Sensitivities Strategies**.[www.**miltonkeynes**.gov.uk/.../**Sensory**%20**Sensitivities**%20**Strategies**.docm](http://www.miltonkeynes.gov.uk/.../Sensory%20Sensitivities%20Strategies.docm) |

Cognition and Learning

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| **Checklists and resources to support identification of need** |
| **Croydon SENCO Toolkit – Indicators of Specific Learning Difficulties/Dyslexia****Recommended Standardised Tests** (Unless stated otherwise these tests can be administered without the need of additional specialist qualifications. All tests should be administered by a qualified teacher and where possible enhanced qualifications around SEN provision)**General Ability TestsCognitive Abilities Test – Fourth Edition (CAT4)**Ages 6-17*CAT4* assesses a pupil’s ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. The tests can be used to identify a pupil’s strengths, weaknesses and learning preferences to support planning appropriate, personalised provision. **Non Verbal Reasoning**Ages 8-14This is a no reading test suitable for pupils with limited reading skills or EAL pupils. It will give a clearer picture of a pupil’s abilities to help inform teaching strategies and indicate their future potential academic performance.**Raven’s Colour Progressive Matrices\***This is an assessment of non-verbal ability. It can provide useful indicator of potential academic performance.\*It can be administered by qualified teachers with enhance post graduate qualifications in the area of SEN.**Reading****Miscue Analysis**Diagnostic tool to help teachers identify cues used by readers to decode and make sense of a text. Useful to baseline pupils eading skills and attributes as well as a measure of impact of any reading interventions**Running Records**Diagnostic tool that can help teachers to identify patterns in a pupil’s reading behaviour, similar to miscue analysis**High Frequency Word Recall**Range of Check lists linked to the Letters and Sounds Programme available to download freely from the web.**Reading Accuracy and Comprehension Standardised Tests****Grays Oral reading Test (6-23)**Test for oral reading fluency and comprehension**York Assessment of Reading for Comprehension: Early Reading and Passage Reading Primary (YARC Primary 4-11)**The assessment is split into two tests; early reading and passage reading.The Early Reading section measures a child’s phonological skills, alphabetic knowledge and word reading The Passage Reading section measures the accuracy, rate and comprehension of oral reading skills.**York Assessment of Reading for Comprehension: Passage Reading Secondary (YARC Secondary 11-16)** Assessment of reading accuracy, fluency and comprehension and offers qualitative information about students’ inferencing skills. **Single Word Reading Test (SWRT) Ages 6-16**Assessment of a pupil’s word reading skills and will contribute to an assessment of overall reading achievement, as well as informing teaching and learning strategies.**Phonological Assessment Battery(PhAB) (Ages 6-14) and PhAB 2 Primary ( Ages 5-6 7-11)**Assessment of phonological processing skills in individual children Due to the diagnostic nature of the results provided, *PhAB* can also be used to inform further teaching and intervention programmes to help with the child’s specific phonological difficulties. It can be used for bi-lingual children and children with English as an additional language. It can be used to support requests for access arrangements in exams**Diagnostic Test of Word Reading Processes *(DTWRP****)* Assessment to test knowledge of regular words, exception words and non-words enabling the nature of a child’s reading difficulty to be easily identified – whether this is **poor phonological recoding** (the automatic conversion of spelling patterns to sound which is key to reading unfamiliar words and non-words), **poor lexical-semantic processing** (direct access to the meaning and pronunciation of familiar words which is key to the accurate reading of irregular words) or a combination of both.**New Salford Sentence Reading Test (2011) (ages 6-10 and 5-12 for comprehension sub tests)**Tests sentence level reading and comprehension with standardised scores **Spelling** The Single Word Spelling Test (SWST) Ages 6-14 Assessment measures pupil spelling skills with analysi on spelling errors and strategies to address emerging issues.Diagnostic Spelling Tests (Hodder)**WritingThe Detailed Assessment of Speed of Handwriting (DASH)**Ages 9-16Assessment tool to identify pupils with handwriting difficulties as well as assessing writing speed. |
| **Environmental checklists and resources, strategies and access arrangements to support quality first teaching** |
| Croydon SENCO Tool Kit :Primary Dyslexic friendly classroomSecondary Dyslexic Friendly Classroom. |  |

Social, emotional and mental health needs

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| Checklists and resources to support identification of need |
| Leuven engagement and enjoyment scale<http://www.plymouth.gov.uk/documents-ldtoolkitleuven.pdf>Strength and Difficulties Questionnaire<http://www.sdqinfo.com/>Boxall Profile £<https://nurturegroups.org/introducing-nurture/boxall-profile>Pupil Attitudes to Self and School £<http://www.gl-assessment.co.uk/products/pass-pupil-attitudes-self-and-school>Emotional Literacy: Assessment and Intervention £<http://www.gl-assessment.co.uk/products/emotional-literacy-assessment-and-intervention-0> |
| Environmental checklists and resources, strategies and access arrangements to support quality first teaching |
| Advanced training materials ADHD[http://www.advanced-training.org.uk/module3/M03U15.html#](http://www.advanced-training.org.uk/module3/M03U15.html)SSAT complex needs training materials – ADHD, FASD, Attachment and mental health<http://complexld.ssatrust.org.uk/project-resources/cldd-briefing-packs.html>Beyond the Boxall Profile – strategies and resources £<https://nurturegroups.org/publications/essential-boxall/beyond-boxall-profile-strategies-and-resources>DfE guidance<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416786/Mental_Health_and_Behaviour_-_Information_and_Tools_for_Schools_240515.pdf> |

Sensory and/or Physical needs

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| Checklists and resources to support identification of need |
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| Environmental checklists and resources, strategies and access arrangements to support quality first teaching |