



Early Identification Toolkit



HILLINGDON



Hillingdon Parent
Carers Forum



North West London
Integrated Care System



Hillingdon SEND
and AP Partnership

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What is Early Identification and why is it so important?

Every child deserves to thrive—and that starts with noticing and responding to their needs early

This toolkit is designed to support all educational settings in recognising early signs that a child or young person may be struggling, and to guide effective responses through a clear, graduated approach.

What is Early Identification?

Early identification means recognising a child's emerging needs or developmental differences as soon as possible, so that the right support can be put in place. These needs may relate to communication, learning, emotional wellbeing, or physical development.

The SEND Code of Practice (2015) states that:

"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."

Why this Toolkit?

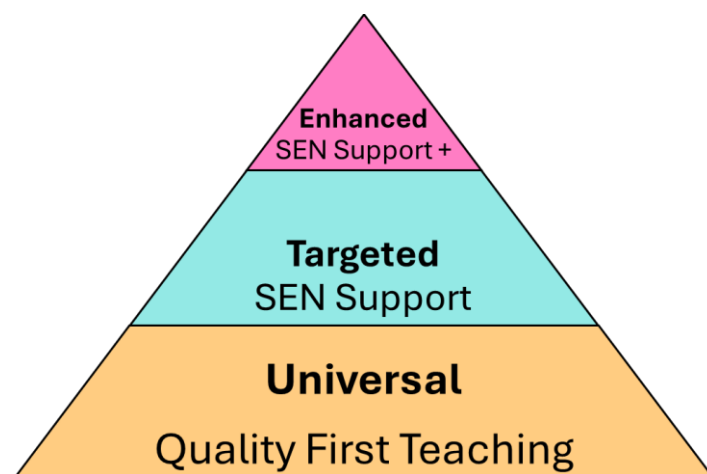
This toolkit provides:

- Practical guidance and checklists to help staff notice needs early;
- Links to [Ordinarily Available Provision](#) (OAP) for strategies;
- Tools to support the Graduated Approach (Assess–Plan–Do–Review);
- Advice on when and how to seek further support.

Whether you are a teacher, SENCO, key worker, or support assistant, this document is here to help you make confident, informed decisions about a child's needs and next steps.

Embedding a Graduated Approach

The Graduated Approach is a structured, evidence-informed method used to identify and respond to the individual needs of children and young people with Special Educational Needs and Disabilities (SEND). It is underpinned by a continuous cycle of Assess – Plan – Do – Review, enabling settings to provide increasingly targeted support based on a child's evolving needs.

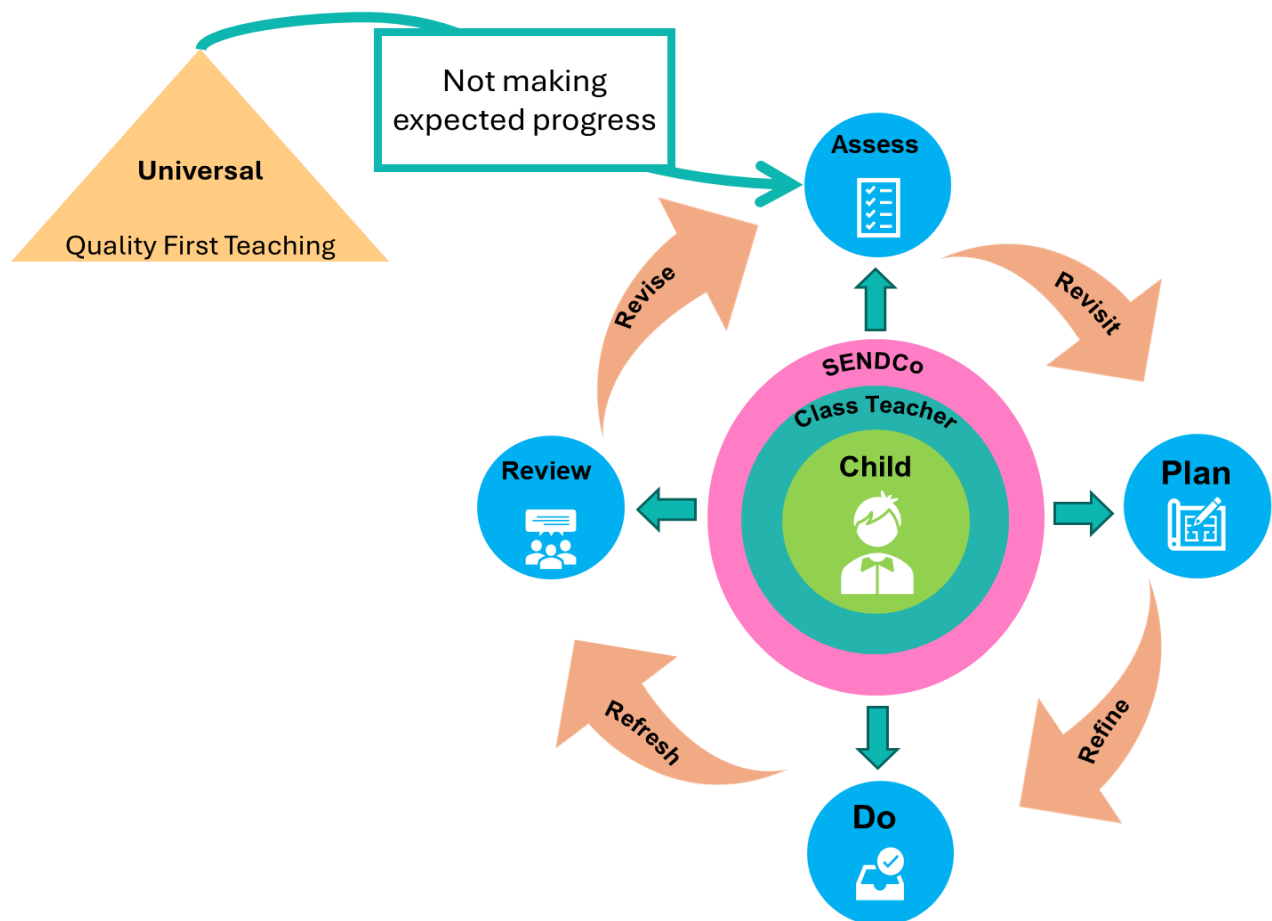


This approach places the child at the centre of decision-making and ensures that interventions are responsive, proportionate and outcome-focused. It promotes reflective practice, collaborative planning with families, and the use of high-quality teaching strategies as a foundation for all support.

By systematically implementing the Graduated Approach, educational settings can ensure that:

- Emerging needs are identified promptly;
- Interventions are based on clear, measurable outcomes;
- Provision is tailored and adjusted over time;
- Support is built on a foundation of Quality First Teaching and inclusive classroom practice.

Adopting this approach as a standard part of professional practice ensures consistency, accountability, and equity in the support provided to all learners.



The Four Areas of Need as stated in the SEND Code of Practice

There are four main areas of need that help education staff understand how to support a child or young person with special educational needs and disabilities (SEND).

A child may have needs in one or more of these areas, and these may change over time. These categories help staff decide:

- what type of support might help
- what steps can they take to meet a child's needs.

The need can be without a diagnosis or formal label. They are:

- **Communication and Interaction**

This includes:

- Speech, language and communication needs (SLCN). Children and young people with SLCN have difficulty in communicating with others; this may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication.
- Autism and social communication difficulties.

- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD) where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Support is likely to be needed into adulthood.
- Profound and multiple learning difficulties (PMLD) where children and young people are likely to have very severe and complex learning difficulties as well as a physical disability or sensory impairment. Many will also have complex medical needs.
- Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disabilities such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Physical and or Sensory Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

This includes children and young people with:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI) (a combination of vision and hearing difficulties)
- Physical disability (PD)
- Medical Needs

For more information on these Areas of Need, please refer to the [SEND Code of Practice 2015](#).

Neurodiversity and Needs-Led Practice Statement

“Our brains collect information, put it together and decide what to do with it. Neurodiversity means we are all different in how we think, feel and learn, because our brains process information differently.

Most people are neurotypical their brains work in similar ways so they learn in similar ways. A small number of pupils are neurodivergent, their brains process information in different ways.”

(PINS Project, Department for Education, 2022)

As a local area participating in the Department for Education’s Partnership for Inclusion of Neurodiversity in Schools (PINS) Project, Hillingdon is committed to promoting a neurodiversity-affirming approach across all early identification and support processes. We take a needs-led, not diagnosis-led, approach ensuring that children and young people receive timely, appropriate support based on their individual profiles. Our aim is to create inclusive, supportive environments where all children can thrive, with early identification as a collaborative process involving families, educators, and professionals.

What do I do if a child is making less than expected progress/I have concerns?

For many children and young people (CYP) who are making less than expected progress, the underlying area of need may not be immediately clear. Some may present with co-occurring (co-morbid) needs, involving a combination of learning, communication, emotional, or physical difficulties. In such cases, a graduated, evidence-informed approach is essential—gathering information over time through careful observation, assessment, and close collaboration with families.

Understanding ‘Less than Expected Progress’

In the context of this toolkit, ‘less than expected progress’ refers to a child working below Age-Related Expectations (ARE), based on current teacher assessments. This may be described as:

- ‘Below’ ARE – approximately 12 to 24 months behind expected levels.
- ‘Well below’ ARE – approximately 24 to 36 months behind expected levels (e.g., a child accessing a Year 4 curriculum in Year 7).
- ‘More than 3 years below’ ARE – more than 36 months behind (e.g., a child accessing a Year 5/6 curriculum in Year 9/10).

These indicators provide a helpful starting point but should always be considered alongside wider information about the child’s development, context, and day-to-day functioning.

If you have concerns that a CYP is struggling in one or more areas of development, this toolkit is designed to support you in building a holistic picture of their strengths and

needs. It includes structured checklists, assessment tools, and strategies aligned with Ordinarily Available Provision.

For further guidance on how to implement high-quality, evidence-based practices for pupils with SEND, we recommend referring to the [Education Endowment Foundation's \(EEF\) SEND Guidance Report](#). This national framework offers practical recommendations on how to support inclusive teaching and targeted interventions that improve outcomes for all learners.

Specific circumstances affecting a child's progress that need to be considered

Children and young people's progress can be influenced by a range of internal and external factors. While these do not always result in special educational needs or disabilities (SEND), they can lead to short-term or fluctuating barriers to learning that require additional support and careful monitoring. Understanding the whole child in context is essential.

This understanding aligns with Dr Urie Bronfenbrenner's ecological systems theory, which emphasises the importance of the multiple environments that interact to shape a child's development—including family, school, community, and wider society.

Factors that may affect progress include:

- Social, Emotional and Mental Health (SEMH) needs
- Challenging domestic circumstances (e.g. bereavement, family breakdown, housing instability, parental mental health or substance misuse)
- English as an Additional Language (EAL)
- Children who are Looked After (LAC)
- Children of Service Personnel

These circumstances should be viewed from a holistic perspective. It is important to distinguish between a child who has additional needs requiring targeted or specialist support, and one whose progress may be temporarily affected by external pressures. Early recognition and proportionate response are key.

For further information, the Department for Education outlines guidance on vulnerable learners and those facing complex life circumstances. See:

DfE: [Mental health and behaviour in schools](#)

DfE: [Promoting the education of looked-after children](#)

DfE: [Supporting Service Children in Schools](#)

This toolkit encourages practitioners to consider these broader influences when assessing needs, planning support, and engaging in early intervention.

How to use this Toolkit

Action to take	Taken
1. What are your concerns? Gather your evidence – observations, work samples, informal/formal assessments and data.	
2. Discuss the areas of need with your SENCO.	
3. Meet with parents/carers to discuss strengths and concerns – coproduction should be ongoing.	
4. Use relevant checklists to track starting points and identify specific areas of need.	
5. Identify strategies to implement – settings should refer to the Ordinarily Available Provision documents.	
6. Strategies to be implemented and logged on checklists.	
7. Monitor impact of strategies.	
8. Setting will review impact and decide next steps.	

It is important that all settings have a documented process in place for staff to raise concerns to the SENCO.

Checklists

Checklists have been broken down into Need Type.

If the child you are working with does not meet the criteria stated in the identified age range, please refer to an earlier age range.

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
<u>Early Years (1-5 years old)</u>	<u>Early Years (1 – 5 years old)</u>	<u>Early Years (1 – 5 years)</u>	<u>Early Years (1 – 5 years old)</u>
<u>Year 1</u>	<u>Year 1</u>	<u>Year 1 - 6</u>	<u>Year 1</u>
<u>Year 2</u>	<u>Year 2</u>	<u>Year 7 - 11</u>	<u>Year 2</u>
<u>Year 3 - 4</u>	<u>Year 3 - 4</u>		<u>Year 3 - 4</u>
<u>Year 5 - 6</u>	<u>Year 5 - 6</u>		<u>Year 5 - 6</u>
<u>Year 7 – 9</u>	<u>Year 7 – 9</u>		<u>Year 7 onwards</u>
<u>Year 10 - 11</u>	<u>Year 10 - 11</u>		
			<u>Visual Needs Early Years - Year 6</u>
			<u>Visual Needs - Year 7 onwards</u>
			<u>Hearing Needs - Early Years - Year 6</u>
			<u>Hearing Needs - Year 7 onwards</u>

For Early Years Settings, please refer to the [Department of Education Assessment Tool](#) / [Social Communication and Play Journal](#).

Assessments

[Speech, Language and Communication](#)

[Cognition and Learning](#)

[SEMH](#)

[Miscellaneous](#)

Visual/Hearing impairment:

If you're concerned about a child/young person's hearing, discuss your concerns with the parents/carers who will need to speak to their doctor or health visitor about the child/young person seeing an audiologist. The audiologist should carry out a hearing test to confirm whether the child/young person has a hearing difficulty, and what the options are for managing it.

Children with visual impairments are normally diagnosed quite early on and referred to specialists. However, if you're concerned about a child/young person's vision, discuss your concerns with the parents/carers who will need to speak to their doctor/optician or health visitor about the child/ young person.

Ordinarily Available Provision

Production of the Ordinarily Available (OA) Document

The Ordinarily Available document has been co-produced with SENCOs, professionals and parents and involved consultation with a range of services and organisations.

Understanding 'Ordinarily Available'

Educational settings make a range of ordinarily available provision for all children and young people, including those with SEND, from the totality of resources available to them. The OA document serves as a tool to assist schools/settings in enhancing their support for pupils with SEND, promoting consistency with the practices commonly found in the majority of schools.

Please [click here](#) to see our Ordinarily Available Provision Document.

Please [click here](#) to see our Ordinarily Available Provision Checklists – Early Years.

Please [click here](#) to see our Ordinarily Available Provision Checklists – Schools.

Please [click here](#) to see our Ordinarily Available Provision Checklists – Post 16.

Useful Contacts

Please [click here](#) to see a list of useful contacts, separated into need type.

Please [click here](#) to be taken to the Local Offer.

References

The Ecology of Human Development: Experiments by Nature and Design. Bronfenbrenner, U. (1979).

A foundational text introducing ecological systems theory, which explains how a child's development is influenced by multiple interacting environmental systems—from family and school to broader societal and cultural contexts.

Available via academic publishers or libraries. [Link: <https://psycnet.apa.org/record/1980-01818-000>]

Mental Health and Behaviour in Schools. Department for Education, UK (Updated 2018).

Guidance for schools on identifying and supporting pupils whose behaviour may be related to mental health difficulties, with emphasis on early intervention and whole-school approaches.

[Link: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>]

Promoting the Education of Looked-After Children and Previously Looked-After Children. Department for Education, UK (2018).

Sets out statutory responsibilities and best practice for supporting the educational progress of looked-after and previously looked-after children.

[Link: <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>]

SEN Support and the Graduated Response. National Association for Special Educational Needs (NASEN), UK.

Provides practical guidance on implementing the graduated approach (Assess–Plan–Do–Review), with tools to help schools deliver timely, individualised support for learners with SEND.

[Link: <https://www.nasen.org.uk/resources/sen-support-and-graduated-response>]

SEND Code of Practice: 0 to 25 years. Department for Education and Department of Health, UK (2015).

This statutory guidance sets out the duties of local authorities, schools, and health bodies in identifying and supporting children and young people with Special Educational Needs and Disabilities (SEND) from birth to age 25.

[Link: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>]

Special Educational Needs in Mainstream Schools – Guidance Report. Education Endowment Foundation (EEF).

Offers evidence-based strategies for supporting pupils with SEND, including recommendations on high-quality teaching, targeted support, and effective use of teaching assistants.

[Link: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>]

The Service Pupil Premium: What You Need to Know. Department for Education, UK.

Information on supporting children of armed forces personnel in education settings, with guidance on effective use of funding.

[Link: <https://www.gov.uk/government/publications/the-service-pupil-premium>]

Appendices:

Assessments:

- Speech, Language and Communication
- Cognition and Learning
- SEMH
- Miscellaneous

Speech, Language and Communication Assessments

Name	Ages	What do I need to do before using this?	Which need does it assess?	What does it measure/assess?	Does the assessment result in a standardized score?	Is formal training or a qualification needed?	Where is it available from?	Can a childminder/carer use it at home?
Language Link	Ages 4- 14	Subscription	Language and communication	Identifies language difficulties (possible DLD) and provides ready-made intervention packages to support progress	Yes RAG rated	Regular Language Link training is held virtually	https://speechandlanguage.link/	No
Speech Link	Ages 4 - 8	Subscription	Speech sounds	Identifies speech sound difficulties and resources to work on them	RAG rated	No	https://speechandlanguage.link/	No
Hillingdon Development tool	Early Years	N/A	Language and communication	RAG rating tool / set of statement to identify next steps and assess if a child needs a referral to specialist services	RAG rates	No	https://www.cnw1.nhs.uk/children-integrated-therapy-service/referrals	Yes
Welcomm	6 months – 6 years	Subscription	Communication and interaction	Assess child's current level of speech and language	No but provides detailed report	Yes	GL Assessments	No
Progression Tools	3-4 Years 4-10 years 11-18 years	Purchase Progression Tools	Speech, language and communication	Progression tool and observation checklist to RAG rate child's stage of development	RAG Rates	No	https://shop.speechandlanguage.org.uk/collections/progression-tools	Yes

Speech and Language UK's Child's Progress Checker	0-11	N/A	Speech, language and communication	Online progress checker	No	No	https://progress-checker.speechandlanguage.org.uk/	Yes
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Cognition and Learning Assessments

(includes assessments for reading, spelling, reasoning etc.)

Name	Ages	What do I need to do before using this?	Which need does it assess?	What does it measure/assess?	Does the assessment result in a standardized score?	Is formal training or a qualification needed?	Where is it available from?	Can a childminder/car er use it at home?
Accelerated Reader	From year 2 onwards	N/A	Cognition and Learning	Reading programme with assessments build in for children once reading simple sentences	Yes: gives reading age and standardised score	No	Renaissance	Yes
British Picture Vocabulary Scale (BPVS)	Primary and Secondary	N/A	Verbal Reasoning	Understanding of vocabulary- each word has four pictures to select from to show if they understand word meaning. Gives idea of general understanding of the word. Verbal reasoning general ability measure. Used alongside non verbal reasoning to compare.	Yes and age equivalent	No	GL Assessments	Yes
Cognitive Abilities Test (CAT4)	Primary and Secondary	N/A	Cognitive abilities test	Reasoning with words, numbers, shapes and designs.	Yes	Yes	GL Assessment	Yes
Comprehensive test of Phonological	4 years to 24 years and 11 months	N/A	Phonological processing	Phonological awareness, phonological	Yes	Yes	Pearson Clinical by R Wagner et al.	No

processing – Second Edition (CTOPP-2)				memory and rapid naming.				
Dyslexia Screener	5 years – 16+	N/A	First stage screening assessment for dyslexic tendencies	Identifies dyslexic tendencies in pupils and recommends intervention strategies. Digital or paper format.	Yes	Yes	GL Assessment	Yes
Dyslexia Portfolio	Primary and Secondary	N/A	Individual follow- up assessment to the dyslexia screener for those pupils who may have been screened as having dyslexic tendencies, or whose performance in literacy is causing concern. Assesses individual signs of dyslexia	Assesses the following: Naming, Speed Reading, Speed Phoneme Deletion, Non- word Reading, Single Word Spelling, Recall of Digits forwards, Recall of Digits backwards, Single Word Reading, Writing – copying/free writing speed	Yes for each area	No	GL Assessment	Yes
Lucid - Ability	Primary and Secondary	N/A	Computerised assessment of verbal and non- verbal skills	Verbal consists of questions to test vocabulary, verbal analogies, logical reasoning, symbol manipulation etc. Nonverbal consists of visualisation of sequences,	Standardised scores, age equivalents and percentiles. Results are independent of reading attainment. Lucid Ability also gives an estimate of general intelligence.	No	GL Assessment	Yes

				patterns etc. Paper or digital formats are available for different age groups.				
Lucid – Rapid (part of the Lucid suite of assessments for specific learning difficulties)	Age 4-15	N/A	Provides an indication of dyslexia	Quick group/class screening for dyslexia in pupils. Consists of 4 sub-tests according to age – Phonological processing, working memory, visual-verbal integrations memory, phonic decoding skills	Standardised scores, age equivalents and centiles	The administrator's manual explains how to interpret results and their implications for learning	GL Assessment	Yes
Lucid – LASS (art of the Lucid suite of assessments for specific learning difficulties)	8-11 years and 11-15 years	N/A	Cognition and Learning	Designed to highlight differences between actual and expected literacy levels, with two versions: 8-11 and 11-15 years. Assesses areas such as: visual memory, auditory-verbal memory, spelling, reasoning and reading for meaning, reading single words and	Yes in each area.	No, but preferable to read the resulting charts.	GL Assessment	Yes

				phonological processing.				
Neale Reading Analysis of Reading Ability – Second Revised British Edition – Nara II	Primary and Secondary	N/A	Reading – accuracy, comprehension and rate	Consists of 2 parallel sets of graded passages, plus extension passages for use with more able or older pupils and diagnostic tests	Yes – standardised scores, age equivalents and percentiles	No, the administrator's manual explains how to interpret results, gives case studies and advice on next steps	Neale Reading Analysis of Reading Ability – Second Revised British Edition – Nara II by MD Neale	No
Nessy – Dyslexia Quest Screening	Primary	N/A	Cognition and learning. Provides a report of learning abilities associated with dyslexia.	Assesses 6 cognitive ability areas, including: processing speed, phonological awareness, auditory sequential memory, visual word memory, visual sequential memory and working memory.	Yes in each area.	No, it generates a report.	Nessy – Dyslexia Quest	Yes
New Salford Sentence Reading Test	Primary – age 6 upwards	N/A	Reading – accuracy and optional measure for checking comprehension	Gives a reading age and comprehension age. Consists of 3 equivalent sets of graded sentences. Suitable for less able readers from the age of 6 upwards.	Yes – standardised scores, age equivalents and percentiles	No, the manual is clear and easy to follow. Would advise reading the manual carefully and carrying out some practice tests on children you are not concerned about	Colin McCarty and Marie Lallaway	Yes
Phonological Assessment Battery (PHAB)	6-14 years	N/A	Phonological awareness and processing	Designed to assess phonological processing in	Yes, standardised scores, age	No, however would recommend reading the	GL Assessments	No

				individual children. It is a practical measure that identifies children who have significant phonological difficulties and need special help in processing sounds in spoken language.	equivalents and percentiles	manual carefully and perhaps watching someone experienced in using it before doing on your own. It's quite involved.		
PM Benchmark Reading Assessment	Primary	N/A	Reading – assesses instructional and independent reading levels and understanding of the texts	Consists of 46 levelled fiction and non-fiction texts ranging from emergent levels to reading age 12.	No	No	Available at Scholastic Shop	Yes
Precision teaching	Primary and secondary	N/A	Reading – measures word recall	Consists of reading target words automatically, on a daily basis.	No – proficiency level is 95% accuracy	No	Kent Educational Psychology Service	Yes
Raven Coloured Progressive Matrices	Primary and secondary	N/A	Nonverbal reasoning	Puzzles/patterns of increasing complexity – children have to identify the missing piece from 4 choices. Gives non-verbal reasoning general ability measure	Yes and age equivalent	No	Pearson Assessments by John C Raven et al	Yes
Sandwell Early Numeracy Test (SENT)	Primary	N/A	Cognition and Learning - numeracy	Assesses a pupil's ability with numbers,	Yes – number age and	Some skills required: would	GL Assessment	Yes

				through exploring five strands of basic numeracy skills: identification, oral counting, value, object counting and language	standardised score	need a demonstration		
Single Word Spelling Test (SWST)	Primary to year 8 – age 6-14 years	N/A	Cognition and Learning - spelling	A group test designed to assess spelling attainment. Digital or paper format. Consists of graded spelling lists.	Yes – standardised scores, age equivalents and percentiles	No. The administrator's manual explains how to interpret results, gives case studies and advice on next steps.	GL Assessment	Yes
Verbal Reasoning and Non-Verbal Reasoning	Primary	N/A	Cognition and Learning	Verbal Reasoning reveals how a pupil takes on board new information by measuring their ability to engage with language. Non-Verbal reasoning involves no reading and so provides insight into the abilities of pupils who think more easily in images than words. It also measured the potential of pupils with limited reading skills including those with	Yes	No	GL Assessment	Yes

				dyslexia, poorly motivated pupils, and EAL pupils				
Wide Range Achievement Test 4(WRAT-4)	5-94 years of age	N/A	Measures basic academic skills	Word reading, sentence comprehension, spelling and math computation.	Yes	Yes	Pearson Clinical by GJ Roberston and GS Wilkinson	No
York Assessment of Reading for Comprehension (YARC)	Primary and Secondary	N/A	Cognition and Learning - reading	Rigorous reading assessment used to identify difficulties with word recognition, reading fluency or reading comprehension.	Yes – standardised scores, age equivalents and percentiles	No. The administrator's manual explains how to interpret results, gives case studies and advice on next steps.	GL Assessment	No

Social, Emotional and Mental Health Assessments

Name	Ages	What do I need to do before using this?	Which need does it assess?	What does it measure/assess?	Does the assessment result in a standardized score?	Is formal training or a qualification needed?	Where is it available from?	Can a childminder/carer use it at home?
Revised Child Anxiety and Depression Scale (RCADS)	Ages 8-18	Read guidance available on CORC website	SEMH	Emotional Wellbeing	Yes	No	CORC website	Yes
Strengths and Difficulties Questionnaire (SDQ)	Ages 4-18	Read guidance available on CORC website	SEMH	Emotional wellbeing	Yes	No	CORC website	Yes
Outcome and Experience Measures	Ages 0-18	Read guidance available on CORC website	SEMH	Emotional wellbeing	Yes	No	CORC website	Yes
The Boxall Profile	Ages 4-16	N/A	SEMH	Emotional wellbeing	Report	Manual online	Boxall Profile	Yes
Pupils Attitudes to School and Self - PASS	Primary and Secondary	N/A	SEMH	Pupils' attitudes to school and self. It also provides interventions and guidance.	Traffic light report	No	GL Assessment	No

Miscellaneous Assessments

Name	Ages	What do I need to do before using this?	Which need does it assess?	What does it measure/assess?	Does the assessment result in a standardized score?	Is formal training or a qualification needed?	Where is it available from?	Can a childminder/carer use it at home?
Detailed Assessment of Speed of Handwriting (DASH)	9-16	N/A	Speed of handwriting and handwriting difficulties - dysgraphia	Writing speed, free and copy speeds, identifies signs of dyspraxia or dysgraphia	Yes	Yes	Pearson Clinical By Anna Barnett et al.	Yes
Wide Range Intelligence Test (WRIT)	4-25	N/A	Intelligence test	Assessment of cognitive abilities years. Assesses both verbal and nonverbal abilities, yielding a Verbal IQ and a Visual IQ, which generate a combined General IQ.	Yes	Yes	Pearson Clinical By J Glutting et al.	Yes
Lucid Recall	7-16	Read GLS Manual	Working memory – processing speed	It consists of 3 subtests, Phonological loop, Visuo-spatial, sketchpad, and Central Executive function.	Standardised scores, age equivalents and centiles	The administrator's manual explains how to interpret results and offer advice on strategies.	GL Assessment	Yes
Digit Memory Test	6-16	N/A	Working memory	Recall of graded sequences of numbers repeating	Standardised scores and percentiles	No	Staffordshire Digit Memory Test	Yes

				forwards and then backwards				
Performance Indicators for Valued Assessment and Targeted learning (PIVATS)	Up to the revised national curriculum – Year 4 ARE	Watch training online	System to assess learning and set targets for pupils well below national expectations for their age	Measure small steps in attainment, within the PIVATS structure, P scales broken down into small steps	No	No	Lancashire Professional Development Centre	Yes
WRAPS	4.6-9.0	N/A	Literacy	Word recognition and phonological screening – gives word recognition age	Yes	No	Word recognition & Phonics Skills Test (WRaPS) by David Mosely Amazon/Waters tones	Yes
DRA	7-16	Read the manual	Literacy	Diagnostic reading Analysis – assesses decoding, fluency, and comprehension	Yes	No	DRA – 3 rd Edition Diagnostic Reading Analysis: Ann Arbor Publishers	Yes