



# SEND Services for *your* School



## Short Learning Assessment or Strengths and Needs Assessment Which is the most suitable for the pupil?

Area	Short Learning Assessment	Strengths and Needs Assessment
<b>Purpose</b>	Provides a snapshot of cognitive skills and literacy attainment	Provides a holistic overview of the pupil's strengths and needs
<b>Approach</b>	Focused and assessment-based	Holistic, whole-child approach
<b>Key Focus Areas</b>	Memory, phonological awareness, verbal processing speed, word reading, spelling and handwriting speed	Learning behaviours, attention, communication, social interaction and academic skills
<b>Assessment Methods</b>	One-to-one standardised and structured tasks	Classroom observation, one-to-one work, teacher discussion, book scrutiny
<b>Use of Observation</b>	Observation not included	Observation is central to the assessment
<b>Type of Tools Used</b>	Primarily standardised assessments	Mix of standardised and non-standardised tools
<b>Age Range</b>	Key Stages 1-4	Key Stages EYFS and 1 (not exclusively)
<b>Outcome</b>	Clear profile of learning skills and attainment	Integrated picture of strengths and needs and their impact on learning



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Area	Short Learning Assessment	Strengths and Needs Assessment
<b>Report includes</b>	Cognitive profile, attainment levels, impact on learning and recommendations	Background information, observations, strengths and needs, impact on learning and recommendations
<b>SEND Framework</b>	Supports the Graduated Approach and evidence gathering	Structured around the four areas of SEND
<b>Best suited for</b>	<ul style="list-style-type: none"> <li>○ Pupils not making expected progress</li> <li>○ Literacy concerns</li> <li>○ Pupils with English as an Additional Language (EAL),</li> <li>○ Schools seeking evidence for the Graduated Approach process</li> <li>○ Schools seeking evidence for access arrangements</li> <li>○ Schools seeking evidence for an Educational Health Care Needs Assessment (EHCNA) referral</li> </ul>	<ul style="list-style-type: none"> <li>○ Pupils with broader or more complex needs</li> <li>○ Pupils not making expected progress</li> <li>○ Pupils with English as an Additional Language (EAL),</li> <li>○ Schools seeking evidence for the Graduated Approach process</li> <li>○ Schools seeking evidence for an Educational Health Care Needs Assessment (EHCNA) referral</li> </ul>
<b>Typical use</b>	Graduated Approach, EHCNA evidence, Access Arrangements	Early identification, Graduated Approach, holistic planning

**For more information and to find the referral forms please see the link below**

[Chadsgrove School - Learning Support Team](#)

The above assessments do not provide a diagnostic decision; if a child is over 8 years, you could consider a dyslexia diagnostic assessment.

If you need any advice or support, please do not hesitate to contact the administrative team using the contact details below.



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