



The Linden Centre

Assessment and Intervention

12 WEEK PROGRAM

The Plan Overview

- ▶ Every teaching group will be assigned a TA who will remain with them throughout the 12 week program.
- ▶ Students will be assessed on entry to The Linden Centre and during their final week with us.
- ▶ Assessments will be used to create Individual Teaching Plans (Interventions) for every student.
- ▶ The TA will be responsible for delivering the intervention packages for students within their group.

September Assessments

- ▶ The first two days of term are Assessment Days.
- ▶ Students will remain in tutor groups for these two days with their TA.
- ▶ Between Assessments it is the expectation that you get to know your students.
 - ▶ https://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf games here
 - ▶ <https://museumhack.com/list-icebreakers-questions/> some fab questions here to get things started

Ice breaker



If you could hang out with
any cartoon character,
who would you choose and
why?

The Assessments



RCADS

NHS ID:

Child/ Young Person's NAME:

Date: / / 20

Time: h m

*Please put a circle around the word that shows how often each of these things happens to you.
There are no right or wrong answers.*

1	I worry about things	Never	Sometimes	Often	Always
2	I feel sad or empty	Never	Sometimes	Often	Always
3	When I have a problem, I get a funny feeling in my stomach	Never	Sometimes	Often	Always
4	I worry when I think I have done poorly at something	Never	Sometimes	Often	Always
5	I would feel afraid of being on my own at home	Never	Sometimes	Often	Always

RCADS should only be completed for children aged 8 and over. When entering the Grade, this should be entered as the Year below that which the pupil is in i.e. Yr 6 pupil will be entered as Grade 5. This is due to the scoring tool being an American tool and the grading system therefore not being in line with UK Year groups. It is important to put in the correct Year group as this correlates to the child's age.

Assesses: Social Phobia, Panic Disorder, Major Depression, Separation Anxiety, Generalised Anxiety, Obsessive Compulsive

Name: _____

Date: _____

Behaviour Questionnaire

Instructions:

Circle the number that most applies to you for each statement.

	I never do that	I don't really do that	Meh!	I sometimes do that	Yeah that's me	
Some of my friends think I am a hothead	1	2	3	4	5	A
If I have to resort to violence to protect my rights, I will.	1	2	3	4	5	PA
When people are especially nice to me, I wonder what they want.	1	2	3	4	5	H
I tell my friends openly when I disagree with them.	1	2	3	4	5	VA
I have become so mad that I have broken things.	1	2	3	4	5	PA
I can't help getting into arguments when people disagree with me.	1	2	3	4	5	VA
I wonder why sometimes I feel so bitter about things.	1	2	3	4	5	H
Once in a while, I can't control the urge to strike another person.	1	2	3	4	5	PA
I am an even-tempered person.	1	2	3	4	5	A
I am suspicious of overly friendly strangers.	1	2	3	4	5	H

Assesses: Hostility, Physical Aggression, Verbal Aggression, Anger

Students Attitudes Towards Self and School				
	Absolutely	Yeah	Not really	Definitely Not
School and Belonging				
School is a friendly place.				
I think the rules in school are fair.				
I think my school is a good one.				
I have loads of friends at school				
I am happy when I am in school.				
I feel safe when I am in school.				
I feel I belong in my school.				
Attendance				
My attendance is good at school.				
I am on time for lessons.				
I worry about missing learning if I am absent.				
Perceived Learning Capability				
I worry about getting my work right.				
I can read well.				
I find school work too easy.				
I do not need additional help with my work.				
Learning new things is easy for me.				
I am clever.				

Assesses: Attitude to school in general,
Attendance, Perceived Learning
Capability, Preparedness for Learning,
General Work Ethic

Phonics tests

NAME	QUESTIONS
National Phonics Check - replica	40
<i>Test is NOT activated. Activate test now.</i>	
Phonics - consonant blends	30
<i>Test is NOT activated. Activate test now.</i>	
Phonics - consonants and vowels	29
<i>Test is NOT activated. Activate test now.</i>	
Phonics - high frequency words	30
<i>Test is NOT activated. Activate test now.</i>	
Phonics - non words	25
<i>Test is NOT activated. Activate test now.</i>	

Reading comprehension tests

NAME	QUESTIONS
Reading comprehension 6-14	40
<i>Test is NOT activated. Activate test now.</i>	
Reading comprehension 6-9	30
<i>Test is NOT activated. Activate test now.</i>	

Spelling tests

NAME	QUESTIONS
Listen and spell 6-14	35
<i>Test is NOT activated. Activate test now.</i>	
Listen and spell 6-9	35
<i>Test is NOT activated. Activate test now.</i>	

Primary Students – To be completed by Parent

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Secondary Students – To be completed by Student

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

Your Name Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assesses: Hyperactivity, Peer Problems, Conduct Problems, Emotional Problems, Pro Social Skills

Boxall Profile – To be sent to schools

We complete for those with us longer term

Section I DEVELOPMENTAL STRANDS		
Enter scores for Section I items in the appropriate column of Section I histogram		
Score each item in turn according to the Key below		
4 Yes, or usually		
3 At times		
2 To some extent		
1 Not really, or virtually never		
0 Does not arise, not relevant.		
(Refer to page 9, 2nd bullet point, of Handbook for discussion).		
Item	Score	Column
1 Listens with interest when the teacher explains something to the class		A
2 Takes appropriate care of something s/he has made or work s/he has done		F
3 Appreciates a joke or is amused by an incongruous statement or situation		D
4 Begins to clear up or bring to a close an enjoyable work or play activity when the teacher, with adequate warning, makes a general request to the group		G
5 Makes and accepts normal physical contact with others		H
6 Makes appropriate and purposeful use of the materials/equipment/toys provided by the teacher without the need for continuing direct support		A
7 Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed		H
8 Makes an appropriate verbal request to another child who is in his/her way or has something s/he needs		H
9 Complies with specific verbal prohibitions on his/her personal use of classroom equipment		G
10 Abides by the rules of an organized group game in the playground or school hall		J
11 Accommodates to other children when they show friendly and constructive interest in joining his/her play or game		H
12 Listens, attends and does what is required when the teacher addresses a simple positive request specifically to him/her		A
13 Works or plays alongside a child who is independently occupied, without interfering or causing disturbance		G
14 Shows awareness of happenings in the natural world, is interested and curious, and genuinely seeks explanations		B
15 Of his/her own accord returns to and completes a satisfying activity that has been interrupted		C
16 Is adequately competent and self-reliant in managing his/her basic personal needs		A

17 In freely developing activities involving other children s/he constructively adapts to their ideas and suggestions		I
18 Turns to his/her teacher for help, reassurance or acknowledgement, in the expectation that support will be forthcoming		F
19 Accepts disappointments		J
20 Takes part in a teacher-centred group activity		
21 Shows genuine interest in another child's activity or news; looks or listens and gains from experience		
22 Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help		
23 Recalls information of relevance to something s/he reads or hears about and makes a constructive link		
24 Makes constructive and reciprocal friendships which provide companionship		
25 Contributes actively to the course of co-operative and developing play with two or more other children and shows some variation in the roles s/he takes		
26 Is reasonably well organised in assembling the materials s/he needs and in clearing away		
27 Communicates a simple train of thought with coherence		
28 Responds to stories about animals and people with appropriate feeling;		
29 Makes pertinent observations about the relationship between two other people; appropriate attitudes and motives to them		
30 Engages in conversation with another child		
31 Looks up and makes eye contact when the teacher is nearby and addresses him/her by name		
32 Sits reasonably still without talking or causing disturbance when the teacher makes a general request to all the children for their attention		
33 Gives way to another child's legitimate need for the classroom equipment		
34 Shows curiosity and constructive interest when something out of the ordinary happens		

Any additional comments to amend or extend the information provided by the Profile?

Section II DIAGNOSTIC PROFILE		
Enter scores for Section II items in the appropriate column of Section II histogram		
Score each item in turn according to the Key below		
4 Like this to a marked extent		
3 Like this at times		
2 Like this to some extent		
1 Only slightly or occasionally like this		
0 Not like this		
(If behaviour may not be observed leave Score blank.		
Refer to page 9, 2nd bullet point, of Handbook for discussion).		
Item	Score	Column
1 Abnormal eye contact and gaze		V
2 Avoids, rejects or becomes upset when faced with a new and unfamiliar task, or a difficult or competitive situation		R
3 Variable in mood; sometimes seeks and responds to affectionate contact with the adult, at other times rejects or avoids		W
4 Ocularious of people and events; doesn't relate; is 'out of contact and can't be reached'		Q
5 Uncontrolled and unpredictable emotional outburst or eruptions that release and relieve pent-up and endured anger or distress		X
6 Inappropriate noises or remarks, or patterns of behaviour, that are bizarre fragments of no obvious relevance		T
7 Erupts into temper, rage or violence when thwarted, frustrated, criticised or touched; the 'trigger' is immediate and specific		Y
8 Relates and responds to the adult as a baby would; enjoys baby-level pleasures; may happily babble and coo, call out or crawl about, or mirror the others		S
9 Always has to be first, or the best, or have the most attention or get immediate attention		Z
10 Adopts stratagems to gain and maintain close physical contact with the adult		U
11 Lacks trust in the adult's intentions and is wary of what they might do; avoids contact, and readily shows fear		V
12 Self-conscious and easily rebuffed, and hypersensitive to disapproval or the regard in which s/he is held by others		R
13 Contrary in behaviour; sometimes helpful, co-operative and compliant, at other times stubborn, obstinate and resistive, or unheeding		W
14 Repetitively pursues a limited work or play activity which does not progress		Q
15 Spalls, destroys, or otherwise negates the achievement or success s/he has worked for and values		X
16 Gives uninhibited expression to boisterous and noisy behaviour; is not influenced by normal social constraints and expectations		T
17 Reacts defensively even when there is no real threat; is evasive, blames others, finds excuses or denies		Y
18 Over-reacts to affection, attention or praise; gets very excited and may become out of control		S
19 Exuberantly craves affection, approval and reassurance, but doubts and questions the regard shown; seeks it repeatedly but remains insecure		U
20 Can't wait for his/her turn or something s/he wants; plunges in or grabs		Z
21 Functions and relates to others minimally, and resists or erupts when attempts are made to engage him/her further		V
22 Self-deprecating and self-demeaning		R
23 Attention-seeking in a bid for recognition or admiration		W
24 Disparaging attitude to other children; is critical and contemptuous		Y
25 Listless and aimless; lacks motivation and functions only with direct and continuing support or pressure		Q
26 Sulks when disapproval is shown, or when attention is withdrawn, or when thwarted		X
27 'Is into everything'; shows fleeting interest, but doesn't attend to anything for long		T
28 Remembers a real or imagined offence, bears a grudge and determinedly takes his/her revenge		Y
29 Clings tenaciously to inconsequential objects and resists having them taken away		S
30 Sulky, resentful, and negative in general attitude and mood		V
31 Can't tolerate even a slight imperfection in his/her work and is upset or angry if s/he can't put it right		W
32 Feels persecuted; imagines that others are against him/her, and complains of being 'got at' and left out		X
33 Restless and erratic; behaviour is without purposeful sequence, continuity and direction		T
34 Determinedly dominates or persecutes by bullying, intimidation, or the use of force		Y

Any additional comments to amend or extend the information provided by the Profile?



Birmingham Consortium – Academic Attainment

A2E Birmingham Language and Literacy Toolkit Speaking and Listening Continuum (Original version)				Name:	DOB:	School(s):	LEADING ASPECT AWARD				
Year: N R 1 2 3 4 5 6 7 8 9 10 11											
1. GROUP DISCUSSION AND SOCIAL INTERACTION	2. GRAMMAR AND SENTENCE BUILDING	3. LISTENING AND UNDERSTANDING	4. VERBAL	A2E Birmingham Maths Toolkit Core Maths Framework (Original version)				Name:	DOB:	School(s):	LEADING ASPECT AWARD
Year: N R 1 2 3 4 5 6 7 8 9 10 11											
Band 16 National expectation at the end of Y6	Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions. T&L	Talks in long and complicated sentences, e.g. 'I will come with you only because it means you will stop going on at me' T&L Knows when a sentence is not grammatically correct and can explain the rules of grammar	Incorporates and recalling the main sto	Number and Place Value				Addition		Subtraction	
Band 15	Uses different language depending on where they are. Who they are with and what they are doing e.g. formal style with the head teacher in school, informal with family at home and colloquial language with friends T&L	Can use complicated words to join their sentences together, e.g. 'meanwhile' or 'therefore' T&L Uses questions to help conversations flow	Tells stories which are fu	3 and 16 Covers the range by the end of Y6				Uses estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. T&L		Uses estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. T&L	
Band 14	Realises when people do not fully understand and tries to help them T&L	Uses sentences that normally have between 8 and 10 words, but often their sentences can be much longer in stories than in conversation T&L	Tells stories with descriptions	Band 15				Adds whole numbers with more than 4 digits, including using formal written methods (columnar addition) T&L		Subtracts whole numbers with more than 4 digits, including using formal written methods (columnar subtraction) T&L	
Band 13 National expectation at the end of Y4	Uses tone of voice, stress on words and gestures naturally to add meaning T&L	Uses language for different purposes, for example to persuade, negotiate or question T&L	Uses interests and reports e T&L	Band 14				Adds numbers mentally with increasingly large numbers T&L		Subtracts numbers mentally with increasingly large numbers T&L	
Band 12	Understands conversational rules e.g. looks at the listener to judge feedback gives more detail if needed T&L	Uses more complex grammar and sentences to clarify and explain e.g. 'When John said yes, he meant no but he was trying to be polite' T&L	Tells stories with a distinct clear resolution T&L	Band 14				Solves addition two step problems in contexts, deciding which operations and methods to use and why. T&L		Solves subtraction two step problems in contexts, deciding which operations and methods to use and why. T&L	
Band 11	Uses formal language when appropriate in some familiar situations e.g. following a visitor around school T&L	Listens to key information and makes relevant, related comments: e.g. 'So we need to go home and ask adults what they did before computers were invented and come back to tell the class. I can ask my dad and my granny.' T&L	Adds detail or known by the li T&L	Band 14				Solves addition problems in contexts, deciding which operations and methods to use and why. T&L		Solves subtraction problems in contexts, deciding which operations and methods to use and why. T&L	
Band 10 National expectation at the end of Y2	Uses and experiments with different styles of talking with different people. T&L	Understands increasingly more complex 2 to 3 part instructions: e.g. 'Finish your picture from yesterday, then, with a partner, choose one of the topic books and talk about it quietly on the carpet' T&L	Tells stories with exciting events Begins to be an already knows know where I fit by the shop' T&L	Band 13 Covers the range by the end of Y4				Solves addition problems in contexts, deciding which operations and methods to use and why. T&L		Solves subtraction problems in contexts, deciding which operations and methods to use and why. T&L	
				Band 12				Adds numbers mentally, including a 3-digit number and ones, tens and hundreds T&L		Subtracts numbers mentally, including a 3-digit number and ones, tens and hundreds T&L	
				Band 11				Adds numbers with up to 3 digits, using formal written methods of columnar addition and subtraction T&L		Subtracts numbers with up to 3 digits, using formal written methods of columnar addition and subtraction T&L	
				Band 10 Covers the range by the end of Y2				Adds two 2 digit numbers using partitioning Solve complex missing number problems involving e.g. $18 + 7 = 28 - 9$ Solve word problems that involve more than one step T&L		Subtracts two 2 digit numbers using partitioning Solve word problems that involve more than one step T&L	
				Band 9				Recalls and uses addition facts to 20 fluently, and derive and use related facts up to 100 Add any 2 two digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus e.g. $48 + 35 = 86$ Records addition in columns using expanded formal involving partitioning Shows that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot T&L		Recalls and uses subtraction facts to 20 fluently, and derive and use related facts up to 100 Subtract any 2 two digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus e.g. $72 - 17 = 56$ Shows subtraction of one number from another cannot be done in any order Checks answers using inverse T&L	

Activity

- ▶ Break off into groups and complete each questionnaire from your pack. Once you have completed try and mark each one using the marking guides supplied.
- ▶ Any questions please ask as you need to be ready for students on 3rd September.

30 mins

Interventions

Individual Targeted Provision

Name: _____

Year group: _____

Site: _____

Date: _____

Area of concern:

Date	Intervention / Intent (What is the plan?)	Base Line Assessment (Where is the student now?)	Implementation (Details of what is being done)	Impact

Where am I now:

Review at end of
Intervention

Provision Map

- ▶ What interventions do we do with our children?

SEND Area of Need	Intervention	Staff/Child Ratio	Frequency	Duration	Target
SEMH	Starving the Anxiety Gremlin (5-9 yrs)	1:1	3 x 30mins Weekly	9 weeks (28 sessions)	Reduction in anxiety. Ability to talk through issues. Ability to access learning.
	Starving the Anxiety Gremlin (10+ yrs)	1:1	3 x 30mins Weekly	9 weeks (28 sessions)	Reduction in anxiety. Ability to talk through issues. Ability to access learning.
	Starving the Anger Gremlin (5-9 yrs)	1:1	3 x 30mins Weekly	9 weeks (28 sessions)	Reduction in explosive outbursts. Ability to talk through issues. Improved social skills.
	Starving the Anger Gremlin (10+ yrs)	1:1	3 x 30mins Weekly	9 weeks (28 sessions)	Reduction in explosive outbursts. Ability to talk through issues. Improved social skills.
	Starving the Depression Gremlin (10+ yrs)	1:1	3 x 30mins Weekly	9 weeks (28 sessions)	Improved mood. Brighter outlook in life. Ability to talk through issues. Ability to access learning.
	My Hidden Chimp (<11 yrs)	1:1	3 x 30mins Weekly	8 weeks	Understanding of emotions, thinking and behaviour. Reduction in negative / explosive behaviours
	Big Life Journal Child	1:1			Engagement tool to develop a student ability to access classroom learning Increase in self-esteem and confidence
	Big Life Journal Teens	1:1			Engagement tool to develop a student ability to access classroom learning Increase in self-esteem and confidence
	Teen Relationship Workbook	1:1	3 x 30mins Weekly	6 weeks	Understanding of Healthy / Abusive / Age appropriate relationships.
	Recharge – Rebecca Blount Counsellor	1:1	1 x 30mins Weekly	As required	Counselling

SEND @ The Linden Centre

- ▶ **Key Documents you must read:**

- ▶ SEND Policy
- ▶ SEND Information Report

- ▶ **Additional Documents:**

- ▶ Local Offer
- ▶ Linden SEND leaflet

4 key areas of need:

- ▶ **Social, Emotional and Mental Health**
 - ▶ **Cognition and Learning**
 - ▶ **Communication and Interaction**
 - ▶ **Sensory and / or Physical**
-
- ▶ Outlined in SEND Code of Practice
 - ▶ Every SEND child falls into 1 or several of these categories depending on their needs.

SEND Folders

- ▶ Every child with SEND needs either EHCP or identified as School Action (K) must have a **black SEND folder**.
- ▶ Once you complete any assessments please put into Section 2
- ▶ Any interventions with students must have the paperwork filed in Section 3.

SEND Folders

Section 1 Personal	Pupil Information Pen Portrait Risk Management Plan Academic Profile
Section 2 Screening / Assessments	Birmingham Continuum SDQ SASS Boxall Profile Reading age Spelling Age Behaviour Questionnaire RCADS Sounds (Primary age related)
Section 3 Individual Teaching	Individual Behaviour Plan (IBP) Individual Teaching Plan (ITP)
Section 4 EHCPs	EHCP + Targets Annual reviews Outside agencies reports
Section 5 Correspondence	Letters Support work <i>Interventions etc</i>

Termly Paperwork

- ▶ Every term new short term targets must be set and monitored for every SEND student.
- ▶ They will be set by the centre lead in conjunction with the SENDCo.
- ▶ Targets must be SMART and completely relevant to the individual child.
- ▶ The final week of each term targets must be reviewed and reset ready for the next term.

Appropriate Targets

I can limit risky choices by using negotiation with school staff whenever I feel myself bubbling during the Spring Term.

Brooke to complete a short English task daily.

Sam to continue participating in weekly life skills lessons.

Jill will manage an outdoor creativity or science session with other children and interact appropriately.

Ethan will be supported at unstructured times of the day to develop social skills.

Adult monitoring throughout the day to ensure his safety and that of other children.

Morning meet and greet routine with a named person.

Concerns about a child

- ▶ If you have concerns that a child has additional needs – educational or medical, that are not being met, please speak to your Centre Lead or to Dee (SENDCo).