



Identify learning and behavioural difficulties and provide practical strategies



Assess

Identify learning and behavioural difficulties

SNAP is an online diagnostic assessment that profiles specific learning difficulties and behavioural difficulties which without identification may limit a pupil's potential to learn.

SNAP has an easy-to-use design, following the **Assess – Plan – Do – Review model**, as set out in the SEND Code of Practice (2014), so pupil assessments can be administered by any member of staff without the need for additional training.

SNAP offers a triangulated approach to supporting children's learning difficulties. Initial questionnaires completed by pupils, teachers and parents/carers capture a complete overview of a pupil's strengths and weaknesses as well as recording the voice of individual pupils.





What factors does *SNAP-B* profile? Ages 5–16

SNAP-B profiles 17 social, emotional and behavioural difficulties across three domains.

Relationship with self	Relationships with other children	Relationships with adults
<ul style="list-style-type: none"> • Anxiety • Explosive anger • Implosive anger • Depression • Academic self-esteem • Social self-esteem • Relationship with self 	<ul style="list-style-type: none"> • Friendship deficit • Instrumental aggression • Attention-seeking from peers • Being hurtful towards peers • Relationships with other children at home 	<ul style="list-style-type: none"> • Attention seeking from adults • Defiance towards adults • Over-dependence on adults • Being hurtful towards adults • Relationships with adults at home

Example Pupil Questionnaire

SNAP Behaviour Pupil Questionnaire

Azim Singh

Category

- ☒ Emotional reactions with others
- ☒ Emotional reactions towards self
- ☒ Mood and manner
- ☒ Responding to situations
- ☒ **Schoolwork**
- ☒ Interaction with adults

Schoolwork

Does he show signs of undue anger and frustration when unable to complete a task?

☐ Never

☐ Rarely

☐ About typical for this age

☒ Often

☐ Always

What factors does *SNAP-SpLD* profile?

Ages 4–16

SNAP-SpLD profiles 20 specific learning difficulties – more than any other single SEN tool.

<ul style="list-style-type: none"> • Processing speed • Reading (dyslexia) • Phonological skills • Spelling (dyslexia) • Auditory processing • Hyperactivity • Impulsivity 	<ul style="list-style-type: none"> • Attention • Auditory working memory • Visual working memory • Expressive and receptive language • Social communication • Sensory processing • Gross motor coordinator skills 	<ul style="list-style-type: none"> • Academic self-esteem • Social self-esteem • Dysgraphic and hand-eye coordination skills • Visual comfort and control • Maths and number • Self-monitoring and planning
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SNAP-SpLD also includes eight short diagnostic probes (for ages 7+) which can provide additional evidence about the pupil and their abilities.

Example
Diagnostic
Probe

SNAP SpLD 7-16
Probe 1A: Reading for Understanding

Leanne Reilly

Practice Question

Even though he wasn't hungry, the new puppy chewed everything when he was left alone in the house, so mum made sure there was someone with him as much as possible.

When did the puppy chew things?

- ☐ A When mum was with him.
- ☐ B When no-one was with him.
- ☐ C When there was someone with him as much as possible.
- ☐ D When he was hungry.

“We use SNAP as a starting point for uncovering difficulties that children are facing, for ruling out other difficulties and to identify strengths. It is helpful as a tool to capture the pupil's voice, and we can begin a dialogue with parents through the initial parent questionnaire.”

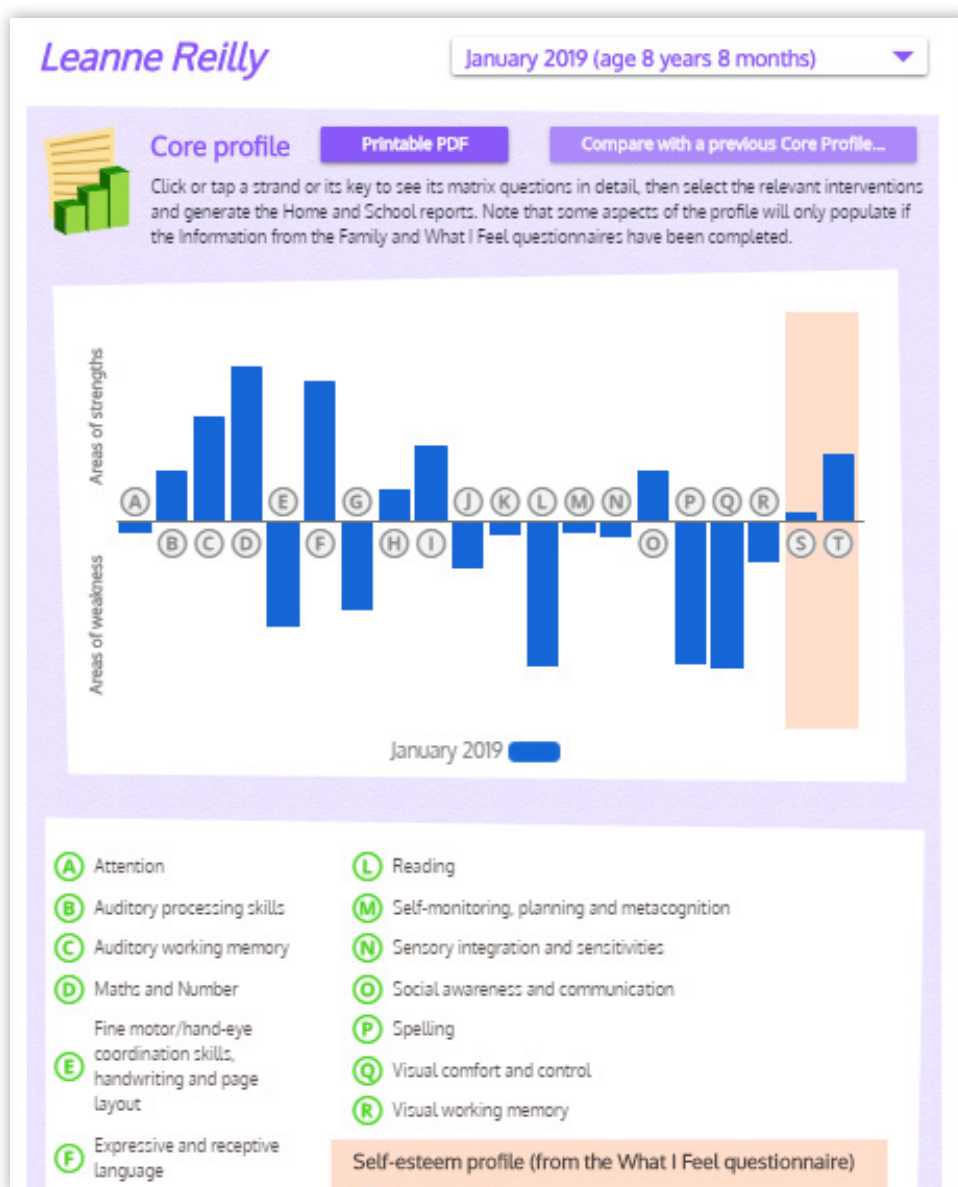
Moulton CEVC Primary School

Plan

View strengths and weaknesses at a glance

Once the Pupil Assessment Questionnaire has been completed, a 'Core Profile' is generated which shows:

- **A pupil's strengths and weaknesses** to allow for empowered discussions between the pupil, family and school.
- **A selection of suggested interventions** and strategies which can be easily combined with ideas, resources and approaches already in use in your school.*
- **Information sheets about the areas of concern** which can be shared with other teachers and parents/carers.



View Core Profiles online or download as PDFs.

*Some suggested interventions include paid for resources

Generate reports for school and home

SNAP provides a selection of suggested interventions and strategies to involve both home and school, offering an entirely rounded approach to help support the specific needs of the pupil.

School report

The school report can be shared with all relevant teaching staff. It includes:

- Details about the specific area of need
- Chosen interventions
- Suggested classroom strategies
- Suggested websites and further reading

Rising Stars UK Ltd, Carmelite Hoose

SNAP SpLD School Report

George Hardstark

Report generated 10th January 2019

SNAP

Age at the time of assessment: 7 year 10 months

Overview

SNAP-SpLD suggests that low academic self-esteem may be affecting George's learning.

Interventions selected to help George

The aim should be to *increase desired behaviours through teaching and encouragement*, rather than trying to decrease behaviours through punishments and disapproval. *It is easier to teach and encourage new skills than to remove existing ones.*

It is essential that the following interventions are incorporated into a caring and accepting relationship and that any intervention is modified depending on George's individual needs and his level of social, cognitive and emotional understanding. The key aims are to raise George's self-esteem, encourage social behaviour with peers, and encourage George to accept personal responsibility.

Thought challenging

Learners often come to new learning challenges with a set of negative thinking. In order to challenge this negative thinking with George, follow these steps.

- Choose a learning situation he does not like.
- Explore with George the realistic consequences: What's the worst thing that could happen if he fails?
- And what's the best that could happen if he succeeds?

Home report

The home report can be shared with parents or carers. It includes:

- Details about the specific areas of need
- A summary of the selected interventions being carried out in school
- Strategies and activities to try at home
- Useful websites

Rising Stars UK Ltd- Correct Rep Account

SNAP SpLD Home Report

Leanne Reilly

Report generated 16th January 2019

SNAP

Age at the time of assessment: 8 year 8 months

Overview

SNAP-SpLD suggests Leanne's learning might be affected by dysgraphic and hand-eye coordination difficulties, which means that she may struggle with hand-eye coordination, handwriting and page planning skills, and may have difficulty using tools such as scissors, etc.

How will this affect Leanne?

Leanne's handwriting and page layout will be a mess and spelling may be weak. This will be discouraging, especially when neatness is something teachers work hard to encourage.

Interventions selected to help Leanne at school

Alternatives to writing

Suggesting a range of technological aids that can help with the presentation of work.

What can I do to help Leanne at home?

The tips, strategies and advice shown here are not comprehensive and are certainly not prescriptive. You may already be using some or most of them. They are intended just as a resource for you to draw on, using your own judgement and knowledge of Leanne – you know more about her than anybody else!

- Try to encourage Leanne to verbalise the nature and direction of strokes while tracing and drawing individual letters.
- Encourage activities which make the right hand move across to the left side of the body and the left hand move to the right side (e.g. simple juggling, even with just one ball from hand to hand). Swimming can also be beneficial in this way.

“It's an easy document to use to show techniques for parents to try at home. Sometimes it can be difficult to engage parents, especially if there is a language barrier, but parents seem to like the visual profile SNAP gives.”

Moulton CEVC Primary School

Review

Monitor progress over time

Reassess to track a pupil's progress over time and explore whether interventions should be continued, adapted, replaced or stopped.



Compare up to 3 assessments in one report.

“ SNAP allows us to reassess, so after targeted intervention, progress can be monitored and evidenced in a visual report which allows us to show the impact of the work we have carried out on improving student wellbeing. ”

Endeavour Academy



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Arrange a no-obligation visit from one of our sales consultants to find out more about all of our assessment resources.

Find your local consultant at

hachettelearning.com/contact-us/find-a-sales-consultant.