



7<sup>th</sup> Annual General Meeting of SASC Ltd  
Minutes 10 June 2021

- 1) Apologies: There were 60 attendees
- 2) Minutes of 2020 AGM: approved
- 3) Matters Arising: none

4) Chair's Report

The chair reviewed the organisation, aims and development of SASC and its continuing work as a collaborative group of professionals working in a similar field to agree standards of practice.

This past year saw a focus on supporting access to assessment and through that to resource in the face of restrictions imposed by the COVID pandemic. In consultation with test publishers, other professional organisations and practitioners SASC produced regularly updated guidance and advice to recognise opportunities and developing practice.

- Working with the Department of Education to get agreement on acceptable evidence in support of evidence applications for the Disabled Students' Allowance with guidance to permit a transition from Evaluations of Need to assessments that could be delivered either remotely or carried out in person [face-to-face]. Guidances were produced.
- From **1<sup>st</sup> March 2021**, diagnostic assessments, carried out in person (face-to-face), by remote video platform (remote assessment<sup>1</sup>) or a combination of both methods, and which **follow the recommended SASC report formats to reach diagnostic conclusions regarding the evidence for a specific learning difficulty** were be accepted as evidence for application for the Disabled Students' Allowance.
- Assessors using modified procedures for test administration via remote online platform or face to face assessment following COVID secure procedures, should detail any and all modified procedures in their report, and make professional judgements about the reliability and validity of

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<sup>1</sup> Also referred to as *telepractice* by some test publishers.

obtained assessment information. Assessment practices that most closely follow how the test was standardised are preferred.

- These guidances included a continual review of the availability and restrictions relating to test materials used in remote assessment
- Given that assessments carried out in person (face-to-face), by remote video platform (remote assessment) or a combination of both methods are acceptable, guidance was issued on additional information to be included in reports and a revised statement to be included in signed declaration.

### **DYSLEXIA / SPLDS UPDATED GUIDANCE WORKING GROUP**

This SASC working group, formed in 2021, examined current systems of support for all struggling readers and aims to identify tiered, dynamic processes for assessment and intervention, responsive to individual need, as a context for the following:

1. To work with academic and professional partners to produce a consensus working definition of dyslexia relevant to all stages of development that reflects the most reliable key current research and has practical value for practitioners in the assessment process.
2. To ascertain key diagnostic criteria for the identification of dyslexia and/or a SpLD in children and adults based on a critical review of the most up-to-date research into the aetiology of dyslexia /a SpLD.
3. At the same time, to consider briefly the history and current varied usage of the term specific learning difficulty. Is this an umbrella term for a range of neurodevelopmental profiles or a set of characteristics which can be defined more precisely? The diagnostic usefulness of labels and classifications should be discussed.
4. To describe common 'confounding' factors e.g. other linguistic, developmental and/or socio-cultural difficulties, that may affect the identification, at assessment, of dyslexia /a SpLD.
5. To describe briefly the key information that a range of tests can contribute to the identification of dyslexia/a SpLD. This should include a critical look at common misconceptions and beliefs about the diagnostic potential of tests held by assessment practitioners.
6. To list the range of potential interventions and reasonable adjustments most commonly and likely to be required following an identification of a learner as dyslexic or with a SpLD.
7. To describe briefly the qualifications and experience necessary to reach a diagnostic decision regarding the identification of a child or adult as dyslexic /with a SpLD.
8. To provide a list of key up-to-date references and resources that underpin current research into the identification of dyslexia/a SpLD.

The work of SASC and STEC is carried out on a purely voluntary basis by committee members and the scope and amount of the work carried out has increased markedly during the year.

The chair thanked all members of the SASC board, STEC and our Cross-Standardisation committee as well as all the advisors who have contributed to our consultations and policy development. They have given so generously of their time, and expertise, and our members, who through their communications bring issues to be explored. Working together we strengthen guidance and standards in assessment practice and training.

## 5) Treasurer's report & presentation of annual accounts:

SASC is in a sound financial position with income largely derived from APC registrations, CPD authorisations and the annual conference. Current assets as of 31st March 2021 increased from £37,686 in 2020 to £57,589 in 2021.

Taking into account monies falling due there were reserves of £56,989 at the financial year end. SASC was therefore in a much stronger financial position overall than the previous year due to several factors.

Income was reduced from £42,619 to £38,102 as there were less face to face CPD courses. However, admin expenses decreased from £16,466 to £15,221 largely due to a decrease in travel and venue costs as, with the advent of COVID ,all meetings have moved online.

The SASC website needs revisions to increase functionality in both administrative and information utilities. Issues of accessibility and navigability around the site will also be addressed. Final figures are yet to be confirmed and approved for the project but this will involve drawing on substantial funds. It is hoped that this development will take place during the coming year and that the website will be firmly established by this time next year.

## 6) STEC Report

### Aims for 2020-2021

- To complete reviews in progress, and to continue working through the list of tests still to be reviewed.
- To produce guidance on reviewed tests
- To evaluate and potentially reorganise the SpLD Assessment Tools page on the SASC website
- To continue working with SASC on updating guidance on aspects of selecting and using tests within diagnostic assessments.

### Test Lists

The pre-16 and post-16 test lists have been updated to include new tests reviewed this year and further clarification of some points in the FAQs. The updated lists have been uploaded to the SASC website with all changes highlighted in yellow.

It will be policy from now on for an updated version of the list to be published once a year in June shortly before the SASC Conference and AGM. During the year SASC members will be notified of new tests and new guidance via news flashes on the SpLD Assessment Tools page of the SASC website.

### Test reviews

**Woodcock-Johnson® IV Tests of Cognitive Abilities (WJ IV™ COG):** STEC has reviewed the Woodcock Johnson IV Tests of Cognitive Ability. This battery has been added to both the pre-16 and post-16 test lists. It is a major battery of cognitive tests that includes tests of verbal and non-verbal ability, memory,

processing speed and phonological awareness. Guidance on how to use the battery within a diagnostic assessment has been produced and published on the SASC website.

STEC, with the help of SASC, has successfully negotiated with the publishers to make this battery available to Specialists Teachers Assessors with APCs. STAs with APCs can now purchase this test from Education Elephant.

**Wechsler Individual Achievement Test - Third UK Edition (WIAT®-III UK):** STEC, with the help of SASC, has successfully negotiated with the publishers to change the qualifications code for this test to CL2R, to align it more closely to the qualification levels required in USA, Canada, Australia and New Zealand. Specialist Teacher Assessors who meet the CL2R qualification criteria can now purchase WIAT III UK. The teachers’ version, WIAT III UK T, is now a CL3 qualification.

**Expressive Vocabulary Test Third Edition (EVT-3.):** STEC has reviewed the Expressive Vocabulary Test 3 (EVT3) and it has been added to the Pre-16 and Post 16 Test Lists. Guidance is available on the SASC website.

Queries about tests and guidance

STEC continues to assist SASC with responding to queries about tests.

Committee members

STEC’s workload continues to increase and STEC is currently advertising for new Psychologist members. We have been joined by three new members: Armande Fryatt, Janet Goring and Jane Yeomans. A valued member, Jennifer Donovan, has retired from the committee due to other work demands. She has made a huge contribution to STEC’s work, particularly with creating the Pre-16 List and we thank her for the time, effort and expertise she has given to evaluating tests.

Aims for 2021-2022

- To review new and updated tests when relevant
- To write and publish guidance on tests that have been added to the lists
- To update the test list annually for publication in June.
- To continue working with SASC on updating guidance on aspects of selecting and using tests within diagnostic assessments.

7) Board Members and Officers

Board members September 2021 AGM

Directors	Institution Represented (or Affiliation)	Term
Lynn Greenwold (Chair)	Independent	2020-2024
Julia Kender (Financial Director)	Independent	2020-2024
Gillian Ashley	BDA	2020-2024
Kate Blundell	Independent	2021-2025
Lia Castiglione	Independent	2020-2024
Helen Duncan	Independent	2020-2024
Caroline Holden	Independent	2018-2022
Nicola James	Independent	2020-2024
Katherine Kindersley	Independent	2021-2025
Jennifer McDermott	Patoss	2019-2023

Rachael McMullen	HADC	2018-2022
Anna Smith	DA	2018-2022
Mark Turner	Independent	2018-2022
Jane Warren	ADSHE	2020-2024

Observers: Debra Malpass, BPS, Hannah Farndon BPS, Denise Thornton ACHIPP, Sarah Bevan Patoss, Lynn Lovell BDA

Stepping down during the year: Anwen Jones, Katherine Plowden-Roberts, Karen Mace

8) Any other business –  
Nothing raised

9) Date of next Annual General Meeting: June 2022 date to be confirmed.