



Remote Assessment in the identification of Specific Learning Difficulties

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SpLD Assessment Standards Committee (SASC)

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Assessors are expected to read the following guidance in full.

Key Messages

- This guidance is for assessors conducting diagnostic assessments using remote platforms.
- Remote assessment can be an effective method of assessing for specific learning difficulties, however there are additional considerations. We strongly advise assessors to consider whether remote assessment is appropriate for the individual being assessed. This is generally unlikely in a child under the age of 10 years old. Even with older individuals there are other factors which need to be considered.
- As stated in the SASC Guidance on Assessment of Mathematics Difficulties and Dyscalculia 2025, please note that for a maths focused assessment it is highly unlikely that a diagnostic conclusion can be made via a remote assessment, and an assessment of needs may be more appropriate in these circumstances.
- Diagnostic assessments, carried out in person (face-to-face), by remote video platform (remote assessment, also referred to as telepractice by some test publishers) or a combination of both methods, and which follow the recommended SASC report format to reach diagnostic conclusions regarding the evidence for a specific learning difficulty will be accepted as evidence for application for the Disabled Students' Allowance.
- Assessors must follow the most recent test publisher guidance current at the time of assessment. Although the guidance here is correct at the time of publication, assessors must ensure they have checked there have been no alterations in test publisher guidance.
- Assessors using permitted modified procedures for test administration via remote online platform or face to face assessment should detail any and all modified procedures in their report, and make professional judgements about the reliability and validity of obtained assessment information.
- In the Test Conditions section of the report, there should also be a description of the test setting, and any potential impact on performance and/or assessment outcomes. If an assessment is carried out entirely face to face, then this should be actively stated in the test conditions section. If it is all done entirely remotely, this should be noted. If a blended method of administration is used, reports must make clear which parts of the assessment were done face to face, and which parts online.

SASC Guidance and Standards for SpLD Assessment carried out via Remote Online Platform

1. Safeguarding and Data Protection

Assessment of children under the age of 16, where carried out remotely, will need to be carried out with a facilitator/parent/carer in the same room as the child for all of the session. This applies to all under 16 years old and is likely to be good practice for some over 16 year olds considered to be vulnerable or with additional needs.

The facilitator/parent/carer should have been contacted, briefed and trained before the assessment takes place. Whenever present, the facilitator/ parent/carer should be seated behind the assessee, and clearly visible on camera to the assessor, where practical. There should be no other parties present. Under 'Test Conditions' in the assessment report, the name of the facilitator should be noted, with a brief statement about their role and any observations from the assessor regarding potential impact on the child's performance during testing.

The instructions given by publishers for the role of an onsite facilitator should be adhered to. For the use of certain tests with children, the technical role of the online facilitator (frequently a parent/carer) is not limited to an initial set-up and final check /posting of materials required from the testing session. It requires training, technical know-how and an effective but unobtrusive presence. An assessor needs to consider the capacity of the facilitator to perform the required functions.

Eligibility and Preparation

- Facilitator is mandatory for all children under 16.
- Facilitator is recommended for vulnerable over-16s or those with additional needs.
- Contact, brief, and train the facilitator before the assessment.
- Ensure the facilitator understands they may be required throughout the session.

Session Protocol

- Facilitator must sit behind the assessee and remain visible on camera to the assessor, where practical.
- Ensure no other parties are present in the room.
- Adhere strictly to all specific test publisher requirements.

Reporting and Documentation

- Record the facilitator's name in the Test Conditions section of the report.
- Include a brief statement defining the facilitator's role.
- Note observations regarding the facilitator's impact on the child's performance.

2. Ethics, Risks and Benefits of Face-To-Face Assessment Versus Remote Assessment

Assessors will need to carry out their own risk assessment regarding choice of mode of assessment for each client. Remote assessment should provide the individual with the same standard of experience of assessment as face-to-face assessment. Risks and benefits of both in-person and remote assessment must be weighed up: e.g. equality of access, for client choice, for test security, for validity and reliability of test results and diagnostic outcomes. The issue of digital poverty and equity should also be considered. Some children and adults do not have access to sufficiently good technology or a suitable environment where an assessment conducted via remote assessment can take place securely.

For secure assessment, it is essential to follow test publisher guidance current at the time of assessment.

Not doing so potentially has an impact on the reliability and validity of the test results.

Assessors need to be confident and proficient in assessment of specific learning difficulties and their level of technical expertise before they begin to use remote assessment.

3. Test Availability and Use

Assessors working remotely to produce diagnostic assessments should ensure that they have access to a sufficient range of tests to meet the SASC recommended Report Format requirements to reach robust and well-evidenced diagnostic conclusions. See www.sasc.org.uk/Downloads.

Where a SpLD is identified, a diagnostic assessment acts as a passport to aspects of government funding and institutional, organisational and workplace support to meet identified needs, sometimes over a lifetime and often during participation in training activities and in education where the impact of a SpLD may most keenly be felt, such as during a degree course in higher education. From February 2019, the Department for Education changed its evidence requirements for applications for Disabled Students' Allowances (DSAs). For a student at any age, a diagnostic assessment that meets SASC guidelines produced by a specialist teacher assessor *with a current APC at the time of assessment and/or HCPC registration as a psychologist* will be accepted as evidence for an application for the Disabled Students' Allowance. With the advent of the removal of the age limit on the student's age at the time of diagnostic assessment, reports produced by holders of an

Risk Assessment and Quality

- Perform an individual risk assessment, evaluating impact of assessment mode.
- Ensure standard of remote assessment is that of face-to-face sessions.

Access and Equity

- Confirm access to sufficient technology.
- Ensure the client has access to a suitable environment.

Compliance and Expertise

- Adhere to current test publisher guidance to maintain the reliability and validity of results.
- Confirm the assessor has the necessary technical expertise to conduct the session.

Test Range and Compliance

- Access a range of tests to meet SASC report requirements.
- Follow all specific remote assessment guidelines and licence restrictions issued by publishers, using approved platforms.

Diagnostic Impact and Standards

- Ensure reports written following remote assessment meet SASC report format guidance.

Test Security and Materials

- Maintain strict confidentiality of all testing materials.
- Send printed booklets in separate, sealed, and labelled envelopes.
- Instruct facilitators or clients to open envelopes on camera.
- Require the return of all original materials.
- Have a plan for recovering materials if an assessment is cancelled.

Qualitative Observations

- Plan methods for remote observation of physical behaviours, such as pen-grip or tracking text.

APC and/or HCPC registration will have a longer lifespan. This ruling makes it all the more important that the recommended formats for diagnostic assessment reports encourage consistent practice and safe, well-evidenced SpLD identification decisions.

Assessors should ensure that they follow all remote assessment guidelines and license restrictions issued by test publishers. Pearson's, for example, provides a list of their products that may be appropriately used for telepractice under certain conditions, with guidelines on specific tests tools (<https://www.pearsonclinical.co.uk/digital-solutions/telepractice/products.html>).

Assessors should not screen share or make their own adaptations to test materials where permissions have not been given for this. Assessors wishing to assess remotely must follow test publisher guidance, e.g. through platforms such as Pearson's Digital Assessment Library, Q-Global, WPS Evaluation System, PAR iConnect, Riverside or Red Shelf for Pro Ed tests.

Test confidentiality and security must be maintained. If sending test materials by post to clients in advance of an assessment, the correct printed copies of response booklets will need to be provided to the individual / facilitator in advance of the testing session and the plan communicated for securing and forwarding/returning materials, before and after testing. For example, the response booklets will need to be sealed in separate envelopes that are clearly labelled and the facilitator/individual will need to open the envelopes on camera only after requested to do so. These steps will be important to ensure that there has been no surreptitious pre-viewing of the materials and associated possibility of practice to boost scores. The original response booklets will need to be returned to the assessor in prepaid envelopes to ensure test security is not compromised and test records can be maintained. Consideration should be given to situations where materials have already been distributed and the subsequent consultation session is cancelled. In such cases, any copyright-protected materials must be returned.

Assessors will need to consider how they will make qualitative observations remotely, e.g. the observation of pen-grip when writing or reading strategies such as using a finger to track along a paper text. A relationship with the facilitator, if present, should be established to support qualitative observations.

4. The Remote Testing Environment

Internet Connectivity

If the assessor or the client does not have a stable, high speed internet connection, assessment by remote video platform should not be attempted or continued.

Internet access in a house is often shared, and other use in the house may slow it down. It is vital that the remote testing environment is at an optimum level and that the assessor and person assessed can see and hear well enough for the duration of an entire assessment session to pick up on important observational, visual and auditory cues and thus ensure the greatest reliability and validity of the outcomes. Within the UK there are broad regional and local variations in internet speed. Remote assessment relies on both the assessor and the person assessed being able to access very good connection speeds. There is a need to consider how internet connection speed might affect test performance i.e. how the assessor can produce evidence that both they and the assessee have access to minimum speeds of connection and that the transmission is stable, not delayed or interrupted. Even with the best of possible connections, sound and vision transmission is inevitably degraded over the internet and signals can often be subject to variations, freezes, and malfunctions. This may affect the tests where delivery or response time is key.

Where technological issues have affected the assessment, these must be reported, alongside their potential impact on diagnostic outcomes.

Hardware and Screen size

While the information-gathering part of an assessment might feasibly be carried out via a mobile phone, the testing section cannot, although there may be circumstances where a smartphone could be used as an additional camera to provide another 'view' of the assessee's response to certain test stimuli. In general, smaller screens, such as those of iPad minis and smartphones, are not allowed for assessee-facing content, assessors should check publisher guidance for minimum acceptable screen size. Assessors may consider if using a second computer screen helps in observing the individual being assessed when sharing test materials.

Room Conditions

Assessors are advised to mimic usual assessment conditions as far as possible e.g. think about background (plain wall/curtain), check lighting, frame head and shoulders in view, consider sound clarity for both assessor and the individual, for example the individual being assessed should be advised to wear headphones. External devices and programs should be disabled, e.g. Alexa/Google listening devices and any other program or notifications on the computer being used.

Internet Connectivity

- A stable, high-speed internet connection is a prerequisite.
- Minimise shared household internet use during sessions.
- Ensure visual and auditory clarity is sufficient.
- Consider how connection delays or freezes could impact timed tests.
- Document any technological issues and their potential effect on diagnostic outcomes.

Hardware and Screen Size

- Use mobile phones only for information gathering or as a secondary camera view.
- Adhere to publisher guidance on screen sizes.

Room Conditions

- Use plain backgrounds and ensure adequate lighting.
- Frame the assessor's head and shoulders in the camera view.
- Consider the assessee wearing headphones.
- Disable all external devices and notifications.

Proficiency with Technology

- Verify the assessee can manage technology independently or has support.

Recording Sessions

- Prohibit the assessee from recording the session.
- Obtain permission from the publisher, assessee and facilitator before recording.

Proficiency with Technology

Assessors should ensure the client is able to manage the technology independently or have someone to support them. In the case of children under 16 or adults with significant needs, where a facilitator is present they should be clearly visible to the assessor and seated behind the person assessed.

Recording Sessions

The individual being assessed should not record the assessment session. If the assessor is recording the session, they should ensure permission has been given by the publisher of the assessments they are using, the person being recorded and the facilitator where present.

5. Training, Preparation and Practice

We would strongly advise assessors to ensure they are secure in face-to-face assessment before undertaking remote practice. Assessors should consider training and mentoring in remote assessment before carrying it out.

Skill Development

- Master face-to-face assessment protocols before transitioning to remote delivery.
- Undertake specific training or mentoring to ensure competency in digital assessment methods.

If new to this mode of assessment considerable preparation is required. It is important to practise with several trial participants before use with a client.

6. Organising the Remote Testing Session(s)

Assessors should consider a separate phone or video interview initially, which can cover background history but also provide a check regarding communication ability and an assessment of whether the remote assessment is likely to be feasible. Make sure the individual is giving informed consent via a remote assessment agreement which both parties sign.

Session Organisation

- Conduct an initial interview to gather history and confirm the client's technical suitability.
- Secure informed consent via a signed remote assessment agreement.
- Prepare all required files, tests, and timing devices in advance.
- Build rapport and verify technical stability before starting testing.

Organisation is key. Assessors should have files and the tests/stopwatch they will use to hand and in order. Before commencing formal testing, assessors will need to ensure that rapport is established, to ensure both they and the client are comfortable, and video/audio is working well.

Experienced assessors are very good at reading cues in a face-to-face situation and can use voice modulation, physical 'mirroring' techniques and any number of other subtle direct and indirect interventions such as offering breaks, short periods of chat, a switch in test administration order within the limits of test standardisation to offer support and reassurance to individuals who display anxiety or distress before, during and immediately following assessment.

7. Costs

Assessment via remote assessment, whilst it may be more convenient in some circumstances, should not be viewed as a cheaper, inferior or more economic form of assessment for the recipient or commissioning organisation. It involves the same professional skills and judgements, requires considerable financial outlay on the part of the assessor, is no less time-consuming,

Professional Value and Costs

- Treat remote and face to face assessment as equal in status.
- Maintain fee parity by charging equivalent rates for both remote and in-person services.

and involves the acquisition of additional skills. Assessors should consider charging an equivalent rate for face-to-face and remote assessment.

APPENDIX 1: Tests Available/Unavailable for use in the Assessment of Specific Learning Difficulties via Remote Online Assessment

NOTE: The resources throughout this guidance are provided for informational purposes only. No endorsement is expressed or implied, and while we make every effort to ensure our information is up to date and relevant, we cannot take responsibility for pages maintained by external providers. Assessors should regularly check publisher guidance as this can change.

- It is **essential** to read and observe carefully each publisher's guidance on remote delivery of their products. **Assessors must ensure they are familiar with the most up to date specific publisher guidance for each assessment.**

Publisher	Guidance
Academic Therapy Publications	Statement on ATP Assessments Telehealth Practices (2023)
PAR, Inc.	Administration Guidelines for Digital Stimulus Materials
Pearson	Telepractice About Pearson Clinical Assessment UK
Pro-Ed, Inc.	Pro-Ed's Statement On Tele-Assessment
Riverside Insights	Tips for Remote Assessment Using Riverside Insights Clinical Products
WPS	Assessment Telepractice & Telehealth Resources

- Some tests have been adapted by publishers for use online, via a digital platform such as Pearson's *Q global* <https://www.pearsonclinical.co.uk/q-global/q-global.aspx> or Par's *PARiConnect* <https://www.parinc.com/>. In other cases, digital copies of test stimulus materials (test forms and audio files) are available via paid-for download that can be screen shared on a video conferencing platform such as Zoom. Assessors should consider the impact of the video conferencing platform on the presentation of materials, e.g. size of border, use of remote control. Publishers usually set specific restrictions and advice for the use of these products that must be carefully adhered to.
- Please note: if using a Mac, the *Safari* browser does not work well with some digital resources. It is best to use an alternative e.g. *Firefox* or *Chrome*.

Tests where Publishers have agreed to the use of the assessment in remote (telepractice) assessment:

		Additional Digital Materials
Publisher: Academic Therapy Publications		
TAPS-4: A Language Processing Skills Assessment	Guidance from the Publisher: Regarding virtual administration, we currently only offer virtual scoring for the TAPS-4, which can be accessed through the ATP Online platform. At this time, we do not have digital administrations or digital kits available for this assessment. ATP allows for limited permission to administer our assessments virtually, including the TAPS-4, provided the conditions on our telehealth statement are followed: https://assets.academictherapy.com/pdfs/TelehealthStatement2023.pdf	No additional materials need to be purchased
Test of Information Processing Skills (TIPS) Test will be reviewed in May 2027 due to age of test.	Guidance from the Publisher: ATP allows for limited permission to administer our assessments virtually, including the TIPS, provided the conditions on our telehealth statement are followed: https://assets.academictherapy.com/pdfs/TelehealthStatement2023.pdf	Additional materials need to be purchased
Publisher: Ann Arbor		
Adult Reading Test: Second Edition (ART2)	Guidance from the Publisher: The ART 2 now includes a PDF of the reading passages for digital administration. https://www.annarbor.co.uk/index.php?main_page=product_info&cPath=233650&products_id=2316	No additional materials need to be purchased
Publisher: Helen Arkell Dyslexia Centre		
Helen Arkell Spelling Test 2 (HAST-2) Test will be reviewed in May 2027 due to age of test.	Guidance from the Publisher: The spelling sheet is usually sent to the assessee for immediate return by post. But the assessee can also be asked to show their work to the camera, an immediate scan/photo is taken and sent to the assessor. When the assessor receives this, the assessee is asked to destroy the paper in front of the	No additional materials need to be purchased

	camera. This avoids the need to send materials back and forth, avoiding unnecessary trips to the post office and possible delays in the post.	
Publisher: PAR, Inc.		
Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2)	The remote materials are only available via the American publisher website: https://www.parinc.com/products/RIAS-2-NU Guidance from the Publisher is here: RIAS-2 Remote Administration Webinar Questions & Answers Administration Guidelines RIAS-2 and RIST-2 Remote Product Demonstration - Psychological Assessment Resources, Incorporated	Additional materials need to be purchased
Publisher: Pearson		
Beery-Buktenica Developmental Test of Visual-Motor Integration: Sixth Edition (Beery VMI) This test will no longer be included on the test list after 31st May 2028. This notice includes a grace period from 31st May 2027.	Guidance from the Publisher is here: https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/telepractice/guidance-documents/telepractice-and-the-beery-vmi.pdf	Additional materials need to be purchased
Detailed Assessment of Speed of Handwriting 2 (DASH-2)	Guidance from the Publisher is here: Telepractice and the DASH-2	Additional materials need to be purchased
Expressive Vocabulary Test: Third Edition (EVT-3)	Guidance from the Publisher is here: Telepractice and the EVT-3 Pearson Clinical Assessment UK	Additional materials need to be purchased
Kaufman Test of Educational Achievement: Third Edition (KTEA-3)	Guidance from the Publisher is here: Telepractice and the KTEA-3 Pearson Clinical Assessment UK	Additional materials need to be purchased

Peabody Picture Vocabulary Test 5th Edition (PPVT5)	Guidance from the Publisher is here: https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/telepractice/guidance-documents/telepractice-and-the-ppvt.pdf Please note: this is pending being added to the UK Q Global system	Additional materials need to be purchased
Raven's 2 Progressive Matrices	Guidance from the Publisher is here: Administering Ravens 2 on Q-global Webinar (Recording) Pearson Assessments US	
Wechsler Abbreviated Scale of Intelligence: Second Edition (WASI-II) Psychologists Only Test will be reviewed in May 2027 due to age of test.	Guidance from the Publisher is here: https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/telepractice/guidance-documents/telepractice-and-the-wasi-ii.pdf	Additional materials need to be purchased
Wechsler Adult Intelligence Scale: Fourth Edition (WAIS-IV UK) Psychologists Only Test will be reviewed in May 2027 due to age of test.	Guidance from the Publisher is here: Telepractice and the WAIS-IV Pearson Clinical Assessment UK	Additional materials need to be purchased
Wechsler Individual Achievement Test: Third Edition (WIAT-III UK) Wechsler Individual Achievement Test: Third Edition UK for Teachers (WIAT-III UK-T)	Guidance from the Publisher is here: Telepractice and the WIAT-III Pearson Clinical Assessment UK	Additional materials need to be purchased
Wechsler Intelligence Scale for Children: Fifth UK Edition (WISC-V UK) Psychologists Only	Guidance from the Publisher is here: Telepractice and the WISC-V Pearson Clinical Assessment UK	Additional materials need to be purchased
Wechsler Memory Scale: Fourth UK Edition (WMS-IV UK) Psychologists Only This test will be reviewed in May 2027 due to the age of the test.	Guidance from the Publisher is here: Administering the Wechsler Memory Scale, Fourth Edition (WMS-IV) via telepractice Pearson Clinical Assessment UK	Additional materials need to be purchased
Wide Range Intelligence Test (WRIT) The Wide Range Intelligence Test (WRIT) has been withdrawn from the SASC List of Suitable Tests in view of its age. The date for withdrawal was 1 January 2026, with a grace period ending 31/12/2026.	Guidance from the Publisher is here: Telepractice Guidelines for WRIT Pearson Clinical Assessment UK	Additional materials need to be purchased
Woodcock Reading Mastery Tests: Third Edition (WRMT-III) This test will no longer be included on the test list after 31st May 2028. This notice includes a grace period of 1 year from 31st May 2027.	Guidance from the Publisher is here: Administering the Woodcock Reading Mastery Test, Third Edition (WRMT-III) via Telepractice Pearson Clinical Assessment UK	Additional materials need to be purchased

Wide Range Achievement Test: Fifth Edition (WRAT5)	Guidance from the Publisher is here: Telepractice and the WRAT-5 https://www.pearsonclinical.co.uk/content/dam/school/global/clinical/uk-clinical/assets/wrat5/wrat5-decision-tree.pdf	Additional materials need to be purchased
Publisher: Pro-Ed, Inc.		
Cognitive Assessment System- Second Edition (CAS2)	Guidance from the Publisher: All of the stimulus books are available digitally, but there are paper Response Booklets that the assessee has to use to record responses. There is also a Figure Memory Response booklet required that the assessee writes in. Assessors would have to send those to the assessee ahead of time, but ensure that they don't work ahead of the testing. A CAS2 Online Administration in which the assessee takes the test online and the program immediately scores it is currently being developed. The publisher states: The current version of CAS2 was not normed in an off-site manner, so the final scores should be viewed with caution. They ask assessors to include the statement that the CAS2 was administered via a remote/virtual setting so as to accommodate the assessee.	Additional materials need to be purchased
Comprehensive Test of Phonological Processing 2nd Edition (CTOPP2)	Guidance from the Publisher: The CTOPP-2 has virtual picture books available. The assessor still needs the paper Examiner Record Booklets in which to record the responses. There is an audio file that is played for the assessee and that can be easily played by the assessor, but assessors would have to ensure that the audio can be clearly heard on the assessee's computer. The remote materials are only available via the American publisher website: https://proedinc.com/products-13082e.html	Additional materials need to be purchased

	The publisher states: The CTOPP2 was not normed in an off-site manner, so the final scores should be viewed with caution. They ask assessors to include the statement that the CTOPP2 was administered via a remote/virtual setting so as to accommodate the assessee.	
Developmental Test of Visual Perception-Adolescent and Adult (DTPV-A:2) Test will be reviewed in May 2027 due to age of test.	Guidance from the Publisher: This is a virtual picture book. A Response Booklet that the assessee uses to respond to items would need to be supplied by assessors. The remote materials are only available via the American publisher website: https://proedinc.com/products-14917e.html The publisher states: The DTPV-A:2 was not normed in an off-site manner, so the final scores should be viewed with caution. They ask assessors to include the statement that the DTPV-A:2 was administered via a remote/virtual setting so as to accommodate the assessee.	Additional materials need to be purchased
Gray Oral Reading Tests: Fifth Edition (GORT-5)	Guidance from the Publisher: There is a virtual Student Book that the examinee reads from, then responds orally. The assessor uses a paper record form to record.	Additional materials need to be purchased
Rapid Automatized Naming and Rapid Alternating Stimulus Test (RAN/RAS) This test will no longer be included on the test list after 31st May 2028. This notice includes a grace period of 1 year from 31st May 2027.	Guidance from the Publisher: There are virtual card packs that are shown to the assessee. So in remote testing, the assessor would use a paper copy of the Examiner Record forms to record responses. The remote materials are only available via the American publisher website: https://proedinc.com/products-10438e.html The publisher states: The RAN/RAS was not normed in an off-site manner, so the final scores should be viewed with caution. They ask assessors to include the statement that the RAN/RAS was administered via a remote/virtual setting so as to accommodate the assessee.	Additional materials need to be purchased

Test of Memory and Learning, 2nd Edition (TOMAL2)	The remote materials are only available via the American publisher website: https://proedinc.com/products-12485.html The publisher has confirmed with the test author the following: The <i>Manual Imitation</i> sub-test is not suitable for remote administration. Therefore, it would be acceptable to prorate the score for the Manual Imitation subtest (TOMAL 2 manual p. 58). When this is the case it would be important for the assessor to clearly indicate in the report that the ACI score has been prorated and hence can only be used for a ‘<i>statistical rather than a clinical purpose</i>’ (TOMAL2 p. 59). The manual (p.59) also states ‘<i>Although composite scores that contain a prorated value may be profiled, a specific prorated subtest standard score should neither be profiled nor taken as a reflection of an examinee’s memory performance on the subtest the prorated score represents.</i>’	Additional materials need to be purchased
Test of Nonverbal Intelligence: Fourth Edition (TONI-4) This test will no longer be included on the test list after 31st May 2028. This notice includes a grace period of 1 year from 31st May 2027.	Guidance from the Publisher: Assessors would use the virtual picture book. The assessor would still require the paper record form to record responses. The remote materials are only available via the American publisher website: https://proedinc.com/products-13412e.html The publisher states: The TONI-4 was not normed in an off-site manner, so the final scores should be viewed with caution. They ask assessors to include the statement that the TONI-4 was administered via a remote/virtual setting so as to accommodate the assessee.	Additional materials need to be purchased
Test of Word Reading Efficiency: Second Edition (TOWRE-2)	Guidance from the Publisher: There are virtual picture cards that the assessor would show the assessee then the assessee orally responds. The assessor also needs the paper Record Booklets in order to record the responses. The remote materials are only available via the American publisher website: https://proedinc.com/products-13912e.html The publisher states: The TOWRE-2 was not normed in an off-site manner, so the final scores should be viewed with caution. They ask assessors to include	Additional materials need to be purchased

	the statement that the TOWRE-2 was administered via a remote/virtual setting so as to accommodate the assessee.	
Publisher: Riverside Insights		
Woodcock Johnson Tests of Oral Language (WJ IV OL) Woodcock Johnson IV Tests of Achievement (WJIV IV ACH) Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V.	Guidance from the Publisher is here: Tips for Remote Assessment Using Riverside Insights Clinical Products	Additional materials need to be purchased
Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH) Woodcock-Johnson V Cognitive (Standard): UK and Ireland Edition (WJ V COG)	Guidance from the Publisher is here: Equivalence of Remote and In-Person Administration of the Woodcock-Johnson V Tests of Cognitive Abilities and Achievement From Research to Practice: Remote Delivery of the WJ V	Additional materials need to be purchased
Publisher: WPS		
Oral Passage Understanding Scale (OPUS)	Guidance from the Publisher: The digital version of the print easel includes both Digital Stimulus Images and Digital Administration Guide, available on the WPS Online Evaluation System. Print record form required for administration. (OPUS™) Oral Passage Understanding Scale Online Assessment Search - shop WPS Tele-assessment Statement	Additional materials need to be purchased
Test of Dyslexia (TOD)	Guidance from Hogrefe: All about TOD: Using the Screener in remote Tests of Dyslexia assessment Hogrefe Guidance from the Publisher: Online Assessment Search - shop	Additional materials need to be purchased

	WPS Tele-assessment Statement Please note remote materials have not been anglicised. Useful YouTube video: How to Administer the Tests of Dyslexia (TOD®) Remotely	
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Tests where Publishers have NOT agreed to the use of the assessment in remote (telepractice) assessment:

Publisher: GL Assessment
British Ability Scales: Third Edition (BAS3) Psychologists Only
Phonological Assessment Battery (PHAB2)
Single Word Reading Test (SWRT)
York Assessment of Reading (Early, Primary & Secondary) (YARC)
Publisher: Hachette Learning (was Hodder Education)
Basic Number Screening Test: Fifth Edition (BNST5)
Publisher: Hogrefe
Intelligence and Development Scales: Second Edition (IDS-2)
Snijders-Oomen Non-Verbal Intelligence Test (SON-R 6-40)
Publisher: Oxford University Press
Test of Basic Arithmetic & Numeracy Skills (TOBANS) Test is no longer available to purchase.
Publisher: PAR, Inc.
Academic Achievement Battery (AAB)
Feifer Assessment of Maths (FAM)
Feifer Assessment of Reading (FAR)
Feifer Assessment of Writing (FAW)
Publisher: Pearson
British Picture Vocabulary Scales (BPVS3) This test will no longer be included on the test list after 31st May 2028. This notice includes a grace period from 31st May 2027.
Key Maths 3 UK
Wide Range Assessment of Memory & Learning: Third Edition (WRAML3) Psychologists Only
Publisher: Pro-Ed, Inc.
Test of Adolescent/Adult Word Finding: Second Edition (TAWF-2)
Test of Orthographical Competence: 2nd Edition (TOC-2)
Publisher: Real Group Ltd.
Test of Retrieval Efficiency (TORE)

These lists will be updated annually in line with the annual update of the Test List by STEC.

APPENDIX 2: Useful References and Resources

Articles

American Psychological Association (2024). Proposed Revision of Guidelines for the Practice of Telepsychology. <https://www.apa.org/about/policy/telepsychology-revisions>

Festa, G.M. (2025), Teleassessment in Psychological Practice: Opportunities, Challenges and Critical Considerations. Journal of Behavioral Health and Psychology, 14(4), pp. 1–5. <https://doi.org/10.33425/2832-4579/25099>

Royal College of Speech and Language Therapists: Administering assessments via telehealth. <https://www.rcslt.org/members/delivering-quality-services/telehealth-guidance/#section-7>

APPENDIX 3: Templates for Pre-Assessment Client Agreement for Online Assessment

CLIENT AGREEMENT – ONLINE ASSESSMENT - adult/16 and over

Recommended template

The online diagnostic assessment will be completed by a specialist assessor/ practitioner psychologist using the (e.g. Zoom) platform. If either party has technical difficulties during the session, then they should immediately reconnect to the meeting via the same link sent on email to continue the session. The assessor's mobile phone number will be provided in case there are difficulties reconnecting.

By signing this form, you agree to the following statements and requirements:

- You will use a large tablet (minimum size of 9"/23cm), laptop or desktop computer with a strong WIFI signal. (Smaller tablets, iPad minis and phones are not acceptable for the testing element of these remote sessions, although it will be useful to have a smartphone to hand).
- Your large tablet, laptop or desktop computer will have a suitable microphone and camera, and speaker/headphone facilities.
- You have ensured your device and hardware are suitable and compatible with the online platform and are willing to trial it ahead of time.
- You will be alone, in a quiet room, during the remote assessment and arrange not to be interrupted. However, if necessary, you may ask a facilitator to be present in a nearby location ready to support you with any technical aspects of the remote assessment session you may need help with.
- Unless instructed by the assessor, you will put away and turn off other smart devices such as a mobile phone or tablet during the assessment.
- At the end of the session, you will be required to retrieve your phone to take photos of some of your written work, which will then be immediately emailed to your assessor. Once these are safely received, you will delete these photographs, on camera, in front of the assessor. You will ensure emails and email attachments have been deleted from any 'deleted folder' storage. Photographs will need to be deleted from any cloud storage if automatically uploaded.
- All assessment content must remain confidential and will not be shared by you with anyone else. If assessment materials need to be posted to you prior to a remote assessment session, you will not open the envelopes until in the assessment session in view of the assessor.
- It will be your responsibility to post these materials back to the assessor as soon as possible following the assessment or destroy them as requested by the assessor.
- If you cancel the assessment session and a later session is not re-booked, you will return any materials received.
- You will not record the remote session or take any screenshots or photos of the testing materials, unless requested to do so by the assessor.
- You will have a pad of lined paper and pens available during the assessment.
- If you wear glasses for computer screens and reading, you will wear them during the assessment.
- If it is your normal way of working to use a coloured overlay or other ergonomic requirements, you should discuss this before the assessment.

I, _____ (print name), agree to all of the requirements and statements above.

Signed: _____ Dated: _____

Email: _____ Mobile: _____

CLIENT AGREEMENT – ONLINE ASSESSMENT - children under 16

Recommended template

The online diagnostic assessment will be completed by a specialist assessor/ practitioner psychologist using the (e.g. Zoom) platform. If either party has technical difficulties during the session, then they should immediately reconnect to the meeting via the same link sent on email to continue the session. The assessor's mobile phone number will be provided in case there are difficulties reconnecting.

By signing this form, you agree to the following statements and requirements:

- You (or the school, or other organisation where the assessment will take place) will provide the use of a large tablet (minimum size of 9"/23cm), laptop or desktop computer with a strong WIFI signal. (Smaller tablets, iPad minis and phones are not acceptable for the testing element of these remote sessions, although it will be useful to have a smartphone to hand).
- The large tablet, laptop or desktop computer will have a suitable microphone and camera, and speaker/headphone facilities.
- The device and hardware will have been checked to ensure it is suitable and compatible with the online platform.
- A facilitator (e.g. parent, carer, teacher) will be present, in the same room and contactable at any point by either assessor or child for the entire assessment session. The level of facilitator involvement in the session will depend on the age and preference of all parties involved, including the child, but a separate, prior training and preparation session will be necessary to brief the facilitator as to their role.
- I understand that the facilitator will not influence performance on tests as this will invalidate results.
- The room provided for the online remote assessment session must be quiet and the facilitator will need to arrange for the session to not be interrupted.
- Unless instructed by the assessor, both the child and the facilitator will put away and turn off other smart devices such as a mobile phone or tablet during the assessment.
- At the end of the session, the facilitator or the child will be required to use a phone to take photos of written work, which will then be immediately emailed to your assessor. Once these are safely received, the facilitator or child will be asked to delete these photographs, on camera, in front of the assessor. They will ensure emails and email attachments have been deleted from any 'deleted folder' storage. Photographs will need to be deleted from any cloud storage if automatically uploaded.
- All assessment content must remain confidential and will not be shared by the facilitator or child with anyone else. If assessment materials need to be posted to you prior to a remote assessment session, the facilitator or child will not open the envelopes until in the assessment session in view of the assessor.
- It will be the facilitator's responsibility to post these materials back to the assessor as soon as possible following the assessment or destroy them as requested by the assessor.
- If the assessment session is cancelled and not re-booked for a later date, the facilitator will return any materials received.
- The facilitator or child will not record the remote session or take any screenshots or photos of the testing materials, unless requested to do so by the assessor.
- If the child wears glasses for computer screens and reading, they will wear them during the assessment.
- If it is the child's normal way of working to use a coloured overlay or other ergonomic requirements, these will be discussed before the assessment.

I, _____ (print name), agree to all of the requirements and statements above.

Signed: _____ Dated: _____

Email: _____ Mobile: _____