

Measuring progress for pupils with SEND

How do schools show that pupils with SEND are making progress? Since levels have been discarded, schools need to base their ideas of individual pupil progress upon the curriculum that they have devised and the assessment policy they have produced to measure progress through the curriculum. Jamie Pemberton (Sig+) believes that what is required is **identification of individual levels of success over a school year and evidence that a teacher has a firm idea of individual learning gaps and is acting to address these**. He explains that assessment needs to be effective **in assessing pupil's journey through the school curriculum**. It shouldn't be designed to fit any 'idea' of what a school *thinks Ofsted or other external verifiers* want to see. <https://preview.tinyurl.com/ya4a3mbr>

Where to begin

Ensure that the **school curriculum and assessment policy** make explicit the approach to monitoring progress and attainment for pupils with SEND. This might require reflection on questions that include, how does the school:

- Identify additional aspects to be included within the curriculum, necessary to support the success of individual pupils with SEND i.e. life and social skills?
- Check that the assessment processes achieve improved outcomes for pupils with SEND?
- Ensure that target setting for pupils with SEND is sufficiently ambitious?
- Include and utilise the views and advice from parents and external agencies within the assessment, target setting process and reporting process?
- Decide on the tools that will be used to identify progress in all areas of learning?
- Ensure that evidence of pupil progress can be found without requiring additional recording work by teachers?
- Track small step progress for pupils working below age-related expectations in all aspects of learning appropriate to them and ensure they are easily understood by pupils and their parents?
- Instigate and use monitoring and moderation processes to provide scrutiny of provision for SEND pupils?

Routes to collect progress evidence for pupils with SEND might include:

- Steps through **personalised learning ladders** that identify individual stages on the way to attainment of a goal e.g. independent toileting, travel, completion of a specific skill.
- Feedback from parents and families.
- Pupil voice.
- Observations and feedback from teachers and support staff.
- Recorded impact of Education, Health, Care plans, SEND support, Pastoral Support or Behavioural plans.
- Evidence from internal and external moderation of teacher assessments for pupils working below national curriculum milestones.
- Attendance, behaviour, exclusion data.
- Reviews from multi-agency meetings/team around the child reviews.
- Scaling to track impact of solution focused remedies. Useful explanation in this blog by Coert Visser. <https://preview.tinyurl.com/y8kj723s>

- Case studies/Pupil profiles/passports.

Measuring progress in: Cognition and learning

- Class based work samples (before and after).
- Measured impact of targeted interventions.
- Classroom records of attainment over time through the curriculum.
- Standardised tests (reading, spelling, maths, etc)
- Reports from external experts e.g. specialist teachers, educational psychologists etc.

Tools:

- *Engagement for Learning Framework*. Useful for pupils with SLD/PMLD.
- Progress through the curriculum broken down into smaller steps, through a tool such as the *Planning and Assessment Grids for Primary School Teachers* (Sheffield) <https://preview.tinyurl.com/yao467kg>
- British Dyslexia Association's *Understanding neurodiversity: A guide to specific learning difficulties* includes neurodiversity *profilers*, designed to be a first step in establishing the needs of learners who are achieving below age expected levels <https://preview.tinyurl.com/y7vxhur7>
- Croydon's *Bridging the Gap* materials (reading, writing and maths) Between P Scales and the NC. <https://preview.tinyurl.com/y7t7bxwy>

Commercial tools

- P Scales and systems based upon these such as *PIVATs* (5th edition), for reading, writing, speaking, listening and mathematics, provides small step assessments from P Scale through to the new national curriculum Y4 age related expectations. £130 <https://preview.tinyurl.com/yall2t4c>
- and BSquared *Progression Steps Core: English, Maths & Science* £350 <https://www.bsquared.co.uk>
- Key Learning Indicators of Performance (Lancashire) £35 for one subject area i.e. reading, writing or maths. £150 for the complete curriculum <https://preview.tinyurl.com/y8thd2dh>

Communication and interaction

- Speech and language screening and monitoring tools deployed by external specialists (e.g. Speech and language therapists, specialist autism, sensory impairment teachers etc.).
- Increased competency demonstrated through completion of SLCN/Social Skills etc programme

Tools:

- *Progression Framework for Pupils on the Autism Spectrum* (Autism Education Trust). <https://preview.tinyurl.com/y7t7x2td> This provides checklists to monitor: social communication, social interaction, social imagination/flexibility, sensory processing, emotional understanding and self-awareness, learning, independence and community participation.
- Plymouth City Council's *Social Communication Difficulties Checklist*: This aims to support screening for social interaction, receptive and expressive language, inflexible thinking, sensory difficulties etc. <https://preview.tinyurl.com/y9fo8myk>
- *Squirrel story narrative comprehension assessment* (NCA) (Australian) This was developed as an assessment of *oral* narrative comprehension and is aimed at 4-

7yrs olds with developmental language disorder.

<https://preview.tinyurl.com/ydh77xg7>

- Afasic's *Speech and language screening test for 6- to 10-year olds*
www.afasic.org.uk/download/670

Commercial tools

- The *Speech, Language and Communication Progression tool* from the Communication Trust. There are 8 Progression Tools, which highlight children and young people's language skills at the following key ages of development: 3, 4, 5-6, 7-8, 9-10 in early years and primary school, and 11-12, 13-14 and 16-18 in secondary school. This can be used to track progression of SLC skills over time or following interventions. £29.99 a set.
 - Primary <https://preview.tinyurl.com/ycwqs3s6>
 - Secondary <https://preview.tinyurl.com/oayjy4e>

Social, emotional and mental health

- Behaviour observations.
- Records from school-based sources that might include Behaviour Support Plans, records from mentors.
- Reports from external agencies e.g. CAMHS.

Tools:

- Checklists for measuring impact of targeted programmes for increasing social, emotional and mental health skills. *Behaviour Audit* Taken from QCA document *Supporting School Improvement Emotional and Behavioural Development* Provides three grids identifying learning, emotional and conduct behaviour.
<https://preview.tinyurl.com/kxxyqah>
- *Wellbeing Measurement Framework*.
 - Primary <http://preview.tinyurl.com/y9ecpq5k>
 - Secondary <http://preview.tinyurl.com/ydyu4khq>
- Strength and Difficulties questionnaire. <http://www.sdqinfo.com/>
- The Incredible 5-point scale. Explanation and examples
<https://preview.tinyurl.com/ya334rww>
- *Young Minds Academic Resilience Framework* This can be used to support recognition of a young person's needs and enable the planning of the next move towards developing their resilience. <https://preview.tinyurl.com/yaul2afv>

Commercial tools

- *Boxall Profile*. (£40) (Primary and Secondary)
<https://preview.tinyurl.com/y9u856l8>

Sensory and physical needs

- External specialist reports e.g. Occupational therapy/physiotherapist.
- Hearing impairment and visual impairment reports.
- Progress through PE curriculum.
- Impact of action put in place to respond to sensory sensitivities.

Tools:

- Autism Education Trust's *Sensory assessment checklist*.
<https://preview.tinyurl.com/lrou7b7>
- Trafford Children's Therapy Centre provide *Motor skills checklist* and advice.
<https://preview.tinyurl.com/ycc9phss>