

Assessment for SEN : what this means in practice & a range of strategies to share

Pat Bullen

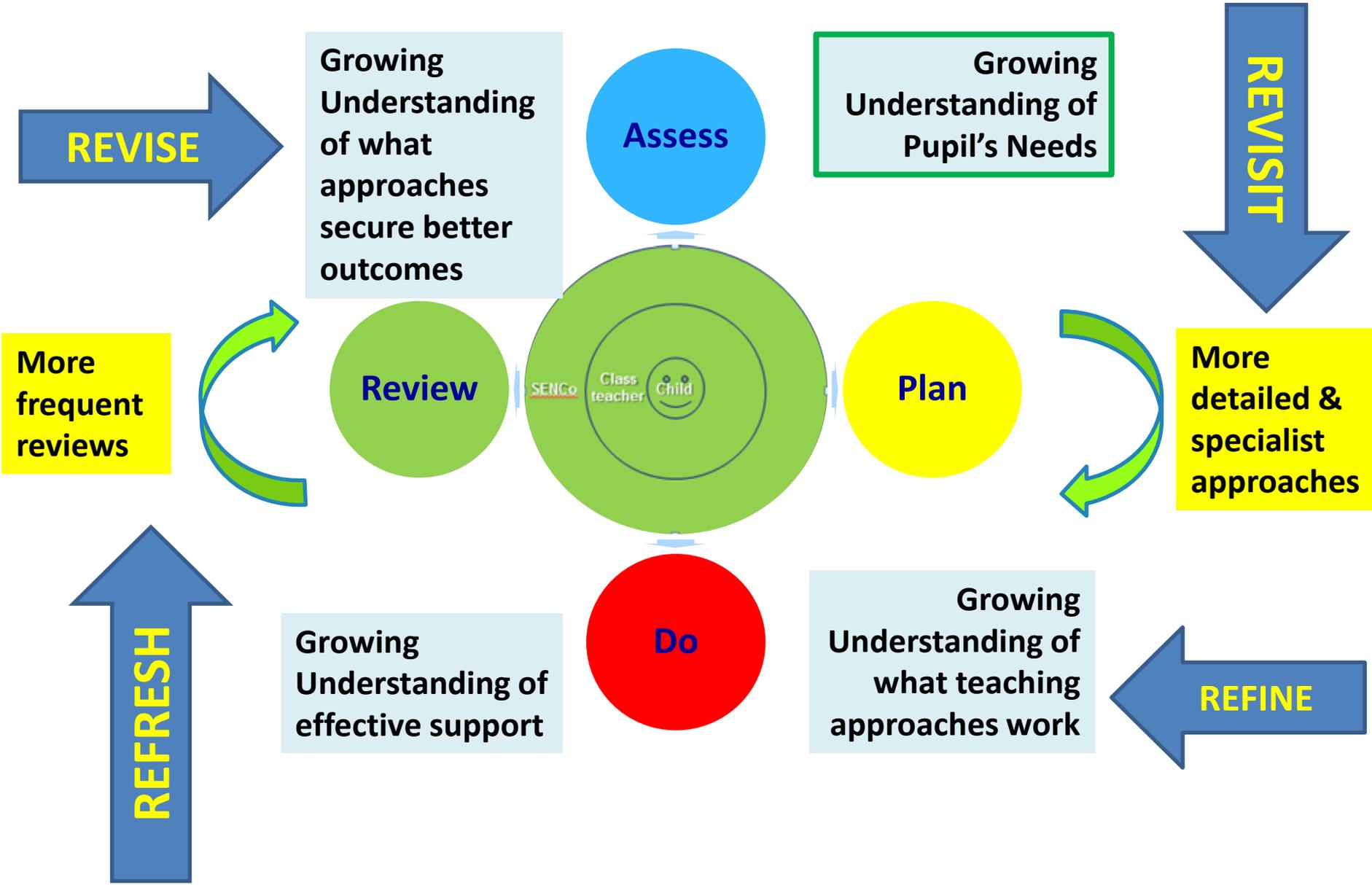
East Midlands SEND Reforms Lead/Raising Achievement Partner
Leicester City Council

Forest Way Assessment Conference , Loughborough
Friday 8th March 2019

Assessment

- Assessment is part of the planning, teaching and learning cycle.
- Teachers use evidence of learning, in a range of settings and contexts, throughout the school year to assess learners' progress.
- Effective assessment identifies learners' individual strengths and needs and provides information about learner progress.
- All assessment procedures should focus on informing and promoting teaching and learning

Where assessment of SEN fits into The Graduated Approach



A Whole School Approach – what the CoP says

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties

A Whole School Approach – what the CoP says

For some children, SEN can be identified at an early age. However, for other children and young people **difficulties become evident only as they develop**. All those who work with children and young people should be **alert to emerging difficulties and respond early**.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues

Identifying Need

SEND Code of Practice

Teachers, supported by the senior leadership team, should

- make **regular assessments of progress for all pupils**.
- seek to identify pupils **making less than expected progress** given their **age and individual circumstances**.
- can include progress in **areas other than attainment** – wider development or social needs in order to make a successful transition to adult life.

How is your school doing this?

Pupil Progress Meetings

Departmental meetings

At transition?

The first response should be **high quality teaching** targeted at their areas of weakness.





Whole School Approach to Identifying & Assessing Need / Special Educational Need

FOR ALL

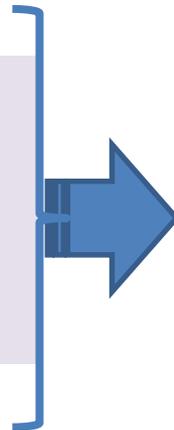


FOR SOME



FOR A FEW

- Communication and Interaction
- Cognition and Learning
- Social, mental and Emotional Health difficulties
- Sensory and/or physical needs



Formative Assessment

standardised tests

criterion referenced assessments **checklists**

profiling tools e.g. for behaviour, SLCN

observation schedules and prompt sheets

conversation with parents

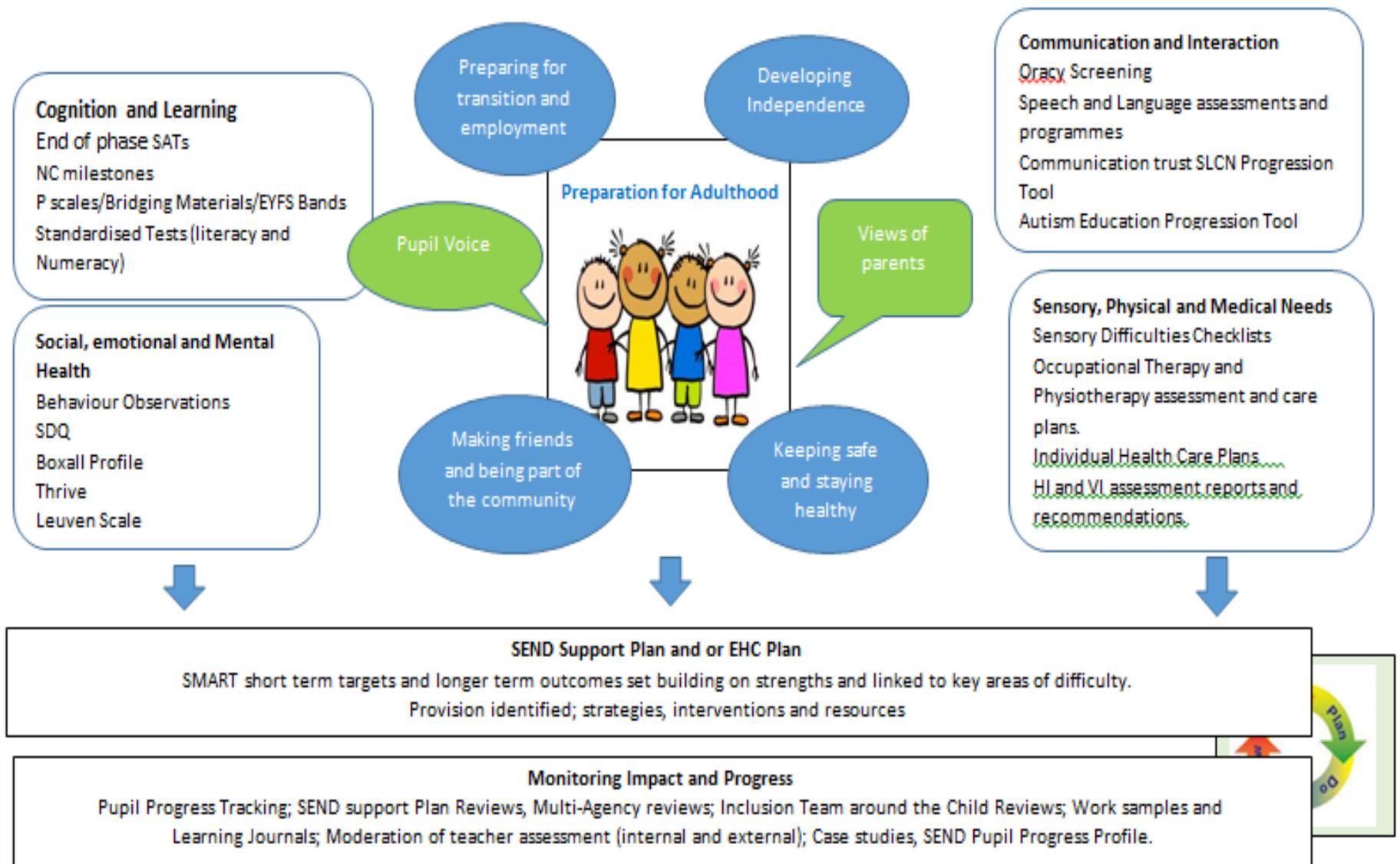
conversation with **pupil**

screening assessments

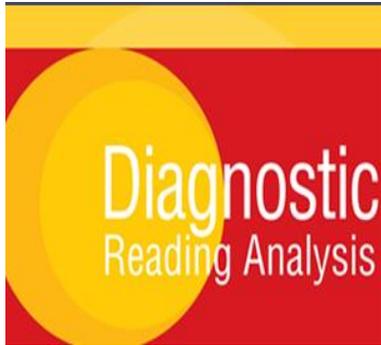


Staff training idea:
Identifying tools in school to support fine tuned assessment of need

Person Centred Planning for Pupils with SEND



Standardised Assessments – others are available!



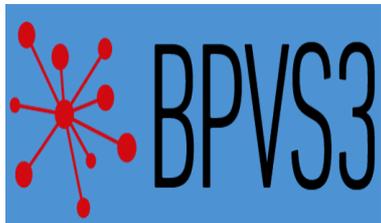
DRA

Hodder and others
Reading accuracy
Reading comprehension
Reading Fluency
Comprehension processing
speed
7 – 16 years



Dyslexia portfolio

G:L Assessment
6 – 16 years
Strengths / weaknesses in
literacy
9 sub tests



BPVS 3

GL Assessment
Assesses vocabulary
development
Range: 3 – 16 years



PhAB 2 – primary

PhAB – secondary

GL Assessment
Tests for phonological
awareness



Single Word Spelling Test (SWST)

GL Assessment
Spelling Age / Standardised scores /
'centile rank
Analysis of spelling errors & Spelling lists

Criterion Referenced Assessments

- Small Stepped Trackers for Literacy: phonics, HFW etc
- Small Stepped Trackers for Numeracy: counting / calculation etc

- Language development profile



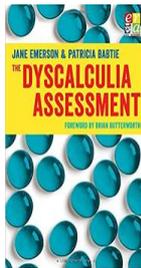
The Communication Trust Progression Tools

Set of tools designed to help identify how children are progressing with their speech, language and communication skills at key ages.

- SEMH development profile
- P Scales – PIVATS, B Squared
- Schools own devised assessments

Dyscalculia Assessment (book)

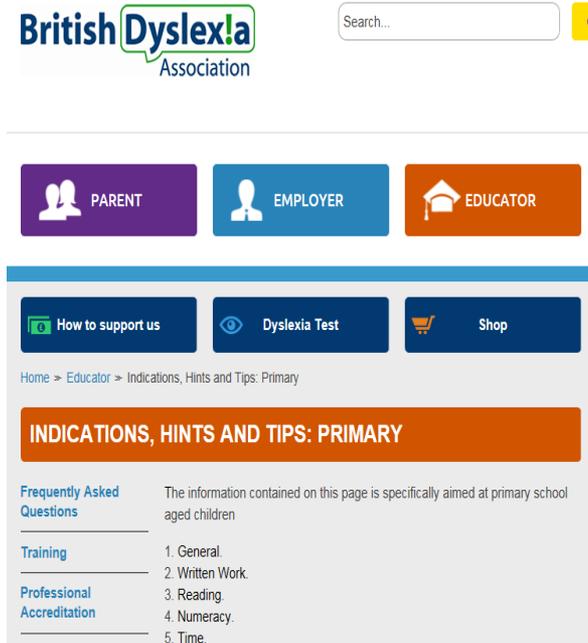
Bloomsbury
Tool for investigating numeracy difficulties
Formative



Boxall Developmental Profile

Assessment of social, emotional and behaviour development
Primary and secondary
2 part checklist
Identifies levels of skills to access learning

Checklists – many and varied



Many and varied:

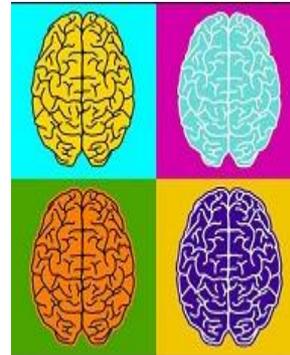
- ADHD
- ASD
- Dyslexia
- Dyspraxia
- MLD!
- ODD
- etc

BEWARE:

They are a starting point only

Research –
Neurodiversity

Use reputable organisations / websites



FOS Continuum of Assessment

Teacher

SENCO

Specialists

Example of a Continuum of Assessment developed with a family of schools

All pupils	Area of Assessment		Assessments available for class teachers	Assessments for use by SENCO/trained TA	Specialists available for further assessments
Development Matters Foundation Stage Profile NC levels Phonics P Levels	Literacy	Reading	Small Steps Literacy Tracker X X X X X RWI phonics assessment X X X X X X Running Records Fresh Start X X X NFER X X CAT 4 X	Dyslexia Screening Test X X X Single Word Reading (6-16) X X Diagnostic Reading Analysis X X Salford X WRIT X RWI Phonics X X X X NFER X WRAT4 X	Learning Support Service Educational Psychologist OCR Level Trained Teachers
		Writing	CAT 4 X	Sentence Completion Test 10 Minutes Free Writing	
		Spelling	Small steps Literacy tracker X X X X X CAT 4 X	Vernon Spelling Test X X X X X X X X	
		Comprehension	CAT 4 X	Diagnostic Reading Analysis X X X	
Development Matters Foundation Stage Profile NC levels APP P Levels	Numeracy		Snap to Maths GAPS in Maths Profile X X X Number Stars X X X X X CAT 4 X	Springboard KS2 X X X	Learning Support Service
Development Matters Foundation Stage Profile NC levels APP P Levels	Language		IDP Profile X X X X X Receptive (understanding) X Expressive X Social/Functional X Speech Sounds X X	BPVS III X X X	Speech & Language Therapy Service
Behaviour Policy	Behaviour			Boxhall profile X X Strengths & Diff. Questionnaire X X X	Educational Psychologist
	Specific Area of Need		ADHA Checklist X X X X Autism Checklist X X X X Dyspraxia Checklist X X X X Dyslexia checklist X X X X Attachment Disorder X X	Dyslexia Screening Test X X X PhAR X X	Learning Support Service Educational Psychologist Referral – GP/SPA

All Pupils

Pupils who are not making progress / possible underlying SEN

Focused conversation with Student



Confidence in working independently

No I always need help

Getting along with others

No I don't have friends

Staying on task

I find it hard to stay focused on my work

Enjoyment of writing / maths etc

No I hate it

Joining in

I don't like joining in at all

Perseverance

I give up easily

What are their self perceptions?

What are their priority areas / concerns?

How do they compare with the teacher's views?

Yes I work well by myself

Yes I have lots of friends

Yes I can concentrate well

I really enjoy it

Yes I am always keen to join in

I always keep trying



Staff training idea: Finding out pupil's view of need

SEN self-evaluation- whole cohort level

Learning Walks

Scrutiny of books /
work

Feedback from
pupils, TAs,
teachers, parents,
external agencies

Data analysis

Provision Mapping

School Local Offer

Annual Evaluation
report to Governors
(not statutory, but
useful)

Legal definition of SEN

SEND Code of Practice

A child or young person **has SEN if they have a learning difficulty or disability which calls for special educational provision to be made** for him or her.

A child of compulsory school age or a young person has a **learning difficulty or disability** if he or she:

- has a **significantly greater difficulty** in learning than the majority of others of the same age, or
- has a disability which **prevents or hinders him or her from making use of educational facilities** of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, **SEN provision is educational or training provision that is additional to or different from** that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools..

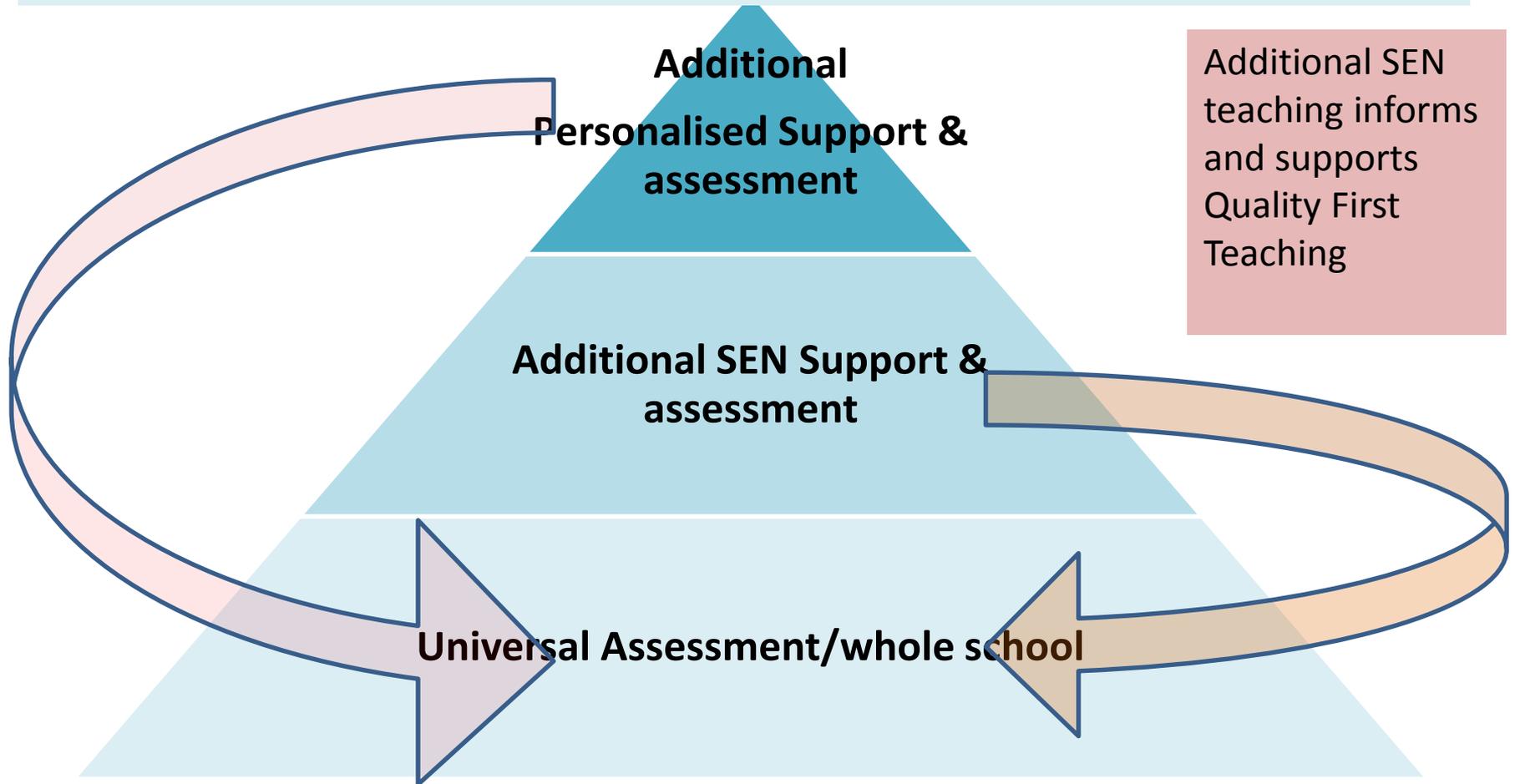
What's in the basket at your school?

A copy of suggested
approaches/strategies is available
to support conversations

What next?

- Built in, or bolted on, to whole school assessment approaches?
- What is your action plan for assessment of children significantly below age related expectations?
- How can the changes support positive recognition of the small steps that they make make?
- How do you report it meaningfully to others, including parents?

Graduated Response: What will it look like for assessment?



Thank
you!!



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Pat Bullen,

East Midlands area SEND regional network
coordinator

**“TO BE HOPEFUL MEANS TO BE UNCERTAIN
ABOUT THE FUTURE, TO BE TENDER TOWARD
POSSIBILITIES, TO BE DEDICATED TO CHANGE
ALL THE WAY DOWN TO THE BOTTOM OF YOUR
HEART.”**

REBECCA SOLNIT

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