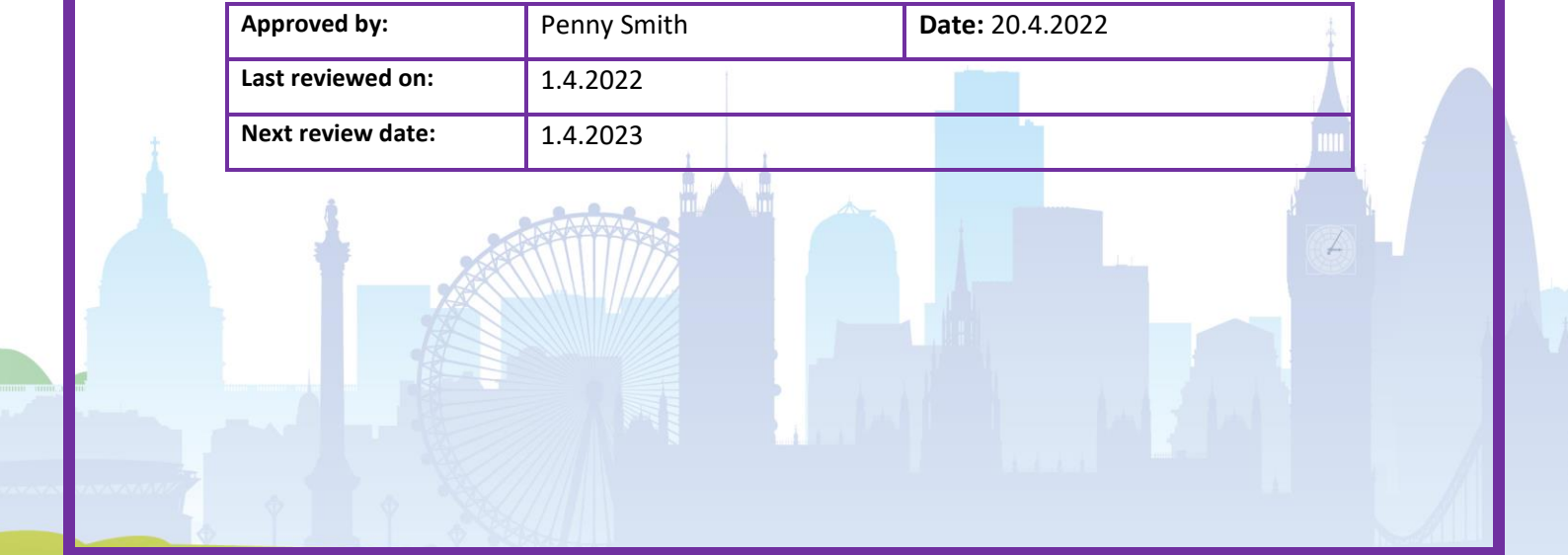




# Shoreditch Park Primary School

## SEND Assessment Policy

<b>Approved by:</b>	Penny Smith	<b>Date:</b> 20.4.2022
<b>Last reviewed on:</b>	1.4.2022	
<b>Next review date:</b>	1.4.2023	



**Responsibility:**  
**Guidance for SEND assessment at Shoreditch Park School**

### **Principals**

This assessment pathway is followed when a child is working significantly below the expected standards for their chronological age. The child will be on the SEN register but may not have an EHCP. Children with SEN or EHCP who are working at the expected level for their age group will follow the Shoreditch Park School assessment policy for academic attainment.

This assessment pathway is used for children that meet the above criteria to ensure that progress is recorded and monitored using appropriate assessment systems. This in turn informs teachers, support staff, other professionals and carers gain an insight into learning and progress against a child's cognition and primary need.

### **Intervention groups and alternative provision**

Shoreditch Park School offers a bespoke curriculum offer for a small minority of children who meet the above criteria to ensure that the teaching and learning is within their cognitive range. It is designed with consideration of children's starting points and their individual primary need. Children may be assessed using Target Tracker, EYFS framework, or Pre Key-stage standards or Connecting Steps depending on their individual needs. If needed the engagement model may be used for pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study.

The child's class teacher will be held accountable for their progress, regardless of the group in which they are taught. The class teacher will track pupil progress and have regular meetings with the intervention group leader, with support from the Inclusion Team where necessary. For children with an ARP (Autism Resourced provision) place the ARP manager and Assistant Head for Inclusion are accountable for their progress.

### **New admissions**

For new admissions with EHCPs in place transitions are planned and managed carefully to ensure that pupils have the best possible start to their time at Shoreditch Park Primary School . Transition programmes are planned the term before admission where possible. This includes:

- Observation of child in their current setting.
- Meeting with SENCo, class teacher, parents and other relevant professionals.
- Planned visits to the Shoreditch Park prior to the child's start date.
- A personalised induction programme for each child.

The class teacher **baselines** all new pupils on entry to the school at the next assessment checkpoint (termly). Tracking software such as Connecting steps or Target Tracker are used to assess children's attainment in both English and Maths.

For pupils with an ARP place pupils will be additionally assessed using the SCERTS framework. Social communication (SC) and Emotional Regulation (ER) targets are selected to support pupils in these areas.

## Summative Assessment

### Tracking progress against the national curriculum

All children's progress is assessed at the attainment level they are baselined at and described using either pre-key stage standards, or their equivalent year group band. They are then tracked using the corresponding progress tracker.

- 3 – 5 years old
  - Development Matters in the Early Years Foundation Stage (EYFS) is formative assessment tool that is used to track a child's progress in all areas of the Foundation Stage curriculum. Development Matters is used alongside the new Statutory Framework for the EYFS. Assessment data is collected at three points throughout the academic year.
  
- 5 years onwards
  - Target Tracker is a formative assessment tool that is used to track a child's progress in range of subjects. Pupil's English and Maths progress will be tracked using target Tracker where they are working within national curriculum expectations (from working towards Y1 upwards).
  - Where a child is working below the expected level of attainment for Y1 they are working at pre-key stage standards.
  - Connecting Steps is a formative assessment tool that is used to track a child's progress in both English and Maths and Science for children working at pre-key stage standards. Some children's assessment profile may have a combination of Connecting Steps, and Target Tracker depending on their personal attainment and their specific learning needs.
  - If pupils are working below the standard of the national curriculum assessments and not engaged in subject-specific study they would be assessed using the engagement model. Pupils assessed in this way would typically be described as having severe or profound and multiple learning difficulties
  - Progress is tracked 3 times per year, in line with mainstream expectations.
  - In the autumn and summer terms many children will have their reading (decoding and comprehension) assessed using the York Assessment of Reading for Comprehension. Maths may be assessed using the Sandwell assessment for children working below Year 3 expectations.

### Pupil progress reviews

Pupils' progress is tracked at 3 key points in the year, across the school. Class teachers meet termly with year group leaders for a pupil progress review (PPR), all pupils, including those with SEN and EHCP. Class teachers are responsible for the progress of all children on their register, including those taught in intervention groups, the ARP or outside of their year group.

- Progress measures for pupils without an EHCP

- All pupils without an EHCP, including those at SEN support, are expected to make 2 points progress per term/ 6 points per year on target tracker.
- If a child has not made 2 points on target tracker per term this will be highlighted in pupil progress reviews. Next steps are discussed, these may include: tutoring, intervention groups, involvement of the SENCo or ARP manager, or further assessment using YARC or Sandwell tests.
- Progress measures for pupils with an EHCP in place
  - Pupils are expected to make measurable progress from starting points. This may be in line with whole school expectations (2 steps per term), or be adjusted to reflect their level of need.
  - Pupils are set ambitious and individual targets in line with their primary need through a multi-professional team approach.
  - Progress is tracked through termly PPR and class teachers and leaders will discuss progress against that individual's progress measure.

### SEN Support Plans

All pupils on the school's SEN register will receive targets relating to their primary need.

<b><u>SEN Primary Need</u></b>	<i>How are SEND targets written?</i>
<b><i>Cognition and Learning Difficulties</i></b>	Teachers select academic targets from the school's assessment program, Target Tracker. These targets are then closely monitored by school staff throughout the term.
<b><i>Social, Emotional and Mental Health</i></b>	Targets will be set through 2 key pathways: 1: Zones of Emotional Regulation sessions outcomes (set by SALT) 2. Bespoke targets for children accessing ELSA intervention 3. The School Counsellor will write a report once per year. 4. The Place2Be Practitioner will write a report at the end of the intervention and monitor progress using the SDQ.
<b><i>Language &amp; Communication including Autism.</i></b>	Hackney Speech and Language Therapy (SALT) will set targets for all pupils on their caseload.  These will be shared with parents by SALT when a pupil begins speech and language sessions.
<b><i>Sensory</i></b>  <i>Including hearing impairment or visually impairment.</i>	Target will not be written for pupils; however, the school will note specialist teacher guidance on the teaching, resources and environment of the educational setting.  Pupils with this additional need will have a specialist teacher from HLT. All reports and recommendations will be circulated to parents.

*Where a child has one of the above needs as stated in an Education Health and Care Plan (EHCP).*

Annual targets are agreed at the Annual Review meeting and written up by the SENCo.

Parents/carers of pupils with an EHCP will be invited in for a termly meeting to review SEND targets and progress with a member of the Inclusion Team.

The purpose of this meeting is to set clear outcomes and review progress towards them. In this meeting the parent/carer will receive an SEND support plan that outlines the progress pupils have made towards their EHCP outcomes.

## SCERTS

- The SCERTS model is a research-based educational approach that directly addresses the difficulties faced by children with ASD. It draws on a multi-professional approach and focuses on building skills in Social Communication (communicating with others), Emotional Regulation (helping the child stay calm and alert) and Transactional Support (how people and visuals support the child to understand and cope with their world and experiences).
- SCERTS targets will form part of a Support Plan for some children with a diagnosis of Autism.
- Opportunities to practice these skills are imbedded into weekly and medium term planning.

## Moderation of summative assessment.

- All teachers moderate pupils work in English and maths for children at age expected levels and attend cluster moderation meetings to cross reference.
- ARP support Plan target review and setting meetings are completed with ARP staff, teachers, Speech and Language Therapists and Assistant Head for Inclusion.
- SEN pupils are included in termly pupil progress reviews which take place with the phase leader.
- SEND target setting is moderated by the SENCo and Assistant Head for Inclusion in advance of being shared with parents. Parents are then able to have further input if necessary.

## Formative assessment

- Daily marking of pupils books using red pen.
- Verbal feedback and an observational comment.
- Response comment to be made if the child is able to access. To be answered in a green pen by child.
- Time is given to child to respond with TA or teacher and built into subsequent lesson.
- Amending planning in accordance with formative assessment in the classroom, teacher observation, support staff feedback, evidence in books, children's comments from success criteria and feedback and feed forward sections of the lesson.

## **Record keeping and evidence**

### **SEND file**

Every child with a statement of SEND or an Education Health Care Plan has an SEND file from the point of the child being identified and instigating statutory assessment. These files contain:

- Statement or Education Health Care Plan
- Annual Reviews
- Support Plans review paperwork
- Tracking of Pre-key stage standards through B-Squared and/or curriculum levels through Target Tracker.
- Reports from outside professionals
- Meeting notes
- Evidence against Support Plan targets being met.

### **Annual Reviews**

Pupils with an EHCP will have an annual review to review progress. At an annual review the following documents may be shared:

- SEND Support Plan explaining individual's child progress in relation to their diagnosis and any other needs they have. Interventions that have been put in place to support that child.
- Percentage of SEN targets met (M), partially met (PM) or not met (NM) for the academic year.
- Connecting steps or Target Tracker data.
- SCERTS assessment (ARP only)
- External professional reports
- Appendices of pupil view documents, Positive Management Plan, Support Plans, photos, observations, work from books to show.

