



Shoreditch Park Primary School

SEND Assessment Policy 2024-25



Aims

This policy aims to:

- Provide clear guidelines on our approach to assessment for pupils with SEND.
- Clearly set out how and when assessment practice will be monitored and evaluated

This policy supplements the school's [Teaching, Learning and Assessment Policy](#).

Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

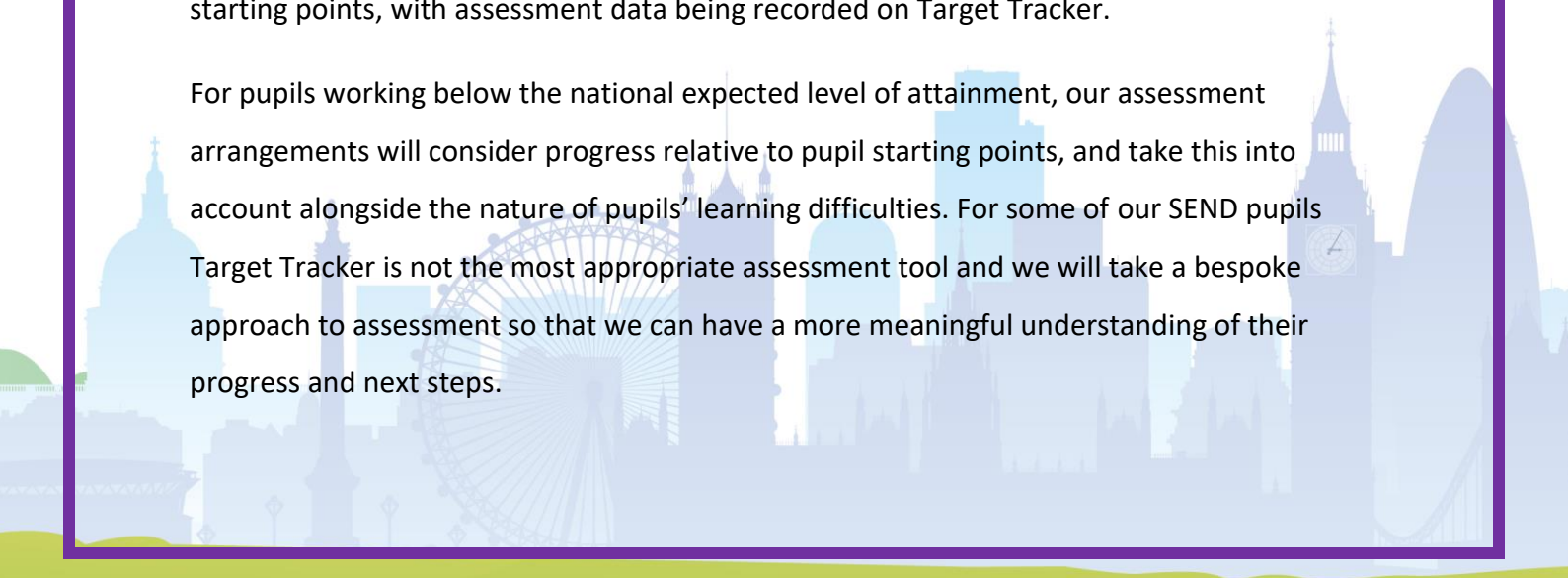
This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

Principles of assessment

At Shoreditch Park Primary School, pupil progress is continuously monitored from their starting points, with assessment data being recorded on Target Tracker.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties. For some of our SEND pupils Target Tracker is not the most appropriate assessment tool and we will take a bespoke approach to assessment so that we can have a more meaningful understanding of their progress and next steps.



Assessments for new admissions

For new admissions with EHCPs already 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 maths and literacy leads ensure that all new pupils are baselined on entry to the school. 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 an assessment tool that is used to track a child's progress in all areas of the Foundation Stage curriculum. Assessment data is collected at three points throughout the academic year.
- The [EYFS Profile](#) is a statutory assessment of children's development at the end of the academic year in which children turn 5, usually reception year.

Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS.

- For pupils with complex SEND their progress will also be tracked using the [Early Years Developmental Journal](#).

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 some children will have their reading (decoding and comprehension) assessed using the York Assessment of Reading for Comprehension (YARC).

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.

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 targets

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

<u>SEN Primary Need</u>	How are SEND targets written?
Cognition and Learning Difficulties	Teachers select academic targets from the school's assessment program, Target Tracker. These targets are then closely monitored by school staff throughout the term.
Social, Emotional and Mental Health	Targets will be set through 3 key pathways: 1: Zones of Emotional Regulation sessions outcomes (set by SALT) 2. The School Counsellor will write a report once per year. 3. The Place2Be Practitioner will write a report at the end of

	the intervention and monitor progress using the SDQ.
Language & Communication including Autism.	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.
Sensory Including hearing impairment or visually impairment.	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 typically be supported by clinicians at Hackney Ark. 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 support planning meeting to review SEND targets and progress. The purpose of this meeting is to set clear outcomes and review progress towards them. Following the support planning meeting the parent/carer will receive an SEND support plan that outlines the progress made towards their child's individual outcomes and any next steps.

Moderation of summative assessment.

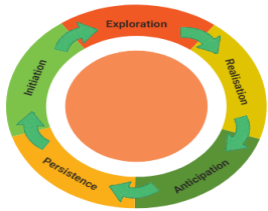
- All class teachers moderate pupils work in English and maths for children at age expected levels and attend cluster moderation meetings to cross reference.
- ARP support Plan target review and setting meetings are completed with ARP staff, teachers, Speech and Language Therapists and the ARP Manager.

- 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.



Supplementary assessment tools

<u>Tool</u>	<u>Description of the resource</u>	<u>Who is it typically used with?</u>
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.	• ARP pupils • Some pupils in the mainstream who have ASD.
Engagement model	The engagement model is an assessment tool for pupils working below the standard of national curriculum assessments and not engaged in subject-	• A small number of pupils with complex SEND needs.



specific study. The engagement model has 5 areas of engagement, these are:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Connecting Steps

Connecting Steps is a software programme that allows us to track small steps of progress. The software helps us to identify next steps for some pupils with SEND by highlighting a series of achievements that lead up to mastering a skill. Connecting Steps helps us to show non-linear progress for pupils who do not fit into 'standard' assessment steps.

- A small number of pupils working significantly below age related expectations in one or more core learning areas.

YARC

The York Assessment of Reading for Comprehension (YARC) assessment is an individually-administered reading assessment which allows us to closely observe a pupil's reading behaviours, strengths and areas for development. It breaks down the components of reading so that we can target specific skills to bring about rapid progress.

- Specific pupils who are working below ARE in reading (typically in Key Stage 2)

Pre-Key Stage Standards	The pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks. The pre-key stage standards focus on certain key aspects of English reading, English writing and mathematics for the specific purpose of statutory end-of-key stage assessment.	• Pupils working below at the end of KS2 .
AET (Autism Education Trust) Progression Framework 	The ART Progression Framework is intended to assist practitioners in identifying areas where autistic pupils may require additional support, so that specific programmes can be planned and implemented. It can also provide evidence of the effectiveness of such support. The AET Framework covers eight areas: communication and interaction, emotional understanding and self-awareness, social understanding and relationships, learning and engagement, sensory processing, healthy living, interests, routines and processing and independence and community participation. As there is some overlap with SCERTS we tend to not assess communication and interaction, emotional understanding and self-	• ARP pupils

	awareness, social understanding and relationships with the AET Progression Framework.																					
EQUALS curriculum assessment	Some pupils in Shoreditch Park follow aspects of the EQUALS curriculum. The EQUALS curriculum has four different curricula- the pre-formal curriculum, informal curriculum, semi-formal curriculum and formal curriculum. Each curriculum has its own assessment tools and/or approaches. <table><tr><th>Pre-Formal Curriculum</th><th>Informal Curriculum</th><th>Semi-Formal Curriculum</th><th>Formal Curriculum</th><th>National Curriculum</th></tr><tr><td>PMLD</td><td>Complex SLD, SLD/Autism</td><td>SLD, SLD/Autism</td><td>SLD/MLD Autism</td><td></td></tr><tr><td>Profound and Multiple Learning Disabilities</td><td>Working consistently and over time at the most complex end of the SLD spectrum</td><td>Working consistently and over time at or below the earliest reaches of the NC</td><td>Working consistently and over time significantly below age related expectations</td><td>Working within typical or near typical age related expectations</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> At the moment some pupils are accessing the pre-formal curriculum where the assessment process is very much a case of ongoing observation, intervention and assessment.	Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum	National Curriculum	PMLD	Complex SLD, SLD/Autism	SLD, SLD/Autism	SLD/MLD Autism		Profound and Multiple Learning Disabilities	Working consistently and over time at the most complex end of the SLD spectrum	Working consistently and over time at or below the earliest reaches of the NC	Working consistently and over time significantly below age related expectations	Working within typical or near typical age related expectations						A small number of pupils with complex needs.
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