



## **How we assess the learning of children with SEND**

At St George's Central CE Primary School and Nursery, we employ a variety of formative and summative approaches in order to assess children's learning and to inform next steps in progress. All children including those with Special Educational Needs and Disabilities (SEND) are assessed using a variety of approaches and techniques.

In Early Years, formative assessment lies at the heart of providing a supporting and stimulating environment for every child. The Early Years Foundation Stage Curriculum is divided into 1 – 3 year olds, 3 and 4 year olds and the Reception year. Parental contributions, for example: Ages and Stages questionnaires, Seesaw observations and informal conversations, together with school based Seesaw observations and practitioner knowledge inform these assessments.

Children will be assessed on entry to our 2 year old provision, pre-school provision and Reception class. The children are then assessed during play, when practitioners are guiding their learning, and during directed teaching. In Early Years, summative data is collected at the end of each term. In Nursery, this termly data is submitted to the Headteacher and Assessment leader and in Reception, it is also collected by the Local Authority. Children are judged to be working at an expected standard or working towards an expected standard. The Early Learning Goals within the Early Years Foundation Stage Profile are adequate for assessing children with SEND. However if a child in Early Years with specific needs is working well below age related expectations, 'B Squared' assessment materials may be used to supplement assessments. In Early Years these are paper based. These would be completed in discussion with the SENDCO and Early Years Leader. There are two legally required summative assessment reports during the Early Years; they are the Statutory Check at age 2 and the Early Years Foundation Stage Profile. Summative assessment supports children at their transition points through their Early Years journey, for example: when a child moves from a Nursery setting into a Reception class.

Parents/carers are regularly informed about their child's assessments and progress both informally and formally throughout their time in Early Years.

Within Key Stage 1 and Key Stage 2, the use of formal academic assessments, which are completed termly, are used in assessing children with SEND. More informal regular tests, such as weekly spelling and arithmetic tests, also enable teachers to track progress and attainment of children with SEND. Written and verbal feedback on work produced can also help in assessing progress and attainment. More details about assessments in individual subjects for all children, including those with SEND, can be found within the documents dedicated to individual subjects.

Children with SEND, that are working well below age related expectations in one or more areas, may be assessed using additional assessment materials. For such children in Key Stage 1 and Key Stage 2 'B Squared' online assessment materials are used. These assessments break each key area down into small steps and enable teachers to show the small steps of progress some children with SEND may have made. They also enable teachers to make meaningful assessments for children with autistic tendencies through the 'autism progress' assessment platform. Teachers and teaching assistants have access to B Squared online and assessments are completed on an ongoing basis for specific, individual children. The assessments are used to inform next steps, targets and discussions with parents. The SENDCO monitors the assessments on a termly basis and provides help and support in completing these as required.

***'Never settle for less than your best'***

*Jesus said, I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

Children with SEND that are working well below age related expectations can also be assessed in English, Maths and Science using the Pre Key Stage Standards. In Year 2 the *Pre Key Stage 1 Standards* are used to assess children who have not accessed much or any of the Year 2 curriculum and thus cannot be assessed using the *Teacher Assessment Framework for the End of Key Stage 1*. Likewise in Year 6 the *Pre Key Stage 2 Standards* can be used to assess children who have not accessed much or any of the Year 6 curriculum. However the Pre Key Stage Standards are also available to be used throughout Key Stage 2 as a form of assessment if it is deemed appropriate. There is a platform for them on our B Squared online portal.

Boxall Profiles are used for some children with SEND who have social and emotional mental health needs. Our Learning Mentor uses these as part of her work in supporting such children. Often they are used at the beginning and end of an intervention to see impact and inform next steps. Stirling Well Being questionnaires are also used in Key Stage 2 to assess social and emotional mental health needs and are carried out termly.

Across the whole school we also make use of specialised assessments carried out by external professionals such as speech and language therapists, educational psychologists and specialist teachers from the Targeted Education Support Service. The nature of such assessments can vary widely depending on the needs of the child and the outcomes sought through external involvement.

'Voice of the Child' forms and 'Parent Voice' forms and the gathering of parents' views, often as part of an EHCP process, also provide a more informal basis for assessment. Changes and developments seen through tracking these views over time can help in assessing children's needs and may provide some or all of the rationale for changes and adjustments in provision.

In Key Stage 1 and Key Stage 2, for some children with SEND, we also use support prompt strips which are attached to pieces of work to show the level of support children have been provided with to complete the activity. This enables us to see what children can do independently and what they require more structured support with. We may also use specific assessment resources provided by external specialists if it is deemed to be appropriate for a particular child.

Although children with English as an Additional Language (EAL) do not necessarily fall into the same category as children with SEND they do have some specialist provision in terms of assessment. In conjunction with recommendations from the local authority's Ethnic Minority Achievement Service (EMAS) we use the NASSEA EAL Assessment Framework to assess some children with EAL. These are completed in conjunction with the EMAS team who come into school to work with some children with EAL and are used to support and guide school staff and the EMAS team in working with such children.

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