

Assessing children with SEND

At William Booth Primary and Nursery School we assess progress and attainment levels against National Curriculum statements to ensure children are on track to meet age related expectations.

For some children, their special educational need(s) mean that they are working significantly below their peers and/or making limited progress when assessed against age related expectations.

In these cases, the child's progress is assessed using BSquared and/or the Autism Education Trust (AET) Progression Framework.

In addition to using BSquared and AET for assessing and target setting, they should also be used daily for teachers/TAs to refer to when planning for the needs of the child.

Why use BSquared and/or AET?	For a small number of children who have a special educational need, the National Curriculum statements which we use to assess progress and attainment will not be appropriate as the child is working developmentally well below their peers. These children may make slower progress and it is imperative that this progress is tracked and small steps planned for.
Which children should I be tracking using BSquared or AET? How will I know whether to use BSquared or AET to assess progress?	Children who are working significantly below their peers and/or making limited progress when assessed against age related expectations are likely to need to be assessed using BSquared and/or AET. Data tracking and pupil progress meetings at half-termly points across the school year will identify children who are in danger of not making expected progress. The decision to use BSquared and/or AET to assess progress will be made by the class teacher and SENCO and parents/carers will be informed.
Do I need to use all of the BSquared and AET trackers with all pupils with SEND?	No! You only need to use the trackers that are the most relevant to the child's needs. For example: • A child with a cognition and learning need particularly around literacy development may not need any AET tracking, be assessed using BSquared for reading and writing and be assessed using the whole school assessment system for maths. • A child with ASD may need the AET for areas that fall outside of National Curriculum subjects and the relevant BSquared for academic learning. The class teacher and SENCO will work together to decide which trackers are most relevant for the child.
What will this look like on whole school progress and attainment tracking?	Every child assessed using the AET will have an individual tracking document to assess progress against social, emotional, communication and independence targets. Every child assessed using BSquared will have electronic copies of their assessment documents. The BSquared statements will be highlighted as the child achieves them and a record kept of their level and score. These documents should be brought to Pupil Progress meetings to discuss progress. 'Class on a page' documents will remain red for these children, however the tracking and assessment documents will show small steps of progress have been made.
When do I need to complete the tracking documents? How will this be moderated?	The AET and BSquared documents need to be updated every term in line with the whole school assessment policy. Best practice is to use the trackers as working documents and update as the children achieve a target. The SENCO will analyse data every term in line with the whole school assessment procedures. If you would like additional support in making accurate judgements please contact the SENCO.