

Life after P-scales Conference - June 2018

How today will impact & how apply - collated from all delegates

How will your attendance today have an impact on your setting/practice/pupils

- We can celebrate the students' progress across all 4 areas of need & looking at ways to progress this (5)
- Developing EHCP outcomes (4)
- Reflection and implementation of process in school and developing whole school approach (3)
- Sharing ideas with whole staff (2)
- Changing planning and assessment of children with SEND in 2018/19 (2)
- It's helping to shape practise and what assessment tools I plan to use (2)
- Look at different assessment ideas that have a focus on SEMH (2)
- Use FS2 ILD to investigate as assessment for KS2 children on P Levels
- Show progress laterally instead of just linear
- Review assessment tools for all 4 areas of SEND with other SENCo colleagues
- Thinking about EHCP management across the trust
- Feel more confident celebrating progress - need to communicate this to parents
- Pre key stage assessment from Sept 2018
- Greater awareness of assessment at this level
- Developing my own practice supporting students/parents
- Gained new resources for our booklet
- Moving forward all changes to provision for all as well as SEND
- Replacement of P Scales
- Already made links with other schools
- Look at things we value in school - How can we measure
- Assess/focus on engagement as well as SEMH needs - freedom to personalise further. Need further info/training on this
- Consider new forms of assessment and reporting more closely linked to EHCP outcomes and pre-KS standards
- Looking at whole school approaches for assessment
- Will give me more understanding of how to develop freedom of approach when assessing
- Plenty to work on, improve and try to implement
- Important to be aware when supporting schools - dyslexia friendly schools and pupil referrals, careful consideration to outcomes
- Focus on curriculum development and continuation of assessment moderation
- I will review IEP format & look at assessment procedures
- Actions in development plan to address evidencing outcomes
- It has clarified my thoughts on how to implement new assessment model
- We are a Cognition & Learning Service but consider other areas of development - not just C&L (SpLD service)
- Won't impact yet - will join Hester's group to develop a plan
- Taking outcomes as focus for bespoke curriculum
- Begin discussions with SLT regarding engagement being integrated

- Approach families voice to involve with our local hearing services grp and get more families on board (hopefully)
- Ideas for what to use in school
- More focused, better informed
- I intend to download & trial schools Autism progression framework & use with some ASC learners (approx 6). Consider teaching/assessment opportunities and materials for mainstream SEND in communication/interaction & SEMH
- Help prepare for Sept.18. Develop system for identifying what to assess for individuals & evidence gathering
- Provided signposts/info to develop our methods of supporting, developing + assessing progress to make EHCP outcomes more relevant/effective
- Will look at curriculum
- Will research ELF, Pre KS 2018 Getting Outcomes in Class
- Adapt AET progression framework
- Knowledge of Autism Education Trust for parents. EHCP pupils : possibly use Tapestry to assess
- In many ways! - considering assessment in mainstream
- Food for thought around using technology to report/record progress
- Work on engagement in school for ALL learners
- I will use some pupils as a focus to review the 'basketful' resources and what we could use
- Remind me that engagement to learning is a key
- Focus on the minority who are working pre KS
- New paperwork, more involvement with parents
- Look at perhaps extending Tapestry to children further up school
- Improved understanding of new processes
- We will start using the ASD progression tool to monitor SEMH progress
- Possible use of online materials e.g: Evidence for learning & how that would impact reduction in workload
- Linking each session back to EHCP outcome every time (Advisory Teacher)
- MAT groups to focus on next steps
- To put into practice what I have learnt today
- Looking more detailed at EHCP & pupils targets. What are next steps?
- When completing EHRs and setting goals
- Taking back a range of ideas and resources

How will you apply your learning from this session to support your own professional development?

- Adapting provision maps to show engagement
- During intervention meetings with staff we will be discussing all 4 areas of need and how we've impacted them
- Have this in mind when setting outcomes that are more 'personalised'
- Look at incorporating an overhaul of assessment into SPTD
- Be more prepared for students working at these levels (secondary)
- Supporting other staff and being reflective in my own practice
- Writing more holistic EHCP outcomes that can be visualised by the child/YP/family/carers
- Pilot AET progression framework to measure non-cognitive outcomes (measure what we value, value what we measure)
- Masters research project

- Engagement process
- Trial with a group
- To write up and present to staff at TD day and the impact on school
- Research
- Discuss grouping & reporting for those whose needs are different
- EHCP outcomes - more manageable Golden Thread
- Evaluate present practices
- Would like to join mainstream RIG - need to discuss times etc.
- I need to research areas of engagement further and see how I can apply this practically
- Look for further training- join mainstream RIG groups
- Explore relevant tool to assess our previous p levels children
- Find out about different sensory and mindfulness courses
- Look into how mainstream children could have EHCP led personalised learning
- Will discuss at SLT/feedback to staff about how to assess SEN pupils
- Be confident in doing what I am doing as it is working well, to improve my support with staff
- Thinking more creatively about widening progress and impact
- Disseminate to other staff
- Developing a more holistic view of the child as a SENCo
- In finding out how to set robust outcomes & evidence
- Work with team to develop/implement new assessment model
- Adjust reporting & target setting (Advisory Teacher)
- Additional research into TOM - therapy goals
- Find out more
- Continue research and discuss with colleagues at SENCo meetings
- Research holistic assessment for EHCP
- Liaise with schools to get info to parents (Parent Advocate)
- Keep updated on areas I wasn't familiar with
- Continue in mainstream RIG
- More informed when reviewing policy and writing SEND report
- The 3 ASC secondary SRPs to meet and develop a shared strategy. Work as 'critical minds' to moderate
- Will support classroom teaching in taking a fresh look at my approach
- Have the confidence to write more individual EHCPs
- Consider engagement approach to assist class teachers/TAs
- We now need to get on and implement things!
- I was part of the RIG and would like to be part of the next study - engagement maybe?
- Reflecting on EHCP outcomes and assessment
- Looking at additional assessment tool - especially SEMH and writing positive outcomes
- Renew our current paperwork process to make it measure what we value & value what we measure
- WHF SENCo's are meeting in July to further discuss how/what it will look like
- Research
- Share with SLT - working party
- Consider updates, changes
- Will look to develop further in this area (Advisory Teacher)
- Research resources discussed today to increase my knowledge around assessment tools
- Further research into range of assessments /Target setting
- Ensure I continue to develop & update knowledge which I can then put into practice
- When completing EHRs I will look at the 4 areas as targets
- Will impact on my work (SEND Advisor)