

# Life After P Scales Conference

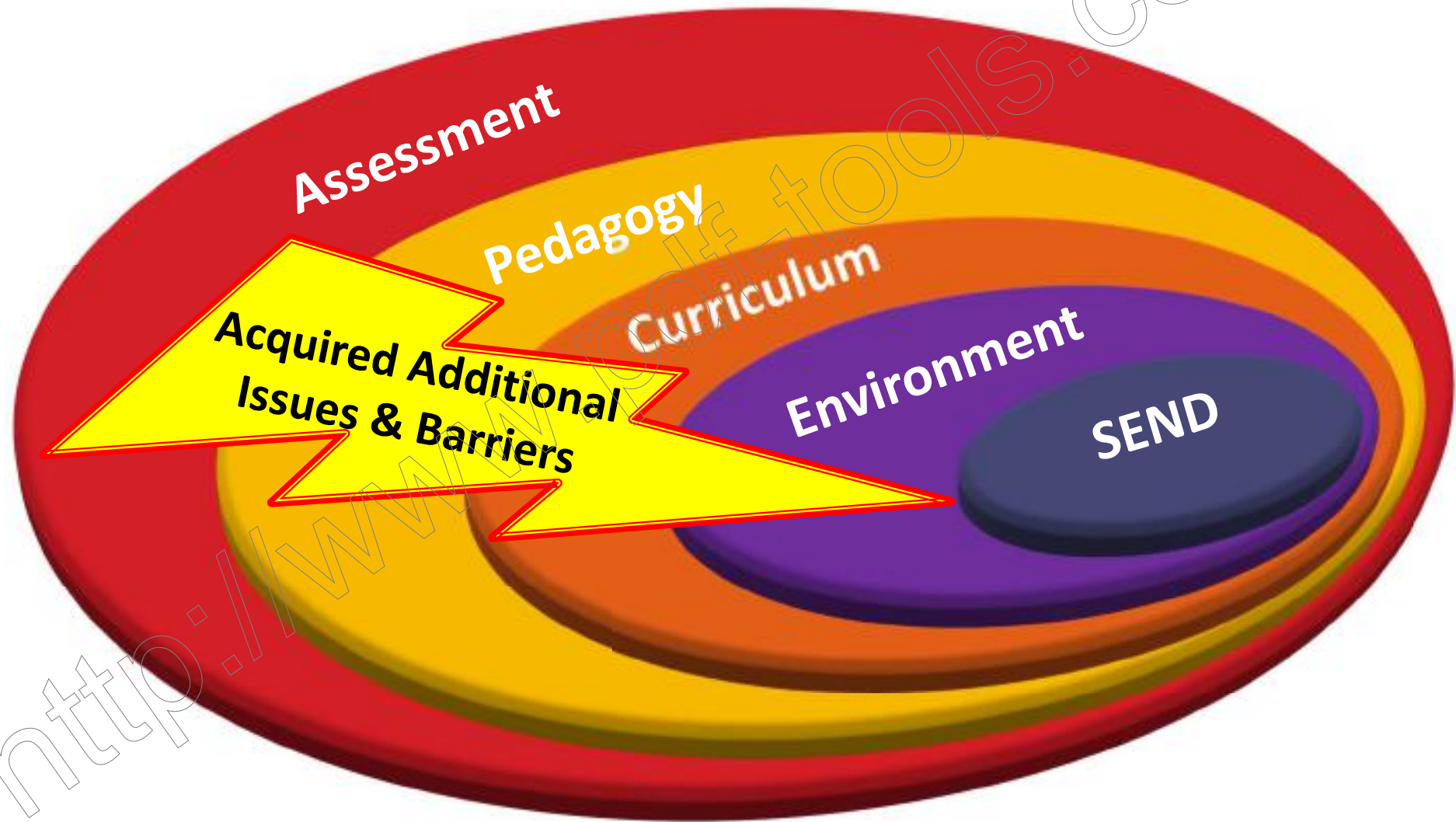
Oh no, the dog's eaten the very last remaining copy of Progression Guidance



# The Changing Culture of SEND Provision



# The Impact of SEND is Context Related



# Statutory Assessment

## Standardised Accountability & Equal Opportunity

Statutory assessment provides data about relative trajectories of pupil attainment usually by reference to age related, subject specific standards of learning at each key stage

Making it a requirement to report pupil attainment data ensures that a school can be held to account for its performance when compared to other schools

	<a href="#">Reading Explore data in detail</a>	<a href="#">Writing Explore data in detail</a>	<a href="#">Maths Explore data in detail</a>
<b>School progress score</b> Confidence interval	<b>-1.04</b> -3.27 to +1.18	<b>+1.25</b> -0.91 to +3.42	<b>+2.78</b> +0.77 to +4.79
Well above national average (about 10% of schools in England)			
Above national average (about 10% of schools in England)			
Average (about 60% of schools in England)			
Below national average (about 10% of schools in England)			
Well below national average (about 10% of schools in England)			
Number of pupils	30	30	30

# Equality of Opportunity?

**SEND issues have a massive impact on how pupils acquire, retain and apply learning yet there has persisted a naive assumption that all pupils should be able to make continuous linear progress within a narrow set of generic subject standards**

**Ensuring everything is the same in curriculum, pedagogy and assessment does not mean such an approach is inclusive or of equal benefit to pupils who are subject to complex SEND issues**

**SEND issues are rooted in objective reality and these pupils need to benefit from personalised provision that is well targeted to improve their learning potential and bring about beneficial outcomes in adult life**

# Current Quality of Life Outcomes

**People with MLD/SLD have x3 times higher mortality rates than general population and more likely to have unmet health needs**

**School leavers with learning difficulties are more likely to be discriminated against, live in poor housing, experience poverty and have a 93% likelihood of being unemployed**

**More than 60% of those in prison are below Level 1 in reading , approximately 75% are below Level 1 for writing, 60% have significant difficulties in their basic communication skills and 49% have a history of being excluded from school**

# Exclusion of Pupils with SEND

Pupils with an identified SEND are x9 more likely to be excluded from school

Pupils with ASD legally excluded from school in 2016/17 increased by 1,640

45% of surveyed families of pupils with ASD said their child had been informally (illegally) excluded from school

**School Ethos & Core Policies  
Versus  
Inclusivity**



# How do outcomes for pupils with SEND relate to a League Table Mentality?

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What do the parents of children with SEND want to know about the progress their children are making?



# **Increases in SEND Population**

**Premature birth is the most significant contributing factor**

**60,000 premature babies (less than 37 weeks gestation) survive annually in the UK**

**Approximately 53% of pre-term babies born pre 28 weeks survive, but up to 60% of these babies have some kind of SEND**

**Research shows a wide range of SEND general in pre-term children:**

- Learning impairment particularly in mathematics;
- Learning difficulties ranging from PMLD – MLD;
- Visual impairment;
- Autistic spectrum disorder;
- Attention Deficit/ Hyperactivity Disorder;
- Mental health and emotional difficulties.

**Mainstream primary schools can now expect to have on average two pupils per class who were born pre-term**

# Foetal Alcohol Syndrome Disorder

1% of UK current pupil population now believed to have FASD

Many children with FASD are initially misdiagnosed with autistic spectrum disorder, Asperger's syndrome, attention deficit/hyperactivity disorder and obsessive compulsive disorder



*“spiky profiles”*

<http://www.prof-tips.com>

# Incidence of Mental Health Concerns in Pupils with SEND

**Mental Health is the most pervasive and co-occurring complication in pupils with SEND**

**The prevalence rate of a diagnosable psychiatric disorder is 36% in pupils with SEND compared to 8% of other pupils**

**15% of people hospitalised for attempted suicide in the UK have a diagnosis of ASD**



# **Statutory assessment is a fraction of the SEND provision schools should be making**

**When reviewing and managing provision for pupils with SEN schools should consider how well-equipped they are to provide support across the following four broad areas of need**

- Communication and interaction**
- Cognition and learning**
- Social, emotional and mental health**
- Sensory and/or physical**

**Regardless of their primary diagnosis or category of SEND many pupils are likely to have issues and learning barriers associated with more than one area of need**

# Principles of Assessment

## ASSESS

**A variety of assessment approaches are needed that take into account the complexity, nature and combination of difficulties faced by pupils with SEND in order to properly support the ambitions of their EHCPs, make best use of enhanced funding and bring about planned beneficial outcomes**

REVIEW

PLAN

DO

# SEND Provision Must Relate to All Four Areas of Need

**Cognition  
& Learning**

**Sensory  
and/or  
Physical**

**Social,  
Emotional &  
Mental Health**

**Communication  
& Interaction**



# Sensation, Emotion & Cognition

Our understanding of the world and how we interact with it are intrinsically linked to how we engage with and make sense of the things we experience



The process begins with accessing sensory stimuli and using sensory integration in conjunction with physical access and emotional motivation



Perception is more than the processing of sensory stimuli, it requires us to draw upon information gained from our memory of previous events



We depend upon previous knowledge to provide the context wherein we can use language to think about new information and formulate conceptual understanding

**Without optimal functional abilities in the 4 areas there is reduced potential for knowledge being acquired, demonstrated or applied**



SEND issues can impact negatively on a pupil's motivation to engage in the learning process and the extent to which any emerging understanding can be demonstrated and/or put to practical use



SEND issues impair access to learning and restricts the extent to which new information can be perceived and retained in order to develop conceptual understanding



# The Building of Knowledge

## Cognition & Learning

Perception, retention and classification of pre-subject & subject specific knowledge

Consolidation & Autonomy

## Physical & Sensory

Acquisition of information

Applying knowledge

## Communication & Interaction

Interpreting information

Applying knowledge

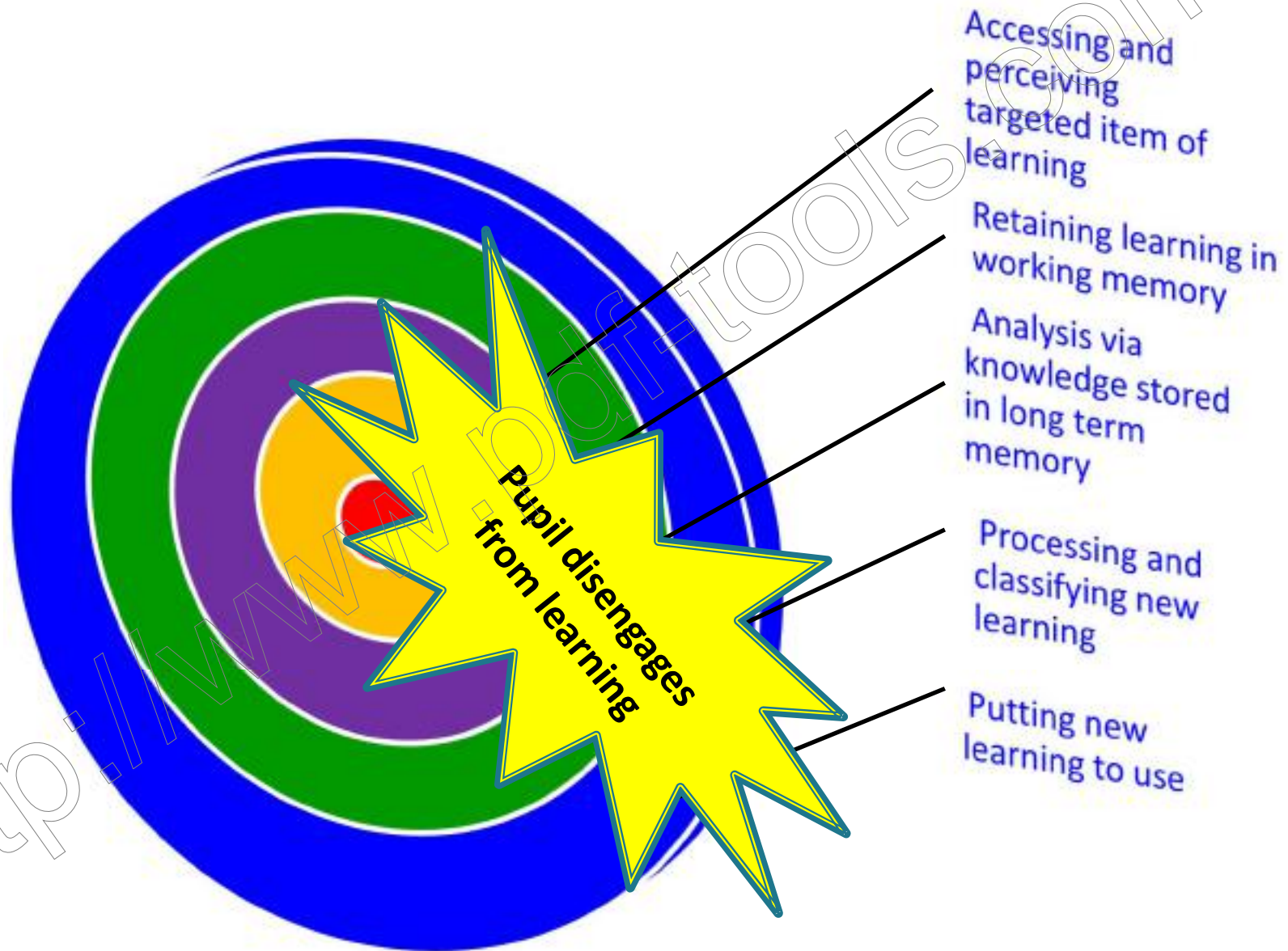
## Social, Emotional & Mental Health

Motivation to engage in learning

Sustained Engagement



# The Fragility of Learning



<http://www.softtools.com>

# **Detail from the DfE Response**

**It is important schools continue to monitor and support pupils' development in all four areas of need to foster engagement with the world and to encourage autonomy**

**There is merit in statutory assessment focusing on areas that support the development of concepts and skills that are pre-requisites for progressing to subject specific learning**

**Schools have freedom to use approaches appropriate to their pupils needs that demonstrate every kind of progress made by a pupil (linear, lateral or consolidation) and not limited to any prescribed model**

# Implementing the DfE Response

The pre-key stage standards that sit directly below the mainstream teacher assessment frameworks (as published May 2018) are intended to provide a clear route of progression onto national curriculum assessments  
**But only if and when pupils are ready**

**The Pre-Key Stage Standards  
ARE NOT A CURRICULUM**



# The B(ig) Squared Data Machine

National Curriculum and P Scale levels have become viewed as thresholds with teaching focused on getting pupils quickly across the next threshold instead of ensuring they are secure in their learning

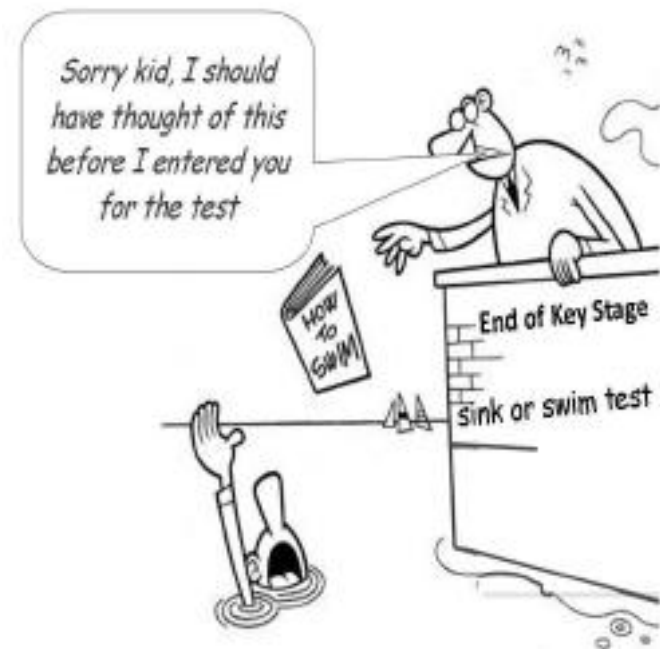
Depth of learning has sometimes been sacrificed in favour of pace and this has had a negative impact on the curriculum balance required by pupils with SEND

The use of software systems that prescribe learning targets based on trajectories of linear progress has compounded this imbalance so let's do something different this time



# DfE Comment Concerning Subject Specific Assessment

**Pupils are expected to demonstrate learning autonomy  
in all related contextual skills and concepts before  
being statutory assessed and/or tested**



# What is Learning Autonomy?

## **Prompted/Acquired**

**Supported incremental acquisition of a new concept/skill via small inter-connected steps**

## **Mastered/Maintained**

**A pupil's ability to demonstrate mastery of a new concept/skill entirely independent of adult support**

## **Consolidated/Generalised**

**New learning that is applied in practical ways in a variety of novel contexts to problem solve and bring about beneficial outcomes**

# **Key Stage Standards**

## **Exemplar for Mathematics**

**Can the pupil count forwards and backwards  
between 0 – 10?**

**No?**

**So what do we do?**

**Do we keep giving the pupil more maths activities  
that focus on counting?**

**Or**

**Do we identify what barriers the pupil has in the area of  
cognition (short term memory/sequencing) and ensure the pupil  
first consolidates mastery of these pre-requisite skills/concepts?**

# More Action Following The DfE Response

**For pupils who are at pre-subject specific stages of learning there is a pilot underway to explore whether the seven aspects of engagement in cognition and learning are appropriate for use in statutory assessment**

<http://www.poptools.com>



# What is Engagement for Learning?

Engagement is key to how pupils of all abilities learn

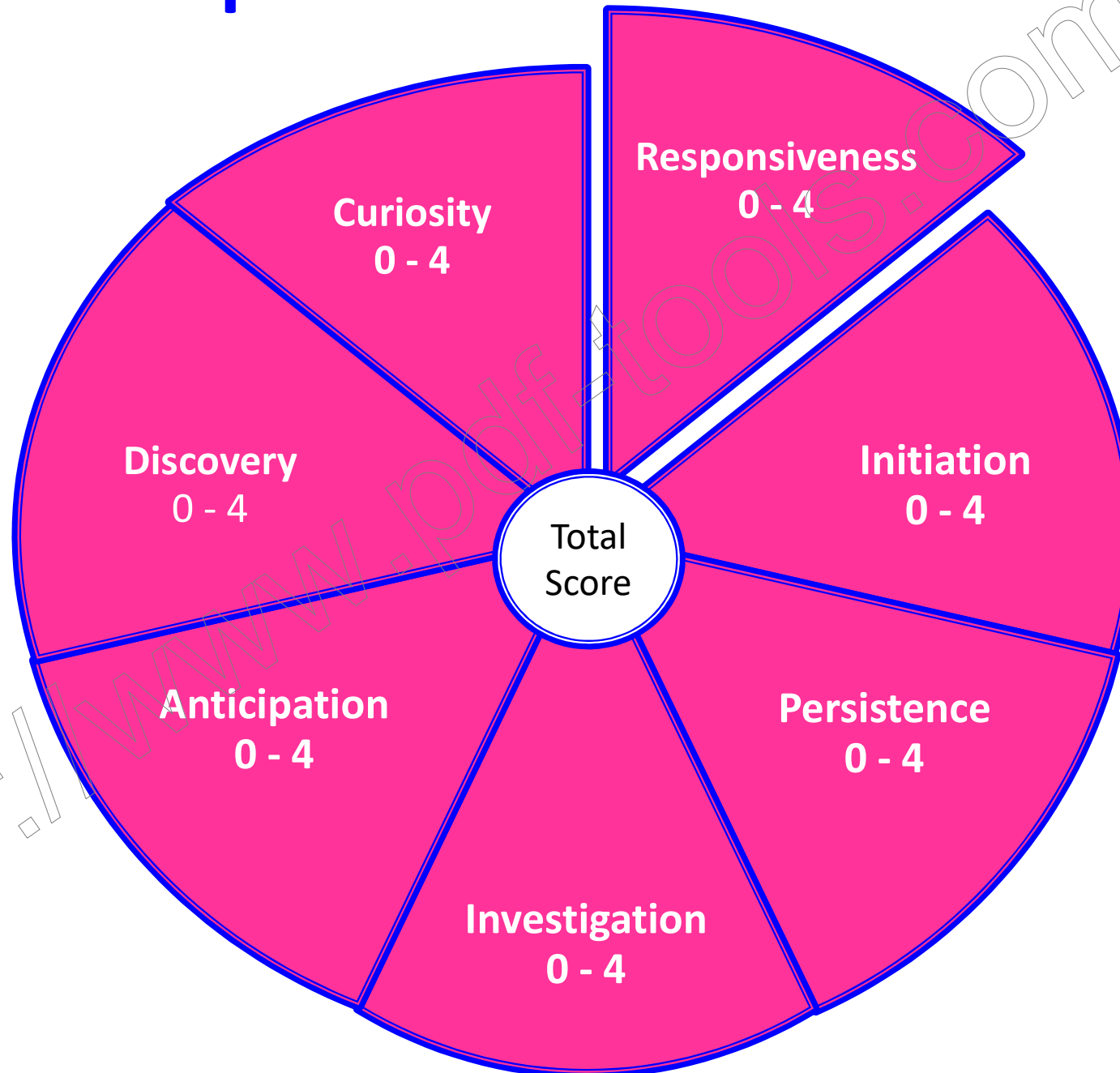
Measuring the different ways in which pupils are being engaged for learning is a particularly relevant, effective and inclusive approach

## The Seven Aspects of Engagement (ELF Scales)

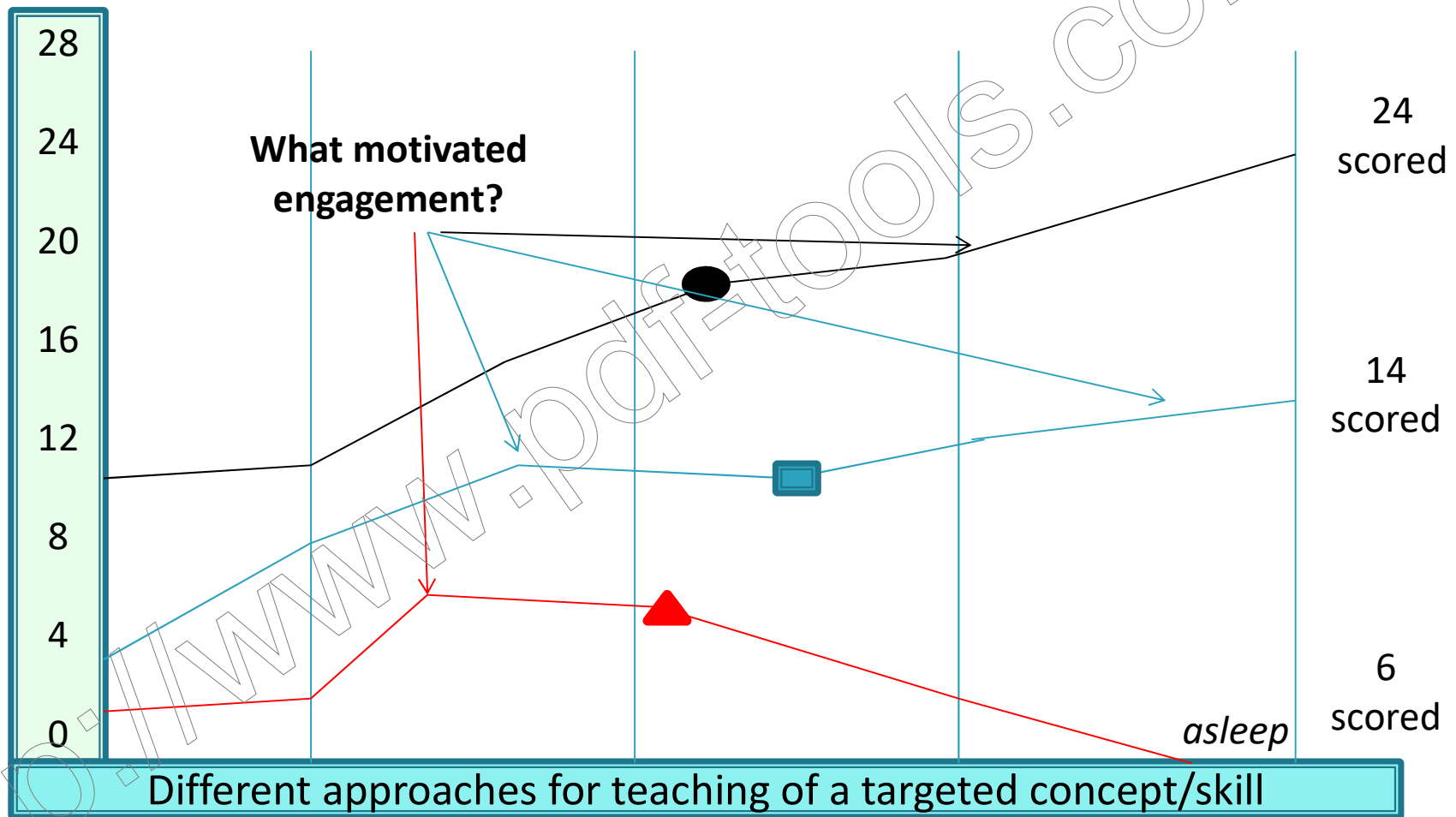
- Responsiveness
- Curiosity
- Discovery
- Anticipation
- Persistence
- Initiation
- Investigation



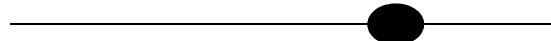


# ELF Aspects Are Not Hierarchical



# Improvements in Engagement Illustrate Lateral Progress & Formative Pedagogical Information



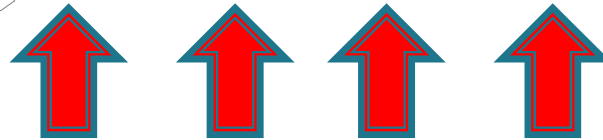
-  Baseline Lesson 1
-  Lesson 3
-  Lesson 6

# Assessing The Effectiveness Of SEND Provision

**ELF Scales**



**We refine our  
provision as we learn  
what works to engage  
a pupil in learning**



**TEACCH**

**Behaviour plan**

**SCERTS**

**Synthetic Phonics**

<http://www.poptools.com>

# Personalising Provision for Pupils with SEND

Schools have freedom to use approaches appropriate to their pupils needs  
(DfE 2017)

<http://www.profitools.com>

# Clarity About Outcomes for Pupils

**Engaged pupils who are motivated to participate in new learning activities and retain knowledge of what they have experienced**

**Successful pupils who are acquiring, mastering and generalising new concepts and skills to bring about beneficial, enduring outcomes**

**Safe & healthy pupils who have friendships and enjoying good standards of mental, emotional and physical wellbeing**

**Responsible pupils who are interacting positively, behaving appropriately, being self-determining and helping realise their planned level of dependent or independent living**

# Designing SEND Provision

**Personalised provision needs to be designed in direct response to an individual pupil's profile of abilities, barriers to learning and associated SEND issues**

**Curriculum, pedagogy and assessment approaches need to be combined and take into account a pupil's complexity, nature and combinations of need**

<http://www.pdf-tools.com>

# Fundamental Questions

**What assessments and curricula are you using to inform and make effective provision in respect to each pupil's unique profile of abilities/issues in the four areas of need?**

**What long term, beneficial outcomes are you planning for your pupils in relation to their unique profiles of need?**

**What will your pupils need to be able to do or know in order realise these outcomes?**

**What curriculum strategies will you use to ensure autonomy in the learning of these crucial skills and concepts?**

**What processes will you use to monitor, analyse and report linear, lateral and consolidated progress?**



# ASSESS

## Profile

Assess pupil's issues, barriers & current functional abilities in all SEND areas of need

Use inquiry to design personalised pedagogical approaches & identify motivators

## Target

Plan long term outcomes, shape medium term implementation strategies in relation to relevant curriculum & assessment frameworks

Personalise short term targeted skills/concepts drawn from implementation strategies & build into lesson plans

## Implement

Implement via motivating, multi-modal lessons, assess linear & consolidated progress & review stalled progress

Assess aspects of engagement for stalled & lateral progress  
revise target and/or profile as necessary

REVIEW

PLAN

DO

# Ground Rules for Target Setting in any SEND Area

The target is specific in what skill/concept you want the pupil to be able to learn, why this is a priority and how it links to EHCP outcomes

The process by which the pupil is to be engaged in learning the targeted skill/concept incorporates the pupil's nuances and preferences

The activities you have selected to implement the target are sufficiently motivating and will provide strong memory imprints

Where necessary the target is broken down into little steps

You have identified the equipment required, the members of staff who will be involved and what setting conditions need to be observed

You have identified exactly which lessons will be used as the primary vehicle for engaging the pupil in learning this targeted skill/concept

# Ground Rules for Curriculum and Pedagogy

Lessons are interactive requiring active participation from pupils with opportunities to start /stop activities, contribute and make decisions

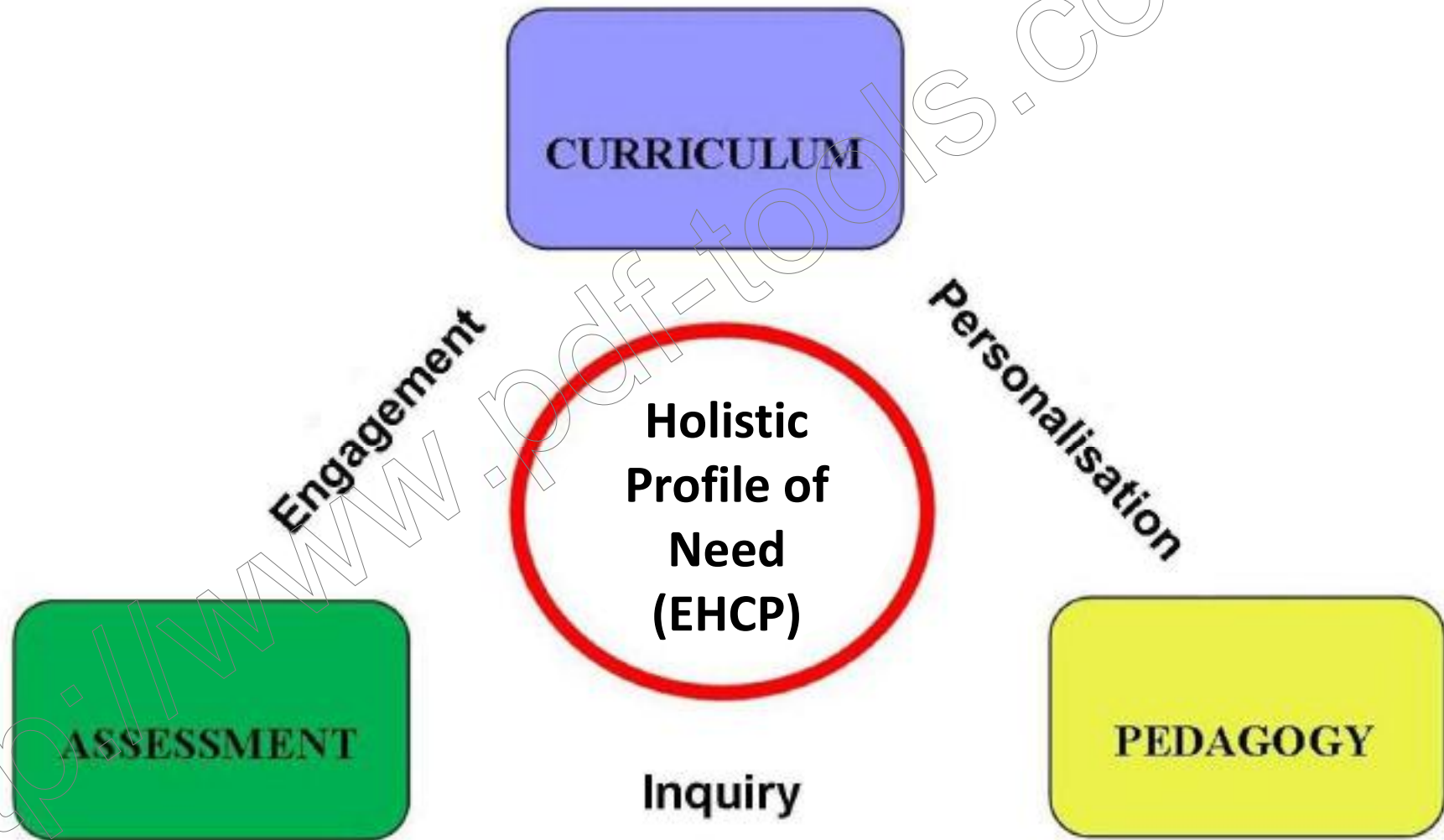
Content of lessons provide opportunities to practise emerging functional skills and generalise previously mastered concepts/skills in applied, practical ways

Pace of lessons allows pupils sufficient processing time

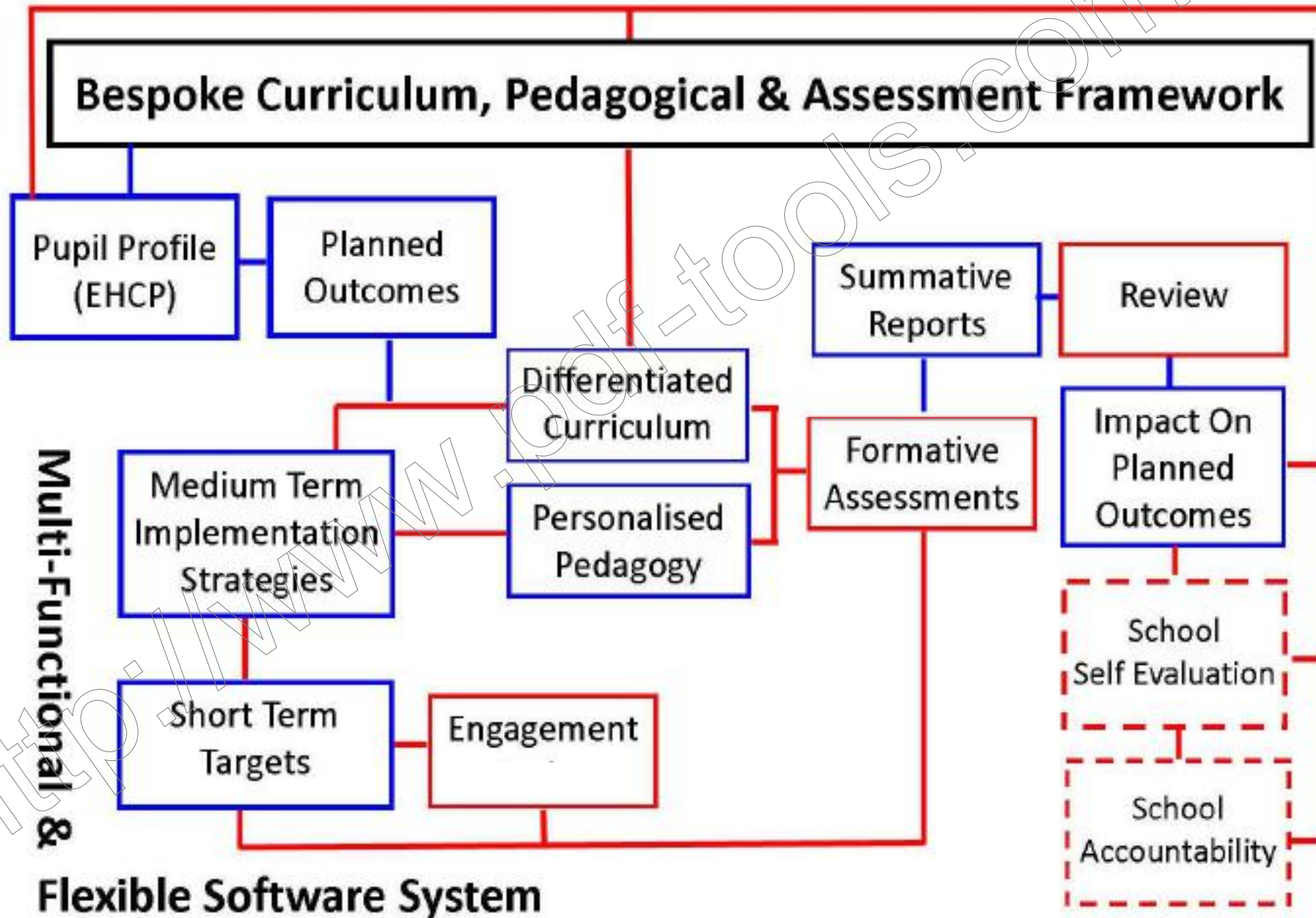
Content of lessons is suitably enjoyable, enriched by story, song and props so that learning experiences are memorable

Pupil names are always used at beginning of any interaction and supported as necessary by alternative/augmentative communication

# Effective Provision for SEND



# Personalised SEND Road Map



# Using The Four Letter Word

DATA



**Software systems need to work on behalf of schools, reduce the burden on teachers and be of direct benefit to pupils**

<http://www.proftools.com>

# Specification for a Big Data Machine

**Flexibility to upload bespoke curriculum frameworks and associated assessment criteria including specialist curricula and assessments relating to the four areas of need**

**Flexibility to “pick and mix” curriculum areas and assessment frameworks according to each pupil’s implementation strategy**

**Capacity to create individual, dynamic and prescriptive pupil profiles that incorporate guidelines governing differentiated curricula, personalised pedagogical approaches and relevant assessment criteria**

**Processes to govern the setting, implementation and management of pupil improvement targets including (EHCP) long term outcomes, medium term implementation strategies, short term targets and links to formative ELF findings**



# Functionality

**Evidence of learning needs to be captured as it happens eg., via iPhones and “tagged” to the relevant curriculum/assessment option**

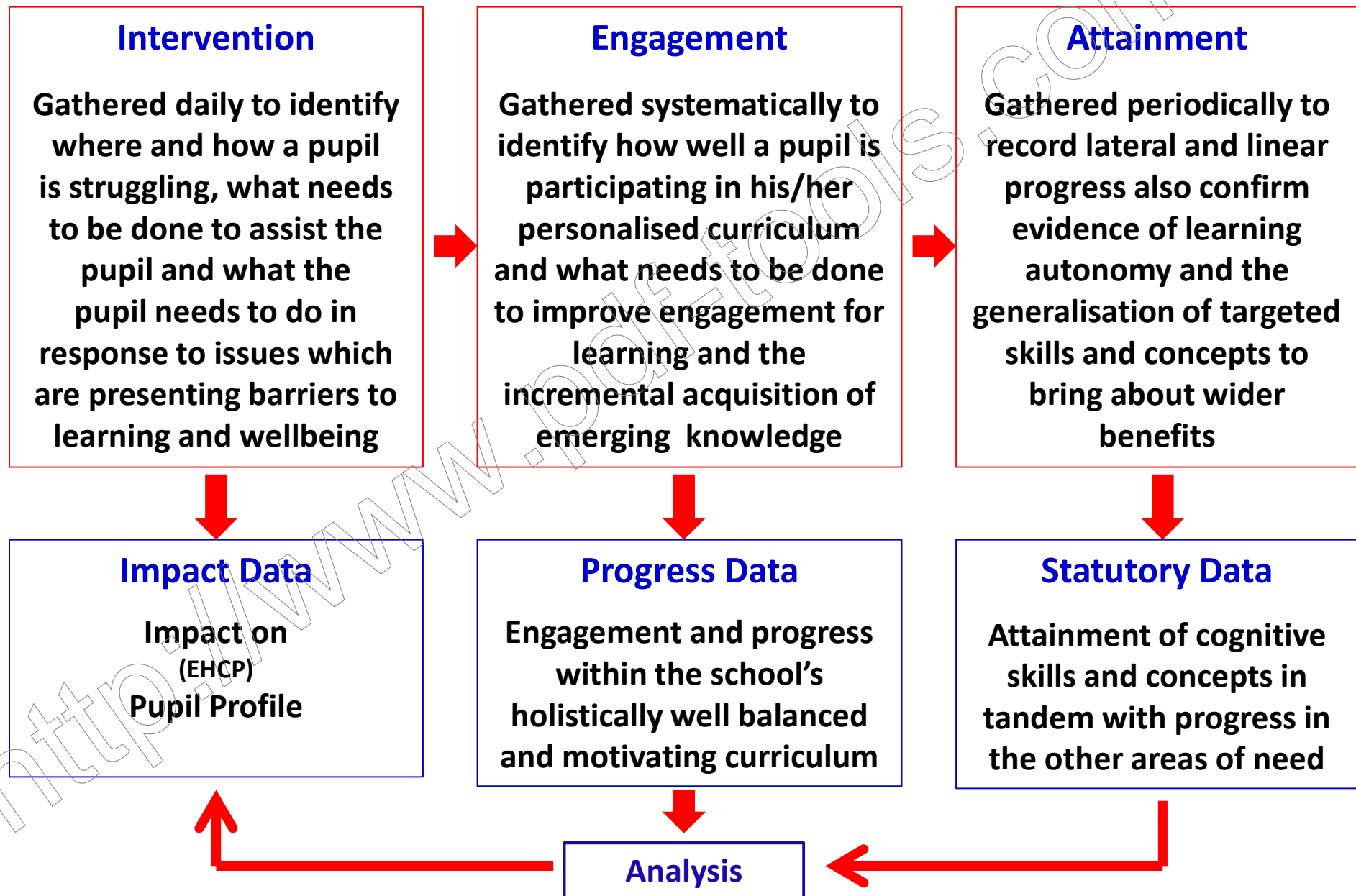
**Tagged evidence needs to be easily retrieved so the evidence can be annotated, teacher assessed and moderated**

**Capacity to converge pupil performance data from the full range of curriculum/assessment options to show holistic impact**

**A range of options to illustrate impact on individual pupils, groups of pupils and whole school performance**

**Options for electronic/hard copy reporting formats so reports can be generated specifically for parents/carers and also for accountability**

# Mapping Pupil Performance



# The Whole School Context Provision for SEND



# **Inquiry Not League Table Mentality**

**Provision for pupils with SEND is not about teaching generic, standardised measures of knowledge**

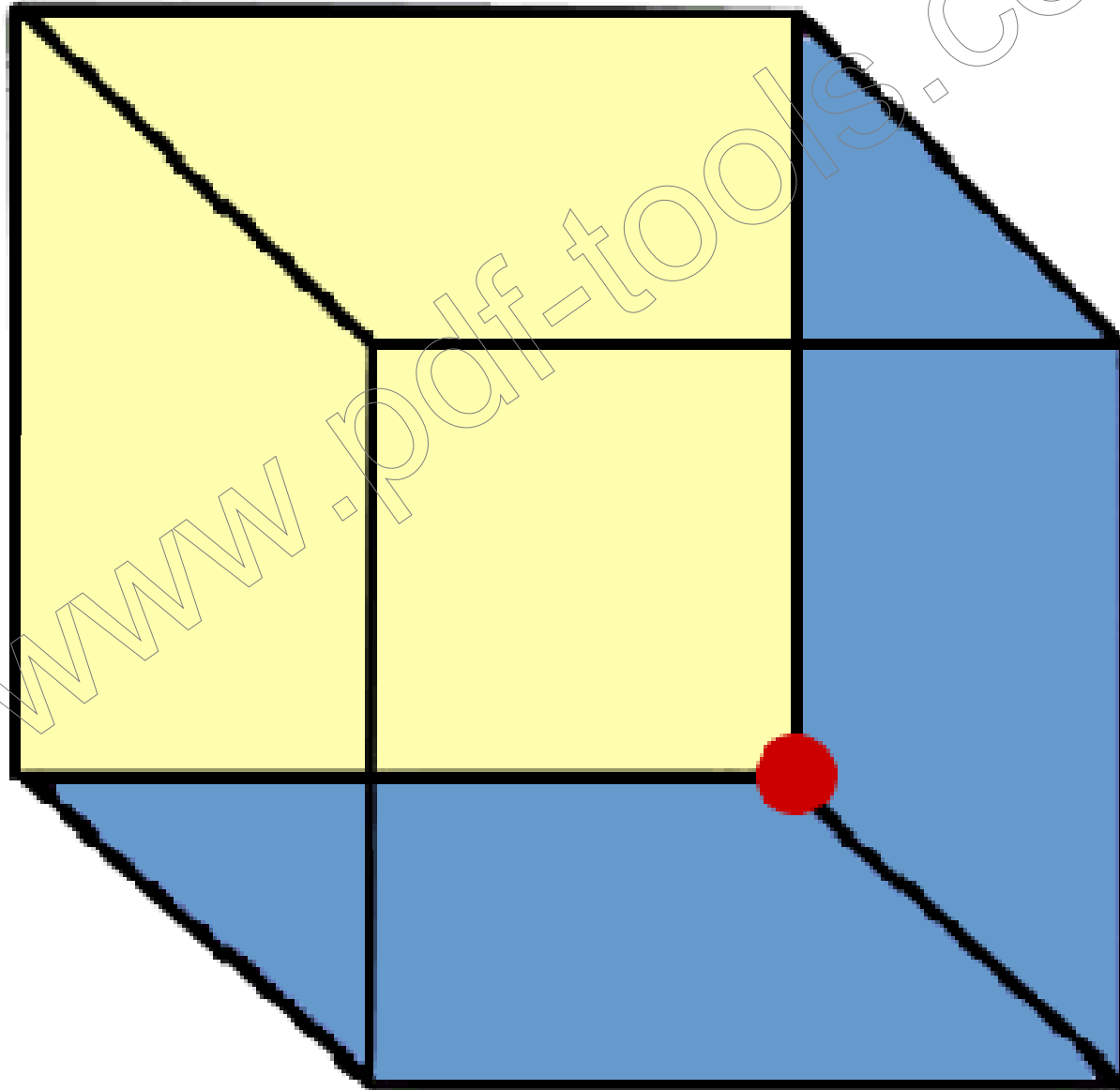
**As teachers we have a duty to know and demonstrate whether we are making a real difference in the circumstances of the pupils we serve**

**The way in which some pupils learn and exactly what they need to learn is often hidden from us until we begin a process of inquiry**

**Learning from inquiry we engage pupils in motivating provision that has been appropriately differentiated and personalised**

**We assess what is important to our pupils, extracting progress data as necessary for families, regional commissioners and Ofsted, resisting contamination by imagined social constructs and political doctrines**

# Spot the Change in Perception



# Will Your Provision for SEND Be Half Full or Half Empty?



**Richard Aird OBE**