

SEND Assessment: Evidencing Outstanding Progress

How to establish robust assessment models, appropriately benchmark your school and your students and effectively demonstrate impact

19th January 2016, London

09:00 – 09:45	Registration and refreshments		
09:45 – 10:00	Chair's Introduction & Welcome		
10:00 – 10:30 Keynote 1	Life after Levels and the impact on SEND assessment: <ul style="list-style-type: none"> - What is the future and stability of P scales in a world without levels? - How can we successfully address the widening gap between P scales and assessment based on age related expectations and ensure that assessment improves learning outcomes for all <i>Jean Gross OBE, SEN Education Expert</i>		
10:30 – 11:10 Keynote 2	Inspection of your SEND provision under the new Common Inspection Framework <ul style="list-style-type: none"> - What will 'expected' progress for lower attainment pupils working below age related expectations now look like? - How will the impact and accuracy of your school's assessment and progress given school-level data? 		
11:10 – 11:20	Questions		
11:20 – 11:50	Morning Refreshments		
11:50 – 12:40	Streamed Sessions 1		
1A	1B	1C	
Assessment Model 1	Inspection	In the Classroom	Assessment Model 3 (Repeated session)
Profound and multiple learning difficulties – P4 and below	New Common Inspection Framework	Formative assessment	Bridging the gap between P8 and year 1
Overcome the challenges of P levels: How we developed a robust assessment framework for children with PMLD to ensure that no child is excluded from showing progress <i>Rob Thompson, Headteacher, Henry Tyndale School Ofsted Outstanding</i>	Evidencing impact of your school's SEND provision: How to demonstrate the impact of your whole-school provision and any funded support at your next inspection <i>Jan Martin, Independent School Consultant</i>	Best practice: How to ensure day-to-day formative assessment in the classroom is in line with your whole-school framework and effectively supporting student progress <i>Simon Yates, Headteacher, Chailey Heritage Foundation School, Ofsted Outstanding</i>	Case study of excellence: How we implemented a thorough assessment model for children with MLD to ensure that no child is excluded from showing progress <i>Jodie Warren, Advisory Teacher for Learning Support, Wakefield Learning Support Service</i>
12:40 – 13:40	Lunch		
13:40 – 14:10 Keynote 3	The Neuroscience of Cognition and Learning: How can we incorporate the mechanisms of learning into our schools to innovate practice and improve learning outcomes for SEND children?		
14:10 – 14:20	Questions		
14:20 – 15:10	Streamed Sessions 2		
2A	2B	2C	2D
Assessment Model 2	Evidencing impact of 'softer interventions'	Benchmarking Approaches	Assessment Model 1 (Repeated session)
Severe learning difficulties P4 to P8	Demonstrating the removal of barriers to learning and progress	Data use to overcome outdated national data	Profound and multiple learning difficulties – P4 and below

Moving beyond P scales: How we established a rigorous assessment system for children with SLD to ensure that no child is excluded from showing progress	Behavioural, emotional and personal development: Evidence, and have taken into account, the impact of improvements in these areas on a pupil's learning and attainment <i>Tracy Edwards, Curriculum and Assessment Lead</i> <i>*Assessment Innovation Fund Winners*</i>	Practical strategies to use and manipulate available figures and create your own data pools to benchmark progress and make like-for-like comparisons of pupils with similar needs <i>Jan Martin, Independent School Consultant</i>	Overcome the challenges of P levels: How we developed a robust assessment framework for children with PMLD to ensure that no child is excluded from showing progress <i>Rob Thompson, Headteacher, Henry Tyndale School</i> <i>Ofsted Outstanding</i>
15:10 – 15:30		Afternoon refreshments	
15:30 – 16:20		Streamed Sessions 3	
3A	3B	3C	3D
Assessment Model 3	'Spiky Profiles'	Tracking, monitoring and evaluating	Assessment Model 2 (Repeated session)
Bridging the gap between P8 and year 1	Evidencing progress	Progress over time	Severe learning difficulties P4 to P8
Case study of excellence: How we implemented a thorough assessment model for children with MLD to ensure that no child is excluded from showing progress <i>Jodie Warren, Advisory Teacher for Learning Support, Wakefield Learning Support Service</i>	Collating relevant information and data to create a holistic picture of sustained and continuous progress despite 'spiky profiles' and erratic academic achievement <i>Gain time-saving templates and formats for writing more effective case studies</i> <i>Tom Procter-Legg, Assistant Head, The Iffley Academy</i>	How to establish accurate baselines, set effective targets and track and monitor progress to successfully evaluate interventions for individuals and groups of pupils <i>Simon Knight, Deputy Headteacher, Frank Wise School, *Assessment Innovation Fund Winners*</i>	Moving beyond P scales: How we established a rigorous assessment system for children with SLD to ensure that no child is excluded from showing progress
16:20	Conference Close		