

# SEND Assessment: Evidencing Outstanding Progress

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

19<sup>th</sup> January 2016, London

09:00 – 09:45	Registration and refreshments		
09:45 – 10:00	<b>Chair's Introduction &amp; Welcome</b>		
10:00 – 10:30 Keynote 1	<b>Life after Levels and the impact on SEND assessment:</b> <ul style="list-style-type: none"> <li>- What is the future and stability of P scales in a world without levels?</li> <li>- 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</li> </ul> <i>Jean Gross OBE, SEN Education Expert</i>		
10:30 – 11:10 Keynote 2	<b>Inspection of your SEND provision under the new Common Inspection Framework</b> <ul style="list-style-type: none"> <li>- What will 'expected' progress for lower attainment pupils working below age related expectations now look like?</li> <li>- How will the impact and accuracy of your school's assessment and progress given school-level data?</li> </ul>		
11:10 – 11:20	Questions		
11:20 – 11:50	Morning Refreshments		
11:50 – 12:40	Streamed Sessions 1		
1A	1B	1C	
<b>Assessment Model 1</b>	<b>Inspection</b>	<b>In the Classroom</b>	<b>Assessment Model 3 (Repeated session)</b>
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	<b>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?</b>		
14:10 – 14:20	Questions		
14:20 – 15:10	Streamed Sessions 2		
2A	2B	2C	2D
<b>Assessment Model 2</b>	<b>Evidencing impact of 'softer interventions'</b>	<b>Benchmarking Approaches</b>	<b>Assessment Model 1 (Repeated session)</b>
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

<p>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</p>	<p>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></p>	<p>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></p>	<p>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></p>
<p>15:10 – 15:30</p>		<p>Afternoon refreshments</p>	
<p>15:30 – 16:20</p>		<p>Streamed Sessions 3</p>	
<p>3A</p>	<p>3B</p>	<p>3C</p>	<p>3D</p>
<p><b>Assessment Model 3</b></p>	<p><b>'Spiky Profiles'</b></p>	<p><b>Tracking, monitoring and evaluating</b></p>	<p><b>Assessment Model 2 (Repeated session)</b></p>
<p>Bridging the gap between P8 and year 1</p>	<p>Evidencing progress</p>	<p>Progress over time</p>	<p>Severe learning difficulties P4 to P8</p>
<p>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></p>	<p>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></p>	<p>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></p>	<p>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</p>
<p>16:20</p>	<p>Conference Close</p>		