

Vulnerable Groups Assessment

This document should be read in conjunction with the: SEN Information Report, SEND Intent Statement, Inclusion Policy, Subject Roadmaps.

At F&B we follow the graduated approach of 'assess, plan, do, review' for any pupils who have been identified as requiring additional support in order to meet the expectations of their age appropriate curriculum. The school process for this is outlined in the SEN Flowchart.

Progress is measured;

In relation to the **EYFS Early Learning Goals in Reception (2021)**.

In relation to **the National Curriculum End of KS1 expectations in Year 1 and Year 2**.

In relation to a **pupil's individual and highly personalised goals, not only academic, but also social and emotional**.

Additional progress monitoring for children on the SEN register, or other vulnerable groups, is implemented through the following methods (where applicable to the individual child):

- 'Early Learning and Development' monitoring (play and early learning, expressive speech and language, receptive speech and language, fine motor, gross motor, personal, social and emotional development small steps of progress tracking for those children not accessing EYFS expectations);
- 'Bridging the Gap' monitoring (maths, reading, writing, speaking, listening small steps of progress tracking for those children not accessing KS1 Year group expectations);
- Specific Progression Frameworks relating to a child's individual needs (For example the Autism Education Trust Progression Framework for Autism, the Boxall Profile for behaviour).
- Social, emotional development and behaviour monitoring (specific profiling with next steps related to individual need, for example self esteem);
- Pupil voice;
- Parental voice;
- Classroom observations;
- Standardised assessments (employed to support pupils on an individual needs basis);
- External support services (including observations and assessments relevant to identified area of need, for example Speech and Language Therapy).

The above approach is recorded on a pupils individual provision plan, which describes the child's needs, intended outcomes and the provision in place to support those needs being met. This document is produced collaboratively with parent, child, class teacher, Inclusion Lead and any other significant professionals.

Progress Through the Curriculum

There may be points where a child is not exposed to certain components of the curriculum (due to absence), or where learning needs to be broken down into smaller components, or where components are missing in pupils' understanding due to a particular need. At this point, a child would be following a highly personalised individual curriculum tailored to their needs. This would be evidence through their individual learning journey, including their provision plans and evidence me journal.

As a school, we know what endpoints pupils need to achieve, and we map the route for them to be successful with this, and the content follows a logical order to allow all pupils to reach this. The order of these components for each individual subject is specified within the subject **Progression Framework**. These frameworks have been devised by each subject specialist to show progression not only across an academic year, but across a key stage, and across a whole infant school journey. It is our intention that by using the progression frameworks, a child who is chronologically in Year 2 but needs to revisit the geography curriculum from Year 1, will be able to do so within the remit of their usual classroom, linking to the rest of the class' learning whilst still targeting specific elements that are required.

Through use of the progression framework we ensure that all children at F&B are exposed to an inclusive curriculum, that is developed and adapted for them, whilst meeting their needs, being ambitious and preparing them for the next stages. All subject leaders are involved in the monitoring and support of vulnerable pupils within their identified subject, providing specific advice and next steps.

In addition to the individual subject progression frameworks, we also employ the below tools to support assessment of pupils with SEND:

Early Learning and Development (ELD)

The Early Learning and Development assessment framework is used to support the assessment of children who are able to engage in subject specific study but who are not yet ready to access the full EYFS curriculum.

These children are likely to have a special educational need and may be of an older chronological age than Reception.

The framework is used by professionals at F&B to provide a clear and specific approach to developing skills in order to support pupils to move towards age related expectations.

The rationale of 'Early Learning and Development' focuses on every child as a unique individual who matures at different rates and different times in early life.

It identifies 6 developmental sections: *play and early learning skills; expressive speech and language; receptive language skills; fine motor skills; gross motor skills; personal social and emotional development.*

These developmental sections are broken down into age intervals: *12 – 18 months; 18 – 24 months; 24 – 30 months; 30 – 36 months; 36 – 48 months.*

Bridging the Gap

The Bridging the Gap assessment framework is used to support the assessment of children who are able to engage in subject specific study but who are not yet ready to access the full Year 1 curriculum.

These children are likely to have a special educational need and may be of an older chronological age than Year 1.

The framework is used by professionals at F&B to provide clear and specific approach to developing skills in order to support pupils to move towards age related expectations.

The rationale of 'Bridging the Gap' focuses on identifying what children can already do, what they are aiming for next, and any gaps that they need support with.

There are two main phrases within the assessment framework **stepping stones** and **bridges**. A child working through stepping stones may have complex and severe learning needs, and therefore the pace of progress could be slower.

The skills within the stepping stones and bridges align with the particular programme of study, broken down into individual areas within that subject.

Mathematics – Number counting and understanding number; calculations; measure; geometry.

English Reading – Reading for pleasure and rhyme; comprehension; reading accuracy and decoding; word reading.

English Writing – Handwriting; Spelling; Grammar and Vocabulary; Punctuation.

The above skills are woven into the Foundation Subjects programme of study, monitored on an individual needs basis.

Autism Progression Framework

This is intended to assist classroom staff in identifying areas where pupils may require additional support, so that specific programmes can be planned and implemented. At F&B, the Autism Progression Framework is used. This is a reference document to support existing systems, such as Education, Health and Care Plans, or Individual Provision Plans. It is used within and / or alongside all other usual school progress measures both in line with whole school progress approach and also the steps outlined above.

The progression framework provides an extensive bank of learning intentions based on an understanding of autism and the challenges that young people may face within education settings. Not all areas will be appropriate to every young person and it is a flexible framework which is tailored according to each individual's need.

The above assessment tools and frameworks support practitioners in clearly and consistently supporting children to achieve the required outcomes. The way in which these learning outcomes are achieved (e.g. the strategies, schemes, interventions and approaches used to get there) will vary dependent on the individual child and practitioner(s).

Every pupil working on one of the above will have their own individual assessment sheet summarising the stage they are at. This will include their baseline and progress made since that date.

All children, irrespective of need, are discussed within termly pupil progress meetings where decisions are made regarding what assessment approach (whole school or SEND) is a best fit for the child.

A Jones

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September 2022