



DAWN HOUSE SCHOOL – STAFF HANDBOOK	
Policy Title: Assessment	
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The SLT Department assessment policy is based on the principles outlined in the school assessment and recording framework (see DHS Handbook).

It is important to have a clear rationale as to why and when an assessment would take place for a pupil or young person. We assess to gather information about pupils' progress as they move through the school and to inform decisions as to future areas of intervention. The assessment findings are used to inform the planning and differentiation of the curriculum in order to meet the pupils' learning and SLCN needs. All assessment procedures should inform clinical intervention and target setting.

In the Speech and Language Department, there are a range of norm referenced formal assessments which give us scores for comparison with 'normal' populations of children. Many of these tests are diagnostic assessments which aim to describe a pupil's performance across a range of different areas of language.

Formal tests are used for:-

- Providing baseline data on entry into school.
- Providing evidence for outside agencies, parents etc on areas of difficulty.
- Highlighting strengths and weaknesses.
- Informing therapeutic intervention.
- Measuring progress.

Formal assessments should not be repeated as a matter of course each year for Annual Reviews, unless they can

- Measure a particular area of progress.
- Provide evidence of progress or concern.

The assessments can be found in the assessment cupboard (in the Therapy room) and in the assessment house.

On the whole, the formal tests we have in school are **summative** forms of assessment. SLTs also use a range of informal, more **formative** methods of assessing a pupil's progress against targets which may have been set at EHCPs, Annual Reviews, or in SLT Provision Plans.

Formative assessments may include:-

- Observations taken over a period of time.
- Tasks designed to be carried out at the beginning and end of a period of intervention.
- Pre and post-module vocabulary assessments.
- Analysis of language samples.
- Pupils' self-evaluation questionnaires.
- Filming pre and post intervention.

They aim to provide information that allows staff and pupils to identify strengths and needs; shaping practice and approaches. It provides feedback allowing pupils to recognise their achievements. It should be integral to intervention and inform practice.

SLT assessment data 'Communication Progress Over Time Profile' (COMPOT) is used alongside educational data to indicate progress in all areas of SLCN.

Assessment timeline

Pre-admissions assessment – See 'Admissions Policy Document'.

This will be carried out by the Teacher and SLT in the Assessment Service, during which the assessing SLT will identify the speech, language and communication needs and jointly the team will comment on the associated barriers to learning. An audiogram is desirable and a referral for this should be initiated by the SLT if one is not currently available.

The Occupational Therapist (OT) will provide a screening assessment of needs and there is Educational Psychologist (EP) involvement when necessary.

A report is written by the assessment team who have been involved with the pupil. This describes the pupil's functioning in the areas of:

- Attention and Listening.
- Receptive Language.
- Expressive Language.
- Social Communication.
- Eating and drinking difficulties if appropriate.
- O.T needs.

It also describes educational and wider areas:

- Independence and Organisation.
- Approach to Learning and Learning Styles.
- Attainments in Literacy.
- Attainments in Numeracy.

Initial assessment

On admission to Dawn House, pupils are assessed using formal and informal assessments in order to enhance information already gained on assessment. This may include observation, analysis and profiling as well as recognised test procedures. This information, once gathered, provides a comprehensive picture of the pupil's strengths and difficulties and informs target setting. It also stands as a baseline of the pupil's ability against which subsequent progress can be measured.

The required formal assessments to be administered for a pupil in the Primary and Secondary department on entry to Dawn House are:

- **B.P.V.S**
- **C.E.L.F.4**

Any other formal assessments that the SLT considers necessary can also be administered.

The Percentile Rank results of the B.P.V.S and C.E.L.F.4 are then recorded on a Communication Progress and Assessment (CPA) Excel spreadsheet (see '*pupil placement plan*' SLCN folder on the server for information about how to complete this).

There is also space on the CPA to record Percentile Rank scores on other tests administered.

For new SLT's, details about the assessment process will be covered in their induction training.

This initial assessment is time consuming, and so it is acknowledged that for the period of assessment, the assessing SLT may be allowed extra time to complete these. Time will also be needed to score up and interpret information from the assessments administered.

The pupil may need to be taken out of lessons more frequently than is normally required in order to complete the assessments. SLT's will liaise with teachers about withdrawing pupils as is usual practice.

There may be a small group of students who are unable to complete the C.E.L.F.4 (e.g. pupils with speech output problems who use AAC). If this is the case, the reason should be indicated on their CPA Excel document and saved on the server in the 'Pupil Central Files' in the CPA folder.

Assessment at Annual Review

At the start of Primary or at the beginning of each Key Stage, i.e. Year 7, Year 10 and at the end of Year 11, prior to the student's Annual Review, C.E.L.F.4 and B.P.V.S will be administered. If for some reason, a full year has not elapsed since the previous assessments, then these can be carried out at some point during that academic year.

The assessment results will inform the pupil's SLT targets and progress against these targets will be measured in line with the COMPOT. These targets should be Specific Measurable Achievable Relevant and Timely (SMART) and clearly specified in the pupil's annual review report and discussed at the meeting. These targets will be annually evaluated in line with the pupil's annual review.

It may also be appropriate to supplement this with a formal test result if appropriate. (However, unless the student is in Year 7, Year 10 or at the end of Year 11 it is requested that C.E.L.F.4 AND B.P.V.S are not used in these instances, so as to allow sufficient time between assessments – see above).

Assessment for F.E

In Year 11, after the exam period, receiving Therapists in Sixth Form will begin the baseline assessment process, to include:

- **A.L.F.A**
- **Any other assessment relevant to the student.**

The Assessment will form part of the induction process in Sixth Form. Following this, the results will be transferred to their CPA Excel document in the 'Pupil Central Files' in the CPA folder.

Assessment on leaving Dawn House

When pupils leave Dawn House, a summary report, which may include data supplied by formal tests, will only be written if requested by external agencies.

Assessment profiles

The obtained assessment results and COMPOT scores are recorded on their CPA saved in 'Pupil Central Files' in the CPA folder. This is for easy reference and monitoring progress.

CPA needs to be created on entry into school. The COMPOT section of the CPA needs to be updated annually in June and the formal assessments (BPVS and CELF-4) need to be updated at the start of Primary or at the beginning of Year 7, Year 10 and at the end of Year 11.

At the start of each academic year the therapist is responsible for ensuring that the CPA for their caseload have been updated in the 'Pupil Central File' in the CPA folder.