Assessment for children with Severe and Profound Learning Difficulties in Primary Schools

For children in the **Early Years Foundation Stage** START HERE.

Use the **EYFS Development Matters** materials BUT if the child is working at an earlier NC stage than their chronological age, apply caution when reporting to families and consider additional reporting of smaller steps of progress .

For children in **years 1-6** START HERE

Is the child working at the level of **National Curriculum** assessments?

Yes

Use the **assessment system within your setting for children at the appropriate NC stage** BUT if the child is working at an earlier NC stage than their chronological age, apply caution when reporting to families and consider additional reporting of smaller steps of progress .

No

Is the child engaged in **subject specific learning**?

Can they demonstrate recognisable skills, knowledge and understanding in English language comprehension and reading; writing and maths?

Yes

Is the child in **Year 2** or **Year 6**?

Yes

Statutory summative assessment at the end of the Key Stage must be reported using the **Pre-Key Stage Standards** at KS1 or KS2 as appropriate.

And

Use a tool or system designed by the school or through using a published tool for **Assess, Plan, Do, Review**

e.g.:

- *B-Squared*
- *PIVATs*
- *P-scales* on gov.uk website (discontinued but available)

And for pre-subject specific stage only:

- *Routes for Learning*
- *Engagement 4 Learning Framework*
- The gov.uk *Engagement Model*

No

The DfE does not specify what assessment system or tool should be used.

SEN Code of Practice highlights statutory reporting of progress at **Annual Reviews of an EHCP** and through the **Assess, Plan, Do, Review** cycle.

School must report evidence referring to child's achievements and progress in end of year report to parents.

So

No

Is the child in **Year 2** or **Year 6**?

No

Yes

Statutory assessment at the end of the Key Stage must be reported using the **Engagement Model** which is organised under 5 areas:

exploration, realisation, anticipation, persistence and initiation

Only the number of children at this stage is reported, no specific assessment data is shared.

And