



PROJECT PROPOSAL

Measuring Progress for Pupils Requiring SEN Support

Project Leads: Nick Flesher
Denise Dyer

Project Timescale: January 2019 – July 2019

Target Audience: Merton primary and secondary schools – Senior leaders, leaders for inclusion (e.g. SENCOs) and class teachers.

Rationale

- Nationally and locally schools are considering ways to effectively measure the progress made by pupils with SEN.
- There is a recognition that standard tracking systems do not always capture the smaller steps of progress made by these pupils.
- This can often lead to an inaccurate picture of progress. In turn when required to demonstrate pupil progress in contexts such as an Ofsted inspection or to governing board meetings, information does not show the full picture of achievement.

- In order to support leaders and class teachers to identify which pupils are successfully moving forward in their learning and which are not, a finer measure for progress is required.
- SENCos and school leaders strongly believe that it important to measure the broader progress pupils with SEN make. For example, in social communication, speech and language acquisition and behaviours for learning. Current whole school tracking systems for measuring progress do not generally include this information.

This project will address a number of the Attain development plan priorities

Pupils in receipt of SEN support

- The target pupil group is pupils in receipt of SEN support.
- The project aims to improve the accuracy of measuring the progress made by pupils in receipt of SEN support. This will ensure a more accurate understanding of how well pupils are learning across a range of indicators. In turn this will support teachers and leaders to improve outcomes for this group of pupils, including those in the primary phase.

Recruitment and retention

- The project aims to reduce unnecessary and unhelpful strategies for assessment. Thereby reducing teacher workload. The focus will be to 'measure what matters.'
- Nationally and locally class teachers are struggling to meet the needs of pupils in receipt of SEN support. With clearer criteria for measuring progress teachers will be able to re-direct their assessment of learning and refine their teaching accordingly.

Primary writing

- As part of the project we will be working closely with the primary consultant team, who will also have representation in the project working group.
- We are inviting a range of leaders to join the project including literacy leads.
- Literacy leads and the school improvement team consultant will be looking at how learning in writing can be broken down in to smaller steps and revisited to ensure that each pupil in receipt of SEN support makes the progress they are capable of.

- The above strategies are aimed at improving progress for this pupil group and will contribute to an improvement in progress outcomes at both KS1 and KS2.

Leadership development

- Leaders for inclusion, including SENCos have identified this pupil group as a cause for concern when demonstrating pupil progress.
- Leaders are aware that standard achievement tracking in schools does not demonstrate the smaller steps of progress pupils make. This tracking does not always measure the breadth of learning and progress made by pupils.
- Leaders have voiced a need to feel confident when held to account for the progress made by this pupil group. Leaders sat that currently confidence is not secure.

Co-ordinated CPD

- This project is designed to provide tools that will support schools to accurately measure the progress of pupils in receipt of SEN support. In doing so school staff will develop their understanding of the broader range of progress in learning that can be measured for this pupil group.
- Those who participate in the working group will develop a range of tools and facilitate moderation. They will have the opportunity to further develop their understanding of learning for pupils with additional needs.
- By bringing together teachers, leaders, SENCos (including staff from special schools) and therapists, there will be a strong focus on sharing best practice.

Project Outcomes

1. Establish a research based set of progress measures that can be used by all schools to demonstrate the broader progress for pupils with SEN.
2. Provide a moderation platform for class teachers and SENCos to establish the accuracy of their judgements. For example, progress is as expected, more than expected (accelerated) or less than expected.
3. Establish a strategy for collating individual progress judgements to generate a whole group picture and analysis of progress.

Actions

The project will be facilitated by a specialist consultant in collaboration with Nick Flesher (Merton SEN Inspector) and Denise Dyer (VBS Manager).

The project aims to bring together representatives from around 20 Merton schools, including primary, secondary and special schools. This working group will include leaders, SENCos and class teachers. The group will also include a range of therapists.

The development work to achieve the project outcome will take place in four main working group sessions.

Session 1 - half day, spring 1 2019

Session 2 – twilight session, spring 2 2019

Session 3 – twilight session, summer 1 2019

Session 4 – half day session, summer 2 2019

In between sessions participants will carry out a number of school based activities that will contribute to the projects final outcome. These will include testing out the use of assessment strategies, observing successful practice and working with class based colleagues.

Intended participants:

A self selected group of:

- Leaders for Inclusion e.g. SENCos
- Senior leaders
- Subject leaders (maths and literacy)
- Class teachers

The project has grown from the work of the Merton SENCo working group. This group have identified the importance of including a range of school colleagues to ensure that strategies developed are workable and fit for purpose.

Professionals benefitting from the project more widely:

Primary and secondary school class teachers, leaders and governors.

Costings

Venues and Refreshments

	<u>Cost per item</u>	<u>Number of items</u>	<u>Total</u>
<u>Chaucer Centre</u>			
Half day	£65	2	£130
Twilight	£48	2	£96
		TOTAL COST:	£226

Refreshments

Lunch	£5.80	40	£232
Coffee and tea	£0.80	40	£32
Cookies	£0.60	40	£24
		TOTAL COST:	£288

Participant Costs

	<u>Cost per item</u>	<u>Number of items</u>	<u>Total</u>
Single day supply cover for 1 member of staff	£200	20	£4000
		TOTAL COST:	£4000

Project Lead Costs

	<u>Cost per item</u>	<u>Number of items</u>	<u>Total</u>
<u>Nick Flesher, Merton School Improvement</u>			
Half day	£260	2	£520
Twilight	£175	2	£350
Pre and post-project organisation internal meetings	£130	5	£650
Preparation and follow-up actions	£520	2	£1040
		TOTAL COST:	£2560

Denise Dyer, Virtual Behaviour Service

Half day	£260	2	£520
Twilight	£175	2	£350
Pre and post-project organisation internal meetings	£130	5	£650
Preparation and follow-up actions	£520	2	£1040
		TOTAL COST:	£2560

Specialist Consultant

Half day facilitation	£300	2	£600
Twilight facilitation	£200	2	£400
Pre and post-project organisation internal meetings	£150	5	£750
Full day preparation and follow-up actions	£600	2	£1200
		TOTAL COST:	£2950

GRAND TOTAL: £12,584

Indicative Timetable

Month	Description	Lead Individual
Spring 1 2019	Half day session	Nick Flesher Denise Dyer Specialist consultant
Spring 2 2019	Twilight session	Nick Flesher Denise Dyer Specialist consultant
Summer 1 2019	Twilight session	Nick Flesher Denise Dyer Specialist consultant
Summer 2 2019	Half day session	Nick Flesher Denise Dyer Specialist consultant

Evaluation

- Interviews with participants will provide evidence of the impact of both the 'tool kit' and the moderation process on accurately demonstrating progress.
- Quantitative data will demonstrate improved progress in both academic and broader learning.
- Longer term the strategies developed will be shared with all Merton schools. This will provide a consistent approach to assessment for this pupil group across borough schools.

