



DAWN HOUSE SCHOOL – STAFF HANDBOOK	
Policy Title: Assessment	
Section: S	Policy No: S.11
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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.

The assessments can be found in the Therapy Office 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/PCR's, or in Therapy 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 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.

The Occupational Therapist (OT) will provide a screening assessment of needs.

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:

- Communication and Interaction – including Attention and Listening, Receptive Language, Expressive Language
- Social Emotional and Mental Health
- Eating and drinking difficulties if appropriate.
- Sensory and Physical - O.T needs.

It also describes educational and wider areas:

- Cognition and Learning – Including Approach to Learning and Learning Styles, Attainments in Literacy and 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 all pupils on entry to Dawn House are:

- **B.P.V.S**
- **C.E.L.F.5**
- **TalkAbout Social Skills Profile**
- **Narrative Assessment e.g. Cookie Theft**

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

The assessment data of the B.P.V.S and C.E.L.F.5 are then recorded on a Annual Therapy Assessment (ATA) Excel spreadsheet (see *'Pupil Central Files, SLCN folder on the server for information about how to complete this*).

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.5 (e.g. pupils with speech output problems who use AAC). If this is the case, the reason should be indicated on their Annual Therapy Assessment Excel document and saved on the server in the 'Pupil Central Files' in the ATA folder.

Assessment at Annual Review

Assessments will be re-administered on an annual basis. This will take place the term before the scheduled date of their Annual Review meeting.

The assessment results will inform the pupil's SLT targets and progress against these targets will be measured in line with the outcome measures. 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.

Targets and assessment results will be included in a report which will be attached to their annual review documents.

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 are recorded on their ATA file saved in 'Pupil Central Files' in the ATA folder. This is for easy reference and monitoring progress. Whole school assessment data will be saved in Staff Common – Therapy - Assessment

ATA needs to be created on entry into school. At the end of each academic year the therapist is responsible for ensuring that the ATA for their caseload have been updated in the 'Pupil Central File' in the ATA folder.