**Somerset Inclusion**

**Virtual School & Learning Support Team**

**Accessing Assessments for CLA**

**Context**

Many CLA have had fractured educational experiences prior to and sometimes after becoming Looked After. They may have had multiple changes of school, poor attendance records, lack of consistent adult support and limited advocacy in terms of their learning needs. End of KS targets are often calculated on academic performance across a period of time in a CYP’s life where learning could not be optimal. If academic targets are not depressed in this way, unhelpful sympathy may lead to sometimes unconscious lowering of aspirations for CLA and any success being seen as ‘quite good considering everything they have been through’.

 A question mark will often exist as to whether a CLA is not making progress due to learning gaps resulting from the above or whether the above issues are masking an unidentified learning need. A key role for the VS&LST through the PEP process is to help professionals triangulate views to address this critical issue.

Some schools report struggles to access records from previous schools and settings to help establish what has happened to date for CLA e.g. teacher assessment, reports, agency reports, outcomes from planned work, or they find that the records provided demonstrate much that is incomplete or patchy. They cite this as a reason for the delays that can occur in the commencement of interventions, support or referral for CLA

There has been evidence of schools holding back on the assessment of CLA in order to give them ‘time to settle’ or to be sure the CYP is ‘able to show their best’ before the end of which period the CYP has moved again, and another education episode has passed without getting closer to establishing any learning needs never mind planning to meet them.

Schools are sometimes reluctant to place CLA on the SEND register. There are many reasons for this and there is no suggestion that a CLA should be automatically added to the register simply because they are CLA. However, few CLA will not have SEMH needs and these should be considered as robustly as any other learning need and may well mean that additional, different or extra provision is needed to remove obstacles and facilitate progress making placement on the school’s SEND register appropriate.

Any assessment should, of course, be conducted with a clear, shared rationale, by an appropriate adult and with compassion. The majority of assessment work can be undertaken ‘in-house’ and a good baseline established swiftly. Only when this has happened should further assessment processes be accessed from agencies beyond the school.

Against this background our role in the PEP meeting is critical. Through those meetings we provide support and challenge to colleagues in school and ensure robust, purposeful plans are in place to bring about the best academic outcomes for our CLA.

Each pod has Advisory Teachers with a background in CLA and SEND. The pod meeting structure ensures there is a fortnightly forum for the discussion of cases and securing the expertise of VS&LST colleagues. Attached is a route to access assessment at the right level for any CLA. The takes account of the PEP process and also the APDR cycle. It acknowledges the need for schools to retain responsibility for learning assessment and also for there to be a period of focused evidence gathering. It also, however, take account of the fact that for CLA there is a specific need to act swiftly reduce drift and delay.

**The Route to Assessment**

**PEP MEETING 2 OUTCOMES**

**PEP Meeting 1 held**

* **Actions have not been completed due to lack of orgnaisation or communication etc.**
* **No or very limited evidence of progress**
* **Concerns about the school’s ability/willingness to identify/meet needs**
* **Actions essentially complete but some outstanding issues**
* **Evidence of progress is building but is limited**
* **School demonstrates active and appropriate engagement in the identification and meeting of needs**
* **All actions completed as planned, evidence of progress provided**
* **New PEP targets take account of actions to date and plan next steps ensuring aspirational progress measures are in place**

**One cycle of APDR**

**LAT (WEST) gatekeeps all requests for LST assessment and allocates where appropriate feeding back to LAT (EAST) and AT**

**AT updates PEP 2 in light of outcome**

**At updates school staff and SW**

**Accessing an Assessment for CLA - CHECKLIST completed**

**Case and checklist taken to next pod to consider if the options are correct/relevant and next steps agreed**

 **PEP 2 targets focus on tightly timed actions to address key issues**

**PEP is copied to SENCo if not present at PEP and SENCo requested to attend next PEP with DT**

**Pupil flagged as RED case and next PEP attended by VS as priority**

**Possible additional assessments from outside sources are considered and recorded as options for discussion at PEP 3**

**and case taken to next pod meeting**

**PEP 2 targets take account of actions to date and plan next steps ensuring aspirational progress measures are in place**

**Possible additional ‘in house’ assessments or outside sources are considered and recorded as options for discussion at PEP 3**

**meeting to consider if the options are correct/relevant**

**PEP 2 targets take account of actions to date and plan next steps ensuring aspirational progress measures are in place**

 **PEP Meeting 2 held. Progress against the plan (review of PEP targets) is undertaken**

**The discussion agrees an action plan which the PEP 1 targets set out and PPG resources. The SENCo should be key in this plan, leading on the marshalling of in-house assessment and support in order to report back on progress at the next term’s PEP (PEP2)**

**Discussion identifies there is a lack of progress and/or the CYP is below ARE**

**Next PEP takes place**

**Accessing an Assessment for CLA**

Complete this table if you have recently attended a PEP and you have concerns around a CYP’s lack of progress as a result of possible unidentified cognition and learning needs e.g. they are working below age related expectations.

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns** | **Comments** |  | **Next Steps**In addition to the CYP not making expected progress as evidenced above:https://tse2.mm.bing.net/th?id=OIP.FDETMALFSxfbD9C9L5tjtgFZC1&pid=ApiHas the pupil had a significant number of school changes?https://tse2.mm.bing.net/th?id=OIP.FDETMALFSxfbD9C9L5tjtgFZC1&pid=ApiAre they at risk of P/Ex/ FTE?https://tse2.mm.bing.net/th?id=OIP.FDETMALFSxfbD9C9L5tjtgFZC1&pid=ApiIs their attendance below 90% (or on a P/T timetable)?https://tse2.mm.bing.net/th?id=OIP.FDETMALFSxfbD9C9L5tjtgFZC1&pid=ApiIs it a transition year for the pupil?https://tse2.mm.bing.net/th?id=OIP.FDETMALFSxfbD9C9L5tjtgFZC1&pid=ApiIs it a school causing concern?https://tse2.mm.bing.net/th?id=OIP.FDETMALFSxfbD9C9L5tjtgFZC1&pid=ApiIs the CYP post 16?https://tse2.mm.bing.net/th?id=OIP.FDETMALFSxfbD9C9L5tjtgFZC1&pid=ApiAchieved well in KS2 SATs -not on target for 5+ GCSEs (Grades 4-9)?If answering yes to ANY of the above ‘red flags’ bring the child’s case to the next team POD mtg to discuss with the SEND AT. |
| CYP not making expected progress, not achieving educational outcomes | e.g. evidence from tracking data, tracking booklet (Initial Identification of Literacy Difficulties), APDR Reviews, PEP reviews.Previous outcomes and targets identified in previous PEP not met. |  |
| There may be unidentified needs (barriers to progress) | e.g. are they on the SEN register? What assessment information is there? Is there basic info like up to date reading and spelling scores? |  |
| There have been no interventions to address the CYP’s difficulties or the Intervention has not proven successful | e.g. what has been tried? What has/has not worked? Is there any evidence such as ILI Monitoring? |  |
| Is the CYP achieving their educational targets? | Is there evidence of successive cycles of Assess plan Do Review? |  |