

# Evaluating outcomes for children and young people with additional learning needs

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Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales



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- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies; and
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## **Participation and inclusion**

- 171 Occasionally, support services keep good records of, for example, pupils' return to mainstream education from EOTAS provision. Overall, however, authorities do not do enough to monitor pupils' participation in mainstream education or to use this information to evaluate the impact of SEN support.

## **Key personal, social and learning skills**

- 172 Almost all the available information about pupils' achievements in key personal, social and learning skills is held by schools and early years settings. Where authorities hold this information, it is usually gathered as part of the day-to-day work of central support services in helping the authority's mainstream and special schools to make appropriate provision for pupils with SEN. It is rarely used, however, to evaluate learning outcomes for pupils with SEN in early years settings, independent schools or EOTAS provision.

## **Attendance and behaviour**

- 173 Authorities hold accurate information about the rate of attendance of pupils in different schools, and use this well to help schools to improve overall attendance. However, very few schools and authorities use pupil-level information about attendance to evaluate the impact of specific interventions for individual pupils, or groups of pupils, with SEN.
- 174 Authorities usually have detailed records of the progress that pupils with emotional and behavioural difficulties make in response to the specific work of specialist staff, such as behaviour support teachers and educational psychologists. Central support services hold good records of key learning outcomes in behaviour, relationships and attitudes to learning. However, authorities very rarely link this information to other learning outcomes, such as attainment of recognised qualifications, or successful progression into post-16 provision, or to school self-evaluation.
- 175 Case study 4 in Appendix 4 illustrates how pilot work in Wrexham and Caerphilly is helping schools and LEA officers in these authorities to measure pupils' attitudes to self and school using a commercially available tool, PASS.

### **Case study 3: Flintshire**

The authority has successfully established, with its schools, a core data set of local performance indicators (PIs) against which the progress and achievements of pupils with SEN in mainstream schools can be monitored and evaluated across the whole authority.

The local PIs for secondary schools include targets, for pupils on each school's SEN register, of:

- annual improvement in reading age over a 12 month period;
- annual improvement in spelling age;
- percentage of pupils at the end of key stage 3 that achieve Level 3 Teacher Assessment in English, mathematics, science and Welsh where appropriate;
- rate of attendance;
- percentage of Year 11 pupils that achieve Entry Level or higher in English, mathematics, science, Welsh where appropriate and one other subject;
- percentage of school leavers that move on to further education, training or employment;
- percentage of Year 11 pupils that achieve at least 1 GCSE or other nationally recognised qualification at the end of key stage 4; and
- number of Year 11 pupils with a reading age of less than 10 years in the December of Y11.

The authority has also established an equivalent set of local performance indicators for the work of the Inclusion Support Service.

### **Case study 4: Wrexham and Caerphilly**

PASS (Pupils' Attitudes to Self and School) is a commercially available tool that measures pupils' attitudes towards learning, and can track changes in those attitudes over time. It provides standardised measures of nine aspects of pupils' attitudes, including their feelings about school, self-confidence as learners, attitudes to teachers, to work and to attendance. It identifies individual pupils and groups whose attitudes to learning and to themselves are more negative than average for their peer group, and who are therefore considered to be at risk of underachievement.

The PASS system allows the 'flagging' of pupils with individual learning needs, including those with SEN and pupils learning English as an additional language (EAL). The system provides information that enables schools and authorities to compare measures of these pupils' attitudes with measures of their progress in learning and attendance, and so to evaluate the outcomes of specific interventions.

Fuller details of PASS are available at: <http://www.w3insights.pass-survey.com>

In Wrexham and Caerphilly, officers are already working with mainstream primary and secondary schools to identify pupils with negative attitudes to learning who may be in need of additional support to prevent under-achievement. Appropriately, these authorities see this work as making an important contribution to the drive to promote inclusion and to raise standards of attainment for all pupils.

In the longer-term, these authorities will be able to use information from PASS, together with data on key learning outcomes such as performance at GCSE and attendance, to evaluate the impact of additional support for pupils found to be at risk of underachievement.

### **Case study 5: Gwent regional service for visually impaired children**

The Gwent Visual Impairment Service uses the Oregon Project materials to plan appropriate activities for very young children with visual impairment, and to monitor their progress in developing important skills, including early language development, visual motor co-ordination, colour sorting and matching and independence.

The service evaluates the impact of its work with pupils of school age by tracking their progress in relation to specific targets on IEPs, many of which link to key educational and personal achievements. The service also evaluates the extent to which intervention helps visually impaired pupils to make better use of the vision that they have.

Specialist teachers for visual impairment keep careful records of the progress that pupils make in learning to read using the Braille version of the Neale Analysis of Reading Ability. There is good data over a 5 year period to show the progress made by individual pupils in reading rate, accuracy and comprehension.

### **Case study 6: Denbighshire**

The authority has developed an early intervention programme – Autistic spectrum Children’s Education (AsCE) – to support nursery and reception children who have had an early diagnosis of autistic spectrum disorder and who are placed in mainstream schools.

A core team that includes specialist teachers, staff in the mainstream schools, educational psychologists, education officers and speech and language therapists meets each half term to evaluate the impact of the AsCE programme on the progress and learning outcomes for each individual pupil. The core team is developing an evaluation tool for parents to enable them to give their perception of the value of the programme.

## **Case study 7: Blaenau Gwent**

Officers in Blaenau Gwent make it a priority to train school staff in the use of PLASC and FFT data to support self-evaluation. The training has included specific sessions for SENCOs and middle managers in the use of PLASC and FFT data to evaluate the performance of specific groups of pupils and to look for areas where the school's provision is either particularly successful, or is relatively unsuccessful and in need of review. School improvement officers monitor the impact of this training during their regular visits to discuss target-setting, school performance and self-evaluation.

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