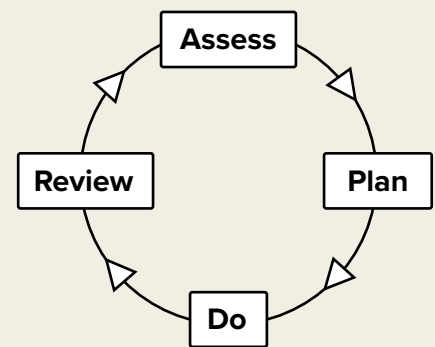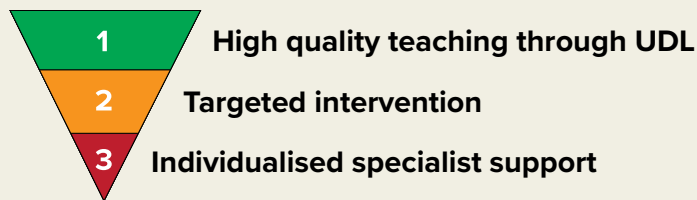# Assessment for SEND Identification

Assessment for the identification of SEND is a complex process, involving a tiered approach that is 'graduated' to meet the individual needs of a learner. Using an appropriate framework helps to ensure that decisions are being taken consistently, even though the outcome should be a personalised response for each student.
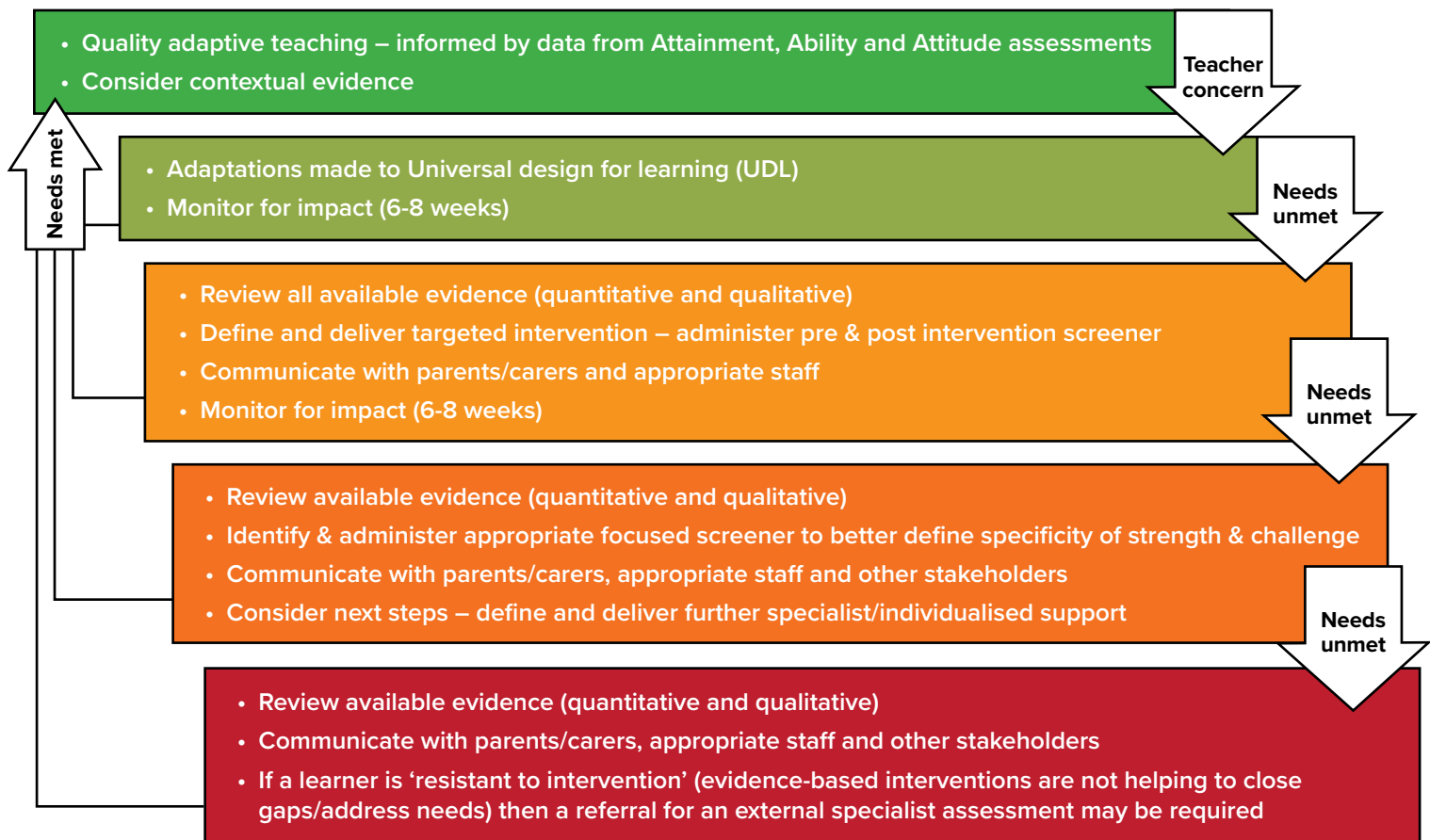
The Graduated Response Cycle

The graduated response approach and tiered model of support provides broadly layered provision informed by assessment data:

1. High quality teaching through UDL
2. Targeted intervention
3. Individualised specialist support

Assess → Plan → Do → Review → (cycle)

Teacher Response

This flowchart illustrates a tiered model to aid a consistent system of identification and support. Decisions as to appropriateness of evidence, periods for monitoring, interventions and prioritisation for referral should be taken on a case-by-case basis with adjustments made to suit the needs of each learner.

- Quality adaptive teaching – informed by data from Attainment, Ability and Attitude assessments
- Consider contextual evidence

Teacher concern

- Adaptations made to Universal design for learning (UDL)
- Monitor for impact (6-8 weeks)

Needs unmet

- Review all available evidence (quantitative and qualitative)
- Define and deliver targeted intervention – administer pre & post intervention screener
- Communicate with parents/carers and appropriate staff
- Monitor for impact (6-8 weeks)

Needs unmet

- Review available evidence (quantitative and qualitative)
- Identify & administer appropriate focused screener to better define specificity of strength & challenge
- Communicate with parents/carers, appropriate staff and other stakeholders
- Consider next steps – define and deliver further specialist/individualised support

Needs unmet

- Review available evidence (quantitative and qualitative)
- Communicate with parents/carers, appropriate staff and other stakeholders
- If a learner is 'resistant to intervention' (evidence-based interventions are not helping to close gaps/address needs) then a referral for an external specialist assessment may be required

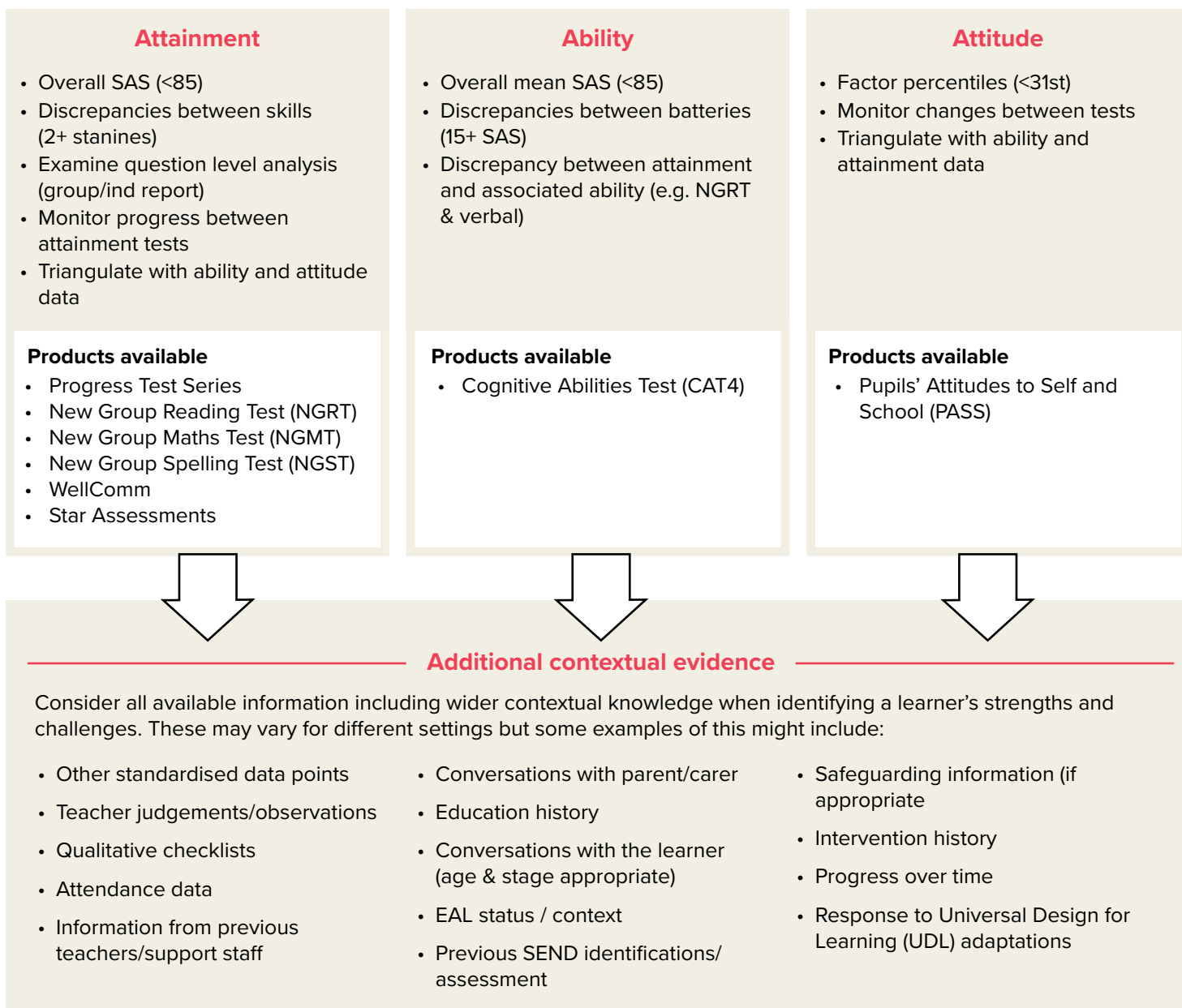**Needs met**

Learner Engagement

Did the learner engage fully with all parts of the assessment? It is important that you can be confident in the accuracy of the data.

Stakeholder Voice

Decisions for next steps should involve representative perspectives appropriate to the learner's profile of needs. These could include, the learner, parent/carer, teacher, SENCo, other staff and professionals.

Data Thresholds

The 'thresholds' for attainment, ability and attitude suggested below should be adjusted to the context of your setting.

Attainment	**Ability**	**Attitude**
• Overall SAS (<85) • Discrepancies between skills (2+ stanines) • Examine question level analysis (group/ind report) • Monitor progress between attainment tests • Triangulate with ability and attitude data	• Overall mean SAS (<85) • Discrepancies between batteries (15+ SAS) • Discrepancy between attainment and associated ability (e.g. NGRT & verbal)	• Factor percentiles (<31st) • Monitor changes between tests • Triangulate with ability and attainment data
Products available • Progress Test Series • New Group Reading Test (NGRT) • New Group Maths Test (NGMT) • New Group Spelling Test (NGST) • WellComm • Star Assessments	**Products available** • Cognitive Abilities Test (CAT4)	**Products available** • Pupils' Attitudes to Self and School (PASS)

Additional contextual evidence

Consider all available information including wider contextual knowledge when identifying a learner's strengths and challenges. These may vary for different settings but some examples of this might include:

- Other standardised data points
- Teacher judgements/observations
- Qualitative checklists
- Attendance data
- Information from previous teachers/support staff

- Conversations with parent/carer
- Education history
- Conversations with the learner (age & stage appropriate)
- EAL status / context
- Previous SEND identifications/assessment

- Safeguarding information (if appropriate
- Intervention history
- Progress over time
- Response to Universal Design for Learning (UDL) adaptations

Next Steps

If you would like further information about the range of screeners provided by GL our interactive **SEND Guide** at **gl-assessment.co.uk/go/send-guide** will help you to identify the appropriate assessment(s) based on your student's age and the areas of concern that you wish to investigate further.

For additional information about all our assessments and screeners, please get in touch with our customer support team using the contact details below.

E: **hello@gl-assessment.co.uk**   T: **+44 (0)330 123 5375**