A GUIDE TO

School Assessment and Reintegration Programme (SARP)

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Content

Rationale - Schools Assessment and Reintegration Programme (SARP)

Meadows Care work with a cohort of young people who are disadvantaged in many ways. All young people are away from their parents and have had several care placements that have broken down. Many of our young people are also new to the care system and the majority have special education needs (SEN). Our young people's experience neuro-psychological difficulties and mental health issues due to their environmental experiences.

Research shows us that disadvantaged children are five times more likely to be excluded from school and their academic attainment is well below the national average due to the amount of education they have missed. The pupils with SEN are ten times more likely to have their education disrupted due to being missing from education for several years, truancy, placement moves within the school setting and exclusions.

It is for this reason that our Independent, Ofsted rated Good School incorporates an assessment and reintegration programme for all pupils that come into our setting. Robust assessments take place in a nurturing environment across the school and home setting to ensure the children receive a very good quality educational package moving forward.

During the initial six weeks assessment period, formative and cumulative assessments are conducted to establish a baseline level in academic and social progress. This enables schools to set realistic and challenging targets to ensure that the young person benefits from an individualised pupil centred educational approach to education. This SARP programme also enables the student to establish relationships with their residential staff and key teachers.

After the five weeks, initial period a full in-house review takes place to establish the students timetable and educational needs going forward. This also acts as the starting point for a graduated Education and Healthcare plan if required.

Summary

Our young people are here because they have emotional and behavioural difficulties which are impeding their learning. We will not exclude young people because of these difficulties - instead we will provide an opportunity for them to learn how to behave and respond differently in a school that is welcoming and accepting of each young person and the challenges that they present.

We are committed to ensuring that young people receive the best educational experience to provide future opportunities.

Assessments

Academic Assessments - (From Entry Level, Functional Skills, GCSE)

ENGLISH/LITERACY

Reading
Spelling, punctuation
Writing

MATHEMATICS/NUMERACY

Number
Measure, space and shape
Statistics and Data

COMBINED ICT

Computer basics
Using the Internet
Health, Safety and Security
Communication

GCSE SCIENCE

Chemistry
Biology
Physics

ASSESSMENT INDICATORS

Dyslexia Screening
Dyscalculia Screening
Learning Styles

SOCIAL AND EMOTIONAL ASSESSMENTS

Education Strength and Difficulty Questionnaire.
Cognitive Ability Test
Boxall Profile

English, Mathematics, Science and ICT Assessments – Overview

This is an online assessment that has been established for over 20 years and provides a clear assessment and skills based outcome in Entry Level Certificate, Functional Skills and GCSE qualifications.

Initial Assessment

Pupils take part in an initial diagnostic assessment which is a dynamic and intelligent online assessment that accurately identifies a learner's current working level for English and maths. Ideal for use at the start of a programme of learning, the Initial Assessment uses complex algorithms to select the most suitable questions for each learner.

- Written for the reformed functional skills standards
- Identifies from Pre-Entry to Level 2
- All learners have a bespoke set of questions
- Accessible from http://meadows-school.co.uk website.
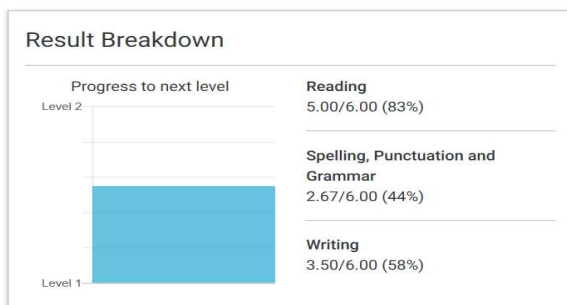
Diagnostic Assessment

When a learner completes the Diagnostic Assessments, designed to be taken after the Initial Assessment, in English and maths, it provides them with an accurate level for the elements of:

- Reading
- SPAG and Writing
- Number
- Measure
- Shape and Space
- Statistics and Data

Along with each of the chapters within. It also shows the distance they are from progressing to the next level.

Report

The published report offers a clear and comprehensive pen picture of the pupils current status and indicates their strengths and next steps.

Result Breakdown

Progress to next level

Reading
5.00/6.00 (83%)

Spelling, Punctuation and Grammar
2.67/6.00 (44%)

Writing
3.50/6.00 (58%)

Topics student is good at:
The Main Points of Texts
Different Purposes of Text
Organisational Features
Sequencing
Verb Tense
Subject-Verb Agreement
Spelling

Topics student needs to practise:
Instructional Text
Detailed Reading
Read and Understand Texts
Plan, Draft and Organise Writing
End of Sentence Punctuation
Commas

Learning Styles Assessment

The Learning Styles Assessment is a quick and concise, self-marking assessment that identifies the ways in which individuals prefer to learn. This assessment enables learners to access resources that suit the style in which they learn (Visual, Auditory, and Kinaesthetic).

Fully interactive and self-marking

The Learning Styles Assessment is fully interactive and self-marking.

**Incorporates Learning Style theory into the assessment**

Our assessment uses VAK theory (Visual, Auditory and Kinaesthetic) to assess the ways in which people prefer to learn.

Profiles individuals and groups

The Learning Styles Assessment enables learners to be assigned a preferred learning style. Tutors can profile individuals or groups of learners, which enables them to style their teaching in the classroom accordingly to meet the needs of their learners.

Report

The Report clearly indicates the pupils preferred learning style and provides suggestions in how to use the learning styles to support the pupil in lessons.
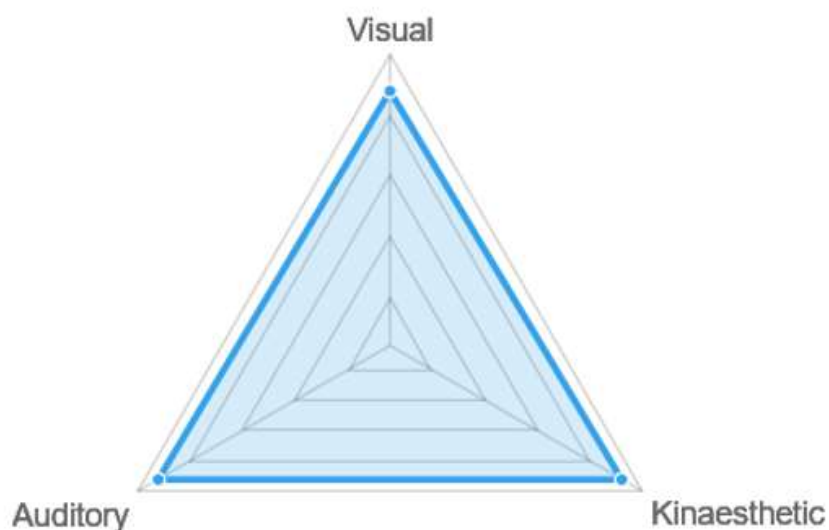
Visual:

- Take numerous detailed notes.
- Tends to sit in the front.
- Are usually neat and clean.
- Often close their eyes to visualise or remember something.
- Finds something to watch if they are bored.
- Like to see what they are learning.
- Benefit from illustrations and presentations that use colour.
- Are attracted to written or spoken language rich in imagery.
- Prefer stimuli to be isolated from auditory and kinaesthetic distraction.

Auditory:

- Sit when they can hear but needn't pay attention to what is happening.
- May not coordinate colours or clothes, but can explain why they are wearing what they are wearing and why.
- Hum or talk to themselves by reading aloud.
- Acquire knowledge by reading aloud.
- Remember by verbalising lessons to themselves (if they don't, they have difficulties reading maps or diagrams or handling conceptual assignments like Mathematics).

Kinaesthetic:

- Need to be active and take frequent breaks.
- Speak with their hands and with gestures.
- Remember what was done, but have difficulty recalling what was said or seen.
- Find reasons to tinker or move when bored.
- Rely on what they can directly experience or perform.
- Activities such as cooking, construction, engineering and art help them perceive and learn.
- Enjoy field trips and tasks that involve manipulating materials.
- Sit near the door or someplace else where they can easily get up and move around.
- Are uncomfortable in classrooms where they lack opportunities for hands-on experience.

Dyslexia Screening

The *Dyslexia Screening Test* provides a profile of strengths and weaknesses which can be used to guide the development of in-school support for a young person. The *Dyslexia Screening Test* is designed to identify those young people who are still experiencing difficulties at secondary school and provides data which can be used in support of requesting extra time concessions in exams.
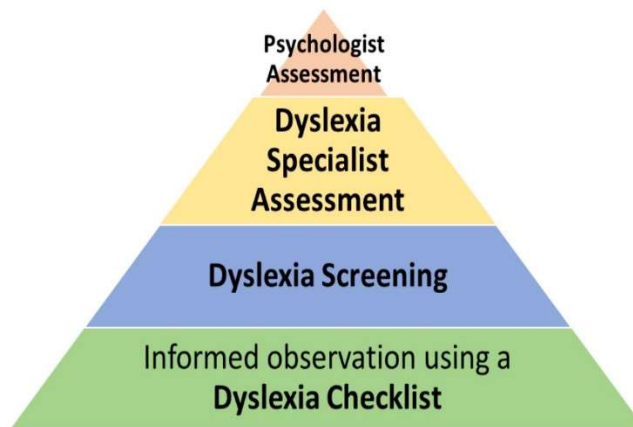
Dyscalculia Screening Test

The *Dyscalculia Screening Test* provides a profile of strengths and weaknesses which can be used to guide the development of in-school support for a young person. The *Dyscalculia Screening Test* is designed to identify those young people who are still experiencing difficulties at secondary school and provides data which can be used in support of requesting extra time concessions in exams.

Social and Emotional Assessments

Education Strength and Difficulty Questionnaire.

The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire about 3-16 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists. Each version includes between one and three of the following components: A) 25 items on psychological attributes. The SDQ is completed on a regular basis by the Key teacher and helps to identify if additional support is required by the school therapist or SENCO.

| | Start | 07/09/2020 | 09/10/2020 | 10/11/2020 | 12/12/2020 | 13/01/2021 | 14/02/2021 | 18/03/2021 | 19/04/2021 | 21/05/2021 | 22/06/2021 | 24/07/2021 |
	Start	01/09/2018	03/10/2018	04/11/2018	06/12/2018	07/01/2019	08/02/2019	12/03/2019	13/04/2019	15/05/2019	16/06/2019	18/07/2019
Emotional problems	4	4	4	0	0	0	0	0	0	0	0	0
Conduct problems	3	3	3	0	0	0	0	0	0	0	0	0
Hyperactivity	4	4	4	0	0	0	0	0	0	0	0	0
Peer problems	5	5	5	0	0	0	0	0	0	0	0	0
Total (exc prosocial)	16	16	16	0	0	0	0	0	0	0	0	0

	Close to Average	Slightly Raised	High	Very High
Total difficulties score	0 – 11	12 – 15	16 – 18	19 – 40
Emotional Problems	0 – 3	4	5	6 – 10
Conduct Problems	0 – 2	3	4	5 – 10
Hyperactivity	0 – 5	6 – 7	8	9 – 10
Peer Problems	0 – 2	3 – 4	5	6 – 10
Prosocial Score – do not include to the total score	6 – 10	5	4	0 – 3

Actions

Cognitive Ability Test

Identify Potential: Pinpoint underachievement and identify gifted and talented pupils.

Personalise Learning: Understands younger people's strengths and area for development.

The Cognitive Abilities Test: Fourth Edition (CAT4) provides a robust, standardized measure of cognitive reasoning ability, without reference to curriculum-based material and regardless of previous achievements or first language. CAT4 provide an invaluable insight into your young person's ability to reason across four distinct batteries:

- Verbal,
- Non-verbal,
- Mathematical
- Spatial,

This allows teachers to address patterns and adapt your teaching methods to suit individual needs, ensuring feedback is appropriate and targets are achievable.

Boxall Profile

The Boxall Profile provides a framework for the precise assessment of a young person who have social, emotional and behavioural difficulties (SEBD) and are failing at school. It helps teachers to plan focused intervention for those children whose behaviour seems to make no sense. The profile provides the teacher with insights and suggests points of entry into the young person's world — it makes people think about what lies behind the behaviour.

Boxall Profile Report		
Developmental	117	
Diagnostic	29	
	146	

SARP Team

Although the SARP programme is predominantly completed by the school, assessments are carried out in partnership and support with the therapy team and Educational Psychologist.

SENCO   Paula Forth

THERAPIST   Krista Howell

EDUCATIONAL PSYCHOLOGIST   Peter Clough

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