Background

In 2012, 8.2 million pupils attended 24 372 schools in England. The DfE (2010) estimates that 20% of these pupils have special educational needs and disabilities (SEND) and 3% require specialist provision.

The learning, progress and assessment of these pupils is both variable and complex. Many primary, secondary and some special schools struggle to accurately assess attainment, recognise progress and set meaningful targets for their pupils with SEND.

Currently, assessment tools tend to use 'labels' to analyse data (e.g. ASD) assuming that these labels infer one 'special need' and affect all pupils in similar ways. This assumption leads to unreliable analysis and cannot be used to support further development or progress.

Presently, there is no purpose-made system that supports the assessment of any pupil with SEND.

i-ASEND covers all levels of attainment, from P1 – level 8; therefore, it can be used to demonstrate progress across age and ability ranges.

Changes to the OFSTED framework and to the Code of Practice means that **all** schools need to demonstrate how well they meet the needs of **all** pupils.

LCP
Supporting teachers, inspiring learners

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i-ASEND

Coming September 2015

A digital platform for assessment, data analysis and tracking progress for pupils with SEND

Developed by Dr Sue Fisher, Associate Director and Educational Psychologist at Percy Hedley School (s.fisher@percyhedley.org.uk) and LCP

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What is i-ASEND?

i-ASEND is an assessment, tracking and target setting cloud-based system that provides schools, teachers, parents and researchers with information that shows attainment and progress in real time. It is a unified assessment solution, making use of digital technologies, to support inclusion and equal opportunities for all.

It addresses a major problem that is currently ignored: the lack of data about the attainment and progress of pupils with SEND of *different types and severity*. To overcome this **i-ASEND** divides pupils into cohorts depending on the level of difficulty they have in these critical areas – *cognition, behaviour, physical* and *sensory difficulties*.

By analysing pupil data in cohorts of similar difficulty, schools will be able to compare the attainment and progress of their pupils with a wider population of pupils with difficulties of similar type and severity (benchmarking).

i-ASEND is highly innovative and is fundamentally different to other assessment tools for pupils with SEND. It supports professional practice by increasing understanding of pupils' learning journeys leading to learning opportunities that are effectively and accurately differentiated and focused.

The advantages of i-ASEND

You will be able to draw meaningful conclusions regarding the effectiveness of interventions for your pupils with SEND.

It will support research into best practice.

It will help improve the consistency of assessment methods leading to more suitable learning opportunities and a higher quality and outcome of SEND provision.

It has the potential to revolutionise the education of pupils with SEND with more targeted, focused and appropriate learning experiences.

It will allow parents to play a full and rewarding role in supporting their child's progress.

The **i-ASEND** digital platform will enable accurate assessment and track progress in real time.

It offers videoed examples to help support reliable teacher judgements.

It offers the real opportunity of better assessment, tracking and learning opportunities improving the progress and attainment of SEND pupils.

It helps teachers and support staff to understand the most appropriate way to include pupils and avoids 'shallow' and 'tokenistic' learning opportunities and superficial inclusion.