



Markland Hill Primary School

Measuring and Reporting Progress for children with Special Educational Needs and Disabilities

Adopted from Bolton Council	YES/NO	Date of last update	10.06.2026
Updated	Annually		
Latest review		Date agreed by Governors: Date:	<i>R Bemy</i> 22.6.26.

Current version	Previous version	Summary of changes made
June 2026	March 2026	Updated SENDCO information, assessment guidance, progress expectations and monitoring procedures to reflect current SEND practice and reporting arrangements.

Measuring and Reporting Progress for children with Special Educational Needs

What is meant by assessment?

Assessment is the means by which the progress of pupils is monitored. It is a tool to inform curriculum planning and learning programmes.

Why do we assess?

- To define each child's ability: what the child knows, understands and can apply.
- To reveal children's strengths and weaknesses.
- To ensure early identification of children with SEND
- To inform future planning and target setting: to ensure continuity and progression in our work with the children.
- To communicate accurate information about the child that is useful to teachers, pupils, parents, and other educational agencies.
- To comply with statutory requirements.

Strategies for assessment

- Observation - watching the children on task.
- Questioning/discussion with the children.
- Photographing/videoing work in progress.
- Examining children's written work.
- Marking children's work, according to the marking policy.
- Teacher devised tests for areas such as spelling, tables.
- Statutory assessments including the EYFS Profile, Phonics Screening Check, Multiplication Tables Check and Key Stage 2 assessments.

What system is used to report attainment and progress of pupils with SEN?

Children in EYFS are assessed through ongoing observation and assessment against the Early Years Foundation Stage Framework and Early Learning Goals. They are given one of the following 'grades' to track their progress in the Reception curriculum:

B = Below

E= Entering

D= Developing

S= Securing

M= Mastering

At the end of the Reception year, children are assessed against the Early Years Profile Early Learning Goals and are assessed as being 'expected' if the child has met the Early Learning Goals or 'emerging' if they have not met the ELGs.

From year one to year six, children are assessed against the end of year expectations for their chronological year group and are given one of 'grades' listed above.

What if a child is not working at the level of their chronological age group?

If a child is not working at the level of their chronological age group then the class teacher will assess them against the expectations for previous year groups. For example, a

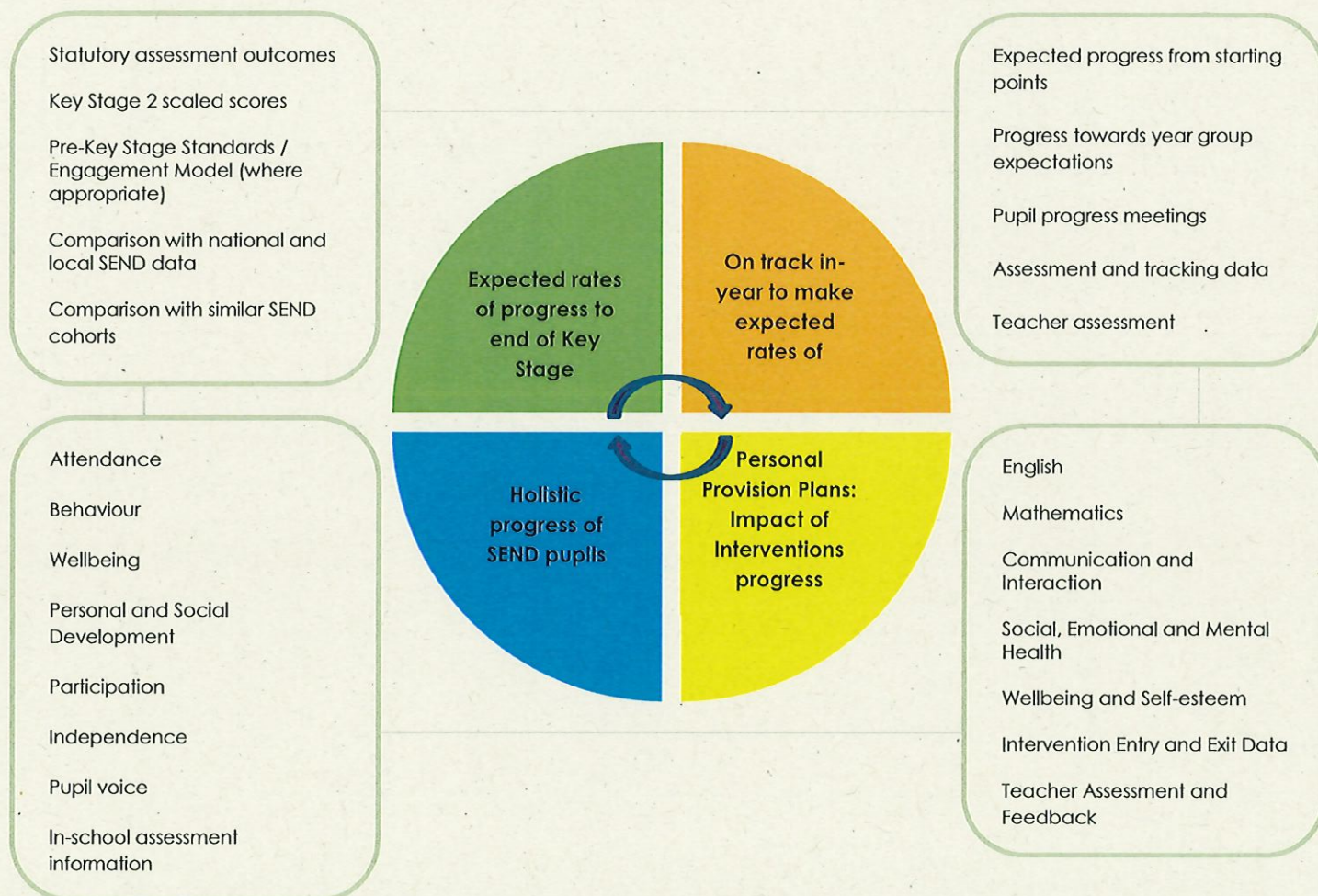
year four child might be 'entering' the year two curriculum and will therefore be reported as 2E. If, by spring term in year 1, a child is not accessing the national curriculum then the child will be assessed using the pre-key stage standards or the SEND Engagement Model as appropriate for their level of development.

What is the expected progress for a child with Special Educational Needs?

Progress expectations are individual to each pupil and take account of their starting points, identified needs and personal outcomes. The school aims for all pupils with SEND to make strong progress from their individual starting points.

How else is progress measured for children with Special Educational Needs?

At Markland Hill we use a holistic model of assessment for pupils with Special Educational Needs. We acknowledge that progress for individual children cannot solely be judged on their progress against the National Curriculum expectations and that there is a need to look at progress in other areas (e.g. attendance, behaviour, well-being, communication skills, self-esteem etc.). Therefore, when making judgements on the progress of pupils with SEND, we look at each child as an individual and celebrate their successes across a range of academic and non-academic areas. In addition to academic progress, we monitor attendance, engagement, participation, wellbeing, independence and personal development to ensure pupils with SEND are making progress across all areas of school life. Progress is discussed regularly through pupil progress meetings involving class teachers, the SENDCO and senior leaders to ensure provision remains effective, responsive to need and enables pupils to make the best possible progress from their individual starting points.



Children at the SEN Support level:

Every child on the SEN register has a Pupil Passport and those children at an SEN Support level have a personal provision plan that is updated termly. The provision plan contains the desired outcomes to be worked on throughout the term and details the additional support and interventions that is planned to help the pupil to meet these outcomes. The impact of this support is reviewed termly and shared with parents.

Children with Education and Health Care Plans

In addition to the Pupil Passport and individual Provision Plans outlined above, children with EHCPs have individual key stage outcomes which are used to measure progress throughout each school year. Progress towards these outcomes is reflected on throughout the school year but more formally at their annual review. All information is shared with the team who work with the child.

For further information on measuring and reporting progress for children with Special Educational Needs please contact the SENCo, Miss Sammy Roocroft or our SEND link governor, Mr John Greenhalgh and Mrs Rachel Berry

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See also:

SEN Policy

SEN Information Report