

Briefing 2.6 - SETTING EHCP TARGETS

WHAT ARE OTHER SCHOOLS DOING?

When it comes to formulating a strategy to implement EHCP-based target setting and assessment, 'What are other schools doing?' is a reasonable question for school Assessment Coordinators and Heads to be asking. The Rochford Panel guidance, in accordance with DfE policy, was vague. Aside from enjoining schools to create personalised sets of targets for each pupil, based, in some way, on their EHCP required outcomes, the official approach was 'Sort the rest out for yourselves.'

Over the last couple of years, a generally accepted approach to this has evolved. EHCP Outcomes are broken down into a set of long term targets for each child, still called IEP Targets in some schools. Progress against these must be measured and reported on annually, at the EHCP Annual review for that child.

But there are many ways to do this and so different schools have gone about this in several different ways, from Minimalist to Full On and further, to Full On with the Engagement Model measures embedded into every target.

The Earwig SEN Assessment software package has now been implemented by more than 150 special schools around the country. On each occasion this has meant an Earwig Consultant sitting down with the SLT at the school to discuss their assessment strategy and processes and how they intend to approach implementing the new SEN assessment strategy. This has given us a unique overview of current SEND pupil assessment in England and, while the situation is still evolving, this is how it is playing out.

The Rochford Review: final report

Review of assessment for pupils
working below the standard of
national curriculum tests

October 2016



SETTING UP

There is no one way to implement EHCP based assessment and reporting. But, when you are setting up your new process - whether you are doing this on paper, in a spreadsheet or in Earwig - there are basically six fundamental parameters that you need to consider. These are

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- 1 **How many layers?** (i.e. to what extent do you want to break the EHCP Outcomes down into smaller targets?)

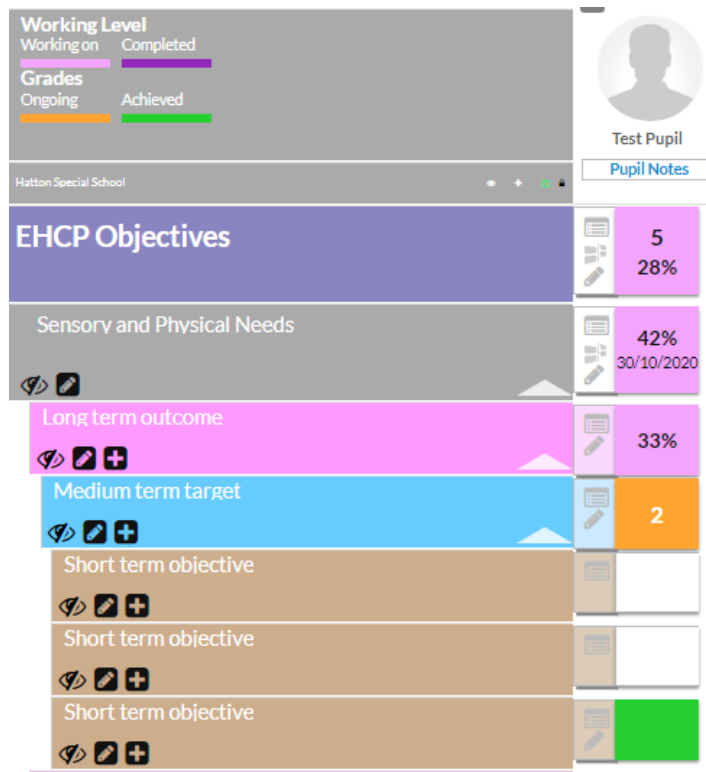
In the Earwig software, each EHCP Outcome becomes a Long Term Target. These can be broken down into

- a. Medium term targets
- b. Short term targets
- c. Further detail of short term targets

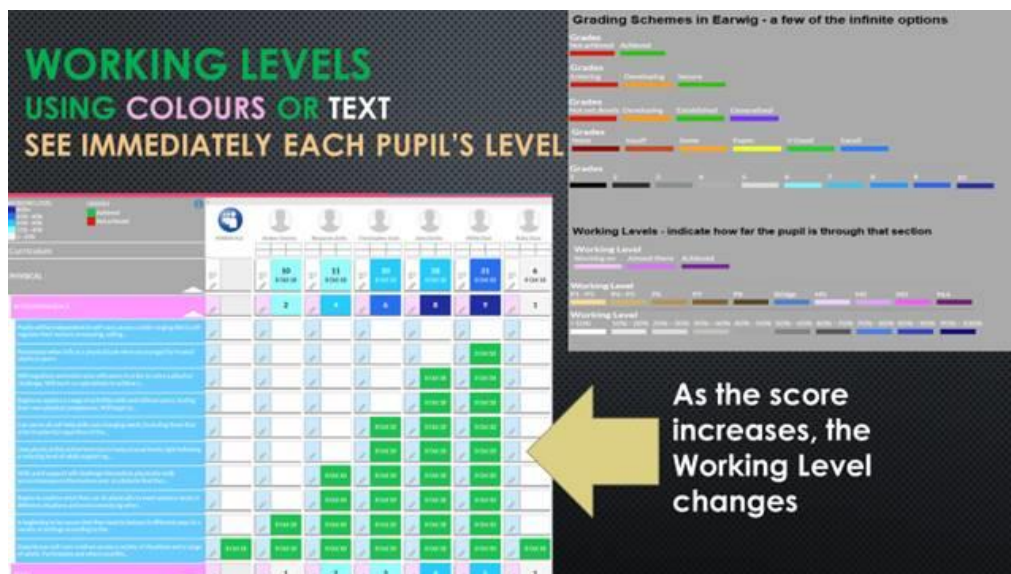
- 2 **How many grades?** (i.e. how many grading options do you want to give your staff when they are measuring how much progress has been made against a particular target.)

The more grade options you provide, the easier it is to show small increments of progress. But this does mean 'more ticking'.

Some schools prefer a binary approach, so the options are either 'Not complete' or 'Complete'. Others have up to seven different grade options, with different names and colours. Many still prefer the old RAG (Entering, Developing, Secure) regime.



An allied decision is **how many 'Working Levels'** you wish to show. The Working Levels are calculated automatically by the Earwig system, to provide a quick and vivid indication of how far the pupil is through any particular Long Term Objective. Once again, the options range from 'Not achieved' and 'Achieved' to ten different 'Decile' levels, one for each 10% of the way through the task. Most go for something like



Starting Out

1% to 30%

Some Progress

31% to 62%

Good Progress

63% to 95%

Achieved

95%+

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3 **How many targets?** (i.e. How many Medium Term Targets do we split each Outcome into? Is it fixed or variable? What do we aim for?)

Some schools refer to these Medium Term Targets as IEP Targets, others as Annual Targets. Some call them 'Pink Targets' because that is the colour of the lozenge in the Earwig system. We'll use Annual Targets here.

Some EHCP Outcomes call for breaking down into several individual Annual Targets. Others may only require dividing into one or two. So the number of Annual Targets per EHCP Outcome can vary considerably.

EHCP Objectives		
Sensory and Physical Needs		
Joel to participate in leisure activities outside of school		
Joel to attend an organised weekly sport activity outside of school		
Joel to extend the range of foods he eats		
Joel to taste three unfamiliar food items		
Joel to feel an unfamiliar food if he is unwilling to taste it		
Joel to engage with three unfamiliar food items		
To further develop tolerance of trying new and less familiar food items.		

For progress measurement, some schools are happy to measure progress directly against these Annual Targets, but most schools prefer to split these down further, into more specific (and SMART) Short Term Targets.

On the question of 'How many Short Term Targets per IEP Target, there are, once again, three different schools of thought. These are

- Break each IEP Target into three 'Termly' targets. Fix these at the start of the Annual Review Period and move from one to another during the year, grading the pupils as you go.
- Allow for three targets per year but start with one and create new ones as the old one is achieved.
- Create any number of short term targets, as the teacher sees fit.

As always, there is a trade-off between flexibility and clarity of measurement. So each school SLT makes it own mind up about where they are on this spectrum. Most schools go for Option 1 because this is the only one which allows the teachers (and the SLT) to track progress against a fixed target progress 'score' through the year.

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- 4 **How many tracking intervals?** (In Earwig – the Track screen is divided into three terms or six half-terms.)

Some schools add evidence regularly through each term and make grading decisions as they do this. If your school does this, showing the score accumulation in six monitoring points a year provides a more detailed illustration of progress than three. Others grade pupils only once or twice a term and prefer the simplicity of a three term presentation.

Working Level	Starting out	Working on	Achieved
Grades	None	Insuff	Some
		Spec	V Good
			Excell

SEN Demo School	T	T1	T1.1	T1.2	T2	T2.1	T2.2	T3	T3.1	T3.2
Communication and Interaction	23	23	24	24	28	28	28	28	28	28
Alfie will develop his expressive and receptive language skills, so that he can express his views.	15	15	15	15	17	17	17	17	17	17
Alfie will respond to instructions of up to three words	2	2	3	3	5	5	5	5	5	5
Alfie will use language to communicate with his peers.	6	6	6	6	6	6	6	6	6	6
Social, Emotional and Mental Health	9	9	12	12	18	18	18	18	18	18
Alfie will play satisfactorily with other children.	9	9	12	12	18	18	18	18	18	18

- 5 **How much evidence do we need per target?**

Opinions about this also vary widely. A few schools stick to the old adage of ‘one piece of evidence for every increase in grade for each target’ but most find this much too restrictive and create evidence records whenever they feel appropriate. This means that pupils can be graded at specific times, regardless of how many evidence records there are against any given target.

All we will say is that many special schools routinely make as many as 100 records a term per pupil and one has to wonder who this benefits and whether it is really necessary – especially given the current DfE push to reduce staff workloads.

- 6 **Do I also measure pupil engagement?**

This last consideration applies only to schools teaching pupils who are not yet engaged in subject-specific learning (i.e. below old P5). By next year they all must be monitoring engagement against EHCP-based tasks and reporting on these to parents. However, once again, the [Standards and Testing Agency guidance on the new Engagement Model](#) is very non-committal about exactly how this should be done.

This is still so new that there is no clear consensus about how to do it and there are so many options that this merits a separate paper, which will be available soon. For now, the first decision that you need to make is this – Do I want this particular report to be essentially qualitative or quantitative?

QUANTITATIVE ENGAGEMENT REPORTS

To produce a quantitative report you will need to add the Engagement Model as a framework in the Earwig system – either on its own or embedded in each pupil’s EHCP framework in some way. There are four different ways to do this. Each has advantages and disadvantages, but all will involve a lot more ticking, evidence tagging and grading by teachers. Bearing in mind that the only report that schools need to produce from this is one for parents, one has to wonder (a) whether this is worth the extra work for staff and (b) whether parents will understand or appreciate a complex report showing a myriad of targets, engagement ‘lenses’ and associated scores.

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QUALITATIVE ENGAGEMENT REPORTS

A qualitative report, in this context, will provide a timeline of records illustrating the pupil engaging in the task (or tasks) in one or more of the engagement descriptions listed in the Engagement Model.



All that we need to do to enable you to produce these reports are the five Engagement lenses applied to your account as tags (as per the image). Then, when creating a record, the user simply selects the relevant tags to show the way the child is engaging in the task.

Then it is possible, with a couple of clicks in the Timeline Filter, to produce a timeline (and thus, a PDF) showing examples of one or all of the engagement types, in date order, to show development. This can then be produced in various formats and with covering commentaries, so that what you have is a bona fide pupil report – with only a few clicks.

The system can also produce statistics about the number of each engagement type evidenced in a given period.

REPORTING AND ANALYTICS

Once you have decided how you are going to play each of these options, you will have the outline of an EHCP based pupil assessment system. There are several other related decisions concerning the way you set up your Earwig evidence capture and analytics, which are covered in the SLT Briefings available [on this page](#) (you will need an Earwig login).

Because the whole point of the EHCP based targets strategy is to produce a unique curriculum for each pupil, the opportunities for conventional school-wide analytics are few. But because the Earwig system enables you to build the target sets and grade against these in a structured environment, it is possible to produce analytics showing the number of steps taken by pupils in a given period and compare different cohorts of pupils – if you want to. Most schools don't.

But once all this is set up and you have laid out the process and trained your staff to do it all just the way you want, you will then have to decide how you deal with producing pupil reports. These come in two varieties.

First are reports for parents, which are generally produced at the year end (sometime termly). Earwig provides you with about 10 different templates which you (as the School Admin) can configure to suit your school style and then save as the official school parent-report format.

More important, for EHCP reporting, are the EHCP reports for the Local Authority. These normally involve a lot of staff time to produce and then translate into the LA forms. Earwig offers you the chance to configure a special EHCP Annual Review report format so that it matches that required by your Local Authority. This makes producing these reports much easier and quicker. These are the only pupil reports which are not

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confined to the school term-end or year-end but must be produced on any date, to coincide with the Annual Report and cover the previous twelve months.

At the outset, you will need to have an idea about how these are produced, as this will inform your decisions about grading, working levels, etc. However, you can fine tune the school report template for this once you have a bit of experience of actually using these.

SUMMARY

If you need to discuss any of the options and alternatives outlined in the paper, your Earwig Consultant is on hand for a quick Zoom consultation – or you can have a chat with an Assessment Coordinator from a school which is a bit further along with this than you are.

Our objective is to help you make sure that you are implementing the DfE Rochford requirements with the minimum of work and stress across the school and that you can easily produce the necessary reporting to keep all the relevant interested parties happy and also to inform teaching and learning across the school.

SEN Demo School

Elysia Atherton

EHCP OBJECTIVES
YEAR 2020 / 2021
EHCP ANNUAL REVIEW REPORT
DATE: 26/11/2020
ELM

Summary of performance

Subject	Current IAA	Achieved
Sensory and Physical Needs	4	1
Communication and Interaction	1	0
Social, Emotional and Mental Health	1	0
Cognition and Learning	2	0
Area of need 1	1	0

Funding

Is the current level of funding appropriate?

Current Level

Proposed Level

Current Context

Since the move away from big fixed frameworks in recent years, schools of all descriptions have taken the opportunity to create their own collection of assessment structure, to match their particular pupil cohort and ability levels. Sometimes, these are proprietary curricula or grading schemes. Sometimes, the school creates their own and sometimes these are editable, so can be configured by individual teachers. For Earwig clients, we build these schemes into the Earwig system, which then makes life so much easier and more productive for all involved. The result is that we now have more than 100 such frameworks already built into Earwig, which are therefore available to new clients.

Sensory and Physical Needs

Objective	This Year
Elysia will develop her physical movements to enable her to feed herself and deal with her toileting requirements.	60%
Elysia will be able to wash her hands independently.	67%
TERM 3 - Elysia will be able to use the dryer to dry her hands.	3
TERM 2 Elysia will be able to access the soap and wash her hands.	5
TERM 1 - Elysia will be able to access the wash basin and turn on a tap.	5
Elysia will be able to pick up food in a spoon and feed herself.	60%
TERM 3 - Elysia will be able to feed herself with a spoon.	4
TERM 2 - Elysia will be able to collect food in the spoon.	5
TERM 1 - Elysia will be able to pick up a spoon.	5
Elysia will be able to use the toilet with minimal assistance.	60%
TERM 3 - Elysia will understand the need to wash her hands after using the toilet.	2
TERM 2 - Elysia will call for assistance when requiring the toilet.	3
TERM 1 - Elysia will be able to access the toilet and sit on it.	4

SEN Demo School

Elysia Atherton

EHCP Objectives
Year 2020 / 2021

Does this Outcome remain appropriate? **NO**

Proposed new Outcome

Since the move away from big fixed frameworks in recent years, schools of all descriptions have taken the opportunity to create their own collection of assessment structure, to match their particular pupil cohort and ability levels. Sometimes, these are proprietary curricula or grading schemes. Sometimes, the school creates their own and sometimes these are editable, so can be configured by individual teachers. For Earwig clients, we build these schemes into the Earwig system, which then makes life so much easier and more productive for all involved. The result is that we now have more than 100 such frameworks already built into Earwig, which are therefore available to new clients.

Commentary

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EVIDENCE

Testing record comments for a report

Testing evidence in reports by date 1
04/10/2020 Creator: Peter Gellard

Here is a record that is not a Key record

more records 1

Easy session
11/08/2020 Creator: Peter Gellard

09/02/2020 Creator: Peter Gellard

These are internal comments which will soon be external. Will they be visible.

19/11/2020 Creator: Peter Gellard

20/11/2020 Ref: EHCP01 207 gpg@sen.net 26/11/2020