



**Assessment in Special Schools
and AP settings: a Challenge
Partners best practice guide**



INTRODUCTION

Schools report that there is often confusion about the relevant data to collect, analyse and report for pupils with Special Educational Needs (SEN). This is particularly salient at this point in time because the obligation to use National Curriculum levels to measure progress is being removed by the Department for Education (DfE) and national measures will only be required at the end of each Key Stage. There is some confusion as there is a continued requirement to report on the P scales and it is easy to see why a 'wait and see' approach has been adopted by wary school leaders.

Schools are under increasing external pressure to demonstrate their ability to improve outcomes for children with SEN. Motivation from Ofsted, local authorities, academy trusts, parents and more is compelling enough but at its heart,

the desire to find an assessment solution that works for each school is driven by the need to recognise the achievements and potential of every young person.

On the removal of levels, the DfE states that, 'By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils' learning ... The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.'

'Ofsted do not have any predetermined view as to what specific assessment system a school should use. Inspectors' main interest will be whether the approach adopted by a school is effective. They will be looking to see that it provides accurate information showing the progress pupils are making. The information should be meaningful for pupils, parents and governors.'



Penny Barratt,
Executive Headteacher,
The Bridge School &
The Bridge Integrated
Learning Space



Andre Bailey,
Head of School,
The Bridge AP Academy



“THE GREATEST IMPACT ON LEARNING IS THE DAILY LIVED EXPERIENCES OF STUDENTS IN CLASSROOMS, AND THAT IS DETERMINED MUCH MORE BY HOW TEACHERS TEACH THAN BY WHAT THEY TEACH.”

DYLAN WILIAM, EMBEDDED FORMATIVE ASSESSMENT

TRADITIONAL APPROACHES TO PUPIL ASSESSMENT INCLUDE:

ATTAINMENT VS. ACHIEVEMENT

Attainment and achievement are widely used terms in the field of education.

Attainment: the standard of academic attainment, typically shown by test and examination results.

Achievement: the extent to which pupils have progressed in their learning from their starting points and capabilities.

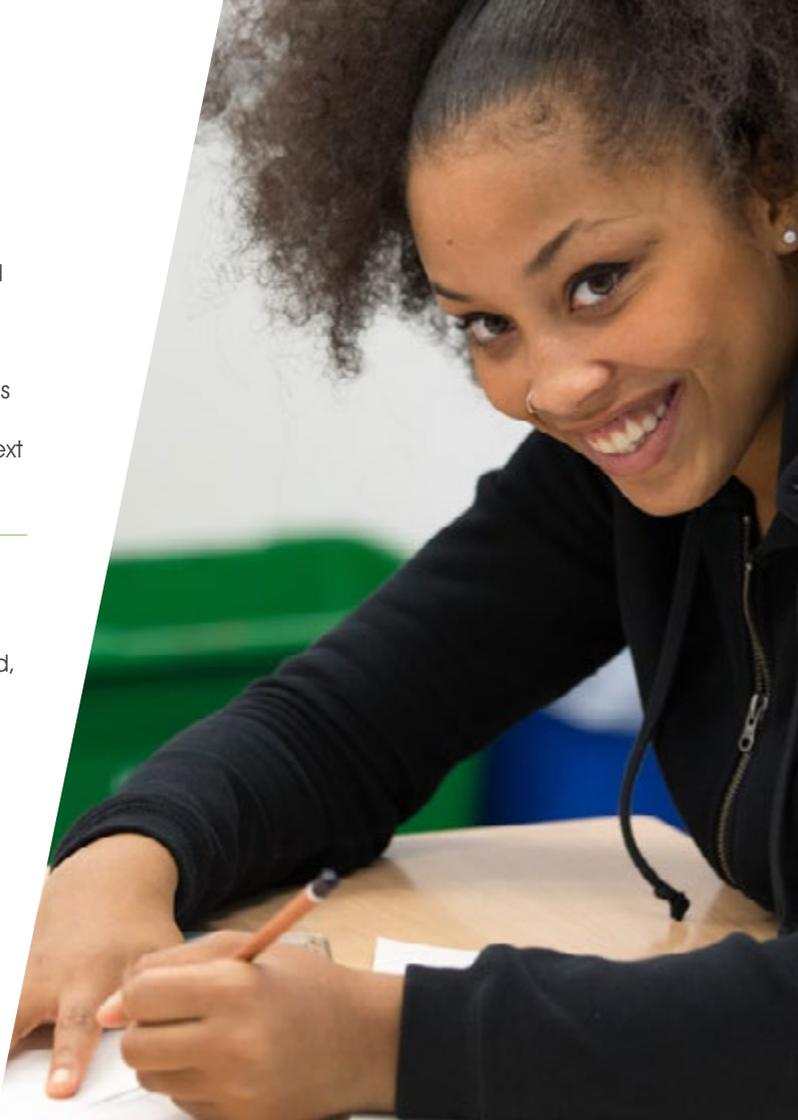
SUMMATIVE VS. FORMATIVE

Summative: describes learning achieved at a certain time for the purposes of reporting to parents, other teachers, the pupils themselves and, in summary form, to other interested parties such as school governors or school boards.

Formative assessment: describes the focus on monitoring student response to and progress with teaching. The process provides immediate feedback to both the teacher and student regarding the learning process and indicates the next step to be taken in order to promote learning.

THE NAHT SUGGEST EFFECTIVE ASSESSMENT SYSTEMS ARE THOSE WHICH:

- Give reliable information to parents about how their child, and their child's school, is performing.
- Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents. Provide information, which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Are reliable and free from bias.



The complexity of assessment in any form in special education means that there is simply no standardised approach to this in special schools, PRUs or indeed, mainstream classrooms.

Data management systems used in mainstream schools either do not work or only provide a partial picture of the data needed by special schools, AP Academies, PRUs & SEN teams, while Ofsted falls short of providing any national guidelines.

The purpose of assessment data must be to inform and improve practice to deliver better outcomes for pupils. Special schools, AP Academies, PRUs and those supporting children with SEN in our mainstream classrooms need a robust and consistent way of managing the often different types of data, so it provides meaningful information to inform practice.

Following extensive research across the Challenge Partners network, it is clear that given the myriad of needs within special education, it is not possible to generate a single standardised assessment solution. That said, many schools and practitioners carry out sophisticated assessments that successfully measure outcomes for children with SEN. What has emerged is a set of six core principles that we believe underpin each of the most effective examples.

THESE ARE:

1. Schools should have an **assessment policy** which describes and **informs practice**
2. Assessment must include **baselining, tracking and triangulation**
3. **Target setting** must include clear, agreed goals
4. **Data should inform practice**
5. Assessment processes and findings must be **reported** and shared
6. Schools should be **accountable** for the assessment of their pupils



PRINCIPLE ONE

Schools should have an assessment policy which describes and informs practice.

An Assessment Policy allows staff, parents and governors to understand the school's approach to assessment. It details the rationale for the school's approach and provides guidance on how assessment is implemented in the school to inform practice and improve outcomes.

Assessment Policies need to be explicit about how the assessment of both individuals and cohorts is carried out and then used to support further learning. They also need to be clearly linked to the curriculum on offer. This has been difficult for many schools to date, but there is an opportunity to look at new and alternative assessment systems so that this can be achieved.

It is important to have an Assessment Policy that outlines the aims, principles and strategies used in the planning, assessment, recording, reporting and celebrating achievements of the pupils. A good Assessment Policy reflects the aims and values of the curriculum and is explicit in describing how assessment informs practice and the future learning opportunities provided for the pupils.



A GOOD ASSESSMENT POLICY SHOULD INCLUDE:

- Details of how assessment is used to inform practice for individuals and groups
- How it is linked with and informs the curriculum
- The processes of collecting and reporting data
- The cycle for collecting summative data
- Processes for internal moderation and challenge
- Processes for external moderation
- Information about baselining
- Information on marking
- Information on feedback to pupils
- Target setting processes
- Explanations of how staff should use both formative and summative data and the link between the two

An Assessment Policy should be written either by the people involved in implementing the policy or shared with them at a point that they can still be involved in the content. It needs to be a document staff feel that they have some ownership of. It needs to be a living document, something that can be reviewed and changed at any point in time (not just before the next governors' meeting).

An Assessment Policy should explain what the school does, but also explain the rationale for why things are done this way. This will support staff commitment to the school's assessment processes and help with consistency across the school. The Assessment Policy should be a document that engages staff and encourages them to be an active part of the school's assessment processes because they see their value, rather than because it is something that has to be done. Making a clear link between formative and summative data can be an effective way of doing this, as formative data is something staff are involved in on a daily basis.

As with children, staff also learn and perform best in different ways. Good practice may involve allowing staff to use 'what works for them' in relation to formative assessment. Staff can then share these many and varied strategies. For an Assessment Policy to be live, there needs to be a language of learning and assessment prevalent in the school. Every opportunity should be taken to discuss assessment and progress and to celebrate achievements.

EXAMPLES OF ASSESSMENT POLICIES WHICH INCLUDE THESE ELEMENTS:

The Ashley School Academy Trust
Tri-Borough Alternative Provision (TBAP)
Castlebar School
Manor School
Mary Rose Academy
Nether Hall School
Oak Lodge School
The Bridge School
The Bridge School –
Formative assessment
Redwood Park School

PRINCIPLE TWO

ASSESSMENT MUST INCLUDE BASELINING, TRACKING AND TRIANGULATION



Assessment that is for learning, as opposed to merely of learning, looks forward as well as back.

Teachers who assess in this way are concerned not just to confirm and verify what their students have learnt, but also to help their students and themselves understand what the next steps in learning should be and how they might be attempted.

In order to plan, teach for and measure learner progress, teachers need a clear understanding of starting points and accurate strategies to monitor performance. These strategies should be underpinned by school-wide policy, particularly where data is concerned and they should review performance in a variety of ways to allow for comparisons that verify any judgements that are made.

This is critical where learners have specific needs that render mainstream summative measures ineffective. Baselines tell us about prior learning upon which we can build progress, tracking gives us the tools to analyse our measures and triangulation allows us to compare and validate related performance.

(FLÓREZ & SAMMONS, ASSESSMENT FOR LEARNING
EFFECTS & IMPACT, 2013)



A central data management system that enables collation, correlation and analysis of data is a critical tool in this process. It should allow a range of data types to be viewed simultaneously (e.g. reading, attendance, behaviour, NC attainment, curriculum engagement and social and emotional factors) so that judgements can be made that provide a more sophisticated view of the pupil.

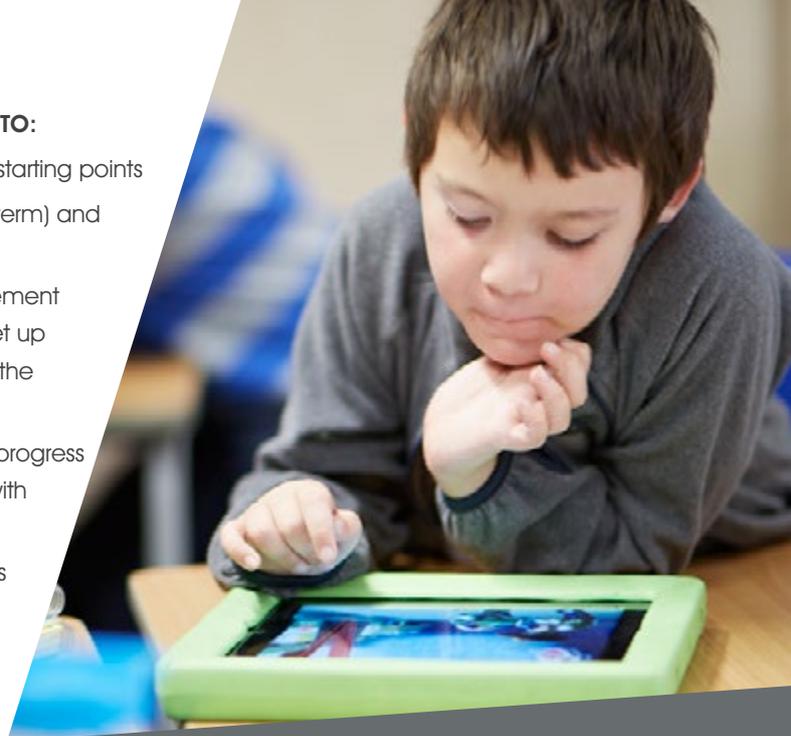
Capturing data should be straightforward and should not require staff to use multiple systems that increase the chance of duplication and error. If attainment rises or stagnates it should be possible to review data and draw conclusions about why this might be the case. Teachers and leaders can also reflect on whether data 'makes sense'; the child whose data suggests she is not engaging, is demonstrating poor behaviour and has limited attendance should raise an eyebrow if her achievement improves significantly.

Tracking in special schools/AP settings should summarise the impact of the wider curriculum. A traditional assessment of academic performance must be viewed alongside softer measures that acknowledge social development, improvements in dexterity, communication, engagement and capacity to learn.

Critically, having agreed a set of measures, teachers should be using these metrics to test the quality of teaching and the curriculum, to track the progress of individuals and groups, to plan and analyse interventions where progress is inadequate and to hold themselves and the wider school to account.

TO EFFECTIVELY IMPLEMENT THIS PRINCIPLE, IT IS IMPORTANT TO:

- Agree baseline measures and their purpose to establish starting points
- Agree frequency of measures (typically once every half term) and publish a data capture and reporting cycle
- Establish capture and storage protocols using a Management Information System. Schools should invest in support to set up and maintain systems because teachers will rarely have the skills/capacity
- Agree validation protocols: how will data be used when progress is not as expected and how will we compare ourselves with similar establishments?
- Deliver on-going CPD opportunities so that staff members can enter and manipulate data
- Be transparent: everybody with a stake in your school should be familiar with the data



EXAMPLES OF GOOD PRACTICE:

Bridge AP Academy – Triangulation of progress data
Cliffdale Primary Academy – PECS (Picture Exchange Communication System)

Melland High School – Presenting pupil case studies

Melland High School – Rationale behind target setting and defining good/outstanding progress

Nether Hall School – Progression tracking cycle

Redwood Park School – Baselining and five-year progress view

The Bridge School – Data Collection Handbook

The Bridge School – Triangulating different data sets

Woodfield School – Progress mid-year review

PRINCIPLE THREE:

TARGET SETTING MUST INCLUDE CLEAR, AGREED GOALS

Targets provide a clearly identified and agreed goal to be achieved. They can be shared with pupils and used to celebrate achievement. They can also be used to support the evidence of progress.

Targets provide a sense of direction. They enable all involved, staff, pupil, parent and other agencies to know the area that is being addressed and the desired outcome. They can provide motivation for pupils. They provide the opportunity for specific progress to be recognised and applauded, no matter how small.

Targets can be set in a number of areas and in many different ways. Often these are very specific to a particular criteria relating to performance or achievement of something that is matched to an external valued criteria, for example an item contributing to accreditation.

Targets may be set in relation to academic achievement, but they can also be very helpful in providing direction and celebrating achievement in more holistic areas. For example communication and social interaction targets can be useful for setting a sense of direction and also valuing the achievement of skills in a non-academic area.

Whilst in most cases targets will be very specific, there are occasions where a target may be wider. For some pupils or on some occasions it is appropriate to provide learning opportunities with a wide range of potential outcomes. In these cases setting a specific target might actually limit learning rather than encourage it as staff members

may be too focused on achieving one specific outcome. In these situations the target is loose and woolly and skilled staff record against the learning outcomes achieved within the session, rather than focus in narrowly.

Target achievement or progress towards targets can also be recorded using quantitative measures. A particularly good example of this is MAPPS included in the appendices.

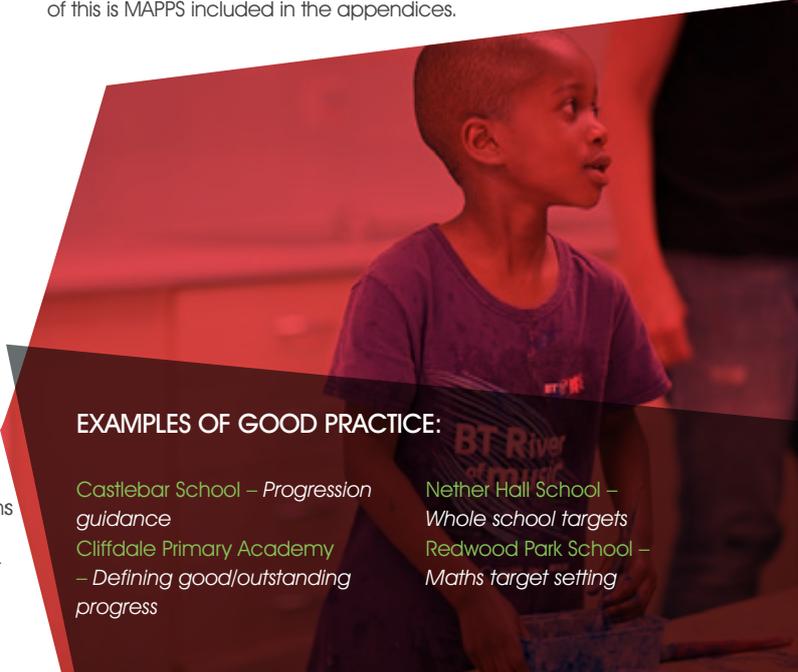
EXAMPLES OF GOOD PRACTICE:

Castlebar School – *Progression guidance*

Cliffdale Primary Academy
– *Defining good/outstanding progress*

Nether Hall School – *Whole school targets*

Redwood Park School – *Maths target setting*



PRINCIPLE FOUR

DATA SHOULD INFORM PRACTICE

Data is everybody's business in a school setting and every member of the team must understand and take ownership of data if it is to be used in any meaningful way.

In special and AP settings it is critical that schools identify lead individuals at every level with responsibility for ensuring that data is captured accurately, moderated and used effectively in the learning & teaching process. Staff should know what is expected of them, when it is expected and how they will be held to account.

As teachers we should avoid the anecdotal, '...this child isn't learning because her behaviour is terrible...' and choose instead to focus on that which can be measured, '...there is a lot of sophisticated language in the current programme of study and this child has significant issues with reading...'. By focussing on the information provided by the data we place ourselves in a position to intervene with altered teaching strategies; the alternative 'within child' explanation leaves us with a problem and someone to blame! Leaders must create a culture where teams look to use every resource at their disposal to encourage better outcomes.

The table on the following page (while not exhaustive) gives some information about what might be expected at different levels of a school:



| Staff Roles | How might data inform practice? |
|--------------------|---|
| Learning Support | Use learners' performance against personal objectives to update support plans or tailor interventions. |
| Classroom teacher | <p>Use performance against curricular objectives to update teaching plans.</p> <p>Identify and reflect upon teaching areas of strength and weakness</p> <p>Monitor performance against baseline to ensure expected progress.</p> <p>Use behaviour monitoring to reflect on existing seating arrangements.</p> |
| Middle Leaders | <p>Compare in-subject performance with that of other teams across the school.</p> <p>Identify underachievement/gaps in performance and plan, deliver and assess interventions.</p> <p>Update planning to provide better access to areas where learning is deemed inadequate. Open assessment to internal moderation and challenge to deal with under performance.</p> |
| SENCO | Analyse performance of SEN groups to enable accurate deployment of resources including specialist staff (e.g. speech and language therapist). Reflect on the use of resources using data comparisons. |
| Senior Leaders | <p>Analyse the performance of key groups (FSM, LAC, PP etc.) and assess school-wide performance against benchmarks and targets. Deliver resource for intervention.</p> <p>Compare performance to that of similar schools and national expectations.</p> |
| Governors | Provide challenge to the senior team. |

To effectively implement this principle, it is important to

- Agree roles and responsibilities at every level of the school
- Agree the cycle of review and reflection so that the frequency supports data capture that is meaningful in relation to the rate of expected progress (i.e. AP/ EBD might expect to capture data six times a year but in SLD and PMLD settings once or twice a year might prove sufficient)
- Identify sources of local and national data for comparative purposes and agree how you will report on performance. Agree internal resources and establish support networks beyond the school to increase access to ideas and experience
- Deliver on-going CPD opportunities so that staff members can accurately interpret data and access support resources when required
- Provide opportunities for challenge

EXAMPLES OF GOOD PRACTICE:

Melland High School – Presenting a pupil case study
Melland High School – Intervention and impact record



PRINCIPLE FIVE

ASSESSMENT PROCESSES AND FINDINGS MUST BE REPORTED AND SHARED

In the spirit of transparency and improving the learning opportunities for pupils, data once collected and analysed, should be shared with a range of audiences. This might include parents of individual children, collective parents, staff, governors and any other school stakeholders or interested parties.

Everyone involved with the school has a right to know how well the school is doing, how much progress individual and groups of pupils are making and how well the school is doing in relation to the curriculum it offers.

Data reports should be adapted to the audience. Some reports will relate to individual pupils and these are likely to be shared with parents and pupils. Others will relate to cohorts of children and may be used for pupil premium reports, governor presentations etc.

Data reports should be a narrative and tell the story, both of what data was collected and why, but also what story the analysis tells. It is really helpful if there is a section within the report, which explains any response the school is going to make following the analysis of the data.

Ideally, the messages that the data shows needs to be easily seen at a glance without having to spend significant time interpreting the data. This needs to be the case for all audiences. Visual displays of information are easy to understand. They are particularly helpful when they show progress over time from a baseline/previous years. It is very helpful if these visual displays can show progress in different areas.

EXAMPLES OF GOOD PRACTICE:

Tri-Borough Alternative Provision
Cliffdale Primary Academy
Manor School
Mary Rose Academy
Melland High School

Oak Lodge School –
Benchmarking and data for governors
Samuel Rhodes MLD School
Woodfield School

PRINCIPLE SIX

SCHOOLS SHOULD BE ACCOUNTABLE FOR THE PERFORMANCE OF THEIR PUPILS

Perhaps the most contentious part of any assessment process is the challenge of accountability. What can be reasonably expected of a school, a staff member, a leader or a governor? What happens when reasonable expectation is not met?

There is a moral purpose inherent in the business of schools and since the introduction of the National Curriculum in the 1988 Education Reform Act children have been entitled to a school experience that enables them to 'learn and achieve' and that prepares them for the next stage of their lives.

Effective schools ask the right questions at the right time; building monitoring and accountability into their routine cycle of meetings and school improvement. Effective schools regularly evaluate the efficacy of such systems, adapting them to ensure outcomes consistently improve.

The table on the following page (while not exhaustive) gives some information about what might be expected at different levels of a school:

| Staff Roles | How data supports accountability |
|--------------------|---|
| Learning Support | <p>Share progress outcomes when communicating with families.</p> <p>Put progress as an agreed agenda item in all line management and team meetings; discuss the performance of key groups and challenge/report underperformance.</p> |
| Classroom teacher | <p>Capture and review progress data in line with policy and plan interventions accordingly.</p> <p>Share progress outcomes when communicating with families.</p> <p>Set progress data as an agreed agenda item in all line management and team meetings; discuss the performance of key groups and challenge underperformance. Discuss strategies to improve outcomes.</p> |
| Middle Leaders | <p>Middle leaders have a range of measures to hold their teachers to account. Set realistic targets for individuals or groups of learners and publish these targets in line with policy. Set progress data as an agreed agenda item in all line management meetings. This allows for effective comparisons of data and tracking against performance management targets.</p> |
| SENCO | <p>Set progress data as an agreed agenda item in all line management and SEN meetings. This allows for effective comparisons of data and tracking against SEN targets.</p> |
| Senior Leaders | <p>Maintain a strategic overview of department performance as part of routine line management.</p> <p>Use progress expectations to set performance management objectives</p> <p>Set progress data as an agreed agenda item in leadership meetings. This ensures the right questions are being asked of all department teams and leads to actions that are consistent and effective.</p> <p>Use reported progress and analysis to inform school improvement planning..</p> |
| Governors | <p>Provide challenge to the senior team.</p> |

In effective schools, data enforces accountability for staff. They:

- expect support staff, teachers, leaders and governors to challenge underperformance as part of routine performance management
- have a cycle of meetings that facilitate the necessary discussions
- plan strategically in response to data
- are transparent about data outcomes and routinely report to improvement partners
- do not wait until the crisis of attainment is upon them to intervene

EXAMPLES OF GOOD PRACTICE:

Tri-Borough Alternative Provision

Cliffdale Primary Academy

Manor School

Mary Rose Academy

Melland High School

Oak Lodge School – *Benchmarking and data for governors*

The Bridge School – *Data analysis and key messages*

Samuel Rhodes MLD School

Woodfield School



ASSESSMENT IN SPECIAL SCHOOLS AND AP SETTINGS: A CHALLENGE PARTNERS BEST PRACTICE GUIDE

| Data collected and reported in schools | An explanation of this data set | Management tools which can be used with this data set |
|---|--|---|
| P scales | A (statutory) measure of attainment for children with SEN who are working below level 1 of the national curriculum, used at the end of key stage 1, key stage 2 and key stage 3 for reporting teacher assessment in English, mathematics and science. | <p>There are a number of management tools for P scales, notably SIMS and CASPA.</p> <p>The Progression Guidance provides data for benchmarking</p> |
| APS | The National Curriculum content in each subject is broken down into a number of levels (1 to 8). The “average child” takes approximately two years to cover the subject content for each level. In order to measure progress more finely, NC levels and GCSE grades are expressed as points. Each level is approximately two years’ (6 terms’) work, so each point can be considered as one term’s progress. | <p>Presentation and management of APS information can be provided by CEM www.cem.org CASPA www.caspaonline.co.uk SIMS (www.capita-sims.co.uk) and other systems.</p> <p>Some schools have developed their own systems using Excel.</p> |
| PASS (pupil attitudes to school and self) | <p>An all-age attitudinal survey that provides a measurement of a pupil’s attitudes towards themselves as learners and their attitudes towards school, suitable for pupils aged 4 to 18+.</p> <p>PASS is very useful with students with the cognitive ability and reading skills to access an online self analysis</p> | <p>The purchased software. www.gi-assessment.co.uk/products/pass-pupil-attitudes-self-and-school</p> |

| Data collected and reported in schools | An explanation of this data set | Management tools which can be used with this data set |
|---|---|--|
| SNAP (special needs assessment profile) | A computer-aided diagnostic profile across 24 specific learning difficulties and associated factors, including self-esteem. SNAP-B also brings insights and practical strategies for managing social, emotional and behavioural difficulties. SNAP helps identify clusters of problems and to pinpoint core features of a pupil's difficulties; points the way to the most appropriate teaching and/or specialist provision; helps to strengthen home and teacher support; helps schools to make more informed use of learning styles; helps to monitor progress and evaluate the effectiveness of any intervention. SNAP-B also enables school staff to be more focused and effective in supporting pupils with behavioural difficulties at home and at school. It can be very helpful for baselining. | The purchased software. www.snapassessment.com/intro.htm |
| CAT (cognitive ability testing) and Yellis | A diagnostic tool to assess verbal reasoning, non-verbal reasoning and quantitative reasoning. | Important for baselining. |
| Attendance | | The school's Management Information Systems (e.g. SIMS) will provide this data |
| Exclusions | Particularly important for AP | The school's Management Information Systems (e.g. SIMS) will provide this data |
| IEP (individual education plan) targets | The IEP is a planning, teaching and reviewing tool produced by a school for all staff working with each student. It should specify: what special help is being given; how often the pupil will receive the help; who will provide the help; what the targets for the pupil are; how and when the pupil's progress will be checked; what help parents should give at home. | MAPPS www.thedalesschool.org is a useful tool for quantifying the achievement pupils make with each of their targets |

| Data collected and reported in schools | An explanation of this data set | Management tools which can be used with this data set |
|---|---|---|
| Behaviour | There are many and varied systems used in school to collect data on behaviour. These are rarely used to inform analysis of attainment, progress and achievement. | Some schools are using their own systems to compare behaviour with progress in other areas |
| Social and emotional wellbeing | Emotional wellbeing can include pupils' happiness and confidence; psychological wellbeing can include the ability to be autonomous, problem-solve, manage emotions, experience empathy, be resilient and attentive; social wellbeing may mean good relationships with others. | This is usually measured and analysed using school designed systems |
| Communication levels | How students communicate | Measurement of communication ability and progress differs significantly for different schools. It is best planned with the speech and language therapists who support the school. |
| Learning styles | Recognition that different pupils learn best in different ways - the four basic styles of learning being tactile, aesthetic, audio and visual. | This is often reported in a qualitative manner. |
| Mobility | At what point in the year that pupils join the establishment. | This will affect students' progress. The school's Management Information Systems (e.g. SIMS) will provide this data. |
| Muntham House Outcomes Wheel | A wheel which reflects progress in qualitative measures in a visual way, and benchmarks data against other SEMH schools. Enables monitoring and recording of progress within the areas of classroom conformity, task orientation and SEAL outcomes. | mhsoutcomes.muntham.org.uk/Outcomes or via the school itself www.muntham.org.uk . |

CONCLUSIONS

The SEN reforms and changes to the national curriculum could be viewed as a time of uncertainty. Alternatively they can be seen as providing us with the opportunity to develop the assessment systems and processes that are truly effective for all pupils with special educational needs, no matter where they attend school.

The lack of guidance does provide an element of uncertainty, but this uncertainty should be used to empower those practitioners on the ground to shape the future of assessment, based on what we know works.

It is hoped that the principles in this booklet support schools to develop and use assessment practices which really support the further progress and attainment of pupils and inform the schools practices.



ABOUT CHALLENGE PARTNERS

Challenge Partners is a charity which is owned and led by schools which seek to learn from and connect with each other to collectively improve. We work with over 350 schools from a range of backgrounds across the country reaching from Cornwall to County Durham. This publication is an outcome of 22 of our special/AP schools coming together to identify the best practice of assessment in our network.

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The Ashley School Academy Trust, Lowestoft, provides day and residential education for pupils with learning difficulties, many with associated disabilities such as speech and language difficulties, autism and behaviour difficulties, and an increasing number of pupils with complex needs, between the ages of 7 and 16.

The Bridge School, Islington, London, is a teaching school providing for children aged 2 to 19 described as having autism and/or severe learning difficulties or profound learning difficulties. The school has two sites – one primary and one secondary, both of which are co-located with mainstream schools. 65% of pupils are eligible for free school meals.

Tri-Borough Alternative Provision (TBAP) is a multi-academy trust comprising five AP academies across London. Led by the Bridge AP Academy in Fulham, it gained teaching school status in April 2014.

Castlebar School, Ealing, West London, is a primary special school for pupils with moderate and severe learning difficulties. The profile of the school population is changing over time, with an increasing proportion of pupils with severe learning difficulties and comorbid autism spectrum conditions. It was designated as a teaching school in February 2015.



Cliffdale Primary Academy, Portsmouth provides for pupils between the ages of 4 to 11 years with complex learning difficulties and, increasingly, those with autistic spectrum disorder.

Little Heath School, Romford, Essex, is a small special school catering for pupils aged 11 to 19 who have a wide range of needs: moderate and severe learning difficulties and communication difficulties including autistic spectrum conditions.

Manor School, Brent, North West London, provides for primary-age students with severe learning difficulties. More than half of the pupils have additional autistic spectrum disorders. Over half the pupils are entitled to pupil premium funding.

Mary Rose Academy, Portsmouth, is a teaching school catering for students with severe, profound and multiple learning difficulties. About a third also have autistic spectrum conditions and or sensory difficulties. It provides for students from the age of 2 up to sixth-form.

Melland High School, Manchester, provides for students aged 11 to 19 years old with severe and profound learning difficulties. Some have additional difficulties such as autism, emotional and behavioural problems, and sensory impairment. Around a fifth also has high dependency health care needs.

Nether Hall School, Leicester, provides for students with severe or profound and multiple learning difficulties. Some of the pupils also have a visual or sensory impairment or autism and most of the pupils are at the earlier stages of spoken language. The age range of pupils is between 4 and 19.

New Rush Hall School, North East London, provides for pupils from early years through to key stage four who have social, emotional and mental health difficulties.

Oak Lodge School, North London, is a larger than average special school in for students between the ages of 11 and 19 with autistic spectrum condition, physical/sensory impairment or moderate to severe learning difficulties.

Redwood Park School, Portsmouth, has students aged 11 to 16 with a range of learning difficulties from mild to complex and often related to language and communication. A very high proportion of disadvantaged learners (60%) is on roll.

Samuel Rhodes School, North London, provides education for pupils with moderate learning difficulties.

Woodfield School, North West London, is a teaching school in which educates students with autistic spectrum conditions, moderate and severe learning difficulties, social, emotional and mental health needs and speech, language and communication needs.

