

# NON-STATUTORY GUIDANCE

## USING CCEA ASSESSMENT TASKS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS (PRIMARY)

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### INTRODUCTION

This guidance applies to using the Assessment Tasks for Communication and Using Mathematics that CCEA provides for primary schools.

Pupils with statements of special educational needs who have been assessed as having severe learning difficulties are exempted from statutory assessment.

You should assess other pupils with statements of special educational needs in the same way as the majority of pupils. In exceptional cases, a pupil may be exempted from all or part of the assessment arrangements, if this is provided for in the pupil's statement of special educational needs.

There may be other occasional and exceptional circumstances where the Principal considers that it would be inappropriate to undertake teacher assessment. In such circumstances, the pupil may be exempted on a temporary basis from the statutory arrangements. Circular 1990/45, issued by the Department of Education in August 1990, sets out the circumstances and procedures for making temporary exemptions.

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## WHAT IS THE PURPOSE OF THE CCEA ASSESSMENT TASKS?

The *Assessing the Cross-Curricular Skills (Primary) Teachers' Support* ring binder sets out the Levels of Progression in Communication and Using Mathematics. You can use these to judge the level pupils have achieved at the end of each Key Stage. Using Assessment Tasks in the assessment arrangements for pupils at the end of a Key Stage (Years 4 and 7) is a key element that supports teachers' assessment judgements and facilitates effective moderation. You should not regard the tasks as 'tests', nor use them to determine your summative judgements. The tasks are one element of ongoing teacher assessment. You should use them, alongside samples of work from across the curriculum, to support the summative judgements that you make. Using the tasks will help whole-school internal standardisation processes. You should choose the tasks carefully so that they fit seamlessly into classroom activities. You can find the Task Library of CCEA Assessment Tasks for the Cross-Curricular Skills at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)

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## USING ASSESSMENT TASKS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

When you use Assessment Tasks, you may need to be more flexible in the arrangements and support you give to pupils who have special educational needs. This will ensure that they have access to the requirements of the tasks.

When considering making flexible arrangements or providing additional support for pupils with special educational needs, focus on the individual pupil's needs, **taking into account their usual method of working in the classroom.**

**You can give additional support and make flexible arrangements for the pupils as long as these do not affect the essential nature and level of the work you are assessing.** Ensure that any arrangement or additional support that you give a pupil **does not give them an unfair advantage over other pupils.**

You should give each pupil the opportunity to demonstrate their actual level of achievement. If, in their normal classroom activity, a pupil demonstrates that they are working within a particular level across a range of contexts, you should choose an appropriate Assessment Task at that level.

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## FLEXIBLE ARRANGEMENTS AND ADDITIONAL SUPPORT

Flexible arrangements or additional support may be appropriate for pupils:

- with a special educational need that relates to a permanent or long-term disability, for example physical disability, visual impairment, hearing impairment, or specific learning difficulty;
- dependent on using mechanical or technological aids;
- unable to sit and work for a sustained period because of social, emotional or behavioural difficulties or because of a disability; or
- who exhibit difficulties, but do not have a diagnosed condition.

The following flexible arrangements may help some pupils:

### **More time to complete the Assessment Tasks**

We have designed most of the Assessment Tasks so that most pupils can complete them within approximately 45–60 minutes. Pupils with special educational needs may need more time to complete the Assessment Tasks to demonstrate the level at which they are working. You may need to give some pupils with specific learning difficulties or physical or sensory problems additional time, at your discretion, to complete the task. Note that in certain circumstances and depending on individual needs, too much extra time can disadvantage the pupil.

### **Restructuring the Assessment Tasks**

For some pupils who require additional time and others who experience fatigue you could restructure tasks into smaller sections, if it is normal practice within their classroom situation. This will allow pupils extra time to complete the work during one day or over several days on different occasions, as appropriate.

### **Adaptations to general instructions**

For Communication and Using Mathematics tasks, you can adapt the wording of general instructions and clarify them in language familiar to the pupils. This may include using symbols. Ensure that this does not alter the nature of what you are assessing. During the task, you may repeat instructions for pupils, if necessary, to help them to understand what they must do in the task. You should not replace, change, or explain mathematical expressions or terms that you are assessing. If necessary, you may read Assessment Tasks to pupils, as long as you are not assessing the Reading aspect of Communication.

### **Mechanical and technological aids**

If pupils with special educational needs normally use mechanical or technological aids, including word processors, they may use these for the Assessment Tasks. However, they must not use spell checkers in Assessment Tasks that assess Communication. If pupils use word processors, you should base your assessment of their writing on aspects of the Levels of Progression other than handwriting.

### **Adaptations to the environment**

You may adapt the environment in which the pupil is carrying out the Assessment Task to suit individual needs. These individual needs will depend on the nature of the difficulty the pupil experiences. You may need to make adaptations to ensure the pupil has access to the requirements of the task, for example preferential seating or a separate room with a favourable acoustic environment.

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## HEARING IMPAIRED PUPILS

Choose Assessment Tasks carefully as some subject matter may present particular problems for pupils with a hearing impairment. You should take each hearing impaired child's special needs into consideration when administering Assessment Tasks. The support teacher for the hearing impaired will be able to advise you on strategies for pupils with a hearing impairment. For example:

- pupils should sit near you;
- ensure that pupils can see your face clearly; and/or
- allow pupils time to look up from the task before you continue to speak.

If pupils normally use personal audiological equipment in class, they can use this during an Assessment Task. An appropriately trained teacher or classroom assistant should ensure that this equipment is working correctly.

Pupils who normally use signing in the classroom can sign their answers. Pupils may respond by pointing, so that you can record their answer. You should record the essence of a pupil's response and not infer meaning that was not clear in the response. If the question requires the pupil to understand the meaning of technical words, be careful not to indicate their meaning to the pupil.

Where possible, Pupil Notes have been designed to ensure accessibility for hearing impaired pupils. Where this is not the case, it will be indicated in the 'Managing the Task' section of the Teacher Notes.

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## VISUALLY IMPAIRED PUPILS

The support teacher for visually impaired pupils will be able to advise you on strategies for pupils with a visual impairment. For example, carefully positioning the pupil in the class enables the pupil to maximise your non-verbal cues, gestures, and facial expressions.

You may photocopy and enlarge any of the Assessment Tasks in the Task Library.

Pupils may use magnification aids or voice-activated software, if they normally use these in class.

We provide modified versions of Pupil Notes in the Assessment Tasks to use with visually impaired pupils.

If any pupil in Year 4 or Year 7 is likely to require Assessment Tasks in Braille, tactile diagrams or other formats, please contact us by the end of October of the school year in which you require them.

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## SPECIFIC LANGUAGE IMPAIRMENT

When giving general instructions to pupils about a task, it may help to slow down your rate of delivery. This allows the pupil time to process the language.

During the task you may repeat instructions for the pupil, if necessary.

Where possible, Pupil Notes have been designed to ensure accessibility for pupils with a language difficulty. Where this is not the case, it will be indicated in the 'Managing the Task' section of the Teacher Notes.

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## SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

Pupils may not need extra time, but you can divide the time allocated for the task into short sessions (on the same day or on different days) to aid concentration.

It is important to choose the task carefully so that it fits seamlessly into classroom activities. This means pupils are unaware of any differences from the usual classroom routine.

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## CCEA ASSESSMENT TASKS: FORMAT AND ORDERING

Some CCEA Assessment Tasks are provided as Teacher Notes with Pupil Notes. Other CCEA Assessment Tasks have Teacher Notes only as Pupil Notes are not required.

Where possible, Pupil Notes have been designed to ensure accessibility for hearing impaired pupils or pupils with a language difficulty. Where this is not the case, it will be indicated in the 'Managing the Task' section of the Teacher Notes.

We provide modified versions of Pupil Notes for pupils with a visual impairment.

You can order both versions of the Pupil Notes at [www.ccea.org.uk](http://www.ccea.org.uk) within the 'Curriculum' section.

## FURTHER REFERENCES

The following references give more detail on general classroom strategies to use with pupils with special educational needs:

*Good Practice Guidelines* (Education and Library Boards)

*SEN Resource File* (Department of Education)

[www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)

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