



Snowflake School

‘Improving the quality of family life’

Curriculum & Assessment Policy

Contents

1. Introduction	2
2. Curriculum Overview	2
3. Assessments.....	3
3.1 Entrance Assessments.....	3
3.2 Baseline Assessments	3
3.3 Annual Assessments.....	4
3.3.1– VBMAPP	4
3.3.2 Essential for Living (EFL).....	5
3.3.3 Social Skills Checklist (SSC).....	5
3.3.4 Snowflake School Progression of Group Skills	6
3.3.5 Earwig – Core Academic Skills.....	6
3.3.6 Multi-Disciplinary Assessments	6
4. Multi-Professional Collaboration	6
5. Progress Reporting	7
Appendix A – Academic Subjects Planning Timelines.....	8
Revision	10

1. Introduction

The purpose of this policy is to outline the process of assessing individual pupils and devising Individualised Education Plans (IEPs) which meet the requirements of each pupil's Education Health Care Plan (EHCP).

Snowflake School's assessment process feeds into individualised, personalized curriculum aims to create individual, purposeful pathways into adulthood to help pupils achieve their full potential.

2. Curriculum Overview

Snowflake School's curriculum is designed to provide personalised and outstanding teaching, which is highly structured and underpinned by the principles and practices of Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB pupils. Curriculum pathways support preparation for adulthood, including independence, community participation and, where appropriate, vocational). The curriculum is delivered in line with the Equality Act 2010, with reasonable adjustments made to ensure accessibility for all pupils. It promotes British Values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance, in ways that are meaningful and accessible to our skills.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils.
- Enable pupils to develop knowledge, understand concepts, and acquire skills that can be applied in a range of meaningful contexts.
- Support pupils' spiritual, moral, social, and cultural development.
- Encourage physical development and promote responsibility for pupils' own health and wellbeing by fostering an active lifestyle.
- Promote a positive attitude towards learning and curiosity about the world.
- Develop independent learning skills and resilience, equipping pupils for life beyond Snowflake School.
- Promote agency, communication, and choice-making across all learning experiences.
- Provide differentiated pathways of learning that meet the diverse needs, strengths, and aspirations of our pupils.

Curriculum Pathways

At Snowflake School, three curriculum pathways are used to determine long-term intentions for teaching and learning: Bulb, Branch and Blossom. These pathways are not linked to chronological age and can be applied flexibly when needed to ensure pupils targets are always appropriately chosen based on their current skills.

- Bulb – Bulb learners benefit from being taught predominately 'learning to learn' skills to reduce barriers to learning and develop pre-requisite skills needed for subject-specific and group learning. Bulb learners IEPs will focus primarily on their primary ABA assessment tool (VB-MAPP or EFL) with exposure to academic subjects introduced as appropriate to emphasise engagement and early development. Most teaching and learning is delivered 1:1

using intensive ABA methods with opportunities to generalise their skills through pupil-led, interest based sessions.

- Branch – Branch learners are beginning to access learning in a range of formats, including small groups and incidentally through curriculum subjects. Branch pupils continue to access intensive 1:1 teaching to support skill acquisition and learning.
- Blossom – Blossom learners are taught predominantly in group sessions with skills acquired through academic teaching and learning. Throughout their curriculum, the skills are taught and generalised to functional contexts to ensure they are able to apply them to increase their independence. This teaching is enhanced, rehearsed and challenged by individual support to develop blossom pupils' interests and begin to translate them into vocational skills that may aid future employment and independence opportunities.

3. Assessments

3.1 Entrance Assessments

Before commencing at Snowflake school, each pupil will be assessed to ensure that our provision is appropriate and will meet their needs. Before the pupil's start date, staff will liaise with families and professionals to prepare and plan for transition into school. This process is very flexible and is planned to meet individual needs to ensure it is successful.

3.2 Baseline Assessments

Within the pupil's first six weeks attending Snowflake School, baseline assessments will be conducted by the school's multidisciplinary team:

- Teacher – Earwig baseline of core academic subjects (reading, writing, maths, phonics).
- Therapists (Speech and Language Therapist; Occupational Therapist) - specific assessments as determined by therapist.
- ABA Class Lead or Supervisor – The ABA baseline conducted may vary depending on the profile of each pupil and will inform the pupil's primary ABA curriculum tool used to scaffold their Individualised Education Plan (IEP).
 - Social Skills Checklist – All pupils
 - Snowflake School Progression of Group Skills.

The data from some of these assessments are recorded on the school assessment software 'Earwig' or Excel spreadsheets on OneDrive. All assessment data is stored securely and managed in line with GDPR and the school's Data Protection Policy.

After the completion of pupil baseline assessments, a Six Week Review meeting will be held to discuss the transition into Snowflake School and appropriate targets for the pupil with relevant staff and the pupils' families.

Based on these assessments and the 6-week review meeting, an Individual Education Plan (IEP) will be created. The targets on the pupil's IEP will be detailed in line with the key areas of need, specified in the pupils' Education Health Care Plan (EHCP), under the four broad categories of need:

- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental Health,
- Sensory and/or Physical Needs.

IEPs are primarily informed by one of two ABA/VB assessment tools (detailed below):

- Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
- Essential for Living (EFL)

These targets form the basis of the pupil's daily individualised timetable and teaching program.

IEPs are reviewed 3 times a year and constantly monitored to update progress. IEPs are reviewed termly by the ABA/VB Tutors by:

- Informal observations
- Observation of practical activity
- Analysing pupil program books and collected data
- Evidence via completed work, photographs, videos or learning products

3.3 Annual Assessments

Follow-up assessments using the same assessment tool help to evidence progress over time. Each assessment is carried out yearly, usually as part of the Annual Review paperwork in which the pupil's EHCP is reviewed.

3.3.1– VBMAPP

The Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP) is a behaviour-based language assessment program for children with language delays. The milestones assessment looks at the skills the pupil has in the following areas:

1. Mand,
2. Tact,
3. Echoic,
4. Intraverbal,
5. Listener,
6. Motor imitation,
7. Visual perceptual and matching-to-sample,
8. Independent play,
9. Social and social play,
10. Linguistic structure,
11. Group and classroom skills,

12. Early academics (*assessed using VB-MAPP, but taught following Snowflake Curriculum*)

In addition, the VB-MAPP assesses any specific barriers to learning e.g. behaviour problems, difficulty scanning items, failure to make eye contact and sensory defensiveness and transition assessment.

3.3.2 Essential for Living (EFL)

Essential for Living (McGreevy, Fry, & Cornwall, 2012, 2014) is a curriculum-based assessment instrument, that is, a criterion-referenced assessment instrument that is also a curriculum. These instruments have an extensive history in special education, early intervention, and transition services for children and young adults with learning or developmental disabilities (Gickling & Thompson, 1985; Tucker, 1985; Deno, 1989; Shinn, 1989; Bagnato, 1997).

Essential for Living includes over three thousand skills sorted into 7 domains on communication, language, daily living, social, functional academic, and tolerating skills, along with a domain on severe problem behaviour, which encompass the core components of autism and many other developmental disabilities.

Skills within each domain are sequenced from must-have > should-have > good-to-have > nice-to-have, 'referenced against' safe, effective, and high-quality participation in family, school, and community living.

The must-have skills are also called the Essential Eight, and are targeted first before moving onto other areas of the EFL curriculum:

1. Making requests for access to highly preferred items and activities and the removal or reduction in the intensity of specific situations,
2. Waiting after making requests,
3. Accepting removals — the removal of preferred items and activities, making transitions, sharing, & taking turns,
4. Completing brief, previously acquired tasks,
5. Accepting 'No',
6. Following directions related to health and safety,
7. Completing daily living skills related to health and safety,
8. Tolerating situations related to health and safety.

3.3.3 Social Skills Checklist (SSC)

Snowflake School uses an adapted version of the assessment used in Social Skills Solutions (McKinnon & Krempa, 2002). Skills are in the same order as the original assessment, but have been given clearer definitions and sometimes broken into smaller component skills to aid with the assessment. The Social Skills Checklist breaks skills down into 10 modules:

1. *Joint Attention and Attending,*
2. *Greetings,*
3. *Social Play,*
4. *Self-Awareness,*

5. Conversations,
6. Perspective Taking,
7. Critical Thinking Skills,
8. Advanced Language,
9. Developing Friendships,
10. Community / Home Life.

Currently, only the first 4 modules of The Social Skills Checklist are used in school.

Within each module, there are 3 levels, which represent increasing complexity and skill.

3.3.4 Snowflake School Progression of Group Skills

Snowflake School uses an internally developed 'Progression of Group Skills' to select appropriate targets to reduce pupil dependency on 1:1 support and facilitate access to a wider range of learning experiences.

3.3.5 Earwig – Core Academic Skills

Snowflake School uses an internally developed curriculum for core and foundation academic subjects which is tracked and monitored via Earwig Academic Online. All academic teaching is informed by long-term and medium-term plans which are further individualised and adapted to meet the needs of each pupil.

Long-term plans outline the focus topics which will be explored at different levels, regardless of pupil pathways (Bulb, Branch or Blossom) to facilitate extension and further breakdown of outcomes as needed. Individual targets are specified on teacher's week by week planning, in relation to the long-term and medium-term plans. Some targets are further broken down to match outcomes already outlined in pupil IEPs.

At the end of each unit, teachers complete an earwig 'data drop' (minimum of once termly) and update any relevant gradings that have been taught, to indicate progress, generalisation or opportunities for learning. A full assessment of the earwig core subjects framework is completed annually to update progress made in areas that are taught not specified in teacher planning.

See Appendix A for further details of Snowflake School's subject planning process.

3.3.6 Multi-Disciplinary Assessments

Additional assessments conducted by Snowflake Schools therapist team (Speech and Language Therapist/ Occupational Therapist) and other professionals working directly with pupils are conducted prior to the Annual Review meeting and are selected at the therapist's own discretion, based on the current needs and priorities of the pupil.

4. Multi-Professional Collaboration

Following each period of pupil assessment, staff working directly with each pupil will meet as a multi-disciplinary team to finalise the IEP.

These meetings will be held each term to review progress and ensure effective collaboration and distribution of staff and resources to reach shared outcomes set for pupils. Assessment tools are used to inform teaching and learning and are not used to compare pupils or set limits on achievement. Professional judgement and individual context remain central to decision-making.

See Appendix B for further details of Snowflake School's Overview Timeline of the Curriculum.

5. Progress Reporting

Progress data is taken and continually monitored by staff working directly with each pupil and includes increased independence, generalisation of skills across settings, improved engagement, and reduced reliance on adult support. Progress is reported and shared:

- Annually –
 - Annual Review meetings are held which provide full assessment details, related to pupil IEP and EHCP outcomes.
 - Progress is also reported in parents' evenings or parent meetings held up to two times per academic year.
- Termly –
 - Reporting progress with home: End of term reports are generated which outline progress towards IEP and core academic outcomes.
 - Internal progress reporting: Multi-disciplinary meetings occur each term to review progress towards IEP outcomes and collaboration/ resource distribution within Snowflake School
- Weekly – Weekly 'home school communication' is posted on the 'Earwig App' to share details of progress and learning at school, alongside supporting photos and/or videos.

Appendix A – Academic Subjects Planning Timelines

Lesson Planning Structure – Maths, English

Teacher	ABA team member	Tutor
Refer to long-term plan		
Review earwig gradings and any notes made		
Select targets for pupils		
Consider groupings for pupils		
Read MTP		
Plan week by week teaching sequence	Read teacher planning	
IEP inclusion meeting <ul style="list-style-type: none"> • What programs can be incorporated into sessions • Previously mastered skills that can be incorporated for <u>generalisation</u> • What targets can be introduced in ITT to support pre- or post- teaching • Additional differentiation to consider communication, behaviour plans, group skills • Differentiated opportunities for <u>manding</u> 		
Class-based workshop (led by teacher) <ul style="list-style-type: none"> • Key teaching strategies and vocabulary • Outline of lesson planning • Learning intentions for each pupil – specific differentiation • Brainstorm activities/ NET • Resources 		
Teach subject sessions	Tutor training (in sessions) <ul style="list-style-type: none"> • Data collection • Prompting 	Support pupils in subject sessions <ul style="list-style-type: none"> • Prompt hierarchy • Differentiation • Data collection – probes, mand (trial by trial & targets), behaviour
	Tutor training (outside of sessions) <ul style="list-style-type: none"> • ITT – running sessions, teaching targets, appropriateness of targets • NET sessions 	Support pupil learning outside of sessions <ul style="list-style-type: none"> • ITT • NET

Lesson Planning Structure – Phonics

Teacher	ABA team member	Tutor
Review earwig gradings and any notes made		
Select targets for pupils		
Read phonics delivery plan		
Plan week by week overview of teaching sequence		
IEP inclusion meeting <ul style="list-style-type: none"> • What programs can be incorporated into sessions • Previously mastered skills that can be incorporated for <u>generalisation</u> • What targets can be introduced in ITT to support pre- or post- teaching • Additional differentiation to consider communication, behaviour plans, group skills • Differentiated opportunities for <u>manding</u> 		
Teach subject sessions	Tutor training (in sessions) <ul style="list-style-type: none"> • Data collection • Prompting 	Support pupils in subject sessions <ul style="list-style-type: none"> • Prompt hierarchy • Differentiation • Data collection – probes, mand (trial by trial & targets), behaviour

Lesson Planning Structure – Science, Food Technology

Teacher	ABA team member	Tutor
Refer to long-term plan		
Read MTP and Lis		
Select targets for pupils		
Plan week by week teaching sequence		
IEP inclusion meeting	Read teacher planning	
<ul style="list-style-type: none"> What programs can be incorporated into sessions Previously mastered skills that can be incorporated for <u>generalisation</u> What targets can be introduced in ITT to support pre- or post- teaching Additional differentiation to consider communication, behaviour plans, group skills Differentiated opportunities for <u>manding</u> 		
Class-based workshop (led by teacher)		
<ul style="list-style-type: none"> Key teaching strategies and vocabulary Learning intentions for each pupil – specific differentiation Brainstorm activities/ NET Resources 		
Teach subject sessions	Tutor training (in sessions) <ul style="list-style-type: none"> Data collection Prompting 	Support pupils in subject sessions <ul style="list-style-type: none"> Prompt hierarchy Differentiation Data collection – probes, mand (trial by trial & targets), behaviour
	Tutor training (outside of sessions) <ul style="list-style-type: none"> ITT – running sessions, teaching targets, appropriateness of targets NET sessions 	Support pupil learning outside of sessions <ul style="list-style-type: none"> ITT NET

Appendix B – Overview Timeline of Curriculum

Overall timeline of curriculum

Key						
Senior Teacher						
ABA team						
Teacher						
ABA team member & Teacher						
Tutor						
Multi-Disciplinary Team (including SALT/ OT)						
N/A	July before the next academic year	One term in advance	One half-term in advance	Start of half-term	During teaching	End of teaching unit
Progression of skills (Maths, English, Food Technology)	Pupil assessments (VB-MAPP, EFL)	Medium-term plans	Class-based week by week planning	Class-based curriculum workshops with tutors	Delivering sessions	Earwig data drop
Long-term plan (Maths, English, Food Tech, Science)	Pupil assessments (Earwig)		Individual adaptations based on IEPs	Select ITT targets	Resources	IEP review
Phonics delivery plan	Pupil assessments (other)			Displays	Data collection/ marking of work	Updates to IEP
	Multi-disciplinary meeting			Multi-disciplinary meeting (start of each term only)	Tutor training	End of term Report
	Draft IEP				ITT targets & teaching	
	Class based timetables				Oversight of data/ program books	
	Individualised timetables				Weekly home-school earwig	
					Bi-weekly meetings/ observations	

Revision

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