

TRANSCRIPT: REACh measuring pupils' progress

Jen Angelini and Catherine Bernie

Catherine Bernie: With the REACh approach, we assess the children using an *Affective Communication Skills Checklist* as a baseline. It's quite a comprehensive checklist that we've drawn from a number of other assessment profiles that are available. So it's looking at all the elements of social and emotional regulation, joint reference, communication in context, all those sorts of elements of child development, and we've broken them down into very small steps so that if a child, for example, isn't using joint reference, they're not able to point, or if I look at an object they don't follow my gaze and look at that as well, we know what the step beneath that is so that we can move the child up, developmentally.

Jen Angelini: We will pick a few targets from the skills checklist every term to work on and we take video evidence of the pupils working on those targets, and there's also running records. So all the staff who are engaged with the pupils, if they have worked on one of the targets and the pupil's done particularly well, they will write up a record of what the activity was like and how they achieved that target. And so we look at the running record and the video evidence, at the end of the term, to decide whether they've met their targets.

Catherine Bernie: And we have a lot of anecdotal evidence, as well, from parents perhaps, or from other members of the group, but we also measure progress against whether the child is doing it in one setting or is able to generalise it to another, because we need them to be able to do it, eventually, irrespective of the adults and the relationship, because they're so used to working in that way.