**How much progress should a child being assessed on PIVATS make?**

There is no standardised progress measure recommendation regarding number of PIVATS steps progress over a year. This is due to the fact that individual needs vary so widely. Therefore, we would recommend setting targets based on the knowledge, and understanding, of each child's need and what good progress would look like for them.

In addition to this, many children with SEND who are being assessed using PIVATS may have very 'spiky' profiles. There may be some criteria which can be achieved quite readily and strands through which they can make progress quite quickly and others that take much longer.

If a child seems to be making very slow progress we would advise looking closely at what the child has already achieved and which strategies were put in place to support that achievement and then consider any criterion that they may be 'stuck' on and see if similar strategies can be used to help them access this or whether there are different approaches that have not yet been used that may help.

It is also important to consider the child's SEND/area(s) of need, for example communication and interaction/cognition and learning, and consider what is being done to address these, in addition to specific scaffolds and strategies being put in place to support the pupil in accessing the curriculum.

If a child has achieved most of the criteria but has been 'stuck' on one for a while (and if different strategies have been applied to help the child move on in this) then we would advise the child is not held back but moves on to the next stage. The unachieved criterion would then be recorded and continue to be worked on or may be returned to in the future when the child is more ready to achieve it. An example of this might be handwriting.