

# Welcome to



# Handbook



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## Specialist Independent Living Skills Assessment Framework (SILSAF)

### Introduction

Educational settings working with young people with Special Educational Needs spend a great deal of time teaching Independent Living Skills. SILSAF's mission is to promote independence in an essential area of the curriculum that did not previously have a robust tracking system. It allows settings to celebrate student success, identify gaps and inform planning. The Framework is designed for individuals that are actively engaged in learning Independent Living Skills.

SILSAF was originally designed by teachers at Brookfields School, an Outstanding Special School to track progress. The product was then piloted in over 20 Special Schools across the country. Three Outstanding Special Schools (Brookfields School and Addington School in Berkshire and Swiss Cottage School in London) continued the development of the Framework and have worked in collaboration to bring the product to Market.

### Compatibility

The Framework can currently be used within the following systems:

- SIMS
- Earwig
- Onwards and Upwards
- Microsoft Excel
- Evidence 4 Learning (Evidence Capture App)

### How SILSAF works

SILSAF is based around Five Key Modules:

- **Independent Travel**
- **Kitchen Skills**
- **Work Based Learning**
- **Home Management**
- **Accessing The Community**



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Each module contains a series of living skills tasks written as 'I can' statements under subheadings. Independence in completing these tasks is measured against the SILSAF Assessment Levels on a scale of 0 – 5. An individual's progress is tracked over time.

<u>Level</u>		<u>Descriptors</u>
<b>Blank</b>	Not assessed	Not attempted
<b>Level 0</b>	Task not completed	<b>(Unable to access)</b> Student tried task but could not/ would not complete
<b>Level 1</b>	Complete task with staff modelling	<b>(Emerging)</b> Student able to follow staff lead and copy in order to complete task. Some physical prompting or support from staff may be needed.
<b>Level 2</b>	Complete task with staff prompting	<b>(Developing Stage 1)</b> Student able to follow simple instructions/prompts from staff in order to complete task.
<b>Level 3</b>	Complete task with minimal staff prompting	<b>(Developing Stage 2)</b> Students able to complete much of task with very little interjection from staff. Prompting only when necessary. Prompting to keep student on track with task.
<b>Level 4</b>	Complete task whilst being shadowed	<b>(Secured)</b> Students able to complete the task without prompting in one context or setting.
<b>Level 5</b>	Complete task independently	<b>(Mastered)</b> Student can complete the task independently and safely in a variety of different contexts and/or settings (Generalise skill). <i><b>(Could the student complete the task if the adult was not there)</b></i>

## Moderation

The lead schools will produce moderation videos to support settings in moderating their judgements against the SILSAF Assessment Levels. Schools will be welcomed to contribute to the moderation videos at the yearly conference.



## Using SILSAF

This will very much depend on which assessment system you are using the Framework in. 'How to' guides for SIMS and Excel are available from [silsaf.brookfieldsschool.org](http://silsaf.brookfieldsschool.org)

Key points:

- It is assumed that each task will be fully and correctly completed. **The level of support required to achieve this is what is being measured**
- Individuals should be baselined from practical tasks before progress tracking can take place
- Individuals do not have to be able to complete all tasks
- Judgements should be based purely around how independently an individual can complete a task and should not take the individuals disability into account. **It is measuring an persons progress from their individual starting points**



## Frequently Asked Questions

### **Can I use this Framework with any learner?**

The Framework was designed for individuals that are actively engaged in learning Independent Living Skills. It may not be appropriate for learners following learners following a Sensory or Therapeutic curriculum.

### **Can I visit lead schools to see how it is being used in different settings?**

Yes, we will be setting up open days at the three lead schools. If you would be interested in organising a visit please email [silsaf@brookfields.w-berks.sch.uk](mailto:silsaf@brookfields.w-berks.sch.uk)

### **Can I change tasks?**

No, we will look to develop this in the future if there is enough interest

### **Can I add new modules?**

Not currently, however this is something we would like to look into in the near future.

### **Can I change the Assessment Levels?**

No, This is the backbone of SILSAF and through the moderation videos gives the framework its rigour.

### **Can MATs or local authorities buy this and role this out across multiple settings?**

No, each setting needs to purchase the Framework. This is so we can monitor who is the Framework and respond to any difficulties in a personal and timely manner.

### **What other schools are using SILSAF?**

Please see the map and the bottom of the home page

### **Does it matter if a learner cannot access a particular task, for example due to their Visual Impairment?**

No, as the Framework is designed to track individual progress, just do not assess against that task, and the learner will not be penalised.



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