Sybil Elgar School Supplementary Policy

Title: Assessment Reporting and Recording

Declaration

Sybil Elgar School does not promote partisan political views. School promotes British Values. The school will have regard for The Human Rights Act, 1998, The Disability Discrimination Act, 1995, as amended by The Special Educational Needs and Disability Act, 2001, including new duties 2002, and The SEND Code of Practice 2014, with special focus on Student Empowerment, Parents in Partnership and Consultation and Joint Working initiatives.

School has regard for the protected characteristics as defined in the Equality Act 2010.

Policy lead (s)	Assessment Coordinator Deputy Principal
Date of document	June 2014
Latest revision	October 2023
Signed Chloe Phillips Principal	

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Sybil Elgar School Mission Statement

We are committed to ensuring that every autistic student* has equal rights and opportunities to access their entitled education and to reach their full potential, whilst having their specific needs met.

We want to ensure that all our young people have purposeful and enjoyable experiences at Sybil Elgar, preparing them for the opportunities, responsibilities and experiences of later life. This is achieved by ensuring that all students have access to an aspirational, broad, balanced, motivating, relevant curriculum with clear outcomes and an emphasis on Quality of Life. Students at Sybil Elgar all have an Education and Health Care Plan outlining individual difficulties in language and communication, social awareness and imagination.

Every aspect of the students' care and education is tailor-made for them using approaches that The National Autistic Society has tried and tested over many years.

Sybil Elgar School Ethos and Philosophy

- We put the needs of our children and young people first. We are resolute in our commitment to ensuring their right to a quality education and to be treated with dignity and respect which we do with compassion, kindness and sincerity.

- We are non-judgemental and celebrate diversity. We unreservedly accept all our children and young people as part of our culture and community

- We promote that compassion, tolerance and positive intervention can effect change.

- We believe in a strong and transparent partnership with parents, carers and families, including other professionals around each family.

- Our empowering teaching approach puts our autistic students at the centre of all we do and always looks ambitiously towards next steps and preparation for meaningful adult living.

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- Our curriculum is broad, balanced and creative with enhanced access to the community with positive opportunities for sensory, physical, social communication and practical living skills. It is underpinned by established research and effective autism specific best practice.

- Individual priorities for learning are identified from EHCPs and our holistic and thorough assessments, which consider individual interests, strengths and needs, including the views of the student and their family.

- We intend that all our children and young people will be happy and safe. That they will be confident communicators and will learn independence skills and gain qualifications to be as autonomous and fulfilled as possible.

- We are committed to Equal Opportunities and all that implies.

Sybil Elgar School Approach to Assessment

At the Sybil Elgar School we are committed to ensuring that every student* has equal rights and opportunities to access their entitled education and to reach their full potential, whilst having their specific needs met.

We want to ensure that all our young people have purposeful and enjoyable experiences at Sybil Elgar, whilst preparing them for meaningful adult living. This is achieved by ensuring that all students have access to a broad, balanced, motivating, relevant curriculum with clear outcomes. The Sybil Elgar School uses The Early Years framework for Primary Assessment and RAG rated progress over time plots development linked to student's EHCPs across Key Stage 3 and 4; this ensures that every aspect of the students' care and education is tailor-made for them. Approaches such as TEACCH, SCERTS and AET support assessment and have been tried and tested over many years. (See table below)

Assessment will always consider the student's school placement and will follow the best principals of the final outcomes of the Rochford Review Report and consider Personal Education Plans (PEPs) underpinned by the SEND code of practice.

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'In deciding on the right approach to statutory assessment …. The Review members were conscious of their other guiding principle that assessment for pupils with SEND should take account of SEND reforms including the introduction of Education, Health and Care plans (EHC plans).

The SEND Code of Practice 0 to 25 defines four areas of need:

- cognition and learning
- communication and interaction
- social, emotional and mental health
- sensory and/or physical

It is important to monitor and support pupils' development in all 4 areas to foster engagement with the world and encourage autonomy. Each area of need plays a crucial part in promoting independence and quality of life. Rochford Review Report (October 2016)

Learning

Prerequisites to learning are attention, co-operation and motivation, all of which are areas of considerable difficulties for our autistic students.

Learning for autistic students may be dependent upon many factors including a secure environment, interaction with particular staff, external changes, mood or degree of withdrawal from situations. A student's ability to learn can be strongly affected by factors beyond the control of the student including environmental changes such as changes in transport, changes in routine, changes in the weather.

Breaking through the fear, anxiety and confusion of daily life is dependent on the creation of a secure and trusting foundation and only then will a student be receptive to learning and able to make progress towards achieving outcomes.

While it is evident to staff that progression has occurred; quantifying and producing evidence to support this needs to be incorporated into the planning of lessons. Students may show evidence of learning on one occasion and subsequently not display such evidence in another situation.

Additionally, many of our students have difficulty generalising their learning from one situation to another, thus making it difficult to know with certainty that a skill has been learnt and understood.

The functional emphasis of the curriculum encourages students to use situational and contextual clues to support their learning. For these reasons it can be challenging to accurately measure progression.

Many students may not produce tangible evidence of learning and hence it is through thorough teacher observation, recording and assessment (including essential video and photographic evidence) that progress can be determined.

The use of SCERTS (**S**ocial, **C**ommunication, **E**motional **R**egulation and **T**ransactional **S**upport) provides a framework to directly address social communication and emotional regulation, the core challenges of Autism Spectrum Disorders (ASD).

Intent

- To gather information to ensure effective teaching and learning and to support the attainment of individual students.
- To ensure a common understanding of the school's aims, objectives and priorities.
- To ensure the fullest possible information on every student including Academic, Behavioural, Medical, Social, Motivators, Skills and Strengths, Areas of Need

- To match work to the needs of individual students.

- To make reliable judgments about how learners are doing by comparing current individual levels of attainment and progress with prior attainment as well as to national cohorts.

- Reporting: To inform members of staff, parents and carers, linked professionals, Local Education Authorities, students and inspecting bodies.
- To ensure that the requirements of the National Curriculum are met.

- To ensure that as many students as possible have access to externally accredited courses.

Underlying Principles

The needs of the learner are central in the planning and delivery of the curriculum and associated assessment:

- Assessment should be central to classroom practice and regarded as a key professional skill for teachers.
- It should recognise the full range of achievements of all learners and provide a view of the whole learner.
- Every student has an Individual Education Plan (IEP) based on assessments of learning and priority areas identified.
- The students are encouraged to be as fully involved as possible in their learning and assessment and helped to know how to improve.
- Assessment is seen as positive, constructive and informative. It should develop the capacity for self and peer assessment
- Assessment should be part of effective planning of teaching and learning. It should include reliable judgments about how learners are doing related, where appropriate, to national standards

- Records should be informative, practicable and meet statutory requirements.
- The nature of the reporting should be positive but accurate. It should form the basis of student/parents/staff teamwork, the aim of which is to ensure that each student achieves their full potential.
- All assessments and record keeping should measure student achievement and outcomes in all areas linked to EHCPs and identify specific needs to inform subsequent targets.

The process of assessment and recording achievement should seek to:

- Recognise, acknowledge and celebrate individual progress and achievement.

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- Identify specific learning difficulties as identified in Provision Mapping and inform decisions about the next and future steps in their learning.
- Help students to take responsibility for and to participate in their learning through self-assessment.
- Provide students with clear and positive feedback on their progress.
- Help students to set targets for their personal and academic achievement.

Implementation

The organisation of teaching and learning should:

- Provide equal access to the curriculum for all students and be constantly alert and sensitive to all issues of Equal Opportunities relating to gender, ethnic issues and individual idiosyncrasies and behaviours.
- Ensure that Individual Learning targets are set following the Annual Review.
- Provide learning experiences that are stimulating, challenging, purposeful and within the students capabilities.
- Provide a broad and balanced curriculum.
- Develop record keeping and assessment mechanisms (including EYFS Framework and individualised RAG rated assessment) that ensure progression and positive challenging outcomes.
- Organise the teaching into whole class/large groups; small groups, paired and individual work so as to best meet the needs of all students.
- Maximise the amount of time spent learning and make the most efficient use of human and other resources.

Roles and Responsibilities

The Assessment Coordinator and Deputy Principal should:

- In discussion with teachers, decide on appropriate strategies, since the learning style, marking and recording, opportunities for self and peer assessment will vary with individuals as well as subjects.
- Ensure that each Curriculum Area has agreed **assessment programmes** for all key stages and that assessments are consistent with agreed strategies as appropriate to Key Stage, individual need and linked to EHCP targets and SCERTS principles.
- Ensure that the marking of assessments is **standardised** across the school through the process of moderation and work sampling.
-
- Ensure that students' progress is **tracked and audited from Early Years through to 16-22 provision** through recording assessment results centrally.
- Support teachers to make any **appropriate amendments** to schemes of learning in the light of student performance and feedback.
- **Celebrate achievement** and ensure that students who are making good progress receive appropriate **praise.**
- Liaise with **teachers, parents/carers and related professionals** if there are any concerns about student progress and ensure that appropriate **interventions** are put into place, giving support and guidance where needed. Also congratulate teachers where appropriate.

Teachers should:

- Apply the **key elements of the Assessment Policy** to their teaching.
- Utilise the full range of **assessment methods** to predict performance outcomes.

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- Keep an **assessment record** of every student and enter the outcomes of assessments using RAG Rating linked to Annual Reviews, end of term reports and six-month baseline assessments.
- Use assessment data to set student **target levels** and **track** student progress (outcomes).
- Ensure that students can, as far as possible, be involved in setting their own learning targets and then monitor their own progress towards those targets.
- Use the information from assessments to **inform their teaching** and make adjustments where needed.
- Ensure that appropriate **interventions** are put into place to ensure that student progress is maintained.
- Make a **summative assessment** including end of term reports about the level/grade a student is performing at, using their professional judgement based on results from assessments, as well as evidence from practical tasks, observation and discussion with the class team. This will happen formally three times a year, annually in preparation for the Annual Review and as part of ongoing assessment in line with the school assessment and reporting calendar.
- **Celebrate achievement** and indicate how future progress can be made

Cycle of Assessment, Recording & Reporting

Within Sybil Elgar School there exists a framework which supports the educational cycle of assessment, recording and reporting. The school will follow best practice as outlined in the Rochford report 2016. Our Primary department focuses on the EYFS linked to key aspects of SCERTS and the Engagement Model.

Establishing an Accurate Starting Point

When a student arrives at Sybil Elgar School we obtain any previous data and use this to inform our baseline assessments. Where a student arrives at the

school having completed standardised assessments at the end of a key stage this will provide a clear starting point.

Before arrival:

Statement

Information from previous placement

NC levels, Individual Student Levels Rag rated and EY Outcomes (end of key stage assessments)

Parent/Carer interview

Referrals assessment in previous placement

Upon arrival:

Communication assessment (SALT)

Sensory Assessment (OT)

Teachers /Home assessment

Access to learning/Behaviour

Academic assessment

Psychology Team Assessment

However, many students at Sybil Elgar School have had difficult and complex education in the past. It is common for students to have had multiple exclusions and/or have spent large quantities of time without an education placement. Therefore, data passed on to Sybil Elgar School may be patchy, inaccurate/unreliable or on occasions not available in any form.

In this case targets are set after an initial 12-week baseline assessment period involving all disciplines.

Impact

Curriculum Assessment

There is formative and summative assessment in all subjects. We use NC/EYF/Rag rated reports and EHCPs to indicate outcomes and track progress and attainment.

Ongoing assessment includes:

- Annotated work
- Observation
- Task assessment and evaluation
- Photo/video evidence
- Checklist skills assessment
- Recording
- Discussion with key staff and witness statements
- Completion of lesson/activity plans and evaluations
- Timetable evaluations (each student has a 'communication timetable' which is completed after every session)
- IEP recording and assessment linked to EHCP

Summative assessment includes:

- Annual Review reports
- Specific Assessment tasks
- Moderated work
- Records of Achievement (including photo and video evidence)
- IEP recording and evaluation
- Assessment checklists
- (Post 16 Provision and Year 11) Transition checklists
- Externally Accredited Assessments (including ASDAN, OCR, BTEC, GCSE, D of E as appropriate to individual students)
- Benchmarked as appropriate with other schools and NAS networks

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Student Self Assessments:

- Part of all assessments
- Work Planners and Record of Achievement
- Contribution to plenary sessions and evaluation (completion of skills checklist, self-evaluation of work)
- Use of appropriate stickers, photographs video and symbols/pictures to support understanding

Individual Education Plan (IEP):

- The IEP is written following Annual Review and six-month assessment. It is based on the EHCP.
- It contains Central targets linked to access to learning. These are generally:

1. Cognition and Learning. Attention, Access to Learning, Managing Change, Problem Solving.

2. Communication and Interaction

3. Social and Emotional Behaviour, Well-being and Keeping Safe

4. Sensory and Physical

5. Self-help, Independence and Organisational skills

- Targets are autism specific, reflect the recommendations of the Rochford report and relate to the whole person's spiritual, moral, social and cultural development. (SMSC)
- Their ongoing assessment is a vital recording of progress for each student.

Communication timetables:

- Form part of ongoing assessment. Every student has one; they are completed after each lesson for each student and identify:
- Activity/topic/task (e.g. making biscuits)
- Learning objective (e.g. to identify 'full' and 'empty')
- Outcome (e.g. able to do using a liquid and a solid)
- Behaviour (e.g. Very calm)
- Level of support PG

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Data Collection & Data Analysis:

- Tracks students' progress as well as their achievement. Through RAG rating
- Analysis student's data
- Shows trends in value-added performance over time
- Offers guidance in monitoring and target setting for individual students and specific groups of students, such as boys or girls, different ability groups or different ethnic groups.
- Supports the planning for student progress.
- Supports to make judgments about what attainment and progress looks like.

Assessment for Learning:

- Evidence based teaching approach.

Moderation of Assessment:

- Internal Moderation by Teachers and SMT-- including input from Professionals; Occupational Therapist and Speech and Language Therapist and Psychology Department (TDT).
- External Moderation within the network of NAS schools.
- External Moderation outside the Network of NAS Schools. This includes externally accredited work by examining bodies.

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Assessment Calendar Students start at Sybil Elgar School throughout the year and Annual review meetings take place throughout the year. In this case the start of the 'academic year' for those students will run from their start date, and not from September

September	October	November
Referral profile Baseline Assessments Access to learning/behaviour Communication Sensory Risk Assessments Levels of support and support needs AAPEP, English, Maths, Computing	Targets set I Can Statements (EYFS) IEP targets from EHCP Support Systems and interventions in place	Ongoing assessments Case studies Development profiles Moderation meetings BTEC, OCR, ASDAN Monitoring meetings
December	**January**	**February**
Termly update Data Monitoring of targets; new targets for spring term Monitor/review IEPs and targets End of term reports First Data available	Assessment profiles Development profiles updated Risk Assessment checked BTEC, OCR, ASDAN Monitoring meetings	6 monthly assessment meetings Data input
March	**April**	**May**
Termly update of Data Monitor/review IEPs and targets End of term reports BTEC, OCR, ASDAN Monitoring meetings	Review/update interventions and support Annual review assessments and reports BTEC, OCR, ASDAN Monitoring meetings	External Moderation ASDAN, BTEC, OCR, GCSE
June	**July**	**August**
Subject area summative statements and review Termly update of Data Monitor/review IEPs and targets End of term reports	Final Data submitted to DFE EHCP targets reviewed Transition profile completed (Year 11, Sixth form and leavers)	

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Curriculum Assessment

There is formative and summative assessment in all subjects including the extended curriculum. We use NC/ Rag rated levels/EYFS to indicate and track progress and attainment. The systems described are used to collate, manage and monitor this data. It then informs assessment of learning and future teaching.

Where remote learning is applicable, data from Parents and carers assessment is captured and used.

Self-Assessment

All students are encouraged to evaluate their own learning and progress at all times, through a range of strategies, such as visual and electronic support aids. All learning targets are similarly modified to be accessible to all students so that they are empowered to self-assess. All students participate formally in this process at the beginning and ends of each curriculum topic taught and, where appropriate, of each lesson. All students are encouraged to evaluate their progress overall termly, through their Student End of Term Reports and annually through the Student views and videos/ photographs at Annual Review.

Marking

Aims of Marking

For Students:
- To inform students of their progress and to enable them to respond to feedback in order to motivate them to improve their future performance.
- To help students identify the criteria by which their future progress will be measured
- To recognise and formally acknowledge the effort students have applied to their learning and to encourage greater efforts in the future.

- To develop students' ability to accept criticism and praise, so that they can more effectively reflect on what they have learned.

For Teachers:

- To inform teachers of the progress students are making.
- To diagnose individual learning needs e.g. a need for learning support; a need for greater challenge for gifted and talented students (e.g. Arts mark, external professionals, GCSEs in creative and key subjects for individuals).
- To evaluate the impact of teaching on students' knowledge, understanding and skills.
- To inform the planning of future lessons and schemes of learning.
- To highlight particular areas needing reinforcement and review.
- To provide evidence to support decisions made for teacher assessment, setting and levels of entry for externally accredited courses.
- To maintain and consolidate positive teacher/student rapport.
- To inform parents and carers (and relevant external professionals).
- To check that work has been completed - including homework if relevant.

For the Trans Disciplinary Team (TDT)

- To ensure seamless teamwork and exchange of information between all professionals within school and a holistic assessment for each student. Linking with the AET Assessment framework and Engagement Model.

For Parents/Carers

- To be informed about their child's progress and effort.

Assessment and marking procedures

The Sybil Elgar School uses a range of assessment and marking procedures suitable for the level of need of individual students.

In many cases 'work' and progress is measured by the quality of practical tasks completed and the engagement with these and levels of independence in their completion.

In this case assessment both by adults and the students themselves will be via witness statement, photographic and video evidence. It is essential that this assessment is well annotated using clear and standardised procedures. Teaching and Learning Assistants (TLAs) / Key Workers are key to this process as they work closely with groups and individuals to support learning and achievement. Many students will require some 1:1 support for at least part of their learning day.

As described earlier in this policy, marking and recording of achievement may be via:

Photo /video evidence: of an activity completed, or a skill or sequence of skills demonstrated. This should be clearly dated, annotated and, as appropriate, levels of support and assessment criteria (indicated on the table below) added. (This may be added as evidence to formal assessments)

Use of plenary sessions: with individuals or groups. In this instance visual information (symbol/photo/picture or object of reference) will be used to support understanding by the students.

Peer assessment: students invited to observe and 'mark' practical work (in, for example, dance or yoga) as a means of identifying achievement and areas to work on.

Witness statements: Adults working with students make a diary entry or statement identifying a skill or achievement observed, or may record an area to develop. These will be signed, dated and assessed using information on the tables below.

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Any annotations such as smiley faces, thumbs up, written comments or stickers will be used in an age and developmentally appropriate fashion.

Student comments or stickers will be used as appropriate for individuals and groups on leaning recording sheets along with any adult annotation.

Where possible and appropriate, assessment of work will link to curriculum, EHCP statements and IEP targets so that these can be cross referenced.

Work should also be marked against specific learning targets.

Levels of Support will be used to provide clarity on what actually happened.

Marking needs to be:

- Clear
- Consistent
- Predictable
- Reliable
- Manageable
- Linked to LEARNING
- It will be linked to assessed progress and recorded by teachers using RAG Rating

Levels of Support used to annotate work

Code	Meaning	Example
N	**Not engaging**	Not engaging
O	**Observing only**	Only looking at/ observing task
SE	**Sensory experience**	Explored task using senses – touching resources etc
PG	**Physical guidance**	Full hand-over-hand or physical assistance
PP	**Physical prompts**	Brief physical contact to guide movement
GP	**Gestural prompt**	Pointing to task
VP	**Verbal prompt**	'Please put your coat on'
VA	**Visual aids only**	Refers to step-by-step visuals for handwashing routines
I-S	**Independent - school**	Independent at school but not yet at school or other settings
I-SH	**Generalised/ mastered – school and home**	Independent and generalised across school AND home
I-A	**Generalised/ mastered – all settings**	Independent and generalised across a range of settings e.g. school, home, relative's house, shopping centre

Assessment Criteria for marked work

The assessment criteria for marked work will incorporate the use of colour coding. This method will then be translated into statistical information, allowing for a clear and systematic approach to evaluating student performance.

By utilising colour coding, teachers can quickly identify areas of strength and improvement, which can then be quantified and analysed to provide a comprehensive view of student progress and areas needing attention. This integration of visual and numerical data will enhance the assessment process, making it more efficient and effective.

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Appendix

<table>
<tr><td colspan="5" align="center">**The Sybil Elgar School**
Assessment Documents</td></tr>
<tr>
<td>**What**</td>
<td>**Why**</td>
<td>**Who**</td>
<td>**Where**

* all key documents also stored centrally in confidential individual files</td>
<td>**When**</td>
</tr>
<tr>
<td>Referral Profile</td>
<td>To ensure school can meet a student's needs before accepting and to ensure full information upon arrival and provide baseline for progress</td>
<td>IR TDT as appropriate</td>
<td>Student confidential files- referred to for baseline assessment</td>
<td>On receipt of request for placement</td>
</tr>
<tr>
<td>Parent/Carer information</td>
<td>To ensure school can meet a student's needs before accepting and to ensure full information upon arrival and provide baseline for progress</td>
<td>CP IR TDT as appropriate</td>
<td>Student confidential files- referred to for baseline assessment</td>
<td>At initial student interview</td>
</tr>
<tr>
<td>Baseline
Profile
Statement of Needs (SEN) if applicable or EHCP
Triad 6 assessment
Behaviour
Communication
Academic Levels (PSHCE/EHCP)
Cognition and Learning
Communication
Social and Emotional</td>
<td>To ensure full information and provide a baseline for progress. To assess placement and provision.</td>
<td>TDT
Teachers
Parents
Care staff if Access respite</td>
<td>Student Assessment Folder Communication File</td>
<td>On arrival & First 6 months</td>
</tr>
</table>

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behaviour, Wellbeing and Keeping Safe Sensory and/or Physical Self-help, Independence and Organisational Skills and Community Involvement Maths Eng. Computing AAPEP Risk Assessment Medical/Dietary Information				
6 Monthly assessment	Statutory requirement, informs carers, LEA and funding bodies, main assessment of progress and setting of outcomes for next year. Checks suitability of provision, status (e.g.1:1) and entitlements	TDT, SMT, teachers Care staff if access respite	Student Assessment folder, Psychology dept.	6 months After arrival
SALT Communication levels Academic levels S&L	Clear comm. Levels strategies and targets for all students Principles of SCERTS	SALT (with Eng. Staff)	Communication file, assessment folder	Baseline Annual review and if necessary
OT Sensory Profile	strategies and targets for all students Principles of SCERTS	OT with key workers	Sensory assessment folder	
Case Studies	To provide a narrative for complex students who do not have a	TDT		

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	clear development profile and to demonstrate progress			
Development profiles	Significant Information relating to, but other than, academic development (SCERTS, SMSC)	TDT Teachers		
Subject Area assessments Early Years Profile (Primary) English Maths Science (to include cookery/horticultur e post 16) Computing DT Design Technology DT Cookery Humanities Physical Education (Aerobics, Dance, Sport, Fitness) Art & Design Music RE (SMSC) Post 16 provision Students will have individualised subject areas	Clear level and next target	Subject leaders	Student assessment folder Teachers assessment files Assessment folder in communication file	Annually for review, Termly summative Ongoing for learning (usually fortnightly)
Subject Areas assessment checklists	Linked to long term planning, ensures planned progression and learning of skills	Subject leaders	Teachers planning files	Ongoing as skills achieved

Assessment Profile	Overview of levels for each student	Tutor teacher	Assessment for Learning Communication folder Assessment File	Annually
Subject Area Summary Statements	Overview of achievements within each subject area	Subject leaders	Subject area planning files	Annually Summer Term
ASDAN (Awards Service Development and Accreditation Network) TC TI KS	Externally Accredited course KS3, KS 4 TC, Post 16 TI KS	Teachers ASDAN internal assessor	ASDAN File,	Secondary Post 16
BTEC	Externally Accredited course	Cookery Art	BTEC Folder	Annually Summer Term
OCR	Externally Accredited course	Post 16 provision Subjects; varies with each cohort (based on strengths)	OCR Folder	Annually Summer Term
GCSE	Externally Accredited course	Post 16 Provision Subjects; varies with each cohort (based on strengths)	GCSE Folder	Annually Summer Term
Transition Profile	To ensure full information upon departure and provide baseline for next service/ Post 16 Provision	Year 11 tutor teacher & MDT (& care staff if res)	Assessment Folder	Transition planning ongoing from Annual Review yr. 9 Profile usually during Spring/Summer Term yr. 11

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IEP Targets	core targets of access, Autism specific, based on EHCP Cognition and Learning Communication Social and Emotional behaviour, Wellbeing and Keeping Safe Sensory and/or Physical Self-help, Independence and Organisational Skills and Community Involvement	Parents/carers, teacher, review chair, student	Communication folder Assessment file	Annually for review. Termly (at least and as required) formal update and fortnightly assessment
SDP targets	Part of SDP, ensure key areas promoted throughout school	All staff	Shared with all staff	Annually Ongoing for learning (usually fortnightly)
Communication Timetable	To ensure consistency and continuity 24/7 log behaviour, access to learning and give overview	Teachers, TDT Key workers TAs and students as appropriate)	Communication folder, cc into assessment folder at end of week	Every session daily, sent home weekly (daily if requested)
Annual Review EHC Plan Review	Statutory requirement, informs carers, teachers, LEA and funding bodies, main assessment of progress and setting of targets for next year. Checks provision and entitlements	Teachers, tutor teacher, TDT, Parents, Res staff, Lead teacher	Assessment folder	Annually
Academic targets	Set in all subject areas to ensure measurable assessment of progress	Teachers	Assessment folder Assessment & Recording file	Annually at review. Broken into half termly steps, assessed fortnightly

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Individual student tracking	ensures measurable assessment of progress, enables comparisons of cohorts in key areas	Assessment Coordinator	Assessment Folders	Annually
Benchmarking	Enables above information to be compared with peers in other services, and within school; identifies areas for whole school development.	Assessment Coordinator	Central assessment file (Assessment Coordinator)	Annually
Record of Achievement	Photo/video/picture/text evidence, annotated and dated as examples and illustrators of achievements	Teachers and key workers	Large blue files BTEC/ASDAN /OCR Folders etc.	Ongoing, checked annually
Achievement Powerpoint /photo presentation	Photo/video record of achievements over year	Teachers /TDT (Assessment Coordinator)	Confidential student files cc parents	Annually (for review meeting)
Self-Assessment and work planner	Ensures students involved in own learning and assessment	All Teachers	Subject area folders then Assessment folders	Ongoing, filed at least annually. Key worker meetings (prior to AR meetings)
Individual Support Plan	Ensures full profile, positive management of potentially restrictive behaviours, consistency	IR with psychology team, teachers, carers and key workers	Psychology files, Assessment folder communication file	Ongoing, as needed, at least annually
Functional Analysis, Time Interval Sampling, SIB checklists	Tools to support analysis of behaviour and ensure objective, factual approach. Inform ISP	IR with psychology team, teachers,	Psychology files, Assessment folder	Ongoing as needed

		carers and key workers	communication file	
Incident Recording	As above. Ensure behaviour closely monitored and any emerging patterns spotted. Links with home/ informs ISP	All staff, IR	Confidential Incident recording files, psychology files CPOMS	Ongoing as needed
Food Intake Charts	As above. Ensure FI closely monitored and any emerging patterns spotted. Links with home / residential	Teachers /key workers	Assessment folder /pupil welfare books, communication folder. Psychology file, medical file if areas of concern	Daily, sent home weekly (daily if area of concern)
Communication Assessment and Profile	Following SALT assessments. Ensures full profile, consistency of approach	SALT (with teachers and linked to Eng. dept.)	SALT files, communication folder	Ongoing, as needed, at least annually
Sensory Profile	Following OT Assessment	OT with relevant staff/parents	OT Files Individual sensory profile	Ongoing, as needed, at least annually
Student Profile	Gives 'quick access' overview of all relevant information	Teachers with TDT	Communication folder, assessment file	At least annually
Safeguarding monitoring	Statutory Requirement Duty of Care. Extreme vulnerability of students	All staff (LB) to make entries in CPOMS	Confidential CP file	Any incidents/areas of concern
Risk Assessments	Ensures safe access to curriculum, community and events. Planned support	Teachers, (Assessment Coordinator)	Communication folders Subject area files H&S Files (Bursar)	Ongoing, at least annually

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Medical Information	Statutory Requirement Duty of Care. Extreme vulnerability of students	IR / AW Parents/ teachers/TDT	Medical Files Communication folder (if areas of concern)	Ongoing, as needed, checked at least annually
Menstrual Charts	Linked to medical information and behaviour	Key workers, teachers, parents	Medical Files Communication folder (if areas of concern)	Ongoing, as needed, checked at least annually
Post 16 Provision				
The assessment methods used continue the primary and secondary approach, with subject areas becoming more individualised and additional specific assessments implemented. These include:				
SALT Language and Literacy Assessment	Clear comm. Levels and targets for all students			
Transition Plan	To ensure full information upon departure and provide baseline for next service	Completed by Tutor staff TDT Parents/ carers and Social Services. May link to 18 plus assessment carried out by SS Family Liaison manager	Students Assessment folder	FEU year 3 and 6; builds on profile completed during FEU 1-2 and 4-5
OCR Skills for Life and Living	Externally accredited scheme	Tutor teachers OCR coordinator	OCR Files	FEU year 1-6
ASDAN Towards Independence and Life skills Challenge	Externally accredited scheme	Tutor teachers Subject coordinator	ASDAN Files	FEU year 1-6
GCSE	Externally accredited scheme	Tutor teachers GCSE coordinator	GCSE Files	FEU year 1- 6

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	Available across all areas for those students who demonstrate the appropriate level of skill and/or interest in particular subject (s)			
Individualised Curriculum Framework	Develops independence and social skills through: Academic Life Skills; Arts/Personal; Enrichment; Careers		End of Term Reports	FEU year 1- 6
Employability Focus	Focusing on what students are good at and enjoy, with an evolving job list of tasks that align with student interests.	Teaching staff, TDT Coordinating with students	Job list, student participation and feedback	FEU year 1-6
Work Experience Opportunities	Providing practical context for skill application and confidence building, essential for autistic students, through a variety of onsite and community experiences.	Teaching staff Community partners	Work experience logs, student feedback, skills assessments	FEU year 4-6
Transdisciplinary (TDT) Collaboration	Team comprising Psychology, Occupational Therapy, Speech and Language Therapy and Family Liaison to inform individual curriculum and ensure a consistent therapeutic approach.	TDT	Individual Support Plans	FEU year 4-6
Key:				

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IR Irina Roncaglia Psychologist, Oliver Hobin (Positive Behaviour Coordinators0

AW Anna Williams Family Liaison Manager

CP Chloe Phillips Principal

MR Marius Roteliuc Manager Post 16 Provision

LB Lucy Burholt Deputy Principal

TS Thea Smit Assessment Coordinator/ Designated Teacher

TDT Trans-Disciplinary Team

SALT Speech and Language Therapist (Karen Reeves)

OT Occupational Therapist (Tess Steventon, Zaina Minhas)

IEP Individual Education Plan

EHCP Educational Health Care Plan

SDP School Development Plan

EYFS Early Years Framework Statements linked to SCERTS and AET

SIB Self Injurious Behaviour

CP Child Protection (Safeguarding)

*For the purposes of this policy and for fluency the term 'student' is used to describe all learners from the Early Years through to Post 16 Provision

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