

Sybil Elgar School Supplementary Policy



Title: Assessment Reporting and Recording

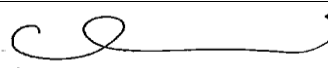
**This guidance is to be read in conjunction with related
National Autistic Society Policies**

Declaration

The Sybil Elgar School does not promote partisan political views.

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 Principles of the New Code of Practice, 2001, with special focus on Student Empowerment, Parents in Partnership and Consultation and Joint Working initiatives.

In addition the school has regard for the protected characteristics as defined in the Equality Act 2010.

Policy lead (s)	Assessment Coordinator Deputy Principals
Date of document	June 2014
Latest revision	October 2018
Signed Chloe Phillips Principal	

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 MyProgress™, the National Autistic Society's overall strategy for working with students. With MyProgress™ every aspect of the students' care and education is tailor-made for them. MyProgress™ guarantees that all students will use approaches that The National Autistic Society has tried and tested over many years.

Assessment will always consider the student's school placement and will follow the best principals of the Rochford Review Report and consider Personal Education Plans (PEPs) when supporting the SEND code of practice

'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 recent 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

Review Date October 2020

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 generalizing 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 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).

Aims

- 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 benchmark data.
- 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.

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 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.

- Identify specific learning difficulties and inform decision about the next and future steps in their learning.
- Help students to take responsibility for and to participate in their learning.
- Provide students with clear and positive feedback on their progress.

Review Date October 2020

- Help students to set targets for their personal and academic achievement.

Statement of Aims for the Organisation of Teaching, Learning and Assessment

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 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 the students.
- Maximize 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 Principals 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 MyProgress™, (using Onwards and Upwards I can statements and SCERTS principles)

Review Date October 2020

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 in the tracking area on SIMS Assessment Manager and Onwards and Upwards.

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.

Keep an **assessment record** of every student and enter the outcomes of assessments into Onwards and Upwards (to be translated into SIMs).

Use assessment data in SIMS 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** about the level/grade a student is performing at, using their professional judgment 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. This cycle forms part of MyProgress® at all National Autistic Society schools. MyProgress® is the NAS approach to autism education. This can be found internally and on the Sybil Elgar School website for stakeholders. The school will follow best practice as outlined in the Rochford report 2016

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/P levels 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 (AAPEP)

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.

Curriculum Assessment

There is formative and summative assessment in all subjects. We use NC/ P/ M levels 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

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
- (16-22 Provision and Year 11) Transition checklists
- Externally Accredited Assessments (Currently ASDAN, OCR, BTEC, GCSE)
- Benchmarked with other schools and NAS networks

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 contains Central targets linked to access to learning. These are generally;

Cognition and Learning: Communication and Interaction: Social and Emotional Behaviour, Well-being and Keeping Safe: Sensory and / or Physical: Self-help, Independence, Organisational skills & Community Involvement:

These are autism specific, reflect the recommendations of the Rochford report and relate to whole person's spiritual, moral, social and cultural development. (SMSC)

The targets are highly individual and support access to learning

Their ongoing assessment is a vital recording of progress for each student

Assessment of Whole School Targets

Using information gathered from cohorts within school and addressing core areas the school annually sets whole school targets, to provide a focus for staff and students.

These are addressed and assessed as part of learning throughout the year and outcomes recorded and reported as part of summative assessments in the summer term.

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

Data Collection & Data Analysis

Tracks students' progress as well as their achievement.

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 with the planning for student progress using the P Scales and the National Curriculum levels.

Supports to make judgements about what attainment and progress looks like.

Moderation of Assessment

Internal Moderation by Teachers and SMT-- including input from Professionals; Occupational Therapist and Speech and Language Therapist and Psychology Department

External Moderation within the network of NAS schools.

External Moderation outside the Network of NAS Schools. This includes both externally accredited work by examining bodies and the opportunities offered by schools using 'Onwards and Upwards' to share assessment information.

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 September.

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

Curriculum Assessment

There is formative and summative assessment in all subjects across the 24 hour extended curriculum. We use NC/ P/ M levels to indicate and track progress and attainment. The systems described (Onwards and Upwards, SIMS) are used to collate, manage and monitor this data. It then informs assessment of learning and future teaching.

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 Reports and annually through the Student Comments and DVDs 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

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 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) 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 'Onwards and Upwards' 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.

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 learning recording sheets along with any adult annotation.

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

Work should also be marked against specific learning targets

(To ensure clarity 'I can' if student comments 'he/she can' if adult assessment)

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 'Onwards and Upwards'

Levels of Support used to annotate work

Code	Meaning	Example
PG	Physical Guidance	Hand on Hand for cutting
GP	Gestural Prompt	Pointing to indicate something
PP	Physical Prompt	Gentle brief physical contact
VP(SH)	Verbal Prompt/Spoken Help	Gentle verbal reminder
SE	Sensory Experience	Accessed the activity
I	Completed independently	Completed activity with no support

Assessment Criteria for marked work

Not Achieved	=	0
Observed or Encountered	=	.25
Active Involvement	=	.5
Partially Achieved	=	.75
Achieved	=	1

Appendix

<p style="text-align: center;">The Sybil Elgar School</p> <p style="text-align: center;">Assessment Documents</p>				
What	Why	Who	Where	When
			* all key documents also stored centrally in confidential individual files	
Referral Profile	To ensure school can meet a student's needs before accepting and to ensure full information upon arrival and provide baseline for progress	IR (& AW if Res) MDT as appropriate	Student confidential files- referred to for baseline assessment	On receipt of request for placement
Parent/Carer information	To ensure school can meet a student's needs before accepting and to ensure full information upon arrival and provide baseline for progress	CP IR (& AW if Res) MDT as appropriate	Student confidential files- referred to for baseline assessment	At initial student interview
Baseline Profile Statement of Needs (SEN) if applicable or EHCP Triad 6 assessment Behaviour Communication Academic Levels (PSHCE/PIVATS I can statements) Cognition and Learning	To ensure full information and provide baseline for progress. To assess placement and provision.	MDT Teachers Parents Care staff (if Res)	Student Assessment Folder Communication File	On arrival & First 6 months

<p>Communication</p> <p>Social and Emotional behaviour, Well being and Keeping Safe</p> <p>Sensory and/or Physical</p> <p>Self help, Independence and Organisational Skills and Community Involvement</p> <p>Maths</p> <p>Eng.</p> <p>Computing</p> <p>AAPEP</p> <p>Risk Assessment</p> <p>Medical/Dietary Information</p>				
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	MDT, SMT, teachers care staff (if Res)	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	SALT (with Eng. Staff)	Communication file, assessment folder	Baseline Annual review and if necessary
Case Studies	To provide a narrative for complex students	MDT		

	who do not have a clear development profile and to demonstrate progress			
Development profiles	Significant Information relating to, but other than, academic development (SCERTS, SMSC)			
Subject Area assessments Early Years Profile (Primary) English Maths Science Computing DT Design Technology DT Cookery Humanities Physical Education (Aerobics) Art & Design Music RE (SMSC) 16-22 provision Students will have individualise 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	SIMS Onwards and Upwards 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)	Externally Accredited course	Teachers ASDAN internal assessor	ASDAN File,	End of yr. 10 and 11 (Summer term)
BTEC	Externally Accredited course	Cookery	BTEC Folder	Annually Summer Term
OCR	Externally Accredited course	16-22 provision Subjects; varies with each cohort (based on strengths)	OCR Folder	Annually Summer Term
GCSE	Externally Accredited course	16-22 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/ 16-22 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
IEP Targets	5 core targets of access, Autism specific Cognition and Learning Communication Social and Emotional behaviour, Well being 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) update and fortnightly assessment
Whole School targets	Part of SDP, ensure key areas promoted throughout school	All staff	cc each classroom, assessment profiles	Annually Ongoing for learning (usually fortnightly)
Communication Timetable	To ensure consistency and continuity 24/7 log behaviour, access to learning and give overview	Teachers & Res staff (with TAs and students as appropriate)	Communication folder, cc into assessment folder at end of week	Every session daily, sent home weekly (daily if requested and to SEH)
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, MDT, 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
Individual student tracking	ensures measurable assessment of progress, enables comparisons of cohorts in key areas	Assessment Coordinator	Assessment Folders	Annually
SIMS	Ensures that data can be translated into graphs and charts for comparison of individual, cohort, subject, IEP summative and formative assessment	Assessment Coordinator	SIMS online	Ongoing
Onwards and Upwards	Ensures that data can be translated into graphs and charts for comparison of individual, cohort, subject, IEP summative and formative assessment	Assessment Coordinator all teachers	SIMS online	Ongoing
Benchmarking	Enables above information to be compared with peers in other services, 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/Res staff and CAs	Large blue RofA files	Ongoing, checked annually
Achievement Power point presentation	Photo/video record of achievements over year	Teachers (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	Ongoing, filed at least annually

			Assessment folders	
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, carers and key workers	Psychology files, Assessment folder communication file	Ongoing as needed
Incident Recording	As above. Ensure behaviour closely monitored and any emerging patterns spotted. Links with home/Res informs ISP	All staff, IR	Confidential Incident recording files, psychology files	Ongoing as needed
Food Intake Charts	As above. Ensure FI closely monitored and any emerging patterns spotted. Links with home/Res	Teachers Res workers (IR)	Assessment folder 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 MDT	Communication folder, assessment file	At least annually

Safeguarding monitoring	Statutory Requirement Duty of Care. Extreme vulnerability of students	All staff (LB)	Confidential CP file	Any incidents/areas of concern
Risk Assessments	Ensures safe access to curriculum, community and events. Planned support	Teachers, Res staff (Assessment Coordinator)	Communication folders Subject area files H&S Files (Bursar)	Ongoing, at least annually
Medical Information	Statutory Requirement Duty of Care. Extreme vulnerability of students	IR / AW Parents/ Res staff teachers	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
16-22 Provision				
All Assessments continue as for Secondary. Subject Areas become individual. In addition see below				
SALT Lang 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 MDT Parents/ carers and Social Services. May link to 18 plus assessment carried out by SS	Students Assessment folder	FEU year 3; builds on profile completed in FEU 1 and 2
OCR Skills for Life and Living	Externally accredited scheme	Tutor teachers OCR coordinator	OCR Files	FEU year 1,2 and 3

GCSE	Externally accredited scheme	Tutor teachers GCSE coordinator	GCSE Files	FEU year 1,2 and 3
------	------------------------------	------------------------------------	------------	--------------------

Residential Sybil Elgar House Some students attend school from The Children's Home. In this case information will be transferred across sites.

Care plans	Statutory requirement	Residential staff. Head of Care	Individual confidential Files Corfton Road	Upon arrival and maintained ongoing
------------	-----------------------	---------------------------------	--	-------------------------------------

SECTION 1: MY CARE

Triad 6 report (for children who started after we became a Children's home)

Placement plan

Impact report (for new starters)

Care plan (Sybil Elgar House)

Latest LAC report

SECTION 2: MY POSITIVE RELATIONSHIPS

Individual support plan

Communication report

Relationship tree

Contact log (for 52 weeks children only)

SECTION 3: MY EDUCATION

Statement of educational needs

EHCP (Education Health Care Plan)

PEP report (Personal Educational Plan)

School annual review

SECTION 4: ENJOYMENT AND ACHIEVEMENT

Monthly progress report

AQA certificates

Pictures

SECTION 5: WISHES AND FEELINGS

Monthly keyworker's meetings

Children's questionnaire

SECTION 6: HEALTH AND WELLBEING

Health Action Plan

Health assessments

SECTION 7: WHAT MAKES ME FEEL SAFE

PEEP (Personal Emergency Evacuation Plan)

Risk assessments

Restriction of liberty

AQA (Assessment and Quality Alliance) Is used to assess and track progress of work for Residential students at The Sybil Elgar House.

What	Why	Who	Where	When
			* all key documents also stored centrally in confidential student files	

Key:

IR Irina Roncaglia Psychologist

AW Anna Williams family Liaison

VS Veena Shah Registered manager

CP Chloe Phillips Principal

MB Manager 16-22 Provision

LB Lucy Burholt Deputy Principal

TS Thea Smit Assessment Coordinator/ Designated Teacher

MDT Multi-Disciplinary Team (now TDT)

SALT Speech and Language Therapist (Karen Reeves)

OT Occupational Therapist (Tess Summerville)

P Levels Progress levels 1-8 and subdivided a, b, c, d, pre level 1 of National Curriculum

IEP Individual Education Plan

SDP School Development Plan

'I Can statements' Indicators for Value Added Target Setting (based on P Levels)

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 16-22 Provision