

Parayhouse School Assessment and EHCP Policy

Approved by: TLA

Date: 13/06/2024

Next review due by:

July 2026

Aims

The aim of this policy is to set out the:

- Guiding principles for Assessment at Parayhouse School,
- Ethos behind Assessment at Parayhouse School,
- Procedures for Assessment at Parayhouse School,
- Reporting methods and timetable for stakeholders, such as staff, parents and Governors,
- Monitoring and analysing of EHCPs
- Moderation ethos and procedures at Parayhouse School.

Principles

At Parayhouse School, we believe that assessment must be

1. fit for purpose
2. tailored to our students' needs
3. meaningful and embedded into daily teaching
4. demonstrate areas of not only weakness but also strength (i.e, we do not just identify gaps but celebrate achievement)

Bespoke assessment tools using SOLAR software have been created. These were needed as what was offered off the shelf, do not meet the needs of our learners. By devising outcomes that meet the needs of our students, and adapting/adopting SOLAR, we have a tool that allows us to report, measure and monitor progress. We use this for maths and language and communication outcomes which teachers update termly.

Furthermore, as a Special Needs School, we have a robust practice of Moderation including, but not limited to, module Best Practice meetings, Key Teacher Book Looks and Moderations, Learning Walks and observations as well as analysis by the Assessment Co-ordinator throughout the year.

What we assess?

We measure the following, using the various tools (examples available on website where appropriate). The source for each tool is also listed.

Area of Learning	Tool	Source
Core Subjects: □ Maths - Number & Measure	PHS SOLAR – phased outcomes	Devised by Assessment Team
□ English - Reading, Writing, Rote Reading	PHS SOLAR- phased outcomes	Devised by Assessment Team
Speech, Language and Communication: <ul style="list-style-type: none"> • Attention and Listening • Expressive Language and Phonology • Receptive Language • Social and Emotional 	IEP targets	Set collaboratively by SaLT and teachers
Social and Emotional Needs	Boxall Profile	Nurture UK – annual Boxall subscription
EHCP Targets	Drawing from the above assessment tools – review meetings and IEPs to provide stepping stones of evidence	All contributors to EHCP process – Key Teacher, Therapist, families etc
PSHE, ASDAN, Independent living skills	IEP targets	Collaboratively by teachers and therapists

Procedures (Assessment)

The following demonstrates the yearly procedures for assessment at Parayhouse School. These alter slightly each year depending on National circumstances, however the core structure remains the same. Pupil progress is reported to parents through teacher/ parent meetings in October and March and in the student's annual review.

Module	Activity	Reporting
M1	<ul style="list-style-type: none"> ☐ Pupil Progress meetings with Key Teachers to focus on students who did not make expected progress in previous year ☐ Baselining of new students on SOLAR in maths and language & communication. ☐ IEP targets set mid way through the module and sent home to parents. 	<ul style="list-style-type: none"> ☐ Pupil Progress data and evidence shared with SenLT ☐ Baseline report (attainment) presented to Staff and Governors

	<ul style="list-style-type: none"> ☐ Learning walks 	
M2	<ul style="list-style-type: none"> ☐ Update of SOLAR for all students In Maths and L & C ☐ Moderation meetings for class books, planning and assessment ☐ Core Curriculum subject focus observation for Key Teachers – Language and Communication ☐ Boxall assessment to be completed for students who have additional needs and who are referred for drama therapy and/or Camhs. ☐ Assessment report produced at the end of term. 	<ul style="list-style-type: none"> ☐ Feedback to Staff and Governors
M3	<ul style="list-style-type: none"> ☐ Pupil Progress meetings with Key Teachers to focus on students who are not making expected progress from previous term – using predicted targets from SOLAR ☐ IEP targets reviewed and updated ☐ Learning walks 	<ul style="list-style-type: none"> ☐ Pupil Progress data and evidence shared with SenLT ☐ Learning Report (progress) presented to Staff and Governors

M4	<ul style="list-style-type: none"> <input type="checkbox"/> Update of SOLAR for all students Term 2 <input type="checkbox"/> Book Looks from SenLT and MM team <input type="checkbox"/> Core Curriculum subject focus observation for Key Teachers – maths 	<ul style="list-style-type: none"> <input type="checkbox"/> Moderation feedback to staff and Governors
M5	<ul style="list-style-type: none"> <input type="checkbox"/> Pupil Progress meetings with Key Teachers to focus on students who are not making expected progress from previous term – using predicted targets from SOLAR <input type="checkbox"/> IEP targets reviewed and updated <input type="checkbox"/> Learning walks <input type="checkbox"/> Boxall profiles to be reviewed and re assessment for students as recognised through Pupil Progress meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Pupil Progress data and evidence shared with SenLT <input type="checkbox"/> Learning Report (progress) presented to Staff and Governors
M6	<ul style="list-style-type: none"> <input type="checkbox"/> Update of SOLAR for all students Term 3 <input type="checkbox"/> Observation focus to be ASDAN <input type="checkbox"/> Portfolios to be formally moderated and certified according to the ASDAN regulations 	<ul style="list-style-type: none"> <input type="checkbox"/> End of year learning report presented to staff (Presented to Governors following September)*

**End of year report is formally presented during a full governing body meeting, usually during the first meeting of the academic year in order to inform school targets going forward.*

Procedures (EHCP)

Module		Students involved
M1	EHCP Review meetings year 6 and 11 & target setting	Transition students Year 6 and 11

M2	Annual reviews (by local authority area)	All students
M3	Annual reviews (by local authority area)	All students
M4	Annual reviews (by local authority area)	All students
M5	Annual reviews (by local authority area)	All students
M6	Meetings set for M1 for following academic year	All students

The above is a general guide to the EHCP schedule across an academic year. It is important to note that at times emergency reviews are conducted outside of this schedule if required. All meetings should follow the below pre and post meeting procedures:

Before the annual review meeting:

1. Meeting dates are set for the appropriate time with invitations sent out to families, Local Authority and relevant professionals, in the recommended timelines.
2. EHCP Co-ordinator reviews required documents (EHCP, Local Authority Review form, any professional input),
3. Local Authority Review Form completed (as appropriate) by EHCP Coordinator and Key Staff (Teachers, Speech and Language and Occupational Therapists and Assessment Co-ordinator),
4. Review forms sent home for Family/guardian views to be recorded.

Annual review Meeting is held

After the meeting:

1. Local Authority Review forms to be sent off within the appropriate time frame,
2. EHCP Co-ordinator to follow up any EHCPs not returned with amendments to parents and the school.