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“Assessing the learning needs of children with autism can be difficult and frustratingly inconclusive. Ironically, it is these very features which tell us why assessment for children with autism is so important. Because many children with autism are complex, challenging and unsuited to standard assessments, practitioners need to engage in a comprehensive programme which represents the child’s learning profile, determines their level of attainment and informs the planning of appropriate future objectives”
Martin Hanbury (2005)

1.0 Introduction

This policy outlines Options Autism’s aims to ensure effective & consistent practice throughout the school that maximises learning opportunities and achievement through the highest quality teaching for every student at Higford.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 Aims of our Practice

1. To fulfil Options Autism’s Values & the aims of Every Child Matters to ensure we support the development of Young People who are:
 - Happy & Confident, with a Positive Self-esteem
 - Able to Learn Independently & Cooperatively
 - Independent & Sociable
 - Able to Communicate their Feelings, Wishes & Needs

- Able to Make Choices, Manage their own Behaviour & Enjoy Life

- 2. To facilitate individual progress and attainment for all our students, through effective understanding of their needs as a learner with autism and complex needs and the effective implementation of appropriate curriculum, teaching strategies and assessment tools

- 3. To increase students' adaptive functioning: their everyday functioning and skills in the areas of social communication, play and imagination, and in their ability to learn.

- 4. To prepare each student for a meaningful and purposeful transition to life as an adult.

- 5. To ensure accurate summative reporting to parents, carers, Local Authorities, Government agencies, and additional significant others as required.

3.0 Education, Health and Care Plans- “The Golden Thread”

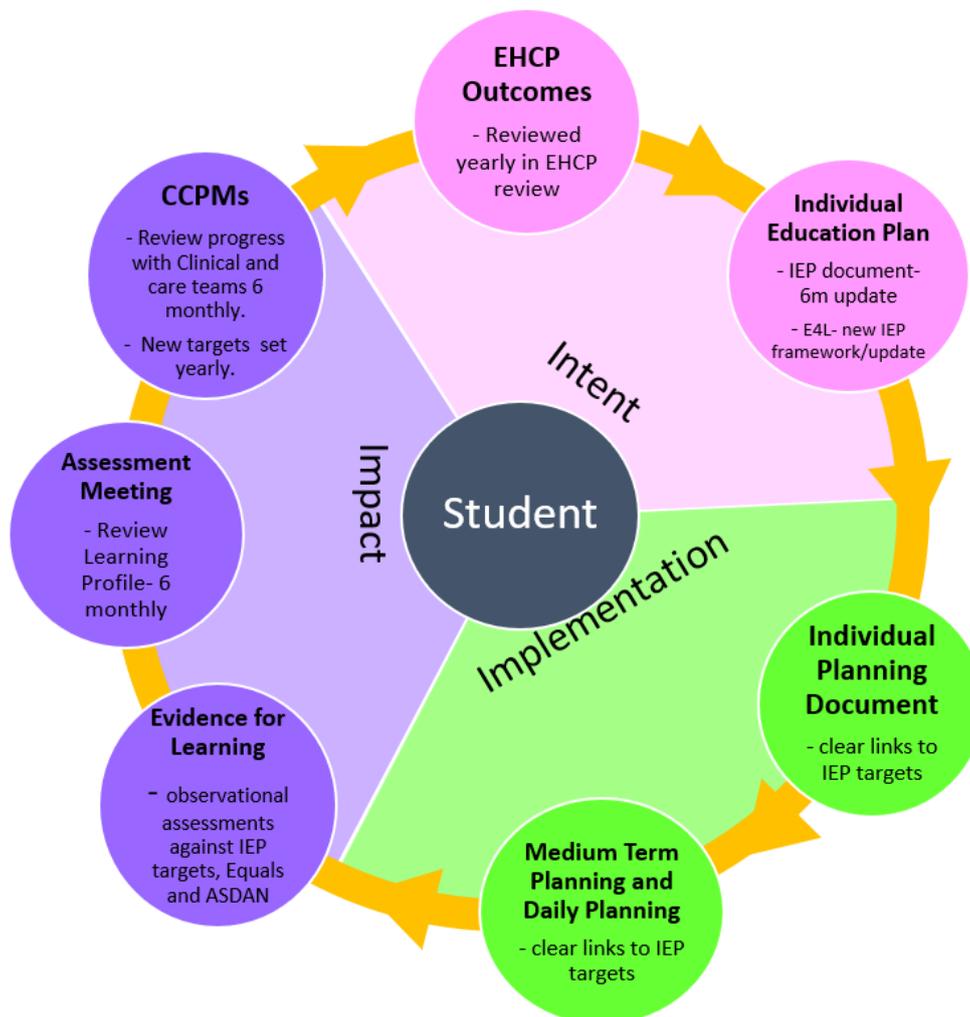
Each student has an Education, Health and Care Plan (EHCP) which sets out long term outcomes within five areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical
- Independence- Although only statutory from Year 9, by the end of the 2021/22 academic year, all students have an independence target which supports them in Preparing for Adulthood.
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These EHCP outcomes form the golden thread of each student's individual curriculum provision, lesson planning and assessment, and impact on every aspect of each students' education.

Yearly targets are written from the EHCP outcomes and are directly linked into medium term and daily planning as well as formative and summative assessment tools.

Each students' curriculum and assessment links back to their EHCP outcomes and yearly education targets. The process that this takes is shown below.



4.0 Impact (Assessment practise)

Our first point of principle is always to hold on to aspects of assessment that **aim to measure what we value rather than simply valuing what we are able to measure.**

Assessment is used at Options Higford to:

- discover a student's current level of attainment and achievement in order to plan and deliver appropriate individual learning opportunities
- promote student self-esteem
- track progress for individuals and set groups
- provide information which can be used by parents, carers or significant others to understand their child's strengths, weaknesses and progress
- provide information which can be used by other interested parties
- celebrate success and report achievement.

5.0 Recording Impact

At Options Higford we utilise a number of assessment tools in order to collect, analyse and utilise information about the impact of the curriculum on the students' learning.

Evidence for learning Application

Photographs and lesson observations are assessed using the Evidence for Learning App on class Ipads and is the main form of collecting ongoing formative assessment. This application allows all staff to link photos of students to relevant frameworks including IEP targets, curriculum areas and ASDAN unit objectives. The application is also used to make a comment on what happened and what levels the student was accessing the learning on the MAPP continuum.

The assessments made on Evidence for Learning can be made into documents and printed where needed.

MAPP (Mapping and Assessing Personal Progress)

Options Higford utilises aspects of the MAPP suite of assessment materials in order to look at progress in more depth. It allows progress to be broken down into four areas; maintenance, generalisation, fluency and prompting, and allows us to give a level against a continuum. These levels allow us to track smaller levels of progress and monitor progress over time.

MAPP is used within the Evidence for Learning app as well as to monitor Individual Education Plan targets on a 6 monthly basis.

Engagement

Students not engaged in subject specific learning:

'Engagement Steps' is used to summatively assess against the 5 areas of engagement; exploration, realisation, anticipation, persistence and initiation'

Students engaged in subject specific learning (but not yet at the level of National Curriculum tests):

'Progression steps' is used as summative assessment. This program incorporates the pre key stage standards as recommended by the Rochford Review.

B Squared shows the progress made by the student over a period of time and the areas to be mastered which will support future planning across the curriculum. Teachers are required to update B Squared at the end of each term as a minimum.

Accredited courses

All students from year 10 onwards undertake appropriate curriculum programmes or accredited qualifications by ASDAN .

KS4 students work towards ASDAN's Focus curriculum programme which provides the basis of their curriculum.

All Post 16 students work towards an accredited ASDAN qualification. Students working at pre-entry level achieve the Personal Progress Award and those working at Entry Levels 1-3 achieve the Personal and Social Development Award.

The programmes and qualifications are worked on by the students through their curriculum and evidence collated on an ongoing basis. On a termly basis teachers will meet to moderate ASDAN units and ensure all staff are compiling work accurately, fairly and in accordance with ASDAN guidelines. The evidence is then compiled towards the end of year 11 or year 14 before being internally moderated.

Student's access to courses is based on an individual basis and alternative courses and qualifications are explored where required.

6.0 Reporting Impact

Education, Health and Care Plan Review

This is a review of progress against the Educational Health Care Plan over the previous 12 months or the previous Annual Education Review (including the transition plan where applicable). It reports on progress made in line with the EHCP outcomes and yearly education targets. Targets for the next 12 months are set, together with the clinical team, and are also linked to care targets where appropriate, to support joined up working. These targets are then written into Individual Education Plans.

Individual Education Plans

IEP's are written by Teachers for each student based on the long term targets set in their Annual Education Review. For students who also live in the onsite care homes, these targets are linked to care targets to support joint working.

IEP targets are split into the four areas of the Code of Practice plus Independence:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical.
- Independence- where applicable.
-

These are written using an agreed format and are contained within each student's Learning Profile.

IEP's are evaluated on a six monthly basis and alterations made to the target and supporting strategies if needed. The targets are evaluated formatively and summatively using MAPP.

Learning profiles

All students have a Learning Profile which is a working document that sets out their barriers to learning, progress and achievements since starting at Higford as well as their current IEP targets. These are stored on the shared network for all staff to access. Learning Profiles are updated on a 6 monthly basis during assessment meetings.

Annual Reports

Annual reports are sent to parents/ carers and significant others. They report on progress made across the four areas of the Code of Practice (Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and Physical), illustrated with photographic evidence as a celebration of student enjoyment, engagement and achievement. They include MAPP progress and details of progress towards / achievement of accredited courses.

End of Key Stage assessments

Options Higford is not required to enter students into end of Key stage SAT's as it is an independent school. Options Higford chooses not to enter students optionally as, currently, the students do not meet the thresholds for the assessments.

Governance meetings

The Education senior leadership team provide an assessment report to the Governing board on a termly basis. In the autumn term this reports on progress made over the previous academic year in relation to summative IEP target progress. This progress is considered in terms of key groupings, including LAC status, gender, EAL/ Non EAL, key stage and class groups, and any trends that may be present. In the spring term there is a 6-month IEP progress update. The summer term reports on student accreditation.

7.0 PUPIL FILES

Each pupil has one or two files, dependant on their curriculum, which are to be kept in the classroom.

Pupil Portrait files (all students)

- Pupil Portrait
- Positive behaviour support plan
- Most recent clinical reports including feeding plans.
- Timetable
- 'My Views' document.

ASDAN Folders (KS4 and 5)

KS4:

- ASDAN evidence folder (purple file)

KS5:

- ASDAN Personal Progress/PSD working file with a divided section for all units. (purple file)
- ASDAN Personal Progress/PSD completed module file.

8.0 Responsibilities

The Head teacher has delegated, to the senior teacher, overall responsibility for the co-ordination and quality assurance of the curriculum and its delivery, and will ensure that staff and students have access to appropriate accommodation and resources for the delivery of the curriculum.

Teachers and tutors have the responsibility for the leadership of subject areas, which includes:

- write (where necessary), review and update the long and medium term plans for their subject area, with the support of the EQUALS Schemes of Work and ASDAN Units
- purchase resources when necessary
- attend relevant training
- support teaching of the subject area across school
- monitoring medium term planning across their subject area across school.

9.0 LINKS TO OTHER POLICIES

- Teaching and Learning policy
- Curriculum policy