

# Assessment Methodology at Kensington Queensmill School.



Kensington Queensmill (KQ) is a specialist school for autistic children and young people. Many of the children and young people attending the school have profound and complex needs which means they are unable to access a mainstream learning environment and curriculum and are working at level well below their typically developing peers. Assessment at KQ is as comprehensive as it is personalized for each student. Due to the complexity of autism with developmental and cognitive trajectories that differ from neurotypically developing children, the school recognizes that the vast majority of its students cannot be assessed using measures which have been designed for typically developing students in attendance of mainstream education. Indeed, for the most part, measures such as the Reception Baseline, Phonics Screening Test, Key stage two Standard Assessment Tests (SATs) and General Certificates of Secondary Education (GCSEs) are largely inaccessible for students who attend KQ. These assessments do not carry meaningfulness when considered within the context of autism. These assessments largely ignore neurodiversity and individuality and do not celebrate the unique achievements and milestones that autistic students make in the core areas affecting their autism (i.e., Social Communication and Emotion Regulation). To this effect, Assessment at KQ places especial value on gains made in autism as this is what is pertinent to the cohort of children and young people who attend the school, to their wellbeing and to their overall life success.

In the absence of standardized assessments suitable for special needs populations, Queensmill School developed their own assessment battery which tracks progress in autism as well as academic attainment. The same assessment processes used by Queensmill School are employed by KQ, as indeed KQ was largely modelled on Queensmill School and so utilizes the same (well-established) assessment practices as its predecessor. Both Queensmill School and KQ use the evidence-based Social Communication, Emotion Regulation, Transaction Supports (SCERTS) model to support with target-setting in 'My Autism' and utilizes a variety of tools, including the National Curriculum, to support with teaching and assessment in the core subjects of English, Maths and Science. Curriculums vary according to key stage priorities and so assessments also vary according to the chronological age of the students and the specifics of what is being taught in the classroom. Assessments in autism remain uniform throughout the school. Teachers at KQ conduct assessments that are relevant and individualized to each student and these are often supplemented with evidence through photographs and collaboration with other professionals, such as Speech & Language Therapists (SALT) and Occupational Therapists (OT).

Teachers, including those who are new to the school, are well-trained in the school's assessment measures and ongoing support is available to them throughout the year from the Trust's Assessment Coordinator and various Phase Leaders who work with individual groups of teachers, by department. Teachers work to an assessment schedule with clear deadlines for various pieces of work. This schedule is regularly reviewed and adjustments are made to support teacher wellbeing/workload. Teacher meetings are held for the purpose of introducing assessment (to new teachers) or to support teachers with developing their understanding and use of assessment, through best practice and changes to assessment (all teachers). This short report describes the variety of assessments that teachers currently undertake in documenting how student progress is measured, recorded and monitored at KQ.

# 1. Annual Review Teacher's Report.

The most comprehensive summative assessment that teachers prepare is the Annual Review Teacher's Report. This is compiled once per year, typically while teachers and therapists review the student's Education Health Care Plan outcomes. The Annual Review Teacher's Report is a detailed report whereby the teacher summarizes the student's achievements and their needs (or areas to develop) in each curriculum subject and in two autism domains as mapped onto SCERTS (i.e., social communication, emotional regulation). In discussing student needs/areas to develop, teachers are careful to explain the students' limitations but they also describe the supports in place to help the student to make progress in their areas of need. Teacher report templates vary depending on the student's key stage, for example with those in Key Stage 4 receiving a report that is structured slightly differently compared to students in Key Stage 1-3. In all reports there is a dedicated section to discuss the student's current autism presentation, specifically the strategies and supports that have proved successful that year and any notable progress made. Teachers include a summary of the 'I Can' targets that the student has been working toward and the report is illustrated throughout with photographic evidence of the child/young person participating in a range of activities at school and in the community. The report is written with the primary intention of communicating to parents/carers the student's main developments at school, but is further used by the next class teacher as a starting point, or baseline, for future work to be carried out in the new school year. This year templates have undergone revision to streamline the numbers of sections that teachers are writing and prompt headings have been inserted throughout. Teachers have been encouraged to make cross-curricular links throughout the report where learning sections have been removed (i.e., discuss functional English and functional Maths achievements throughout other sections such as Community Access, Independent Living and Health). Teachers receive support for their report writing from the Trust's Assessment Coordinator and from the Phase Leader/Manager who will chair their Annual Review meetings. Teachers are awarded additional time to prepare reports.

The image shows three pages of a report form. Page 1 (left) contains fields for Name, Date of Birth, and NC Year, followed by sections for MY LEARNING (English, Maths, Science, PSHE) and MY AUTISM (Social Communication). Page 2 (middle) contains sections for Strengths, Needs/areas to develop, Emotional Regulation, MY PROGRESS, and I-Can statements. Page 3 (right) contains sections for My Learning, My Autism, Recommendations from my teacher for next year, My recommendations for next year, and a REVIEW OF OUTCOMES AND PROGRESS section.

# 2. Education Health Care Plans (EHCP) Review.

As a part of the Annual Review process, teachers review each student's EHCP. The review is carried out in conjunction with the student's SALT and/or OT to enable well-rounded views and planning for next

steps as evaluated by all professionals involved in the student's life at school. Where a student has a particular medical or mental health need, their GP or other health care practitioner may be invited to contribute to the review and/or to attend the review meeting. More typically, teachers and therapists review the progress made toward EHCP outcomes that were set forth by the previous class teacher and therapist team who had been working with the student. Indeed, these outcomes were used throughout the year to inform termly target-setting (see below) and ongoing work in class. As such teachers are able to provide evidence of how outcomes have been worked on across the year and what progress the student has been able to make, with the relevant supports in place. Outcomes are typically reviewed as 'achieved', 'partially achieved' or 'not achieved'. Teachers and therapists provide commentary about the reason for their judgements, drawing on concrete examples and the work they have carried out with the student to inform this judgement. Where students have achieved an outcome, teachers and therapists set a new outcome often in a related area so that progress continues to be built upon. Where an outcome is 'partially achieved' or 'not achieved', the outcome may continue to be worked on with additional supports or modifications in place. Should a new priority be identified, a new outcome will be drafted to this effect. In any case, a thorough review of the outcomes is required and parents/carers are encouraged to provide their feedback on reviewed outcomes before, and during, the Annual Review meeting. The review of the EHCP is sufficiently flexible enough that if parents/carers do not agree with the new outcomes that teachers and therapists have drafted, then the outcome can be edited or removed completely and a new outcome can be inserted instead. This is relatively rare, however, because ordinarily parents/carers are happy with the progress their child/young person has made and agree with the new outcomes that have been written. The EHCP review is an important part of the school's assessment package as it enables monitoring and recording of much longer-term student targets that are statutory. Teachers are supported at every step of this process by the Trust's Assessment Coordinator who provides all materials/supports (e.g., timetable for the reviews, chairs list, updated review templates, advice and procedures document setting out actions to complete before/during/after the review meeting, invitation letters for parents etc.). The Assessment Coordinator also provides regular updates/reminders, spaced throughout the year, via email and training.

| <h2 style="text-align: center;">EDUCATION,<br/>HEALTH AND CARE PLAN<br/>ANNUAL REVIEW REPORT</h2> <p style="text-align: center; margin-top: 20px;">This is first name's review</p> <p style="text-align: center; margin-top: 10px;">This review has been completed by<br/>Kensington Queensmill School</p> <p style="text-align: center; margin-top: 5px;">Review meeting date: XX/XX/20XX</p> <p style="text-align: center; font-size: small; margin-top: 20px;">Page 1 of 9</p> | <h3 style="text-align: center;">PART 1<br/>GENERAL INFORMATION</h3> <p style="text-align: center; font-size: x-small;">Please highlight any information that has changed from that which is provided in the current Education, Health and Care Plan</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Name:</td> <td colspan="3">Teacher, please complete student first and last name</td> </tr> <tr> <td>Home address:</td> <td colspan="3">Rebecca, please complete the rest of Part 1 with information from Arbor</td> </tr> <tr> <td>Date of Birth:</td> <td style="width: 15%;">Gender:</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>Ethnicity:</td> <td colspan="3">Religion:</td> </tr> <tr> <td>Languages spoken at home:</td> <td colspan="3">Is interpretation required?</td> </tr> <tr> <td colspan="4">Name of parent(s)/person(s) with parental responsibility/Next of Kin:</td> </tr> <tr> <td colspan="4">Address:</td> </tr> <tr> <td colspan="2">Telephone:</td> <td colspan="2">Email address:</td> </tr> <tr> <td colspan="4">Name of siblings:</td> </tr> <tr> <td>School at time of assessment:</td> <td>Kensington Queensmill School</td> <td>Key Stage at time of assessment:</td> <td></td> </tr> <tr> <td>Year Group at time of assessment:</td> <td></td> <td>Unique Pupil Number:</td> <td></td> </tr> <tr> <td colspan="2">Name of GP:</td> <td colspan="2">NHS Number:</td> </tr> <tr> <td colspan="2">Address of GP:</td> <td colspan="2">CCG:</td> </tr> </table> <p style="text-align: center; font-size: x-small;">Page 2 of 9</p> | Name:                            | Teacher, please complete student first and last name |           |                                  | Home address: | Rebecca, please complete the rest of Part 1 with information from Arbor |  |  | Date of Birth: | Gender: |  |  | Ethnicity: | Religion: |  |  | Languages spoken at home: | Is interpretation required? 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|---|--|----------------------------------|--|-----------|----------------------------------|---------------|---|--|--|----------------|---------|--|--|------------|-----------|--|--|---------------------------|-----------------------------|--|--|---|--|--|--|----------|--|--|--|------------|--|----------------|--|-------------------|--|--|--|-------------------------------|------------------------------|----------------------------------|--|-----------------------------------|--|----------------------|--|-------------|--|-------------|--|----------------|--|------|--|---|--|--------------------------------------|----------|--------------------------------|-------------------------------|----------|--|--------------------------------|----------|-------------------------------------|-----------|-----------------|-------------------|-----------|----------------------------------|------------------------|--|--|----------|----------|----------|--|--|--|----------|----------|----------|--|--|--|----------|----------|----------|--|--|--|----------|----------|----------|------|------------------------------------|------------------------|--|--|--|--|--|
| Name:   | Teacher, please complete student first and last name   |                                  |  |           |                                  |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
| Home address:   | Rebecca, please complete the rest of Part 1 with information from Arbor  |                                  |  |           |                                  |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
| Date of Birth:  | Gender:  |                                  |  |           |                                  |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
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| Address:  |  |                                  |  |           |                                  |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
| Telephone:  |  | Email address:                   |  |           |                                  |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
| Name of siblings:   |  |                                  |  |           |                                  |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
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| Is the child / young person...  | Subject to a protection plan?  | Yes / No                         |  |           |                                  |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
|   | Identified as a Child in Need?   | Yes / No                         |  |           |                                  |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
| Name of Service and/or practitioner   | Job title  | Contact details                  | Invited to review                                    | Attended? | Contribution / report (attached) |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
| Chair, please complete  |  |                                  | Yes / No   | Yes / No  | Yes / No                         |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
|   |  |                                  | Yes / No   | Yes / No  | Yes / No                         |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
|   |  |                                  | Yes / No   | Yes / No  | Yes / No                         |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
|   |  |                                  | Yes / No   | Yes / No  | Yes / No                         |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
| Name  | Relationship to child/young person   |                                  |  |           |                                  |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
| Chair, please complete  |  |                                  |  |           |                                  |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
|   |  |                                  |  |           |                                  |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |
|   |  |                                  |  |           |                                  |               |   |  |  |                |         |  |  |            |           |  |  |                           |                             |  |  |   |  |  |  |          |  |  |  |            |  |                |  |                   |  |  |  |                               |                              |                                  |  |                                   |  |                      |  |             |  |             |  |                |  |      |  |   |  |                                      |          |                                |                               |          |  |                                |          |                                     |           |                 |                   |           |                                  |                        |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |  |  |  |          |          |          |      |                                    |                        |  |  |  |  |  |

### 3. Personal Learning Plans (PLPs).

Teachers set targets for each student in their class three times per year at the beginning of Autumn, Spring and Summer Terms. Each student is set a group of targets to support attainment in curriculum learning ('My Learning') and another group of targets to support progress with their autism ('My Autism'). The areas targeted under 'My Learning' vary according to key stage priorities. As such Secondary students in Year 10 and above work towards four targets that link to the Preparation for Adulthood (PFA) curriculum, whereas younger students, those in Key Stage 1-3, work towards three targets in National Curriculum subject areas (see table below). 'My Autism' targets are more uniform throughout the school as all students are working on the same autism priorities; that is, development of their social-communication and emotion regulation abilities which remain life-long areas of difficulty for autistic people. Here students work towards two targets per term to support gains in social communication and a further two targets to support with emotional regulation.


Termly targets are formulated as 'I Can' statements, celebrations of achievements that students are likely to make with the right strategies and supports in place. EHCPs are used to inform termly target-setting and are explicitly linked to the 'I Can' statements in the PLP, where links can be made. In this way, long-term priorities are worked on through more specific and attainable shorter-term targets. Teachers write detailed Personal Learning Plans (PLPs) with specific success criteria that are reviewed toward the end of each term. Depending on the level of mastery, teachers may review student's proficiency (in meeting the success criteria) according to four different levels of mastery:

- Mastered: the student has gained significant independence with the skill/knowledge taught and this is seen across contexts and over time (100%)
- Secure: the student is mostly independent but may need minimal support on occasion (75%)
- Emerging: the student continues to need much support to fully develop the skill (50%) or
- Experienced: the student was unable to engage with what was being taught or showed only brief participation in linked activities and materials (25%)

Teachers also record these judgements in Onwards & Upwards, an online progress tracking software specifically designed for schools of SEN students. This enables data to be collated and analyzed across the whole school per term, informing school leadership about average rates of progress for 'My Learning' and 'My Autism'. Data is further analyzed to look within subjects, within key stages and within individual class groups. Data from individual class groups then informs discussions held during Progress Tracking Meetings, where class teachers meet individually with the Assessment Coordinator to discuss the termly progress of their students as a group. Conversations had at Progress Tracking are used to inform update to assessment teacher meetings where common misconceptions can be addressed as well as the sharing of insights/reflections from an accumulation of all Progress Tracking meetings held across the Trust. As progress for autistic children is rarely linear, PLPs with personalized 'I Can' targets have the advantage of supporting target-setting that is meaningful and relevant for each student uniquely. Progression can be achieved by staying within the same broad 'I can' area for a few terms running and varying the success criteria based on how well students were able to master/secure success criteria in the previous term. New students, those joining the school for the first time from another school or setting, begin with four new starter targets mapped onto relationships with staff, relationships with peers, communication and sensory/environment. Once new students have settled in and have completed their first term, they then move towards their first full cycle of targets (e.g., EYFS PLP, KS1-3 PLP or PFA PLP) (see below). PLPs are shared with parents/carers at the start of the term for their information and for their comments. A summary letter is sent to parents at the end of the term to inform about the progress made.

| <b>EYFS PLP</b><br><i>Reception</i>  | <b>KS1-3 PLP</b><br><i>Year 1 – 9</i>  | <b>Secondary PFA PLP</b><br><i>Year 10 – 11, Post 16</i>   |
|--|--|--|
| <b>My Learning</b> <ul style="list-style-type: none"> <li>- Literacy</li> <li>- Maths</li> <li>- Physical Development</li> </ul>   | <b>My Learning</b> <ul style="list-style-type: none"> <li>- English</li> <li>- Maths</li> <li>- Science</li> </ul>   | <b>My Learning</b> <ul style="list-style-type: none"> <li>- Vocational</li> <li>- Independent Living Skills</li> <li>- Community Integration and Access</li> <li>- Health</li> </ul> |
| <b>My Autism</b> <ul style="list-style-type: none"> <li>- SC: Joint Attention</li> <li>- SC: Symbol Use</li> <li>- ER: Mutual Regulation</li> <li>- ER: Self Regulation</li> </ul> | <b>My Autism</b> <ul style="list-style-type: none"> <li>- SC: Joint Attention</li> <li>- SC: Symbol Use</li> <li>- ER: Mutual Regulation</li> <li>- ER: Self Regulation</li> </ul> | <b>My Autism</b> <ul style="list-style-type: none"> <li>- SC: Joint Attention</li> <li>- SC: Symbol Use</li> <li>- ER: Mutual Regulation</li> <li>- ER: Self Regulation</li> </ul>   |

The Queensmill Trust: KS1-3 PLP




|                      |                       |
|----------------------|-----------------------|
| Name                 | Class                 |
| Date of Birth        | Class Team            |
| Year Group           | Date Targets Set      |
| SCERTS Partner Stage | Date Targets Reviewed |

**My Learning**

| Link to ENCP Outcome(s)<br>(Long-term priority) | I Can Target<br>(Short-term target or step towards meeting the outcome) | Success Criteria<br>(Specific conditions under which the student will achieve success under the broad 'I can' – what does the student need to show/do, in what context, with what support, how often?) | Strategies and Activities<br>(Transactional Supports)<br>(Ideas for specific lessons, activities, strategies, resources etc to support the success criteria) | Review |
|---|---|--|--|--------|
| English   |   |  |  |        |
| What am I going to work towards next?           |   |  |  |        |
| Maths   |   |  |  |        |
| What am I going to work towards next?           |   |  |  |        |
| Science   |   |  |  |        |
| What am I going to work towards next?           |   |  |  |        |

The Queensmill Trust: KS1-3 PLP



**My Autism**

| Link to ENCP Outcome(s)                         | I Can Target | Success Criteria | Strategies and Activities<br>(Transactional Supports) | Review |
|---|--------------|------------------|---|--------|
| <b>Social Communication – Joint Attention</b>   |              |                  |   |        |
| What am I going to work towards next?           |              |                  |   |        |
| <b>Social Communication – Symbol Use</b>        |              |                  |   |        |
| What am I going to work towards next?           |              |                  |   |        |
| <b>Emotional Regulation – Mutual Regulation</b> |              |                  |   |        |
| What am I going to work towards next?           |              |                  |   |        |
| <b>Emotional Regulation – Self Regulation</b>   |              |                  |   |        |
| What am I going to work towards next?           |              |                  |   |        |

#### 4. Pen Portraits




Pen Portraits are one-page summaries that provide an essential profile for each child or young person in the school. Pen Portraits bring together basic information pertinent to the student and include summaries relating to medical needs, communication preferences, special interests/motivators, things the student needs help with and risk factors for dysregulation. Four coloured boxes linking to the Zones of Regulation program provide information about how the student presents when they are in different states of alertness (e.g., when I am in the red zone I scream/shout/cry etc.). Following from this are details about how a student can best be supported when s/he is in that zone (e.g., staff to reduce language, use visuals, offer break, offer motivator, allow time to calm in a quiet room etc.). Teachers draft Pen Portraits at the beginning of the school year and update these in the Summer Term to reflect any updates, for example changes to special interests or changes to what the student needs help with. For many years Pen Portraits were displayed in classrooms near to the door, allowing all visitors (including cover staff) an insight into the individual needs and presentation of students from first entering the classroom. For confidentiality reasons Pen Portraits are now displayed behind a cupboard or kitchenette door or are housed in a ring binder on the teacher's desk.

Teachers direct cover staff to read Pen Portraits when they arrive in the classroom, so staff who are less familiar with students can glean essential information before beginning work that day.

|  |   |   |  |
|--|---|---|--|
| <b>SCERTS partner stage</b><br>Add the student's SCERTS level  | <b>Name</b>   | <b>Medical needs</b> List here if any or write N/A  |  |
| <b>I communicate by...</b><br>List how the student communicates including their AAC  | Profile photo here<br>(Photo should be updated at least once per year)  | <b>Special interests / motivators</b><br>List current special interests and motivators  |  |
| <b>I need help with...</b><br>List the main things that the student needs help with  |   | <b>Risk factors</b><br>List the main things that cause the student to become dysregulated   |  |
| <b>When I am in the blue zone, I...</b><br>Describe how the student presents when in this zone (e.g., slump, yawn, withdraw etc.)<br><br><b>You can help me by...</b><br>List main strategies and transactional supports that help the student | <b>When I am in the green zone, I...</b><br>Describe how the student presents when in this zone (e.g., smile, sing, clap hands etc.)<br><br><b>You can help me by...</b><br>List main strategies and transactional supports that help the student | <b>When I am in the yellow zone, I...</b><br>Describe how the student presents when in this zone (e.g., giggle, rush, pace, fidget etc.)<br><br><b>You can help me by...</b><br>List main strategies and transactional supports that help the student | <b>When I am in the red zone, I...</b><br>Describe how the student presents when in this zone (e.g., shout, hit, slam door, throw an object etc.)<br><br><b>You can help me by...</b><br>List main strategies and transactional supports that help the student |
| The <b>ZONES</b> of Regulation®  |   |   | Term and Year  |

## 5. Emotion Regulation Support Plans (ERSPs).

All students have an Emotion Regulation Support Plan (ERSP) which assesses risk factors for dysregulation. More than this, however, ERSPs are a tool written and used by teachers/staff members to document signs of dysregulation and the effective transactional supports that are in place to calm a student when s/he shows signs of dysregulation. Plans are reviewed termly, but can be reviewed at any point during the school year when risk factors and/or signs of dysregulation change. Plans are explicitly linked to the Zones of Regulation program. Rooted in Cognitive Behavioural Therapy, Zones of Regulation is a framework that uses four colours (blue, green, yellow and red) to help students identify their feelings and level of alertness. It is a curriculum, embedded into everyday practise at KQ, which aims to help students gain skills in consciously regulating their emotions and their actions (i.e., blue zone: slow and low, yellow: losing control, red: feeling out of control). Using Zones of Regulation as a framework for teaching students about their own emotion regulation, the ERSP template is then divided into different coloured sections. Teachers assess signs of dysregulation and transactional supports under each coloured zone. From an assessment perspective, the ERSP is a running document that details and summarises how to best support a child or young person when they are emotionally triggered and will likely require adult support to regain regulation. Supports that are no longer effective, or risk factors that are no longer a concern, are moved to a 'historic' section on the plan. Signs of dysregulation that are no longer observed are also moved to the historic section. The ERSP template was re-drafted a few years ago with feedback from teachers and senior leaders to ensure that plans are as informative and coherent as possible. The revised template allows for a termly review that is linked to current Emotion Regulation 'I Can' targets. Signs of dysregulation that could cause a safeguarding or welfare concern should they be taken out of the context of autism are also highlighted on the plan, where this is applicable (e.g., student using sexualised language when experiencing extreme dysregulation).

|   | <b>Signs of dysregulation</b><br><small>(changes in the students presentation which tell you s/he is now dysregulated and that participation/well-being is being impacted)</small> | <b>Transactional Supports</b><br><small>(the strategies and modifications that staff make to themselves and to the environment to help the student manage in the zone they are in and/or recover from dysregulation)</small> |
|---|--|--|
| <br>Feeling slow           |  |  |
| <br>Losing control         |  |  |
| <br>Feeling out of control |  |  |

| <b>EHC outcome(s) linked to emotional regulation (where relevant)</b> |   |   |   |
|---|---|---|---|
| <b>Termly Review</b>  |   |   |   |
| <b>Term</b>   | <b>Emotional regulation skills</b><br>• How responsive to assistance is the student when they are dysregulated? | <b>Current 'My Autism' emotional regulation targets</b><br>• List current self-regulation and | <b>Target review</b><br>• To be completed at the end of each term following PLP review. |

## **6. Communication Profile.**

Previously the school kept PECS records and critical communication checklists for individual students who were learning to communicate using the Picture Exchange Communication System (PECS). These were completed twice annually, at the beginning of Autumn Term (as a baseline) and at the end of Summer Term (to measure progress in communicative abilities as developed throughout the year). Completion of these assessments enabled teachers/therapists to assess and keep records of the students' developing communication skills, specifically through the student's use of PECS. While many students use PECS as a principal means to communicate, many students do not. Some of the students in the school are fully verbal (i.e., Conversation Partner stage) while other students (e.g., Social Partners, Language Partners) who are not verbal, or are minimally verbal, utilize other communication systems in place of, or in addition to, PECS. It was therefore recognized that PECS records and critical communication checklists were not suitable for all students in the school and because these were too limiting, they needed replacing. A new Communication Profile was drafted in response to this. The Communication Profile documents the students' SCERTS partner stage, how the student prefers to communicate, using what means (verbal or AAC) and for what functions (e.g., to request/ask, to protest/reject/complain, to greet, to comment, to direct etc.). The Communication Profile is currently being trailed with SALTs and select classrooms, with the aim being that all students in the school will have a Communication Profile by Summer Term 2024. The assessment is informed by both therapist and teacher knowledge of the student and is informed by ongoing work in class, including observations of how the student communicates across contexts.

|                      |  |
|----------------------|--|
| <b>STUDENT PHOTO</b> | Name:                                      |
|                      | Class / Teacher:                           |
|                      | Speech and Language Therapist / Assistant: |
|                      | SCERTS Partner Stage:                      |
|                      | Review Date:                               |

**Symbol Understanding/Representation**

|                         | Yes/no | Examples |
|-------------------------|--------|----------|
| Objects                 |        |          |
| Photographs             |        |          |
| Colour symbols          |        |          |
| Black and white symbols |        |          |
| Words                   |        |          |

**Total Communication: What AAC used:**

|                     | Yes/no | Examples |
|---------------------|--------|----------|
| Pre-Verbal          |        |          |
| Gesture             |        |          |
| Body Language       |        |          |
| Facial Expression   |        |          |
| Eye contact         |        |          |
| Makaton             |        |          |
| Core Boards         |        |          |
| Communication board |        |          |
| Verbal              |        |          |
| PECS                |        |          |
| Proloquo2go         |        |          |
| Switches (VOCA)     |        |          |
| OOR                 |        |          |

**Communication functions used: Use SCERTS Joint Attention)**

|                              | Yes/no | Examples |
|------------------------------|--------|----------|
| To request/ ask              |        |          |
| To protest/ reject/ complain |        |          |
| To greet                     |        |          |
| To comment                   |        |          |
| To direct                    |        |          |
| To question                  |        |          |
| To give opinion              |        |          |
| To share news                |        |          |
| To start a conversation      |        |          |
| To call                      |        |          |
| To express/share emotion     |        |          |

|                       |  |  |
|-----------------------|--|--|
| To label              |  |  |
| To tell a story       |  |  |
| To seek clarification |  |  |

**Language Level (Expressive) (Use SCERTS Symbol Use)**

|   | Yes/no | Examples |
|---|--------|----------|
| Single symbol/word                            |        |          |
| Verb + object                                 |        |          |
| Subject – Verb – Object (who/what doing/what) |        |          |
| Subject – Verb – Object                       |        |          |
| Subject – Verb - attribute - Object           |        |          |

**Language Level (Receptive Level – blanks/ L4T) Use SCERTS Symbol Use)**

|         | Yes/no | Examples |
|---------|--------|----------|
| Level 1 |        |          |
| Level 2 |        |          |
| Level 3 |        |          |
| Level 4 |        |          |
| Level 5 |        |          |

## 7. Baseline Review.

New starter students, those joining the school from a different educational setting or entering school for the first time, are given a Baseline Review within the first eight weeks of starting. Through their daily observations and direct work in class, teachers informally assess student’s initial social-communication and emotional regulation capabilities and they also assess students’ response and ability to access classroom activities. These observations are summarized and documented in a Baseline report written by the teacher. Therapists may provide information about the presentation of the child’s autism in a separate report where it has been identified that they will contribute to the Baseline Review. Baseline Review reports are then collated and shared with parents/carers and other key professionals, ahead of a short meeting that is held at school. Teachers highlight, in the meeting, any notable achievements that the student has already made since transitioning to KQ and parents/carers provide information from the home perspective. Baseline meetings are an opportunity for staff to welcome new parents/families, to begin building professional relationships with them and to agree on key priorities for the student, moving forwards. Therefore, from an assessment perspective, the Baseline Review is an informal assessment of the student’s current presentation and a chance to refine priorities that will inform future planning and assessment for that student uniquely.





|  |   |                            |  |
|--|---|----------------------------|--|
| <b>Name</b>  |   | <b>Teacher</b>             |  |
| <b>Date of Birth</b>   |   | <b>Class</b>               |  |
| <b>Year Group</b>  |   | <b>Student Start Date</b>  |  |
| <b>SCERTS Partner Stage</b>  |   | <b>Date Report Written</b> |  |
| <b>Area</b>  | <b>Comments</b><br>(within 6 weeks of start date) |                            |  |
| <b>Social communication and relationships at school</b><br><br><i>How does the student interact with adults and peers?</i><br><br><i>What total communication approaches does the student use and respond well to?</i>   |   |                            |  |
| <b>Emotional regulation</b><br><br><i>How does the student express and manage their feelings at school?</i><br><br><i>How responsive to assistance is the student when they are dysregulated?</i><br><br><i>Is the student using any emotional regulation strategies independently?</i><br><br><i>How long does it take the student to recover from extreme dysregulation?</i> |   |                            |  |
| <b>Attitude to learning (participation and attention in school activities)</b><br><br><i>Is the student able to sit, participate in activities and respond to instructions?</i>  |   |                            |  |

## **8. Award Scheme Development and Accreditation Network (ASDAN) – Year 10+**

The Award Scheme Development and Accreditation Network (ASDAN) Personal Progress Qualification (Award and Certificate) is run at KQ. The qualifications have been developed for learners working towards, and at, Entry 1 level to have their achievements recognized within a qualification framework. ASDAN is designed for schools, colleges, residential and day care services, training providers and independent provision. The ASDAN Personal Progress qualification is made up of units based on the four Preparation for Adulthood curriculum areas (Employment, Independent Living, Good Health, and Community Inclusion). Each unit has a credit value with 1 credit being equal to approximately 10 hours of learning. To achieve a qualification, learners must gain credits by completing their chosen units and providing clear evidence that they have met the full requirements of the unit. At KQ these units are evidenced through work completed by the student, photographic evidence, and assessor statements. Students typically complete 2-3 units per academic year. In addition to the units there is also an achievement continuum that supports evidencing. A selection of units are required each year for external moderation.

|   |                      |              |                         |                      |     |  |   |
|---|----------------------|--------------|-------------------------|----------------------|-----|--|---|
| <p>Entry 1 Qualifications in Personal Progress: Unit Transcript<br/>Developing community participation skills: getting out and about</p> <p>Credit value: 5</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Candidate name:</td> <td style="width: 50%;">Centre name:</td> </tr> <tr> <td>ASDAN candidate number:</td> <td>ASDAN centre number:</td> </tr> <tr> <td>ULN</td> <td></td> </tr> </table> <p>Details of candidate's achievement</p> <p><b>AC 1.1 Recognize aspects of their relationship as an individual to the communities to which they belong</b></p> <p><b>Assessor statement:</b><br/>Omar understands he is belongs to a class within a school and explores this in his 'People and Relationships' book. In English, Omar comments on photographs of himself and peers in the community from the past week using colourful semantics and symbols. He can discriminate between students independently and needs little prompting to match the correct verb and noun to make the sentence.</p> <p><b>Achievement continuum stage:</b><br/>Development</p> <p><b>AC 2.1 Show that they can use local facilities and services such as post offices, ATMs and leisure services</b></p> <p><b>Assessor statement:</b><br/>Omar accesses the local swimming pool weekly on the school minibus. He understands he uses the changing room to change before and after swimming. Omar accesses a work experience placement at Chiswick House and Gardens. Here he learns new gardening skills and repeats and consolidates these in similar activities each week. Once a task is modelled to Omar, he is able to complete this independently. He takes a morning break and lunch break in the designated area. After work experience, Omar is supported to complete an evaluation, where he chooses an emotion to match the photograph of him completing an activity and linking this to say whether he likes or does not like the activity.</p> <p><b>Achievement continuum stage:</b><br/>Application</p> | Candidate name:      | Centre name: | ASDAN candidate number: | ASDAN centre number: | ULN |  | <p>Entry 1 Qualifications in Personal Progress: Unit Transcript<br/>Developing community participation skills: getting out and about</p> <p><b>AC 3.1 Show that they can use local shops</b></p> <p><b>Assessor statement:</b><br/>Omar goes shopping for ingredients for cooking and snack weekly. Before he goes, Omar can match symbols and pictures to text in a shopping list and the shopping list is used as a visual cue when out. Omar will hold the shopping basket and use the shopping list to find items on the shelf. Omar will pack the shopping and carry the bag back to school.</p> <p><b>Achievement continuum stage:</b><br/>Consolidation</p> <p><b>AC 4.1 Show that they can use local eating and drinking places such as cafes, restaurants and pubs</b></p> <p><b>Assessor statement:</b><br/>Omar goes to the cafe every other Tuesday. He has been to several cafes, usually by foot but also using a public bus. Omar can choose a drink from the fridge and queue to pay for this. He uses a tablet to go on his communication iPad to choose food items and request more from staff members. Omar uses a knife and fork.</p> <p><b>Achievement continuum stage:</b><br/>Application</p> <p>Tutor/Assessor signature: _____ Date: _____<br/>ASDAN External Moderator signature: _____ Date: _____<br/><i>(The EM will sign here if the work of this candidate forms part of the sample identified by ASDAN for external moderation)</i></p> <p><b>Important</b><br/>It is the centre's responsibility to ensure that this Unit Transcript is attached to the relevant certificate. Qualifications in Personal Progress certificates are not valid unless the corresponding Unit Transcript is attached.</p> |
| Candidate name:   | Centre name:         |              |                         |                      |     |  |   |
| ASDAN candidate number:   | ASDAN centre number: |              |                         |                      |     |  |   |
| ULN   |                      |              |                         |                      |     |  |   |

## 9. GCSEs, BTEC and Functional Skills Tests.

Currently, there are no students at KQ who are undertaking GCSEs, BTEC or Functional Skills Tests as these tests are not accessible for the cohort of children/young people attending the school. This will be monitored and where the school identifies students who are able to work towards these qualifications, GCSEs and Functional Skills tests will be offered in the future.

### Summary:

In summary, the school employs an extensive and robust assessment package designed to document individual student progress in a number of areas relating to curriculum and autism. In addition to collecting data at the individual and class level, data is also collated at a much wider key stage and whole school levels allowing trends to be analyzed over time. The key assessments are summarized in the table below. The next review of the school's assessment work will take place in Summer 2024. This work will be led by the Executive Head of the Trust, Head of School, and Assessment Coordinator.

| <b>Type of assessment</b>                | <b>Purpose and what is assessed</b>  |
|--|--|
| Annual Review Teacher's Report           | Annual progress with curriculum learning and autism  |
| Education Health Care Plan (EHCP) Review | Achievement against long-term targets  |
| Personal Learning Plan (PLP)             | Achievement against short-term (termly) targets  |
| Emotion Regulation Support Plan (ERSP)   | Risk factors, signs of dysregulation and transactional supports used to support student recovery |

|                                    |  |
|------------------------------------|--|
| Communication Profile              | Communication preferences and critical communication skills                              |
| Pen Portraits                      | Essential student information in a one-page summary                                      |
| Baseline Review                    | Integration into the new school setting  |
| ASDAN                              | Preparation for adult life   |
| GCSEs/BTEC/Functional Skills Tests | Knowledge and attainment in specific curriculum subjects, such as English, Maths and ICT |

Emily Bennett

*Updated 24/10/2023*