

Assessment Methodology at Queensmill College.



Queensmill College is a specialist college for disabled young people. It consists of two provisions: Q6 for Post 19 autistic students working towards the Preparation for Adulthood (PFA) curriculum and Project Search for interns with mixed disabilities working towards employability with the guidance of specially-trained job coaches. Assessment at Queensmill College is as comprehensive as it is personalized for each young person.

Young people attending Queensmill College have complex learning and regulatory needs. Young people attending the college cannot typically access mainstream learning environments, such as colleges designed for non-disabled people. This is due to the nature of their disabilities, with developmental and cognitive trajectories that differ from typically-developing peers. Young people who attend the college therefore require an adapted curriculum with differentiated teaching and learning activities and high levels of support. The college recognizes that while young people cannot be taught in conventional ways, neither can they be assessed using measures designed for those who are non-disabled. Indeed, measures such as exams and GCSEs are inaccessible for our young people: they do not carry meaningfulness when considered within the context of their disability. Aside from this, these assessments ignore individuality and do not celebrate the unique achievements and milestones that young people make in the core areas affecting their development (i.e., Social Communication and Emotion Regulation). To this effect, assessment at Queensmill College places especial value on gains made in autism and personal development as this is what is pertinent to the cohort of young people who attend the college, their wellbeing and overall success in life.

In the absence of standardized assessments suitable for special needs populations, Queensmill College have developed their own assessment battery which tracks progress in autism/ personal development as well as academic attainment. We follow the same format as Ormiston Queensmill Academy and this is overseen by a dedicated assessment coordinator. The College uses the evidence-based Social Communication Emotion Regulation Transaction Supports (SCERTS) model to support with target-setting in 'My Autism' (or 'My Personal Development' for Project Search interns) and utilizes a variety of tools, including the PFA curriculum, to support with teaching and assessment. Functional English and Maths are embedded within the curriculum. Teachers at Queensmill College conduct assessments that are wholly relevant and individualized to each young person and these are often supplemented with evidence through photographs and input from other professionals, such as speech & language therapists (SALT) and occupational therapists (OT), where required.

Teachers, including those who are new to the college, are well-trained in the college's assessment measures and ongoing support is available to them from the assessment coordinator. Teachers work to an assessment schedule with flexible deadlines for various pieces of work. This schedule is regularly reviewed and adjustments are made to support reduction in teacher workload. Teacher meetings are held for the purpose of introducing assessment (to new teachers) or to support teachers (and leaders) with developing

their understanding and use of assessment, through best practice and updates to assessment. This short report describes the variety of assessments that teachers currently undertake in documenting how progress is measured, recorded and monitored at Queensmill College.

1. End of Year Teacher Report.

The most comprehensive summative assessment that teachers prepare is the End of Year Teacher Report. Previously completed at the same time as the EHCP Review, the teacher report is now written by teachers at the end of the academic year (June/ July). This change in timing facilitates two main benefits. Firstly, it separates the Teacher Report from the EHCP Review enabling teachers to focus more of their efforts on the EHCP Review at the time that this matters most. Secondly, it enables teachers to prepare a full report containing information for all three terms meaning that parents/ carers (and the next class teacher or next setting) are afforded a more complete account of the young person's year at college (with the previous arrangement some reports were being prepared with limited information from one or two terms only to coincide with the time of the EHCP Review).

The End of Year Teacher Report provides a summary of the young person's strengths and needs (or areas to develop) under curriculum subject headings and under each autism domain, as mapped onto SCERTS. In writing the report, teachers are not expected to cover everything the young person has learned or been exposed to across the academic year. Rather the aim is for teachers to comment on specific highlights and developments, including approaches to learning that have been particularly successful for the young person in order for them to make progress that year (e.g. small group size, personalized visuals, use of special interests incorporated into lessons). When discussing needs (or areas to develop), teachers explain the young person's limitations honestly but they also describe the range of transactional supports which are helping to break down the barriers to learning that the young person experiences. The report is illustrated throughout with photographic evidence of the young person participating in a range of activities at college and in the community.

Teacher report templates vary dependent on setting (Queensmill College Q6 or Project Search), for example with those in Project Search receiving a report that is structured slightly differently (compared to students at Q6) due to differences in curriculum focus. Teachers include a summary of the 'I can' targets that the young person has been working toward each term. There is space for brief recommendations from the young person and from their teacher, which the next class teacher (or next setting) may wish to take onboard for the following year. Report templates undergo a review in time for the next academic year. Improvements are made where possible (e.g. by reducing numbers of sections that teachers write, inserting subheadings to enable teachers to discuss students more explicitly and providing prompts that act as guidance for what content to include). Teachers receive support for their report writing from the assessment coordinator or head of college, where requested. Teachers are awarded additional time to prepare reports.

Queensmill College		
<p>Name: <input style="width: 100%;" type="text"/></p> <p>Date of Birth: <input style="width: 100%;" type="text"/> Year Group: <input style="width: 100%;" type="text"/></p> <p>MY LEARNING Link all My Learning sections to functional English/Maths and extra-curricular learning (where appropriate)</p> <p>Vocational/Work Experience Strengths: Needs/areas to develop:</p> <p>Independent Living Skills Strengths: Needs/areas to develop:</p> <p>Community Inclusion and Access Strengths: Needs/areas to develop:</p> <p>Health Strengths: Needs/areas to develop:</p> <p style="text-align: right;">1</p>	<p style="text-align: center;">Queensmill College</p> <p>MY AUTISM</p> <p>Social Communication Strengths: Needs/areas to develop:</p> <p>Emotional Regulation Strengths: Needs/areas to develop:</p> <p>MY PROGRESS I can't targets I have been working on this year Autism Term 2024 Targets</p> <p>My Learning: I can... (Vocational). I can... (Independent Living Skills). I can... (Community Inclusion and Access). I can... (Health).</p> <p>My Autism: I can... (Social Communication). I can... (Emotion Regulation).</p> <p>Spring Term 2025 Targets</p> <p>My Learning: I can... (Vocational). I can... (Independent Living Skills). I can... (Community Inclusion and Access). I can... (Health).</p> <p style="text-align: right;">2</p>	<p style="text-align: center;">Queensmill College</p> <p>My Autism: I can... (Social Communication). I can... (Emotion Regulation).</p> <p>Summer Term 2025 Targets</p> <p>My Learning: I can... (Vocational). I can... (Independent Living Skills). I can... (Community Inclusion and Access). I can... (Health).</p> <p>My Autism: I can... (Social Communication). I can... (Emotion Regulation).</p> <p>My recommendations for next year This section is for pupil voice – what the young person enjoys about college, what their favourite lessons/activities are or what they would like to do more of next year based on what they enjoyed this year. You can include a direct quote from the young person about their recommendations for the next year, if appropriate (3-4 sentences or bullet points).</p> <p>My teacher's recommendations for next year This section is for teacher voice – if you were to have the young person in your class again next year what would be the key priorities for you/your team to work towards? Brief recommendations for the next year (3-4 sentences or bullet points). If the student is leaving, you can include information about what they should work towards next in their new setting.</p> <p><small>Do not copy/paste the review of outcomes table from the EHCP review. Delete this reminder before saving the report and sending home.</small></p> <p style="text-align: right;">3</p>

2. Education Health Care Plans (EHCP) Review.

Teachers review each young person's EHCP once per academic year. The Annual Review of the EHCP is carried out in conjunction with therapist consultation (where required) and the head of college. This enables well-rounded views and planning for next steps, as evaluated by all professionals involved in the young person's life at college. Where a young person 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 review the progress made toward EHCP outcomes that were set forth in the previous academic year. Indeed, these outcomes were used throughout the year to inform termly target-setting (see below) and ongoing work in class. As such, teachers can provide evidence of how outcomes have been worked on and what progress the young person has been able to make with these, with the relevant supports in place. Outcomes are typically reviewed as 'achieved', 'partially achieved' or 'not achieved'. Teachers provide commentary about the reason for their judgements, drawing on concrete examples from the work they have carried out with the young person. Where young people have achieved an outcome, teachers set a new outcome often in a related area so that progress can continue 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 is 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 to include parent views, even where these may differ slightly compared to college professionals (because, for example, young people present differently in the home context). Parents have opportunity to gather their views ahead of the meeting, as the EHCP review report is sent home in advance of the meeting. The EHCP Review is an important part of the college's assessment package as it enables monitoring and recording of longer-term progress as well as providing agreement (and focus) for each young person's key priorities. Teachers and leaders are supported at every step of this process by the assessment coordinator who provides all materials/ supports (e.g., timetable for the reviews, chairs list, updated review report templates, advice and procedures document, invitation letters for parents, teacher checklists, chairs schedule etc.). The assessment coordinator also provides regular updates/ reminders about Annual Reviews, spaced throughout the year, via email.

EDUCATION, HEALTH AND CARE PLAN ANNUAL REVIEW REPORT

Add profile photo here

Full name of Young person

This review has been completed by
Queensmill College

Review meeting date: XX/XX/20XX

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GENERAL INFORMATION

Please highlight any information that has changed from that which is provided in the current Education, Health and Care Plan

Student name:	Chair to complete (taking information from Arbor) before sending home		
Home address:			
Date of Birth:	Gender:		
Ethnicity:	Religion:		
Languages spoken at home:	Is interpretation required?		
Name of parent(s)/carers(s):			
	First parent/ carer:	Second parent/ carer:	
Home address (if different from Young person's address):			
Telephone:			
Email address:			
Name of siblings:			
College at time of assessment:	Queensmill College	Key Stage at time of assessment:	Post 19
Year Group at time of assessment:	Post 19	Unique Pupil Number (UPN):	
Name of GP:		NHS Number:	
Address of GP:			

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Legal status:	Looked after by the Local Authority?	Yes / No
Is the Young person...	Subject to a protection plan?	Yes / No
	Identified as a Child in Need?	Yes / No

Practitioners working with and supporting the Young person and their family:

Name of Service and/or practitioner	Job title	Contact details	Invited to review	Attended?	Contribution / report (attached)
Chair to complete before sending home	XXX (Chair)	XXX@acollss.org.uk	Yes	Yes	Yes – attended and contributed to review meeting
Teacher		XXX@acollss.org.uk	Yes	Yes	Yes – attended and contributed to review meeting and prepared EHCP review report

Parent/ carer(s) attending the review:

Name	Relationship to Young person
Chair to complete before sending home	

Young Person's attendance record during the past year:

Chair, please add attendance from Arbor on the date of the review meeting

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3. Personal Learning Plans (PLPs).

Teachers set targets for each young person in their group three times per year at the beginning of Autumn, Spring and Summer Terms. Each young person is set a group of targets to support attainment in two categories:

- 'My Learning' to support progress with curriculum work in either PFA or Employability and
- 'My Autism' or 'My Personal Development' to support progress with their social communication and emotion regulation skills (see table below).

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

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

Teachers additionally record these judgements in Onwards & Upwards, an online progress tracking software specifically designed for settings of SEN students. This enables data to be collated and analyzed across the college per term, informing leadership about average rates of progress for 'My Learning' and 'My Autism/ My Personal Development'. Data is further analyzed to look within subjects, within key stages (e.g., Post 16, Post 19) 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 the students in their group. Conversations had at Progress Tracking are used to inform assessment meetings where common misconceptions are addressed

as well as the sharing of insights/ reflections from an accumulation of the Progress Tracking meetings held that year. As progress for disabled children and young people is rarely linear, PLPs with personalized ‘I can’ targets have the advantage of supporting target-setting that is meaningful and relevant for each young person 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 young people were able to achieve in the previous term. New students, those joining Q6 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/ access to the college environment. Once new students have settled in and have completed their first term, they then move towards their first full cycle of targets. 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 families at the end of the term to inform about the progress made.

<u>Q6 PFA PLP</u> All Q6 students	<u>Project Search Employability PLP</u> All Project Search interns
<u>My Learning (4 targets):</u> <ul style="list-style-type: none"> - Vocational - Independent Living Skills - Community Integration and Access - Health 	<u>My Learning (4 targets):</u> <ul style="list-style-type: none"> - Employability Skills - Health and Safety - Wellness - ICT
<u>My Autism (2 targets):</u> <ul style="list-style-type: none"> - SC: Joint Attention or - SC: Symbol Use - ER: Mutual Regulation or - ER: Self Regulation 	<u>My Personal Development (2 targets):</u> <ul style="list-style-type: none"> - SC: Joint Attention or - SC: Symbol Use - ER: Mutual Regulation or - ER: Self Regulation

Queensmill College Q6: PLP – Preparation for Adulthood (PFA) PLP

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

My Learning

Link to EHCP Outcome(s) (Long-term priority)	I Can Target (Short-term target or step towards meeting the outcome)	Success Criteria (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 (Transactional Supports) (Ideas for specific lessons, activities, strategies, resources etc to support the success criteria)	Review
Vocational				
What am I going to work towards next?				
Independent Living Skills				
What am I going to work towards next?				
Community Inclusion and Access				

4. Pen Portraits

Pen Portraits are one-page summaries that provide an essential profile for each young person in the college. Pen Portraits bring together basic information pertinent to the young person and include summaries relating to medical needs, communication preferences, special interests/ motivators, what the young person needs help with and risk factors for their dysregulation. Four coloured boxes linking to the Zones of Regulation program provide information about how the young person presents when they are in




different states of alertness (e.g., when I am in the red zone I scream/shout/cry). Following from this are details about how a young person 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, give squeeze ball). Teachers draft Pen Portraits at the beginning of the college year and update these in the Summer Term to reflect any changes, for example new special interests. 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 young people from first entering the classroom. For confidentiality reasons, Pen Portraits are now displayed behind a cupboard 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 young people can glean essential information before beginning work that day.

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

5. Emotion Regulation Support Plans (ERSPs).

All young people attending the college have an Emotion Regulation Support Plan (ERSP). These assess risk factors for dysregulation. More than this, however, ERSRs 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 young person when s/he shows signs of dysregulation (e.g. shouting, hitting, head-banging, pushing others away). 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, the Zones of Regulation is a framework that uses four colours to help young people identify their feelings and level of alertness (blue – slow and low, green – good to go, yellow – losing control, red – out of control). It is a curriculum, embedded into everyday practise at the college, which aims to help young people gain skills in consciously regulating their emotions and their actions. Using Zones of Regulation as a framework for teaching young people about their own emotion regulation, the ERSP template is then divided into coloured sections. Teachers assess signs of dysregulation and effective transactional supports under each zone. From an assessment perspective, the ERSP is a running document that details and summarises how best to support a young person when they are emotionally triggered and will likely need adult support. Risk factors that are no longer a concern and signs of dysregulation that are no longer seen are moved to a 'historic' section on the plan. Supports that are no longer effective in managing a young person's dysregulation are also moved to the 'historic' section.

The ERSP template was re-drafted a few years ago with feedback from teachers and leaders to ensure that plans became more informative and coherent. The revised template allows for a termly review that is linked to current Emotion Regulation 'I can' targets. Signs of dysregulation that could lead to a safeguarding or welfare concern should they be taken out of the context of autism are also highlighted on the plan, where relevant (e.g., young person using sexualised language when experiencing extreme dysregulation may not constitute as a safeguarding concern if this forms a part of his usual presentation, when dysregulated).

	<u>Signs of dysregulation</u> <small>(changes in the student's presentation which tell you s/he is now dysregulated and that participation/well-being is being impacted)</small>	<u>Transactional Supports</u> <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>
 Feeling slow		
 Losing control		
 Feeling out of control		

6. Baseline Review.

New starter students, those joining the college from a different educational setting or entering college 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 the young person's initial social-communication and emotional regulation capabilities and they also assess response and ability to access classroom activities. These observations are summarized and documented in a Baseline Review teacher report. The Baseline Review report is shared with parents/ carers and other key professionals, ahead of a short meeting that is held at college. Teachers highlight, in the meeting, any notable achievements that the young person has already made since transitioning to the college and parents/ carers provide information from the home perspective, including their view about how their young person has settled into the new setting. Baseline meetings are an opportunity for staff to welcome new families, to begin building professional relationships with them and to agree on key priorities for the young person, moving forwards. The Baseline Review is an informal assessment of current presentation and a chance to refine priorities that will inform future planning and assessment for that individual uniquely.

Student Name		Teacher and Class	
Year Group		Student Start Date	
SCERTS Partner Stage		Date Report Written	
Area	Comments (within 8 weeks of start date)		
Social communication and relationships at school <i>How does the student interact with adults and peers?</i> <i>What total communication approaches does the student use?</i> <i>What total communication approaches does the student respond well to?</i>			
Emotional regulation <i>How does the student express their feelings at school?</i> <i>What strategies help the student to remain well-regulated or to calm when they are dysregulated?</i> <i>When dysregulated, how responsive to assistance is the student and can they use any emotion regulation strategies independently?</i>			
Vocational			

7. 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 Q6. 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 Q6 these units are evidenced through work completed by the young person, photographic evidence, and assessor statements. Young people 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.

At Queensmill College Project Search, the ASDAN Employability Qualification (Award and Certificate) is run. This has a total qualification time of around 150 hours. The course is delivered at Entry 2 through to NC Level 1 and is tailored to the level of the interns. The course is designed to help learners develop the skills needed to become successful employees. The primary purpose of this qualification is to support interns in overcoming barriers to entering work. A selection of units are required for external moderation. All students receive a Certificate of Personal Effectiveness (CoPE) once they have achieved enough credits. An ASDAN audit is carried out every few years. The head of the college is the internal moderator for ASDAN.

Entry 1 Qualifications in Personal Progress: Unit Transcript
Developing community participation skills: getting out and about

Credit value: 5

Candidate name:	Centre name:
ASDAN candidate number:	ASDAN centre number:
ULN:	

Details of candidate's achievement

AC 1.1 Recognise aspects of their relationship as an individual to the community/ies to which they belong

Assessor statement:
Omar understands he is belong 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 semiotics and symbols. He can discriminate between students independently and needs little prompting to match the correct verb and noun to make the sentence.

Achievement continuum stage:
Development

AC 2.1 Show that they can use local facilities and services such as post office, ATM and leisure services

Assessor statement:
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.

Achievement continuum stage:
Application

Entry 1 Qualifications in Personal Progress: Unit Transcript
Developing community participation skills: getting out and about

AC 3.1 Show that they can use local shops

Assessor statement:
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.

Achievement continuum stage:
Consolidation

AC 4.1 Show that they can use local eating and drinking places such as cafes, restaurants and pubs

Assessor statement:
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 proloquo to go on his communication pad to choose food items and request more from staff members. Omar uses a knife and fork.

Achievement continuum stage:
Application

Tutor/Assessor signature: _____ Date: _____

ASDAN External Moderator signature: _____ Date: _____

(The EM will sign here if the work of this candidate forms part of the sample identified by ASDAN for external moderation)

Important
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.

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Summary:

In summary, Queensmill College employ an extensive and robust assessment package designed to document individual progress in several areas relating to curriculum and autism/ personal development. In addition to collecting data at the individual and class level, data is also collated at a much wider key stage (Post 126, Post 19) and whole setting levels allowing for the analysis of trends over time. Some of these trends are compared with other Queensmill provisions. The key assessments are summarized in the table below. The next review of the school's assessment work will take place in Summer 2025. This work will be led by the assessment coordinator, head of college and senior principal.

Type of assessment	Purpose
End of Year Teacher Report	Summative assessment of the student's strengths and needs in curriculum learning and autism, across the school year.
Annual Review of the Education Health Care Plan (EHCP)	Review of the student's special educational needs, progress towards longer-term outcomes and provision to meet needs.
Personal Learning Plan (PLP)	Individual planning and assessment of progress towards termly learning and autism targets.
Emotion Regulation Support Plan (ERSP)	Record of risk factors, signs of dysregulation and transactional supports which are effective in supporting recovery from dysregulation.
Pen Portraits	Student profile and key information on a one-page summary.
Baseline Review	Informal assessment of how the student has integrated into their new school setting (new students only).
ASDAN	Assessment of skills gained in preparation for functional adult life.

Emily Bennett

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