

Assessment, Recording and Reporting Policy

Gloucester House
The Tavistock Children's Day Unit

Date reviewed:	November 2021
Next review:	November 2022

1. Introduction

Assessment, Recording and Reporting (ARR) are central to the work at the Gloucester House starting from before a child is admitted and continuing until discharge.

The system for ARR is crucial in order for us to be able to work effectively with a child and his/her family and also as a clear way of communicating with all involved.

- a) between multidisciplinary staff within Gloucester House
- b) between staff, parents/carers and children.
- c) between staff and referrers.
- d) between staff and other agencies involved with a child.

It is also important that our system for ARR is clear, and the information therein useful, in order for us to collate data and measure success as an institution accordingly.

2. Purpose

This policy has been formulated:

- To ensure all staff are fully aware of their requirements and so that we can monitor the quality of education and clinical input each child receives.
- To promote fully the development of the whole child including personal, educational, physical, social and emotional development.
- To recognise and value the achievement of children.
- To form strong links between the assessment and planning of children's learning, and aid continuity and progression in their educational experience within and beyond Gloucester House.
- To ensure communication of every child's achievements and areas of concerns to all stakeholders.
- To include a range of assessments strategies which are both summative and formative.
- To promote the involvement of children and their families in the assessment process.
- To provide a framework for the communication of important information within the multidisciplinary staff group and with outside stakeholders.
- To provide a system whereby we can ensure the monitoring of progression for individuals and for the institution as a whole.

3. Duties and responsibilities

The deputy Headteachers and clinical lead are responsible for maintaining an overview at Gloucester House and for ensuring that all children's progress is tracked and monitored. They are responsible for ensuring the framework is adhered to by case co-ordinators, teachers and progress support workers.

The Head Teacher & Deputy Heads are responsible for the following -

- Monitoring educational assessment overall within Gloucester House, for ensuring that relevant information is available to the case co-ordinator and parent worker, families and other stakeholders.
- Ensuring academic baseline assessments are collated for 6-10 week review.
- Ensuring other assessment data is provided for meetings.
- Ensuring pupil data is collated and monitored.
- If a child, or curriculum subject, is displaying particular areas of weakness they are responsible to investigate and, where possible, address. Some of this will be done with other professionals - e.g. for an individual pupils it may be the case co-ordinator or class teacher.
- Deputy Headteachers will also meet with class teachers termly for Pupil Progress

Meetings where individual pupil's progress will be discussed both for barriers to learning and ensuring pupils are challenged and stretched appropriately.

The Assessing Pair - are identified at Referrals Meeting and will usually be a multidisciplinary pair between clinical staff or clinical staff with senior education staff. Their responsibilities include gathering information for assessment; setting up initial multi professionals and family meeting and visits; reporting back - initially to the referrals meeting and subsequently if the pupil is accepted to the whole team. They are responsible for writing up a précis of background information for staff and providing a short written Pen Picture.

The Case Co-ordinator - is identified at point of entry and will be one of the assessing pair. S/he will be responsible to oversee the clinical management of the case including providing assessments or ensuring clinical assessments are carried out or more specialist referrals as appropriate. S/he is also responsible for providing reports and information at the initial assessment review and subsequent annual reviews. S/he is responsible for convening core groups and review meetings and the overall case management.

Goal Based Measures - Goal Based Measures are one of several measures of improvements in addition to qualitative reports. Goals are set termly with each individual child and tailored to their particular needs and strengths. Goal Based Measures are evaluated and re-set at the beginning of each term jointly between children, parents/carers, case coordinators and teachers via ICP meetings. Three to four goals are set, with at least one linked with each of education and mental health, and home school linking. They are set jointly. They are then outcomed at the end of term. This provides a measure that is specific and meaningful to each individual.

The SENDCO is responsible for ensuring that the children are receiving the entitlement provided by their statement/EHCP including programmes of work that take into account objectives outlined in the statement/outcomes in the EHCP. She is responsible for convening Annual Reviews and reporting back information from these. She is responsible for links with SEN departments and any proposed changes to EHCPs. She is also responsible for monitoring quality, relevance and progress against targets and for ensuring that these are regularly updated with pupils and parents. She is responsible for ensuring that pupils' individual special educational needs are addressed with the help of other staff within the team and, where necessary, outside professionals. She is responsible to ensure all staff have a good understanding of special educational needs and provide training if/when necessary.

Where appropriate we can use an Educational Psychologist from the Tavistock or private to ensure that children receive a comprehensive assessment, which may include a psychometric assessment. The Educational Psychologist will ensure that all assessments are fed back to the SENDCO, relevant teaching staff, CCs and Parents/Carers. It is the SENDCo and class teacher who ensure this is embedded into daily learning. S/he will be a key link with Speech and Language therapy and Occupational therapy and ensure assessments are requested and any recommendations embedded for individual children.

Teachers are responsible for ensuring that formative and summative assessments are incorporated into the planning and recording. They are also responsible for ensuring that the Headteacher, EP, CC, CPH and SENDCO have information from these as required. They are responsible for keeping up to date SOLAR assessment pupil record folders (assessment files) and to provide accurate reports and information for reviews, core groups, etc.

They are responsible to ensure that wherever possible children are involved in assessment targets through termly pupil progress. This also includes the cognitive behavioural slot at the end of a lesson as well as involving pupils in setting and monitoring academic targets of a short term and longer term nature. Reading and spelling ages are assessed at baseline and subsequently at Annual Reviews.

PSWs are responsible for ensuring they pass on relevant information about pupil progress and/or difficulties to the class teacher. They are responsible for working with pupils on assessment and self-assessment tasks and guiding them therein. They are responsible to know children's strengths and weaknesses as well as a comprehensive knowledge of a child's academic levels and ICP/EHCP targets.

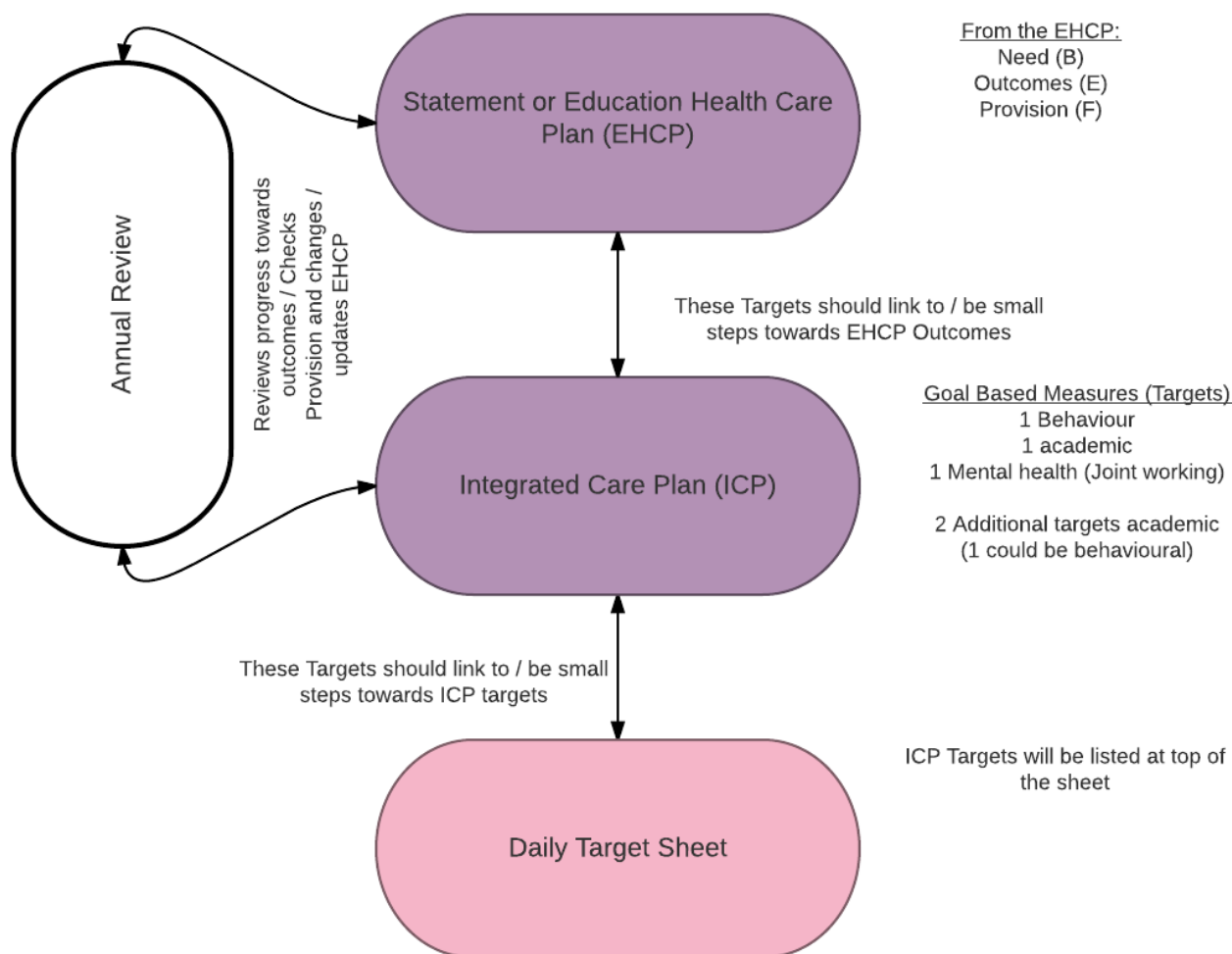
PSWs and Teachers will mark work for and with children to provide appropriate comments as part of ongoing assessment.

PSWs will support pupils to set and evaluate appropriate SMART daily targets in line with their needs and in the context of the child's EHCP targets.

Pupils are expected to think about their own progress and development and contribute to their reports, reviews, Goal Based Measures and other targets. They are also encouraged to mark their own work and set and evaluate academic targets. They review their behaviour and learning at the end of the lessons and evaluate progress in topics covered through evaluation sheets.

Parent/carers: contribute to Annual Reviews, ICP meetings / Target setting and support homework.

Inter-relation between EHCP, ICP and Daily targets



4. Procedures

(see grid – ‘A Multi Agency Assessment Recording/Reporting Framework’ – Appendix I)

Academic Assessment Structure - Assessment for learning is an on-going and dynamic part of classroom assessment.

Baseline assessments - take place in the first 6-10 weeks and include at least:

- Reading – (WIATT)
- Spelling age – (WIAT)
- Numeracy/MATHS age- (WIAT)
- Writing sample
- SDQs, CGAS
- SOLAR Assessment summaries
- Draft ICP
- QCA Behaviour scale

- PHP
- Initial strategies list - linked to Zones of Regulation
- SALT/OT screeners
- Any other additional screening or assessment

Termly assessments include:

- Behaviour, literacy and maths targets (ICPs)
- Personal Handling Plans (PHPs)
- SOLAR assessment
- Annotated writing samples
- Goal Based Measures (ICPs)

Yearly assessments:

- KS 1 and 2 SATS (as appropriate)
- Reading age
- Spelling age
- SDQ, CGAS

Exit assessments:

- SOLAR levels
- SDQ, CGAS
- ESQ (Experience of Service Questionnaire)

Behaviour Assessment

We are using the QCA Behaviour scale for assessment / tracking of Personal and Social Development. Each child will have a QCA completed on them once per term, this will be using input from as many different professionals as possible to get a holistic picture.

Assessment Calendar

We distribute an assessment calendar so there is clarity and conformity regarding assessment periods, dates, progress reviews etc.

Reports (see grid for requirements for clinical reports)

Annual Reviews include following reports-

- Teachers'/ educational report
- Case co-ordinator's report
- Professional's report – including social workers, therapists and any other relevant professionals e.g. OT / Speech & Language
- Parent/Carer report
- Children's views report

There is a statutory obligation for all pupils to have an Annual Review of their EHCP and an education report for parents / carers annually. Both of these include reports on their personal, social and emotional development and academic progress. Parents/guardians, the child, teacher, Headteacher, therapists and case consultant are invited to contribute to these. ICP targets are reviewed and Themes / areas to focus on identified.

Reports must be clear in order to provide information for the Referring Authority as well as other professionals and the family.

There are once termly meetings between the class teacher, case co-ordinator, parent/carers

and child in order to set joint targets, Goal Based Measures and review previous targets.

The annual review is detailed and has a multi-disciplinary focus. The end of year annual education report is a brief summary of academic progress during the year.

Our reports are summative they provide information on pupils' progression and achievements to date. Comments are subject specific, and are written to show clearly how well a child is progressing against their own targets. The reports are written in the summer term so that targets can be set or re-set and agreed with children and parents for the next academic year. Reports follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance is noted, as well as exclusions and unauthorised absence. Opportunity is given for parents to discuss this report with the class teacher during the second half of the summer term.

Daily target sheets provide an ongoing opportunity to have a two-way communication about each child's progress and any difficulties throughout the day.

The Case Co-ordinator will complete relevant clinical closure documentation at the end of a pupil's placement, this will be incorporated into the child's discharge letter (see grid).

AFL / Curriculum Assessment

Teachers use both formative and summative assessments to measure children's attainment.

Assessment for Learning - assessment is an ongoing dynamic relational aspect of the classroom and is a central part of classroom practice to ensure that children are learning and may include: observations of pupils at work; use of questions; teacher/pupil discussion; quizzes and marking; children's self- assessment & peer assessment.

Formative and summative assessments carried out by teaching staff include setting specific assessment tasks. Teachers may include a start of unit assessment task to inform levels of knowledge, skill and confidence. All members of the teaching team are expected to have a clear picture of the learning levels for children in their groups.

Summative assessment may be from work produced throughout the unit or from end of unit assessment tasks.

An Educational Psychologist can assess children upon request from the SENDCO, Case Co-ordinator or Head Teacher.

These assessments can cover:

- i) Academic attainments
- ii) Strengths and weaknesses as learners
- iii) Any indicators of specific learning difficulties
- iv) Possible strategies to assist progress
- v) Supporting Basic Skills Plans work.

Internal Moderation

This is undertaken in curriculum meetings, with teachers comparing and moderating samples of work.

Marking

Marking/feedback should ideally take place with the child, if not, it should:

- i) take place as soon as possible after the completion of the work.

- ii) be clear and specific to help the child, teacher and PSW to see what was achieved in relation to the Learning Outcome (LO) and next steps for learning.
- iii) help the child develop a realistic picture of their strengths and weaknesses.

Day Sheets

The back of the day sheet monitors behaviour incidents. Additionally certificates, positive phone calls home/notes and progress towards targets are monitored weekly and shared with all staff and kept in the monitoring folder.

Weekly monitoring is shared with the Whole Team.

Daily Target sheets

Targets are set by every child daily to assist their progress in all aspects of their development both academically and behaviourally. They are monitored throughout the day by the child/class team and reviewed at the end of each lesson and the end of the day. The target sheets should have the ICP targets printed on them to facilitate the link to ICPs and EHCPs. Target Sheets are sent home to share information with parents/carers and are gathered in and filed the following day (by teachers/PSWs) for our records. The achievement (or otherwise) of targets is also monitored on the Day Sheets.

Integrated Care plans (ICPs)

In line with the new code of practice we have changed from IEPs to ICPs. ICPs give a more holistic view of the child's strengths and needs and ways of working. Targets are set, monitored and reviewed termly with parent/carers/ children, case co-ordinators and teachers. Goal Based Measures are incorporated into ICPs and monitored and reviewed termly. (See appendix)

Liaison with next School and Transfer of Records including Safeguarding and Child Protection information to next Educational Placement

The Case Co-ordinator alongside the Head Teacher has responsibility to liaise with the child's next placement. Head Teacher to advise admin staff on the transfer relevant of information regarding the child's education records.

Case-Coordinator/ Head Teacher to advise admin staff on content of Safeguarding information sent to school. DSL/ Admin to ensure safeguarding information to be sent to the named CP lead, and marked "private & confidential" in separate envelope.

Administration - Files/Records (added to CareNotes)

- Previous School records
- Statement of Special Educational needs / EHCP
- Consultant reports
- Specialists' Reports
- Medical Forms
- Social Services Reports
- Reports from Professional network meetings.
- Information from the child's Admissions Meeting
- Annual report to parents
- Education Reports from Reviews, etc.
- Summary of relevant information from Office file
- Summary of Statement
- Assessment Summaries
 - Initial assessment summary

Termly assessment summary from teacher
Psychological assessments
Termly ICP (including outcomes)

Other reports, minutes from case reviews, and care, education and treatment reports and plans are added to CareNotes during a child's time at the School.

Assessment Files (these are kept by the class teacher and are curriculum records only):

- should include child's statement / EHCP
- Annual Review reports
- ICPs
- baseline assessments (including reading & spelling ages)
- termly targets
- SOLAR
- annotated work samples that show progression
- end of year reports
- PHPs

5. Process for Monitoring Compliance with the Policy

Mid and short term plans are monitored by the Curriculum Post Holder and the Headteacher and should include assessment opportunities as well as evidence that these assessments have been used to inform future planning.

- Planning and evaluations link between class teacher and PSWs.
- Through regular monitoring meetings with Headteacher/deputy Headteacher and class teacher.
- Review of Development Plan and SEF.
- Moderation in curriculum meetings.

Appendix 1- A Multi-Disciplinary/Multi-Agency Assessment/Recording/Reporting/Outcome Framework for the Tavistock Children’s Day Unit

	Pre-admission	ADMISSION	Initial Review	Ongoing assessments & reviews		Discharge	DISCHARGE	Follow-up	
ASSESSMENT & REVIEW	Meetings with families and professionals +/- Home visit /school observation (reviewed at referral meeting, education review, Tuesday WTM) • SDQ x 2 (self/parent)		SDQ * x 3, CGAS & HoNOSCA	First review meeting (6-10 weeks after admission) depending on pace on integration.	Internal Individuals discussed at WTM or child review SOLAR • Termly ICP meetings inc GBM • Core Teams • Weekly monitoring of incidents and targets • Academic Assessments • PHP • QCA Behaviour Scale	External • Including Annual Reviews of Statement / EHCP • Other review meetings (at least 6 monthly) • Any other CSC reviews convened around an individual, e.g. LAC review, CiN, CPC, PEPs		Discharge Planning Meeting (8-12 weeks before discharge)	If possible/ appropriate attend first annual statement review after discharge
Task	• To decide whether to admit • Propose assessment plan • Propose preliminary treatment/care plan.			To share initial formulation with the family/network, Agree treatment/care plan, Set goal/tasks (ICP + treatment goals) for next review Set date for next review		• Monitor/reset ICP and treatment goals/tasks • Review/amend treatment/care plan • Set date for next review, NB To incorporate annual statement review as/when required		To plan details of discharge and beyond	To monitor whether the transition has been successful
RECORDING & REPORTING	Pre-admission précis Carenotes assessment summaries Clinical risk assessment			Initial summary (including updating pre-admission précis if necessary.)	• Minutes of meetings • Written Assessments • Academic Portfolios • SOLAR • GBMs • GP letters • Care plan review – Via ICP and GP letters • Risk Assessments – at least 6 monthly unless otherwise indicated by risk changes	• Review reports • Annual Review reports • +/- LAC review reports, CiN, CP		Discharge Planning Meeting Report GP letter	Discharge letter
When	At latest 2/52 prior to admission, preferably ASAP.			2/52 prior to initial review meeting.		(2/52 before review meeting)		(1/52 before discharge planning meeting)	(2/52 after discharge)
OUTCOME & EVALUATION	*At admission	• Reading/Spelling Age (Teacher’s WIAT-II) QCA Behaviour Scale • CGAS • Teachers SDQ		• Analysis of SOLAR data (individual & by subject) • Progress against other data including reading/speaking/NC levels/behaviour monitoring • Score and re-set GBMs at start of each term	• CGAS & Reading/Spelling Age at Annual Review of Statement. • ICP and treatment goals at all reviews • SDQ	ESQs SDQ CGAS	Where possible /appropriate informal phone call to school after one year		

Case Co-ordinator's Reports

Name	Content
Precis	Maximum 350 words
Initial Summary	<ul style="list-style-type: none"> ○ Background summary and referral: ○ (Developmental, family, school, social care, professional involvement, CAMHS) ○ Assessment at Gloucester House: ○ Integration ○ Group and interpersonal functioning (peer relationships/relationships with staff): ○ Lunch and playtimes: ○ Educational Engagement (including baseline assessments): ○ Parent/Carer Involvement: ○ Digital Life (including screen time and social media/internet use or risks) ○ Other multidisciplinary assessments/screeners (Including: Diagnostic Indicators from SDQ, SCQ and Conners Questionnaire, SALT, OT) ○ Diagnostic Indicators (from SDQ, screenings and observations) ○ Mental Health Baseline Data ○ SDQ: <li style="padding-left: 20px;">Total Difficulties (Parent/Carer) <li style="padding-left: 20px;">Total Difficulties (Teacher) ○ CGAS – Average ○ Risk Summary: (including e-safety) ○ Formulation: ○ Diagnosis: ○ Medication: ○ Integrated Care Plan:
Review Reports (flexible, but minimum six monthly, including a. Annual Review of Statement, b. six-monthly LAC /CiN/CP reviews where appropriate, c. unit-network reviews) (cf. particular format required for educational statement review and LAC review.)	<ul style="list-style-type: none"> • Update to 1-3 above. 5. Progress and current state. 6. Review +/- reset diagnosis, treatment goals, care plan, AOB 7. Progress on GBMs
End of School Year Annual Educational Report	Educational progress and attainment over the past academic year.

Discharge letter	<ul style="list-style-type: none">• Summary of current state and progress over time.• Plans for referral to other services• Risk summary
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Contents of Move-On Reports to Schools

The below documents are sent with a covering letter to the pupil's new educational placement -

(A copy of the covering letter sent, listing each document sent with dates of each of the documents noted, is to be kept in the pupil's individual files.)

- **All Annual Reviews**
- **All Annual Educational Reports**
- **All Statements of Special Educational Needs**
- **Selected correspondence between professionals**
(see Case Co-ordinator for direction)

- **Background Reports** *(usually accompanying 1st statement of SEN – if not see CC or Head Teacher)* including:
 - Educational Contribution towards Statutory Assessment
 - Report by Educational Psychologist
 - Medical Advice to Education Department
 - Background report from CAMHS
 - Cognitive Assessment Report
 - Previous Education Reports (e.g. from a tuition service, PRU etc.)

- **Safeguarding / Child Protection information**
 - Designated Safeguarding Lead (to link with case coordinators as required)
 - Child protection information to be sent in separate envelope marked Private and confidential and for the attention of the named Safeguarding Lead.

Appendix 4

Assessment requirements for children at Gloucester House

Entry Data

- Risk Assessment
- Initial SOLAR assessment
- Reading & Spelling age
- Writing sample
- Maths sample
- PHP
- SDQs
- First QCA Behaviour scale by initial review

Termly

- ICPs including GBMs
- SOLAR Assessment full data input – summary produced
- QCA Behaviour Scale
- Bi-Annual – or when clinically indicated
- Risk assessment
- GP letters (to CC network & family)

Annual Review

- Reading and Spelling Ages
- CGAS/ Honosca

Exit Data

- CESQ
- CGAS
- GBM's
- SOLAR assessment - full printout
- Reading & Spelling Age
- Parent questionnaire
- SDQs
- ESQ

