



Resicare Alliance

Assessment Policy

Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Resicare Alliance Ltd
Technical review carried out:	SMT
Final quality check carried out:	Chris Brown
Date implemented:	01.03.25
Version Number:	1
Date of the next review:	01.03.26
Department responsible:	Education
Job Title of Lead Person:	Chris Brown (Head of Education)

1. Purpose and Objectives

- To ensure that the assessment process is inclusive, individualised, and supports the needs of all students with SEND.
- To provide clear and accurate information on the progress, strengths, and areas for development of each student.
- To guide teaching and learning, setting realistic goals and interventions.
- To inform the development of personalized learning plans, including Education, Health, and Care Plans (EHCPs).
- To involve students and parents in the assessment process to ensure collaborative support for student progress.

2. Types of Assessment

- **Formative Assessment:** Ongoing assessments to monitor daily learning, inform instruction, and adjust teaching methods to the individual needs of students (e.g., observations, quizzes, feedback, in-class activities).
- **Summative Assessment:** Assessments that evaluate student progress at the end of a specific period (e.g., termly reports, exams, end-of-year assessments).
- **Diagnostic Assessment:** Used at the start of the academic year or when a student joins the school to identify their strengths, needs, and any barriers to learning.
- **Standardised Assessments:** These can be used where appropriate, but accommodations are made to ensure that all students can access and demonstrate their abilities (e.g., adjusted time, alternative formats).
- **Assessment of Well-Being and Social Development:** An assessment of students' emotional, social, and behavioural development, ensuring holistic evaluation beyond academic performance.
- **Progress Reviews:** Regular reviews to assess progress toward personalized goals outlined in the student's EHCP or individual learning plan (ILP).

3. Principles of Assessment

- **Individualisation:** Assessments are personalized to meet the specific needs of each student, taking into account their learning difficulties, strengths, and support requirements.
- **Equity and Access:** All assessments are designed to be fair and accessible, ensuring that students with disabilities are not disadvantaged.
- **Collaboration:** Home staff, caregivers, and specialists (e.g., speech therapists, occupational therapists) are involved in the assessment process. Regular communication with families ensures that they understand how their child is progressing.
- **Holistic Approach:** The assessment process considers all aspects of the child's development, including cognitive, emotional, physical, social, and behavioural progress.
- **Inclusive:** All students, regardless of their disability or need, are included in the assessment process, and appropriate adjustments are made to accommodate their individual learning styles and requirements.

4. Assessment Tools and Methods

- **Observation:** Regular observations in a natural learning environment help teachers assess behavior, social interactions, and academic skills.
- **Work Samples:** Examples of student work provide insight into their progress, skills, and areas of difficulty.
- **Individualized Testing:** Where necessary, specialized tools or assessments (e.g., dyslexia screening tools, cognitive assessments) are used to gather information.
- **Parent and Student Feedback:** Surveys or informal discussions with parents and students help to gain a broader perspective of progress and difficulties.
- **Teacher Judgments:** Experienced educators use their professional judgment to assess the development of students over time, factoring in their observations and knowledge of the child's needs.

5. Frequency of Assessment

- Ongoing: Regular informal assessments through observations and daily interactions.
- Termly: Formal progress checks, reviews, and evaluations, including written reports and meetings with parents.
- Annually: Comprehensive assessments, including a review of the student's EHCP or ILP, to assess long-term progress and set new goals.

6. Recording and Reporting Progress

- Individual Learning Plans (ILPs): For each student, a personalized learning plan will track progress on specific targets. These targets should be realistic, measurable, and regularly updated.
- Data Recording: All assessment data is recorded and stored securely, and trends in the student's progress are analysed to ensure that appropriate interventions are in place.
- Reporting to The Home /Guardians: Progress reports should be shared at regular intervals (typically at the end of each term or half-term), ensuring that they are informed about their child's achievements and challenges.
- Progress Meetings: Formal parent-teacher meetings, often aligned with the school's academic calendar, provide opportunities for in-depth discussions regarding the student's development, adjustments, and necessary changes to the support plan.

7. Differentiation and Reasonable Adjustments

- Assessments must be differentiated to accommodate the diverse needs of SEND students (e.g., extra time, alternative formats, simplified language, visual aids).
- The school should provide specific adjustments to ensure the assessments accurately reflect the student's abilities, not their disabilities.

8. Inclusion of External Professionals

- Collaboration with external professionals (e.g., educational psychologists, speech and language therapists, counsellors) may be necessary to assess specific needs and provide specialized support.
- Recommendations from external agencies will be integrated into the assessment process and the student's learning plan.

9. Use of Data for Planning and Interventions

- Data from assessments will inform interventions, teaching strategies, and additional support needed to help each student progress.
- For students with an EHCP, the data will be used to inform annual reviews, ensuring the plan is up to date and continues to meet the student's needs.

10. Review and Evaluation of the Assessment Policy

- The effectiveness of the assessment policy will be regularly reviewed to ensure it meets the needs of the students.
- Feedback from staff, students, and parents will be considered to improve and update the policy.
- The school will stay informed about best practices and legal requirements regarding SEND assessments and adapt its procedures accordingly.

11. Confidentiality and Data Protection

- All assessment data must be kept confidential, shared only with relevant stakeholders (e.g., parents, teachers, relevant professionals), and stored securely following data protection regulations (e.g., GDPR).

Example Process for a Student's Assessment:

1. Initial Assessment: The student's baseline abilities and needs are assessed through observations, diagnostic tests, and discussions with parents.

2. Setting Goals: Based on the initial assessment, personalized goals are set for the student (e.g., literacy, social skills, communication).
3. Ongoing Monitoring: Regular checks and assessments are made to monitor progress towards the goals. Adjustments are made to teaching and support strategies as needed.
4. Review and Adjust: At the end of a term or academic year, the student's progress is reviewed, and new goals or strategies may be introduced.
5. Reporting: Parents are informed of progress, and a meeting may be held to discuss further steps or adjustments needed.

This policy framework helps ensure that SEND students receive an education that recognizes their individual needs and allows them to thrive academically and personally. It also ensures that assessment practices are consistent, fair, and in line with both educational best practices and legal requirements.