



Learner Assessment Procedure

Reviewed by:	Henrietta Jordan, Schools Director
Date:	1 March 2026
Next review due by:	31 August 2026
Version:	1
Approved by:	Tracey Storey, CEO

Consultation

The school mainly works with learners aged between 11 and 16 who have SEND within the areas of SEMH, ASD and MLD conditions. The school will also consider learners referred who present with SEND that fall into other categories if we feel we can make reasonable adjustments to meet their needs without changing the schools offer or at the detriment to the progress of other learners. The school will endeavour to support these young people if the local authority cannot find them a specialist provision that caters for their individual specific need, to prevent learners from missing out on or missing in education.

Each case referred will be viewed and considered independently by the school's Senior Leadership Team, which will include the school's designated SENDCo. This process will be in line with the statutory 15-day consultation period, and all formal replies will comply with statutory guidance.

Areas covered when assessing any consultation:

- Meeting the family and tour of the school for each consultee
- Discussing and requesting any evidence from previous school/setting
- Reviewing the most up to date EHCP (educational, health and care plan)
- Meeting with the local authority and the previous school SENCo (special educational needs co-ordinator)
- Meeting with health care professionals or other professional partners
- Taster sessions, where appropriate, to assess suitability
- Internal group assessment meetings to establish if the school can meet the learner's needs. This will include, the school principal, SENCo and members of the school safeguarding and welfare team.

Learners may be admitted at any time during the school year, and a personalised curriculum package will be developed to meet their individual needs.

We welcome learners of all faiths, cultures, race, and family backgrounds and are non-discriminatory in line with the Equality Act (2010) and our Equity, Diversity, and Inclusion Policy. We will not discriminate on grounds of gender, age, religion or belief, physical ability, or disability, learning ability, other special needs or academic or sporting ability, race (including colour, nationality, ethnicity, family, cultural or linguistic background), sex, sexual orientation, gender reassignment, pregnancy, or maternity.

Admission is based upon:

- Full and detailed information being supplied by the referring agency or school, including any relevant EP (educational psychologist) reports and the most recent educational, health and care plan during consultation
- A comprehensive referral pack completed during a home visit or organised school tour
- A visit by the learner and parent
- Observation within the current setting to support effective assessment of learner's needs (if possible)
- An initial assessment being completed by the SLT (senior leadership team) based on information provided by the referring school/agency, parent and where necessary, other outside agencies, to ascertain if the school can meet the needs of the learner
- Multi-agency meeting to create a bespoke transition package involving all stakeholders (if required)
- Authorisation from the local authority assessment panel.

We are committed to:

- Following a structured, academic, social, and pastoral initial assessment process
- Carrying out a high-quality transition into the school for learners, parents
- Capturing the family's views and wishes and using these to support all learners
- Creating bespoke personalised learning plans prior to entry.

- Allocating appropriate staff to meet the learner's needs
- Supporting our learners educationally and emotionally throughout transition and during their time at the school
- Encouraging parents and stakeholders to observe learner progression within the school.

It should be noted that the school is not a secure unit and is not resourced to cater for learners who present high levels of aggressive behaviour towards learners or staff, cause significant damage to property, and/or require high levels of skilled physical intervention.

Initial Assessment – Appendix A

On being admitted to the school, learners undertake formal initial assessments in English, mathematics, and ICT. The results from these assessments are used to enable the school to plot a bespoke expected academic "flight path" calculated by using their starting point as a pre-cursor to previous educational attainment. Individualised developmental targets are plotted in each of the core subjects based on learners' individual needs and their starting point. This is supported by the school's unique whole school assessment tool.

Considering learners' previous educational experiences, it is also important that the class team holistically assess learners as a continuation of the initial assessment process. The combination of the formal initial assessment and the holistic view are used to inform differentiation of the learners' classroom work via the school's tailored graduated levelling of outcomes through the bronze, silver, gold, and platinum curriculum. This assessment process helps the school to gain an appropriate and personalised starting point for every learner, preventing any further educational trauma whilst giving them the best chance of success.

Formative and Summative Assessment

During timetabled lessons, learners are assessed using a variety of formative and summative methods. Formative activities are planned into every lesson with an opportunity to practise new learning. Summative assessment is captured within bespoke subject specific workbooks, assessed by the teacher, and recorded on a progress tracker at the learner's level using a RAG rating system, with specific developmental feedback provided (WWW/EBI).

This provides teaching staff with clear, up to date attainment data at the end of a period of teaching. This will outline gaps in knowledge and enable teachers to prepare effective next steps for learning.

SEND Reviews – Appendix B

Teachers conduct termly SEND reviews to identify learners' progression against their EHCP outcomes. During the review each outcome is RAG rated (red = at risk of not achieving, amber = working towards and green = achieved) and teacher comments are documented. At each review, proposed intervention strategies are agreed to support learners to achieve outcomes which are amber or red. These termly reviews feed into each learner's annual EHCP review.

Whole School Assessment Tool – Appendix C

We have developed a bespoke assessment tool used to deliver progressive, differentiated and highly effective support based on an individual learner's starting points and takes into consideration educational trauma, gaps in education and prevented progress due to any special educational need diagnosis.

The projected progression targets are linked to the learner's expected achievement of curriculum/academic outcomes. These outcomes are taken directly from the Functional Skills standards from Entry Level 1 to Level 2 and tracked by the class teachers.

Teaching staff have individualised targets for each learner, taking into consideration starting points, and can monitor progression termly to ensure learners are on track.

At the end of each term, progress is updated and analysed by the SLT to ensure that every learner is making progress consistent with their flight path. Any identified inconsistency with the predicted flight path is highlighted at an early stage and necessary strategies and interventions implemented to provide the necessary support.

Formal Assessments and Examinations

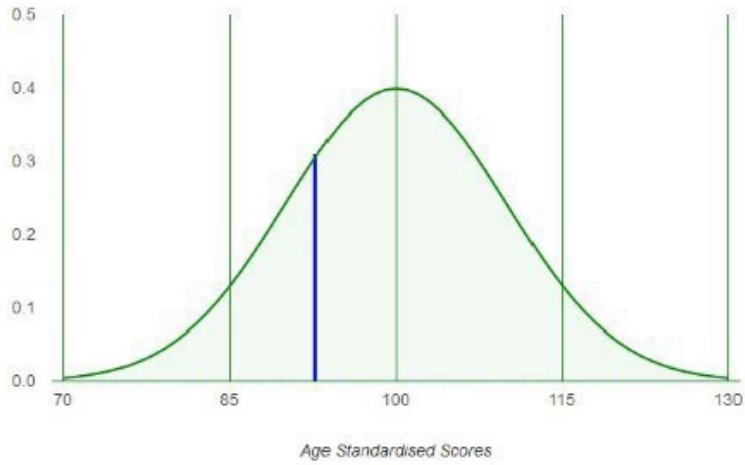
At KS4 learners will complete an accredited qualifications. Dependent on level, these may be paper-based controlled-assessment at entry level 1, entry level 2 or entry level 3 or paper-based / online external assessment at level 1 or level 2 in Mathematics, ICT and English reading, writing, and speaking, listening and communication. Learners have the opportunity to undertake exams three times a year throughout years 10 and 11 which supports progression, confidence building and preparation for further education.

Learners undertaking the school's GCSE programme will participate in a 2-year bespoke curriculum that has periodic internal assessments and summative national exams in the summer of year 2, resulting in an external numerical grade from 1 – 9.

The school complies with its obligation to identify the need for, request and implement access arrangements to remove unnecessary barriers, without changing the demands of the assessment for learners with special educational needs, disabilities, or temporary injuries. This is completed in conjunction with the class teacher, SENCo and exams officer in line with JCQ (Joint Council for Qualifications) regulations and guidance.

Appendix A - Initial Assessment Example – Hodder Mathematics

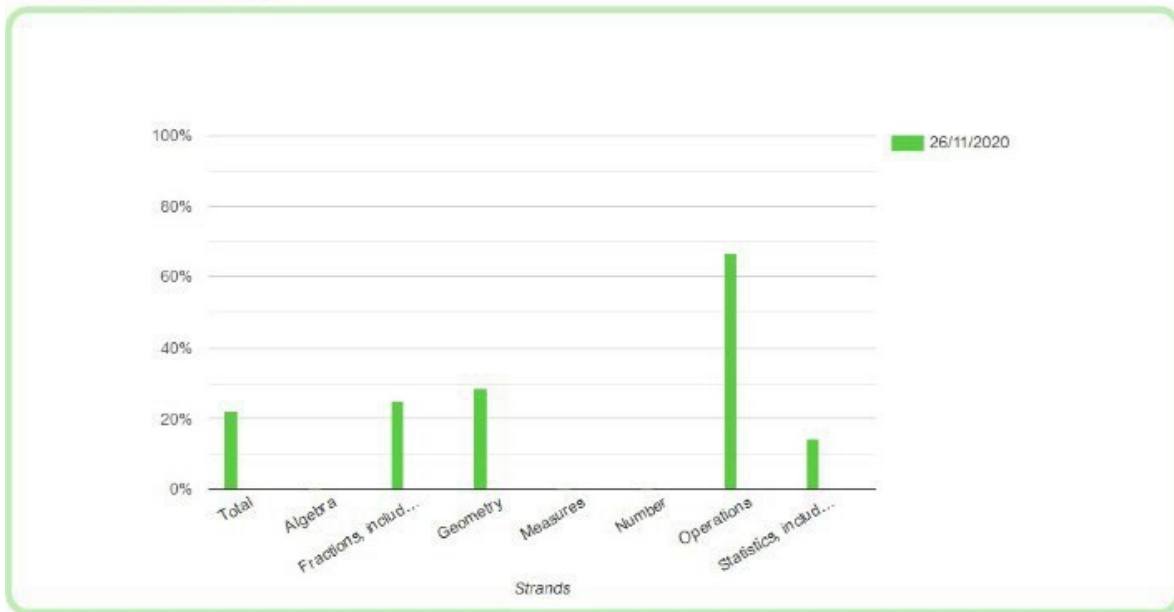
Overall performance



Test date	Age at time of test	Raw score	SS	Age-SS	Age SS percentile	Maths Age
26/11/2020	13:6	10	91	93	32	11:9-12:2

SS: Standardised Score Age-SS: Age-Standardised Score

Strand performance



	Test Date	Algebra	Fractions, including ratio	Geometry	Measures	Number	Operations	Statistics, including probability
AMT 2 Form A	26/11/2020	0/7	3/12	2/7	0/3	0/3	4/6	1/7

Appendix B - SEND Progress Review

Learner Name		Primary Need	
Term		Class Teacher and Year Group	

Outcomes

1.	2.	3.
4.	5.	6.
7.	8.	9.

Progress towards Outcomes: Achieved Working Towards At Risk of Not Achieving

Proposed Intervention Strategy to Achieve Outcomes

1.	2.	3.	4.	5.	6.	7.	8.	9.
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1.	2.	3.
4.	5.	6.
7.	8.	9.

Learner's Comments:	
Teacher's Comments:	
SENDCo/ Principal's Comments:	

Tracking- Appendix C

Learner Name	E ample		
Star1 Dale	Year	7	
	English	Maths	ICT
Star1 Point	ELZ	ELZ	ELZ
Stage	2	2	2
Number of Academic Years in	0.28	0.28	0.28

	English	
	Projected	Actual
Starling Point	2	2
Year 7	2.28	
Year 8	2.58	
Year 9	2.87	
Year 10	3.16	
Year 11	3.45	

	Maths	
	Projected	Actual
Starling Point	2	2
Year 7	2.28	
Year 8	2.58	
Year 9	2.87	
Year 10	3.16	
Year 11	3.45	

	ICT	
	Projected	Actual
Starling Point	2	2
Year 7	2.28	
Year 8	2.58	
Year 9	2.87	
Year 10	3.16	
Year 11	3.45	

