Assessment at Queensmill School.

Assessment at Queensmill School is as comprehensive as it is personalized for each student. Due to the complexity of Autism with developmental and attainment trajectories that differ from neurotypical peers, we recognize that the vast majority of students attending the school cannot be assessed using traditional mainstream measures. Indeed, for the most part, measures such as the Reception Baseline, Phonics Screening Test, SATS exams and GCSEs are largely inaccessible for our students and do not carry meaningfulness when considered within the context of their Autism. Aside from this, these assessments largely ignore individuality and do not celebrate the unique achievements and milestones that our students make in the core areas affecting their Autism (i.e., Social Communication and Emotion Regulation). To this effect, Assessment at Queensmill School places especial value on gains made in Autism as this is what is pertinent to the cohort of children who attend the school, their wellbeing and overall success in life.

In the absence of standardized assessments suitable for special needs populations, Queensmill School have developed their own Assessment battery which tracks progress in Autism as well as academic achievement. The school uses the evidence-based Social Communication Emotion Regulation Transaction Supports (SCERTS) model to support with target-setting in 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 are personalized according to Key Stage priorities and so assessments vary according to chronological age and what is being taught in the classroom. Assessments in Autism remain uniform throughout the school. Teachers at Queensmill School conduct assessments that are then wholly 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 organization, are well-trained in the school's Assessment measures and ongoing support is available to them throughout the year from the school's Assessment Coordinator and various Phase Leaders. Teachers work to an assessment schedule with clear deadlines for various pieces of work. Regular teachers meetings are held for the purpose of introducing changes/updates to Assessment and for moderation purposes. This short report aims to briefly describe the variety of assessments that teachers undertake in documenting how student progress is measured, recorded and monitored at Queensmill School.

1. **Annual Review Teachers Report.**

The most comprehensive summative assessment that teachers carry out is the Annual Review Teacher's Report. Once per year teachers produce a typed report that aims to summarize the student's key achievements throughout the year in core curriculum subjects. Templates vary depending on the child's Key Stage, for example the Post 16 report has different headings compared to the KS1-4 report. In all reports there is a dedicated section to discuss the child'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 students have been working on and the report is illustrated throughout with photographic evidence of the child/young person participating in a range of activities at school. 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 student's next class teacher as a starting point, or baseline, for future work to be carried out in the new school year.

Queensmill School Report for Review and End of Year Report

Queensmill School
Annual Review

Name: Aisha Aden
DOB: 02/12/2010
Yr: 5

Class: Metropolitan Class
Date written: 19.06.21

1

Queensmill School Report for Review and End of Year Report

Autism Spectrum Disorder (ASD), which requires a medical diagnosis, is a lifelong pervasive developmental disorder affecting the ability to use and comprehend language, to understand and engage in appropriate social interactions and to cope with change. Children and young people with ASD have atypical responses to sensory stimuli and high levels of anxiety which impacts on their behaviour and participation in everyday activities. Arousal levels and sleep patterns are commonly affected in children with ASD. The subsequent tiredness can have a further negative impact on behaviour and participation. As a result of their difficulties, individuals with ASD may demonstrate aggressive and challenging behaviours and a limited understanding of danger and rules. Children and young people who are so severely affected by Autism as to need a place at Queensmill School have complex needs, cannot manage independently and are totally dependent on adult support and adaptations to access a range of everyday activities and to ensure their safety. For example, 1:1 support in the home setting at all times throughout the day and night. 2:1 support in the community. Within the specialised and highly structured setting of Queensmill School, students are able to participate in adult-directed activities and demonstrate progress with behaviours carefully managed. This progress can be attributed to the provision of Queensmill which includes the approaches listed below as well as specially adapted environments, resources and health and safety measures and individualised behaviour management approaches.
Away from the school environment and without these supports in place (for example, in the home setting), the symptoms and difficulties associated with the student's diagnosis are significantly more disabling resulting in a high level of care needs.
Queensmill School offers the following provision to all pupils:
1. PECS (Picture Exchange Communication System)
2. Signalong, signing and use of visuals to enhance understanding
3. TEACCH (Treatment and Education of Autistic and Communication Handicapped Children)
4. Individual Education Plan that directly addresses the triad of features of autism and sensory issues
5. Speech and Language Therapy advice in all classes
6. SCERTS – Social Communication, Emotional Regulation, Transactional Support.
7. Occupational Therapy Sensory Programme from onsite full time specialist in Sensory Integration
8. High staff: pupil ratio – at least one teacher, one nursery nurse and two teaching assistants for eight children.
9. Low arousal environment and use of low arousal behaviour from staff.
10. All staff trained in Autism.
11. National Curriculum individually differentiated to meet the needs of each child.
12. Close contact with parents/carers.
13. Support network meetings and training available to parents/carers.

2

Queensmill School Report for Review and End of Year Report

Name: Aisha Aden

Date of Birth: 02.12.10   NC Year: 5

MY LEARNING

English

Despite the difficulties that the current situation has brought on all of us this year, Aisha has continued making progress in this area.

In Metropolitan class, communication is one of our priorities as we understand it will support our students to become more independent throughout their life. Not just in terms of living independently in the future, but also socially and emotionally. Therefore, we make sure that literacy activities and English skills are implemented across the curriculum. Aisha practices her reading, literacy and mark making skills numerous times throughout the week in sessions such as Letter of the Week, Big Book, Choosing activities, Cooking, Art, Free Mark Making, Prewriting and Fine Motor Skills, Circle Time, Topic and Snack.

Aisha seems pretty comfortable in our reading related sessions whether it's Big Book, choosing books or using the reading corner in our new library room. She usually engages really well and focuses for the duration of the activity.

Aisha enjoys our group big book sessions where we read a story to a group of children and encourage them to comment on what they can see. We are currently reading "Oliver's fruit salad" which is related to our topic "keeping healthy". During the session, the children take turns to either read, comment or answer questions related to the story and Aisha has learnt to actively participate and/or wait as required. She is able to answer some questions by handing over the correct picture/object and she is learning their corresponding symbol. We have made the story quite sensory and fun and she is happy to listen to it and to interact with her teacher as expected. Aisha likes exploring the story props and she especially enjoys the interactive parts of our big book sessions (role-play using different props). Aisha is happy to join in for the duration of the activity (20 minutes) and she is willing to interact with other peers in the class.

3

2. Education Health Care Plans – Reviewed (EHCPs).

As a part of the annual assessment process, teachers review each student's EHCP. The review is carried out in conjunction with the student's SALT and OT to support the documentation of well-rounded views and planning for next steps. Teachers and therapists review the progress made toward EHCP outcomes that were set forth by the previous class teacher. Indeed, these outcomes were used throughout the year to inform termly target-setting (see below) and as such teachers can provide evidence of how outcomes have been worked on at school. Outcomes are typically reviewed as 'achieved', 'partially achieved' or 'not achieved' and teachers provide commentary about the reason for their judgement, drawing on examples. Where students have achieved an outcome, teachers set a new outcome to replace this. Where an outcome is 'partially achieved' or 'not achieved', the outcome may continue to be worked on with additional supports in place. In any case, a thorough review of the outcomes is required and parents/carers are encouraged to provide their feedback on reviewed EHCPs in the student's 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 have drafted, then the outcome can be edited or removed and a new outcome worked on instead. The reviewed EHCP is an important part of the school's assessment package as it enables monitoring and recording of longer-term targets.

EDUCATION,
HEALTH AND CARE PLAN
ANNUAL REVIEW REPORT

This is Sophie's review

This review has been completed by
Queensmill School

May 2021

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Sophie Graham / 01.05.2009

REVIEW OF OUTCOMES AND PROGRESS:

Outcome	Progress made over the past year in meeting this	Therefore, what is the outcome for the next year / stage?
By the end of KS3 Sophie will engage in a spontaneous conversation with a peer or small group of peers by asking and answering follow up questions, offering more information and expanding upon what has been said.	Partially achieved. Sophie's ability to interact with others has developed well during the course of the year. At the beginning of the year she was quieter which is understandable given her adjustment to Secondary School and a new class. She now talks much more and can interact with a variety of others in her class and for a variety of reasons. Indeed, we have seen her grow in confidence. We have made a focus on developing conversations in Social Club and also in earlier Speech and Language sessions. She can spontaneously interact with others, comment, ask a question or otherwise begin a conversation by showing interest in what a peer is doing. She needs support to develop conversations for longer exchanges. However, when motivated and in a happy/cheeky mood Sophie can be quite chatty and expressive and her conversations can last for longer exchanges. This outcome is partially achieved.	Developing socio-communication and conversational skills should remain a priority for Sophie. A new outcome is suggested: By the end of KS3, Sophie will be able to develop and maintain new and old friendships, including initiating and furthering conversation with a range of others.
By the end of KS2 Sophie will re-tell a short story in her own words.	Achieved. Sophie has done very well in her English lessons this year. She worked in a small group to access Fantastic Mr. Fox each week reading a chapter with peers and answering comprehension questions focussed on...	As the previous outcome is achieved and English outcomes will be met through the English curriculum and termly target-setting in English, it is recommended that a new outcome is set in a different area: By the end of Year 8, Sophie will participate in inclusion...

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	who/what/where/when/why. A part of this work focussed on re-telling the story a chapter at a time. To support with this, Sophie and peers also worked on organising summaries of chapters into chronological order. Sophie maintained a good understanding of what was happening in the story and we saw that she was able to re-tell what had happened in her own words. In addition, she was able to making predictions about what might happen next.	lessons in at least two subjects (e.g., PE, DT, Art, Music, Performing Arts). Inclusion with mainstream peers has not been possible this year due to Coronavirus, but it should remain a priority for the next year.
By the end of KS2 Sophie's speech will be intelligible 80% of the time.	Achieved. Sophie was supported by her Speech and Language Therapist at earlier points during the year, before her Speech Therapist went on Maternity Leave. Sophie made good progress with her programme and this programme was passed over to a teaching assistant in Sophie's class. Sophie's practises with her speech therapy programme each morning. We notice that when she comes back from a break her speech has regressed. It is important for Sophie, in order to make the most amount of progress with her speech, that she also practise at home. Sophie's speech is mostly intelligible to the adults working with her as these adults know her well.	As the previous outcome is achieved and Sophie is an able communicator, a new outcome is suggested in the area of independence: By the end of KS3, Sophie be able to communicate and engage in learning with increased independence. Sophie is already starting to make good progress with working by herself more often but she does need monitoring to ensure her work is correct and neat. It will be important as she progresses through Secondary School that she learn to work with increased independence and for longer periods.
By the end of KS3 Sophie will share negative emotions to seek comfort and request assistance to solve personal and academic problems	Achieved. Sophie has been learning about emotions using the Zones of Regulation programme. She is very able to identify emotions and match these to different coloured zones. Like most of our pupils she finds it hard to identify and...	Emotion regulation continues to be a priority for all of our pupils and so for Sophie too. As Sophie does not seem to experience upset/sadness/anger/frustration at school and instead presents as more excitable at times, it is recommended that an outcome is set around excitability (Zones of Regulation – Yellow Zone).

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3. Personal Learning Plans (PLPs).

Teachers set targets for each student in their class three times per year during Autumn, Spring and Summer Terms. Each student is set a group of targets to support attainment in curriculum learning ('My Learning') (e.g., English, Maths, Science and Computing) and another group of targets to support progress with their disability ('My Autism') (e.g., Social Communication and Emotion Regulation). The areas targeted under 'My Learning' vary according to Key Stage priorities. As such Post 16 students work towards five targets that link to the Preparation for Adulthood (PFA) curriculum, whereas younger students, those in KS1-4, work towards four targets in National Curriculum subject areas (please see table below). 'My Autism' targets are more uniform throughout the school as all students are working on developing their Social-communication and Emotion Regulation skills, regardless of age or Key Stage priorities.

Termly targets are formulated as 'I Can' statements, celebrations of achievements that students are likely able to make with the right supports and strategies in place. EHCPs are used to inform termly target-setting and are explicitly linked to the 'I Can' statements in the PLP. 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 success criteria that are reviewed toward the end of the term. Depending on the level of achievement, teachers may review targets as mastered (1), secure (0.75), emerging (0.5) or experienced (0.25). 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 SMT about average rates of progress for My Learning and My Autism. Data is further analyzed to look within Key Stages as well as within class groups. As progress for children with Autism is rarely linear, PLPs with personalized 'I Can' targets have the advantage of supporting target-setting that is meaningful and relevant for each child uniquely. New students, those joining Queensmill School for the first time, begin with four new starter targets (relationships with staff, relationships with peers, communication, sensory/environment). These students then move to a full set of My Learning and My Autism targets after completing their first term at the school.

EYFS	KS1 – 4	Post 16 (KS5) Post 19 – 25	Internship (Project Search)
My Learning - Literacy - Maths - Physical Development - Use of ICT	My Learning - English - Maths - Science - Computing	My Learning - Vocational - Independent Living Skills - Community Integration and Access - Leisure - Health	My Learning - Employability Skills - Health and Safety - Wellness - ICT
My Autism - SC: Joint Attention - SC: Symbol Use - ER: Mutual Regulation - ER: Self Regulation	My Autism - SC: Joint Attention - SC: Symbol Use - ER: Mutual Regulation - ER: Self Regulation	My Autism - SC: Joint Attention - SC: Symbol Use - ER: Mutual Regulation - ER: Self Regulation	My Autism - SC - ER
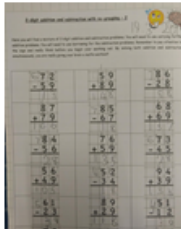
Social Communication – Symbol Use				
SU1.3 Uses internalised rules modelled by adult instruction to guide behaviour I can change unexpected behaviour with support.	By the end of Year 8, Sarah will consistently use Social Behaviour Mapping with her teachers and keyworkers at home to develop her understanding about how her behaviour (in a range of situations) affects others, and how this subsequently effects how others then treat Sarah. By the end of Year 8, Sarah will use Social Behaviour Mapping with her teachers and keyworkers at home to help her make informed choices about how to behave.	• Social Thinking used as and when opportunities present throughout the school day • Scenarios and discussion of expected/unexpected behaviours • Discussion around how a behaviour can be expected in one context, but unexpected in another • Social Behaviour Mapping • SALT sessions • High praise for showing understanding of expected/unexpected behaviours • High praise for modifying unexpected behaviour with support • Strategies and tool box for keeping calm	Sarah will be able to change unexpected behaviours with adult modelling and support.	0.5 – emerging When calm and well-regulated, Sarah can change unexpected behaviours with support. However, she still needs much help in this area as at other times she is not able to change her unexpected behaviour with support (e.g., she will greet the class teacher exclusively and ignore another adult working in the class). Work around expected/unexpected behaviour, social thinking and social behaviour mapping is ongoing for Sarah.
What am I going to work towards next?	*SU1.3 Uses internalised rules modelled by adult instruction to guide behaviour.*			

4. **Moderation samples.**

Teachers are asked to complete moderation, or work, samples three times per year. The focus changes per term, so that while teachers may complete moderation samples for English 'I Can' targets in the Autumn Term, the focus in the Spring Term will be a different assessed area (for example, 'My Autism' Mutual Regulation). When writing work samples, teachers include an annotated piece of work from a student or a photograph of participation. The evidence links to an 'I Can' statement that the student is currently working on in class. Teachers then include their judgment about whether the target is deemed mastered, secure, emerging or experienced relative to what has been observed and evidenced. Once a set of work

samples are complete, teachers select one work sample from a student in their class and bring it to a moderation meeting with other teachers/SMT to discuss.

The purpose of moderation samples is two-fold. Firstly, it encourages teachers to reflect on how they are working on targets in class and how students are responding to their targets. Secondly, it provides opportunity for teachers to check they are in agreement with each other's judgements, better ensuring consistency in the judgements that teachers make when reviewing PLP targets. Due to the pandemic and the impact it has had, moderation samples have been paused for the last few academic years. It has been important to prioritize teacher workload (due to the blended learning offer) and some aspects of Assessment could not be carried out. For the academic year of 2021-2022, we have made it a focus to write Emotion Regulation Support Plans in an updated format (see below). Moderation samples will now be re-introduced in Autumn Term 2022. The inclusion of intent, implementation and impact in moderation samples should support deeper teacher reflection and will link to Ofsted priorities too.

Queensmill School 'I can' moderation sample

Pupil name:	Taye	Curriculum area:	Maths
SCERTS level:	Language Partner	Focus time:	10 minutes
Class:	Rhinos	Teacher:	Emily Bennett
Year group:	5	Date:	19.3.2019

Assessment

'I can' statement
Intent	I can add and subtract numbers with up to 2-digits using an efficient written method.
Link to EHC
(if applicable)	N/A
Success criteria
Intent	Taye will add and subtract 2-digit numbers in his maths work, weekly.
Evidence
(e.g. photograph, copy of work)	Photograph of assessed work

Observation

What did the pupil have to do? Give a brief description of the task.
Implementation	Taye was given a worksheet prepared by the teacher. The worksheet featured 18 2-digit addition and subtraction problems. All problems required Taye to perform re-grouping (carrying or borrowing). Problems were set out in an alternate fashion (e.g. addition, subtraction, addition, subtraction etc). While Taye was well-practiced in 2-digit addition with carrying and 2-digit subtraction with borrowing, this was only the second time that he had been encouraged to complete 2-digit addition and subtraction (with regrouping) simultaneously. The aim of doing addition and subtraction alongside each other was to encourage mental flexibility. Therefore the task requirements were higher than his original specified 1 can'. Problems were set out using the column method and provided space for working out. Instructions were given at the top of the sheet and were read aloud to Taye.
How did the pupil access and engage with the task?
Implementation	Taye really enjoys maths and was enthusiastic about starting this piece of work. He was given the option to carry on with quiet time or to work with his teacher on maths and Taye said "maths!" jumping up from his seat. Taye accessed the task with minimal support. He engaged very well throughout and was able to stay seated until he had finished the sheet. Taye was praised upon completion and this was received well (social smiling, looking, clapping hands). In the next session, Zones of Regulation lead by the unit manager, there was discussion of how teachers and children felt that day. The teacher supporting Taye with his maths said she was in the green zone and feeling proud because of Taye's excellent maths. Taye showed his work to the group and smiled.

| How much support was given?
Implementation | Taye worked in a 1:1 capacity with the teacher. He sat and worked in a work station away from the group. As Taye is highly motivated by maths, he needed little support to focus. A number-line was available for Taye to use, but he did not use this. Instead he used his fingers as a visual support for adding and subtracting. At other times showed he could add and subtract digits mentally. Taye did not need support to perform regrouping. Taye needed some initial support to move between addition and subtraction as on two occasions he performed the incorrect calculation due to adding when he should have subtracted. It was felt that this was because he was managing addition and subtraction simultaneously. Taye needed a few prompts to carry the one when adding. Other than this Taye did not need support. |

Evaluation

How does the evidence meet the identified success criteria?
Impact	The evidence meets the success criteria because Taye was able to add and subtract 2-digits as a part of his weekly maths work.
What are the pupil's next steps to continue achieving in this area?
Impact	Taye would benefit from practicing 3-digit addition and subtraction, from working on addition and subtraction word problems and from more opportunities to work independently without an adult seated beside him.
Suggestions for future I can development
Impact	I can add and subtract numbers with up to 3-digits using an efficient written method.
Pupil self-assessment	Taye used some self-talk throughout the session. For example, he modeled the teacher's verbalization when working through problems (e.g. "carry the one"). Taye kept a check on his work and counted how many problems were left once he had completed half of his worksheet ("one, two, three, four, five, six, seven, eight and done"). When asked if Taye liked his maths he confidently said "yes" and nodded his head.
Teachers judgement of the progress made against the 'I can' statement
Impact | Taye understood what he had to do and was already familiar with carrying out 2-digit addition and subtraction with regrouping. He did not need support to focus, but he did need some support to move between the operations of addition and subtraction as Taye was not very familiar with this way of working. Once Taye had practiced a little he became more confident and did not need assistance. He did not make use of visual supports available (i.e. number-line). It is felt that Taye could add and subtract numbers with up to 2-digits using an efficient written method and that he could do this with minimal guidance. In sessions focused exclusively on addition or subtraction, Taye worked independently and without error. The progress against the 1 can' target is judged as mastered.

Experienced   Emerging   Secure   Mastered |

5. Emotion Regulation Support Plans (ERSPs).

All students attending Queensmill School 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 supports that are in place to calm a student when s/he shows this dysregulation. Plans are reviewed termly, but can be reviewed at any point during the school year as both risk factors and signs of dysregulation can change. Plans are linked to the Zones of Regulation (ZoR) program. Rooted in Cognitive Behavioural Therapy, the ZoR 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 Queensmill, which aims to help students gain skills in consciously regulating their emotions and their actions (i.e., blue - slow and low, yellow - losing control, red

- feeling out of control). Using the ZoR 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/young person when they are emotionally triggered and 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 has recently been re-drafted with feedback from teachers and SMT to ensure the document is the most comprehensive possible. The revised ERSP template allows for a termly review that is linked to current Emotion Regulation 'I can' targets.

	Signs of dysregulation (changes in the students presentation which tell you s/he is now dysregulated and that participation/well-being is being impacted)	**Transactional Supports** (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)
SLOW Feeling slow	Looking around the class Looking blank Losing focus Slower to initiate speaking (longer processing time before talking/responding to questions) Finding it challenging to answer a question Rubbing eyes (due to allergies) Withdrawing Becoming quieter Weeping Leaving an activity Unable to meet adult expectation	Keep Sophie busy with engaging lessons and activities Offer snack or drink Offer/suggest a movement break or quiet break away from the activity before coming back to this Mini schedule so she can clearly see the expectation and predict when the activity will end Reduce demands Offer a break from the task/alternative task Give allergy relief if slow/low due to itchy eyes (follow medical protocol) Offer the opportunity to talk through reasons for upset with Sophie. Where this is related to a negative memory, talk about things happening now and things to look forward to in the future Encourage Sophie and praising her Provide opportunity for Sophie to engage in drawing activity when feeling upset.

6. Picture Exchange Communication System (PECS) updates.

Students who are learning to communicate through the use of the Picture Exchange Communication System (PECS) are informally assessed for their communication skills twice per year, at the beginning of Autumn Term and the end of Summer Term. Teachers carry out a Critical Communication Check-list and record yes/no responses to nine examples of essential communication, such as requests reinforcers, requests help, requests break, rejects etc. This assessment is based on the teacher's knowledge and observations of the child. Teachers provide information as to whether students can understand key instructions, for example to 'go get' (an object) or 'go to' (a familiar location), using visual and/or verbal reinforcement. At the same time as updating the Critical Communication Checklists, teachers also update the PECS Record to document where each student is with their PECS progress (i.e., which phase they are working on). This piece of assessment is only required for PECS users. It enables teachers to assess and record developments in communications skills, using PECS as an augmentative and alternative communication system.

Critical Communication Skills checklist

Name: Sukeynah Said   Date: July 2017

Skill		Example	Appropriate?
1.Request reinforcers			
	Edibles	Using PECS	Yes
		Grab food	No
	Toys	Using PECS	Yes
		Grab item	No
	Activities	Requires a lot of prompting and physical support.	No
2. Request help		Can become frustrated	No
3. Request break		May become upset but does not request break	No
4. Reject		Pushes away	Yes
5. Affirm/accept		Takes item, gestures 'me' on occasion	Yes
6. Respond to 'wait'		With wait card and adult support	Yes
7. Respond to directions		May occasionally respond to basic direction (e.g. sit, stand)	Yes
Visual directions			
Orient to name being signalled		Will not respond to this visually (e.g. photo)	No
	'come here'	May respond to this visually (i.e. through use of gesture to come or open hand)	Yes
	'stop'	Will not respond to this visually(e.g. symbol)	No
	'sit down'	May respond to this visually (i.e. through use of gesture/sign/pointing to sit)	Yes
	'give it to me'	May respond to this visually, e.g. 'my turn', but not always. Can give with physical prompt	Inconsistent
	'go get…' (familiar item)	Will not respond to this visually	No

Picture Exchange Communication System Baseline

Name: Sukeynah Said   Date: 19.06.2017

Phase		Current motivators and reinforcers
Phase 1		• Outdoor play
Physically assisted exchange	√	• Swimming
Independent exchange	√	• Trampoline
Phase 11		• sensory toys
Remove picture/icon from cover of book	√	• messy play (sand, water)
		• small objects to hold and handle
Travel to communicative partner	√	• Banana
Travel to book	√	• croissant/bread
Phase 111		• orange juice
High preference v. Low/non preference	√	• Messy play
Chooses between 2 high preferences	√	• Cause and effect toys
Chooses between 3 high preferences	√	• Flappable items
Chooses between 4 high preferences	√	
Chooses between 5 high preferences	√	
Looks for picture/icon inside book	√	
Phase 1V		
Adds reinforcer icon to sentence strip	√	
Constructs entire strip	√	
Points to icons during read-back	√	
Attributes		

7. Pen Portraits.

The Pen Portrait is a one-page snapshot providing an essential profile for each child/young person in the school. Pen Portraits summarize basic information pertinent to the child/young person, including how they communicate, what they need help with, their special interests/motivators and risk factors for their dysregulation. Four coloured boxes linking to the ZoR 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). With this are details about how a student can best be supported when s/he is in that zone (e.g., use visuals, reduced language, offer break 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 pupil needs help with. Pen Portraits are 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.

8. Baseline Review.

New starter students, for example those joining the school from a different educational provider, are given a baseline review within the first 6-8 weeks of starting. Teachers informally assess student's initial social/communication skills and their ability to participate in classroom activities through their daily observations and direct work in class. These observations are summarized and documented in a baseline report that is written in conjunction with the student's OT who provides information about the presentation of the child's physical/sensory needs. The baseline review report is then shared with parents/carers and other key professionals and a short meeting takes place during the settling in period. Teachers highlight, in the meeting, any notable achievements that the student has already made since transitioning to Queensmill and parents/carers provide information from the home perspective. The meeting encourages good relationships between home and school to be developed from very early on. From an assessment perspective, the baseline review supports teachers in establishing key priorities for target-setting for the term ahead.

Name	Kemani	Date Report Written	October 2021
Date of Birth & Age	21/02/2016	Date New Starter Review	2/11/21
Year Group	1		
Class	District	SCERTS partner level	Social
Staff	Olivia, Emily, Elena, Rebeca, Raquel & Louise	Speech & Language Therapist	Amy- Rose McClean
Start Date	3/9/21	Occupational Therapist	Joe Foster

Area	Comments
Social Communication Information provided by class teacher	**Attention** Kemani presents with highly variable attention and listening skills, which are influenced by his motivation, interest and familiarity for the task, mood, sensory needs (e.g. seeking pressure), emotional regulation (*see OT section for more information*), and the communication environment (such as visual, auditory and movement stimuli). Kemani presents a high preference to be self-directed in his interests which impact on his ability to focus and take part in adult led learning activities, reciprocal interactions with others, follow adult directions and understand and follow the routine of his day. As a result, Kemani's focus of attention is often on his own terms, and he continues to find it difficult to attend to activities led by adults, unless they are structured, highly motivating, of interest to him and presented within a low arousal environment. Kemani is able to attend to self-led activities for extended periods of time. When motivated, calm and alert, and with support from adults, he has demonstrated his ability to actively engage for approximately 3-5 minutes during structured and highly motivating 1:1 adult led activities, and approximately 5-10 minutes during structured and highly motivating small group adult led activities. Since starting District Class, he has made progress in his ability to attend to a wider range of activities and actions completed by an adult, within highly motivating 1:1 and small group activities, throughout the school day. For example, Kemani has participated in weekly Speech and Language Therapy sessions; *Attention Autism*. Attention Autism is a programme aiming to increase attention within highly motivating and structured adult led activities, develop joint attention, shared enjoyment with others, encourage spontaneous communication and interaction within a group context, and develop vocabulary and sentence structure through adult modelling and opportunities to comment and request. During these sessions, Kemani has demonstrated his anticipation (e.g. stating "ready, steady, go"); shared his attention for up to 10 minutes, actively engaged/ participated (i.e. sharing his enjoyment), using both non-verbal (e.g. eye contact, gesture, body language, proximity, facial expressions) and verbal communication (e.g. vocalisations/ requesting "more").

9. Award Scheme Development and Accreditation Network (ASDAN) – Secondary students only.

The Award Scheme Development and Accreditation Network (ASDAN) Personal Progress Qualification (Award and Certificate) is run at Queensmill School and Queensmill College (Q6). The qualifications have been developed for learners working towards and at Entry 1 level to have their achievements recognized within a qualification framework. This is designed for schools, colleges, residential and day care services, training providers and independent provision. The Personal Progress qualification is made up of units based on the four Preparing 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 Queensmill School and Q6 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
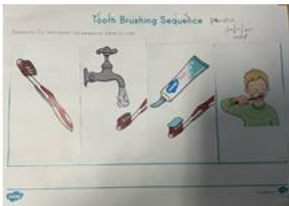
there is also an achievement continuum that supports evidencing. A selection of units are required each year for external moderation.

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 each year 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 and Rachel Thompson, Queensmill Colleges Head of Service, is the internal moderator for the school. The next audit is in January 2022.

10. GCSEs and Functional Skills – Secondary Resource Base students only.

The majority of students at the Secondary Resource base at Fulham Cross Academy attend inclusion lessons alongside mainstream peers. Some of these students have, in the past, been able to sit GCSEs for the subjects that motivate them the most. In the past some students have been able to sit exams in subjects such as Art, DT, History and Maths. When Queensmill students sit GCSEs, they attend the GCSE exam at the same time as their mainstream peers. Queensmill students have access to a scribe, a Queensmill teaching assistant, and they take the exam in a room separate to the main exam hall to reduce anxiety and to provide a quieter space for concentration. Students are allowed additional time to write the exam with the support of the scribe. Most Year 11 students gain alternative qualifications, Functional Skills Maths and Functional Skills English. Here there are different levels depending on individual abilities. These are not exam based and can be completed online with multiple attempts if needed to try certain parts of the test again.

Summary:

In summary, the school employs an extensive and robust assessment package designed to document student progress in a number of areas. This is summarized in the table below. The school will evaluate and

review the assessment methodology at the end of Summer Term 2022. This work will be led by the Head of School and the Assessment Coordinator.

Type of assessment	What it assesses
Annual Review Teacher's Report	- Annual progress with curriculum learning and Autism
EHCP	- Achievement against long-term targets
PLP	- Achievement against short-term (termly) targets
Moderation samples	- Progress towards short-term (termly) targets and teacher judgements of progress
ERSP	- Risk factors, signs of dysregulation and transactional supports used to support student recovery
PECS updates	- Critical communication skills and progress with PECS phases
Pen Portraits	- Essential student information
Baseline Review	- Integration into new school setting
ASDAN	- Preparation for adult life
GCSEs / Functional Skills Tests	- Knowledge and attainment in specific curriculum subjects

Emily Bennett

01.02.2022