



RADLETT LODGE SCHOOL LOCAL PROCEDURE FOR:

ASSESSMENT, RECORDING AND REPORTING

INTRODUCTION

All pupils attending Radlett Lodge School have a diagnosis of Autistic Spectrum Disorder (ASD) as well as additional learning difficulties, mainly severe (SLD) with some moderate learning difficulties (MLD). This means that each pupil is an individual, with an individual learning profile and their own set of unique attributes and strengths.

At Radlett Lodge School, we recognise that for our pupil's progress is sometimes measured in very small steps and that we should take every opportunity to recognise each achievement across the range of personal, social and academic disciplines. Assessment should raise the expectation of success rather than highlight failure. We celebrate pupil achievements as part of school life through the presentation of certificates to encourage self-esteem and develop skills necessary for self-assessment.

We have a robust referral process in place. We ensure that we are able to effectively support the needs of all our pupils, both new and existing. We speak to the pupil's current school and families in order to gain more information in addition to their Education and Healthcare plan. Autistic pupils often present in different ways depending upon the situation; therefore, once a new pupil has joined us we embark on a twelve-week close observation baseline period. It is through this initial settling in period (as well as utilising information from previous settings; their EHCP; and family notes) we begin to create a learning environment utilising the right resources and structures so that they can successfully progress and develop. At Radlett Lodge School, we recognise the importance of building close relationships and getting the correct strategies and approaches in place as early as possible in order to see improvements in behaviour, attention and anxiety levels.

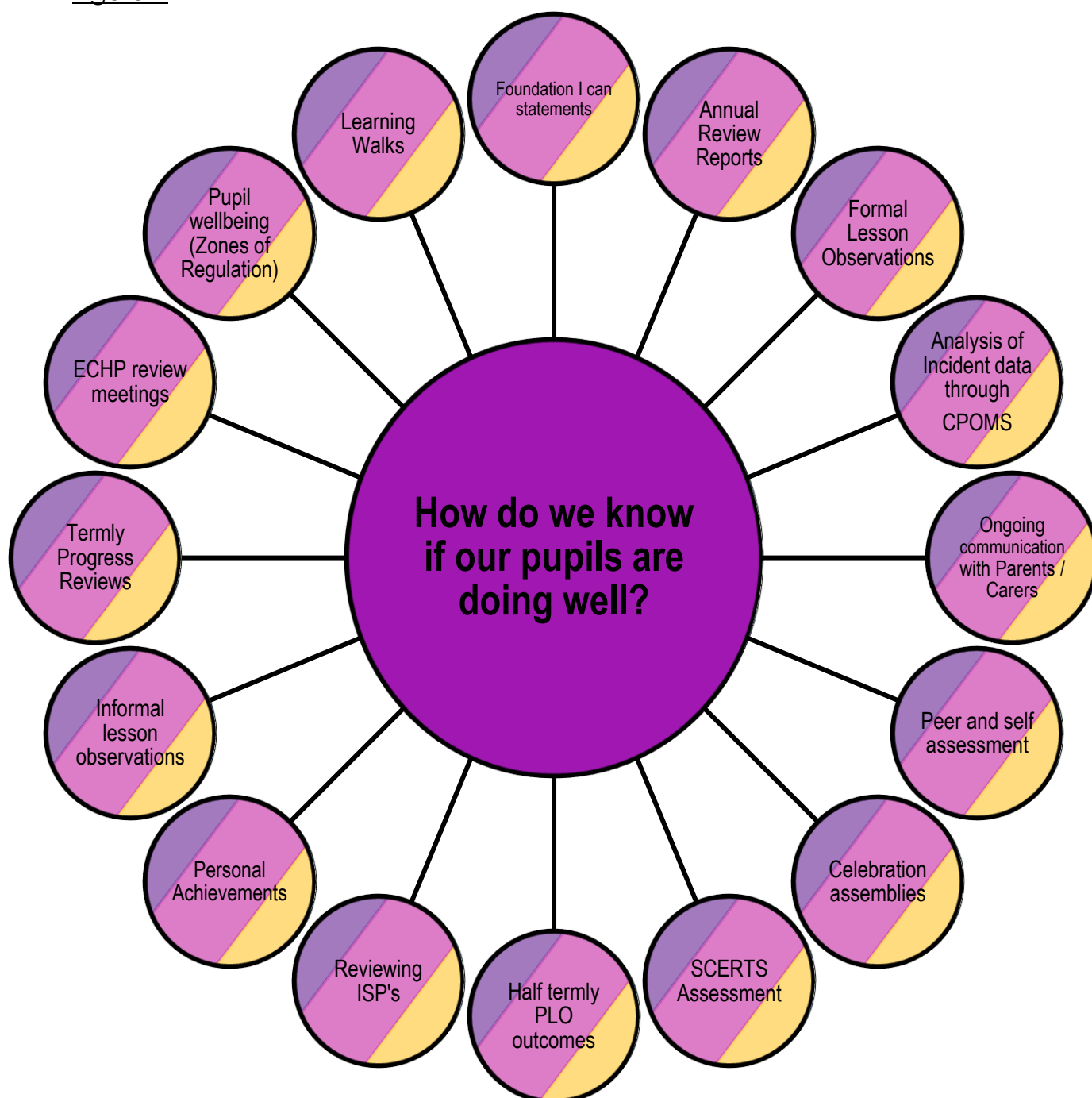
ASSESSMENT

Assessment is an essential and integral part of effective teaching, learning and pupil progress. Effective assessment provides information to improve teaching and learning for all our pupils. Assessment should be the natural outcome of a well-planned curriculum, providing teachers with the means to focus on the social and learning needs of individual pupils.

We recognise that the purpose of assessment is to provide information for a range of audiences as well as supporting teachers to ensure the continual progress of our pupils.

As with learners in all educational settings, it is crucial that the academic progress our pupils make is closely measured and monitored. This then provides feedback to ensure continued improvement can occur in combination with our teachers' planning of appropriate and challenging tasks/ activities. Nevertheless, it is also fundamental to appreciate that with autistic pupils and their associated underlying developmental factors, the setting of any academic targets must be matched to their individual strengths as well as targeting their needs. In all cases, although the 'level' of English, Maths and Science understanding is useful to know, this is just one area where we, at RLS, measure progress (see Figure 1).

Figure 1



MULTI-DISCIPLINARY WORKING

For autistic pupils, progress in personal development, social development and wellbeing are vitally important in giving them access to the best possible opportunities at school, at college and into adult life.

Similarly, the development of a functional communication system is essential for our pupils to be able to access educational opportunities.

In order to demonstrate the strong working model employed at Radlett Lodge School, the Trans-Disciplinary Team (TDT) support class teachers to provide holistic evidence upon which to report progress. The TDT deliver a summary of progress made over the year through annual review reports and other assessments where appropriate.

Data is drawn from the pupil's SCERTS® assessments, notes, incident reports and records of parent and staff feedback following interventions.

Wide variation in the needs of our pupils means there is no one standardised measure that is appropriate for all pupils, or even for the same pupil at different points in their development. This difficulty is being addressed through RLS's use of the published, evidence based, SCERTS® framework, which provides an observational assessment process that is relevant to all pupils and allows us to get a baseline of each pupil's communication. (see Figure 2).

Figure 2.

Exemplar of a SCERTS® Baseline Review Summary Report



INDIVIDUALISED ASSESSMENT and PLOs

All pupils attending Radlett Lodge School have an Education and Health Care Plan (EHCP), which details their specific abilities, needs and attainment levels. We have a duty to take account of this assessment information when planning for the pupil and to make sure that we are meeting the pupil's identified needs

Every pupil's EHCP is the starting point for the production of his or her individualised targets. At RLS we use five key areas to create a pupil's daily targets, which we refer to as Personalised Learning Outcomes (PLO's). The five PLO areas assessed daily are:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Behavioural and Emotional development
- 4) Physical and Sensory development
- 5) Community Inclusion and Independence

The 5 daily (or short term) PLO's must be challenging and relevant; they originate from the annual outcomes. It is vital for parents/carers, the Local Authority, Social Workers, RLS professionals (TDT and Teaching staff) and the pupil themselves all to be involved in the target setting process.

The long term (or Key Stage) outcomes, as defined in the EHCP, give the overall topic area for the challenging outcomes but it is the Annual Outcome and subsequent, half termly, PLO's which are the SMART targets. Class staff and TDT work with the pupil every day to achieve these objectives, observing and recording progress continuously.

At the end of each half term the teacher will review and assess the progress of the outcomes and plan for the next short term outcome. Sometimes the outcomes may change considerably whereas other times it may be the transactional support which needs altering to enable future success. We use a 'Plan-Do-Review-Revise' approach to set SMART targets (see Figure 3).

Personalised Learning Outcomes (PLO) Sheet		
<p>My Communication Targets:</p> <p><i>I am working on trying to:</i> Use person – action colourful semantics structure to make simple sentences.</p> <p><i>Adults working with me can:</i> Encourage me to say the sentences to the best of my abilities.</p> <p><i>It will also help if:</i> I have my communication board with me at all times during the school day and whilst in the Lodge.</p>	<p>Name: J Bloggs</p> <p>PHOTO for in school use only</p> <p>Key details: Year 5</p> <p>I like: Going out and playing in the park. Cutting pictures and sticking them with tape. Helping adults with jobs such as setting up the lunch table, giving out the work to my peers and tidying up. Using my iPad to take pictures.</p> <p>You can help me by: Encouraging appropriate interactions with both staff and peers. Modelling language and behaviours. Using visuals to inform me about what is expected of me.</p>	<p>My Independent & Community Targets:</p> <p><i>I am working on trying to:</i> Access community spaces while controlling my need to pull wires.</p> <p><i>Adults working with me can:</i> Use visual social stories to prepare me about where the visit is going to be and what the expectations are.</p> <p><i>It will also help if:</i> I am constantly reminded that I can look/take pictures of the wires and touch them if I ask for permission.</p>
<p>My Learning Targets:</p> <p><i>I am working on trying to:</i> For Brandon to be able to sit and attend a structured work with teacher session for up to 10 minutes.</p> <p><i>Adults working with me can:</i> Use visuals to inform Brandon about the sequence of the events (through a jig). Use Brandon's Communication system for him to follow rules.</p> <p><i>It will also help if:</i> Encourage Brandon, by using non-verbal cues, to complete the tasks.</p>	<p>My Social, Emotional and Behaviour Targets:</p> <p><i>I am working on trying to:</i> To appropriately answer "yes" and "no" to questions in 3/5 occasions.</p> <p><i>Adults working with me can:</i> Encourage me to answer with yes or no appropriately.</p> <p><i>It will also help if:</i> Adults give me the choice of a yes or a no answer and correct me if needed.</p>	<p>My Sensory and Physical Targets:</p> <p><i>I am working on trying to:</i> Meet my need for sensory input by requesting for a wider variety of sensory-motor activities.</p> <p><i>Adults working with me can:</i> Model how to use different pieces of equipment such as the body roller, climbing wall, body sock. Engage with me in messy play and cooking sessions.</p> <p><i>It will also help if:</i> Activities are fun and I can interact with you when completing them. Maintain a low arousal approach and reduce language.</p>

RLS FORMAL ASSESSMENT

We use a bespoke assessment framework for Caesar, Vesta and Mars. The Foundation strand is based around much of the Early Years Foundation Stage - Assessment Framework but with some autism specific elements included. The framework is broken down into 3 areas:


1.) Communication and interaction

2.) Learning and Engagement: Play Skills

3.) Motivation and Engagement: Attention Skills

Communication and Interaction		Learning and engagement: Play Skills		Motivation and engagement: Attention Skills			
1	I can accept and engage when a familiar adults joins in with my actions, interests and sounds	28	I can explore objects / materials presented by adult.	55	I can look towards visually stimulating item / activity	82	I can show surprise or excitement at new knowledge, understanding
2	I am beginning to be proactive in my interactions.	29	I can independently explore familiar objects / materials	56	I can turn towards / still at sound	83	I can make sense of information
3	I can communicate consistent preferences and affective responses.	30	I can explore varied objects / materials	57	I can respond to feel of items	84	I can attend to a highly motivating activity from a distance for short periods
4	I can recognise familiar people, events and objects.	31	I can explore toys / materials in more than one way (stacking/ bagging/ smelling...)	58	I can respond to smell	85	I can sit or stand with a small group to attend to a highly motivating activity for short periods
5	I can co-operate with shared exploration and supported participation.	32	I can look for objects when out of sight	59	I can respond to taste	86	I can settle to task quickly
6	I can engage in brief, two way interactions with familiar adults	33	I can organise toys / materials	60	I can respond to movement	87	I can follow instructions about tasks (e.g. visual instruction on what to do)
7	I can follow a contact point	34	I can perform actions, often by trial and improvement, and remember learned responses over short periods.	61	I can show interest in surroundings	88	I can attend to others taking turn within activity (e.g. attention autism)
8	I can follow a distal point	35	I can play with / use toys / materials functionally (e.g. use a spoon to feed a dolly/ a brush to comb a doll's hair)	62	I can show familiarity with environment	89	I can engage with task for agreed time period (use timers for visual prompt)
9	I can soothe when comforted by a familiar person	36	I can combine objects systematically	63	I can show awareness of changes in environment	90	I can use strategies to prevent myself becoming distracted
10	I can follow simple instructions with gesture and situational cues	37	I can fit objects together using trial and error (e.g. building a tower with blocks/ matching lids to containers/ stacking)	64	I can feel/ be calmed by surroundings (e.g. background music/ white noise/ lighting adjustments)	91	I can refocus if I get distracted
11	I can engage in extended two way interactions with a familiar adult	38	I can complete simple puzzles	65	I can show increased focus within given environment	92	I can persevere with task
12	I can participate in shared activities with less support.	39	I can make a toy work	66	I can anticipate introduction of a preferred item / activity	93	I can ask for help if needed
13	I can imitate simple actions or sounds immediately after a model, when prompted	40	I can perform action that produces an effect	67	I can anticipate another person's actions during familiar activities	94	I can complete task in given time period
14	I can respond to at least 3 different picture cues	41	I can imitate actions of adult using familiar object in pretend / symbolic play	68	I can anticipate familiar events from routines and object cues.	95	With preparation, I can transfer attention to a different task / activity
15	I can respond to my own name	42	I can independently use real objects in pretend / symbolic play	69	I can remember learned responses over more extended periods	96	I can interrupt task to attend to instruction / question
16	I can respond to a greeting from a familiar person	43	I can imitate adult using objects with toys	70	I can reach out for items	97	I can respond to questions / requests when engaged in activity
17	I can use familiar objects conventionally towards myself	44	I can independently use objects with toys	71	I can look with interest at item, activity	98	I can engage in negotiated non-chosen task followed by chosen task / motivator
18	I can respond to direction to stop/finish what I am doing within familiar structures	45	I can explore objects in ways other than their intended use	72	I can show interest in having a turn	99	I can engage in series of negotiated non-chosen tasks followed by chosen task / motivator
19	I can respond to a few single words in familiar social games or routines	46	I can attribute feelings to toys	73	I can choose item from a selection	100	I can respond to suggestion to 'share' components of activity / task
20	I can follow gestural cues other than a point	47	I can imitate sequence of pretend / symbolic play	74	I can ask questions about topic	101	I can choose which task to complete
21	I can respond to a few frequently used phrases in familiar routines	48	I can independently carry out sequence of pretend / symbolic play	75	I can respond to options and choices with actions or gestures.	102	I can engage in series of negotiated tasks in a sequence chosen by them
22	I can use up to 5 words frequently	49	I can enact story routines / scenarios with toys by copying actions modelled by adult.	76	I can explore items using senses	103	I can initiate negotiation about tasks to be undertaken
23	I can respond to intonation e.g. excited/quiet voice.	50	I can enact story routines / scenarios with toys independently	77	I can investigate how an item works	104	I can honour the terms of a negotiation about learning tasks
24	I can respond to a greeting from an unfamiliar person	51	I can act out characters / stories / scenarios using role play	78	I can take turns to explore items	105	I can make realistic suggestions about ways to approach an activity
25	I can respond to a variety of familiar words and phrases in routines	52	I can invite adult into play scenario	79	I can discover new knowledge and understanding		
26	I can show understanding of the names of at least 3 familiar people	53	I can engage with adult in play scenario	80	I can make connection between cause and effect		
27	I can request a preferred item / activity	54	I can tolerate another person (adult or peer) bringing own variables to a play scenario	81	I can discover how an item works		

At the end of every term, a Progress Review meeting is held for each pupil. This meeting involves all staff who work with each pupils including Speech and Language Therapist, Occupational Therapist, Positive behaviour Support team and our Parent and Community Liaison.



(Pupils Name) Progress Review – Spring 2026

Area of Assessment				Area of Assessment			
Key stage	Current Term (0)	Last Term (-1)	Previous Term (-2)	Attendance	Current Term (0)	Last Term (-1)	Previous Term (-2)
Year Group	5	5	4	92.86%	92.10%	95.65%	
Class	12	12	11	PLO's Cog + Learn Phys + Sens S, B + E Com + Ind			
LAC / CIN / CP / or Prev.	PS2	PS2	Jupiter				
Individual RA	LAC	LAC	LAC				
ISP Review Date	Y	Y	Y				
Any Active Interventions	September 2026			Toileting Phase EHCP SaLT Alloc. (in hrs) EHCP OT Alloc. (in hrs)	Stage 2	Stage 2	Stage 2
RLS Pathway	N	N	N		Universal	Universal	Universal
IHCP / Medical Needs	1	1	1	No. of incidents	16	6	15
SCERTS® Partner	N	N	N	No. of RPI's	1	0	0
Phonics Level	LP	LP	LP	Engage, Act English Maths Relationships PE/Sensory Independent Living Creativity			
	N/A	N/A	N/A				
Progress				Any notable Home Communications:			
Current Term:				Last Term:			
Current Term:				What's working well this term:			
Current Term:				Last Term:			
Current Term:				What's not working well this term:			
Current Term:				Last Term:			

Pupils work is assessed by key workers using an assessment label. The key worker will fill out the sticker with the learning objective, there level of support (Beginning, Emerging, Developing and Secured) and put a comment about how well the pupil achieved the learning objective.

Date:			Staff:		
Learning Objective(s):					
B	E	D	S		
Levels of support					
Physical	Verbal	Visual	Independent		
Comment					

The Radlett Lodge School Local Procedure for Assessment, Recording and Reporting should be read in conjunction with:

NAS POLICIES:

Quality of Life (QoL) Framework Policy
Special Educational Needs and Inclusion Policy
Supported Home Learning Policy
Remote Learning Policy

RADLETT LODGE SCHOOL LOCAL PROCEDURES:

Curriculum
Teaching and Learning
Post 16 Education
Careers
Marking and Homework