**Assessment Policy**

This policy sets out the procedures and protocols to be followed for every pupil attending alternative provision at Hereford Learning Hub.

At Hereford Learning Hub our ethos is based around – acceptance, individuality, achievement and personal growth. We use ‘assessment’ to plan a holistic curriculum to ensure that there are learning opportunities for every pupil.

We also plan and deliver curriculums and assess pupils across Early Years and Key Stages 1-3. We use a variety of assessments to accurately measure progress of different: ages, stages, and diversity of need.

We will carefully combine Education Health and Care Plan outcomes with short term targets embedded into curriculum goals to achieve the maximum outcome for our pupils. We also use assessments from other agencies such as: Speech & Language Therapists, Occupational Therapists and Physiotherapists to inform our daily practices in the classroom.

Hereford Learning Hub is committed to communicating the individual needs of pupils with all staff.

**Starting at Hereford Learning Hub**

Before a pupil joins, they will be asked to come for an initial visit of half hour to familiarise themselves with the location and staff. This is a very important part of transition – it is during such visits staff can gather and collect information about children, their families and anything else we need to know. This is all part of the assessment of need to plan for classroom provision and any other area of need. Parents and carers are supported by staff in completing an ‘all about me’ document for their child – this really helps us to make the environment and classroom ready for the new pupils.

**Education Health and Care Plans**

Each pupil in school has a digitally safe and stored Education Health and Care Plan folder. This area holds information such as: EHCPs, annual review reports (AR1) and minutes from annual review meetings (AR4), medical letters and medical advice, assessment or recommendations. EHCPs are an important document as these hold the longer-term targets that we base learning on in school and college.

**Annual Reviews – Reports and Meetings**

These formal reports are written annually for pupils throughout their time here. In the annual review report we report on- curriculum progress, and progress linked to EHCP outcomes. Annual review report meetings also give the opportunity for us to meet with e.g. parents / carers and other agencies to review progress across many areas and set new targets. These reports and meetings play a pivotal role in ensuring professionals, families and young people have opportunity to come together and celebrate successes, share information and set new goals. Pupils also submit their own feedback evaluations of HLH and achievements via a range of different formats – questionnaires, photos and videos.

**Individual Education Plans**

Individual Education Plans are half termly plans and strategies of how to make small steps towards achieving long term goals set in EHCPs. All IEPs are personal to each individual and contain targets linked to – communication, physical, personal and social, curriculum and other targets taken form e.g. reports or observations in the classroom as appropriate.

We use a combination of assessment targets designed by us that are imperative to that individual making progress. These plans include strategies that could be used to embed and teach certain targets. IEPs contain the required information in order to set, embed and monitor targets. We share IEPs with pupils as appropriate, their families and other staff in school. These are monitored half termly. Pupils contribute towards targets as appropriate throughout school.

**Individual Risk Assessments**

In addition to the IEPs, each pupil has an IRA that covers all aspects within HLH, educational visits and onsite activities. These are all kept safely within the same folder in the staff computer systems and file.

**Summative Assessment/ Formal Assessment**

At HLH we use assessment that reflect curriculum, EHCPs, ages and stages of development. At HLH, we use formative assessments in line with the NC