



***POLICY ON ASSESSMENT ON ENTRY,  
IEPs, ANNUAL REVIEW PROCEDURES  
& REPORT WRITING***



## **POLICY ON ASSESSMENT ON ENTRY, IEPs, ANNUAL REVIEW PROCEDURES & REPORT WRITING**

### **Philosophy**

Students entering West Lancashire Community High School at secondary transfer should arrive with information from their previous setting, plus information relating to academic achievement from their previous schools in terms of SATs, Teacher Assessment, BSquared, Pivats etc. They will also have undergone numerous formal tests by the Educational Psychologists Team.

Every student on assessment of entry will have completed a WPV prior to making an application to the school through the local authority. At this point EHCP will be shared to decide if students needs identified in their EHCP can be met.

Targets will form part of the student's Individual Education Programme and the student's progress and a review of EHCP will take place during an annual review.

### **Aims**

1. To provide a comprehensive screening of students (particularly social and emotional) within a few weeks of arriving in school) via their Transition reviews. This should be completed during the autumn and spring term prior to entry for the following September for students entering the school at Y 7. For other times, material should be made available to school as soon as is practically possible.
2. To provide as much information as possible to present to subsequent teachers/other staff with whom the student is likely to work.
3. To involve the student in the screening process, as appropriate, through the vehicle of the present assessment system and any other additional assessment material.
4. To inform future Target Setting and IEP's.

### **Methodology, Organisation and Resources**

Students:

Previous assessments will be read and reviewed by the departmental lead and the class teacher. Students will require a more comprehensive assessment identifying personal needs which covers all areas using B squared assessment tool for core subjects and personal and social development system as initial reference.

Students at this point will be base lined.

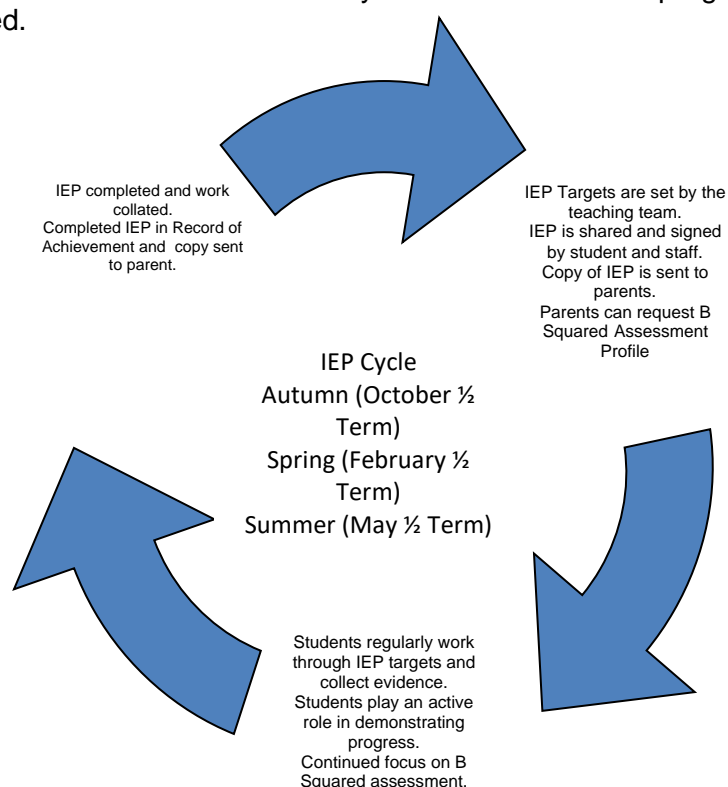
### **Learning Objectives**

- 1) Initial responsibility for students entering school should fall to the Class Teacher, with the support of the departmental lead who will collate information already with the student on entry and assess the student on arrival.
- 2) The departmental lead will ensure that all student-information is made available to the head teacher, the deputy head teacher and to others working with the student. E.g. Speech and \language Therapist, Occupational Therapist.  
This may take place through the SMT meeting.
- 3) Responsibility for monitoring and evaluation of the process lies with the class teacher, Departmental lead and the senior management team.

## IEPS

An Individual Education Plan (IEP) is a working document and should be useful, available and comprehensible to the pupil and all those working with the pupil. It should be effective, individualised, child-centred, inclusive, holistic, collaborative and accessible.

- The IEP document sets targets within the five area of the EHCP.
- IEP's will be written for each term in the academic year. (Autumn, Spring and Summer)
- Optional additional B Squared information will be offered to all parents as part of the IEP cycle.
- The targets set are linked to B Squared which is the schools preferred assessment tool.
- Targets are to be SMART (Specific, Measureable, Achievable, Realistic, Timely).
- IEP's will state the support and strategies that will be employed to allow the students to achieve the targets. These will differentiate between departments, classes and students.
- They should be easily understood by and accessible to the students and be an active part of the learning environment.
- There is no set amount of targets as this should be assessed by the teaching team to ensure that the targets are pupil centred and achievable within the time frame.
- Evidence should be collated for the set targets. This can take the form of written work, photographic evidence, teacher statements etc. The evidence should be kept with the IEP document.
- Completed IEP's should be stored within the Record of Achievement with the evidence and a copy sent to parents to update progress.
- They will be overviewed by Head teacher who moderates Records of Achievement to ensure the IEP cycle is followed and progress is being monitored.



## **Annual Reviews**

Annual reviews for every student are completed every 12 months and a Transition Plan must be drawn up following the first review after the child's fourteenth birthday. These 14+ reviews are now all completed during year 9 at school and reviewed/updated thereafter.

Annual reviews must take place for Y14 and Year 11 students before the end of December.

New student's annual reviews will take place at the end of the year (but IEPS must be completed for them 6 weeks after their start date).

All paperwork must be sent back to the LA within 10 days of the review taking place.

Each child and their parent/carer will be met individually and invited to attend the meeting.

The schools representative will be present at each Review.

Other agencies will be invited to contribute to the review either by contribution to the advices or by attendance at the review.

Annual review reports will report on the student's EHCP. It is the responsibility of the class teacher to produce the report for annual reviews.

## **End of year school reports**

End of year school reports are an opportunity to celebrate the academic year of the student. These will be reflective and will link to areas of the EHCP at KS3 and subjects at KS4 and KS5.

It is the responsibility of the subject teachers to provide information to the class teacher who will then populate the school report and add any additional comments. End of year school reports will be sent home in the summer term

**Reviewed Autumn 2019  
Agreed by Governors 4.12.19**