

EMPOWERING FUTURES ALTERNATIVE PROVISION

ASSESSMENT POLICY, PROCEDURES & OUTCOMES

Policy Name	Assessment Policy
Site	Birmingham
Version	1.0
Approved By	Director / DSL
Date Reviewed & Confirmed	18 January 2026
Next Review Due	January 2027

1. POLICY STATEMENT

Empowering Futures Alternative Provision (EFAP) is committed to delivering **fair, inclusive, robust, and meaningful assessment practices** that support learners to demonstrate progress, achievement, and personal development.

Assessment at EFAP is:

- Learner-centred
- Trauma-informed
- Accessible and differentiated
- Aligned with ASDAN requirements
- Suitable for Alternative Provision and SEND contexts
- Transparent to learners, parents/carers, and commissioning Local Authorities

Assessment is used not only to measure outcomes, but to **support engagement,**

confidence, and progression.

2. AIMS OF ASSESSMENT

EFAP's assessment approach aims to:

- Measure learner progress against starting points
- Evidence achievement in ASDAN units and challenges

- Support personalised learning pathways

- Inform planning and intervention

- Provide credible evidence for Local Authorities and external moderation

- Celebrate learner success and progression

Assessment is **continuous, formative, and summative**, and is embedded throughout delivery.

3. LEGAL AND STATUTORY FRAMEWORK

This policy aligns with:

- Education Act 1996

- Children and Families Act 2014

- Equality Act 2010

- Keeping Children Safe in Education (KCSIE) 2025

- SEND Code of Practice (2015)

- Local Authority Alternative Provision frameworks

- ASDAN Assessment, Moderation and Quality Assurance guidance

4. SCOPE

This policy applies to:

- All EFAP learners (11–18 and adults where applicable)
- All ASDAN-based programmes delivered by EFAP
- All tutors, assessors, support staff, and managers
- On-site, off-site, and blended provision

5. ASSESSMENT PRINCIPLES (ASDAN-ALIGNED)

Assessment at EFAP follows ASDAN principles and ensures:

- Evidence is **authentic** and learner-generated
- Assessment is **appropriate to ability and need**
- Learners understand what they are working towards
- Evidence shows **participation, progress, and reflection**
- Assessment is supportive, not punitive

Learners are assessed **against ASDAN unit criteria**, not against each other.

6. TYPES OF ASSESSMENT

6.1 Initial and Baseline Assessment

On entry, learners complete baseline assessments to

- establish:
- Starting points
 - Engagement levels

- Literacy, numeracy, and communication needs
- SEND and SEMH considerations
- Interests, strengths, and barriers

Baseline assessment informs:

- Individual Learning Plans (ILPs)
- Choice of ASDAN units or challenges
- Level of support required

6.2 Formative Assessment (Ongoing)

Formative assessment takes place throughout delivery and

includes: • Observation of practical activities

- Questioning and discussion
- Learner reflection (verbal, written, visual)
- Tutor feedback
- Work samples and portfolios
- Photographic and video evidence (where consented)

Feedback is:

- Constructive
- Strength-based
- Developmental

6.3 Summative Assessment (ASDAN)

Evidence) Summative assessment occurs when:

- ASDAN units or challenges are completed
- Evidence is collated into learner portfolios
- Tutor confirms criteria have been met

Evidence may include:

- Completed ASDAN activity sheets
- Written or dictated reflections
- Annotated photographs
- Witness statements
- Observation records

All summative assessment is:

- Internally quality-assured
- Retained for moderation and audit

7. ASSESSMENT METHODS

Assessment methods are adapted to learner need and may include:

- Practical demonstration
- One-to-one discussion
- Visual evidence
- Supported writing or scribing
- Assistive technology
- Peer discussion
- Tutor observation

Reasonable adjustments are made to ensure **equal access to assessment**.

8. ROLES AND RESPONSIBILITIES

Director / Quality Lead

- Holds overall responsibility for assessment integrity
- Ensures compliance with ASDAN and LA expectations

- Oversees internal quality assurance

- Responds to moderation feedback

Tutors / Assessors

- Plan and deliver assessable activities

- Gather and record evidence

- Provide clear feedback

- Ensure evidence meets ASDAN standards

- Maintain accurate learner records

Centre Manager

- Supports consistency across programmes

- Monitors assessment practice

- Ensures evidence is stored securely

- Supports staff with assessment requirements

Learners

- Participate actively in assessment activities
- Contribute evidence where possible
- Reflect on progress with support

9. INTERNAL QUALITY ASSURANCE (IQA)

EFAP maintains robust IQA processes to ensure:

- Assessment decisions are valid and consistent
- Evidence meets ASDAN requirements
- Learners are treated fairly

IQA activities include:

- Sampling of learner portfolios
- Observation of assessment practice
- Standardisation meetings
- Action planning following moderation

10. EXTERNAL MODERATION & VERIFICATION

EFAP cooperates fully with:

- ASDAN moderation requirements
- Local Authority quality assurance visits
- Ofsted inspection processes

Evidence is made available for:

- Portfolio sampling
- Assessment decision review
- Learner progress tracking

11. RECORD KEEPING & DATA PROTECTION

Assessment records include:

- Baseline assessments
- ILPs
- Ongoing assessment notes
- ASDAN portfolios
- Feedback and reviews

All records are:

- Stored securely
- GDPR compliant
- Retained in line with awarding-body and LA guidance

12. ASSESSMENT OUTCOMES

Assessment outcomes at EFAP include:

- Achievement of ASDAN units and certificates
- Improved engagement and attendance
- Increased confidence and self-esteem

- Development of practical, life, and employability skills
- Progression into education, training, or employment

Outcomes are shared with:

- Learners
- Parents/carers (where appropriate)
- Referring schools
- Local Authorities

13. PROGRESSION & REVIEW

Assessment outcomes inform:

- Next steps and progression planning
- Review of learning pathways
- Multi-agency meetings
- EHCP reviews (where applicable)

Learner progress is reviewed regularly and plans adjusted accordingly.

14. EQUALITY, INCLUSION & SEND

Assessment practice at EFAP:

- Is inclusive and non-discriminatory
- Reflects SEND Code of Practice principles
- Allows for reasonable adjustments
- Recognises progress at all levels

No learner is disadvantaged due to disability, background, or need.

15. SAFEGUARDING LINK

Assessment processes are linked to safeguarding where:

- Engagement drops suddenly
- Learner wellbeing declines
- Concerns arise during assessment interactions

Safeguarding procedures are followed where required.

16. POLICY REVIEW

This policy will be reviewed:

- Annually
- Following ASDAN updates
- After LA or Ofsted feedback
- After moderation outcomes

17. MAPPING ASSESSMENT OUTCOMES TO EHCP OUTCOMES

Empowering Futures Alternative Provision (EFAP) ensures that assessment outcomes are clearly linked to Education, Health and Care Plan (EHCP) outcomes, where a learner has an EHCP or is supported at SEN Support level.

Assessment is used as a functional tool to evidence progress against EHCP outcomes, rather than solely academic attainment. This approach aligns with:

- The SEND Code of Practice (2015)

- Local Authority expectations for Alternative Provision
- ASDAN assessment principles

17.1 Principles of EHCP-Aligned Assessment

Assessment at EFAP:

- Starts from the learner's baseline and EHCP needs ● Measures small steps of progress
- Recognises progress in engagement, behaviour, communication, and independence
- Provides clear, auditable evidence for Local Authorities and annual reviews

Assessment evidence is used to demonstrate progress towards EHCP outcomes, not just completion of tasks.

17.2 EHCP Outcome Areas and Assessment Mapping

EFAP maps assessment outcomes across the four EHCP areas of need:

A. Cognition and Learning

EHCP Outcome Focus:

- Engagement with learning
- Development of functional skills

- Ability to follow instructions and complete tasks

Assessment Evidence Includes:

- Completion of ASDAN activities or challenges
- Practical task participation
- Problem-solving activities
- Tutor observation records
- Learner reflections (written, verbal, or visual)

Demonstrated Progress:

- Increased task completion
- Improved focus and perseverance
- Growing independence in learning activities

B. Communication and Interaction

EHCP Outcome Focus:

- Expressing needs and ideas
- Engaging with peers and adults
- Developing confidence in communication

Assessment Evidence Includes:

- Group work participation
- One-to-one discussions
- Presentations or demonstrations
- Supported communication records
- Tutor and witness statements

Demonstrated Progress:

- Increased verbal or non-verbal communication ● Improved social interaction
- Reduced anxiety around communication

C. Social, Emotional and Mental Health (SEMH)

EHCP Outcome Focus:

- Emotional regulation
- Behaviour management
- Self-esteem and confidence
- Engagement and attendance

Assessment Evidence Includes:

- Attendance and engagement tracking
 - Behaviour logs and progress notes
 - ASDAN reflective activities
- Observation of regulation strategies
- Reduction in incidents or avoidance

Demonstrated Progress:

- Improved emotional regulation
- Increased session attendance
- Positive behaviour changes
- Willingness to attempt new challenges

D. Sensory and/or Physical Needs

EHCP Outcome Focus:

- Managing sensory needs
- Physical access to learning
- Safe participation in activities

Assessment Evidence Includes:

- Adapted practical tasks
- Use of sensory supports
- Risk assessments and adjustments ● Observation of participation
- Occupational or physical support strategies

Demonstrated Progress:

- Increased tolerance of environments ● Improved physical participation
- Reduced sensory-related distress

17.3 Assessment Tools Used to Evidence EHCP Outcomes

EFAP uses a range of tools to evidence EHCP progress, including:

- Baseline and review assessments
- Individual Learning Plans (ILPs)
- ASDAN portfolios and unit evidence
- Observation and witness statements
- Attendance and engagement records ● Photographic evidence

(with consent) • Learner voice and reflection

Each piece of evidence is cross-referenced to EHCP outcomes where applicable.

17.4 Reporting Progress to Local Authorities

Assessment outcomes linked to EHCPs are shared through:

- Termly progress reports
- LA commissioning updates

- EHCP annual reviews

- Multi-agency meetings

Reports clearly state:

- EHCP outcomes targeted

- Progress made (qualitative and quantitative) • Barriers encountered

- Recommended next steps

17.5 Use of Assessment to Inform Provision

EHCP-linked assessment outcomes are used to:

- Adjust learning strategies

- Introduce additional support or interventions • Modify timetables or

environments

- **Inform progression planning**
- **Support step-down or reintegration pathways**

Assessment is reviewed regularly to ensure provision remains appropriate, responsive, and outcome-focused.

17.6 Quality Assurance of EHCP-Aligned Assessment

The Director and Centre Manager ensure that:

- **Assessment evidence clearly links to EHCP outcomes**
- **Staff understand EHCP targets relevant to learners**
- **Evidence is sufficient for LA audit and inspection**
- **Feedback from LA reviews is acted upon**

17.7 Safeguarding and Wellbeing Link

Where assessment indicates:

- **Regression**
- **Increased disengagement**
- **Emotional distress**
- **Attendance decline**

Safeguarding procedures are followed and concerns escalated in line with EFAP policy.

APPROVAL

Approved by:

Rhean White

Director & Designated Safeguarding Lead
Empowering Futures Alternative Provision