

MY OASIS

Therapeutic Alternative Provision

Assessment Policy

2024/2025

Date of Last review: June 2024

Date of Next review: June 2025



CHARLOTTE LOWE
PSYCHOLOGICAL SERVICES LTD



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Our vision and shared values

This assessment statement reflects our commitment to ensuring our students, flourish and progress academically, emotionally, socially and physically.

Assessment Rationale

Within this policy 'assessments' refer to academic assessments as well as the mental health and behavioural assessments completed on a student's referral to My Oasis.

Carrying out assessments is an integrated and continual process within My Oasis and ensures a baseline measurement regarding a student's academic and personal development progress. Assessments build a clear picture of each student's skills, knowledge, understanding and approaches to learning.

Assessments also assist in:

- Identifying student's academic, social, creative and emotional strengths, as well as highlighting priority areas to focus on concerning a student's education.
- Outlining "next steps" for each student's development stage, expressing these as clear learning objectives and personalised SMART goals.
- Highlighting the progress made across lessons and evaluating the progress that each student is making over time.
- Reviewing and improving any learning strategies used with each student to enable them to achieve their full potential.
- Supporting staff and students in setting targets that are both realistic and aspirational, facilitating effective learning. When students understand what it is they are trying to achieve, they will have more of a desire to achieve it.
- Assisting students, where appropriate, to monitor their own learning and become independent learners.

- Emphasising, celebrating and sharing achievement wherever possible to enable students to reflect on their progress and develop confidence in themselves and their abilities.

Assessment Process

The assessment process is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists staff in their planning so that each young person is equipped with the skills, attitudes, and abilities to be successful and happy in life.

Each student referred to any of the programmes at My Oasis will be offered a full assessment to identify their individual needs as well as the therapeutic and academic outcomes they wish to focus on. A corresponding plan will then be developed outlining recommendations on how these outcomes will be met, and the support needed to enable the student to do so.

Full assessments include:

- Data being collected through conversations with parents, guardians, the student in question, as well as key members of staff from a student's mainstream school and/or any external agencies they may be involved with.
- Completion of various psychological, behavioural and mental health psychometric assessment tools
- Observations of the young person during unstructured and structured times may be required to ensure a thorough understanding of a young person's needs.

Communicating assessment/success criteria involves discussing with students the outcomes of any assessments carried out using terms that they can understand, providing examples of how the criteria can be met in practice and engaging students in peer- and self-assessment. Self and peer assessment are often effective strategies to employed encourage students to become increasingly metacognitive in their approach to learning. These strategies give students greater responsibility for their learning, enable them to learn from one another, encourage collaboration and reflection, highlight their progress, as well as help students to understand how they need to improve, setting personal goals in relation to this.

Admission

Following a student's admission to My Oasis, a Personalised Learning Plan (PLP) is developed which is reviewed throughout a student's placement with us. It is crucial that initial assessments are done to ensure the appropriate therapeutic support package is created and tailored to each individual student's needs.

The student profile is based on:

1. A Referral Form – completed by staff at a student's mainstream school and with parents/guardians.
2. A comprehensive assessment, which includes completion of various psychometric measurement tools exploring mental health and behaviour. For example, the Revised Children's Anxiety & Depression Scale (RCADS), YP CORE and the Warwick-Edinburgh Mental Well-being Scale (WEMWBS).
3. A Comprehensive Individual Student Risk Assessment.
4. Student Feedback. Including conversations with students regarding their likes, interests, goals, areas of support, SMART goals and future aspirations to be added to their PLPs.
5. Relevant medical and other information (this may be held separately from the overall student profile for confidentiality purposes).
6. Input from key workers such as the designated safeguarding lead (DSL) from their mainstream school and/or information and reports provided by external agencies. We recognise that previous reports, such as EP reports and CAMHS reports, can often play a significant role in completing a young person's overall assessment.
7. Subject-specific feedback from the student's mainstream schoolteachers is also gathered to highlight academic outcomes to focus on.

Most of our students are chronically disengaged in education due to various factors. Our initial focus at My Oasis is therefore to provide a therapeutic approach to help build a student's confidence in their learning and encourage them to re-engage in their education.

The Aims of Assessments

As mentioned, the aims of the assessments are to obtain a baseline measurement, monitor the progress of students, identify specific areas of need, as well as highlight any specific learning needs.

Academic Assessments

The academic assessments assist us in improving educational outcomes for our students in many ways. For example, by enabling us to identify any gaps in a student's learning to ensure we know what areas to focus on.

These assessments can also identify areas of support needed for students with Special Educational Needs and Disabilities (SEND), allowing lesson plans to be differentiated in line with these. Targeted support will also be offered within key areas, such as communication or social skills, to help any students with SEND develop the necessary skills needed to help them cope within mainstream education.

Students diagnosed with SEND or who are awaiting an assessment but displaying symptoms consistent with SEND will be supported in line with their EHCP and/or any identified needs. As noted, students will be provided with a differentiated curriculum to ensure each child can achieve their full potential. We adhere to the APDR Framework for those young people diagnosed with SEND to ensure a clear plan is agreed upon and regularly reviewed.

Alongside the academic curriculum, we also offer vocational courses and placements for students in line with their future career aspirations.

Examples of the core subjects and the vocational options which we offer are listed below:

Subject / Vocational Option Offered	Accreditation	Certifying Organisation
English	GCSE	AQA
Maths	GCSE	AQA
Science	GCSE	AQA
Small Animal Studies	Level 1	BHS
Creative Joinery	TBC	TBC
Introductory Beauty Courses	Short introductory courses	VTCT
Various Beauty Courses such as nails, lashes etc	Level 1	VTCT

As well as those listed above, we also offer the opportunity for students to carry out various ASDAN courses. Please refer to our ASDAN information booklet for more details on these programs and the qualifications available.

As for the core GCSE subject areas, all vocational activities and placements have their own schemes of learning which they follow, with courses carrying out their own formative and summative assessments in line with these. For example, through coursework, tests or examinations, oral discussions and/or multiple-choice questions.

Principles of Academic Assessment

Formative assessment (assessment for needs and goals) supports ongoing learning and planning. This assessment is used by teachers and My Oasis staff when creating lessons and personalised plans, when giving instructions, identifying a student's next steps, as well as highlighting where further progress may be needed. Students can then work towards these goals/targets through feedback and encouragement provided by My Oasis staff.

In order to be effective, feedback must embody a mode of progression. We therefore advise teachers to consider the following factors when assessing each student:

How well has the student understood the task?

What does the student know and not yet know?

What does the student need to do next in order to improve?

How will the student be informed of the required next steps?

How can feedback encourage students to review their work critically and constructively?

Teachers and My Oasis staff use the outcomes of assessments to guide their teaching. Formative assessment provides useful and useable data that tells them what students know and are able to do, whilst also highlighting what they might need more support with and providing information to teachers as to whether they need to reteach a topic or move on. Formative assessment is also a way through which students might actually learn, not just a guide to future learning. For example, by engaging in classroom discussions, students can deepen their knowledge and understanding, facilitating changes in their long-term memory.

My Oasis Staff should equip learners with the desire and the capacity to take charge of their learning through developing the skills, knowledge, and understanding to enable them to engage in self-reflection and to identify the next steps in their learning.

Assessments should encourage learning and take into account the importance of a student's motivation when it comes to their education.

Methods should preserve and enhance motivation by emphasising progress and achievement rather than failure. They should also protect the learner's autonomy, provide choice and constructive feedback and create an opportunity for self-direction, including target setting.

Summative assessment (assessment of learning) reveals where students are in their learning, where they need to go and how best to get there. They are concerned with summarising and comparing assessments,

seeking and interpreting evidence for the students and their key workers to track progress, completing evaluations, creating further effective plans for teaching/learning, as well as being used to set targets.

Planning provides opportunities for both the student and staff member to obtain and use information about progress towards achieving their learning goals. Are aware of planning should include strategies to ensure that students understand the goals they are pursuing and the criteria that will be applied in assessing their work. Planning must also be flexible to respond to initial and emerging ideas and skills.

Assessment for learning should promote commitment to their learning goals and a shared understanding of the criteria by which they are being assessed. It is important that students are involved in deciding their goals and can identify criteria for assessing progress to ensure they develop in depth understanding.

How Learning Is Assessed

Young people's progress at My Oasis is measured against their own personal academic and therapeutic SMART goals and outcomes. This motivates students as it empowers them to set and work towards goals that are personal to them. Continuous praise is given for effort and motivation at My Oasis given that most students respond well to positive reinforcement. This approach improves a student's self-confidence and personal growth instilling lifelong skills in each young person. It also recognises and celebrates the uniqueness and diversity of each young person's journey.

At My Oasis we encourage students to go from a surface level of understanding to a more rich and deeper learning. We do this by encouraging students to make connections between facts and ideas discussed within the lesson, using feedback, comparison tasks and class discussion to facilitate a deeper understanding in students and a more thorough awareness of each subject studied.

Staff at My Oasis use 'responsive teaching' to help each young person reach their full potential. This involves teachers tailoring instructions and differentiating lesson plans to meet the unique and evolving needs of each student. We prioritise adaptability and personalised support, enabling teachers and support staff to adjust their teaching methods, materials, and content based on students' feedback, comprehension, and progress. This approach ensures that lessons are more effective, engaging, and inclusive, by acknowledging and responding to the diverse learning styles and abilities of students.

How Learning Is Differentiated

Individual teachers track and monitor progress in various ways, but all have close contact with school staff to ensure students at My Oasis are following the same curriculum as their mainstream peers. Young people begin their journey with us by completing various baseline assessments to consider their academic abilities and/or identify any learning needs. These baseline assessments allow My Oasis to differentiate appropriately within the classroom to ensure student's needs are being met on placement with us.

For example, following the assessments we can determine individual academic targets which can be added to a student's Personalised Learning Plan, highlight areas where further support might be needed, identify individual learning styles, as well as ensure planning and delivery of lessons are differentiated in line with these assessments that for example, providing visual and/or verbal aids or ensuring information and extended written activities are broken down into manageable parts to make the curriculum more meaningful.

Staff at My Oasis will liaise with the SENDco at a student's mainstream school to ensure lessons are differentiated in line with any learning needs, and/or EHCPs (if applicable) ensuring each student reaches their full potential.

The assessment procedure supports all the aims and practices of the SEND policy in helping each child achieve his/her potential (See SEND policy).

Frequency of Academic Assessments

My Oasis focuses on improving outcomes for young people within many academic subject areas including PHSE and PE lessons alongside the core subjects. By providing a safe and nurturing environment we encourage and support all young people who attend with us to flourish emotionally and academically, facilitating re-engagement in their learning.

Baseline and regular assessments are administrated and frequently reviewed throughout a student's placement to allow us to monitor and assess progress, as well as identify any areas of need. Pre- and post-assessments of students enable us to demonstrate a student's progression towards their goals.

Therapeutic Assessments

Therapeutic assessments play an essential role at My Oasis given the complex needs the young people referred to us often present with. Initial assessment tools help us to identify the therapeutic treatment approach we believe to be most appropriate for the students, as well as highlight any skills a young person might be struggling with. They also allow us to assess individual risks associated with a student. Further therapeutic assessments are also used to measure and monitor a student's progress in therapy as well as throughout the therapy sessions, which is useful for both therapists and students to explore.

Assessments subsequently allow therapeutic interventions to be tailored to each student's needs, helping young people overcome any mental health difficulties they might be struggling with.

Frequency of Therapeutic Assessments

Validated outcome measures and assessment tools are also used to highlight any therapeutic progress made by students, which are distinguished before and after the delivery of the therapeutic interventions. These tools measure the mental health and behaviour of students, helping to demonstrate where progress has been made, or highlighting where further support might be needed.

The use of these standardised assessment tools ensures consistency between services, as these are often the clinical measurement tools used within CAMHS. Examples of these include RCADS, YP-CORE, SDQ, and WEMWBS.

On an informal basis, assessments of students' mental health and well-being are 'checked in' on each time they attend My Oasis, through conversations with staff, well-being groups and/or through private therapy sessions. Although confidentiality is always maintained, therapeutic progress as well as a student's academic achievements are always fed back to their mainstream school during re-integration.

Reporting and Recording

Regular reports are provided to parents, guardians and mainstream schools regarding assessments and the progress which has been made. Detailed reports will be sent out at the end of each term and brief interim summary reports will be sent out intermittently and depending on the length of time a student is placed with us.

To allow parents, guardians and mainstream schools to take an active role in supporting students it is important to ensure that they have accurate, up-to-date information on their child. We ensure we do this through formative and summative assessments that incorporate both qualitative and quantitative feedback to outline each young person's progress.

All information reported during assessments will be accurately recorded and appropriately stored according to the Government Guidelines. All information recorded during one-to-one private therapy sessions is strictly confidential, with confidentiality being maintained unless there is a necessary breach in line with protecting a student's safety. This is in adherence with The Data Protection Act 2018 and is in line with how staff at My Oasis implement the General Data Protection Regulation (GDPR).

Roles and Responsibilities

Once fully established, the Governing Body will:

- Support the Therapeutic Alternative Provision in delivering all aspects of the policy.
- Ensure that the Assessment Policy is regularly reviewed and updated.

(Please note that we are currently in the process of recruiting a Governing body for My Oasis to ensure we have an eclectic range of professionals from both health and education on board with us)

The Managing Director will:

- Ensure all staff at My Oasis have a comprehensive understanding of the assessment process and are continuously implementing the Assessment Policy accordingly.

- Ensure staff understand and are aware of how to administer evidence-based outcome measures to assess and monitor each young person's progress whilst at My Oasis. Staff will receive the necessary training around these where required.
- Ensure that regular student reviews are fed back to their mainstream schools, as well as parents and guardians to ensure that progress is being made towards their specified outcomes and goals

All Staff of CLPS Ltd will:

- Implement and adhere to the Assessment Policy.
- Have a comprehensive understanding of the Assessment Policy and process, as well as an understanding of any relevant legislation.
- Be competent in carrying out assessments and identifying specific areas of needs that students have, for example any SEMH (Social, Emotional, Mental Health) or SEND need.
- Work with parents, guardians, and mainstream schools to ensure a thorough and informative assessment is completed upon the student's admission, one that is regularly referred to and reviewed.
- Support mainstream schools, parents, and guardians with referrals to external services where required, such as referrals to Children and Young People's Mental Health Services (CYPMHS or CAMHS), as well as applications for Education Health Care Plans (EHCPs).

Staff Member/Key Workers will:

- Act as a mentor to the young person, helping them to set personal SMART goals to work towards and guiding them through their journey.
- Liaise with mainstream schools, parents, and guardians, as well as external agencies where required, ensuring a consistent and relational approach is provided to all students.
- Accurately complete assessments with any student they are mentoring, keeping an updated record of the information provided during these sessions.

- Regularly review a student's progress, ensuring they are working towards their goals and providing support to do so where necessary.
- Add to a student's PLP and provide one-to-one well-being sessions, this will help identify further goals.

Appendix 1: Psychometric Measurement Tools



RCADS

NHS ID:

Child/ Young Person's NAME:

Date: / / 20

Time: h m

*Please put a circle around the word that shows how often each of these things happens to you.
There are no right or wrong answers.*

1	I worry about things	Never	Sometimes	Often	Always
2	I feel sad or empty	Never	Sometimes	Often	Always
3	When I have a problem, I get a funny feeling in my stomach	Never	Sometimes	Often	Always
4	I worry when I think I have done poorly at something	Never	Sometimes	Often	Always
5	I would feel afraid of being on my own at home	Never	Sometimes	Often	Always
6	Nothing is much fun anymore	Never	Sometimes	Often	Always
7	I feel scared when I have to take a test	Never	Sometimes	Often	Always
8	I feel worried when I think someone is angry with me	Never	Sometimes	Often	Always
9	I worry about being away from my parent	Never	Sometimes	Often	Always
10	I am bothered by bad or silly thoughts or pictures in my mind	Never	Sometimes	Often	Always
11	I have trouble sleeping	Never	Sometimes	Often	Always
12	I worry that I will do badly at my school work	Never	Sometimes	Often	Always
13	I worry that something awful will happen to someone in my family	Never	Sometimes	Often	Always
14	I suddenly feel as if I can't breathe when there is no reason for this	Never	Sometimes	Often	Always
15	I have problems with my appetite	Never	Sometimes	Often	Always
16	I have to keep checking that I have done things right (like the switch is off, or the door is locked)	Never	Sometimes	Often	Always
17	I feel scared if I have to sleep on my own	Never	Sometimes	Often	Always
18	I have trouble going to school in the mornings because I feel nervous or afraid	Never	Sometimes	Often	Always
19	I have no energy for things	Never	Sometimes	Often	Always
20	I worry I might look foolish	Never	Sometimes	Often	Always

21	I am tired a lot	Never	Sometimes	Often	Always
22	I worry that bad things will happen to me	Never	Sometimes	Often	Always
23	I can't seem to get bad or silly thoughts out of my head	Never	Sometimes	Often	Always
24	When I have a problem, my heart beats really fast	Never	Sometimes	Often	Always
25	I cannot think clearly	Never	Sometimes	Often	Always

26	I suddenly start to tremble or shake when there is no reason for this	Never	Sometimes	Often	Always
27	I worry that something bad will happen to me	Never	Sometimes	Often	Always
28	When I have a problem, I feel shaky	Never	Sometimes	Often	Always
29	I feel worthless	Never	Sometimes	Often	Always
30	I worry about making mistakes	Never	Sometimes	Often	Always

31	I have to think of special thoughts (like numbers or words) to stop bad things from happening	Never	Sometimes	Often	Always
32	I worry what other people think of me	Never	Sometimes	Often	Always
33	I am afraid of being in crowded places (like shopping centers, the movies, buses, busy playgrounds)	Never	Sometimes	Often	Always
34	All of a sudden I feel really scared for no reason at all	Never	Sometimes	Often	Always
35	I worry about what is going to happen	Never	Sometimes	Often	Always

36	I suddenly become dizzy or faint when there is no reason for this	Never	Sometimes	Often	Always
37	I think about death	Never	Sometimes	Often	Always
38	I feel afraid if I have to talk in front of my class	Never	Sometimes	Often	Always
39	My heart suddenly starts to beat too quickly for no reason	Never	Sometimes	Often	Always
40	I feel like I don't want to move	Never	Sometimes	Often	Always

41	I worry that I will suddenly get a scared feeling when there is nothing to be afraid of	Never	Sometimes	Often	Always
42	I have to do some things over and over again (like washing my hands, cleaning or putting things in a certain order)	Never	Sometimes	Often	Always
43	I feel afraid that I will make a fool of myself in front of people	Never	Sometimes	Often	Always
44	I have to do some things in just the right way to stop bad things from happening	Never	Sometimes	Often	Always
45	I worry when I go to bed at night	Never	Sometimes	Often	Always
46	I would feel scared if I had to stay away from home overnight	Never	Sometimes	Often	Always
47	I feel restless	Never	Sometimes	Often	Always



Assistance given? ☐
(If yes, please tick)

Client ID	Age	Male <input type="checkbox"/>
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	Female <input type="checkbox"/>
Date form given		
D <input type="text"/> <input type="text"/> M <input type="text"/> <input type="text"/> Y <input type="text"/> <input type="text"/> Y <input type="text"/> <input type="text"/>		
Site/service ID	Stage completed <input type="checkbox"/>	
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	S Screening R Referral A Assessment F First Therapy Session P Pre-therapy (unspecified) D During Therapy L Last Therapy Session X Follow up 1 Y Follow up 2	
Therapist ID	Episode <input type="text"/> <input type="text"/>	
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		
Subcodes		
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		

**These questions are about how you have been feeling –
OVER THE LAST WEEK.**
Please read each question carefully.
Think how often you have felt like that in the last week
and then put a cross in the box you think fits best.

OVER THE LAST WEEK...

	Not at all	Only occasionally	Sometimes	Often	Most or all of the time
1 I've felt edgy or nervous	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2 I haven't felt like talking to anyone	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3 I've felt able to cope when things go wrong	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4 I've thought of hurting myself	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5 There's been someone I felt able to ask for help	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
6 My thoughts and feelings distressed me	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7 My problems have felt too much for me	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8 It's been hard to go to sleep or stay asleep	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9 I've felt unhappy	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10 I've done all the things I wanted to	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

THANK YOU FOR ANSWERING THESE QUESTIONS

My Oasis staff make use of the CORC website to identify any individual outcome tools which may be required to measure any specific areas of interest, such as self-esteem or general life satisfaction. From this site we also use the session rating tools to ensure feedback from students regarding their therapeutic and academic sessions is regularly obtained.