



Assessment Policy

Tree of Life Educational and Therapeutic Ltd
(SEMH Alternative Provision with Therapy-Led Practice)

Review date: 19/9/2025

1. Policy Statement

Tree of Life Educational and Therapeutic Ltd is committed to using assessment as a supportive, inclusive, and therapeutic process that celebrates progress, informs planning, and promotes pupil wellbeing. As a therapy-led SEMH alternative provision, our approach to assessment goes beyond academic achievement to recognise personal growth, emotional regulation, resilience, and social development.

We believe that assessment should:

- Value each pupil's unique journey.
- Be trauma-informed and therapeutic in nature.
- Support learning, therapy, and wellbeing equally.
- Involve pupils, families, staff, and therapists in the process.

2. Aims of the Policy

- To ensure assessment reflects the holistic needs of pupils with SEMH challenges.
- To integrate therapeutic and academic progress monitoring.
- To provide meaningful feedback to pupils, staff, families, and external agencies.
- To inform personalised planning and intervention.
- To promote a sense of achievement and build self-esteem.

3. Principles of Assessment

- Child-Centred – Focused on the individual’s needs, strengths, and progress.
- Holistic – Balances academic, therapeutic, social, and emotional development.
- Therapeutic – Reduces pressure and avoids practices that may increase anxiety.
- Collaborative – Involves therapists, staff, pupils, and families.
- Formative and Supportive – Used to guide learning and therapy, not just to measure outcomes.

4. Types of Assessment

Baseline Assessments

- Conducted on admission to establish academic levels, therapeutic needs, and SEMH profiles.
- Includes input from therapists, staff, and pupil voice.

Formative Assessments

- Ongoing, low-stress assessment integrated into learning and therapy sessions.
- Focuses on day-to-day progress, regulation, and engagement.

Therapeutic Assessments

- Carried out by therapists to monitor emotional wellbeing, resilience, and therapeutic progress.
- May include structured tools (e.g., wellbeing scales, strengths-based assessments).

Summative Assessments

- Used periodically to review overall progress in academic and therapeutic domains.
- Includes progress against EHCP outcomes (if applicable), therapeutic goals, and personal targets.

5. Individual Planning

- Every pupil will have a Personalised Learning Plan (PLP) and, where relevant, an Individual Therapy Plan (ITP).
- Plans will integrate academic, therapeutic, and behavioural goals.
- Reviews will be held with staff, therapists, parents/carers, and pupils.

6. Recording and Reporting

- Staff and therapists will maintain clear, secure records of pupil progress.
- Reports will focus on holistic development, not solely academic grades.
- Parents/carers will receive regular updates that reflect both educational and therapeutic growth.
- Where required, reports will be shared with local authorities and external professionals.

7. Pupil Involvement

- Pupils will be actively engaged in setting personal goals.
- Self-assessment and reflection will be encouraged in therapeutic and educational contexts.
- Celebrations of progress will focus on effort, resilience, and personal growth.

8. Staff and Therapist Roles

Teachers and staff – Monitor academic and behavioural progress, using trauma-informed approaches.

Therapists – Assess therapeutic progress, share strategies, and inform holistic reviews.

Leadership Team – Ensure consistency, oversee monitoring systems, and review outcomes.

9. Monitoring and Review

- Assessment procedures will be monitored termly by the Leadership Team.
- Impact will be evaluated by reviewing pupil progress across academic, social, and emotional domains.
- This policy will be reviewed annually or sooner if practice or legislation changes.