

Outcomes Measurement and Reporting Policy

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Policy owner: SENDCO

Approval authority: Directors

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Next scheduled review: September 2027, or earlier where required



1 Purpose and scope

This policy explains how Roar Trails measures, records and reports learner outcomes through daily session logs, individual reviews and placement reports. It applies to all staff delivering or overseeing provision, across outdoor, woodland, mountain biking and community programmes, and to learners aged 5–25.

Our records must show what has changed for the learner, what support contributed to that change and what should happen next. They support individual planning, partnership with families and commissioners, Education, Health and Care Plan (EHCP) reviews and service improvement.

The policy incorporates the four-part daily logging approach in the staff training delivered on 14 January 2026: session details, attendance, outcome scores with comments, and a daily summary. It adds defined assessment, review and quality assurance arrangements. Deadlines in this policy are Roar Trails operational standards unless a legal or contractual requirement is identified.

2 Principles

- Measure progress against the learner's agreed targets, with appropriately ambitious and achievable expectations.
- Support each score with observed evidence, context and a description of staff support.
- Record strengths, difficulties, maintenance of skills and setbacks honestly. Progress may be uneven.
- Keep attendance, achievement and delivery of commissioned support as distinct measures.
- Respect communication differences, learner choice, disability and age. Scores are not measures of personal worth, compliance or diagnosis.
- Use information to improve provision. Never increase scores to make a learner, member of staff or programme appear more successful.

This policy operates alongside the Curriculum and Learning Policy, individual learning and support plans, safeguarding, attendance, behaviour, data protection and complaints procedures. Safeguarding action must never wait for a log or report to be completed.

3 Agreeing outcomes and a baseline

Before the placement starts, the Senco confirms its purpose, commissioned support, reporting recipients, review dates and responsible lead instructor. Relevant information is gathered from the learner, family, school or local authority and other professionals through approved channels.

An initial baseline is recorded across the first three attended sessions, or earlier where a short placement requires it. It describes relevant skills, communication, engagement, regulation, independence and support needs. Earlier records inform the baseline but must be identified as information from another source. Staff record any uncertainty and review the baseline when reliable evidence becomes available.

3 1 Linking targets to the EHCP

Section B identifies special educational needs, Section E records outcomes and Section F specifies special educational provision. Roar Trails targets break relevant Section E outcomes into observable steps. The record must also identify the Section F support specifically allocated to Roar Trails and whether it was delivered. A positive outcome score does not prove that required provision was delivered.

Targets may relate to communication and interaction, cognition and learning, social, emotional and mental health, sensory or physical needs, practical skills and preparation for adulthood. Learners without an EHCP have personalised targets agreed through the placement process. Only relevant areas are assessed; every area does not require a score in every session.

3 2 Making a target measurable

Each target must specify an observable action, the context in which it is expected, the support permitted, how evidence will be collected and a review date. Staff agree what counts as a relevant opportunity and successful demonstration before scoring. Broad aspirations such as “be more confident” require a clearer observable step.

Example: “During familiar practical activities, follow a two-step instruction using the agreed visual prompt, with no more than one additional verbal reminder, in four out of five relevant opportunities across three attended sessions by the next review.” This is an illustrative target, not a universal expectation.

The lead instructor records the target’s wording, baseline, start date, review date and link to the wider outcome in the Individual Learning Plan (ILP). The Individual Support Plan (ISP) records adjustments and support strategies. Learner views are sought in an accessible way; family and professional contributions are recorded with their source.

3 3 Clarifying or changing targets

Instructors refer ambiguous or unsuitable targets to the Programme Leadership Team (PLT). The PLT clarifies success criteria with Sendco and relevant partners. Changes made 6 weekly, with the reason recorded. Staff do not retrospectively rewrite targets or historic scores to create apparent progress. Material changes create a new comparison period and may require a new baseline. Roar Trails cannot unilaterally amend an EHCP.

4 Scoring outcomes consistently

The daily outcome rating uses a 1–10 scale to indicate how often the learner demonstrated the specific target during valid opportunities. It is a local practice measure, not a standardised or clinical assessment. Record the support required separately. A high score can represent achievement with support where that support forms part of the target.

Use counted opportunities where practical: successful demonstrations divided by valid opportunities, multiplied by 100. For example, three successes in five opportunities is 60%, giving a score of 6. For duration-based targets, define the observed period and relevant time before measuring. Do not switch between time and opportunity measures without explaining the change.

Score	Percentage of valid opportunities meeting the target
1	0–10%
2	More than 10% up to 20%
3	More than 20% up to 30%
4	More than 30% up to 40%
5	More than 40% up to 50%
6	More than 50% up to 60%
7	More than 60% up to 70%
8	More than 70% up to 80%
9	More than 80% up to 90%
10	More than 90% up to 100%

These non-overlapping bands clarify the percentage guidance in the January 2026 training. A score of 10 covers more than 90% up to 100%; only describe performance as “all opportunities” or “100%” when the evidence confirms it. At 0%, use score 1 with an explanation that the target was not demonstrated in the observed opportunities. There is no score 0.

Where counting is impractical, identify the percentage as an estimate, explain the observations behind it and avoid false precision. One observed success can produce 100% for that session, but is insufficient on its own to establish consistent achievement. Record the number or extent of observations.

4.1 When no score should be recorded

Absent: mark the learner absent and leave all outcome scores unscored. No opportunity: record “Not assessed – no relevant opportunity”. Insufficient evidence: record “Not assessed – insufficient evidence” and the reason. Missing log: record a data gap requiring follow-up. None of these categories is a low score, failure or zero.

Never retain a default slider value, copy a previous score or insert a midpoint to complete a form. If the system cannot save an unscored outcome, notify the PLT, record the status in the approved notes field and ensure any unavoidable system value is excluded from analysis and reports.

5 Writing the daily session log

5 1 Part one session details

Record the actual session date, programme, staff present, activities delivered and relevant scheme-of-work areas. Check the automatically generated term. The training identifies R as Roots and D&G as Discovery and Grow coding; use the current approved scheme-of-work labels and the actual programme name. The Sendco maintains any mapping where programme names change.

Describe what actually happened, including departures from the plan and the reason. If recording retrospectively, retain the actual session date and make the entry date, author and reason for delay clear. Never make a late entry appear contemporaneous.

5 2 Part two attendance

Record attendance, absence, late arrival or early departure accurately, including delivered hours where relevant. Follow the attendance procedure for prompt reporting and unexplained absence. Do not score outcomes for an absent learner. For a partial session, assess only the observed period and explain limitations.

5 3 Part three outcome comments

For each assessed target, the comment must address the three areas in the training:

- Achievement: what the learner did, the task or situation, and the evidence of success.
- Challenge: what was difficult, when it occurred and how it affected participation or the target. If none was observed, say so without inventing one.
- Support and effect: what staff actually did, what adjustments or learner strategies were used, and the observed response. Record when support did not help or its effect was unclear.

Use concrete descriptions, relevant counts or durations and brief accurate quotations where useful. “Needed support” is insufficient without explaining the support. Link the score to the evidence and finish with a practical next step. Record external strategies, such as reducing noise, and learner-led strategies, such as requesting a break or using breathing techniques.

5 4 Part four daily summary

Summarise the activities, what the learner enjoyed, strengths and achievements, the main support needs and the effectiveness of support. Include the learner’s views where possible, with a clear distinction between their words and staff interpretation. Explain significant changes or barriers that affect the next session. The summary must agree with the target comments and scores.

5 5 Completion and professional language

The session lead completes the log by the end of that working day, with contributions checked with supporting staff. If exceptional circumstances prevent this, notify the PLT that day and complete it by the next working day, identifying the late entry. Urgent concerns are reported immediately.

Write in clear UK English and respectful, factual language. Separate observation, professional interpretation and information reported by others. Avoid labels such as “lazy” or “attention-seeking”, unsupported diagnoses, copied text about other learners and unnecessary personal information. Do not require eye contact as proof of listening; assess understanding through the learner’s accessible response.

6 Interpreting progress and responding to barriers

The lead instructor reviews the pattern of evidence for each target, comparing like activities, success criteria and support conditions. Scores are considered alongside comments, learner views, commissioned provision delivered and contextual factors such as changes of staff, illness, sensory demands or unfamiliar settings.

6.1 Evidence of meaningful progress

- More frequent or consistent demonstration of the agreed skill across valid opportunities.
- The same achievement with fewer prompts or greater initiation, where independence is part of the target.
- Application of a skill in a new activity, environment or relationship.
- Maintaining an important skill during change or difficulty, with the context explained.
- Improved ability to express needs, choose a strategy, recover or seek help.

Support is not withdrawn simply to test independence. Increased challenge is planned and proportionate. Staff must not deliberately provoke distress, continue unsuitable activity during illness or manufacture setbacks to generate assessment opportunities. If a target requires a situation that did not occur, it remains unassessed.

6.2 Combining evidence accurately

Reports state the reporting period, target version and number of assessed sessions. They distinguish absent sessions, provider cancellations, missing logs and targets not assessed. “No evidence” must not become “no progress”. Repeated lack of opportunity is a planning issue for the PLT to address.

A score is a band, not an exact percentage. A rise from score 4 to score 8 must not be described as “100% improvement”. Do not average unrelated targets into a single learner outcome, compare learners as a league table or treat descriptive rating changes as clinical improvement.

Where comparable raw counts are available, combine successful opportunities and total valid opportunities and report both. For example, 3/5 and 1/1 together equal 4/6, approximately 67%, not the unweighted average of 60% and 100%. Where only comparable ratings exist, show their range or pattern with narrative, without inventing exact percentages.

6.3 Target review decisions

At review, record whether the target is achieved against its agreed criteria, progressing, maintained, variable or not progressing, or whether evidence is insufficient. Explain the judgement, evidence, learner views and next steps. A single high score is not an automatic achievement.

Declining progress, repeated distress, loss of access or inability to deliver commissioned support is raised promptly with the PLT and Head of Programming. Staff review barriers and adjustments and arrange an earlier commissioner review where needed. They must not wait for the scheduled report. Decisions, action owners and timescales are recorded, including any recommendation to amend the target or placement.

7 Reporting arrangements

The placement agreement identifies authorised recipients, the approved method of sharing, reporting deadlines and any commissioner template. The following minimum standards apply on adoption of this policy. More frequent contractual requirements take precedence.

Record or report	Timing	Responsibility and recipient
Attendance notification	Each session, promptly; aim within 30 minutes of the start. Urgent absence concerns are escalated immediately.	Session staff to the agreed commissioner contact and relevant safeguarding lead as required.
Daily log and summary	Completed on the session day. Any agreed routine external summary is shared by the next working day.	Session lead records the log; the designated reporting lead shares approved information with authorised recipients.
Individual progress review	At least every six weeks during an active placement; earlier for concerns and before the end of shorter placements.	Lead instructor and PLT review with the commissioner, learner and relevant family or professionals.
EHCP or multi-agency report	By the deadline agreed for the relevant review or meeting.	Sendco or delegated lead provides checked evidence to the organiser through an approved route.
Exit or transition report	By the final session where planned; within five working days of an unexpected end where practicable. Urgent handover is immediate.	Lead instructor prepares; Admissions officer approves sharing with the commissioner and authorised receiving professionals.
Service outcomes review	Termly, with an annual overview.	Sendco reports proportionate, anonymised findings and improvement actions to Directors.

7.1 Content of individual progress reports

Each report identifies the learner, placement, author, reporting period and target versions. It includes the baseline, attendance and delivered hours, evidence against each target, staff support and adjustments, learner views, achievements, barriers, and recommended actions with an owner and review date. It identifies missing or limited evidence and any differences between planned and delivered provision.

Use a small number of dated examples to substantiate conclusions. Include practical skills and AQA Unit Award Scheme certificates where relevant, describing certificates accurately rather than as regulated qualifications. Reports distinguish progress towards EHCP outcomes from delivery of allocated Section F provision.

8 Quality assurance and accountability

Directors approve this policy, ensure staff have time and resources for accurate recording, and oversee service improvement. Sendco owns implementation, reporting arrangements, scoring guidance and the review of trends. The PLT supports instructors, moderates judgement and follows up incomplete or inconsistent records.

Instructors observe and record accurately, identify support delivered, seek advice on unclear targets and raise concerns promptly. The designated safeguarding lead, or responsible adult safeguarding lead, manages concerns through the relevant procedures. The designated data protection lead advises on sharing, access and corrections.

8 1 Checking and moderating records

The PLT checks completion weekly and samples records across staff and programmes, ensuring every active learner is included at least once in each six-week review cycle. Checks cover missing evidence, defaults, scoring accuracy, meaningful examples, support descriptions, contradictions and appropriate language. Higher-risk or recurring concerns receive closer checking.

At least once each half-term, staff discuss anonymised examples and score the same evidence before comparing judgements. The Sendco resolves differences, updates guidance and provides coaching. Records needing correction are returned to the author with a reason and deadline. The aim is consistent judgement, not agreement around an unsupported score.

The PLT checks each external progress report against source records before release. Approved report templates or automated drafting tools do not replace human checking. Staff must verify names, dates, target versions, calculations, quotations and conclusions. Identifiable information must not be entered into unapproved tools.

8 2 Service level reporting

Termly review considers progress towards individual targets alongside engagement, attendance, delivered support, placement continuity and verified transitions. It also considers missing logs, targets repeatedly not assessed, timely reporting and learner or commissioner feedback. Directors agree actions, owners and review dates.

Any percentage must show its numerator, denominator, reporting period and inclusion rules. Distinguish target-level results from learner-level results, include early leavers where relevant and disclose exclusions and missing data. Do not selectively report only successful placements or pool incomparable targets into a service success score. Report Roar Trails' contribution without claiming it alone caused a change.

9 Safeguarding and significant concerns

A daily log is not a substitute for a safeguarding referral, accident record, medication record or incident report. Immediate concerns must be passed to the relevant lead through the approved procedure. Take emergency action where required. Curriculum records should contain only the necessary learning context and an appropriate restricted-record reference, avoiding unnecessary duplication of sensitive details.

Reporting poor progress must not delay action on unmet provision, unsafe practice or unexplained absence. Staff follow the relevant procedure and record who was informed, when and what action was agreed.

10 Information governance and learner rights

Outcome records are personal data and may include sensitive information about health and disability. Staff use approved systems, authorised accounts and access controls, recording only information needed for the stated purpose. Roar Trails identifies the lawful basis for processing and any additional condition required for special category data through its data protection procedures.

The reporting lead checks recipients, attachments and permissions before sharing, uses approved secure channels and records significant disclosures. Full internal logs are not automatically sent to every partner. Information concerning other learners or staff must be removed or appropriately protected before external disclosure.

Learners are supported to understand and contribute to reports in an accessible way. For adults, parents and carers do not automatically have access or decision-making authority. Staff check consent, representation and other lawful grounds for sharing; they follow applicable capacity procedures when needed. Necessary safeguarding sharing is considered under the relevant legal and organisational framework.

Learners and families may raise factual inaccuracies or disagreements. The responsible manager checks the source evidence, corrects inaccurate facts without undue delay and records disagreements about professional judgement fairly. Corrections retain a clear audit trail of the author, date and reason. Where required, corrected information is provided to recipients of the earlier record.

Photographs are optional evidence, used only in accordance with approved image-use and data protection arrangements. Records follow the retention schedule, commissioner requirements and any safeguarding or legal hold. Staff must not invent retention periods, keep copies in personal accounts or delete records outside the approved process.

11 Implementation and policy review

Before implementation, the Sendco briefs staff on the clarified scoring bands and unscored categories, checks the recording system and ensures exports exclude absent, unassessed and missing entries. Staff are shown how to record evidence when a system field cannot accommodate the required status.

The effective date and scoring guidance version must be recorded. Historic scores produced under earlier or ambiguous guidance must not be silently converted. Reports spanning both periods explain any limitations in comparability and use the underlying narrative evidence.

Induction includes target interpretation, the three-part outcome comment, daily summaries, scoring practice, information governance and escalation. Staff ask the PLT whenever a target, strategy or rating is unclear. Training needs identified through quality checks are followed up.

This policy is reviewed annually and earlier following relevant legal or guidance changes, commissioner requirements, system changes, safeguarding findings or evidence that the scoring method is not supporting reliable decisions. Directors approve substantive changes.

Appendix A Worked daily log examples

The following examples are fictional and demonstrate the required level of evidence. They are not records of actual learners.

Example one cognition and learning

Target: During familiar cooking tasks, follow a two-step instruction using the visual recipe and no more than one additional verbal reminder. **Assessment:** five valid opportunities; three met the target, giving 60% and score 6.

Achievement: During pancake preparation, the learner completed measuring and pouring, mixing and placing the bowl down, and collecting and setting out plates within the agreed prompt allowance. The visual recipe was available throughout.

Challenge: During two further opportunities, the learner stopped after the first step while a nearby group was talking. Both sequences required repeated verbal reminders, so they did not meet the target as defined.

Support and effect: Staff moved preparation to a quieter table and pointed to the next picture. The learner then completed the two sequences with additional prompting. This enabled participation but does not change those opportunities into independent or target-level successes. Next session, offer the quieter space from the start and retain the same success criteria.

Daily summary: The learner helped prepare and cook pancakes and chose the topping. They identified mixing as their favourite part. A quieter work area supported participation; multi-step instructions still needed additional help at times. Staff will keep the visual recipe and quieter preparation space available.

Example two no opportunity to assess

Target: Use an agreed strategy to recover following a setback. The learner remained settled and no relevant setback was observed. Record “Not assessed – no relevant opportunity”, with no numerical score. Record that the learner independently chose a quiet break if this was observed, but do not claim recovery from a setback that did not occur. Consider a separate proactive regulation target at review if appropriate.

Example three absence and partial attendance

Absent learner: mark absent, follow attendance procedures and leave all targets unscored. Do not copy the previous session’s scores. **Partial attendance:** record actual times and assess only observed, relevant opportunities; explain that the shorter session limits comparison.

Example four summarising a review

Across six attended sessions, the same cooking target was assessed in four sessions. Records show 12 successes in 20 comparable opportunities, or 60%. Two sessions offered no relevant opportunity and are excluded from that calculation. The report states those counts, the continuing use of visual support and whether prompting reduced. It does not claim that the learner achieved 60% of all EHCP outcomes.

Appendix B Daily log and report checks

Daily log checks before submission

- Correct learner, session date, actual activities, staff and current scheme-of-work codes.
- Attendance and delivered time recorded; absence concerns reported through the agreed route.
- Each assessed target has the correct version, valid evidence and a score consistent with the defined bands.
- Absent, unassessed and insufficient-evidence outcomes are clearly identified and excluded from scoring.
- Comments explain achievement, challenges and the support given, with its observed effect.
- The summary describes the day and agrees with the detailed comments; learner views and next steps are included where possible.
- Urgent concerns have been escalated separately; content is accurate, respectful and necessary.

Progress report checks before release

- Reporting period, baseline, target versions and number of assessed sessions are clear.
- Attendance, provider cancellations, delivery of support and missing evidence are distinguished.
- Judgements are supported by dated examples and comparable evidence; calculations show their denominators.
- The learner's views, support that works, remaining needs and actions are included.
- The PLT has checked the report; recipients and sharing permissions have been verified.

Source documents and reference framework

Internal source: Roar Trails staff training, "Improving Daily Session Logs", delivered by Andy on 14 January 2026, particularly slides 2–5 and 10–13. Read alongside the Roar Trails Curriculum and Learning Policy and the current ILP, ISP, attendance, safeguarding, behaviour and data protection procedures.

DfE SEND Code of Practice 0 to 25 years

DfE Non-school alternative provision voluntary national standards

DfE Alternative provision guidance

ICO Accuracy principle

ICO Data minimisation principle

The DfE non-school AP standards are voluntary national guidance, although commissioning agreements may make requirements contractual. This policy adopts a six-week review cycle as a Roar Trails standard. Reference framework checked on 17 September 2026; the policy owner monitors subsequent changes.