

CONDUCTIVE EDUCATION WAIKATO

Early Intervention and Habilitation Provider

ASSESSMENT POLICY

Purpose

To identify and record each child's current and ongoing development, strengths and needs in order to identify if they meet our funders service specifications, and ensure we provide appropriate intervention under both health and education components.

Objectives

1. To ensure that the range of services we offer will meet the aims of the family/whānau and the identified needs of the child.
2. To ensure ongoing, regular assessment is undertaken to provide evidence of monitoring and learning outcomes, which may identify further areas of need, achievement or regression, and for reporting to our funders.
3. To ensure accountability of professional practice, and validate (evidencing appropriately) planned goals, programmes and interventions.
4. To ensure that family/whānau and the wider team around the child understand what the process is, and are involved with the process.
5. To review services accordingly within 6 contacts of initial enrolment. This allows for adjustment of intervention as required, if clinically indicated and supported by family and professionals involved to ensure the best outcomes for the child.

Procedures

- (a) Pre-assessment information will be gathered which will include parent/mātua voice, and may include reports from health and educational professionals, a Pre-Assessment Form completed by parents/mātua, a pre-assessment form from the child's ECE (if applicable) and/or a Referral Form from a Community Service/Early Childhood Education setting.
- (b) Pre-assessment information will be discussed in a multidisciplinary meeting to determine if referral meets service criteria and to determine the appropriate assessors to complete the initial assessment.

- (c) Initial assessment for suitability of our services for the child and family will be carried out in a warm friendly environment, using an assessment format according to the child's age and needs as identified in the pre-assessment process.
- (d) Children may access our services under either Child Development Service or Early Intervention service or both. These services have specific criteria for eligibility and 'Access' pathways.
- (e) Parents/legal guardians and family/whānau or other supporting person/s involved with the child will be encouraged to contribute to the assessment.
- (f) A qualified Conductor/Therapist/Early Intervention Teacher will be appointed to assess the child, and will be supported by another suitably qualified team member.
- (g) An interpreter will be used, if requested or consented to by whānau, at any stage of engagement if language prevents full understanding for all parties.
- (h) The result of the assessment will be discussed by the team at the multidisciplinary team meeting and in consideration of Conductive Education Waikato Trust Philosophy and the 'Client Type' as specified in our Whaikaha or MoE EISS Contracts, a decision will be made in regard to placement or referral.
- (i) If a decision is unable to be reached at the multidisciplinary meeting, the Centre Manager will have the final decision as to whether or not the child is able to access the service.
- (j) On completion of initial assessment and receipt of all information requested, a written Assessment Report will be made available, target for report to be sent is within 2 weeks, to parents/mātua, outlining the recommendations in regard to service.
- (k) After service engagement is confirmed by the family via Service Agreement and associated enrollment documents, continued observations (visual assessment) of the child will take place as the child participates in learning activities. This will occur initially across a six week period by the Key Worker, and will be an ongoing source of assessment throughout the time a child engages with our service. Outcomes from visual contact will be recorded in Running Notes after every contact, and also via digital media, within Learning Stories or in narrative reports to ECE Centres and parents/mātua.
- (l) An AEPSi assessment will be completed by the key worker assigned to the child prior to the first IDP (Individual Development Plan), and ongoing at three monthly intervals in line with our current assessment schedule. Other assessment tools may be used by the key worker/ team, which may include but is not limited to: Carolina Curriculum, Sensory Profile, HINE (Hammersmith Infant Neurological Examination, SAFER / SATIRE (Routines Based questionnaire), to inform the specific, measurable goals of the child's individual development plan (IDP) - with respect to the aspirations of whanau and rest of the team around the child.
- (m) Additional specific assessments that have been consented to by whanau and are consistent with the child's needs may be implemented/referred for, internally or externally, by the keyworker. These may include but are not limited to: Speech & Language Therapy assessments, Physiotherapy based assessments, Occupational

Therapy assessments. These assessments may be used to inform next steps for learning, such as indicating equipment or developmental needs to enable specific intervention support, or the need for further referral to additional specialist services. Parent consent will be sought prior to referral.

- (n) Visual assessment using digital images, both video and photo, may be used to record or monitor progress or concerns (with parental consent).
- (o) Parents will be encouraged to discuss children's progress regularly. Staff will record all information into the child's 'Running Notes'.
- (p) Parents will be encouraged to continue to share Te Whatu Ora or private clinic appointment times and additional Reports received from health and/or other educational specialist services. In addition, staff will attend Clinic appointments where possible, and with consent from the parents, to contribute and support children and parents, and gain first hand information to support developmental goals.
- (q) The IDP is a 'live document' informing the wider team around the child of specific goals to work toward across a 6 month timeframe. Engagement and achievement are noted on this document during this timeframe as a marker to inform outcomes, and reflect upon at the next six month review of goals. Goals may also be re-set earlier if achieved, added to this original CEP document.
- (r) IDP meetings are a collaborative event, bringing together the team around the child, including parents/mātua, family/whānau, ECE Teacher, Key worker of the child, ESW if relevant/possible and invited participants, to discuss achievements and next steps in learning, enabling new ecological goals in relation to the family's aims and the child's progress to be set. The parent/mātua and other members of the team around the child are invited to contribute their observations of strengths and challenges as part of the assessed needs contributing to the formation of new goals via the Ko Auau Tenei document and in meeting discussions.
- (s) A Portfolio or Learning Story Book, alongside their Playground Learning Stories, will be provided for each child who is attending in-centre programmes under Early Childhood Education, sharing specific elements of the child's individual programme, recording participation in the programme, and identifying achievement based on the child's IDP goals and the Early Childhood Curriculum - Te Whaariiki. Parents are encouraged to contribute to the portfolio and to engage with their child whilst reading the Learning Stories. Portfolios are presented to the child and family on graduation as a record of their participation and learning.
- (t) It is the role of the keyworker to inform all staff working with a child about each child's needs to support their ongoing development. This may be in the form of the best way to impart the information. All staff working in support of a child are encouraged to contribute towards identifying strengths, needs and current abilities as part of the review of the IDP.
- (u) Staff knowledge in use of specific assessment or assessment tools may be collegial or specific to professional practice, depending on the nature of the assessment tool and the availability of formal training. Goal setting based on assessment and the IDP process is collaborative, ensuring goals are reviewed by the whole team around the child.

- (v) Information (data) may be collated from assessment tools to aid in informing delivery of services and outcomes. The privacy of individual children and families will be maintained, with no specific link to individuals being made in resulting information.

REVIEWED: August 2024

REVIEW CYCLE DATE: August 2027

Centre Manager : _____

The purpose of this operational policy is to ensure appropriate compliance with Licensing Criteria HS16.

