



BATTLEDOWN CENTRE FOR CHILDREN AND FAMILIES

A Specialist Early Years Centre

ASSESSMENT POLICY

*This policy covers all aspects of school's work including Special School,
Extended Services (inc Daycare) and Child Development Centre*

This policy should be read in conjunction with the Safeguarding and
Integration & Transfer Policy

April 2015

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Introduction

This policy aims to help parents and staff understand the process that a child will go through while being assessed at Battledown. It also explains ways in which parents can be involved in their child's assessment. Please don't be afraid to ask!

Timescale

The length of the assessment varies according to the needs of the individual child, but in practice covers no less than four school terms (each school year has 6 terms). Most children need longer. Where possible the end of the assessment period coincides with the move to another setting or completion of the Education Health & Care Plan process.

People Involved

During the child's assessment there will be regular opportunity for parents/carers to be involved in dialogue with all professionals involved with their child. Sometimes this will be one-to-one and other times in a group setting.

The professionals may include:

- Staff in the Class Team (Teachers and Early Years Practitioners)
- Educational Psychologist
- Speech and Language Therapist
- Physiotherapist
- Paediatrician

- School Nurse
- Headteacher
- Occupational Therapist
- Sensory Integration Therapist
- Music Therapist
- Health Visitor
- Representatives from other Early Years Settings
- Receiving Mainstream School
- Advisory teachers for Visual Impairment, Hearing Impairment, Communication and Interaction, Physical Disability, Cognition and Learning.

Medical Screening

Medical screening of your child continues throughout the educational assessment and is conducted by the:-

- Orthoptist
- Dentist and Hygienist

A Paediatrician may wish to see your child. She/he is kept informed of all other assessments.

Other professionals who may be involved if circumstances require are:-

- Clinical Psychologist
- Staff from the Community Learning Disabilities Team
- Social Care, Children and Young People's Directorate

The Assessment Process

During the first term of the assessment process (each school year has 6 terms); the following actions will take place:

- Observation of the child in class.
- Home visit by Key Teacher and Family Worker.
- The Speech and Language Therapy team will carry out initial assessments using observation and standardised tests as appropriate.
- Similar procedures may be carried out by Sensory Integration Therapist, Occupational Therapist and Music Therapist. Other children will receive an assessment from a Physiotherapist, following a referral.
- Baseline assessment on Early Year Foundation Stage (EYFS) using 'Classroom Monitor'.
- Completion of Communication Profile.
- Completion of My Plan.
- Classroom Monitor updated before each review.

Review Meetings

Depending on the child's age on admission a report is written after 2 or 4 terms and sent

home to parents/carers. The report is drawn up by the class team and is accompanied by a report from the Speech and Language Therapist, Physiotherapist, Occupational Therapist, Sensory Integration and Music Therapist if appropriate. Parents/carers are invited to school to discuss the outcomes and next steps. A representative from the child's other setting, receiving school and the Health Visitor will also be invited to attend the Review meeting if applicable.

At the Review meeting, discussion will take place (when the child is in their Pre-School and Reception year) about what type of education will be most appropriate in the future. Where it is agreed that a child might need support that is additional and different from that which a mainstream school is resourced to provide, a My Plan+ & EHC may be proposed. This is the process through which the child's needs are documented by all concerned in order for a decision to be made by the Local Authority regarding additional funding for support.

If there is common agreement that a request for an EHC Plan (Education Health Care) will be required a My Plan+ will be submitted to the Local Authority to request an EHC Plan. Discussion will also take place at the Review Meeting as to the schools available. Where special schools are discussed and described and a parent/carer expresses a desire to visit these schools, informal visits are arranged. Final placement of children in Special Schools however, remains the decision of the Local Authority and Parents must be aware that a visit does not automatically guarantee placement in a particular school. The decision to proceed with EHC rests with the Local Authority.

A final Review may be called at the end of the child's assessment. Progress with integration and achievements made at Battledown are reviewed and details for the child's final move into the receiving schools/settings are made. The same group of professionals will attend the Review.

Transitions and Outreach – see Transition & Integration Policy

Links with Early Years Settings

Partnership with Early Years settings is actively encouraged where this can provide consistency of management and gives a comprehensive view of the child's needs. Visits are encouraged on a regular basis with the parents/carers agreement.

Staff are regularly encouraged to be aware of other Early Years settings:-

- Special Schools
- Attached Centres e.g. Communication & Interaction
- Mainstream Schools
- Early Years Centres/Children's Centres
- Nurseries
- Playgroups
- Portage

- Childminder

This provides us with valuable understanding about the range and type of provision available to the children in our care.

Parents/carers are advised to place their child's name on the admission list of a school whilst their child is attending Battledown Centre for Children and Families to facilitate eventual integration. Attendance at Battledown Centre for Children and Families should be seen as extra preparation for the child's ultimate move into his/her next school.

Family Worker's Role

The Family Worker's role is to support families whose children attend Battledown. Her work involves:-

- visiting parents in their homes
- encouraging the involvement and participation of parents in their child's care and education
- running parenting sessions in school
- supporting families and receiving schools/setting as children make transition from this school to the next.
- encouraging parents to be involved in school life.

Parental Partnership

We value parents as their child's primary educators and we welcome regular dialogue with them in class where we hope they will become actively involved in their child's learning. Of particular importance is:-

- the sharing of information about the children at home and school through the Diary,
- informal conversations
- parents and family observations
- reports
- parents' evenings
- reviews meetings
- 'WOW' vouchers

Summary

Further information on Assessment of children with SEND can be found in LA, DfE and the SEND Code of Practice.

Policy Review

This policy will be reviewed as part of a three year rolling programme by the School Development and Improvement Committee.

Reviewed by:

Assessment Change Team led by Mary King-Stokes - April 2015