



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 Admission, Integration & Transfer Policy

Committee Responsible: SDI & Safeguarding

Date of Policy: June 2018

Review Date: June 2020

Signed: R Sutton
Chair of Governors

Date:

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 that 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/Child Health
- School Nurse
- Headteacher
- Occupational Therapist
- SEN Casework team
- Representatives from other Early Years Settings
- Receiving Mainstream School/setting
- 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.

A Paediatrician may wish to see your child. She 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 Service

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.
- Baseline assessment on Early Year Foundation Stage (EYFS) using Classroom Monitor and small steps of learning are recorded on Learning Ladders.
- Completion of Communication Profile.
- Completion of My Assessment.
- Classroom Monitor updated before each review after which, the appropriate meetings are held for the following: My Assessment/My Plan+/EHCP/TAC

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
- Early Years SEND team
- 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 and courses 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.
- potential contributions to My Assessment & My Plans.
- helping parents to access social care, SEN transport and funding.
- home safety awareness for parents.

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 Voxer.
- informal conversations
- parents and family observations
- reports,
- parents' evenings
- review meetings.

Summary

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

Reviewed by:

Nikki Teague - SLT June 2018