

### **What is assessment?**

Educational Psychologists are among those professionals who may contribute to the assessment of a child or young person's additional support needs. The purpose of assessment is to promote the learning and wellbeing of a child or young person in their school, family and community, and to inform future intervention.

Assessment is a process involving gathering information from a variety of sources, in a range of settings, over a period of time. Assessment will be undertaken in accordance with the following principles:

- Recognition of the uniqueness of each child or young person
- Acting in their best interests and with their informed consent
- Supporting them to understand and participate in the assessment process
- Minimising intrusion
- Recognition of the importance of a child or young person's context
- Respect for confidentiality



### **How can I make a request that the psychology service contributes to the assessment process?**

The first step is generally to request a consultation meeting with the psychologist for the geographical area where the child or young person lives (if you don't know who that is you can find out and get in contact by phoning the number below). At this meeting there will be a discussion of the concerns or needs to be addressed, and a decision will be taken about whether educational psychology assessment would be helpful. If a child or young person is having Additional Support meetings, the Educational Psychologist can be invited, and the discussion about assessment can take place there. Where it is agreed that an assessment will take place, a Service Request Form will be completed by the psychologist detailing the concerns or needs to be addressed and the anticipated timescale for the assessment. This will be agreed with those involved who will all receive copies of the form.

Schools and nurseries in Perth and Kinross all get regular consultation sessions with their link Educational Psychologist and this is a good time for school staff to discuss assessment requests.

Parents and carers and young people themselves can request a discussion with the psychologist about possible assessment directly or through the headteacher or principal teacher of learning support at the school the child or young person attends. The Additional Support for Learning Act also gives parents the right to request a psychological assessment at any point when

considering or reviewing whether their child has additional support needs and/or requires a Co-ordinated Support Plan.

Other professionals are encouraged to contact the relevant psychologist by telephone or email regarding assessment requests so that the best way forward can be agreed.

We may also be asked by the Reporter to the Children's Panel to make an assessment of a young person to help panel members come to a decision which is in the best interests of the young person and their family.



### **What will happen during the assessment?**

The Educational Psychologist will want to gather information from a variety of sources, particularly by talking to the people who have most regular and frequent contact with the child or young person; generally parents, carers and school or nursery staff. It will usually be important to consider the child or young person in a variety of settings from their everyday lives.

Depending on the concerns or needs identified, the psychologist may use some of the following assessment methods:

Observations in different settings, checklists, looking at class work, interviews, solution-focused techniques, play, drawing or working with a child, video, standardised assessment material e.g. tests.

Psychologists will also take into account assessment information available from other professionals. The Educational Psychologist will take a collaborative approach to the assessment process, working in partnership with the child/young person, parents or carers and other agencies.



### **What happens after the assessment?**

The psychologist will generally communicate the outcomes of the assessment at a further meeting with the person(s) who requested the assessment, the parents or carers, and where appropriate the child or young person themselves. It may also be appropriate to invite others who will be important for future support (this feedback may also take place at an Additional Support Meeting where appropriate). Psychologists will often also provide written feedback, either through the Summary of Information for an Additional Support meeting, or through a written report. Sometimes other means of feedback are used, including video.

Following the assessment, it may sometimes be agreed that the psychologist continue to work with the child or young person for example, as part of an intervention.

When this is not the case, the direct work with the child or young person is finished and their file will generally be closed, but the psychologist will still be available for consultation, and can still attend and contribute to Additional Support meetings if required.

Following the assessment, questionnaires will be sent to schools, parents and children or young people requesting feedback about our involvement. The information from these questionnaires is helpful for us in maintaining and improving the quality of our service.



**But what about.....?**

If you want to know anything more about our assessment policy and practice, please contact the psychologist who works in your area, or phone us at the number below where someone will be glad to help you with your enquiry.

Council Text Phone Number  
01738 442573



All Council Services can offer a telephone translation facility

If you or someone you know would like a copy of this document in another language or format, (on occasion only a summary of the document will be provided in translation), this can be arranged by contacting Peter Kaye on 01738 476279