

9.14	CLIENT ASSESSMENT AND REVIEW
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Applies to: HECIS Co-Ordinator, Staff
Specific responsibility: HECIS Co-Ordinator, Staff

Version: 1
Date approved: 5.8.14
Next review date: Aug 21

Policy context: This policy relates to	
Standards or other external requirements	
Legislation or other requirements	
Contractual obligations	

POLICY STATEMENT

HECIS is committed to strengths based family centred assessment that considers the client's needs as well as their expressed preferences and personal goals. The organisation recognises that a client's situation and needs change over time and as such is committed to regular review of the client's service plan.

The organisation will:

- Undertake an initial screening/assessment of each child receiving services
- Provide information to clients families about the type of support they are eligible to receive,
- Support and assist clients and their carers/family to be understand the assessment and review process
- Use a range of evidence based assessment tools relevant to the particular client
- Involve relevant professionals in the assessment process (if relevant)
- Develop a plan outlining the services to be provided based on client needs and preferences that is flexible, responsive and goal oriented.
- Monitor client outcomes against their plan goals
- Undertake regular reviews and update client plans

PROCEDURES

Initial assessment

Assessment will be conducted by The HECIS Co-Ordinator (or may be delegated to another Qualified Teacher by the HECIS Co-Ordinator) and should occur within 6 weeks of initial referral (subject to the waitlist requirements).

Prior to assessment clients will be provided with:

- An assessment appointment letter is posted to the family, which outlines the date and place of the assessment, a brief description of the assessment, inviting the family to attend if they wish and that the assessor will contact the family following the assessment to discuss the outcome (followed by a written report). A copy of the Summary Information Handbook and the HECIS Brochure is included with the letter.
- The written assessment will include details of the assessment undertaken and the results/findings by the assessor. It will also include recommendations to the family about additional support services the child may require/benefit from. This support may include additional 1:1 support from a HECIS Special Education Support Educator (*HECIS S.E.S.T*) under a HECIS special education program at the child's child care centre or home.

Support

- Where a child is to be supported under the Special Education Program the *HECIS S.E.S.T* will conduct a discussion with the family/child care centre staff regarding the content of the report and action that may need to be taken, including referrals to other services/professionals where appropriate. The *HECIS S.E.S.T* will develop an individual program for the child including objectives, strategies, evaluation and review details to be shared with all parties.
- The *HECIS S.E.S.T* will follow up and review of the child's progress on a regular basis in consultation with families and the child care centre staff.

Involving other professionals

Where appropriate the client families will also be referred and supported to other service providers/professionals. Client consent will be sought prior to involving any other professionals in the assessment process.

Developing an Individual Education plan

The Individual Education plan process will vary in response to the individual family structure, values, beliefs and needs. To recognise the primary role of the family in the well-being and development of the child the planning process should be conducted in a manner that enhances the senses of competence and self-esteem of all family members.

The Individual Education Plan should be formalised within 3 months of the client/family entering the HECIS service.

The Individual Education Plan should include:

- A summary of the child's current skills and needs
- Identification of the family's needs, priorities and resources
- Identification of the outcomes to meet the child and family needs
- The process for implementing, co-ordinating and evaluating the plan
- The way in which information will be shared with families, professionals and other services.

If a client/family is receiving services from other agencies/professionals they may be invited to include a representative at the Individual Education plan.

Reviews

Individual Education Plans will be reviewed with client/family following one or more of the following events:

- A change in client circumstance
- Request from client family
- Following completion of a report/assessment from another agency/professional
- Request from another support agency/professional working with the client/family.
- Following the review the Individual Education plan will be updated as needed and the review date noted on the client's file.
- Clients will be advised of when the Individual Education plan is due for review.

DOCUMENTATION

Documents related to this policy	
Related policies	Transition and Exit, Client Rights, Client Decision Making and Choice, Client Safety and Security, Client Participation and Social Inclusion, Managing Challenging Behaviours
Forms, record keeping or other organisational documents	Individual Education Plan

Reviewing and approving this policy		
Frequency	Person responsible	Approval
Annually	HECIS Co-Ordinator	Management Committee

Policy review and version tracking			
Review	Date Approved	Approved by	Next Review Due
1	19.8.15	HECIS Co-Ordinator	Aug 2016
2	4.8.16	HECIS CoOrdinator	Aug 2017
3	15.8.17	HECIS CoOrdinator	Aug 2018
4	6.9.18	HECIS CoOrdinator	Aug 2019
5	17.9.19	HECIS CoOrdinator	Aug 2020
6	15.9.20	HECIS CoOrdinator	Aug 2021

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