



## Assessment & Individualised Educational Planning

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*'The current terminology of ASD is rooted in impairment. In such a context it can be easy to overlook the talents, strengths and competencies of individuals. It is therefore essential to consider ASD in a way that takes account of assets as well as challenges.'*

*(Autism Toolbox 2009 p 42)*

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### What this workshop is about

- The national context
- Using the Autism Toolbox to explore issues relevant to assessment & individualised planning
- Current developments in Fife Council relating to assessment and individualised planning

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## National Context

- GIRFEC
- Curriculum for Excellence
- Education for Pupils with Autism (HMIE, 2006a)

(ref also to pp14-15 Autism Toolbox)

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## HMIE Recommendations

- Centralised data keeping
- Continuum of provision within local authorities
- IEPs as planning tools
- Integrated multi-agency planning
- Development of life skills
- Maximise opportunities for inclusion
- Information for parents
- Staff development/training
- Local authority strategic planning

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## Assessment and individualised educational planning: what's involved?

*'Pupils on the autism spectrum are not a homogenous group; there is no standard educational assessment or approach which can be "applied". Even recognised autism specific strategies used indiscriminately, or without consideration of a pupil's individual learning style, impact of their autism, or environmental factors, could be detrimental'*

(Autism Toolbox p62)

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## Assessment

*'...is not achieved through a tick list or prescriptive set of tasks. It is individual to each child and relies on...'*

- careful observation
- identification of concepts/skills requiring further exploration
- dialogue with parents
- other professionals
- interpretation of information

(Autism Toolbox p 62)

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## Exemplars of information gathering processes

Eg

- School-based observation schedule
- Environmental school audit
- PCP planning
- Pupil feedback
- Parental questionnaires
- Use of video feedback
- Functional analysis

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## ASD School observation schedule

- Completed by school senior management representative in conjunction with the school link EP and/or ASIST if involved.
- Interview covers the areas of additional support needs which are associated with autistic spectrum difficulties
- Language and communication
- Social skills and relationships
- Thinking and behaving flexibly and creatively
- Co-ordination and hypersensitivities
- Helps inform an **individual profile** as part of a multi-agency assessment.

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## Toolbox Task

- Please refer to pp62-63 of Autism Toolbox  
Do the factors outlined raise any issues for you in your current context?
- Identify an assessment approach which you have found helpful and you would be prepared to share with the group

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## Integrated Support Planning (ISP)

**Aims to:**

- Complement personal learning planning
- Reflect principles and practice of person-centred planning
- Convert readily to CSP where appropriate
- Represent school component in integrated interagency assessment

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## ISP Elements

- Biographical details of the pupil
- Assessment profile
- Educational objectives
- Factors giving rise to additional support needs
- Outline of support required
- Parental & pupil views
- Consent to share information with other agencies

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## IEP Autism Toolbox Task

**Please read pp74-76 in Autism Toolbox**

- In your context what elements are currently used for record keeping & planning?
- Any additional elements which would be useful to add?
- What processes do you use to get pupil involvement?

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## WASP (West of Fife Autism Pilot)

- A community based, multi-agency assessment and diagnosis process
- Used joint care pathways for identification, diagnosis and interventions

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## Main aims

- to make diagnosis faster
- to make identification and diagnosis more accessible
- to make diagnosis and identification more contextually based
- to develop pathways for joint planning between agencies re intervention

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## Process

- The pilot ran between October 2007 and June 2008
- 20 school pupils (with parental consent) were identified to participate
- Schools which the pupils attended were asked to participate in the project and were requested to chair and coordinate meetings

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- Two main meetings for each child
- Meetings involved professionals & parents
- First meeting introduced the project & agreed tasks for each professional
- Second meeting – information & findings shared

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## Outcomes

- An agreed multi-agency position regarding the child was established
- Professionals could come to the following conclusions:
  - agreed diagnosis of ASD
  - agreed no diagnosis of ASD
  - no consensus refer on the FAST for further assessment.

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## Benefits

- Shorter waiting times and opportunity for earlier diagnosis (waiting time cut by at least 50%)
- Natural environment for most of the assessment process
- Lack of disruption to the child
- Large range and richness of assessments provided
- Multi-agency group decision process
- Increased knowledge about ASD amongst frontline staff
- Useful information for referral to FAST
- Better links to support and intervention for the child and family

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## Local authority strategy

- Centralised data keeping
- Continuum of provision within local authorities
- IEPs as planning tools
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## Fife Autism Strategy activities

ASD Development Plan:

- Quality assurance tasks
- Identification & Intervention
- CPD
- Support & Advice
- Partnership Working
- Involving families

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