

### Purpose of Assessment

- To **empower** children and young people, and those who support them, to move forward by **identifying barriers to learning** and promoting **inclusion**

### Needs of Young People with Care Experience

- Every child thrives when core needs are met. When young people experience negative life events, they may need **extra scaffolding** to meet these needs.
- Without this support, negative life events can impact on all areas of development, including later **cognitive performance and educational attainment** (Rees, 2012; Frogley et al., 2019)
- For this reason, children and young people who are looked after by a Local Authority are **presumed to have additional support needs** (The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009))
- Assessment of these needs should be in line with the **GIRFEC national practice model** (Scottish Government, 2008)
- It is expected that models of **staged intervention** are in place and that educational needs are first and foremost considered within the wider context of care planning

### Principles of Educational Psychology Assessment

- In exceptional circumstances, there may be a need for **further assessment information** from Glasgow Educational Psychological Service (GEPS)
- GEPs assessment **builds on information already gathered**. We take a **collaborative, ecological approach** to assessment, with a focus beyond the level of the individual
- Our assessment will focus on **reaching solutions** to overcome barriers to learning and will inform the **ongoing cycle** of assessment, planning, intervention and review (BPS, 2014)
- The **views and participation of children/young people** should be core features of the assessment process (Care Review, 2020)

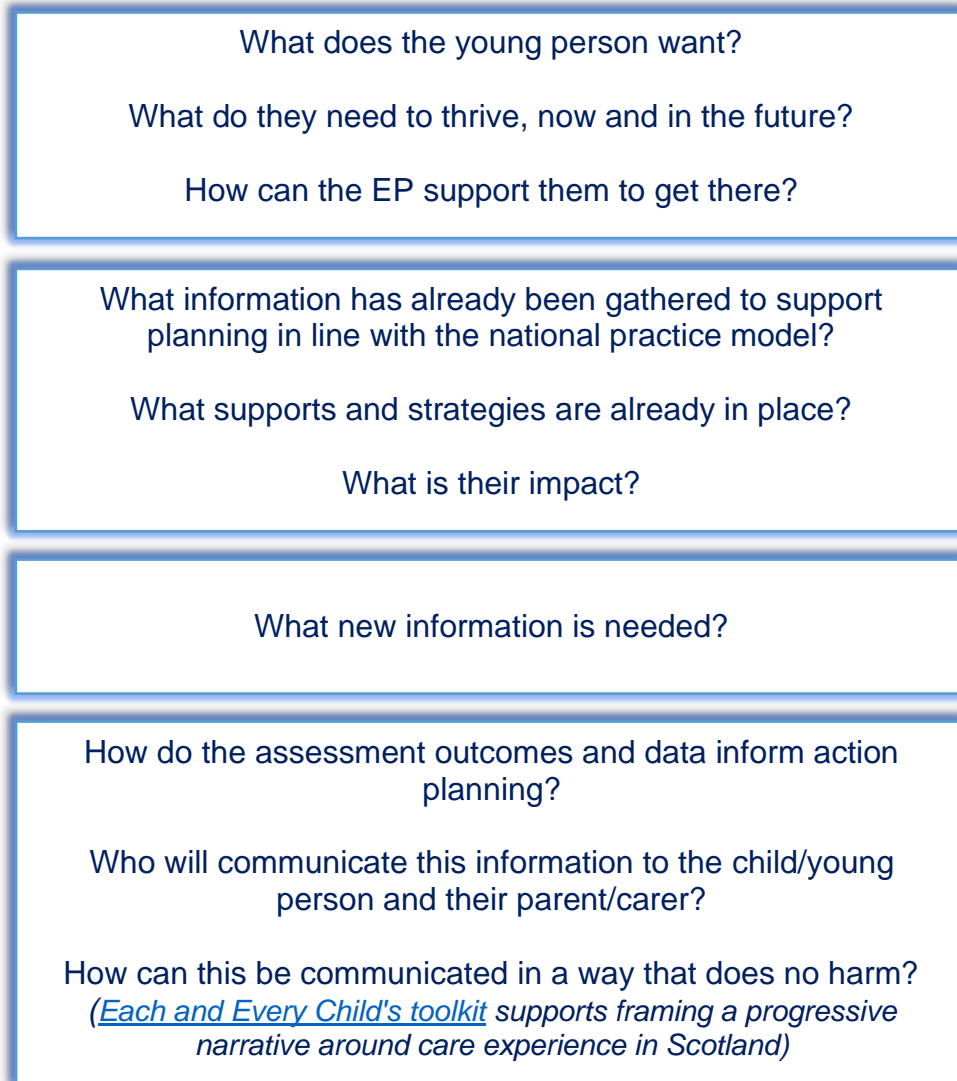
### Types of Educational Psychology Assessment

- Our contextual assessment information is **embedded in teaching and learning** and focused upon the young person's **potential for learning**
- To be **minimally intrusive**, our assessment is often indirect – with the Educational Psychologist (EP) acquiring and exploring assessment information through others
- When specific assessment tools and techniques are used directly with the child or young person, they are **contextualised and curriculum-based**
- **Psychometric testing** may disadvantage the young person with whom the assessment is used (e.g. Michell (1997)) and may not adequately represent the experiences of Glasgow's children and young people, particularly those from a more disadvantaged / care experienced background (e.g. Frogley et al. (2019), Livingstone (1995))
- IQ tests are based on the notion of fixed intelligence, which goes against the strength-based, empowering ethos of our assessment principles. GEPS **do not advocate their use** with any of Glasgow's children and young people with care experience.

**OFFICIAL**  
**Assessment of Children and Young People with Care Experience**



**Points for consideration if an assessment is requested for a child or young person with care experience...**



**References**

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