

9.c	ENTRY PROCEDURE for HECIS Assessment and Referral
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Applies to:
Specific responsibility:

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

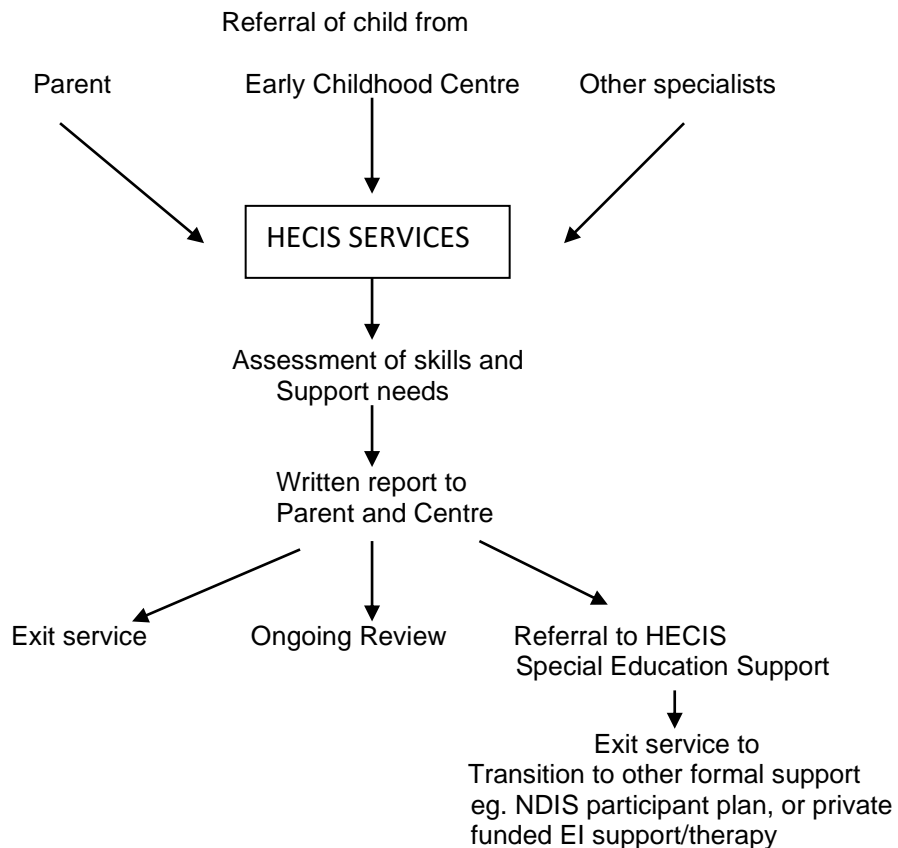
PROCEDURES

1. The child is identified as having difficulties in their general development and/or communication by parents/carers and/or early child care staff or specialists.
2. Parents can contact HECIS directly to request information about services and a referral form for either a home visit, visit to the HECIS service or request to attend the child’s early childhood setting (if appropriate). An information package is sent out (via email or post) to the parent which includes the HECIS brochure, summary handbook and referral form (Centre/School referral or Parent/Carer referral).
3. If HECIS service is raised through/with Early child care staff or other early childhood specialists they discuss ways in which the HECIS service can assist parents in meeting the developmental needs of their child. Centre staff to provide them with our brochure and refer them to the HECIS website which contains the HECIS Manual.
4. If referred via an early childhood setting the parents/guardians are encouraged to contact HECIS staff if they wish to discuss referral of their child or further details or the services and programs we provide.
If Parents/Carers wish to proceed with a referral the early child care staff to provide the referral form to them for completion.
When returned the:
5. Early child care staff to complete the *Teacher/carer report* page of the referral form with additional information about the child in the childcare environment.
6. When completed the referral is to be emailed (to info@hecis.org.au), posted or delivered to the HECIS office.
7. The referral is placed in the “Referrals In tray” for processing within two weeks of the reception date.
8. An appointment for a HECIS Assessment is then made with the parent (for a home-based visit or an assessment at the HECIS office) or with the child care staff (for a centre visit).
9. Parents/Carers are advised (via email or post as appropriate) of the initial assessment date for their child and are invited to attend. They are also sent a HECIS Brochure and Summary Information Handbook outlining the service that HECIS offers, what they can expect from the service and what they can do if they feel dissatisfied with the service.
10. After the initial assessment, parents receive a written report outlining areas of strength and needs for the child and recommendations for either continued HECIS involvement and/or referral to other appropriate early intervention services, assessment services and family support agencies, and any individual programming requirements. The full report is discussed with parents (where possible) and early child care staff.
11. Where children are identified as needing an individual educational program to develop their skills, these are outlined in the report and ideas for programming provided to centre staff and parents.
12. Children are reviewed (where appropriate) approximately every 6 months to discuss progress and ongoing needs. Parents are provided with a handwritten report of the visits.

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13. Children identified as requiring more regular support will be referred to one of our Special Education Support Service programs and the needs of the family and child followed up within that service.
14. Children referred to one of our Special Education Support Programs will be placed on a waiting list and will be seen depending on available resources and relative need. Some children will be picked up within a month, others may remain on the wait list for 6 – 8 months before they are able to receive a regular support service.
Ability to provide a service to these children depends on current staff resources, and current funding. Funding varies from year to year as does the number of children requiring the service.
15. All families are advised of our Supported Playgroup should they wish to attend this group for support also.
16. When a child begins to receive a service from our Special Education Support Service at home or in the child care setting, the Special Education Support Teacher (SEST) will do an initial observation of the child and have an informal discussion with the parents about the child's intervention plan.
Where appropriate, this will be followed up at a later date at a formal meeting, **when the family is ready**, to develop a formal Individual Education Plan (IEP). This will be conducted in consultation with the parents, HECIS staff, and other services working with the family.
17. The family will be able to discuss their child and their family's needs with the Special Education Support Teacher during this time in order to gain assistance in co-ordinating services, further referrals and ongoing follow up and support.

SERVICE ENTRY FLOWCHART 1



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DOCUMENTATION

Documents related to this procedure	
Related policies	Service Information Intake and Referral Case Management Client Assessment and Review
Forms, record keeping or other organisational documents	The HECIS Manual Summary Information Booklet Centre/School Based Referral Parent/carer Based Referral Individual Education Program (IEP)

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

Procedure review and version tracking			
Review	Date Approved	Approved by	Next Review Due
1	26.8.15	HECIS Co-Ordinator	Aug 2016
2	8.8.16	HECIS CoOrdinator	Aug 2016
3	16.8.17	HECIS CoOrdinator	Aug 2018
4	11.9.18	HECIS CoOrdinator	Aug 2019
5	17.9.19	HECIS CoOrdinator	Aug 2020
6	15.9.20	HECIS CoOrdinator	Aug 2021

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