

## The Specialist Service Standards

### Access

**Service Expectation** - Families and whānau\* and educators make informed choices using relevant up-to-date information about the range of services and service providers in their area.

#### **Professional Practice Standards – Access Standard 1**

**1.1** Specialists contribute to the development of accurate, appropriate information about the service that is provided by their employing specialist service provider

**1.2** Specialists are familiar with information about the organisation and services for children and young people and their families and whānau

**1.3** Specialists may facilitate access to service where a child or young person is likely to be eligible for such service

**1.4** Specialists present information to the children and young people and their families and whānau, concerning services relevant to their needs

**1.5** Specialists build strong relationships and networks with Māori, including educational and other social service providers, community organisations, iwi and hapū through “kanohi ki te kanohi” or face-to-face communication

#### **Management and Organisational Standards – Access Standard 1:** Management supports equity of access by ensuring:

**1.6** Relevant up-to-date information about the range of local specialist services (internal school services)\* for children and young people with special education needs is available:

- in a range of settings and media,
- in a culturally appropriate format,
- to assist parents and caregivers to make informed choices, including choices about culturally relevant service pathways where available,
- in a comprehensive and current form with clear criteria for services and the availability of the services,
- in a format designed to be easily understood by families and whānau and other referral agencies,
- in a format that seeks to promote participation of Māori and Pacific peoples, and
- in a person’s first or preferred language, wherever possible.

**1.7** Management builds strong relationships and networks are built with Māori, including educational and other social service providers, community organisations, iwi and hapū through “kanohi ki te kanohi” or face-to face communication

**1.8** Management ensures specialist input into the development of information about the services available

#### **Professional Practice Standards – Access Standard 2**

**2.1** Specialists will assist management in the design of the referral process

**2.2** Specialists will be knowledgeable about the referral process

**2.3** Specialists will follow the referral process as developed by management

#### **Management and Organisational Standards – Access Standard 2:** Management has clear referral policies or procedures in place to ensure:

**2.4** Specialists contribute to the design of the referral procedure

**2.5** There are clearly delegated responsibilities within the referral procedure

**2.6** Management and specialists follow the referral procedures

**2.7** Referral processes are easy to action by families and whānau and other referral agencies

**2.8** Referral processes are equitable, time-framed, straight forward and respectful

**2.9** Informed consent for the referral has been obtained from the parent or legal guardian

**2.10** Referral processes are culturally appropriate

**2.11** Referrals are acknowledged

### Engagement

**Service Expectation** - Children and young people, their families and whānau, and educators are welcomed and empowered as partners in their relationships with specialists and specialist service providers.

**Professional Practice Standards – Engagement Standard 1:** Specialists ensure each child, young person, family and whānau, is welcomed valued and respected and their needs are acknowledged. Good practice will ensure that:

**1.1** Building positive relationships underpins service provision

**1.2** Initial informed consent is obtained (informed consent is an ongoing process throughout service provision)

**1.3** Engagement is culturally appropriate

1.4 Where the service provider is unable to provide a service, the reasons are clearly explained and possible options are discussed
1.5 Collaborative teams are developed for the child or young person
1.6 Family and whānau and service provider roles and responsibilities are clarified, agreed and reviewed as necessary
1.7 If serious risk to the child, young person, family and whānau or service provider becomes apparent, risk management procedures are followed
1.8 All contacts with the child, young person, family or whānau are recorded and retained in the child or young person's file
1.9 The procedures for storage and sharing of information are made clear to the child or young person, family and whānau
1.10 Ethnicity and iwi data is on file and cultural support is offered
<b>Management and Organisational Standards – Engagement Standard 1:</b> Management supports engagement through policies or procedures that ensure:
1.11 Safe, respectful and responsive practice
1.12 Suitably qualified staff
1.13 Regular reviews of policies and procedures
<b>Where applicable, policies and/or procedures will need to comply with relevant legislation and/or codes of ethics. Policies or procedures include those related to:</b>
1.14 initial informed consent
1.15 ongoing informed consent,
1.16 privacy
1.17 storage and sharing of information
1.18 complaints
1.19 employment of qualified staff,
1.20 provision of culturally respectful and responsive services
1.21 collection and recording of ethnicity and iwi affiliation data
1.22 case management that enables the building and maintaining of positive relationships with families and whānau
1.23 collaborative planning and co-ordination of service
1.24 child protection and safety
1.25 occupational health and safety
1.26 transportation of children or young people and family or whānau members by specialist staff
1.27 provision of appropriate working spaces for specialists
<b><u>Assessment and Analysis</u></b>
<b>Service Expectation</b> - All children and young people have ongoing, systematic and appropriate assessment which provides a range of data to inform programme planning and decision-making.
<b>Professional Practice Standards – Assessment and Analysis Standard 1:</b> Assessment provides an accurate and comprehensive picture of the child or young person and their progress in their learning environment. Good practice will ensure that:
1.1 An assessment plan is developed in collaboration with the child or young person's team
1.2 The assessment process can be articulated by the specialist and understood by the family and whānau and by the child or young person (where developmentally appropriate)
1.3 Individual specialist assessments contribute to the ongoing, comprehensive overview of the child or young person
1.4 Assessment processes are planned, purposeful, systematic, useful, ecological and collaborative
1.5 Assessment is underpinned by a strengths-based perspective,
1.6 Assessment processes are culturally appropriate, and take into account the language background of the child or young person
1.7 Assessment is undertaken across key settings and ensures a range of sources of information is used. This includes the child or young person's history, observations, and information from the parents and educators, and the child or young person
1.8 Assessments look at the child or young person's functioning across curriculum areas
1.9 Assessment processes are as unobtrusive as possible
1.10 The initial assessment is completed within a timeframe negotiated with the family and whānau and education provider,
1.11 All assessments are recorded and retained in the child or young person's file
1.12 Assessment is an ongoing process
1.13 assessment documentation is shared with the child or young person's team
1.14 assessment reports are clear and concise

1.15 Specialists use up-to-date assessment methodology and practice
<b>Management and Organisational Standards – Assessment and Analysis Standard 1:</b> Management supports accurate and comprehensive assessment and analysis through ensuring policies or procedures and contractual arrangements are in place that mean:
1.16 Staff are suitably qualified, registered with current practising certificates, where appropriate
1.17 Staff are skilled in the use of relevant assessment tools and practices
1.18 Staff competence is maintained and enhanced through: staff induction, professional development, performance management, professional supervision and support
1.19 Assessment tools are current, evidence-based, appropriate for the New Zealand context and assessment purpose, and meet current practice standards for the relevant professional body
1.20 Assessment practice is culturally responsive and competent
1.21 File management systems are consistent with the Privacy Act (1993) and Archives Act (1957),
1.22 Workload management procedures are documented
<b>Professional Practice Standards Assessment and Analysis Standard 2:</b> Assessment information is analysed and synthesised and used to inform all aspects of planning and decision-making. Good practice will ensure that analysis and synthesis:
2.1 Provides the framework for organising and evaluating the assessment information
2.2 Takes into account all the data collected from the child or young person and their team
2.3 Identifies key factors and how they impact on the child or young person
2.4 Considers the influence of people and settings on the child or young person
2.5 Highlights both emerging and independent skills
2.6 Provides information on key strengths, interests and activities
2.7 Is solutions-focused
2.8 Is recorded
2.9 Leads to shared hypotheses that inform planning
2.10 Takes into account cultural factors relevant to the child or young person and their family and whānau
<b>Programme Planning</b>
<b>Service Expectation</b> - All children and young people have current documented individual programme plans that contain meaningful learning outcomes and promote achievement.
<b>Professional Practice Standards – Programme Planning Standard 1:</b> Specialists contribute to and support the planning of a child or young person’s individual programme across settings. Good practice will ensure that the specialists contribution to the programme plan:
1.1 will be through shared planning processes eg IEP, IP
1.2 evolves out of the assessment and analysis and is referenced to the <i>NZ Curriculum</i> or <i>Te Whāriki</i>
1.3 values and expresses family and whānau and/or the child or young person’s priorities,
1.4 supports culturally appropriate and affirming practice
1.5 is based on a strengths-based framework and is underpinned by evidence-based practice
1.6 identifies intended outcomes that are specific, measurable, achievable, relevant and reviewed six monthly (or more frequently if required)
1.7 identifies realistic resources needed to support the programme
1.8 identifies short and long term goals that take into account the child or young person’s age, interests, learning dispositions* and the family and whānau’s aspirations,
1.9 assists the child or young person to generalise learning, maintain changes and increase independence
1.10 ensures that the programme is planned to be undertaken in the context of the child or young person’s daily activities,
1.11 ensures all team members have the necessary skills and knowledge to understand, articulate and successfully implement the programme
1.12 uses non aversive* learning and behaviour management strategies,
1.13 identifies roles and responsibilities – who is to do what and by when
1.14 supports all team members to share responsibility for the outcomes
1.15 is responsive to changes in the child or young person and the environment
1.16 integrates interventions in the child or young person’s daily activities to the maximum extent possible
1.17 identifies how progress is to be recorded – what is to be monitored, how, where and how often, and who will record it and how

1.18 is retained in the child or young person's file
<b>Management and Organisational Standards – Programme Planning Standard 1:</b> Management supports programme planning through ensuring policies and procedures are in place that mean specialists support the development of programme plans for children or young people that are:
1.19 current
1.20 based on assessment and analysis information
1.21 individualised
1.22 outcomes-focused
1.23 realistic and achievable,
1.24 responsive to the child, young person, family and whānau's aspirations
1.25 developed collaboratively by the child or young person's team
1.26 reviewed six-monthly (or more frequently if required) to identify progress towards, or achievement of identified outcomes
1.27 reviewed to identify barriers
1.28 clearly and accurately documented and maintained in the child or young person's file
<b><u>Implementation</u></b>
<b>Service Expectation</b> - All children and young people have regularly monitored individual programmes that are implemented in the context of daily activities, are age-appropriate, motivating, and meaningful.
<b>Professional Practice Standards – Implementation Standard 1:</b> The specialist contributes to, and supports, the implementation of the programme across settings as stated in the agreed plan. Good practice will support implementation that:
1.1 is undertaken in the context of the child or young person's daily activities,
1.2 uses non-aversive learning and behaviour management strategies
1.3 respects the child or young person and maintains their dignity and wellbeing
1.4 ensures all team members have the necessary skills and knowledge to successfully implement the programme
1.5 ensures programme activities are age-appropriate, motivating and meaningful for the child or young person
1.6 includes regular referral to the programme plan
1.7 monitors, reviews and records progress regularly
1.8 adjusts goals and strategies accordingly, in consultation with relevant team members
<b>Management and Organisational Standards – Implementation Standard 1:</b> Management supports implementation through policies or procedures that ensure implementation is:
1.9 Timely
1.10 Evidence-based
1.11 Monitored
1.12 Supported by specialists
<b><u>Review</u></b>
<b>Service Expectation</b> - Children and young people have programmes that are current and relevant.
<b>Professional Practice Standards – Review Standard 1:</b> Specialists contribute to reviews that are planned and recorded, and undertaken at regular and agreed intervals relevant to the child or young person's needs. There may be a return to the assessment and planning phases as new goals are set or the programme is modified. Good practice will support reviews that:
1.1 Link programme goals with the ongoing monitoring information, and identify next learning steps,
1.2 are a collaborative process involving the child or young person, where appropriate, and their team
1.3 identify barriers to achievement and work towards solutions
1.4 provide an opportunity to recognise strengths and celebrate success
<b>Management and Organisational Standards – Review Standard 1:</b> Management supports review through policies or procedures that ensure reviews are:
1.5 Ongoing
1.6 at agreed intervals of no greater than six months
1.7 evidence-based using ongoing assessment information
1.8 documented and placed in the child or young person's file
1.9 Collaborative

1.10 used to inform ongoing programming

### **Closure**

**Service Expectation** - Closure processes are positive for children and young people their families and whānau. Achievements are noted and celebrated and transitions carefully planned.

**Professional Practice Standards – Closure Standard 1:** Transitions\* should be planned, prepared for and documented. Good practice will ensure that:

1.1 planning is sensitive to the stress on the child or young person, their family and whānau, that may be associated with transitions

1.2 transitions are agreed to and documented by the team

1.3 transition planning will involve members of the team into which the child or young person is transitioning

1.4 transitions are a collaborative process that are planned in advance and implemented within an agreed timeframe

1.5 a written summary is shared and discussed at transitions

**Management and Organisational Standards – Closure Standard 1:** Management supports the closure process, which can be in the form of a transition, through policies or procedures that ensure transitions and closures:

1.6 Are timely

1.7 are collaboratively planned and implemented

1.8 record the outcomes of the service provided

1.9 supports culturally appropriate and affirming practice are documented and placed in the child or young person's file

1.10 support file management that is consistent with the Archives Act 1957 and the Privacy Act (1993)

1.11 provide information about the process for seeking future support

1.12 are sensitive to the needs of family and whānau in times of grief

**Professional Practice Standards – Closure Standard 2:** Closure should be planned, prepared for and documented. Good practice will ensure that:

2.1 closure plans are agreed to and documented by the team, of which the family and whānau are a critical part

2.2 where appropriate, the child or young person is included in the closure process,

2.3 closure is a collaborative process that is planned in advance

2.4 information is provided regarding the process for seeking future support should it be needed

2.5 a written summary of progress made, support provided and strategies found to be effective is completed at closure

2.6 the child or young person and family and whānau know where the file is to be stored and the process for accessing copies of the information in the file,

2.7 where closure results from the death of the child or young person the closure process will be sensitive to the needs of family and whānau

2.8 files will be managed consistent with the Privacy Act 1993.

### **Follow-up and Reflection**

**Service Expectation** - Feedback and reflection informs future practice and the ongoing development of specialist services.

**Professional Practice Standards – Follow-up and Reflection Standard 1:** Reflective practice is demonstrated throughout service provision. Good practice will ensure that:

1.1 regular review of service provision is occurring

1.2 barriers to effective service are taken to systematic review and/or supervision

1.3 family and whānau and educators are invited and encouraged to provide feedback on practice and service provision. This feedback is passed on to management

**Management and Organisational Standards – Follow-up and Reflection Standard 1:** Management supports follow-up and reflection through policies or procedures that ensure:

1.4 the outcome of the service is evaluated and informs future practice and the ongoing development of the service. This includes undertaking client surveys and the aggregation of review data on outcomes

1.5 there is support for peer and client review processes and supervision (may include cultural supervision)