**RFWS Assessment Policy**

**Background**

Royal Far West School provides educational services to the clients of Royal Far West. This includes formal and informal assessments of educational potential and achievement.

***Formal assessments***

* New clients *may* have a formal literacy assessment, followed by a parent meeting and written report including recommendations for support and intervention.
* Some new clients will not have a formal assessment. Reasons to **not** do an assessment include:
* The child is too young for a formal assessment (Children need to be at least towards the end of year 1 or in early year 2 for a valid assessment)
* A reading assessment is not a current high priority due to other, more urgent issues
* A discussion with parents indicating that a formal assessment of reading is not appropriate
* Students may be referred for assessment by RFW clinicians, RFWS staff and home schools. The ability to meet this requests will depend on Learning and Support Team capacity at the time.
* Where a child is too young for a formal assessment at their first visit, they will be assessed at a subsequent visit if resources allow.
* Parents of returning clients must have a meeting with the RFWS principal to request an assessment.

***Informal assessments and follow up***

* Depending on capacity, the Learning and Support Team may contact home schools to track progress, especially at transition points and prior to the cut off point for referral to the NSW Centre for Effective Reading
* All class teachers keep daily records of informal observations of cognitive, behavioural, social and communication skills. These observations are included in the amalgamated case conference summary document.

***Clinical assessments in classroom***

* Clinicians may opt to carry out formal and informal assessments and observations in the school environment. In general, such assessments will be arranged by individual clinicians and classroom teachers