

External Review of the Specialist Service Standards Draft Report for Conductive Education Waikato Early Intervention Service

12 – 14 March 2015

1.0 Introduction

This report is for Conductive Education Waikato Early Intervention Service and the Ministry of Education. It has been prepared in accordance with the procedures for conducting external reviews approved by the Manager Assurance and Eligibility, Sector Enablement and Support, Ministry of Education.

1.1 About Conductive Education Waikato Early Intervention Service

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|----------|----------------------------|
| Location | Hamilton |
| Type | Early Intervention Service |

Specialists

| Name | Specialist area | FTE/Hrs |
|-----------------|-----------------------|----------------|
| Jo Brennan | EIT | 0.7 FTE |
| Zita Menfoi | Conductor/ECE teacher | 0.8 FTE |
| Melinda Ladonyi | Conductor | 1.0 FTE |
| Kamini Naidoo | SLT on contract | Aprox 4 hrs/wk |
| Virag Czibok | Conductor | 0.6 FTE |

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| Children receiving Early Intervention services | Eight funded by the Ministry of Education |
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1.2 The review team

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|---------------|------------------|
| Lead Reviewer | Mary Smith |
| Reviewer | Patricia Caswell |

1.3 Context for External Reviews

1.3.1 The Specialist Service Standards were developed to ensure the provision of quality specialist services for all children and young people with special education needs.

1.3.2 These Standards were approved by the Ministry of Education in May 2006 and revised in 2013.

1.3.3 All Providers are required to meet these Standards when delivering specialist services.

1.3.4 The Standards are organised into eight steps of the Service Pathway.

- Access

- Engagement
- Assessment and Analysis
- Programme Planning
- Implementation
- Review
- Closure
- Follow-up and Reflection.

1.3.5 Each step states a Service Expectation and contains Professional Practice Standards and Management and Organisational Standards.

2.0 Action Plan from 14 – 16 February 2011 External Review

- 2.1** Conductive Education Waikato Early Intervention Service had three requirements from the 2011 external review and submitted an Action Plan to address these.
- 2.2** On 27 March 2015 the Lead Reviewer met with Conductive Education Waikato Early Intervention Service’s manager, reviewed the completed Action Plan and considered that the three requirements were met

3.0 Focus

- 3.1 This review**
- 3.1.1** Evaluated specialist services provided to children through the Early Intervention service.
- 3.1.2** Evaluated the extent to which Conductive Education Waikato Early Intervention Service meets the Service Expectations for each of the eight steps of the Service Pathway and how this leads to quality outcomes for the children.
- 3.1.3** These evaluations combined with the information on the Specialist Service Provider’s Assurance Statement and the Self Review Questionnaire enabled the reviewers to make comments about the quality of Conductive Education Waikato Early Intervention Service’s self-review process as it relates to the Specialist Service Standards.

4.0 Methodology

- 4.1 Reviewers**
- 4.1.1** Interviewed the manager about how she supports the specialists to meet the Service Expectation for each of the eight steps of the Service Pathway.
- 4.1.2** Interviewed four specialists about services delivered to three children for the eight steps of the Service Pathway.

- 4.1.3** Interviewed four parents about the specialist services their children receive.
- 4.1.4** Interviewed two teachers from early childhood centres about the specialist services the children receive.
- 4.1.5** Examined relevant documents.
- 4.1.6** Made comments about the quality of Conductive Education Waikato Early Intervention Service's self-review process based on:
- Information gathered from the manager, specialists, parents, and teachers
 - The strengths and areas for development Conductive Education Waikato Early Intervention Service identified on their annual Provider Assurance Statement
 - The judgements Conductive Education Waikato Early Intervention Service made on the Self Review Questionnaire about how well the Service Expectations were met and the outcomes for children.

5.0 Findings

5.1 Strengths identified during the review:

- 5.1.1** Conductive Education Waikato Early Intervention Service has a well thought out access process for children and families. Access to comprehensive information, together with an initial assessment and six weeks trial period, provides families with the opportunity to experience Conductive Education early intervention services for their children.

The team is welcoming and have developed a thorough, straightforward and respectful referral and initial assessment process that takes into account parent aspirations for their children.

This means that families are able to make an informed choice for their children based on knowledge and some experience of the CE Programme.

- 5.1.2** Comprehensive policies, processes and procedures underpin a model of practice that leads to excellent service delivery at Conductive Education Waikato Early Intervention Service.

The manager facilitates a collaborative approach to the development and review of documents that guide the professional practice of the specialists. All documentation undergoes a rigorous process of reflection, discussion and feedback from the team before it is finalised.

This means the team take ownership of the policies, processes and procedures and use them effectively to guide their day to day practice.

5.1.3 The specialists' professional practice is of a very high standard, combining the principles of Conductive Education with Te Whāriki and up to date early childhood practice and philosophy

Experienced specialists are supported through ongoing professional development to further develop their skills and knowledge which enables them to provide programmes based on children's individual strengths and interests.

The specialists work in close partnership with parents responding to changes in the child and the environment that lead to regular reviews and updates of the programme plan.

The following parent comments endorse the quality of the work of the Conductive Education Team:

“It is more than just knowing what she can do. It is being part of putting it into action.”

“Conductive education has been his biggest asset. It has been the force behind most of his progress.”

“Can't speak too highly of this team. It deserves funding, kudos and recognition as a viable therapy option.”

5.2 Meeting the Service Expectation for each step of the Service Pathway

5.2.1 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.

On the Self Review Questionnaire Conductive Education Waikato Early Intervention Service recorded that the Service Expectation for Access is met.

The reviewers find that Conductive Education Waikato Early Intervention Service meets the Service Expectation for Access and noted that access is welcoming and straightforward for children and families.

5.2.2 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.

On the Self-Review Questionnaire Conductive Education Waikato Early Intervention Service recorded that the Service Expectation for Engagement is met.

The reviewers find that Conductive Education Waikato Early Intervention Service meets the Service Expectation for Engagement and noted the effectiveness of the work in partnership with families.

The Reviewers have a recommendation for Conductive Education Waikato Early Intervention Service to consider as part of the ongoing development of professional practice and support.

The Speech Language Therapist now works in a room in the Conductive Education Centre with the parents, children and other specialists, who have talked highly of her practice. While this has created some collaborative planning and co-ordination of service, more opportunities for her to have input into the development of children's programmes in the conductive education and early childhood centres should be sought. **[See Recommendation 7.1]**

5.2.3 Assessment and Analysis

Service Expectation – All children and young people have ongoing, systematic and appropriate assessment which provides a range of data to inform programme planning and decision-making.

On the Self-Review Questionnaire Conductive Education Waikato Early Intervention Service recorded that the Service Expectation for Assessment and Analysis was met.

The reviewers find that Conductive Education Waikato Early Intervention Service meets the Service Expectation for Assessment and Analysis and noted the rigorous approach to gathering comprehensive assessment information.

The Reviewers have a recommendation for Conductive Education Waikato Early Intervention Service to consider as part of the ongoing development of professional practice and support.

Conductive Education Waikato Early Intervention Service has explored many options for professional supervision for the specialists. Two specialists have attended supervision training and all specialists have had some opportunities for professional supervision sessions. However not all specialists have regular professional supervision. **[See Recommendation 7.2]**

5.2.4 Programme Planning

Service Expectation – All children and young people have current documented individual programme plans that contain meaningful learning outcomes and promote achievement.

On the Self-Review Questionnaire Conductive Education Waikato Early Intervention Service recorded that the Service Expectation for Programme Planning was met.

The reviewers find that Conductive Education Waikato Early Intervention Service meets the Service Expectation for Programme Planning and noted that children have individualised programmes based on their interests and strengths.

5.2.5 Implementation

Service Expectation – 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.

On the Self-Review Questionnaire Conductive Education Waikato Early Intervention Service recorded that the Service Expectation for Implementation was met.

The reviewers find that Conductive Education Waikato Early Intervention Service meets the Service Expectation for Implementation and noted that delivery of the programme is supported by the specialists in the Conductive Education and early childhood centres, providing consistency between settings.

5.2.6 Review

Service Expectation – Children and young people have programmes that are current and relevant.

On the Self-Review Questionnaire Conductive Education Waikato Early Intervention Service recorded that the Service Expectation for Review was met.

The reviewers find that Conductive Education Waikato Early Intervention Service meets the Service Expectation for Review and noted that children's programme goals are frequently reviewed to reflect children's progress.

5.2.7 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.

On the Self-Review Questionnaire Conductive Education Waikato Early Intervention Service recorded that the Service Expectation for Closure was met.

The reviewers find that Conductive Education Waikato Early Intervention Service meets the Service Expectation for Closure and noted transitions to school are fully supported, enabling parents to make informed choices.

5.2.8 Follow-up and Reflection

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

On the Self-Review Questionnaire Conductive Education Waikato Early Intervention Service recorded that the Service Expectation for Follow-up and Reflection was met.

The reviewers find that Conductive Education Waikato Early Intervention Service meets the Service Expectation for Follow-up and Reflection and noted that reflective practice is apparent across all aspects of service delivery and development.

5.3 Quality of Conductive Education Waikato Early Intervention Service's Self-Review Process

5.3.1 Conductive Education Waikato Early Intervention Service is a highly reflective provider. The management and specialists are constantly reviewing the quality of their service delivery. This is evidenced in the recent and ongoing development of policies, processes and procedures which guide the daily practice of the specialists.

For the purposes of the review, Conductive Education Waikato Early Intervention Service completed a thorough self evaluation based on the Specialist Service Standards. There is a high level of agreement between the reviewers' findings and the comments and information in the Self Review Questionnaire and the Assurance Statement.

Parents can be confident that Conductive Education Waikato Early Intervention Service is constantly seeking to improve the quality of the programmes provided for children.

6.0 Requirements

There are no requirements.

7.0 Recommendations

A **recommendation** is not mandatory.

The reviewers recommend:

7.1 Conductive Education Waikato Early Intervention Service explores ways to further develop the practice around joint planning, problem solving and reviewing progress with the Speech Language Therapist.

N.B. Immediately following the review Conductive Education Waikato Early Intervention Service has taken a number of steps to work collaboratively with

the Speech Language Therapist. These steps will ensure the areas noted in this recommendation are well covered.

- 7.2 Management and specialists at Conductive Education Waikato Early Intervention Service continue to seek appropriate people to provide all specialists with regular professional supervision.

8.0 Future Actions

- 8.1 The next external review of the extent to which Conductive Education Early Intervention Provider is meeting the Specialist Service Standards will be scheduled as part of the regular three-yearly review cycle.

Carolyn Grace
Manager Assurance and Eligibility
Date: 19.05.15