

A guide to Educational Psychology Assessment

Educational Psychologists (EPs) apply their psychological knowledge and skills with the aim of improving outcomes for children, young people, and their families.

Educational psychology assessment is a holistic process of information gathering by an EP, with the aim of understanding needs and informing future intervention. It will consider environmental, contextual, behavioural, emotional and social factors.




It considers information beyond the level of the individual, such as the effects of events and circumstances in the surrounding environment on an individual (e.g. variables such as pupil group, teacher practices, approaches to learning and teaching, school systems and family factors).

Educational Psychology assessment is not a single approach, package or tool.

Educational Psychology assessment with a child / young person can take different forms, and there are a range of assessment and intervention approaches that EPs draw on to answer a question and inform useful ways forward.

Any one off assessment can only ever be a snapshot and should be viewed as part of wider information collected collaboratively overtime.

EPs will use their expertise to select the most appropriate type of assessment in each individual situation. The Educational Psychologist will always consider:

-  Information collected to date and the specific context
-  The purpose and aims of the assessment, specifically missing information and questions being asked
-  The *least intrusive* and *most effective* approach

Where possible the assessment will include conversations with the adults who know the child best.

Consultation provides a framework for much of the work of the EP and in some cases can be all the assessment work that is required. This approach allows for exploration and a shared understanding of the presenting issues, before collaboratively forming an action plan with those who know the child or young person best (see Psychological Consultation Service Fact Sheet).

Other methods of information gathering may be appropriate, where the EP seeks to explore presenting issues. This may include classroom observation and / or direct work such as dynamic assessment or standardised assessments (including questionnaires and attainment/cognitive measures) depending on the purpose of the assessment.

EPs will always seek to understand the perspective of the child / young person and how they are making sense of their situation, and will use various psychological approaches and styles to achieve this.



Contact

In Milton Keynes, EPs work as part of an Integrated SEND Team offer and involvement can be explored by contacting the SEND Support Line.
SENDSupport@milton-keynes.gov.uk
/ 01908 657825

Educational Psychology Service:

education.psychology@milton-keynes.gov.uk

<https://www.milton-keynes.gov.uk/educational-psychology-service>

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