

# educational psychology


2011-2012 SERVICE GUIDE



the learning trust  
the future for education in Hackney

## CONTENTS

- 3 Our aims and principles
- 4 Who we are
- 5 What schools tell us about our Service
- 6 Statutory, core and traded – an overview
- 7 Understanding how we work – service delivery
- 8 Measuring impact
- 9 How to make the best use of your EP's time
- 10 Statutory support
- 12 Core support for schools and other settings
- 14 Core support for The Learning Trust
- 15 The parent advice service
- 16 Traded services
- 18 EP involvement with individual pupils
- 19 What schools can expect from the EPS
- 20 The Portage service
- 21 Complaints procedures



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## OUR AIMS AND PRINCIPLES



**At its core, educational psychology underpins our understanding of how children learn and develop. Educational psychologists (EPs) are trained in applied scientific methods and diagnostic and assessment skills, and have a thorough understanding of child development.**

EPs help local authorities to deliver statutory services for the assessment of special educational needs. However, they also work at preventative, early intervention and direct intervention levels to deliver services with other education, welfare, health and social professionals which help local government to meet its statutory responsibilities and priorities right across children's policy (AEP 2010).

Our service uses psychology to promote the well-being and educational success of children and young people by empowering other professionals, parents and carers and through direct interventions.

### **WE DO THIS IN TWO WAYS:**

- **At a whole school level:** by helping others develop effective systems;
- **At an individual level:** by working to reduce levels of concern about a pupil.

### **WE WILL DO THIS BY:**

- listening to the needs of service users;
- acting as a sounding board;
- challenging or confirming users' views, assessments/approaches, provision etc;

- reframing the situation to allow different perspectives or mindsets;
- applying evidence-based approaches.

### **PRINCIPLES**

We believe that, to have the biggest impact, we must:

- have consistent and transparent procedures and be clear about what it is we do;
- help others develop effective systems;
- work with children and their direct carers, staff in their settings and other involved professionals, as research shows they are inextricably linked;
- review levels of concern about progress, maintain records of our work and monitor impact;
- keep abreast of developments in psychology and education in order to promote evidence based interventions, challenge current assumptions, respond and adapt to changing needs and ensure we have the skills to meet the needs of the community and The Learning Trust.

Examples of our work are given in this guide.

# WHO WE ARE

## Educational Psychology Team

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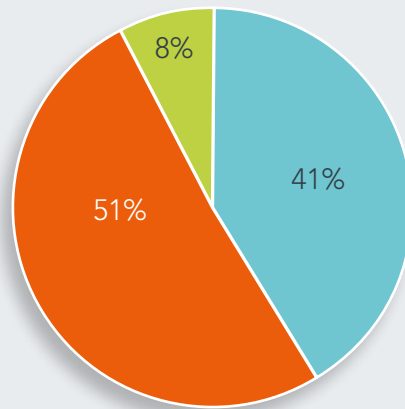
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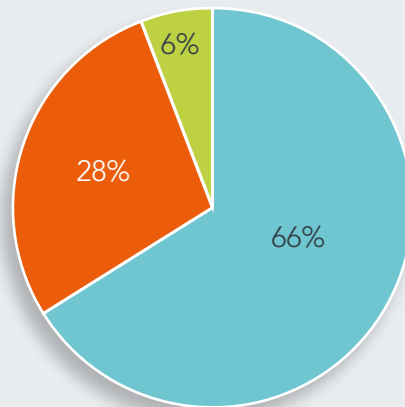
# WHAT SCHOOLS TELL US ABOUT OUR SERVICE

Do you feel EP involvement supports you in managing your role as SENCO/Inclusion manager?



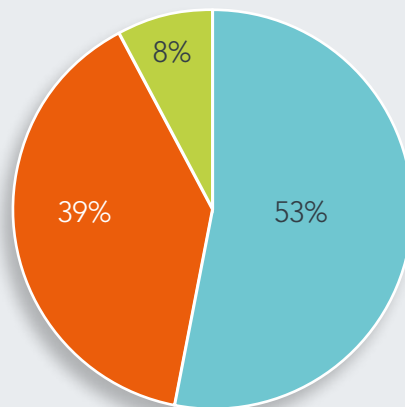
- outstanding
- good
- satisfactory
- not at all

Do you find, where arrangements agreed at consultations with the EP are implemented, that the level of concern about a child or young person is reduced?



- outstanding
- good
- satisfactory
- not at all

Has EP involvement helped you make improvements to your SEN processes and procedures?



- outstanding
- good
- satisfactory
- not at all



## STATUTORY, CORE AND TRADED – AN OVERVIEW

We provide the following services:

### STATUTORY SUPPORT TO MAINTAINED SCHOOLS AND ACADEMIES

- statutory assessment of a Hackney child's special educational needs.
- post Statement IEP planning meeting upon request;
- support for Hackney special schools and their pupils.

As directed by the SEN Assessment & Monitoring Team, we may also:

- provide advice on meeting a Statemented pupil's ongoing needs;
- provide assessments and reports for Annual Review meetings;
- attend Annual Review meetings;
- undertake assessments of under 2 year olds.

### CORE SUPPORT TO MAINTAINED SCHOOLS

In addition to the statutory support provided, maintained primary schools receive four days of support per year and maintained secondary schools receive six days of support per year.

This core allocation of EP support is designed to support strategic planning, provision management and capacity building and includes:

- Telephone support.

And help to:

- develop systems to check progress, identify need and arrange support for individual children;
- develop teaching skills suited to pupils' social, emotional, behavioural and learning needs;
- identify and use proven support strategies and evaluate how effective and worthwhile they are;

- support schools at times of crisis;
- run optional training packages.

### CORE SUPPORT TO THE LEARNING TRUST

Apart from the statutory role, the EPS also undertakes a range of activities to help The Learning Trust deliver its core functions, for example we:

- provide advice and support for children and staff in Early Years settings;
- monitor provision to ensure achievement and value for money;
- assist with strategic development of SEN provision within the borough;
- provide support for schools at times of crisis.

### ADDITIONAL TRADED SERVICES

Any setting or organisation can purchase (additional) Educational Psychology support in blocks of days to meet their specific needs and priorities.

These additional days can be used to build on the strategic planning, provision management and capacity building provided in the core offer (if provided).

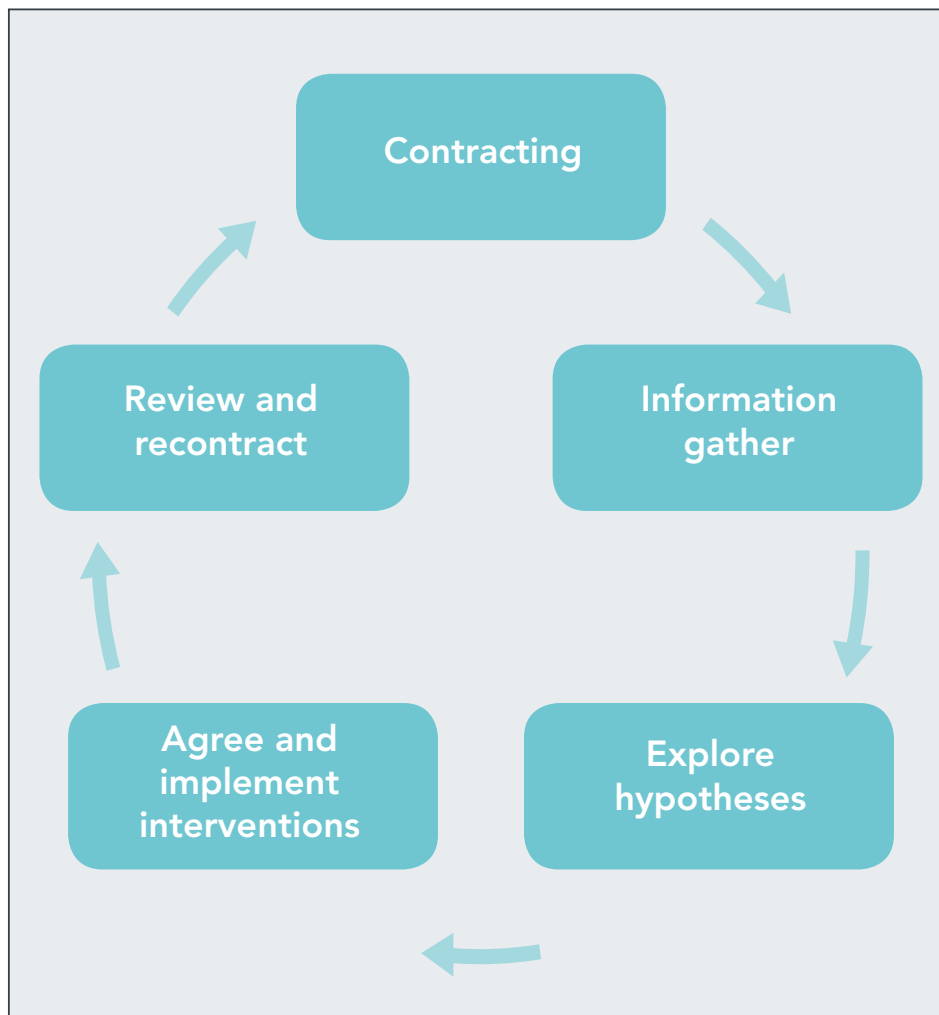
Or, it may be used to support the following:

- assessments of individual students;
- consultation and reviews for pupils whose progress or behaviour is causing concern;
- direct interventions with individual students, groups of students and/or families;
- use of professional expertise eg mediation with parents and teachers;
- parent drop-in sessions at schools;
- training packages.

## UNDERSTANDING HOW WE WORK – SERVICE DELIVERY



We deliver our services through a consultation approach. This approach involves working through the stages outlined below:



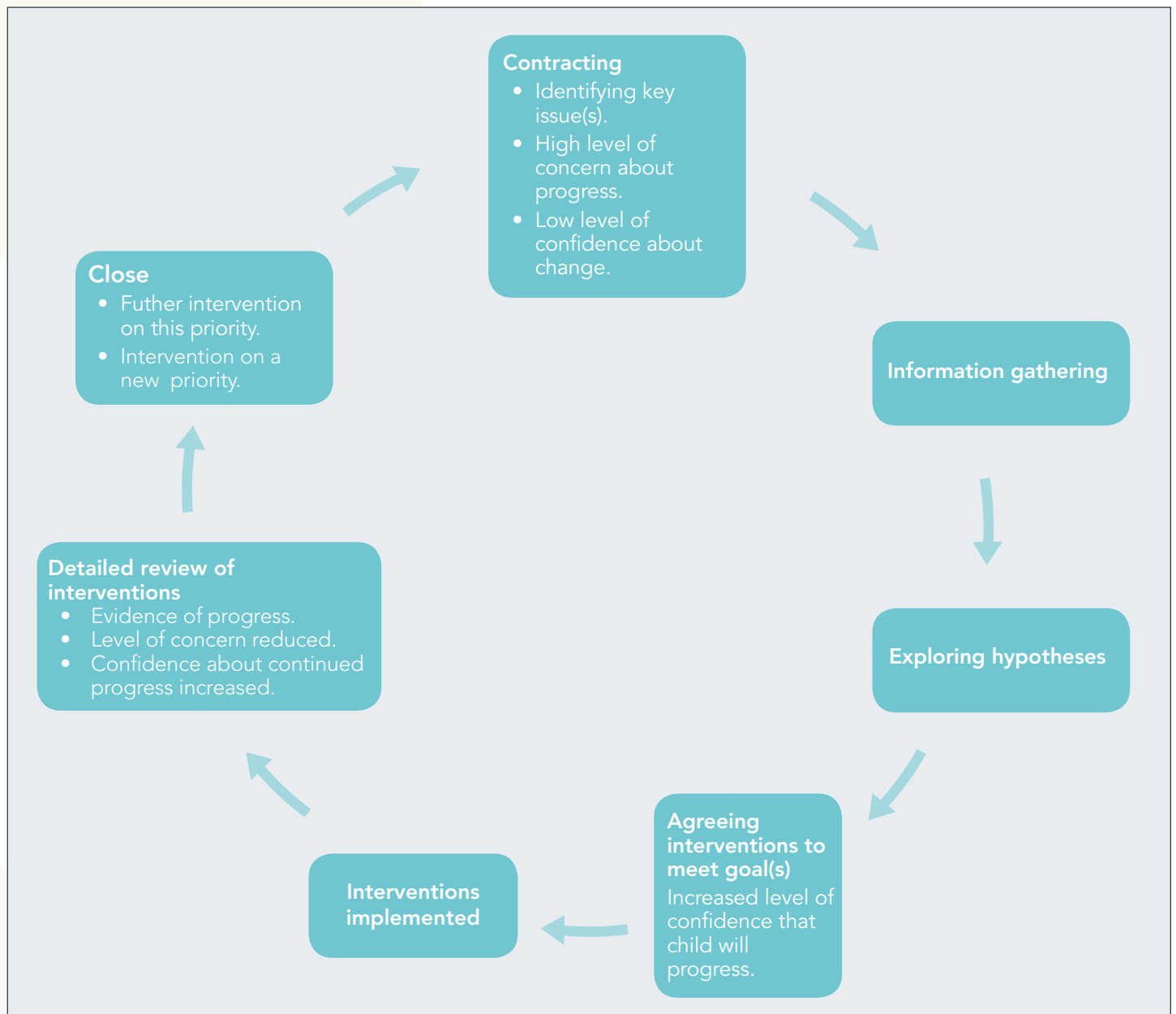
### PROBLEM-SOLVING MEETINGS WITH NURSERY AND RECEPTION STAFF

Problem solving meetings were held by an EP with Nursery and Reception staff after school. The EP supported the staff in thinking about the multiple factors affecting three children's learning and behaviour and the connections between those factors. These were recorded visually using a diagram called an Interactive Factors Framework. Actions were agreed through collaborative discussion and problem solving.

When reviewing progress the following term, the level of concern had reduced significantly for all three pupils. A second session has now been arranged as the staff found the exercise very useful. Similar problem solving meetings will be held with Key stage 1 and 2 staff.

## MEASURING IMPACT

EPs usually work with those who consult with them (eg parents, teachers and other professionals) but at times work directly with children and young people. We evaluate the impact of our work by measuring increases in the confidence of teachers and parents to manage the presenting concerns.



### RAISING CONFIDENCE

An EP was consulted about a pupil whose behaviour and learning were causing concern. Following an initial consultation with the parent, class teacher and SENCo, it was agreed that an observation of the pupil in class should be the next step. The EP met separately with the teacher who requested that the observation focus should also include feedback on her whole management of the class. Following the observation verbal feedback was given. Initially, the teacher was quite negative about her performance. However, the feedback highlighted a number of strengths as well as areas for development. She and the EP agreed specific strategies for managing the class and a plan of action for dealing with the pupil.

At a later review the teacher reported she was now more confident about both.

# HOW TO MAKE USE OF YOUR EP'S TIME

Each EP is allocated a group of schools which they visit regularly as part of the school's Core allocation.

Maintained primary schools receive four days of support per year and maintained secondary schools receive six days of support per year.

This core allocation of EP support is designed to support strategic planning, provision management and capacity building. As such this time can be used to plan for and commission EP support for the year.

Completing the Yearly Planner has in the past proved to be a good way to start the year.

The Yearly Planner can be used to discuss and plan for EP involvement and support for the coming academic year, including requests for additional time if necessary.

Experience has shown that planning meetings are essential in order to make the best use of time and prioritise work.

As a summary, schools will wish to consider at the beginning of each year:

**What statutory work they think will be required for the year: for example**

- Pupils for whom the school has requested or is likely to make a request for a Statutory Assessment.
- Pupils with Statements who are causing concern and may require EP input in their Annual Review -- especially Year 5 pupils whose Statements will need amending.
- Pupils on 'assessment' places for whom statutory work is outstanding.

**How best to use their core allocation of EP support: for example**

- Attending multi agency planning meetings (MAP)
- INSET
- Work to improve the school's systems for pupils with learning, emotional or behavioural problems, including, possibly, the use of funding for high incidence needs
- Termly planning meetings -- to briefly update the above, monitor and review progress
- End of year review -- to reflect on the year's work and begin to identify new priorities for the next academic year

**Consultation and interventions at the individual and group level: for example**

- Identifying IEP targets and strategies
- Observations and feedback on classroom management
- Consultation reviews -- to review the progress of pupils who have been the subject of an earlier consultation

Statutory work takes precedence over other activities and may, very occasionally, affect the timing of other planned work.

## MULTI-AGENCY PLANNING (MAP) MEETINGS

EPs have been working with key school staff and professionals from other teams to develop the use of Multi-agency Planning (MAP) meetings.

This process attempts to bring together and co-ordinate input from the range of professionals supporting a school, in a more efficient and integrated way.

Termly meetings are organised consisting of the majority of professionals supporting the school. These professionals are sometimes known as the 'Team alongside the School'. Those who cannot attend are still part of the 'Team'. They offer input to the school, liaise with other colleagues where appropriate and receive a copy of the minutes.

MAP meetings provide an opportunity for schools to raise issues at Wave 1 (Universal), and discuss cases at Waves 2 & 3 (Targeted and Specialist) where they require intervention from the Team Alongside the School. Initial decisions can then be made about who might be best placed to provide input.

MAP meetings also provides a mechanism for quality assurance. Some school staff have talked of using the minutes as a working document to monitor interventions across Waves.

### NOTE:

One day = 7 hours (excluding any break for lunch);  
Half day = 3½ hours

Time for preparation, travel and follow up will be included within the purchased days. This will be discussed with you, if necessary, when you purchase the service.



**Statutory support is free of charge to all settings.**

## EP INVOLVEMENT IN STATUTORY ASSESSMENT

It is the school's or parent's decision whether to request a statutory assessment, not the EP's.

EPs do not have the right to approve or refuse a request.

Parents, schools and other professionals may, however, ask EPs to comment on whether the evidence is sufficient and/or clear enough for the Panel to make a judgment and/or whether the child's needs appear to meet the criteria issued by The Learning Trust.

All requests for a statutory assessment should be made directly to the SEN Assessment and Monitoring Team which collates the information for the Pre-Assessment Panels.

The Panel - which consists of a representative Headteacher, SENCo, Inclusion Team teacher, EP and Principal Case Manager - makes the final decision.

The EPS undertakes statutory assessments only upon receipt of a request from the SEN Assessment and Monitoring Team following the Panel's decision.

Upon receipt the EP will then:

- note the timescales for submitting advice
- contact the school -- if appropriate -- and make provisional arrangements
- contact parents/carers either directly or via the school

There are no prescribed assessment tools or techniques as this is a matter of professional judgment based upon the circumstances of the pupil, previous assessments and the appropriateness of tests available.



**However, statutory assessment advice will always require the EP to spend time with the pupil.**

The assessment may take place over a couple of sessions and/or in different settings.

There is no set time for how long it should take but EPs always endeavour to complete the advice within the specified statutory timescales, usually a six-week period.

Where a holiday of two weeks or more falls within the deadline, the deadline may be extended - so long as the Assessment and Monitoring Team can draft the Statement within 18 weeks.

Parents'/carers' views are crucial to the EP's assessment. Meetings with parents are usually made either before or as soon after the assessment as possible. Parents are always invited to discuss the EP's statutory assessment advice.

Whilst the EP is at liberty to discuss the types of provision s/he feels may best meet the child's special educational needs, the EP is not in a position to suggest specific schools.

**POST STATEMENT IEP PLANNING MEETINGS**

We may support teachers to develop and implement tailored learning plans for children with statements.

**ANNUAL REVIEW MEETINGS**

As directed by the SEN Assessment & Monitoring Team, we may also provide assessments and reports for and/or attend Annual Review meetings

**ADVICE ON MEETING THE ONGOING NEEDS OF PUPILS WITH STATEMENTS**

As directed by the SEN Assessment & Monitoring Team, we may also provide advice on meeting a Statemented pupil's ongoing needs.

**EP ATTENDANCE AT AN ANNUAL REVIEW**

An EP recently attended the Annual Review of a pupil in Year 8 at a secondary school. Previously concerns had been expressed about this pupil attending a mainstream secondary school both because of her learning needs and also because of her behaviour.

Initially, the girl attended very few whole class sessions as her behaviour was so disruptive. She found it difficult to take turns and comply with instructions and she was therefore taught mostly in small groups.

At the review, not only did her teachers feel that she had become much more co-operative and engaged but it also emerged that she was attending far more whole class lessons.

As a result, the focus of support shifted to helping her develop her social relationships.

During the review it was agreed that the EP would support the school in setting up a Circle of Friends for the girl with some of her peers.

**STATUTORY ASSESSMENT – IDENTIFYING NEEDS AND WAYS FORWARD**

A Nursery was concerned about 4 year old twin boys in its care. Their speech and language skills were severely delayed and they communicated non-verbally; and, whilst they ignored other children, they were very aggressive towards one another. The Nursery wondered whether they might have autism.

The Nursery requested a Statutory Assessment so that their difficulties could be investigated more thoroughly by a range of professionals.

The results of the Statutory Assessment indicated that although their needs appeared very similar (and both eventually received a diagnosis of autism), their needs were in fact quite different.

The Assessment helped the Nursery to organise appropriate support and develop effective strategies to manage their behaviour and helped the receiving school to plan for their admission and address training issues in advance.

# CORE SUPPORT FOR MAINTAINED SETTINGS

**Maintained primary schools receive four days of support per year and maintained secondary schools receive six days of support per year.**

This core allocation of EP support is designed to support strategic planning, provision management and capacity building.

The following is a non-exhaustive list of the type of activities with which schools might wish to request support.

## CORE - DEVELOPING SYSTEMS FOR RAISING ACHIEVEMENT

Advice on using school data to monitor progress, identify need and inform practice

- at an individual level: e.g., children with SEN, LAC, excluded pupils, children with behaviour difficulties, children with statements;
- at an organisational level: e.g., measuring the effectiveness of support strategies for SA/SA+, identifying whole school issues from data, monitoring the effectiveness of statutory support for individual pupils.

Strategic meetings which focus on planning and monitoring individual pupils' progress and enable schools to deal with their concerns more efficiently e.g. through Yearly Planner meetings, MAP meetings, termly planning and review meetings.

Support for implementing proven support strategies for SA/SA Plus.

Support for developing systems for tracking the progress of vulnerable pupils and evaluating/monitoring outcomes.

Identifying organisational issues that need addressing by offering opportunities for reflection and planning.

Advising schools on behaviour management policies.

Support for developing school policies with regard to, for example: inclusion, SEN implementation of the DDA (making 'reasonable adjustments').

## CORE - SUPPORTING QUALITY TEACHING

Telephone support line for Head Teachers/SENCOs.

Support for SENCOs/senior managers/teachers/NQTs / LSAs etc either individually or in groups through:

- individual coaching (for senior managers), consultation, supervision, staff surgeries, class observation and feedback;

- group work -- workshops, staff sharing, peer supervision.
- Inset /bespoke in-school training based on
  - practical applications of theories of learning - e.g. behaviour management, differentiation, solution focused thinking (to identify targets and strategies), the Autism Lens, Team Teach;
  - the SEN Code of Practice e.g. advising on the implementation of the COP including statutory procedures as they are applied in Hackney.

Access to on-line guidance papers on specific policy issues e.g. educating students out of their chronological age group.

Developing effective learning environments.

Guidance to individuals wanting to become EPs.

## CORE – EVIDENCE BASED PRACTICE

Research to identify evidence based interventions for specific school concerns related to raising achievement, behaviour, emotional health.

Advice about choosing interventions e.g. for learning, that match need and are based on evidence of effectiveness.

Promoting the pupil voice in school.

Support for measuring children's progress, evaluating interventions and evaluating value for money.

Signposting to other services providing evidence based interventions.

## CORE – CRISIS MANAGEMENT

### Traumatic events

- Proactive planning
  - support for policy development – drawing up practical guidelines in advance.
- Help to manage an incident
  - support for school leadership team providing reassurance and practical advice;
  - advice about support for staff, pupils and parents;
  - signposting to other services.

Working with headteacher/SENCO to identify key issues and offering support for schools at risk of failing with regard to SEN provision.

## CORE - COMMUNITY INVOLVEMENT

Helping schools set up and run multi-agency planning meetings.

Identifying and brokering support from other support services/networks.

Helping schools develop effective transition processes.

Helping schools develop links with the wider community.

## SUPPORT FOR LITERACY

Each year the EPS runs a number of working groups which focus on issues of importance to schools. This year, the Literacy Working Group has focused on intervention programmes which research has shown to be particularly effective, and standardised tests.

The EPS has produced a summary of these interventions which will be available during the Autumn Term 2011. The Service has also devised a list of standardised reading and spelling tests which are easy for schools to use to monitor children's progress and evaluate the value for money of support they have put in place.

One interesting finding from the research is that Talking Computers (also known as Accelerated / Accelwrite) is one of the few ICT programmes identified by the Government as effective. The EPS has been offering training to schools for this programme for many years and plans to continue to do so.

## SUPPORT FOR SCHOOLS MANAGING TRAUMATIC EVENTS

The EPS was asked for advice on managing the sudden death of a child who had attended a local primary school. It was a high profile case in the media.

Two senior EPs visited the school on the same day to help the school's SMT plan their response and actions. The Service's guidelines- Managing Traumatic Events – formed the framework within which subsequent steps were taken.

Following the initial consultation, the school's EP, supported by the senior EPs, discussed possible approaches to offering further support. As a result, a team of EPs was identified that could be flexible in offering additional time to support staff, children and parents in a co-ordinated way.

The team was also able to support the school in liaising with other agencies and services as necessary.

## STAFF SHARING

An EP working at the Primary Pupil Referral Unit (PRU) used Staff Sharing as a model to map out a child's needs in the areas of biological, cognitive, emotional and behavioural development. With this understanding, staff were able to consider how the environment and past and present interventions might be impacting on the child's current behaviour.

Bearing these 'interactive factors' in mind, the EP supported staff to suggest how these interacted to affect the child's behaviour. Strategies were generated and an action plan formulated that could effectively meet the needs of the child.

The focused, time-limited discussion provided an outlet for staff to clarify the problem, describe their personal challenges, unpick successes in working with individual children and find a way to support each other in their daily practice. Staff Sharing allowed for complex information to be shared sensitively and for staff to be supported in their search for the most appropriate solutions for the child.

## SUPPORT FOR RUNNING A PARENTS' GROUP IN SCHOOL

EPs supported a school in setting up and running a tailor made parenting group lasting 7 weeks. The focus on this occasion was on how parents could effectively support their children's learning at home. It involved an initial planning meeting to identify which parents might benefit and to think through how best to publicise the programme so that parents would see it as beneficial to them and their children.

EPs were involved in the recruitment process and were on hand to answer parents' questions about it. This was followed up by attendance at a coffee morning facilitated by an EP with a member of the school staff who was co-facilitating the group.

A useful addition to this programme was the suggestion made by the school for the children to attend the group for the last 3 sessions so that parents could consolidate what they had learnt and the group facilitators could see the parents using the strategies and provide sensitive feedback.



## CORE SUPPORT FOR THE LEARNING TRUST

### This work includes:

- requests for statutory work with Hackney pupils attending outborough schools and independent schools both in Hackney and elsewhere;
- support for Hackney special schools and their pupils;
- work with children out of school;
- requests for advice about preschool children;
- running a weekly Parent Advice Service;
- involvement in Early Years' training and the development and practice review of The Learning Trust's policies;
- working with other agencies and The Learning Trust services;
- expert witness work including representation at SEN Tribunals;
- training initiatives including central inset;
- support for Hackney schools causing concern;
- responding to urgent or emergency situations (Traumatic Events).

### SUPPORT FOR GROUPS OF SENCOS

In the past, the EPS helped moderate Hackney schools' implementation of the Code of Practice, in particular their implementation of support at School Action and School Action Plus. However, following feedback from SENCos, in 2008 the focus

changed from moderation to support for clusters of SENCos.

Meetings were organised and facilitated across each cluster during which SENCos could discuss any aspects of SEN they wished.

The discussions were wide-ranging covering, for example, differences between schools in the SENCos' roles, how to record and monitor support and how to organise IEP reviews.

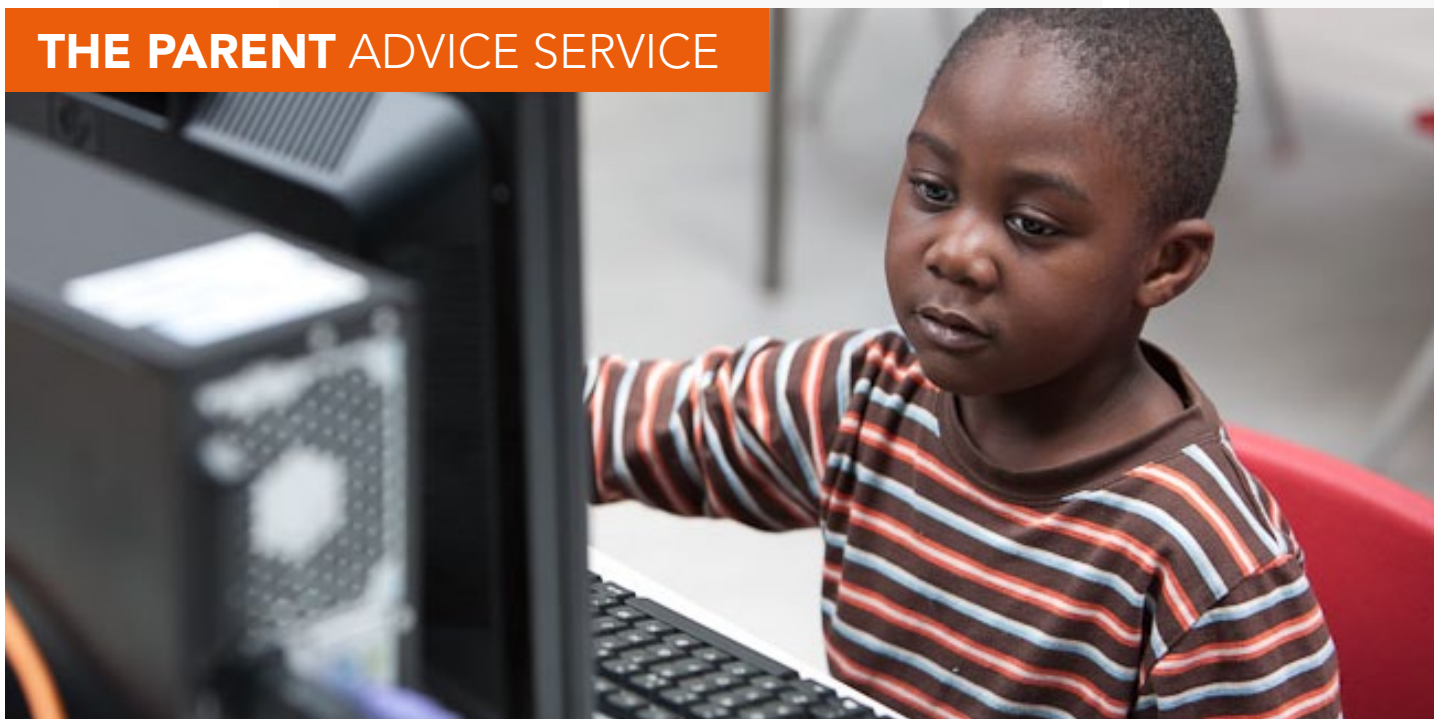
EPs answered questions about SEN processes in Hackney and at the same time found out more about the dilemmas and issues with which schools were grappling. Together, possible solutions were discussed.

### EVIDENCE-BASED PRACTICE

One of the Senior EPs is also a tutor on the EP training course at UCL. As part of their training, the trainees are from time to time placed in schools in Hackney – to the benefit of both.

*"For me, the most rewarding aspect of this role has been working together with parents and teachers to provide effective interventions which are based on psychological and educational research. As a trainee, you have the opportunity to apply the most recent psychological research and evidence-based practice to your casework. This provides a rationale for the interventions which are put in place and helps to guide target setting".*

## THE PARENT ADVICE SERVICE



**Although parents cannot refer their children directly, we do offer open access advice sessions at The Learning Trust main office every Wednesday during term time, between 2pm and 4pm.**

These sessions are run by individual EPs on a rota basis and are also open to carers, social workers with parental responsibility and Early Years practitioners, provided parental permission has been given.

Each appointment lasts for no more than half an hour. No assessments are carried out. Parents are encouraged to ring and make an appointment but may still drop in on the day if they are prepared to wait. Users of the service are encouraged to complete an evaluation sheet.

Posters are available from the EPS in English, Bengali, Chinese, Turkish and Urdu.

### OVERVIEW OF THE PARENT ADVICE SERVICE

Over the last two years, more than 54 parents have used this service. Their children have spanned the age range, from 3 to 16, and attended Early Years settings, Local Authority schools and independent schools. Some have been excluded or have been awaiting school placement having recently arrived in the UK, often with special needs.

The range of issues has been similarly diverse but behaviour and learning have been the most frequent.

25 - 30% of parents have reported a breakdown in their relationship with their child's school.

EPs have given advice about SEN procedures, schools' responsibilities and the role of parents in supporting their children.

Feedback has, without exception, been positive. Parents have said:

*"It clarified how the system works between the schools and The Learning Trust".*

*"It was good because someone listened".*

*"I got advice on where to go".*

### AN EXAMPLE OF PARENT ADVICE

EPs take turns to attend the fortnightly Pre Assessment Panel where requests for statutory assessment are scrutinised by a panel of professionals.

On one such occasion, a parental request was turned down. However, the attending EP was concerned about the high level of anxiety expressed in the mother's letter of submission. She alerted the school's EP to whom the child was unknown.

The school EP rang the mother and suggested she should come to the next Parent Advice session. By chance a slot was available the next day.

The EP who saw her there helped her decide how to approach the school to explain her concerns in a measured way.

Two weeks later, the school EP received a request from the school for EP involvement together with an up-to-date IEP which had been completed during a meeting with the mother following the Parent Advice session.



## TRADED SERVICES

**Any setting or organisation can purchase (additional) Educational Psychology support in blocks of days to meet their specific needs and priorities.**

These additional days can be used to build on the strategic planning, provision management and capacity building provided in the core offer (if provided). Or, you may wish to use it to support the following:

### WORK WITH INDIVIDUALS

#### Supporting the school to meet pupil needs.

- Consultations and reviews with school staff, parents/ carers and others for pupils whose progress and/ or behaviour is causing concern
- Identifying IEP targets and strategies.
- Observations and feedback on classroom management.
- Advising on making 'reasonable adjustments'.
- Help with writing PSPs.
- Facilitating and supporting reintegration of a pupil with learning/ behaviour difficulties.

#### Identifying pupil needs

- Consultations and assessments of pupils with complex needs.
- Consultations and assessments for exam concessions.
- Consultations and assessments for specific learning difficulties eg dyslexia, dyscalculia.

#### Interventions with individuals

- Conflict resolution.
- Individual therapeutic work over time – for example cognitive behaviour therapy.
- Family therapy.
- Attending pupil consultation events for named pupils where there has been significant EP involvement.
- Mediation between parents and staff where there are differing views on meeting a pupils needs.

### GROUP WORK WITH PUPILS

Group interventions with pupils e.g. running Circle of Friends groups, or groups to address anger management, anxiety, social skills, class cohesion, transition preparation etc.

#### Group interventions with parents

- running parenting groups;
- running parent literacy groups;
- facilitating a parents forum;
- running fathers groups;
- running parent drop in sessions at school etc.

## SUPPORT FOR STAFF

Whole school or group training on all aspects of child development, particularly SEN. Examples include:

- SEN: autism, dyslexia, Team Teach (positive handling);
- behaviour: e.g. effects of attachment on behaviour; Solution Focused Thinking approaches to behaviour management;
- well-being: e.g. the use of mindfulness in well-being; stress management;
- specialist strategies or approaches: e.g. Talking Systems;
- evidence-based practice e.g. approaches to literacy, use of TA support, practical guidelines for responding to Traumatic Events.

Coaching for senior managers.

Preparation for an SEN Tribunal.

Advice on completing SA1 and SA2 forms.

Involvement in the recruitment/appointment of SEN staff in schools eg SENCO.

Evaluating the quality and effectiveness of SEN processes using published or school generated criteria.

## COACHING

Coaching is a relatively new concept in the world of education. It is not a form of counselling or psychotherapy but is based on theoretical approaches which seek to facilitate the personal and professional development of teams of school staff by working through individuals in them.

BRIEF describe coaching as:

*"... one of the best ways for organisations to maximise the effectiveness of their staff and ... one of the best ways for individuals to maximise their career potential"*

In Hackney, coaching has been carried out with Headteachers, deputy Head Teachers, SENCOs and teaching staff with positive impact.

In one such school, an EP worked with school staff to help them find effective ways of coping and find solutions to:

- significant organisational change
- challenging work-related issues
- adjusting to career progression

Staff who have participated in coaching have said:

*"... the impact on my professional life is immense. I find it interesting that many friends comment on the difference ... namely that I am more objective and happy in myself ... the whole experience has been invaluable both personally and professionally".*

*"The process is helping me manage the more difficult processes of change and upheaval... I would be happy to share my experiences with other managers"*

*"It gives me a chance to think about how I can tackle things within my job as it evolves"*

## POSITIVE APPROACHES TO MANAGING BEHAVIOUR

Two EPs introduced a group of teachers and LSAs to the principles of Solution Focused Thinking during a morning at the PDC. Using some basic concepts and focusing on pupils they were involved with, participants were able to develop clear and measurable targets for the children they were working with, describing exactly what the first signs of progress/changes in behaviour might look like.

By using the concept of 'exceptions', they were also able to identify and repeat strategies that were already beginning to work and identify others they could try.

In future, the EPS would like to run this training with a group of staff in one school at a time so that the staff could support one another whilst practising the techniques and so that follow up review and support sessions could be more easily arranged.





## EDUCATIONAL PSYCHOLOGY INVOLVEMENT WITH INDIVIDUAL PUPILS

### What schools need to do

- Discuss possible EP involvement at a Planning Meeting
- Discuss EP involvement with parents. Give parents a copy of the Parents Leaflet and ask them to sign the 'Request for EP involvement' form.
- Involve and inform pupils – make sure they've seen the Pupil Leaflet
- Plan the visit with the EP in advance.
- Tell the parents and pupil when the EP will be visiting and invite the parents to school if requested by the EP. Arrange an interpreter if appropriate.
- Let the EP and parents know of any changes to the agreed schedule as soon as possible and rearrange if necessary.
- Get a member of staff who knows the child well to facilitate the visit and/or be free for consultation if needed.
- Allocate a suitable location/room
- Check that the pupil's records, including IEPs and Profiling forms, are to hand during the visit.
- Schedule a review meeting to monitor progress.

### REQUEST FOR EP INVOLVEMENT

This form must be completed prior to any direct EP involvement – discussion, observation or one-to-one work.

NB Schools may request EP involvement for any pupil about whom they have a concern provided parents/ carers have given their informed consent.

### DEFINITION OF ASSESSMENT

A range of information gathering activities conducted over time and guided by a problem-solving framework, it involves making and testing hypotheses to identify strengths and areas of need and informs intervention.





## WHAT SCHOOLS CAN EXPECT FROM THE EPS

### Service standards

#### GENERAL

- We will treat all service users with courtesy, honesty, integrity and discretion.
- We will treat information provided to us confidentially.
- We will treat people fairly, embracing differences, respecting individuality and practising equality.
- We will provide a reliable service.

#### COMMUNICATION AND CORRESPONDENCE

- We will give a clear response to your requests in a timely manner.
- We will maintain a tone of communication, written or spoken, that is helpful, polite, welcoming, responsive, respectful and inclusive.
- We will be accurate, brief and clear in all forms of communication.
- We will answer your telephone calls quickly in a welcoming, positive manner. If the person you wish to speak to is unavailable, we will try to sort out the query or take a message.
- When you write to us, by letter, fax or email, we will reply to you within 10 working days.

#### MEETINGS AND APPOINTMENTS

- We will arrive in time for meetings and appointments. In the exceptional instance when late arrival is unavoidable, we will telephone the school as soon as possible and give an anticipated arrival time
- If we are unable to attend a pre-arranged meeting or appointment, we will contact the school to advise you as soon as possible. Where possible, we will send a representative. If this is not possible, we will organise a new meeting time

#### SPECIFIC SERVICE STANDARDS

- Direct EP involvement with an individual child or young person will only take place once explicit parental/carers consent has been given.
- Each EP works within the professional standards required by the Health Professionals Council (HPC).
- The EPS self-reviews against the standards cited in the National Quality Standards for Special Educational Needs Support and Outreach Services:

##### Standard 1

Progress towards outcomes is systematically recorded and monitored.

##### Standard 2

The service promotes the use of interventions based on up-to-date specialist knowledge and expertise of suitably qualified professional staff.

##### Standard 3

Parents are always consulted and where appropriate involved in supporting the learning and development of their child as part of any intervention.

##### Standard 4

Clear outcomes are agreed by the service and user, and steps taken to avoid the development of a culture of dependency.

##### Standard 5

The service has a clear purpose which takes into account Local Authority policies, the Children and Young People's Plan, the needs of particular schools, early years settings and other provision in the area, and the range of children and young people's needs.

##### Standard 6

The service regularly collects feedback about its interventions and uses it to improve the quality of service.



## PORTAGE SERVICE

**The Portage Programme is an internationally recognised early intervention programme developed specifically for babies and very young children whose development is significantly delayed. There are four workers whose hours add up to 3.2 fte overall.**

The team is based at The Learning Trust and at Ickburgh School.

Referrals to Portage generally come from Health professionals and are considered by a multi-professional team with each service coordinating its intervention with other relevant services. However, anyone can refer a child to the Portage Service directly, including parents themselves.

The Learning Trust's Portage workers are experienced staff who have been specially trained to:

- provide a home visiting service and work in partnership with parents to promote all aspects of their young child's learning and development;

- work in conjunction with psychologists, therapists, paediatricians and other professionals to run groups and coordinate services for families;
- support parents in applying for benefits, getting referrals to and information from statutory and voluntary agencies and help them with the statutory assessment process.

Once the child is settled in playgroup or nursery Portage support ceases and the Early Support Team, part of the Inclusion Team, generally takes over. They support the child one or two sessions a week in their educational settings until, if appropriate, a Statement is in place.

A Portage worker had worked with J for over a year. J had always been very worried by loud or sudden noises - even sounds that he heard every day such as plates clattering.

J was susceptible to high numbers of epileptic fits and his dislike of sounds often caused these. His mum was becoming increasingly upset at the way this limited his ability to enjoy life.

The Portage worker discussed J with one of the Audiology doctors at Hackney Ark who suggested a referral to the Nuffield Clinic.

J is now waiting to be seen and his mum is feeling much more positive since her concerns have been taken seriously.

D was referred by the Newham Portage Service after he was adopted by a parent in Hackney. His adoptive mum was very worried about his unusual behaviours but her concerns were not shared by the adoption team or by Health professionals at Hackney Ark.

D attended the Portage drop-in a few times and the Portage worker then began seeing him at home. It became clear that his mother's concerns were not groundless.

The Portage worker helped clarify her concerns to other professionals and as a result, referrals were made to the Clinical Psychology Dept at Hackney Ark and Occupational Therapist in the LAC team who specialises in children who have sensory issues.



## COMPLAINTS PROCEDURES

**You have the right to voice any concerns about our service and to have them addressed.**

The EPS follows the complaints procedure of The Learning Trust.

Many concerns – as opposed to complaints – can be easily addressed through discussion with the individual psychologist. You may ask for such a meeting either by letter or by phone.

If however you wish to discuss things further with the Principal Educational Psychologist, please contact Andrew Lee by phone or in writing (see contact details below). The issues raised will always be followed up with the individual psychologist concerned.

If you wish to make a formal complaint, please contact Andrew Lee by phone or in writing (see contact details below).

We will try to resolve your complaint immediately. If this is not possible we will investigate further and reply to you within 15 working days.



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