

# Educational Psychology Service

## Our service values:



We are a highly skilled, dedicated and professional team of Educational Psychologists whose aim is to apply psychology to enable positive change and to improve outcomes for the children and young people in our City.

Emma Thornbery

**Principal Educational Psychologist**

☎ : 01902 550609

✉ : [inclusionsupportadmin@wolverhampton.gov.uk](mailto:inclusionsupportadmin@wolverhampton.gov.uk)

<http://www.educationalpsychologywolverhampton.co.uk/>

Stephanie Herriotts-Smith

Ruth Hewett

Elaine Perry

Sarah Pryce

**Senior Educational Psychologists**

## Benefits of working with our Educational Psychology Service

### Our team:

- Knows the city's schools/settings as well as the services and agencies operating to support them, their pupils and their families;
- Works in an integrated way with Wolverhampton's child and family support services: ensuring rapid and effective communication with and between schools/settings and other local authority professionals, as well as with non-local authority services; when necessary has ready access to records relating to pupils' previous contacts with services or agencies that allow us to put current events or behaviours in a longer-term context;
- Works flexibly and proactively with schools and other local authority services to identify pupils' needs and swiftly respond;
- Promotes Restorative Practice which is built upon a set of values and beliefs that promote building effective relationships with others. Restorative Practice is a high support/high challenge methodology that has an emphasis of working with people, rather than doing things for them or to them;
- Develops a relationship of mutual trust with school/setting staff through regular contact and work;
- Partners closely with The University of Birmingham and other Universities who deliver the Doctorate in Educational Psychology, providing placements for Trainee Educational Psychologists supporting their doctoral research and delivering sessions within the course;
- Ensures that, when evidence is requested by the local authority for statutory assessment, the information required is swiftly available, robust, and in accordance with statutory guidance. That in turn supports the right decisions being made for children and young people at the right time.

### Qualifications

Our EPs are qualified professionals, registered with the Health and Care Professionals Council (HCPC) and our work complies fully with the British Psychological Society's Code of Ethics and Conduct and Professional Practice Guidelines. Our team also includes Trainee EPs who are working towards full doctoral accreditation and are highly supervised by a qualified EP. We employ Assistant Psychologists who are also highly supervised by a qualified EP. All of our psychologists maintain the highest standards of professional practice through engaging in regular supervision and continuous professional development and training.

### What we do

Wolverhampton Educational Psychology Service is a specialist service that is able to support schools and settings in carrying out their statutory duties as outlined in the SEND Code of Practice (2015). The service seeks to work proactively with schools/settings to ensure there is early identification of children who might benefit from support and a graduated response following cycles of assess, plan, do, and review (APDR) in order to meet their needs. Involvement of the Educational Psychology Service supports schools in their duty to 'always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff' (SEND Code of Practice, 2015, 6.59).

We promote Restorative Practice and work restoratively with schools, building strong relationships and offering support alongside a level of challenge.

The work of Psychologists can be broken down into four broad areas:

- **Consultation and Coaching** are joint problem-solving processes that may relate to concerns regarding learning, behaviour, emotional development, social development and mental health needs. These may be focused on an individual child, group of pupils or an aspect of professional practice to be developed. Psychologists apply psychological knowledge and skills to help professionals &/or parents/carers explore complex problems or issues in more depth, improve understanding, reach a clear view, and facilitate solutions. Consultations may also lead to signposting to other services.
- **Assessment, formulation and advice** is a process involving the gathering of information from a variety of sources, in a range of settings, over a period of time. It usually involves children and young people, parents/carers, teachers, and other agencies. Assessment is hypothesis driven and aims to identify a profile of strengths and needs, support psychological formulation and inform advice and future intervention.
- **Intervention** is the application of planned strategies aimed at promoting positive learning experiences and supporting psychological wellbeing. Psychologists can advise on, and implement, interventions informed by evidence-based practice. The strategies may be implemented at the level of the individual child, young person or family, at a whole class or other group level, or across a school or organisation.
- **Organisational development** work can include training, research and other project work that focuses on enhancing the practices and capacity within educational settings and other children's services organisations to work effectively and enhance outcomes for children.

## What can you offer my school/setting?

Educational Psychologists can offer a **wide range of work**, at an individual, group or whole school/setting level.

Educational Psychologists provide schools/settings with support regarding:

- **Learning**
- **Emotional and social development**
- **Mental health and behaviour**

We can also support schools/settings with **planning, problem solving, workforce development, projects, research** and **systemic development**.

We deliver our service through a **consultation model of delivery**; this will involve psychologists working closely with identified leads within schools/settings and other relevant partners to ensure that work is focussed on agreed priorities and objectives. We recognise the expertise that our service has in terms of the application of psychology, but we also recognise that parents/carers and school/setting staff have valuable experience and expertise in relation to their children and young people, and so any actions and interventions will be identified and agreed jointly. This means that some of our time will be spent working with the adults around the children and young people and will require us to have time protected to meet and consult with key staff in school.



### Individual

Assessment, interventions and therapeutic work



### Group

Interventions and group work



### Whole school

Training, research, organisational development projects

The following pages contain just a few examples of the broad range of work that we can offer to your setting.

## Examples of current work at the individual level

### Assessment and consultation

Assessment of an individual's strengths and needs, which could involve observations, individual work with the child or young person, consultation with school staff and consultation with parents.  
(1-2 days of traded time)

### Circle of Adults

Facilitating a Circle of Adults to support a child with SEMH needs and prevent exclusion.  
(Approx. 1/2 day of traded time)

### Functional behavioural assessment

To explore why a child or young person may be displaying certain behaviours and plan interventions based on this assessment.  
(Approx. 1/2 day of traded time)

### Applied Trauma Responsive Classroom (ATRCM) Observation

Using the ATRCM Observation and Planning Schedule to support joint provision planning for a child in care.  
(Approx. 1/2 day of traded time)

### Consultation with ELSA

To support a child experiencing high anxiety and self-harming behaviours.  
(Approx. 1 day of traded time)

### Therapeutic interventions

Including cognitive behavioural therapy and solution-focused brief therapy.  
(Approx. 1 day of traded time)

### Person-centred planning

Including MAPs and PATHs, often at points of transition or to support pupils with complex needs.  
(Approx. 1/2 day of traded time)

### SCERTS

Helping schools to implement the SCERTS approach to supporting children and young people with social communication and emotional regulation difficulties.  
(Approx. 1 day of traded time)

### Coaching and supervision

For school staff to support wellbeing and development.  
(Approx. 1/2 day of traded time)

### Emotionally based school non-attendance

Helping school staff to support the needs of these young people and offering individual therapeutic support where required.  
(Approx. 1 day of traded time)

## Examples of current work at the group level

### Whole class support

Observation of whole class and consultation with teaching staff and SENCo to explore quality first teaching principles and inclusive practice and collaboratively develop an action plan.

(Approx. 1 day of traded time)

### Problem-solving Circles

Solution Circles or Circles of Adults to collaboratively problem solve and co produce solutions together.

(Approx. 1/2 day of traded time)

### IGROW Coaching

Observations focusing on transitions in whole year group followed by a staff meeting using the IGROW (Issue, Goal, Reality, Options, Will) coaching model to problem solve possible solutions.

(1/2 day of traded time)

### Circle of Friends

An approach to enhancing the inclusion of any young person who is experiencing difficulties in school because of a disability, personal crisis or because of challenging behaviours towards others.

(Approx. 1 day of traded time)

### Lego building group

A collaborative, play-based social development programme, aimed at promoting development in social, communication and play skills.

(Approx. 1 day of traded time)

### Managing exam and work-related anxiety

A group intervention aiming to provide young people with an understanding of what is causing anxiety using a cognitive behavioural therapy framework and provide them with strategies to manage anxiety.

(Approx. 1 day of traded time)

### Staff support

A survey of staff wellbeing, feeding back the results to staff and supporting them to develop an action plan using these.

(Approx. 1/2 day of traded time)

### Emotional literacy support

Including delivering group interventions or supporting school staff to deliver them.

(Approx. 1 day of traded time)

### Nurture groups

Helping schools to establish nurture group provision within their setting.

(1-2 days traded time)

### Peer mentoring

Supporting schools to set up peer mentoring groups.

(Approx. 1 day of traded time)

## Examples of current work at the whole school/setting level

### **Adaptive Teaching Project**

Whole school approach to develop adaptive teaching and embed the EEF Five-A-Day principles.

(3 days of traded time)

### **Staff Wellbeing Support**

Training for school staff related to wellbeing, using the PERMA Model of Wellbeing

(1/2-1 day of traded time)

### **Setting up Internal Resourced Provision (IRP) for pupils with SEMH needs**

Supporting school to audit their IRP and apply the new LA IRP guidance.

(3-4 days of traded time)

### **Review of SEND Offer**

Reviewing the whole school offer for children with SEND to ensure provision is supportive of the increase in complex needs.

(4 days of traded time)

### **Emotion Coaching**

Including training for whole school staff, helping them build it in to their daily practice and ongoing support with the implementation of this approach.

(Approx. 1 day of traded time)

### **Planning Alternative Tomorrows with Hope (PATH)**

Facilitating a PATH to develop nursery provision for children with SEND.

(1 day of traded time)

### **Training for pastoral staff**

Training on Cognitive Behavioural Therapy techniques to help elicit the views of children and understand their feelings.

(1/2 day of traded time)

### **Whole school approach to mental health and wellbeing**

Supporting school staff to develop and implement a whole school approach to promoting wellbeing and positive mental health.

(1-2 days of traded time)

### **Training**

Bespoke training packages covering a range of different topics including autism, SCERTS, mental health, understanding behaviour, attachment, trauma-informed practice, Getting it Right pathway, understanding and managing anger, restorative approaches, counselling skills, selective mutism, and mindfulness.

(Approx. 1/2-1 day of traded time)

### **Post-16 Project**

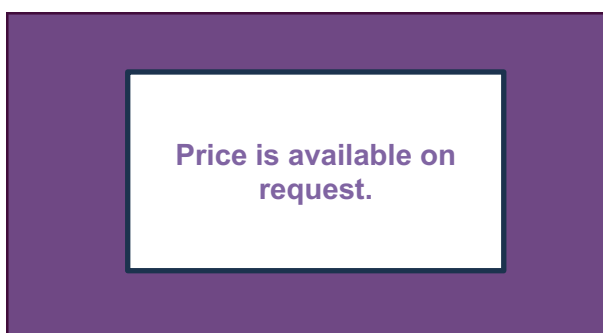
Exploring the experiences of pupil's transitioning to a post-16 setting from specialist settings in order to enhance transition support for these pupils in the future.

(Approx. 5 days of traded time)

## How to purchase our services

Service Level Agreements (SLAs) are rolling contracts. This means that contracts automatically 'roll over' to the next financial year unless schools/settings inform us of any requested changes to their SLA by the end of the autumn term prior to the new financial year. All purchases are processed via the WVES website: [Wolverhampton Education Services](#)

Educational Psychology time is purchased in units of one day. One day equates to 6 hours of time. Time for preparation, writing reports and phone calls/emails needs to be included within the purchased time.



Our rates are set at a competitive level compared to neighbouring local authorities and independent providers.

Schools are urged to discuss needs with their link Educational Psychologist and subscribe to the level of service they believe they will need rather than relying on the possibility of 'topping up' the subscription later. Due to the regional and national shortages of Educational Psychologists, we are unlikely to be able to offer any flexible support or 'pay as you go' type arrangements for the academic year 2026-27.

## ELSA Training and Supervision Packages:

**ELSA Training and supervision package** – this includes 6 full days of training and 4 half termly group supervision sessions for an individual member of staff (typically a TA). Once training is complete practitioners will be able to use the title 'ELSA', will have their details added to the central register and have access to an annual ELSA event. Price is available on request or via WVES.

**ELSA supervision package for qualified ELSAs** – this includes 6 half termly group supervision sessions, which are a requirement for ELSAs to retain their title and their place on the central register. It also includes access to a minimum of 3 ELSA workshops throughout the year and ongoing access to a network of support. Price is available on request or via WVES.



## Psychological Intervention packages:

Through our traded service offer settings are able to purchase packages of intervention delivered by our Assistant Psychologists (APs) for individual children and young people, and groups, in primary, secondary or post-16 settings.

There are several interventions available, all of which are available as a 'Direct Delivery' package and some of which are available as a 'Train the Facilitator' package:

PACKAGES AVAILABLE	Direct delivery by an AP	Train the Facilitator
GRASP	✓	✓
Lego Building Group	✓	✓
Managing Exam and Work-Related Anxiety	✓	X
Circle of Friends	✓	✓
Managing Anxiety Related to EBSNA	✓	X
Playmobil for Problem Solving	✓	✓
Motivational Interviewing	✓	X
Mindfulness Intervention	✓	✓

The cost of a 'Direct Delivery' package is available on request or via WVES.

The cost of a 'Train the Facilitator' package is available on request or via WVES.

Further information regarding each of these packages is available upon request and via our service website.

## Queries or feedback:

We value honest and transparent working relationships with schools/settings and if there are any queries, positive feedback/compliments to celebrate strong working relationships, or complaints regarding the service, we encourage schools/settings to speak first with their link Educational Psychologist to explore ways forward. If concerns remain, please contact the Educational Psychology Leadership Team who will work with you to resolve any concerns.

**For further information about any of our services, please contact a member of our Senior Leadership Team:**

- Dr Emma Thornbery (Principal EP) [emma.thornbery@wolverhampton.gov.uk](mailto:emma.thornbery@wolverhampton.gov.uk)
- Dr Stephanie Herriotts-Smith (Senior EP) [stephanie.herriotts-smith@wolverhampton.gov.uk](mailto:stephanie.herriotts-smith@wolverhampton.gov.uk)
- Dr Ruth Hewett (Senior EP) [ruth.hewett@wolverhampton.gov.uk](mailto:ruth.hewett@wolverhampton.gov.uk)
- Dr Elaine Perry (Senior EP) [elaine.perry@wolverhampton.gov.uk](mailto:elaine.perry@wolverhampton.gov.uk)
- Dr Sarah Pryce (Senior EP) [sarah.pryce@wolverhampton.gov.uk](mailto:sarah.pryce@wolverhampton.gov.uk)