

Educational Psychology Service

Educational Psychologists provide schools with support regarding learning, behaviour, emotional and social development, and mental health; assessment of needs; and planned interventions to promote learning and support psychological wellbeing.

The service seeks to work proactively with schools to ensure there is early identification of children who might benefit from support and a graduated response following an assess, plan, do, review process in order to meet their needs. Schools will be expected to have engaged with the Educational Psychology Service in advance of seeking a statutory assessment, so that the assessment can be based on appropriate evidence already collected and supported by the psychologist working with the school. We promote Restorative Practice and aim to work restoratively with schools, building strong relationships and offering support alongside a level of challenge.

WHAT WE OFFER YOUR SCHOOL

The Educational Psychology Service will:

- apply psychology effectively and innovatively to improve the experiences and outcomes for children, young people and families.
- work collaboratively and share responsibility to empower service users, build capacity in schools and other settings, and promote inclusive practice and achievement for all.
- continually develop our service to ensure that it is sustainable, effective and responsive to stakeholders.
- recognise that our strength is our people, and strive to ensure that colleagues feel confident, competent, effective, valued and fulfilled.
- always work ethically and safely.



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DETAILS OF SERVICES TO BE PROVIDED

The Educational Psychology Service applies psychological theory and research to problems or complex situations, and helps to meet a wide range of child and adolescent developmental needs, including special educational needs. All Educational Psychologists are registered with the Health and Care Professionals Council (HCPC) and work complies fully with the British Psychological Society's Code of Ethics and Conduct and Professional Practice Guidelines. Therefore a professional responsibility to safeguard the interests of children overrides all other considerations.

The Service helps the City Council meet its duties by undertaking the statutory assessment of Special Educational Needs which might lead to an Education Health and Care Plan. It also undertakes some non-statutory work in support of the aims of the Children & Young People's Plan, on behalf of Children's Services and the Council's strategic objectives. These aspects of its work are fully funded from central budgets but provide a context for the relationship it seeks to build with schools.

At a time when a variety of private, often more expensive, commercial providers are offering services to schools it is important to consider the value that working with Wolverhampton's Educational Psychology Service adds. The Service:

- knows the city's schools 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 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 it to put current events or behaviours in a longer term context;
- works flexibly, consistently and proactively with schools and other local authority services to identify pupils' needs and respond swiftly to them;
- 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 staff through regular contact and work;
- works 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 in advance of statutory assessment, the information required is swiftly available, robust and appropriate. That in turn ensures that statutory assessment is not slowed by requests for additional evidence.

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 the 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 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 the focuses on enhancing the practices and capacity within educational settings and other children's services organisations to work effectively and enhance outcomes for children.

Wolverhampton's Educational Psychology Service offer specialist knowledge and intervention supported by evidence-based theory and research in the following areas, and more:

- **Developing Learning and Cognition** (including support for/with precision teaching; dyslexia assessment; assessing the needs of bi-lingual learners; peer tutoring; assessing learning difficulties; the needs of gifted and talented and looked after children; children with hearing/visual/multi-sensory impairment or addressing sensory integration needs)
- **Promoting and Supporting Social and Emotional Development and Psychological Well-Being/Mental Health** (including support for/with anti-bullying strategies; autistic spectrum conditions; cognitive behavioural therapy; nurture groups; solution focused brief therapy; emotionally based school refusal; ADHD; attachment difficulties; harmful sexual behaviour; self-harm; emotional literacy; bereavement and loss; therapeutic interventions)
- **Understanding Behaviour that is Challenging** (including support for pupils at risk of exclusion, with anger management; circle time approaches; social stories; supporting concentration and attention needs; functional behavioural assessment)
- **Medical and Physical Developmental Difficulties** (including support for/with acquired brain injury; cerebral palsy; epilepsy; foetal alcohol syndrome; genetic conditions)
- **School and Staff Focused Work including Organisational and Professional Development** (including support for/with behaviour and learning policy development and review; team working; working in groups; restorative practice; person-centred planning; coaching and supervision; stress management; staff consultations/ "drop-in sessions/psychology surgeries")
- **Language and Communication** (including support for/with autistic spectrum conditions; developing comprehension; developing expressive language; developing social skills; English as an additional language; selective/elective mutism)
- **Early Years Support and Intervention** (including support for/with early developmental assessment; children's early learning and early communication; pre-literacy skills)

- **Community Practice** (including support for/with working with hard to reach families; parenting support interventions; contributing to child in need, child protection and looked after children casework and action planning; supporting victims of domestic abuse; working with asylum seekers; working with traveller communities; psychological interventions with the family; working with children who engage in sexually harmful behaviour; working with young offenders and victims; critical incident management)
- **Psychological Research, Development and Project Work in Schools** (including support for/with case-study research; action research; surveys and evaluation; school policy development; research reviews, critique and implementation)

SERVICE STANDARDS AND QUALITY

The Educational Psychology Service will provide schools with a quality service that is guided by expertise, professionalism and duty of care to the children, young people and adults it works with.

All its psychologists maintain the highest standards of professional practice through engaging in regular supervision and continuous professional development and training.

Each year schools and a sample of parents/carers will be invited to complete a brief evaluation on some aspects of the work the psychologist has undertaken to determine if their involvement has had a positive and measurable outcome. This and regular engagement with schools, as well as pupils and parents, and feedback from them ensures that the service regularly evaluates its impact, considers what it does well and what it can do better. It is committed to effective performance management systems to deliver a continually improving quality of service.

We value the good working relationships we have with subscribing schools and both link Psychologists and the Educational Psychology Management Team welcome regular communication regarding the service with schools throughout the year.

RESPONSIBILITIES

Expectations of the Educational Psychology Service

The Service will:

- allocate a named link psychologist who will be the school's link to the broader expertise of the Service as well as the person doing most of the direct work with pupils, families and staff;
- guarantee that another worker will take over within an appropriate and agreed timescale if the named worker is unable to continue because they are ill or otherwise unavailable for a prolonged period;
- plough traded income back into the service; the service is 'not for profit'.

Expectations of Individual Psychologists

Psychologists will:

- work in collaboration with the school to ensure that the days the school has subscribed to are used within the agreed time frame and in a mutually agreed way;
- liaise closely with the Headteacher or SENCo (or other teacher designated by the school) to ensure that visits to the school are planned for times suitable for both the school and the psychologist, and confirmed in advance;
- handle all information regarding a pupil in accordance with the Data Protection Act 1998 with Wolverhampton City Council as the data controller;
- share information and data only when a parents/carers signs the referral form requesting the involvement of Wolverhampton Educational Psychology Service and, thereby, give permission for us to share data with other professionals within the local authority and with health professionals;
- complete written reports within 20 working days of the completion of a piece of work (or within an agreed timeframe by negotiation with the school that takes account of other calls on the psychologist's time);
- phrase all reports, recommendations and advice in a way that makes them accessible to the school and facilitates school delivery.

Expectations of a subscribing school

The school and its staff will:

- collaborate with their link psychologist in planning the use of psychologist time to ensure they receive best value from the subscription. To reduce wasted travel time the recommended minimum length of any psychologist visit will be half a day (3 hours); schools will be strongly advised to carefully plan the use of time because, for visits of less than 3 hours, the time used will be rounded up;
- collaborate with their link psychologist to ensure the days they subscribe to are evenly spread across the week, term and year; schools will understand that it would be impossible for the Service to deliver all the subscribed days in a short, concentrated, period while meeting its obligations to other schools;
- collaborate with schools with which they have joined in a joint subscription (see Charges, below) to ensure that individual schools do not make unreasonable or competing demands of the worker whose time they share;
- accept that as long as a child is on their school roll, psychologist time allocated to that child (other than through statutory assessment) will come from the school's subscription, irrespective of whether the child is receiving learning at a PRU or other alternative or off-site provider;
- accept that when a child or young person has been referred to the service by the school/ setting, the Educational Psychologist will remain involved until completion of the agreed work, and the time allocated to that child will come from the school's subscription. This applies even if the child or young person is taken off the school's roll as a result of permanent exclusion or any other reason.
- ensure that any referral form requesting the involvement of a psychologist is completed and signed by parents/carers prior to any involvement with the child;

- provide a quiet area for any staff consultation meeting;
- provide a quiet room, that complies with safeguarding standards, for any individual work undertaken by a psychologist in school;
- ensure parents/carers are informed when a psychologist will be working with the child;
- ensure that teachers are informed if a psychologist is to observe a child in one of their lessons;
- recognise that psychologists are required to comply fully with the British Psychological Society’s Code of Ethics and Conduct and Professional Practice Guidelines if they are to maintain registration and that psychologists will, therefore:
 - only undertake work within their level of professional competence,
 - always seek informed consent from all service users, providing clear guidance about their role as psychologists,
 - follow processes and procedures that protect privacy and maintain confidentiality,
 - maintain open communication to all relevant parties to promote positive outcomes and change,
 - safeguard the interests of children and young people, overriding all other considerations.

DURATION OF AGREEMENT

Schools may subscribe for one or two financial years.

Variations to agreement

Where a school has subscribed to this support offer and wishes to **withdraw from or reduce the SLA**, the service will require one term’s notice of any changes.

Where a school has subscribed to this Inclusion Support Service offer and wishes to **increase its subscription during the current subscription period** (i.e. the current financial year) – please see the charging section, below.

CHARGES

The Educational Psychology Service does not offer schools a ‘pay-as-you-go’ option. In order to recruit and retain the best workers the Service will only be able to support schools that subscribe in advance to a block of worker time.

Subscription packages: The minimum subscription is 4 half day sessions per term (6 days per year)	
2 half day sessions per half term = 6 days/year	£2844
1 half day session per fortnight = 9 days/year	£4266
1 half day session per week = 18 days/year	£8532
1 day per week = 36 days/year	£17064

Subscription Top-ups

Schools are urged to subscribe to the level of service they believe they will need rather than relying on the possibility of topping-up the subscription later.

The Educational Psychology Service will plan its staffing capacity on the basis of confirmed subscriptions and therefore cannot guarantee that we will be able to meet requests for an increase in days after 31 March 2019. Any subscription top-up requests throughout the year should be discussed with your link Educational Psychologist or a member of the Senior Management Team.

Planning the use of the Subscription

As described above, schools that subscribe to the service offer are encouraged to plan the use of the time with the Service to ensure the school gains best value from its subscription, and that the subscribed time is spread appropriately across the school term and year.

Group Subscriptions

Schools that are concerned that demand for support has been unpredictable in the past are encouraged to consider pooling resources with neighbouring schools and taking out a larger, joint, subscription. Multi-academy trusts can have one SLA for the whole trust.

Each school in a group subscription is expected to collaborate to ensure competing and unrealistic demands are not made of a worker whose time they share.

Complaints

We value honest working relationships with schools and if a school has any queries or complaints regarding the service, we encourage them to speak first with their link Educational Psychologist to explore ways forward. If concerns remain, please contact the Educational Psychology Management Team who will work with you to resolve these.

Senior Management Team

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