

# 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**

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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)

### Precision Teaching

Assessment to inform the intervention and support for school staff to implement this programme.

(Approx. 1 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)

### Support for pupils at risk of exclusion

Following the Getting it Right pathway for supporting pupils with SEMH needs. E.g. Advice for school staff, direct work with the young person, support with writing a multi-element support plan.

(Approx. 1 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)

### 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.

(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)

### Coaching and supervision

For school staff to support wellbeing and development.

(Approx. 1/2 day of traded time)

### Bereavement support

Support around bereavement and loss for individual children or young people.

(Approx. 1 day of traded time)

## Examples of current work at the group level

### Social skills groups

Including GRASP intervention for groups of pupils who might be feeling vulnerable, particularly in regard to social difficulties with peers.

(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)

### SCERTS Champion group

Assisting school staff in identifying a group of 'SCERTS Champions' within their setting and offering ongoing support in the form of supervision and workshops.

(1-2 days 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

### SCERTS Project

Whole school staff training on SCERTS approach, identifying 'SCERTS Champions' within their setting and training these Champions to implement the approach and support their colleagues.

(2-3 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 SEMH resource base

Designing its structure, room arrangements and resources, interviewing staff, training staff, supporting the regulatory requirements (e.g. protocols for accessing a place).

(3-4 days of traded time)

### Parent Project

Work with a group of parents to find out their views about the systems for SEN within the school. School will use their input to shape how they involve parents in the graduated response.

(1-2 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)

### SEND Project

Exploring staff understanding of SEND and SEND processes within their school; needs-led training and CPD will then be developed for school staff. The school are hoping to identify staff members to "specialise" in an area of SEND so that they can support other staff.

(2-3 days of traded time)

### Emotional Literacy Support Assistant (ELSA) Training

Training and supervision package to train members of school staff to become ELSA

(6-7 days training)

### Whole school approach to mental health and wellbeing

Supporting school staff to develop and implement at 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 SLAs 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.

**Service Level Agreement (SLA)**  
**2025-26**  
Please request price per day

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

Schools are urged to discuss 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 2025-26.

### 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.

**ELSA supervision package** – this includes 6 half termly group supervision sessions, which are a requirement for ELSAs to retain their title and place on the central register.

**ELSA supplementary workshops**– this provides access to one place on a half day ELSA specific workshop session. Workshop titles will vary and will be offered throughout the year. Only



registered ELSAs will be able to access these workshops. This should only be purchased once dates for workshops have been confirmed and advertised.

### Queries or complaints:

We value honest and transparent working relationships with schools/settings and if there are any queries 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 Educational Psychologist)  
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- Dr Stephanie Herriotts-Smith (Senior Educational Psychologist)  
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