

# Educational Psychology

SERVICE GUIDE

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## OUR AIMS AND PRINCIPLES

**Our service uses psychology to promote the well-being and educational success of children and young people by empowering children and young people, parents and carers through direct and indirect interventions. Psychology underpins our understanding of how children learn and develop**

Educational Psychologists (EPs) are trained in applied scientific method and psychological theory, and have a thorough understanding of child development.

They work at earlier, preventative levels to deliver services together with other education, health and social care professionals. EPs also help local authorities to deliver statutory services, for example, contributing to Education, Health and Care Needs Assessments.

### We do this in three ways:

- at a whole school level: by helping others develop effective systems
- working at the group level or within smaller systems to support groups of adults or children
- at an individual level by working to reduce levels of concern about a pupil, identifying effective strategies and increasing teacher confidence about progress

### How EPs work:

- applying our knowledge, skills and expertise as applied psychologists
- adopting a collective, joint problem solving approach which involves children, young people, their parents/carers and professionals, at each stage of our work
- developing a shared understanding and ownership of the issues in order to improve outcomes

## 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
- monitor and review the impact of interventions on children and young people's progress against agreed targets
- 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.

Examples of our work are found in grey boxes throughout this guide.

# WHO WE ARE

## Educational Psychology Team

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Principal EP



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Senior EP



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**Rosie Freedman**  
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**Enrique Childress**  
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**Jen Pickles**  
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**Penny Whittles**  
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**Joyce Wu**  
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### EP research

- trainee EPs are completing research within the fields of 'Interventions for children at risk of exclusion', 'The experience of autistic pupils in care and the role of the virtual school' and 'The experiences of BAME student groups with SEN within Further Education'.
- EPs will often publish their thesis research following training. An example of this is Pamela Hamilton's research: 'An exploration of the factors that lead to the successful progression of students in alternative provision' or Emma Sheffield's research: 'The perceptions and experiences of young people with a BESD/ SEMH classification'.

## WHAT PEOPLE SAY ABOUT THE EP SERVICE

### WHAT PEOPLE SAY ABOUT OUR SERVICE

*"The EP has provided us with a range of helpful support this year:*

- Advice and practical strategies that can be implemented by teachers and parents*
- Liaising with parents, teachers, TAs and other professionals which create environments that bring about positive change in children*
- Training, literature and research recommendations which enhanced skills and deeper understanding for me and my colleagues*
- Reduction in concerns about individual children, as a result of sharing information and agreeing actions and priorities through MAP meetings."*

*"Both EPs have been a huge support and help to the school. They are integral in the strategic planning of the school."*

*"The EP has provided professional advice and support during a very difficult year."*

### WHAT PARENTS SAY ABOUT OUR SERVICE

*"The EP was very helpful in bringing a more empathetic approach to the work with our son.*

*He has encouraged teachers to be creative and flexible in support of our son and to seek reasons for his behaviours, not to just react punitively. He always tried to highlight our son's strengths and positive characteristics.*

*He is a good listener and takes our concerns and perspective as parents seriously. He has been very responsive to queries by email from me and has gone the extra mile to support our son's transition from primary to secondary school. I feel like he is a real advocate for our family and our son."*

#### **Regarding the EPS parent advice service:**

***"It helps you to make the best decisions about your child."***

***"I feel clearer about what I need to do to move forward."***

***"It was very comprehensive advice and it helped me to look at things from a different perspective."***



## STATUTORY, CORE AND TRADED AN OVERVIEW

**We provide the following services:**

### **STATUTORY SUPPORT TO ALL SCHOOLS AND SETTINGS**

As part of our statutory duty we contribute to the Education, Health and Care Needs Assessments of Hackney's Children and Young People in line with the Children and Families Act 2014.

### **CORE SUPPORT TO MAINTAINED SCHOOLS**

All maintained primary and secondary schools in Hackney receive 1.5 days of support a year. This core allocation of EP time is designed to support strategic planning, provision management and capacity building.

### **CORE SUPPORT TO HACKNEY LEARNING TRUST**

In addition to its statutory role, the EPS also undertakes a range of activities to assist Hackney Learning trust in delivering its core functions (see page 16 for further details).

### **ADDITIONAL TRADED SERVICES**

Any setting or organisation can purchase Educational Psychology support in blocks of days to meet its 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. Or it may be used to support work with individual children and young people in line with our model of service delivery outlined on the opposite page.

We advise schools and settings to purchase EP time in the spring term so that we can offer continuity with the delivery of service.

We suggest you use your previous experience of demand for EP time and discuss this with your link EP to inform how much you buy for the coming year. The time will be delivered evenly over the academic year.

# UNDERSTANDING HOW WE WORK

## SERVICE DELIVERY

Research evidence suggests that a collective, joint problem solving approach leads to shared understanding and ownership of problem situations and far better outcomes (Gutkin & Curtis, 1990).

As a result, the EPS has adopted a model based on these principles:

- we will apply our knowledge, skills and expertise as applied psychologists to provide specialist support promoting the well being and educational success of children and young people
- we will adopt a collective, joint problem solving approach involving children, young people and their parents/carers at each stage of our work
- we will aim to develop a shared understanding and ownership of presenting issues that leads to improved outcomes
- this approach involves working through the stages outlined below

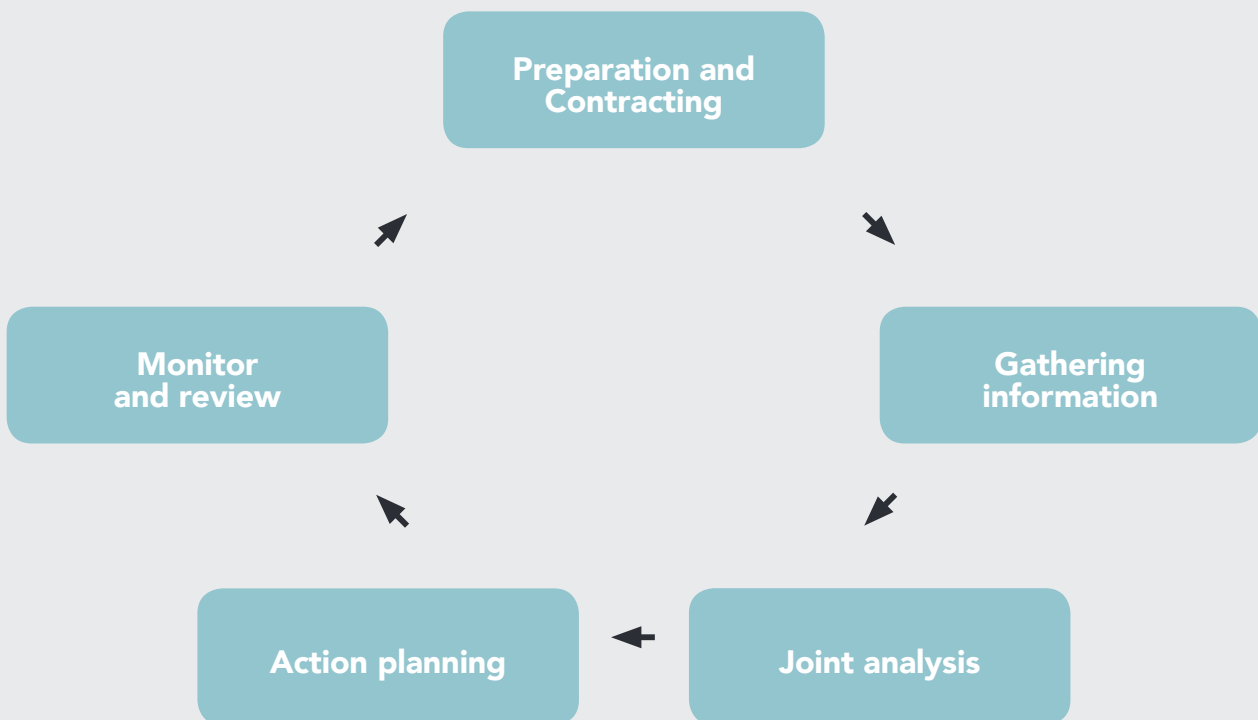
### EPS AND THE VIRTUAL SCHOOL FOR LOOKED AFTER CHILDREN

Educational Psychologists work as part of a multidisciplinary team within the Hackney Virtual School to support the needs of Looked After Children and Care Leavers. We work collaboratively with Speech and Language Therapists and Occupational Therapists to provide targeted, timely and cohesive support for children and young people who have a range of additional needs.

Our work has included joint consultations with social workers and school professionals, training sessions for foster carers and school staff, and collaborative direct work with children and young people including the development of joint reports and support plans.

Working as part of a multi-disciplinary team effectively utilises the skills and strengths of different professionals when working with this vulnerable group of children and young people.

### EPS Service Delivery Model



# MEASURING IMPACT

We evaluate our work in a number of different ways including consultation review, TME, school and pupil surveys, feedback from parent advice sessions and through the evaluation of training.

## TARGET MONITORING EVALUATION (TME)

The EPS uses Target Monitoring Evaluation (TME) to collect data on the effectiveness of interventions

1. During the initial consultation we agree targets and associated interventions with school staff, children/ young people and parents/carers.
2. We identify a baseline for each target and an expected level of progress at the time of review, provided that the agreed interventions have been implemented.
3. At review meetings we ask for ratings of progress achieved in order to measure impact and outcomes over time.

Working in this way allows both the service and schools to produce information on the impact of our interventions.



### How TME fits into our service delivery model

#### Preparation and Contracting

- Identifying key issue(s)
- Rating level of concern about progress
- Rating level of confidence about change

#### Monitor and review of interventions

- Rate progress achieved
- Level of concern reduced
- Confidence about continued progress increased
- Consider continuation / closure

#### Interventions implemented by setting

#### Action planning

- Identifying baseline for each target
- Agreeing interventions to meet targets + expected level of progress
- Ensuring increased level of confidence about progress / change

#### Information gathering

#### Joint analysis



# CORE SUPPORT FOR MAINTAINED SETTINGS

All maintained primary and secondary schools receive one and a half full days of support a year. This core allocation of EP time is designed to support strategic planning, provision management and capacity building.

## WHAT CORE SUPPORT INCLUDES

1. Attending and supporting settings to facilitate multi-agency planning meetings in order to promote integrated working. These strategic meetings (MAP meetings) focus on planning and monitoring progress and aim to help schools deal with their concerns more efficiently, using the Yearly Planner as a working document. This is also an opportunity to identify and reflect upon systems that are working well and organisational issues that need addressing.
2. An End of Year Review where the effectiveness of input from the Service is considered.
3. Supporting the on-going development and monitoring of systems and special provision for identifying and meeting the special educational needs of children and young people.
4. Working with settings to consider how they will evaluate provision for children and young people with additional needs so that they can demonstrate effectiveness. Discussions can also focus upon suitable intervention and training to support children and young people.



## 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 who support a school, in a more efficient and integrated way.

Termly meetings are made up 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 provide a mechanism for quality assurance. Some school staff have talked of using the minutes as a working document to monitor interventions across Waves.

## SUPPORT FOR LITERACY

The Service has also devised a list of standardised reading and spelling tests. These are easy for schools to use in order to monitor children's progress and evaluate the value for money of support they have put in place.

We also offer training on Accelerated/Accelerate an ICT programme identified as being effective.

Please let your EP know if you are interested.

# HOW TO MAKE USE OF YOUR EP'S CORE TIME

## Use your Core EP time to support strategic planning, provision management and capacity building within your school or setting.

- each EP is allocated a group of maintained schools which they visit termly as part of the school's Core allocation
- all maintained schools receive 1 1/2 days of support per year (half a day per term)
- this core allocation of EP support is designed to support strategic planning, provision management and capacity building
- as such, this time can also be used to plan for and commission EP support for the year

Completing the Yearly Planner has in the past proved to be a helpful 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.

### MULTI-AGENCY PLANNING (MAP) MEETINGS

Planning meetings are essential in order to make the best use of time and prioritise work. EPs continue to work with the SENCO, key school staff and professionals from other teams to develop the use of Multi-Agency Planning (MAP) meetings which aim to facilitate integrated working:

- this process attempts to bring together and co-ordinate input from the range of professionals who support a school, in a more efficient and integrated way
- termly meetings are usually organized by the SENCO and are made up 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' and minutes/ actions from the meeting are shared
- they offer input to the school, liaison 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 allow school staff an opportunity to complete much of the Yearly Planner
- MAP meetings also provide a mechanism for quality assurance and some school staff have talked of using the Yearly Planner as a working document to monitor interventions across Waves

At the beginning of each year settings should consider:

- » what statutory work they think will be required for the year:
- » pupils for whom the school has requested or is likely to make a request for a statutory Education, Health and Care needs assessment
- » pupils with EHC Plans who are causing concern and may require EP input at their Annual Review
- » pupils on 'assessment' places for whom statutory work is outstanding

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

How best to use your core allocation of EP support:

- » attending multi agency planning meetings (MAP)
- » work to improve the school's systems for pupils with learning and/or emotional well-being needs, including, possibly, the use of Pupil Premium funding
- » 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 and decide on the amount of Traded days to order

#### NOTE:

One day = six hours  
Half day = three hours



## VIG - VIDEO INTERACTIVE GUIDANCE

VIG is a strengths based intervention for improving communication within relationships. VIG uses guided video feedback to reflect on successful interactions in order to promote positive change. It is primarily used to enhance communication and relationships between children/young people and their caregivers or teachers. VIG has been used within the EPS with a range of vulnerable children and young people who:

- have attachment difficulties
- have speech, language and communication difficulties
- have learning difficulties and complex needs
- have social, emotional and mental health difficulties
- are at risk of exclusion

Recently VIG was used with small groups, in conjunction with the Zones of Regulation (ZoR) framework, to assist with increasing positive interactions between Year four pupils at a Hackney school. ZoR is a framework which aims to assist children in gaining skills to identify, understand and consciously regulate their actions.

The class teacher reported a reduction in playground altercations following the intervention. The children also made a thank you card which contained the following testimonials.

"Thank you for teaching us about our feelings..."

"Thank you for teaching us about the different zones and how not to flip our lid..."

"All the activities that our class did together was super nice! I hope lots more children learn like us"

"Now at home I try meditating based on what I have learned..."

## ELSA- EMOTIONAL LITERACY SUPPORT ASSISTANTS

The ELSA project is an evidence-based initiative where teaching assistants receive six days of training from EPs related to emotional literacy and well-being of children and young people in school. The initiative recognises the hugely important work many TAs currently do within Hackney schools with some of the most vulnerable children and young people.

By becoming a registered ELSA in school, individuals receive ongoing professional supervision from EPs to help them deliver individual and small group support programmes in schools. This is a preventative initiative which aims to build on schools' current resources.

Beneficial outcomes have been found to be: increased staff confidence in supporting vulnerable pupils and a significant improvement in the emotional well-being of children and young people.

## BESPOKE TRAINING

The EPS can offer bespoke training for schools and settings. Training is often most effective and is most successfully embedded when there is a clear 'need' identified within the school either as part of the school's development plan or from emerging themes and/or feedback.

Some examples of the bespoke training offered by the EPS in the previous academic year have been:

### **The Importance of Positive Relationships**

(attachment informed training delivered to all teachers in a Secondary School)

**Zones of Regulation** (an emotional literacy group intervention delivered within a Primary School)

**SEN and Differentiation** (assessing, identifying and differentiating the curriculum for SEN learners. Delivered in a Secondary School)

**ADHD and ASD** (An introduction to ASD and ADHD delivered in a Primary School)

**Precision Teaching** (delivering training on an evidenced based literacy intervention for a Primary School)

**Reciprocal Reading** (literacy intervention delivered in a Primary School)

**Attachment in the Classroom** (Introduction to attachment theory in a Primary School)

Please discuss the training needs of your school and/or setting with your link.

## MAXIMIZING THE PRACTICE OF TAs (MPTA)

We are fortunate to have an EP licensed to deliver MPTA – a course specifically designed for TA/LSA professional development. The MPTA training course is based on research undertaken by University College London, University of East London and the Institute of Education. MPTA is a 6 hour course that can be run over a day or split into sessions for TAs and a 3 hour course for Class Teachers.

The course focuses on promoting pupil independence by training TAs on specific strategies to improve their skills in scaffolding and supporting Class Teachers in understanding how best to utilise their TAs.

The EP met with the Senior Leadership Team of 2 schools to discuss their deployment and management of TAs. The Senior Leadership Team decided to identify liaison time for TAs and teachers to plan for targeted pupils, and commissioned the MPTA training to address whole school culture in terms of TA and teacher practice.

This has led to TAs and Teachers feeling valued, having a shared language to discuss SEN progress, and improving pupil's independent learning behaviour.



## TRADED (BESPOKE) SERVICES

### Schools purchase EP time for work with individual pupils and/or additional organisational work.

We advise schools and settings to purchase EP time in the spring term so that we can offer continuity with the delivery of service.

We also suggest you use your knowledge of previous demand for EP time together with information from Planning meetings as a guide to how much to buy for the coming year.

Our service can help build a tailored package of support for your school and pupils. As well as helping you develop effective systems for identifying and supporting children with SEN, we can help reduce concern and increase teachers' confidence about meeting individual children's needs, and support children's progress through work on individual cases.

#### ADDITIONAL NEEDS BESPOKE SERVICES

- additional time for helping schools develop effective SEN systems for raising achievement including advice on using school data to monitor progress, identify need and inform practice
- information gathering, case analysis, action planning, review and written summaries of individual casework
- interventions with individual children, groups of children and/or parents

#### SUPPORTING QUALITY TEACHING AND EVIDENCE BASED PRACTICE

- 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
- introductory and more in-depth INSET sessions based on issues identified by the school e.g. behaviour management, monitoring academic progress, monitoring impact of school interventions
- research to identify evidence based interventions for issues raised by the school 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
- tailored programmes of staff development
- training packages for staff, based on applied psychology, which meet the needs of the school,
- support for developing school policies with regard to e.g. inclusion, mental health and well-being in schools and SEN implementation of the Equalities Act 2010 (making 'reasonable adjustments')
- working with head teacher/SENCo to identify key issues and offering support for schools at risk of failing with regard to SEN provision

#### COMMUNITY INVOLVEMENT

- identifying and brokering support from other support services/networks
- helping schools develop effective transition processes
- helping schools develop links with the wider community

Time for preparation, report writing and follow up will be included within the purchased days.

#### SUPPORT FOR BUYING EP TIME

You can contact our Services for Schools sales team on **020 8820 7566**, **020 8820 7378** or at [s4s@learningtrust.co.uk](mailto:s4s@learningtrust.co.uk)

You can also buy our EP services online at [www.hackneyservicesforschools.co.uk/categories/educational-psychology](http://www.hackneyservicesforschools.co.uk/categories/educational-psychology)

Alternatively you can make enquiries directly through the EPS on **020 8820 7000**.

#### NOTE:

Statutory assessment work is governed by strict time frames and may take priority. In some instances this may mean re-scheduling traded activity.

# WORK WITH INDIVIDUAL PUPILS

**Educational Psychologists are trained in a wide range of assessment tools and approaches, interventions, and information gathering methods which can be used when working with individual children and young people.**

## INFORMED CONSENT

Educational Psychologists will never see a child without parent/carers' permission. They will always involve parents in an initial discussion when considering how best to help a child, with an interpreter or friend if it helps. The process we work through is as follows:

1. Case discussed at School's Multi-Agency Planning meeting
2. Agreement between EP and Inclusion Manager/SENCo for EP to be involved
3. Inclusion Manager/SENCo complete the first half of the Request for EP involvement form
4. Agreement from parents to convene an initial consultation about their child
5. Initial consultation with child/young person, parents/carers, class teacher, EP and other relevant professional (s) where the purpose of EP Involvement is explained to parents; they are asked if they wish to provide written consent to EP involvement and if so also indicate degree of information sharing.

Depending upon the agreed next steps, the EP will involve and inform children/young people in this process in a way that is appropriate given their level of development.

## CHILD AT RISK OF EXCLUSION

The Educational Psychologist provided advice for a Year 3 child who was at risk of exclusion. At the initial consultation the EP supported the relationship between home and school by building trust between the class teacher and mother.

Individual work with the child on pupil voice provided details about areas in which the child experienced frustration - friendships and regulating emotions. This led to a bespoke intervention being developed – a modified version of restorative justice that could be implemented by the class teacher with the whole class.

At the review meeting the school were pleased with the progress the child had made both with their engagement with learning in class and in their interactions with peers.

## INFORMATION GATHERING

In line with our service delivery model EPs begin work with an initial consultation in order to establish and explore key areas of need. Only once this part of the process has been undertaken can decisions be made about how to gather further information and if so what aspects of functioning will be further investigated. We define assessment as:

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

## CONSULTATION AT THE SYSTEMS LEVEL

The link school Educational Psychologist discussed with the SENCO a number of cases they were involved with, where individual pupils had needs related to learning, communication and social development.

The EP was able to help the SENCO to identify patterns and themes in relation to these individual pupils needs. This enabled the SENCO to think about a variety of complex needs in a more manageable way to target intervention. The EP worked closely with the SENCO to design a skills audit that was completed by all school staff.

As a consequence future training for staff was mapped closely to developing appropriate skills in relation to the specific needs of the children in their classrooms. Through this piece of systems work, the EP was able to support this school to make links between individual pupils, areas of need and the training needs of school staff.



# HOW TO MAKE BEST USE OF EP TRADED TIME

The school/setting and the EP can complete a number of actions to ensure that they are making the best use of their EP traded time.

## BEFORE THE MEETING THE INCLUSION MANAGER/SENCO SHOULD

- discuss the pupil, and possible EP involvement, with the EP at a Planning Meeting, and agree that the EP should be involved
- discuss EP involvement with parents. Complete the appropriate pages of the Request for EP involvement form and obtain verbal consent to EP involvement from parents. Give parents a copy of the Parents' Leaflet
- discuss EP involvement with the pupil using the Pupil Leaflet
- arrange a date for the initial consultation with parents/carers, child/young person, class teacher, EP and other relevant professional (s). Arrange an interpreter if necessary; allocate a suitable location/room
- ask the class teacher to reflect on the pupil using the EPS guidelines for teachers before the meeting, and
  - » review the pupil's strengths
  - » consider what they are hoping to get from the meeting
  - » how they would like things to change
  - » the areas which are the highest priority
  - » times when the concerns are less evident
  - » strategies/teaching approaches that have been tried and their effects
  - » bring any relevant information, including the pupil's records, IEPs and Profiling forms, to the meeting

## DURING THE MEETING, THE EP WILL

- explain the purpose of EP Involvement, ask parents to provide written consent to EP involvement; and indicate the extent of information sharing
- gather information from all those present
- generate hypotheses about what might be going on
- identify next steps and agree targets with those present
- agree a date for review

## AT THE END OF THE MEETING

- the SENCo/Inclusion Manager should arrange for the agreed targets and actions to be recorded (either by themselves or the class teacher) so that interventions are introduced immediately
- EPs will aim to provide a written summary of the agreed programme of interventions within three weeks

## CANCELLED VISITS

We will need 48 hours notice if a visit is to be cancelled.

If the school cancels a visit giving less than 48 hours notice, HLT guidelines require us to charge the school for the entire visit including preparation, planning and travel (see section 9 of HLT's Traded Services Terms & Conditions).

## SUPPORT FOR BUYING EP TIME

You can contact our Services for Schools sales team on **020 8820 7566**, **020 8820 7378** or at [s4s@learningtrust.co.uk](mailto:s4s@learningtrust.co.uk),

You can also buy our EP services online at [www.hackneyservicesforschools.co.uk/categories/educational-psychology](http://www.hackneyservicesforschools.co.uk/categories/educational-psychology)

Alternatively you can make enquiries directly through the EPS on **020 8820 7000**.



Educational Psychologists also complete a range of Core and Statutory functions for Hackney Learning Trust and work in other teams and services.

### THIS WORK INCLUDES:

- requests for statutory work with Hackney pupils attending schools outside of the Borough and independent schools both in and outside of Hackney
- work with children out of school
- requests for advice about preschool children
- running a weekly Parent Advice Service
- involvement in Early Years' training and support for Early Years settings
- working with Hackney Learning Trust services and other agencies in Health, Social Care and the community to develop guidance and policy documents
- expert witness work including representation at SEN Tribunals
- training initiatives including central INSET
- guidance to individuals wanting to become EPs
- co-delivering Hackney's SENCO forum alongside the specialist teaching service

### SUPPORT FOR SCHOOLS MANAGING TRAUMATIC INCIDENTS

The Educational Psychology Service has extensive experience working with schools managing traumatic incidents - sudden unpredicted tragic events.

The EPS can offer three types of support in the first days and weeks following a traumatic incident:

- information and advice about action, together with moral support and a trusted sounding board
- advice to school staff about possible emotional responses among staff and pupils, and how to manage these
- scripts for counselling, relaxation and debriefing sessions for pupils, as appropriate

Since research suggests that schools cope better when there are clear procedures to follow, the Service has also produced a manual – 'Managing Traumatic Incidents'. If you would like a copy of this manual please contact the EPS directly or discuss with your link EP. The Manual provides sample documents which are useful when under pressure and can also be used to prepare staff for handling grief and bereavement.

### TRAUMATIC INCIDENTS

We also offer support to settings in responding to urgent or emergency situations including:

- 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

### WORK WITH OTHER TEAMS AND AGENCIES

Educational Psychologists:

- work within the Looked After Children's Virtual School
- deliver the EarlyBird and the EarlyBird Plus programmes (devised by the National Autistic Society)
- work in the newly formed Mental Health Support in Schools Teams across Hackney
- work at the University College London and Tavistock Clinic in their professional training courses for EPs
- work alongside staff at the New City College

### OBTAINING THE VOICES AND VIEWS OF YOUNG PEOPLE

The EPS discussed the need for improved ways of accessing the voices and views of young people, both in direct EP work and at a wider systems level.

An EP worked closely with professionals in Speech and Language Therapy, Specialist Teaching, Education Health and Care Planning, Health Outreach and Local Offer teams to set up and hold a Pupil Voice Working Party termly at Hackney Learning Trust.

The discussions of the working party led to the development of a resource guide for school staff across the borough, written and edited by the EP with contributions from other professionals.

The resource guide outlines a multitude of techniques for working with young people to gain their true opinions, including the use of video and technology, observation, solution-focused approaches and Talking Mats.



# THE PARENT ADVICE SERVICE

The EPS responds to requests for involvement from two sources: from schools and educational settings and from Hackney Learning Trust.

- although parents cannot refer their children directly, we do offer open access advice sessions directly at Hackney Learning Trust every Wednesday during term time, between 1pm and 3pm to parents and carers living in Hackney
- 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 with children and young people. Parents are encouraged to ring and make an appointment but may still drop-in on the day if an appointment is available and they are prepared to wait. Users of the service are encouraged to complete an evaluation sheet



## OVERVIEW OF THE PARENT ADVICE SERVICE

In previous years parents have visited our parent advice service to discuss children spanning the age range from 3 to 19 years and these children have attended a range of settings including Early Years settings, primary, secondary and independent schools. Some had been excluded. The range of issues was similarly diverse but learning, emotional wellbeing and school systems, or EHCP related issues were common themes.

### Each session ended with a number of recommendations:

In the majority of cases, parents were advised to contact the school taking along the notes made by the EP at the end of the session; and agreed that the school EP should be informed in order to raise the concerns about the child at a planning meeting.

Parents were given information about accessing a range of agencies for support. These included SENDIAGS, health services, and other professionals and services.

100% of parents said they would recommend the SENDIAGS Service to others. Parents said:

***“Talking about different ways in which I can help my son at home and giving me ideas”***

***“Personalised advice and clear summary of processes”***

***“The EP was very ready to listen and very compassionate”***

T. 020 8820 7000 Option 4-4  
E. [EPS.admin@learningtrust.co.uk](mailto:EPS.admin@learningtrust.co.uk)



## STATUTORY SUPPORT FOR ALL SETTINGS

All statutory work is commissioned by HLT and it is governed by strict time frames.

The Children and Families Act which took effect in September 2014 and requires EPs to contribute to Education and Health Care needs assessments and Plans. These have taken the place of Statements of Special Educational Needs.

The Code of Practice has had, and continues to have a significant impact on the processes described below. The EPS has an integral part to play in developing new practices and procedures in partnership with families, settings and health and local authority colleagues.



### EP INVOLVEMENT IN STATUTORY ASSESSMENT

- it is the school's, parent's or young person's decision whether to request an EHC needs assessment, not the EP's
- EPs do not have the right to approve or disapprove 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 EHC Panel to make a judgment about whether the child's needs appear to meet the criteria issued by Hackney Learning Trust and warrant additional support over and above what the school can offer from within its own budget

## DECISION MAKING

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- all requests for EHC needs assessments are made to the EHC team and presented to the weekly decision making panel
- the Panel, which consists of various HLT service managers and representative Head Teachers and SENCOs, supports in making decisions about whether a EHC needs assessment should take place

Upon receipt of a request for psychological advice the EP will then:

- note the timescales for submitting advice
- contact the school – if appropriate – and make arrangements

EPs will contact parents/carers either directly or via the school.

## INFORMATION GATHERING

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- 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, EHC needs assessments will always require the inclusion of views and aspirations of children and young
- the assessment may take place over a couple of sessions and/or in different settings
- parents/carers' views are crucial to the EP's assessment. Meetings with parents are usually made either before and/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 she/he feels may best meet the child's special educational needs, the EP is not in a position to suggest specific schools

## POST EHCP PLANNING MEETINGS

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

## ANNUAL REVIEW MEETINGS

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We may also provide assessments and reports for and/or attend Annual Review meetings.

## SUPPORT FOR PARENTS AND CARERS

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Important issues affecting the development and well-being of children and young people, such as the impact of social media, recommendations, relating to screen time and keeping safe online are key areas in which the EPS can help support schools and families.

Recently the EPS worked alongside the Virtual School for Looked After Children to host an awareness raising event for parents and carers. This event involved sharing key information about the psychological impact of social media and digital technologies on the development of young people.

EPs are abreast of current research and findings within this field and can help young people, families and schools to develop their understanding of the risks and advantages of social media and the digital world and also how to stay healthy and safe online.





## WHAT SCHOOLS CAN EXPECT FROM THE EPS SERVICE STANDARDS

Each Educational Psychologist works within the professional standards as required by the Health Care Professionals Council (HCPC).

### 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

### COMMUNICATION AND CORRESPONDENCE

- we will give a clear response to your requests in a timely manner
- 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 address the query or take a message
- when you contact us, by phone, letter, or email, we will reply to you within five working days

### LATE ARRIVALS AND CANCELLED VISITS

- we will arrive on time for meetings and appointments. In exceptional instances, if 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 and 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/carer consent has been given
- each EP works within the professional standards as required by the Health Care Professionals Council (HCPC)
- the EPS self-reviews against the standards cited in the National Quality Standards for Special Educational Needs Support and Outreach Services:

**Standard 1** – systematically record and monitor pupils' progress towards meeting their outcomes

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

**Standard 5** – the service regularly collects feedback about its interventions and uses it to improve the quality of service.



## COMPLAINTS PROCEDURES

**We welcome feedback about our service.**

The EPS procedure for managing concerns and complaints is described below.

Every effort will be made to resolve the matter by informal discussions with the member of staff. If informal action does not resolve the matter then a more the formal procedure will be followed



Many concerns can be easily addressed through discussion with the individual psychologist and we would always suggest that in the first instance any concern or issue is raised with the EP assigned to the school if at all possible.

If however you wish to discuss things further with a Senior Educational Psychologist, or make a formal complaint, please contact us by phone or in writing. See contact details below. The issues raised will always be followed up with the individual psychologist concerned as outlined on the next page.

### **Educational Psychology Service**

Hackney Learning Trust  
1 Reading Lane, London E8 1GQ

T. 020 8820 7000 option 4-4

E. [EPS.admin@learningtrust.co.uk](mailto:EPS.admin@learningtrust.co.uk)

[www.learningtrust.co.uk/eps](http://www.learningtrust.co.uk/eps)

A concern is raised with the Principal Educational Psychologist



Depending on the issue a member of SMT (usually the supervisor of the EP concerned) is assigned to manage the concern



The complainant is contacted to gather further information on the nature of the concern

The concern is discussed with the EP concerned to gather further information



The member of the SMT collates information from the different parties and presents it to SMT



A meeting is convened by the member of SMT with the complainant and the EP concerned to attempt to resolve the issues raised and agree a plan



Agree with the parties how to review the plan

### How to contact the EPS

Hackney Learning Trust  
1 Reading Lane, London E8 1GQ

T. 020 8820 7000 option 4-4

E. [EPS.admin@learningtrust.co.uk](mailto:EPS.admin@learningtrust.co.uk)

[www.learningtrust.co.uk/eps](http://www.learningtrust.co.uk/eps)

### How to purchase EPS time

You can contact our Services for Schools sales team on **020 820 7566**, **020 820 7378** or at [s4s@learningtrust.co.uk](mailto:s4s@learningtrust.co.uk)

Alternatively you can make enquiries directly through the EPS on **020 820 7000**

You can also buy out EPS services online at

[www.hackneyservicesforschools.co.uk/categories/educational-psychology](http://www.hackneyservicesforschools.co.uk/categories/educational-psychology)