

A group of diverse young children, including a girl with curly hair, a boy in a striped shirt, a girl in a yellow polka-dot shirt, a boy in a blue hoodie, and a girl in a white shirt, are smiling and sitting on a playground slide. The background shows a blue play structure and a green field.

Educational Psychology Service

Information booklet for schools



achieving
for children

www.rbwm.gov.uk



Royal Borough
of Windsor &
Maidenhead

Contents

Working together.....	3
Additional Offer.....	3
What constitutes CORE Service provision?.....	4
Educational psychology involvement with education, health and care plans.....	4
How to make a request for CORE+ work.....	4
Service delivery flowchart.....	5
EP involvement with individual children.....	5
CORE+ Service.....	6
Child or young person focus.....	6
Working with families.....	6
Staff training and development.....	7
Frequently asked questions.....	9
Additional EPS information.....	10
Service Standards.....	10
Planning and Costing of CORE+ EP Services.....	10
Service Level Agreements.....	10
Cancellations or Postponements.....	10
Contact Us.....	11

Our Local Area SEND Inspection (2017) reported:

‘School leaders & parents are overwhelmingly positive about the Educational Psychology, Behaviour & Wellbeing Services.’

Updated April 2022

Working together...

Our partnerships with Windsor and Maidenhead Borough Maintained, Academy & Free Schools

The Educational Psychology Service (EPS) works in partnership with all academies, maintained and free schools in the borough to deliver a high quality service for our children and young people (CYP). Our work with schools falls into two main categories: **CORE** work which is funded by and carried out on behalf of the borough to fulfil its statutory obligations and **CORE+** work which is funded by individual schools or groups of schools. This booklet describes how the CORE and CORE+ aspects of the EPS are accessed and delivered.

We continue to offer all schools (at no additional charge):

- support for critical incidents in school
- a named link educational psychologist (EP)
- up to 3 planning and review meetings per academic year
- priority booking on all EPS & Wellbeing training
- email, phone and online access to the EPS to discuss concerns (we aim to respond within three working days)

The first point of contact for the service is your named link educational psychologist (EP) including any further information on the offer below. The combined expertise of the EPS is available to all schools for specifically tailored training and project work and can be accessed via your link EP.

ADDITIONAL OFFER

Assistant Psychologists

Schools buying an EPS package of 5 days or above can now purchase an accompanying Assistant Psychologist (AP) option. This consists of having an AP based in your school for ½ or 1 day per week. Their work is supervised by your link EP.

APs are Psychology graduates with extensive experience working with children and young people in a variety of roles. APs can work with school staff and CYP to:

- Embed interventions and advice arising from EP involvement
- Carry out classroom and playground observations, including Functional Behavioural Analysis
- Support school-led strategies
- Support with SEND audits
- Develop pre- and post-intervention measures to evaluate effectiveness
- Design and assist with school based small-scale action research projects
- Research the school's existing student support practices
- Lead with support from school staff small group interventions, such as
 - Circle of Friends
 - Transition groups
 - Exam anxiety and coping skills
 - Resilience/self esteem/emotional regulation
 - Social skills

What constitutes CORE Service provision?

CORE work is funded by and carried out on behalf of the borough to fulfil its statutory and civic obligations.

CORE EP work includes:

- Educational Psychological Advice agreed by the local authority that contributes to an EHCP.
- A CYP with an education, health and care plan requires a **significant** adaptation, change or placement breakdown to the current provision that requires updated psychological input.
- Joint planning meetings (up to 3 maximum per year).
- Critical incidents

Any requests for CORE work will usually be raised and agreed at the joint planning meetings with the school's link EP. In exceptional circumstances, if the case is deemed to be **CORE work** by the Early Help Hub, your Link EP will contact you to arrange an initial discussion meeting and the usual 'plan, do, review' cycle will follow.

Educational psychology involvement with education, health and care plans

Following local authority agreement to conduct an education, health and care assessment, an educational psychologist will be asked to provide psychological advice and information. In addition, for CYP with plans in place, the education, health and care assessment coordinators may on occasion request specialist educational psychology involvement around a particular issue (SEND Code of Practice, 2015).

How to make a request for CORE+ work

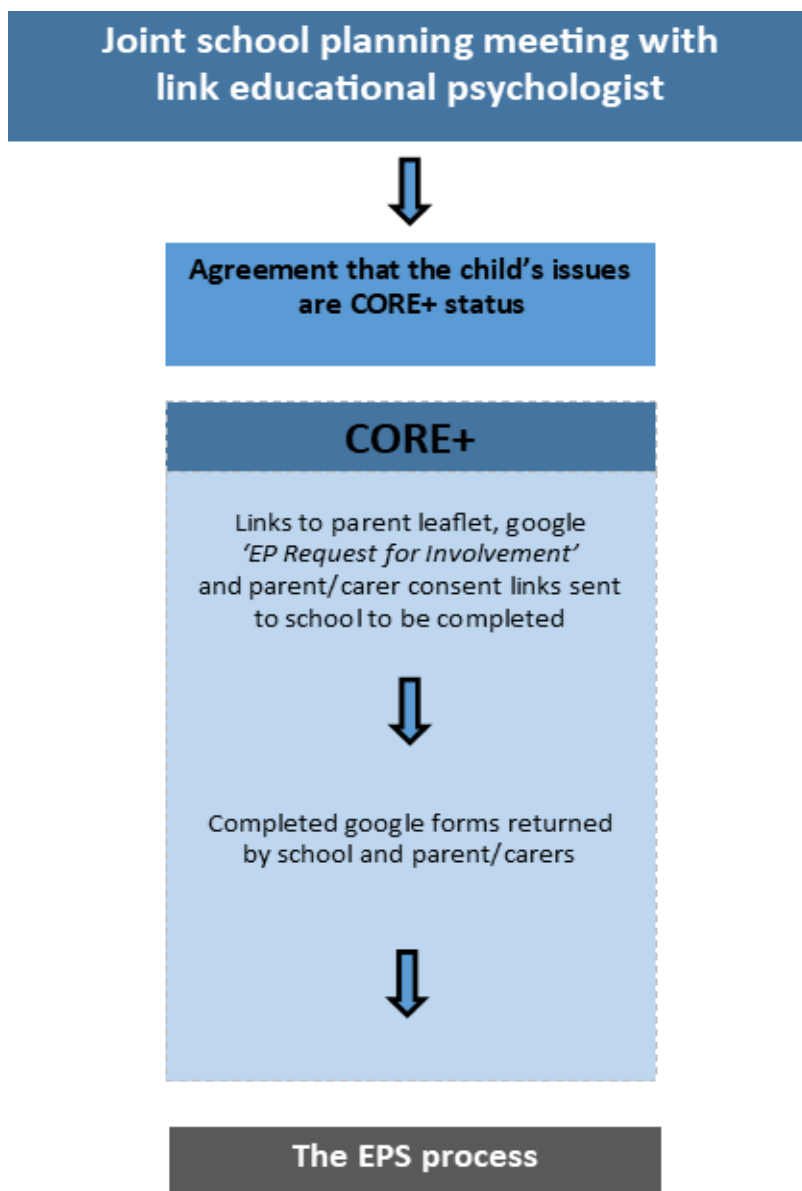
- Discuss with your link EP to check whether the criteria for CORE + work are met.
- Complete the google '*Educational Psychology Core + Request for Involvement*' form AND '*Parent/Carer consent*' form with parents and carers.
- Give parents and carers a copy of the parent leaflet.
- Your EP will contact you with the outcome.

If the case is deemed to be **CORE work** at the Early Help Hub, your Link EP will contact you to arrange an initial discussion meeting and the usual 'plan, do, review' cycle will follow.

Service delivery flowchart

EP involvement with individual children

The diagram below illustrates how to access CORE+ service delivery.



CORE+ Service

CORE+ educational psychology work is commissioned and paid for by individual schools or groups of schools and can have an individual child or young person, family or whole-school focus. We are keen to work with schools in new and creative ways to ensure the most effective and efficient use of resources. An example could be a group of schools pooling their time for joint training, group reflective practice or other special interest focus groups.

Below are illustrations of the work we can undertake, we have identified these areas as:

- **child or young person focus:** individual assessment or intervention and group interventions
- **family focus:** supporting parents to understand and improve children’s learning, behaviour, mild to moderate anxiety or coping strategies in partnership with a school
- **school staff training and development opportunities:** improving staff skills, knowledge or understanding and developing a powerful whole school ethos or policy

We always evaluate the impact of our work and regularly achieve excellent feedback.

Child or young person focus

Individual focus

May include:

- consultation meeting.
- observations or working directly with the child.
- meeting(s) with parents, carers and other professionals.
- interventions ranging from a single session to an agreed number of weekly sessions.
- a variety of approaches such as solution-focused brief therapy, cognitive behavioural therapy approaches (CBTA).
- support in completing an early help assessment.

Group interventions

We can support the set up or co-facilitate the running of evidence-based programmes such as ‘Friends for Life’ and ‘Cool Connections’ with you.

We can support you to set up and run Circle of Friends /Social skills group with a named CYP who is socially isolated or who would benefit from improved peer relationships.

Working with families

A listening space: Parent or staff consultations

Schools or groups of schools can request a regular slot in school where parents, carers or staff can book a 30, 45 or 60 minute appointment with an educational psychologist for a confidential consultation regarding promoting CYP’s wellbeing, resilience, safety and learning.

Parent Peer Support Groups

- Understanding & managing your child’s anxiety.
- Supporting transitions, resilience, wellbeing & recovery (5 psychological principles).
- Bespoke theme as per the priority needs, in consultation with the school link EP.

Staff training and development

We can adapt to suit your needs: basic introductions to in-depth training, from one hour workshops to six day courses.

Social, emotional and mental health

Emotional Literacy Support Assistant (ELSA) Training

Learn about practical intervention skills for TAs to support children and young people with emotional, behavioural and social needs.

Psychological Perspectives in Education & Primary Care (PPEP Care)

Recognise and understand mental health difficulties in children and young people. Support them and their families by using relevant psychological techniques (including a cognitive behavioural framework).

Attachment Aware School Award

Gain an understanding of how attachment theory and nurturing principles impact on at a whole school level, teaching and learning relationships. This training is part of a partnership project with the Virtual School.

Loss and bereavement

Support your staff in understanding the process of bereavement and loss in children and understand developmental differences.

Selective mutism

Understand predisposing and maintaining factors and learn about approaches to intervention and support in school.

Learning and cognition

Neuroscience in education

Explore current knowledge about brain development and functioning in childhood and adolescence and the impact on learning and behaviour.

Executive Functioning Skills- What works & Why?

Learn about how recent research in neuroscience and brain development can inform best practice in the classroom and interventions to screen and promote executive functioning skills which are key cognitive and mental processes for successful learning. Use established research to set up the optimum context for a child to learn.

Precision teaching

This highly specialised approach to literacy and numeracy skills can be used when other approaches have not worked. Learn how to personalise the assessment and teaching of core skills in this systematic programme. Extended training can be offered to develop practice.

Also available:

- understanding and working with low level self-harm in schools.

Also available:

- Resilience and resilient schools
- Positive psychology and nurturing ourselves
- Managing difficult behaviour
- Tips and techniques for reducing exam stress.

Peer relationships

Sociograms

Learn how to create a visual representation of peer relationships in a classroom and assess peer group dynamics to identify those who may benefit from more targeted support.

Psychological Principles that support resilience, wellbeing, transitions and recovery (Wellbeing For Education RECOVERY)

Support school staff to increase their understanding and skills around the psychological processes and interventions that support and promote resilience, wellbeing, transitions and recovery.

Also available:

- Anti-bullying behaviour
- Teaching tolerance

Inclusion and SEN

Understanding and/or developing your inclusive practices

Choose from the following: Dyslexia, Dyspraxia, Autism & ADHD.

Staff Wellbeing Workshops

- These sessions will be developed in partnership with the school's needs and context.

Confidential coaching (bespoke package)

Coaching for professional and personal development of staff using the I-GROW model, a 'Plan, Do, Review' approach to unlock an individual's perspective and maximise performance.

Pupil participation interest group

Involve pupils more in decision-making in the classroom and around the school. Share ideas and learn about national and international research. Promote Student Voice in your school.

Solution-focused thinking

This goal-focused approach helps individuals to change by constructing solutions rather than dwelling on problems.

Also Available:

- Pupil-friendly IEPs
- Social stories
- Making the best use of teaching assistants

Mediation

Mediation between staff, students and/or parents using a restorative practice approach.

Frequently asked questions

Q: How do the EP CORE + packages work?

A: If for example, you purchased a 5 day package (30 hours), this is equivalent to 5 hours direct EP contact time and 5 hours **back up time** for follow up work including preparation and report writing **PER TERM**. It is expected that all CORE + package hours will be used within the three terms.

Q: What do we do if there is a critical incident in our school?

A: There is an information booklet titled 'Working with Schools when Critical Incidents Happen' on the EPS area of the RBWM website. You can also contact us directly on 01628 796688.

Q: Can you assist us with research and evaluation?

A: Yes, as part of our CORE+ package, we can support your school in conducting high-quality evaluative or exploratory research. Examples include:

- Evaluation data to support evidence based practice (pre- and post- measures)
- Research on schools improvement agenda
- Impact of new behaviour policy across the school

Q: Where do we access CORE+ forms?

A: Your link EP or our Business Support staff will email you the online form links.

Q: Who will provide my CORE+ work?

A: Generally your link EP or another member of the Educational Psychology Service, where appropriate.

Q: When can my school purchase CORE+ time?

A: Requests to purchase CORE+ time are made once per year, beginning either in April or September (Academies). Further information about our Traded Service can be found in the Traded Brochure on the RBWM website.

Q: Does my school have an allocation of CORE time?

A: CORE work is based on children's needs across all RBWM schools, rather than a specific allocation of time to individual schools.

Q: Will attending an Annual Review be considered as CORE work?

A: If you wish the EP to attend as a piece of CORE+ work, this can be negotiated at the Joint Planning and Review meeting. However, your link EP's contribution to an annual review will only be considered as CORE work where a significant adaptation to provision is needed and there is a significant concern or difficulty regarding maintaining the placement.

Q: If a child has an EHC plan, when might an EP be involved?

A: Where the child has significant needs which are proving difficult to address and significantly affecting the stability of the placement, such that a psychological perspective is required.

Additional EPS information

Service Standards

In addition to our team of fully qualified EPs, we offer placements to trainee EPs who are undertaking professional doctorates in educational psychology. All work undertaken by trainee EPs on placement is supervised by an experienced EP. All EPs are registered with the Health and Care Professions Council (HCPC) and adhere to HCPC ethical and professional codes of practice. In addition to EPs and trainee EPs, we are able to take on a small number of Assistant Psychologists. All EPs, trainee EPs and assistant psychologists have enhanced DBS clearance.

Partnership with Schools

In order to support the EP's school site visits, quality assurance, duty of care and efficiency of time for all, it is expected that schools arrange all parent/carer meetings on the EP's behalf and seek parental/carer consent in writing **and complete the request for EP involvement form before the EP's direct involvement with the CYP**. A safe and quiet room with ventilation for individual assessment work and meetings with parents/carers and or school staff is important to ensure a facilitative climate and safe space for all. Consultations, training and meetings with school staff, parents/carers and other stakeholders can also be arranged online as appropriate.

Planning and Costing of CORE+ EP Services

We recommend that you review and discuss your anticipated requirements with your link EP annually. You are also welcome to contact Dr Frances Lee (Principal Educational Psychologist) with any specific queries you may have at edpsych@achievingforchildren.org.uk

Service Level Agreements

The agreement period will be for one year renewable on an annual basis. You can purchase and supplement additional EP traded time either on a daily rate or additional package basis, in year. This will be considered on an individual basis dependent on EP availability.

Cancellations or Postponements

Should a visit need to be cancelled, this should be done with as much notice as possible to allow the EP to organise alternative work. Any visit cancelled or postponed by either link EP or the school due to ill health or critical incident will be re-arranged by the EP at the earliest convenient date. However, we will have to charge for any other short notice cancellations. In the event of any long-term absence of your link EP, alternative arrangements will be made wherever possible or a refund negotiated.

Contact Us

Educational Psychology Service, Town Hall, St Ives Road, Maidenhead SL6 1RF

T: 07926 075 218

E: edpsych@achievingforchildren.org.uk

Further information about the EPS can be found on the Windsor and Maidenhead website or SEND Local Offer.

If you have a request that is not listed, or you require further information about our programmes for your school, please contact your Link EP directly. If you are unable to get in touch with him or her, please email our Business Support staff on: edpsych@achievingforchildren.org.uk

Time available:

Monday to Friday 9am to 4pm

We aim to respond to all emails and telephone messages within three working days (Link EPs who work part-time will let you know their working days).