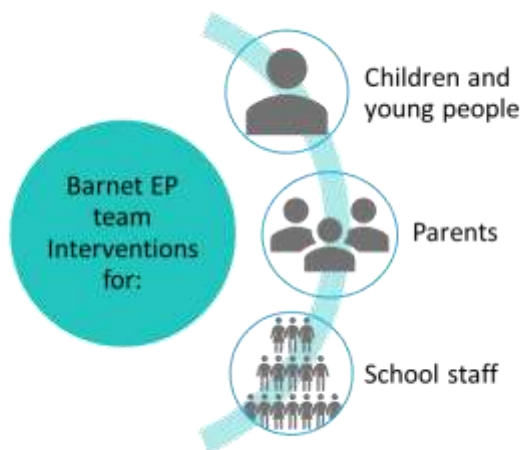

Educational Psychology Service



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Introduction

The Educational Psychology Team offer a range of interventions to support positive outcomes for children and young people. These interventions focus on promoting emotional wellbeing and learning, through working with individuals, groups, school staff and parents.

Interventions are underpinned by collaborative problem solving approaches and evidenced based practice. Educational psychologists also consider the cultural responsiveness of our interventions and adapt these where necessary. Interventions will be delivered by Barnet educational psychologists who are trained and experienced in that intervention. This booklet contains some of the interventions that the Educational Psychology Team offer.

Play Based Therapeutic Approaches

What are Play Based Therapeutic Approaches?

An approach which uses play to create an emotionally safe therapeutic environment that encourages children to explore and communicate their feelings. It supports relationship building and problem resolution for the child.

Who is this for?

- Children and young people aged 4-12 years (in some cases up to age 14).
- Those experiencing social and emotional difficulties or those who may have missed early play experiences.

How will this approach help?

Through play children are given the opportunity to process and explore difficult past or present experiences and safely express their feelings.

What will this involve?

- 6-8 weekly individual sessions in school lasting between 40-60 minutes.
- Consultations with parents/caregivers and school staff.
- Specific target setting with review.



Cognitive Behavioural Therapeutic Approaches

What are Cognitive Behavioural Therapeutic Approaches?

CBT approaches are a very effective way of helping children and young people overcome their difficulties. CBT explores the link between:

- the way people think;
- how they feel;
- what they do.



Who is this for?

Children and young people aged 8 years+ who are verbally able.

Those who are experiencing worries, or low mood which is impacting on their daily life.

How will this approach help?

CBT helps by identifying unhelpful ways of thinking, supporting children to understand their own feelings and enabling them to use strategies to overcome their difficulties.

What will this involve?

- 6-8 weekly sessions in school (individual or group) lasting between 40-60 minutes.
- Consultations with parents/caregivers and school staff.
- Specific target setting with review.

Video Interaction Guidance (VIG)

What is VIG?

VIG is an intervention which uses video clips of natural situations to enhance communication within relationships. It is a strengths-based, person-centred approach which encourages reflection on successful interactions to enable change. More information can be found at www.videointeractionguidance.net

Who is this for?

Parents, carers, and school staff who wish to enhance their relationships with a child/pupil.

How will this approach help?

VIG works by engaging individuals actively in a process of change towards developing better relationships with others who are important to them.

What will this involve?

- Many individuals make very good progress in 3-4 videos and reviews, although the length of each intervention is tailor-made to the individual.
- Consultations with parents/caregivers and school staff.
- Specific target setting with review.



Mindfulness

What is Mindfulness?

Mindfulness is a state of non-judgemental awareness of what's happening in the present moment, including awareness of one's own thoughts, feelings and senses. Individuals will be taught various techniques to become more mindful. More information can be found at <https://mindfulnessinschools.org/mindfulness-in-education/what-is-it/>

Who is this for?

All children and young people 7 years+.

How will mindfulness help?

Mindfulness has been shown to improve health and wellbeing. It helps individuals to learn more effectively, think more clearly, perform better and feel calmer, less anxious and less depressed.



What will this involve?

- 6 weekly 1 hour group sessions (primary) or 10 weekly 1 hour sessions (secondary).
- Workshop for parents and school staff.
- Target setting and review.

FRIENDS For Life

What is FRIENDS?

FRIENDS is a small group based intervention used to promote emotional resilience. Children and young people will learn how to deal with difficulties, to recognise signs of anxiety, relaxation strategies for staying calm, to develop positive thinking and problem solve. More information can be found at <https://www.friendsresilience.org/friendsforlife>

Who is this for?

Children and young people (4 years+) who are experiencing worry, anxiety, low self-esteem and low mood.

How will FRIENDS help?

Children and young people will benefit from learning practical, useful skills for coping with stress, worry, fear and day to day challenges.

What will this involve?

- 10 weekly 1 hour group sessions and 2 follow up sessions.
- Target setting and review.



SENCO Reflection Groups

What are SENCO Reflection Groups?

A supervisory space for SENCOs to discuss school-based concerns or situations. Informed by psychology, they aim to strengthen understanding of these issues and provide an opportunity to reflect on the emotional responses of your school community (students, staff and parents/carers).

Who is this for?

SENCOs and Inclusion Leaders from primary, secondary, special school and post-16 settings.



How will this approach help?

The reflective space will strengthen SENCOs understanding of school-based issues, and enable SENCOs to feel more confident in responding to concerns and challenges as they arise.

What will this involve?

- Monthly 1 hour group sessions, starting in September (*1.5 hours for the 1st session).
- Each group will consist of 4-6 SENCOs, and be facilitated by an EP. Groups will remain the same across the academic year.
- Session outline
 1. Members share 'headlines' (concerns, issues, questions)
 2. Group agrees 1-2 headlines to focus on in the session
 3. A member presents their headline while others listen
 4. The group 'unpick' the issue or concern by listening, reflecting and sharing thoughts
 5. Next steps are identified (if appropriate).

Staff Group Consultations

What are group consultations?

Staff from different settings will work together to share and explore their concerns about children's needs. It will support staff to learn new strategies and approaches to support children with SEN.

A solution circles approach will be used to collaboratively problem solve, and create an action plan with targets. The aim is to learn from each other and draw on each other's experiences and expertise.



Who is this for?

School staff.

How will this approach help?

This is an effective and efficient way of using traded EP time. It provides an opportunity to draw on the skills of colleagues to identify next steps for children and ensures early intervention. The action plan and targets can contribute towards a setting's evidence of assess-plan-do-review over time.

What will this involve?

Settings purchase or use three hours of traded EP time. Sharing time between 6 settings means staff can access six, half termly group consultation sessions (2.75 hours), facilitated by an educational psychologist. Each session will allow the opportunity for 3 participants to share their concerns.

Motivational Interviewing

What is Motivational Interviewing?

Motivational Interviewing is a person centred method of working with young people to help them to make changes in their life. It is a collaborative approach to problem solving and helps them to clarify their strengths and aspirations.



Who is this for?

Young people who are ambivalent about change and see both reasons to change and reasons not to. Young people will need to have good language skills.

How will this approach help?

This approach supports the young person to think about the impact of their behaviour and supports them to initiate change.

What will this involve?

- 4-7 weekly individual sessions in school, lasting between 30-60 minutes (length of intervention based on young person's needs).
- Consultations with parents/caregivers and school staff.
- Specific target setting with review.

Emotional Literacy Support Assistants (ELSA)

What is ELSA?

ELSA stands for Emotional Literacy Support Assistants working in schools. ELSA are support staff who are trained to plan and deliver psychologically informed interventions to individuals and groups of children, typically over a 6-12 month period. More information can be found at <https://www.elsanetwork.org/about/>



Who is this for?

The ELSA training is for support staff e.g. teaching assistants and learning mentors, who have an interest in working with vulnerable children and young people.

ELSA work with children and young people who would benefit from support to develop their social, emotional and mental health.

How will ELSA help?

ELSA build capacity within schools to have a positive impact on the well-being of vulnerable pupils, including their self-esteem and confidence, relationships, self-awareness, emotional regulation, and engagement in school.

What will this involve?

- 6 day training programme for ELSA, run by the Educational Psychology Team.
- ½ day training session for SENCOs/Inclusion Leads who will be overseeing ELSA within their school.
- Half-termly group supervision for trained ELSA, facilitated by the Educational Psychology Team.
- Following the training, ELSA can begin to deliver the ELSA programme within their school.

Tree of Life

What is Tree of Life

The Tree of Life is a psychosocial support tool based on narrative practices. It is a tool that uses different parts of a tree as metaphors to represent the different aspects of our lives and aims to promote feelings of identity and connectedness. The Tree of Life tool helps explore the skills, hopes and dreams that an individual has for his or her life. More information can be found at:

<https://dulwichcentre.com.au/the-tree-of-life/>

Who is this for?

Children and young people who have experienced traumatic or difficult life histories.



How will this approach help?

The use of metaphors and carefully formulated questions invites children and young people to tell stories about their lives in ways that make them stronger and more hopeful about the future. It allows the development of a safe space to manage feelings and experiences, to feel valued, respected and understood. Participants often report a deeper sense of belonging, identity and inner confidence after completing a Tree of Life workshop.

What will this involve?

- 6-8 hours of workshops in school (individual or group) which can be delivered in weekly one or two hour slots.
- EPs can facilitate the intervention and can be supported by a staff member in the school.

Designated Safeguarding Leads (DSLs) Reflection Groups

What are DSL reflection groups?

DSL reflection groups aim to provide group supervision and support for DSLs to discuss school-based situations. They focus on strengthening understanding of these situations and allow space to explore the emotional responses of your school community. DSL reflection groups will allow members to offer and receive support from one another and identify possible ways forward.



Who is this for?

Barnet Designated Safeguarding Leads.

How will DSL reflection groups help?

Designated Safeguarding Leads have a demanding and essential role in schools. Inspecting safeguarding in early years education and skills 2019 (Guidance for OFSTED inspectors) confirms that schools need to have 'clear and effective arrangements for staff development and training in respect of the protection and care of children and learners.' In response to this requirement BELS Educational Psychology Team offer supervision to support Barnet Designated Safeguarding Leads.

What will this involve?

- Closed groups of 4-6 staff meet virtually, every month for 9 sessions a year.
- Sessions last for one hour. The first introduction session lasts for 90 minutes.
- Sessions are facilitated by an Educational Psychologist.

The EP facilitates by supporting the supervision structure, encouraging reflection, making links between what has been discussed, and providing a psychological perspective.

Nurture Group Training

What are Nurture Groups?

An evidence based group intervention for vulnerable children and young people with SEMH needs, in primary and secondary schools. Nurture Groups offer targeted, attachment focussed support. They are led by 2 adults (attachment figures), with children attending for 2-3 hours each day, across 2-4 terms.



Who is this for?

Schools who wish to establish a Nurture Group. Training and supervision is provided to 2 members of staff who will run the Nurture Group. Systemic support will be provided for nurture staff and senior leaders.

How will Nurture Groups help?

Research consistently shows that Nurture Groups

- Support children's SEMH needs: emotional regulation, relationship skills, self-esteem, feelings of safety.
- Support academic progress
- Help to foster a whole school nurturing ethos
- Improve school attendance
- Reduce exclusions and youth violence

What will this involve?

- 3 day initial training to identified Nurture Group staff
- Half-day session to SENCOs/SLT who hold responsibility for the Nurture Group
- Access to half-termly network meetings
- Half-termly supervision for Nurture Group staff
- Systemic support

How much do the interventions cost?

Cognitive Behavioural Therapeutic Approaches: 10-12 hours of EP time

Play Based Therapeutic Approaches: 10-14 hours of EP time

Mindfulness: Primary: 6 sessions – 8 hours 30 minutes
Secondary: 10 sessions – 12 hours 30 minutes

Motivational Interviewing: 10 hours of EP time

FRIENDS for life: 15 hours of EP time

Video Interaction Guidance: 9-12 hours of EP time (case dependent)

Staff Group Consultations: 3 EP hours per school for the group consultation sessions

SENCO Reflection Groups: 4 EP hours per SENCO for the year.

Emotional Literacy Support Assistants: 6 hours per participant

Tree of Life: 9-11 hours of EP time

DSL reflection groups: 5 hours of EP time

Nurture Groups: Free

How much do the interventions cost?

Interventions are delivered by Barnet Educational Psychologists who are trained and experienced in the intervention.

Schools can pay for interventions from the total time that they have purchased from the EPT. The arrangement is co-ordinated by the link EP and no additional invoicing is necessary.

Most interventions will be offered face to face and, where appropriate, these may be delivered virtually.

If you buy:	Cost *
3-5 days per year from EPT	£671 per day
6-15 days per year from EPT	£643 per day
16+ days per year from EPT	£632 per day
If you do not trade with the EPT	£699 per day

*1 day is equal to 6 hours

If you would like to purchase additional time for interventions, discuss with your link EP.

Demand for the EP service is very high and exceeds the staffing available. We recommend booking early to avoid disappointment.

Time is charged according to how many extra days are purchased.

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