

Working with Barnet Educational Psychology Team

Information for Schools And Other Service Users

[Barnet EP Team Local Offer Page](#)



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Barnet Educational Psychology Team

Introduction

The Barnet Educational Psychology Team (EPT) is part of the Children's Service with Cambridge Education.

The Team promotes the inclusion and well-being of all our children and young people and especially those who are vulnerable or who have additional or special needs and disabilities. This can be at a number of levels, from working with individual children and families, to working with managers at an organisational level.

In many cases psychologists will be working to address complex problems. We help facilitate joint working with managers, professionals and parents. We promote positive interaction between children or young people and the adults who teach, work and live with them, providing a supportive role to parents and carers.

Psychologists draw on their knowledge of child development including learning, language, behaviour, social skills, relationships and emotional well-being and mental health.

Who Are We?

Educational psychologists have experience of working with children and young people in a range of settings. We all have an honours degree or equivalent in Psychology and either a Doctorate or Masters Degree in Educational Psychology. This qualifies us to work as applied educational psychologists.

Educational psychologists continue to keep up to date through on-going professional development. We have areas of expertise and receive on-going professional supervision.

The Team works within the Barnet's corporate guidelines and priorities. This ensures that the Team focus is on important local issues and is fully accountable. The Psychologists are registered with the Health and Care Professions Council and are eligible to be chartered by the British Psychological Society (BPS). We work within the professional and ethical guidelines of the BPS, the Division of Educational and Child Psychology and the Association of Educational Psychologists.

The Children's Service is subject to Best Value review and inspection by OFSTED. The Team is highly rated by schools and also by other service users including parents and carers. Reviews of the service with client feedback takes place using annual and three yearly cycles.

Barnet EP Team Vision and Values

Barnet EP Team	
Vision Statement	Core Values
<i>Progress and well-being for all</i>	<ul style="list-style-type: none">• Integrity• Inclusion• Optimism• Respect
Mission Statement	
Working together, applying and sharing psychology to promote inclusion, enable development and facilitate positive change.	

How We Work with Early Years Settings, Schools and Colleges

Schools have an annual visit funded by the Local Authority. Schools and Colleges have an opportunity to purchase educational psychology sessions through buy in arrangements.

Schools can decide in consultation with the educational psychologist how time is to be used across the financial year. Unused time cannot be carried forward.

The team provides direct psychological support to schools, children, young adults, and families where there are concerns about learning and development. The age range for involvement is from two years to 25 years. The Educational Psychology Team is responsible for providing psychological advice towards the statutory assessments of Education, Health and Care Plans and can contribute towards prioritised annual reviews of individual progress.

Information about pricing and how to purchase sessions is detailed on page 10.

Pre-school Work

The team works with pre-school children and their families when this involvement is discussed and agreed with a member of the preschool teaching team or with the link EP in the case of Barnet Nursery Schools. Any direct family work carried out is with the families of young children we are currently working with.

School and College Work

Each educational psychologist works with a group of education providers which may include nursery schools, primary schools, secondary schools, colleges and specialist provisions.

The educational psychologist will be able to work at the individual level; at the group and class level, including staff support and supervision; and at the strategic, systems and organisational level, including policy development, whole school teaching and learning, preparation for Ofsted and support following Ofsted.

The support for post 16 students with additional and special needs can include:

- Assessment, programme planning and advice regarding the needs of individual students in further education and work related activities.
- Direct work to support students.
- The preparation of reports for Examining Boards and review of the arrangements for providing learning support.
- Contribution to staff development.
- Project and research work to assist the College in the development of provision.

Reports for statutory purposes are not included as part of traded sessions bought by the school. We will not use your traded time for statutory work; this comes out of the Local Authority funded visits.

All Educational psychologists' reports are agreed with the school as part of the work agreed from traded time. The time implications of different tasks requested by the school needs to be discussed as part of planning.

Contact Work	Non-Contact Work
<p>Contact time is the invaluable face to face problem solving time and can cover:</p> <ul style="list-style-type: none"> ▪ Consultation with school staff, parents/carers and pupils. ▪ Information gathering. ▪ Observations in class, assemblies, dining hall and at break. ▪ Individual assessment. ▪ Intervention planning and support with staff. ▪ Group work with students, for example FRIENDS for life, preparing for transition, anxiety reduction to prepare for exams. ▪ Parent groups ▪ Staff training and development. ▪ Attendance at multi-agency meetings. ▪ Supervision of staff including work discussion groups. ▪ Support for schools at class, year group or whole school level. ▪ Feedback meetings and opportunities to review and evaluate individual cases and team around the Child meetings. 	<p>Non-contact time is essential for effective use of contact time and is included in the session costing. Activities will be discussed with the school and include:</p> <ul style="list-style-type: none"> ▪ Writing reports, scoring, analysing and interpreting results from psychological assessments. ▪ Communication with schools, parents/carers and other professionals by letter, telephone calls which are 15 minutes and longer, or email (pre and post session). ▪ Liaison with other agencies such as Special Educational Needs, Speech and Language Therapy, Community Health, Social Care, CAMHS as agreed with the education provider. ▪ Facilitating home/school relationships through contact with parents. ▪ Preparation for training requested.

Main Activities

The main activities can be grouped under the following headings:

1. Consultation
2. Assessment
3. Intervention
4. Training and Development
5. Research and Projects
6. Critical Incident Response

Key Principles in the way we work:

- We put children's health and well-being first and identify their needs accurately.
- We support and challenge to promote equality and inclusion.
- We apply effective models of psychology to promote positive change.
- We contribute to positive teaching, learning and care environments.
- We support early intervention to promote all aspects of child development.
- We work effectively with other agencies.

Outcomes

Some of the possible outcomes following educational psychologist support include:

- Focus on children and young people to support bespoke action plans
- Individual pupil interventions such as cognitive behaviour therapy or anger management supporting changes in pupil behaviour and improvements in learning
- Increased skills and knowledge supporting changes in participants' practice in a range of topics and activities.
- Raised parental confidence in supporting their child.
- Better targeted use of schools resources after support to analyse pupil data and evaluate targeted interventions to raise achievement and show progression of vulnerable groups.
- Improved efficacy of senior managers experiencing professional stress.
- Working with managers and providers of education and care to develop effective strategy and policy that reflects evidence based best practice with regard to children who are experiencing difficulties at school.

1. Consultation

Consultation is a joint problem-solving approach involving those most concerned with the problem. Educational psychologists work with others with expertise: for example parents and carers, head teachers, advisors, SENCo's, teachers, early years workers. These are the people most likely to have concerns about children's difficulties and are motivated to do something about those concerns.

Educational psychologists consult at a number of different levels in organisations, depending on who brings the concern. We aim to provide a broad and objective perspective on the educational context. We use experience and knowledge of child development, the psychology of teaching, learning and well-being, and organisational processes to support problem-solving.

Consultation is often used to help develop an action plan and support a review of progress towards agreed outcomes.

2. Assessment

Assessment is a process for investigating and exploring a child or young person's skills, knowledge and understanding of the world. It involves looking at strengths and areas of need. The aim is to draw together information to give a clearer understanding of supportive interventions.

Assessment is a result of joint problem solving and decision making.

Assessment includes information gathering which can take a number of forms including:

- collating information already provided by others
- observation in relevant contexts
- discussion with parents and carers, staff and other professionals/agencies
- individual discussion, work or play with children and young people
- Standardised tests may be used to compare the child's performance with their peer group.

When we consult we elicit the views of parents and carers, staff and young people and establish their perceptions about the problems they face.

An assessment of a child's needs by an educational psychologist should not be confused with a Statutory Assessment of Special Educational Need which is a multi-disciplinary needs assessment for the Education, Health and Care plan requested by the Local Authority following discussion by the Complex Needs Panel.

3. Intervention

Following consultation and/or assessment, we will suggest strategies and ideas for interventions to support the child's development, which may be at the individual or organisational level. Interventions with individual children will usually be carried out by adults closely involved with the child. The educational psychologist can provide training and coaching for staff that carry out such interventions as well as supporting monitoring of effectiveness of the intervention. We also offer interventions working directly with the child or young person meeting individually or in a group or class. For example, small group work focusing on pupils experiencing anger and distress which is impacting on their well-being.

Examples of areas of intervention:

Thinking, Learning and Study Skills

Presentation of the curriculum
Literacy, numeracy and other learning programmes
Self-esteem and motivation
Thinking and study skills
Task analysis
Language development and social use of language

Personal, Social, Emotional and Developmental

Solution Focused Brief Therapy, Anger and Stress Management, Relaxation Techniques, Coping with Exam Anxiety, FRIENDS for Life, Assertiveness Training, Cognitive Behaviour Therapy, Personal Construct Psychology, Emotional Literacy, Psychodynamic approaches, Attachment

Organisation/School Management and Pupil Care

Anti-Bullying Strategies, Staff Problem Solving / Support Groups, Parent Support Groups, Conflict Resolution Approaches, Peer Mediation, Provision, Transition timing and process, Management of Classroom Behaviour, Handling Bereavement Positively

4. Training and Development

The Educational Psychology Team provides training for colleagues in the Children's Service, schools and pre-school providers as well as on University Doctorate training courses. Training is planned to meet the needs of the particular organisation.

Examples of Areas of Training and Staff Development

- Conflict Resolution/Management
- Motivation and Learning
- Positive Approaches to Behaviour Management
- What's the point of school?
- Loss and Bereavement
- Resilience
- Working with Refugee Children
- Parenting skills and Issues
- Preventing Bullying
- Child Development and Adolescence
- SEN and Disability

Barnet Educational Psychology Team is involved in the training of new educational psychologists and has close links with the four London University training courses.

5. Research and Projects

Educational psychologists have a background in research methodology and can offer support in setting up and evaluating research and project work.

The Educational Psychology Team has:

- Been involved in research projects with London based universities
- Provided evidence based information for the Local Authority
- Addressed questions raised by schools and settings through research methodology

Examples of research projects are:

- Developing quality provision for young adults with complex needs
- Resilience programmes in school
- Evaluation of Barnet Early Autism Model (BEAM)
- Study of Key Stage 2 friendship groups in a school

The Educational Psychology Team is keen to link with agencies and organisations to promote evidence-based practice.

6. Critical Incident Response

The Barnet Educational Psychology Team support schools/other settings following critical incidents. These have included the injury or sudden death of a child, or a member of staff.

Interventions with schools/settings include:

- An emergency response
- Working with school senior management to identify immediate and longer term needs
- Advice to staff on how to support children and staff after a traumatic event
- Work with staff to enable them to cope better with their experiences
- Individual and group support for pupils
- Advice to parents on how they can support their children at home
- Liaison with other agencies to ensure the full range of support which a school might benefit from is made available.

Support and Information for Parents/Carers

We always obtain prior written consent from parents/carers before commencing work with a child or young person. We seek to gain parents'/carers' views and can help support through:

- Discussions with parents/carers over their child's needs.
- Being available on the phone to respond to queries and concerns.
- Assessing children's needs in order to advise about appropriate further action.
- Attendance at school meetings.
- Contribution to the Barnet Local Offer website

The Educational Psychology Team:

- Work with Barnet Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIASS) to support parents
- Contributes to courses offered to parents such as the SENDIASS conference and foster parent training sessions
- Contributes to training for professionals about work with families.
- Have an information leaflet for parents
- Offer direct work with groups of parents

Support and Information for Children and Young People

The Psychology Team think it is important to ask for children and young people's views and always seek to do so when working with children and young people.

Booklets have been developed for pupils in Primary, Secondary and Post 16 provision which explain the educational psychologists' role and involvement.

The views of children and young people are essential in the delivery of the service. The Educational Psychology Team is keen to support initiatives which seek to incorporate the voice of the child to underpin development work.

Children in Care

Psychologists work with social care colleagues supporting the most vulnerable children in our community in a number of ways:

A lead educational psychologist helps co-ordinate work and supports the team's work with children in care and the schools and groups who work with them through:

- Consultation with social workers, designated teachers and carers about individual cases and more general issues
- Assessment of young people, in order to contribute to planning for their needs in the areas of social, emotional and behavioural development as well as educational attainment
- Training of social workers, teachers and carers on requested topics
- Research into factors contributing to the risks and ways to support the resilience of this very vulnerable group
- Attendance at case reviews and contributing to planning for individual young people
- Information exchange

Prices and Session Time delivered to Schools

Each school receives a letter by email in February asking the school to confirm the number of sessions to be purchased for the forthcoming financial year.

Schools (or groups of schools) need to make arrangements to purchase educational psychology time at the beginning of the financial year. Requests for 'ad hoc' services later in the year are harder to supply due to capacity issues.

Charges reflect the full costs of the service. Traded sessions pay for educational psychologists to be employed in the team. The service is not profit-making.

You can buy annual contracts in blocks of time which are delivered over the next financial year. Time is purchased by the day with a minimum package of three days. Typically, a day purchased would include contact and non-contact time depending on whether you require written reports.

Bookings made before the given annual deadline are charged on a sliding scale starting at £1860 for three days.

You have the right to change your mind and cancel a subscription within 14 days of the request. Refunds are not possible beyond that date. Please note that any unused hours from the subscription cannot be carried forward beyond the end of the financial year. This is because team budgets cannot be rolled over to the next financial year.

Charge(s)

Package	Barnet State Maintained schools
3 days per year	£1860
5 days per year	£2900
8 days per year	£4560
10 days per year	£5700
15 days per year	£8325
20 days per year	£10,800
½ day training	£510
Day Training	£950

**The minimum package available is 3 days of EP input annually. If you would like to discuss a bespoke amount of time above 3 days (that is not included in the table above) please contact the EP Team directly.*

***Additional EP support (if a package has not been purchased or all of the EP time has been utilised) can only be bought in post April 2017 at the minimum level of 3 days (£1860) or any higher level package if capacity exists within the EP Team.*

Work purchased is usually carried out by the school's link educational psychologist. On some occasions another educational psychologist will fulfil this work, for example when there is a particular specialism or where the existing educational psychologist does not have the time

capacity. The school's link educational psychologist can change without notice although we try very hard to ensure this does not happen and value consistency for our schools whenever possible.

Payment is made by invoice at the beginning of the financial year.

Responsibilities of Parties entering a Traded Agreement

Schools and Settings:

- Identify a SENCo or members of staff for liaison and planning of work and activities and release key staff to consult with the educational psychologist.
- Discuss with and obtain informed, signed consent from parents/carers/young people as appropriate, prior to any educational psychology involvement. This is a legal requirement. A copy of the educational psychologist Parents/Carers Leaflet can be given to those involved.
- Plan the visit with the allocated educational psychologist in advance.
- Ensure appropriate preparation is made prior to an educational psychologist consultation, assessment or observation involving children and young people.
- Provide an appropriate space for the educational psychologist to work.
- Facilitate the arrangement of appointments and promote attendance, by liaising with parents/carers, child/young person as discussed with the educational psychologist.
- Provide access to relevant pupil work and records.
- Gather data, such as provision maps, to support collaborative assessment.
- Implement agreed action from consultation.
- Feedback outcomes, scores and agreed actions to involved staff and parents.
- Engage in educational psychologist evaluation processes to support on-going improvement.

Barnet Educational Psychology team Psychologists will:

- Deliver services by educational psychologists eligible for chartered status with the British Psychological Society or highly supervised doctoral trainee educational psychologists.
- Maintain Health Care Professional Council competencies and supervision to ensure ethical and competent working practices and case reflection.
- Agree and jointly plan the most effective and efficient use of the purchased time with an identified member of staff.
- Arrive punctually for visits, informing the school of any unavoidable delay.
- Endeavour to consult with members of staff who work directly with the child or young person to clarify problems and agree way forward.
- Give immediate oral feedback whenever possible when a pupil is seen in school.
- When written feedback is required this is discussed and agreed at the time of involvement. Written feedback summarising educational psychologist's assessment and recommendations will be made within 20 working days.
- Provide paperwork such as a School Visit Summary or report as negotiated and agreed with school.
- Be responsible for recording and storage of documents in accordance with the London Borough of Barnet. Both parties will meet responsibilities in accordance with the Data Protection Act 1998 and Freedom of Information Act 2000.
- Endeavour to improve our service, for example through feedback, moderation and managerial checks, supervision and through intensive continuing professional development.
- Endeavour to minimise any changes to your designated educational psychologist that are due to staff turnover, maternity or long term sickness.
- We will give timely notice of the need to cancel or reschedule visits. In case of unforeseen sickness or emergency cancellations we will phone as early on in the day as possible.

Evaluation and Feedback of Service Delivery

We work to improve our service through an evaluation carried out every three years through questionnaire for school SENCOs, Head teachers and Heads of Inclusion. All individual educational psychologists review their practice. We have a quality review of our work directly with parents.

We are presently using Target Monitoring Evaluation (TMEs) to evaluate a percentage of our caseload to evaluate the impact of our work as well as piloting other evaluation tools.

All educational psychologists receive regular supervision and moderation of their work.

Cancellation Procedure

If you need to cancel a visit, we need as much notice as reasonably possible so that we can use the time for another visit. When more than two working days notice of cancellation is given there will be no loss of allocation of your time. A visit cancelled with less than one working day notice is fully charged to you, but rather than cancelling your visit you can choose to work with us to change the work we will do on that visit. This could involve a range of options, for example working with staff on particular areas of needs and strategies, or consulting regarding other children / young people subject to gaining informed consent. Let us know about any changes as soon as you can so we can plan beforehand.

If the educational psychologist is unable to fulfil the number of school sessions due to illness or other unpreventable circumstances we will offer an alternative educational psychologist in order to carry out the agreed work.

Complaint Procedure

Barnet Educational Psychology Team Service follows the British Psychological Society Code of Practice and the Health Professions Council's Professional and Ethical Guidelines. We maintain Barnet Council policies as well as our own agreed policies, which reflect the needs of our communities.

If the school/setting is concerned with any aspect of service delivery, they should express their concerns with their allocated educational psychologist. Many concerns, as opposed to complaints, can be resolved through discussion with the individual psychologist. You may request such a meeting either face to face, by email or by phone. You may also raise the issue with the Senior Educational Psychologists by phone or email.

If however you wish to make a formal complaint, please contact the network Senior Educational Psychologist in writing. Subsequent investigations will follow formal Council complaint procedures. We will acknowledge your complaint within 3 working days and respond formally to you within 15 working days.

Contact Information

Please contact the school's link educational psychologist in the first instance.

Principal educational Psychologist:

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