

www.rbwm.gov.uk



Royal Borough  
of Windsor &  
Maidenhead



# Inclusion Service

## Roles and responsibilities

Education Psychology

Behaviour support

Business Support

Early Years

Education Welfare

Fair Access

School Support

Updated September 2019



achieving  
for children

## Inclusion and Pupil Support - September 2019

Psychology, Wellbeing and School Support Teams		
Team	Job Title	Name
	Associate Director for Inclusion (Interim) Principal Educational Psychologist	Alison Crossick
Educational Psychology	Senior Specialist Educational Psychologist - Wellbeing	Rebecca Askew
	Senior Educational Psychologist	Jane McFadyen*
	Senior Educational Psychologist	Frances Lee*
	Senior Practitioner Educational Psychologist – Early Years	Anna Walsh*
	Senior Practitioner Educational Psychologist – Early Years	Fiona Hewin*
	Educational Psychologist - Virtual School	Beth Turner
	Educational Psychologist	Magen Redmond*
	Educational Psychologist	Holly Harris*
	Educational Psychologist	Jenny Head*
	Trainee Educational Psychologist	Caroline Bird*
	Assistant Psychologist	Lydia Nicklin
Behaviour Support	Behaviour Support Practitioner	Cherrelle Long
	Behaviour Support Practitioner	Lisa Chung*
	Behaviour Support Practitioner	Hazel Emery*
Wellbeing	Wellbeing Practitioner	Christine Thomas*
	Wellbeing Practitioner	Lauren Goodhead
	Wellbeing Practitioner	Jane Gittins
	Wellbeing Practitioner	Harriet Jones
	Wellbeing Practitioner	Narinder Bains*

<b>Early Years</b>	Support Worker Early Years - Social Communication	Barbara Hetherington*
	Early Years Area SENCo	Helen McHale*
<b>School Support</b>	School Support Manager	Helen Lovell
	Area SENCo (5-16 years)	Kelly Nash*
	Lead SEND Advisory Teacher	Clair Colton
	Advisory Teacher (SEND/EAL)	Lorna Hill*
	Advisory Teacher (EAL)	Saroj Mistry*
	Advisory Teacher (SEND/Medical/EHE)	Clare Raffaelli
<b>Education Welfare</b>	Education Welfare Officer	Jo Barnes*
	Education Welfare Officer	Pippa Tolfree*
	Education Welfare Officer	Wendy Bould*
	Education Welfare Officer	Charan Ghattaura
	Education Welfare Officer	Rachel Plummer*
<b>Fair Access</b>	Inclusion and Fair Access Officer	Stuart Lee
<b>Business Support</b>	Business Support Officer	Linda Powell*
	Business Support Officer	Fozia Salar*

\* only work part time

## **Principal Educational Psychologist, Associate Director for Inclusion (Interim)**

This role is part of the Senior Management Team for Achieving for Children (AfC) (providing Children's Services for the Royal Borough of Windsor and Maidenhead).

This person is responsible for managing the Children and Young People's Disability Service (CYPDS) along with the Educational Psychology Service and other teams, supporting schools and early years with a focus on our vulnerable children and young people and those with special educational needs and disabilities.

## **Educational Psychology**

### **Senior Specialist Educational Psychologist - Wellbeing**

Responsible for the management of the Behaviour Support and Wellbeing Teams. This position includes liaison with services, agencies and commissioners serving the Thames Valley to facilitate the strategic development of mental health and wellbeing support to children, young people and their families. It is responsible for the oversight of social, emotional and wellbeing interventions that are delivered by the Wellbeing Team, Behaviour Support Team and Educational Psychology Service to schools within the Windsor and Maidenhead borough.

### **Senior Educational Psychologist**

Senior Educational Psychologists are responsible for supporting the Educational Psychology Service to provide a high quality evidence-based psychological service to children and young people within the community. This position includes the continued development of our traded service to schools and the management of Educational Psychology advice for statutory work for the local authority. It involves close liaison with colleagues in the Children and Young People's Disability Service. Senior Educational Psychologists provide supervision to the Educational Psychology Team.

### **Senior Practitioner Educational Psychologist**

Has a specialist area of knowledge about the learning and development of pre-school children. Part of their role is in the early years SEND Inclusion Team, supporting pre-school settings and parents of children with additional needs. They give advice to the pre-school setting and to parents about how to meet the needs of a child. Their work often includes observations, assessments through play, making recommendations and modelling interventions.

### **Educational Psychologist - Specialist Virtual School**

This role supports the wellbeing and education of children in care through providing psychological insight to school staff, foster carers and different local authority services. This may be through direct consultation or through training on areas such as attachment theory, understanding the impact of trauma and early adverse child experiences. The work may also involve direct work with young people in the care system through gathering and supporting them to share their views, individual assessment of social, emotional and learning needs and in special circumstances short term therapeutic support.

## **Educational Psychologist**

The role uses knowledge of how people think and behave to help children and young people aged 0 to 19 (or up to 25 years for young adults with complex and enduring needs) with their learning, wellbeing, development and achievement. They mostly work within the school system to give advice to teachers and parents.

## **Trainee Educational Psychologist**

The Educational Psychology Service regularly provides placements for Trainee Educational Psychologists (TEPs). TEPs working within the service are either in year two or three of a three year postgraduate doctoral training course. They typically spend three days a week on placement with the remaining two days being university based. TEPs spend either one or two years working as part of the service under the supervision of a qualified Educational Psychologist.

## **Assistant Psychologist**

This role works with a range of schools and other agencies and services under the direct supervision of the Educational Psychologists. A substantial part of the role is given over to supporting initiatives to promote the wellbeing of children through early intervention and school development work and also providing support with evidenced-based assessments or interventions to individual children and/or groups and contributing to the planning and delivery of training.

## **Behaviour Support**

### **Behaviour Support Practitioner**

Early Help support for primary and secondary schools. The scope of intervention covers direct one-to-one (10 sessions) work with children and young people with social and emotional difficulties through nurturing and transitional support. Also support school staff through training and evidenced based strategies for one-to-one, small group and whole class work.

## **Wellbeing**

### **Wellbeing Practitioner**

Providing a range of short-term (12 week) evidenced-based interventions to individual children (4 to 18 years) or groups, including, but not exclusively cognitive behavioural therapy, play therapy, mindfulness, counselling, specialist parenting groups (such as ADHD and anxiety groups), for whom are struggling with emotional and mental health difficulties. Contributing to the planning and delivery of training to schools to promote mental health and emotional wellbeing of children, families and the school community. Delivering parent seminars across schools to raise awareness and skills in managing mental health in their children. In addition, supporting schools in the implementation and delivery of a framework to support emotional health and wellbeing.

## Early Years

### Support Worker Early Years Social and Communication

Working alongside the paediatric service with the assessment and diagnosis of early years autism. Post assessment providing autism outreach support to parents and pre-school settings. This includes behaviour support, education, advice and signposting to local ASD services.

### Early Years Area SENCo

Provides support and practical advice to early years settings on how to support the inclusion of children with SEND and in addition develops and disseminates good practice via the facilitation of training and networking.

## School Support

### School Support Manager

Manages the School Support Team (SEND and EAL), Education Welfare Officers and the Fair Access Officer. Part of the role also includes an offer of direct practical support to schools, young people and their families to enable every child to reach their potential.

### Area SENCo

Acts as a source of SEN advice, guidance and support for all school SENCos in the Windsor and Maidenhead borough through regular contact from schools as well as organising wider local authority networking and training events.

### Advisory Teacher (SEND)

Provides advice, training and support for school staff, SENCos, senior management and headteachers on appropriate learning strategies. Also delivery of small group intervention, and assessments for pupils with special educational needs, developmental co-ordination difficulties and dyslexia.

### Advisory Teacher (EMTAS)

Works in partnership with schools and families to raise the attainment of young people from Gypsy, Roma and Traveller (GRT) background, Black and Minority Ethnic (BME) pupils at risk of underachieving and especially those pupils with English as an additional language (EAL) and new arrivals from abroad. Initial English language assessments are completed for new arrivals from abroad and support, advice and training offered on accessing the mainstream curriculum for early stage learners of English and individual pupil target setting.

### Advisory Teacher SEND/Medical/EHE

Liaises between children and young people, parents, carers and schools for a limited period when attendance at school is not appropriate or possible. Children and young people are offered initial consultation meetings to assess educational needs. Follow-up visits may be scheduled to enable a young person to re-engage with learning before appropriate provision is planned. Advice is also available for parents and carers who elect to home educate their children.

## Education Welfare Team

### Education Welfare Officer

Works with schools, parents, carers and their children to increase school attendance for all pupils leading to increased attainment. Schools are offered consultation meetings to discuss statutory responsibilities regarding unauthorised absences and exclusions as well as advice on welfare issues and a whole school approach to improved attendance. Officers also meet with young people and liaise with parents and carers.

## Fair Access

### Inclusion and Fair Access Officer

Supports all schools with pupils that are at risk of exclusion. Offering advice on preventative measures, statutory DFE guidance for headteachers, parents and governors in the event of a permanent exclusion. Supports schools in respect of 'managed move' transfers to avoid permanent exclusion, and where pupils may have developed poor attendance as a result of for example bullying. Manages the Fair Access Protocol and oversees the local authority budget for vulnerable pupils meeting Fair Access criteria.

## Support Team

### Business Support Officer

Provide administrative support to Psychology, Wellbeing and School Support Service. First point of contact for service answering queries via phone and email.

## Contact details

### Educational Psychology, Behaviour Support, Early Years and Wellbeing

E: [edpsych@achievingforchildren.org.uk](mailto:edpsych@achievingforchildren.org.uk)

T: 01628 796688

### School Support and Fair Access

E: [helen.lovell@achievingforchildren.org.uk](mailto:helen.lovell@achievingforchildren.org.uk)

T: 01628 683220

### Education Welfare

E: [edu.welfare@achievingforchildren.org.uk](mailto:edu.welfare@achievingforchildren.org.uk)

T: 01628 796411