



# **Inclusion Service**

**The roles and responsibilities of:**

**Educational Psychology**

**Behaviour Support**

**Business Support**

**Early Years**

**Education Welfare**

**Fair Access**

**School Support**



## Inclusion and Pupil Support - April/May 2020

<b>Psychology, Wellbeing &amp; School Support Teams</b>		
<b>Team</b>	<b>Job Title</b>	<b>Name</b>
	Principal Educational Psychologist	Alison Crossick
Educational Psychology	Senior Specialist Educational Psychologist - Well being	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 (maternity)
	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*
Wellbeing	Wellbeing Practitioner	Christine Thomas*
	Wellbeing Practitioner	Harriet Jones*
	Wellbeing Practitioner	Emily Try*
	Wellbeing Practitioner	Carol Phillips*
	Wellbeing Practitioner	Hariette Sarner* (maternity)
	Wellbeing Practitioner	Narinder Bains*
Early Years	Support Worker Early Years - Social Communication	Barbara Hetherington*
	Early Years Area SENCo	Helen McHale*
School Support	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
Education Welfare	Education Welfare Officer	Jo Barnes*
	Education Welfare Officer	Pippa Tolfree*
	Education Welfare Officer	Wendy Bould*
	Education Welfare Officer	Charan Ghattaura
Fair Access	Inclusion & Fair Access Officer	Rosie Gossage
Business Support	Business Support Officer	Linda Powell*
	Business Support Officer	Fozia Salar*

\* only work part time

**Principal Educational Psychologist** is part of the Senior Management Team for Achieving for Children (providing Children's Services for the Royal Borough of Windsor and Maidenhead) This person is responsible for managing 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 - Well-being** is 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 and 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 Royal 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** We have a specialist area of knowledge about the learning and development of pre-school children. Part of our role is in the early years SEND inclusion team, supporting pre-school settings and parents of children with additional needs. We give advice to the pre-school setting and to parents about how to meet the needs of a child. Our work often includes observations, assessments through play, making recommendations and modelling interventions.

**Educational Psychologist - Specialist Virtual School** This person 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. This 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** We use our knowledge of how people think and behave to help children and young people age 0 - 19 (or up to 25 years for young adults with complex and enduring needs) with their learning, wellbeing, development and achievement. We 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 2 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 person 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/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. Our scope of intervention covers direct 1:1 (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 (4-18yrs) and/or groups, including, but not exclusively Cognitive Behavioural Therapy, Play Therapy, Mindfulness, Counselling, specialist parenting groups (e.g. 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 & 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** I work alongside the paediatric service with the assessment and diagnosis of early years autism. Post assessment i provide 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 & 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 RBWM through regular contact from schools as well as organising wider LA 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/carers.

## **Fair Access**

**Inclusion & Fair Access Officer** supports all schools with pupils that are at risk of exclusion. Offering advice on preventative measures, statutory DFE guidance for Head Teachers, 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 e.g bullying. Manages the Fair Access Protocol and oversees the LA 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**

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

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### **School Support and Fair Access**

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### **Education Welfare**

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