

Leicestershire Educational Psychology Service

Health and Care Professions Council registered team
working in partnership with schools, academies,
multi-academy trusts and health and care services.

August 2018

Children and Family Services: 'The Road to Excellence'.

'Leicestershire is the best place for children and families'

Leicestershire Educational Psychology Service work in partnership with schools, settings and other providers of education, health and care services.



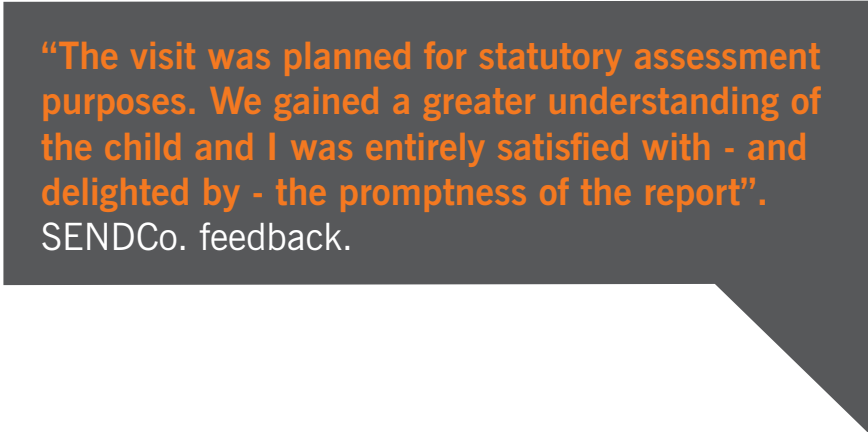
We specialise in applying psychological principles to address the educational, developmental, social, emotional and mental health needs of children and young people, 0 to 25 years. We are effective when the young people referred to us achieve their potential and enjoy learning.

Service Overview

The County EP Service provides psychological Advice when an EHC assessment has been agreed and when progress reviews are subsequently required for young people with EHC Plans e.g. when a change of placement may be requested.

We also offer:-

- Training: usually traded e.g. ELSA accredited course
- Supervision for other professionals
- Solution-focused consultation for planning purposes: traded for settings
- Individual casework including diagnostic pathway assessments, with Health colleagues
- Advice line for parents/carers and professionals: 'free at point of delivery' & funded by LCC (3 days per week)
- Critical incident support: funded by LCC - to minimise the distress experienced by the whole community in the event of the death of a child / young person
- Legal reports for SEND Tribunal hearings: LCC funded
- Video Interactive Guidance support: for parents/carers of EYs children. VIG is a proven intervention to enhance family relationships, especially between mother and child during the first 1000 days.



“The visit was planned for statutory assessment purposes. We gained a greater understanding of the child and I was entirely satisfied with - and delighted by - the promptness of the report”.
SENDCo. feedback.

Introduction: 'a trusted service with a breadth of expertise and well developed links with partner services'

During times of unprecedented change in education generally and SEND in particular, the County EP team continue to offer sound, well informed psychological support for assessment and planning purposes - the 'graduated response' for SEND Education Plans and for EHC assessment purposes.

The Leicestershire EP Service is uniquely well placed to contribute to multi professional work required for young people with complex SEND. We already have long-established links with local Health, Social Care and CAMHS services as well as with the third sector and are easily contactable by local families.

Over the past two years we have been over-subscribed for commissioned / traded work and 'early booking' is again being recommended to secure guaranteed psychological support - by 1st June 2018.

Trading ethically

We are a 'not for profit' service. All our educational psychologists adhere to the British Psychological Society's 'Code of Ethics, Conduct and Ethical Trading: Guidelines for Practice for Educational Psychologists' (2013).

This means we will always provide independent and evidence informed psychological advice. Above all, every member of the County EP team is committed to ensuring that our safeguarding responsibilities continue to inform every aspect of commissioned work and we provide timely, targeted psychological support for local children for planning purposes.

All our Educational Psychologists are registered with the Health and Care Professions Council and have Enhanced Certificates with the Disclosure and Barring Service as well as being accredited employees of LCC.

Quality Assurance measures

'All educational psychologists undertake regular professional supervision and planned in-service training throughout the year, as required by registrants of HCPC (Health and Care Professions Council). The Service's Quality Assurance standards are regularly reviewed and verbal and written feedback from settings and from families informs service development work, with the voice of the child being central to all that we do'.

Working together and areas of support offered

LEPS is the sole provider of statutory Advice commissioned by Leicestershire County Council to inform a decision about whether or not an Education and Health Care (EHC) Plan should be issued. EHC Plans are intended to ensure a 'joined up' approach from education, health and social care for young people with the most complex additional needs to enable participation in society and increase well-being.

Educational Psychologists employed by Leicestershire assess and advise on a wide range of child development and social, emotional and mental health needs - birth to young adulthood.

We aim to:-

1. Understand young people by applying psychological theory and research to 'make sense of' all human behaviours. Experience and training indicates all behaviour is an outcome of the interaction between, environment and 'within child' factors, including emotional resilience and intelligence
2. Draw on wide ranging knowledge across the team to identify 'variables' which may explain how and why certain events in a child's life are related and impact on learning and well-being
3. Apply problem-solving approaches to make sense of relationships and behaviours within the young person's familiar environments e.g. schools/academies, colleges and family homes
4. Use information from research in psychology to recommend evidence-based approaches and work out strategies for positive change over time so that potentials are realised
5. Promote 'big ideas' from psychology e.g. building emotional resilience within communities and strengthening mental health amongst young people
6. Always work in an integrated, child 'centric' way, with the young person's aspirations at the heart of all that we do, including very young children.

Commissioned work

Commissioned work is offered to all maintained schools, academies, and colleges and to Independent and Free schools within Leicestershire and the surrounding areas.

Detailed examples of the range of work we offer:

- **Structured observation** in educational setting(s) and during formal and informal learning sessions to better understand the individual's social and emotional development and world outlook. EPs can also undertake observation in the home/family setting where appropriate & agreed with the family e.g. VIG recordings.
- **Consultation with teachers and other professionals, involving parents/carers** - a joint, problem solving approach in which those who know the child well work with the EP. We find it helps to gain a shared understanding of the child/young person in both the home and school settings so that barriers to learning can be better understood and reduced longer-term and well-being enhanced.
- **Administration of standardised tests/questionnaires** – to assist with measuring progress in learning over time e.g. assessment for specific learning differences such as AD/HD; Autism & Dyslexia.

“It has been very productive and positive working with the County EP. She kept us and parents well informed and it feels like we are working as a team towards the same goal, thank you”.

SENDCo feedback.

- **Children presenting with oppositional behaviour** - identify starting points for behaviour management plans which aim to teach children strategies when aggression, defiance and disturbance impede progress in school - often learned patterns of behaviour.
- **A comprehensive cognitive assessment** – to identify learning potential, relative strengths and any cognitive weaknesses within different areas of functioning e.g. verbal ability; non-verbal reasoning; Working Memory; speed of information processing and spatial abilities.
- **Individually administered assessments of literacy and numeracy** for planning ‘small steps’, structured, personalised educational programmes & for monitoring purposes over time.
- **Assistance with drawing up educational programmes for young people presenting with social, emotional and/or mental health ‘differences’ such as acute or chronic anxiety; selective mutism; self-harming & low self-esteem and / or anger issues** e.g. social skills interventions such as ‘Circle Time’ & ‘Circles of Friends’; leading a P.A.T.H process to help children envision a life beyond school; ‘Taking Action for Happiness’: a whole school / class approach to happier living for adults and young people.
- **Art-based interventions such as ‘Draw and Talk’** - encouraging children to draw alongside a person with knowledge and training can help children express emotional barriers to learning such as ‘loss’ and bereavement.
- **‘Solution Focused Brief Therapy’** - using questioning to help adults and young people identify what they do well as a way to highlight emerging potential.
- **‘Motivational Interviewing’** – a taught technique designed to help children and young people understand issues which may be blocking progress in learning, e.g. relationship problems; anxiety and / or a lack of purpose or absence of hope for the future.

The broader range of support we offer

- **‘ELSA’ training** - an accredited six day programme which is designed to build capacity within educational settings to support the emotional, social and mental health needs of pupils. The research-based training covers emotional resiliency and self-esteem; friendship skills - making and keeping friends; loss and bereavement and teaches ‘active listening’ skills.
- **Telephone Duty Line** (0116 305 5100) - a self-referral service for all local parents, carers and young people & for professionals, Tuesdays to Thursdays, 9 am to 4.30pm, including school holidays.
- **‘Critical Incident’** support - immediate, practical support when a traumatic event has occurred such as sudden and unexpected death which affects the school/academy and wider community as well as the immediate family. Direct line number 0116 305 5129 - Monday to Friday (schools).
- Representation at regular SEND panel when multi-professional decisions are made about educational placement and the resources to be allocated to promote local inclusion.

Group Interventions - EPs do not only work with individuals

- **'Circle of Friends'/ social skills interventions** - group interventions focused around an individual child or young person who has difficulties with peer relationships, with measurable Outcomes achieved through guided discussion and peer coaching.

Whole school interventions - examples

- **'Solution Circles'** - A creative problem solving tool that is effective for getting 'unstuck' from problems at work. Uses the resources of the people involved, facilitated by an experienced solution focused practitioner. If purchased as a traded service this intervention is offered at a discounted rate.
- **Research projects** – all EPs are trained in quantitative and qualitative research techniques. We can assist with setting up and running research projects e.g. the effectiveness of new or existing SEND provision; gauging Outcomes following intervention at individual child and group levels.



Staff Development/Training - examples

- a) **'Understanding attachment styles'** to plan interventions which will address social, emotional and mental health needs'.
- b) **Specific Learning Differences (Autism; Dyslexia; Attention Deficit Disorders; Selective Mutism)** - assessment, diagnosis and programme planning to remove barriers to learning, especially the emotional barriers arising from feelings of 'failure'. We also offer parent/carer awareness sessions - how to help your child post diagnosis. This work could be part of regular staff / parent 'drop in' sessions
- c) **'Working Memory' weaknesses** - an overview of memory function based on recent knowledge from neuroscience: how to assess and how to help children learn - 'what works'.
- d) **'Precision Teaching'** - evidence-based interventions which can be used to support literacy and numeracy acquisition. Pupils learn high frequency words; are better able to recall number bonds/ multiplication facts and thus self-belief and confidence is enhanced.
- e) **'Understanding Trauma'** - and supporting troubled children and young people when domestic violence or abuse have been part of life beyond school.
- f) **'Taking the temperature'** - evidencing mental health and well-being in pre-school / school or college settings.

For information about bespoke training please get in touch with Anne Matthews, PEP; Jennifer Gallagher or Russell Hounslow, Senior EPs / Locality Managers to discuss requirements (**0116 305 5129/ 0116 305 5100**).



Costs - correct to July 2018

Typical costs when purchasing training from the Educational Psychology Service are:-

Session	Time (approx.)	Cost
Full Day	6 hours	£510
Morning	3 hours	£255
Afternoon	3 hours	£255
Twilight	2 hours	£175

N.B. Costs are per setting and include preparation time. Costs also include the production of course materials - handouts.

Charges for other services (including consultation, casework and supervision) are £85 per hour for bookings made between 9th September and 30th March 2018.

Full details are set out in the current Service Level Agreement (SLA) & accompanying EP Service Contract (available on request).

Appendix 1 Staffing (correct as of November 2017)

Principal Educational Psychologist/ Service Manager

Anne Matthews (1.0)

Direct Line no. 0116 305 5129

Senior EP/Locality Manager South

Mrs Jennifer Gallagher (1.0)

Educational Psychologists

Dr Helen Smith (0.6)

Mrs Jill Hambly (0.5)

Dr Rebecca Kirkbride (0.6)

Ms Lisa O'Connor (1.0)

Mrs Janette Pateman (0.6)

Dr Steven Dexter (1.0)

Dr Laura Griffey (1.0) Returning to work
Summer 2018.

Trainee Educational Psychologist:

Roxanne Njopa-Kaba, University of Sheffield

Senior EP/Locality Manager North

Dr Russell Hounslow (1.0)

Educational Psychologists

Dr David Lee (1.0)

Dr Jessica Draper (1.0)

Mrs Susan Logue (0.6)

Mrs Helen Davies (0.8)

Ms Annette Dolan (0.4)

Dr Clare Dilks (0.69)

Trainee Educational Psychologist:

Olivia Corradi, University of Nottingham

Business Support Manager

Deborah Peach (1.0)

Business Support Assistant

Linda Cave (1.0)

Ryan Gargan (1.0)

Alex Wallace (0.6)

Alison Willett (1.0)

Clerical Assistant

Tom Findley (0.33)



Leicestershire Educational Psychology Service
Children and Family Services
Leicestershire County Council
County Hall
Glenfield
Leicestershire
LE3 8RF

Tel: 0116 305 5100
(Tuesday to Thursday, 9am to 4.30pm)

Fax: 0116 305 5184

Email: [**psychology@leics.gov.uk**](mailto:psychology@leics.gov.uk)

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