



WIGAN EDUCATIONAL PSYCHOLOGY SERVICE

WIGAN COUNCIL

CHILDREN AND YOUNG PEOPLE'S SERVICES

SERVICE LEVEL GUIDE

2007-2008

This guide will be placed on the Web at www.wiganschoolsonline.net (in the Access and Inclusion section) and updated at least yearly.

Mission Statement

The Educational Psychology Service will apply psychology in the development and support of an educational environment in which all children are included and valued and in which they have every opportunity to become fulfilled adults.

Educational Psychology Service

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1. List of Staff

NAME	POST		FT
Emma Atkiss	Senior Educational Psychologist	(SEP)	0.7
Vicky Booth	Educational Psychologist in Doctoral Training (2 year post)	(EPIT)	1.0
Tina Dillon	Educational Psychologist	(EP)	0.7
Debbie Haffner	Educational Psychologist	(EP)	1.0
Rachel Hartley	Educational Psychologist	(EP)	1.0
Caitriona Hogan	Educational Psychologist	(EP)	1.0
Caroline Gomez	Educational Psychologist	(EP)	1.0
Nupur Gupta	Educational Psychologist	(EP)	1.0
Heather Felston	Senior Practitioner Educational Psychologist	(SPEP)	1.0
Simon Jenner	Principal Educational Psychologist	(PEP)	1.0
Helen Madden	Senior Educational Psychologist (from late 2007)	(SEP)	1.0
Vivienne Rankin	Senior Practitioner Educational Psychologist	(SPEP)	1.0
Lizzie Arthur	Educational Psychologist	(EP)	1.0
Eric Silk	Senior Practitioner Educational Psychologist	(SPEP)	0.5
Louise Tuersley-Dixon	Senior Educational Psychologist	(SEP)	1.0

Support Staff

Name	Post		FT
Enid Silvester	Office Manager		1.0
Viv Hasler	Personal Support Assistant (temp)		0.8
Linda Highton	Clerical Assistant (temp) from September 07		0.5

2. Area Teams

West	Central	East
Louise Tuersley (SEP)	To be filled by Helen Madden (SEP) from late 2007	Emma Atkiss (SEP) - 0.7
Tina Dillon (0.7)	Nupur Gupta	Rachel Hartley
Eric Silk (SPEP) 0.5	Caroline Gomez	Debbie Haffner
Viv Rankin (SPEP)	Heather Felston	
Lizzie Arthur		
Caitriona Hogan		

All seniors have 0.5 fte for management/strategic work. Viv Rankin, Heather Felston, Tina Dillon, and Emma Atkiss all deliver 1.5 fte to the Primary Child Mental Health Team. The service also delivers 1.6 fte to early years.

Simon Jenner, PEP, covers a few settings across all areas and temporary cover (for instance Bill Ainslie SPEP) is also utilised.

All educational psychologists have a degree recognised as graduate basis for registration by The British Psychological Society, a further qualification in Educational Psychology and are eligible for chartered status following one years supervised practice. All of the current team have at least two years teaching experience.

Regular updated CPD occurs in order to maintain chartered status. Many of the team have additional qualifications, for instance doctorates, and specific qualifications in certain areas of expertise.

3. The Range of Work Offered by The Educational Psychology Service

Work on different levels

- National (e.g. national monitoring and evaluation approaches)
- Local authority
- With other services
- Schools/settings/parents/carers
- Groups
- Individuals

Tools we use

- Consultation (see later)
- Assessment through observation/discussion/implementation of programmes/testing (see later)
- Systemic work (see later)
- Training and development
- Problem solving
- Work with other agencies

Examples of the range of work

- Early Years
- Promoting positive mental health
- Out of Borough assessments and work
- Critical Incident work
- Work with other agencies
- National/local research
- School/setting based work
- Writing psychological advice as part of a statutory assessment of SEN

How time is prioritised

As much EP time as possible goes into settings, with an amount 'top sliced' for early years, Primary Child Mental Health Team (PCMHT) project based work, out of borough, CPD and other agency work. In time delegated to schools we are similar to most other authorities.

Regular planning meetings help prioritise how to best use allocated time. This time is calculated on a formula basis relating to the size of school and socio-economic need, after a baseline time for all schools.

In 2005/6 (between September and June) the EPS had 781 new individual referrals, with an open case load of around 7,000 young people for the service.

630 school/early years/ action plus reports and consultations were written, 48 appendix D reports and 255 reports leading to reviews of statements.

This was in the context of 2 maternity leaves, 2 long term sick leaves and 2 posts waiting to be filled (out of 13.1 fte) during the Summer term 2006.

EPS performance indicators 2005/6

Achieved

- | | |
|--|------|
| 1. 100% of statutory reports are submitted within legal time scales | 97% |
| 2. 60% of service work is preventative e.g. school/early years action plus or before | 81% |
| 3. 100% of non-statutory reports/consultation records are sent off within 6 weeks of last actions (normally 4 weeks) | 95% |
| 4. Telephone calls are returned within 4 days | 100% |
| 5. At least 80% of assessments of young people/children will occur over time | 80% |

Range of work for 2006 (in times spent on activities, some of the figures reflect work counted twice e.g. report writing/individual child work)

School aged pupil work	69%
Early years child work	11%
Inset/development work/systems work	7%
Report writing	22% (some of which is also indicated in work above)
General administration	5%
Work with other agencies (not included in school age/early years work)	5%
Meetings (e.g. safeguarding/planning)	8%

4. The Work of the Educational Psychology Service

a. Consultation and the work of Educational Psychologists

What consultation means

Consultation is an approach which has been developed across the country including Wigan, over a number of years. The approach sits alongside assessments, observations and other interventions.

It is:-

- Methods of listening to concerns and forming a collaborative approach
- A problem solving approach based on psychological models and principles
- An approach enabling the formulation of plans that are achievable
- Approaches looking for positive changes in the situation
- Ways to explore the skills/strategies already available and build positively on these
- Opportunities to discuss issues in depth

Why Does Wigan EPS Use this Approach?

Wigan settings already have a wide range of strategies to support pupils with additional needs and consultation is an approach to build and improve upon these.

What does it look like in practice?

Both the Educational Psychologist and 'issue owner' should take part in the change consultation, enabling the solution to be one that is realistic.

Consultation is not the donation of programmes that are unrealistic, nor a conversation that has no structure or positive outcomes. However, ideas are generated by both sides within a context where change can be planned.

Before any individual interventions the issue will be clarified, and explored in greater depth. Sometimes work with an individual will occur, but this is not always necessary. A change conversation (consultation) will occur to decide ways of making a difference.

Wigan EPS will use consultation in many situations, in order that positive outcomes are achieved for children, young people, carers and settings by a structured exploration of strategies. It helps assessment over time by incorporating programmes that are achievable, leading to learning for settings and building on existing good practice. The approach therefore contributes to the procedures outlined in The Additional Needs file in regard to improving conditions for learning and carrying out assessments over a time period.

Some of the psychological models used will be Self-Organised Learning, Personal Construct Psychology, Solution Focused approaches and Activity Theory.

b. Observation/Assessment

Observations will be used in a structured way in order to help inform consultations or statutory advice.

Individual assessment is carried out within the context of the setting wherever possible. Individual work could include consultations, the assessment of progress on programmes over time, how changing conditions for learning brings about change for the individual, dynamic assessment, psychometric assessment and criterion referenced measures.

No assessment will occur without consulting about appropriate actions following the work. Except in rare circumstances, assessments will occur over time, allowing a fuller picture of need, and appropriate provision, to be gathered.

c. Systemic Work

Educational Psychologists work flexibly to help meet the needs of schools/settings/other organisations. Increasingly inclusion is perceived by head teacher and senior managers as an on-going setting development issue. Work on behalf of an individual child can only be successful if organisational and systemic factors are addressed. Educational Psychologists are key contributors to the development of inclusion in a setting context fundamental to the notion that; increasing inclusion is a social psychological model that considers difficulties to arise as an interaction between pupils and their environment. The challenge for settings is to develop organisations that encourage diversity by establishing systems that identify and reduce the barriers to participation, learning and achievement. Educational Psychologists would like to make a significant contribution in this area. There has been involvement in a variety of whole setting initiatives in both primary and secondary schools. More recently, many settings are considering this to be the best use of EP time as it maximises impact, benefiting more children.

d. Local Authority Initiatives

The Educational Psychology Service contributes to strategy and development with the Children and Young Peoples Services, Learning and Attainment Branch and more widely the council. It has a role in responding to the council's strategic plan.

Educational Psychologists contribute to wider issues such as the management of change. In addition, we have contributed to such areas as the management of learning, teaching and behaviour and supporting and facilitating inclusion. Educational Psychologists also assist the LA to meet some of its statutory obligations.

e. Project work

The Educational Psychology Service has a strong commitment to project work. Currently, this allows EPs to be engaged in valuable and interesting in a number of different contexts. All project work supports the Council's strategic plan and is inclusive in nature. Further details can be obtained from your EP in planning meetings.

f. Other work

This includes, for instance out of borough assessments/reviews, Critical Incident Work, where settings/individuals will be supported following an incident of Wigan pupils, and work with vulnerable groups on a strategic basis.

5. Wigan's Early Years Model in Relation to the Service

Educational Psychology is delivered within the Early Years on an area basis, whereby each of the three inclusion areas has a lead EP with dedicated time for this work. The role of the lead EP is to co-ordinate delivery of an Early Years service across their area. Each area has an allocation of EP time that can be drawn upon by the lead EP.

Lead EPs work in close partnership with the Sure Start Quality and Inclusion Team through fortnightly planning meetings. These meetings are attended by Area SENCos, Inclusion workers and where possible professionals from other services e.g. Sensory Support, the Mary Sheridan Centre. Consultation regarding individuals, groups or settings takes place. This allows for appropriate delivery of service according to need. Potential outcomes are:-

1. Consultation with setting, parent or other professionals
2. Observation and/assessment
3. Development work
4. Training

EPs often work jointly with members of the Sure Start Quality and Inclusion Team in order to maintain a co-ordinated approach.

6. Educational Psychology Involvement with the Primary Child Mental Health Team (PCMHT)

The PCMHT is a multi-disciplinary team which aims to develop a proactive preventative approach to mental health across all agencies. The team offers support to those professionals working most closely with children (pre-school and primary school aged) in promoting positive mental health and emotional well-being. This support can take a number of forms:-

- Telephone consultation
- Face to face consultation
- Joint assessment
- Direct brief intervention
- Training

The team also offers some direct work with parents in the form of school-based drop in sessions and parenting groups. Where possible, this work takes place in conjunction with other professionals in order to fulfil the team's primary aim of developing the skills of professionals. Educational Psychologists are involved in all aspects of the team's work. Their involvement in this team is part of a service level agreement and extra staff were recruited for this role. Up to 1.5 fte EPs work within the PCMHT.

7. What schools/settings/other agencies can expect of the Educational Psychology Service (for the range of work please refer to Section 4)

- **Telephone Calls**

The Educational Psychology Service office is open between 8:30 am and 5:00pm. If an Educational Psychologist is out of the office, support staff can take a message if it does not need to be responded to immediately. Support staff may answer general queries. However, if your query is more specific, and needs a quick response, staff will pass it on to a particular member of the team, who will get back to you within the day, if they are in work. A 24 hour telephone answering service is in place. Occasionally due to staff absence it may be necessary to leave a message on the service's answer phone. However, regular arrangements to transcribe messages will be made and your message will then be forwarded to the relevant person as soon as possible.

- **Allocated time**

The Educational Psychology Service aims to deliver time to schools/other agencies as outlined in the latest allocation. Occasionally scheduled visits may have to be postponed at short notice because of illness or following the need to respond to a critical incident or some other unavoidable cause. If this is the case you will be telephoned as soon as the problem is known and revised arrangements will be notified as soon as possible. If an Educational Psychologist is likely to be absent from work for a longer period of time the service will endeavour to provide emergency cover arrangements.

Our current model of time allocation attempts to provide a fair, equitable, and transparent method of identifying and responding to school/other agencies need. This has been agreed by strategic groups including school representatives, and allocates as much time as possible to settings.

The formula for schools is based on the number of pupils on roll in a school and the number of pupils receiving free school meals in that school (NP). However, in the event of staffing changes or shortages school sessions may need to be altered. The sessions are usually allocated to schools on a termly basis as the aim is to enable schools to identify, plan and respond to ongoing needs.

Time for early years, out of borough carers, PCMHT, and development work occurs on a proportional 'top slicing' basis.

- **Planning meetings**

Currently each school has the opportunity for two planning meetings per academic year. The planning meeting process provides schools with the opportunity to discuss systemic issues as well as those pertaining to individual pupils with the EPS and other services. Often these discussions can inform school's interventions with pupils. In addition the discussions that take place in planning meetings help school staff to prioritise Educational Psychology Service involvement for the following term/two terms.

All new work is agreed with the relevant Educational Psychologist at the planning meeting.

Enquiries from other agencies will be brought to planning meetings for discussion and possible prioritisation. In rare circumstances, if a new action is required from a psychologist between planning meetings, agreed priorities can be re-negotiated.

Work from the Local Authority, such as systems work or out of borough reviews will be planned with the appropriate officer. Early years work will be planned with the Early Years team.

Professional contact and advice

Professional advice will be given appropriate to the task that is undertaken. It may take the form of a discussion, a written note prepared by school staff, a short consultation document, a longer report or occasionally a summary letter. Where written feedback is provided this is normally within six working weeks, or earlier, of completion of all necessary data collection, liaison and analysis. Parents receive copies of all letters and reports that refer to their child. Sometimes reports are also circulated to other professionals. Where this occurs Educational Psychologists follow guidelines outlined in the service and local authority's Data Protection policy and will always seek parental permission.

Systems base work

This will be planned, evaluated and written up as a summary document, in partnership with you as a setting

Correspondence

If a written response to a letter is appropriate, a reply is normally sent within ten working days, as it may be necessary to collect information and talk to other people before replying. However, to keep costs down the internal mail system is generally used in all but urgent correspondence and letters may, therefore take a few days to arrive.

Contact from parents

Educational Psychologists normally discuss any parental enquiries they have received with school staff. Occasionally parents may request that we do not discuss their concerns with their son or daughter's school. We will respect this wish. However, we always endeavour to persuade parents that a full and open exchange of information with schools is likely to be more productive.

Raising concerns

If an Educational Psychologist has a concern about an incident in school that they have witnessed, he or she will raise their concerns with the Head Teacher or another senior member of staff in the first instance as appropriate.

Child Safeguarding

- Educational Psychologists follow Wigan Child Safeguarding Procedures and will do so if they have a concern about significant risk or harm to a child. Where a disclosure of abuse has been made Educational Psychologists will tell the child (as long as this does not endanger them) that to guarantee their protection they will have to inform a member of school staff. When disclosures are made in a setting Educational Psychologists will discuss the disclosure with a senior member of setting staff or the setting's Child Safeguarding Co-ordinator before they leave the premises.

8. How To Make the Best Use of Educational Psychology Time

• Involvement of Parents

The informed consent of parents or carers is needed when a school plans to consult an Educational Psychologist about a concern that involves a particular child. For all new individual case work this consent must be given in the form of a parental signature on the request for service involvement form. Once this permission has been gained there is no legal obligation to obtain written permission if the child is re-referred to the service. However, it continues to be good practice to inform and involve parents in consultation about issues relating to their child. We fully respect that parents hold the most detailed information about their child and endeavour to work with parents as partners to facilitate positive outcomes.

• Involvement of Young People

Written permission from young people is required if they are over the age of 10 years and have the capacity to understand and make their own decisions. For pupils with very poor literacy skills, noted verbal permission is an acceptable alternative.

• Clear and Full information

If as part of the consultation or assessment process the Educational Psychologist is to become involved in discussing and/or meeting an individual child, the following is needed:

- ❖ A signed service request form for all new requests for service involvement.
- ❖ Biographical and family information including home telephone number, the names of parents, the adults with parental responsibility and preferred language if relevant
- ❖ For children already known to the service there should be evidence/conformation that the child's parents have given their consent for the involvement to take place if there has been a gap of 2 years or over since the last involvement
- ❖ A summary of school or parental concerns and also the child/young person's views
- ❖ Assessment information such as the child's attainments in different curricular areas, strengths and learning styles, any test results and any aspect of the child's social and emotional development, which may be pertinent
- ❖ An account of any interventions or support that school has already provided
- ❖ A copy of the child's most recent Individual Education Plan, Individual Behaviour Plan or PSP as appropriate
- ❖ Where the predominant concern is the child's behaviour, data pertaining to the severity, duration, frequency and persistence of the problem
- ❖ Some reference to the child's own view and if it has been carried out, a common assessment

Where possible and as appropriate we would prefer this information in advance of the appointment, since it will help in making the best use of time spent within the setting.

- **Accommodation**

In order to make best use of time, Educational Psychologists need suitable rooms in which to talk to people. The room and the arrangements should reflect the professional nature of the meeting and the importance of the meeting to the child and his or her family. The ideal room has a window in the door and a table and chairs appropriate for a child and adult to work in. In some circumstances an Educational Psychologist may ask for a member of school staff to be present when they interview or work with particular children or adults.

- **Meetings with children, parents and staff**

Consultation stresses the need to speak directly with those that hold the greatest concern and thereby the greatest motivation to change. The consultation process places considerable value on professional discussion that takes place between Educational Psychologists, parents, pupils and teachers. Therefore, we ask schools to arrange to ensure that the child, members of staff and where parents are available to be involved in the consultation process at the agreed times.

- **Concerns about the service provided**

Please discuss concerns relating to service provided by the Educational Psychology Service directly with the member of staff concerned. If concerns cannot be resolved satisfactorily at that level, a Head Teacher can refer the matter to a member of the Educational Psychology Service's Senior Management Team.

- **Service Improvement**

We are continually seeking ways of improving service delivery, within the service capacity, and welcome feedback on this.