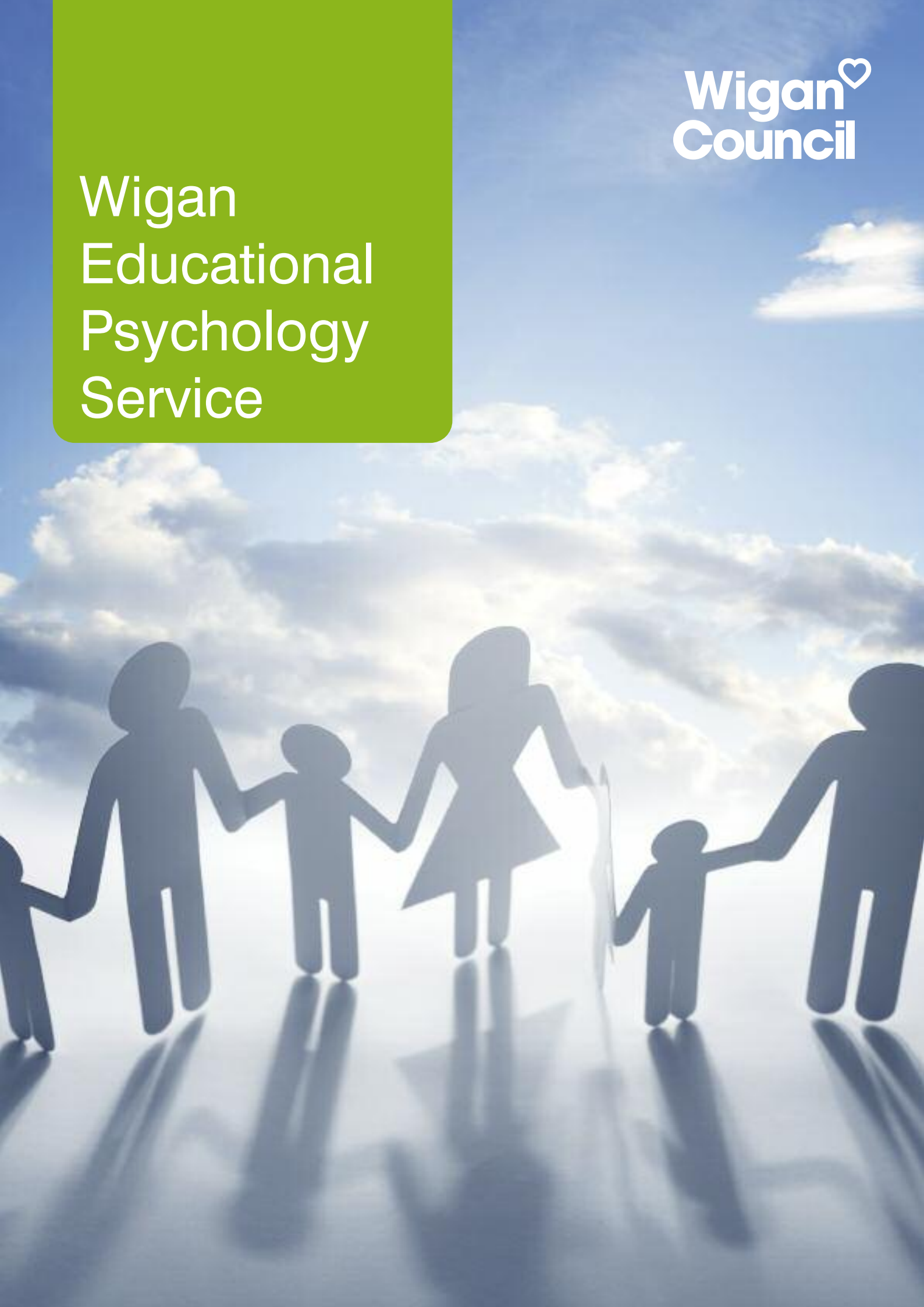
Wigan Educational Psychology Service

Wigan Council



Service Overview

Wigan Educational Psychology Service (EPS) offers a range of advice, assessment, training and intervention to support children and young people 0-25 years old. We work with children and young people, families, staff and other professionals, in a range of settings applying psychology to promote positive outcomes.

All Wigan educational psychologists have approved professional qualifications and are registered with the Health and Care Professions Council.

We have a wide range of experience within the service. We have worked closely with the local authority to prepare for the changes in special educational needs and disability legislation and policy that have recently taken place. We have established good working relationships with schools and other agencies within the Wigan borough and are able to offer advice and support around local processes.

Meeting Your Needs

Reduced rates are available for settings that choose to commission 11+ or 41+ hours over the academic year.

*Reduced rates for 41+ hours are only applicable for hours commissioned at the start of the academic year.

Working With Children 0-5

We are passionate about early intervention and prevention and can offer a wide range of services, including assessment, for children 0-5, their families and settings:

- Bespoke training for this age group for parents / carers and staff e.g. autism in the early years, getting ready for school, child development.
- Drop in sessions for parents / carers to discuss any issues relating to their child's development and well-being
- Drop in sessions for staff to support inclusion
- Support, consultation and problem-solving for staff using tried and tested techniques, such as Solution Circles
- Direct intervention and modelling to promote the development of language, play and positive relationships
- Parent workshops e.g. sleep, toileting, play, behaviour.

Assessment

Our team can offer a range of psychological assessments to support children with a range of needs:

Some examples of assessments include:

Specific Literacy Difficulties

- Gaining an understanding of the young person's phonologial abilities, word reading and spelling skills and cognitive abilities
- Assessing the young person's response to intervention and supporting adults to plan future interventions and review the young person's progress

Autistic Spectrum Conditions

- To inform multi-disciplinary assessments EPs can carry out observation, consultation and assessment activities with young people who present with social communication and interaction difficulties, considering the latest diagnostic criteria
- Supporting adults to make reasonable adaptions to support the young person's needs

Assessment Intervention Moving on (AIM)

- Supporting families and staff to gain a better understanding of age appropriate and potentially sexually harmful behaviour
- Carrying out assessments and planning interventions when concerns have been raised about potentially sexually harmful behaviour

Consultation

Wigan educational psychologists promote the use of consultation as an effective model for facilitating change. A consultation is:

- A method of listening to concerns and formulating a collaborative approach.
- A problem-solving approach based on psychological models and principles.
- An approach enabling the formulation of achievable plans.
- An approach looking for positive change in a situation.
- A way of exploring skills and strategies already available and building positively on these.
- An opportunity to discuss issues in depth.

Interventions

We offer a range of interventions and therapeutic approaches. Once desired outcomes are agreed, the Educational Psychologist will select the most appropriate approach for the child or young person.

Areas of need	Tools and approaches
Anxiety	Cognitive Behavioural Approaches
School Refusal	Narrative Therapy
Selective Mutism	Therapeutic Stories
Social, Emotional & Mental Health needs	Personal Construct Psychology
Self Harm	Solution Focused Brief Therapy
Cognition and Learning Needs	Motivational Interviewing
Social Phobia	Kids' Skills
Self Esteem Issues	Specialist Anxiety Approaches
Stress Management	Circle of Friends
Exam Anxiety	Peer Mentoring, Mediation & Listening
Social Communication & Interaction Needs	Parenting Programmes
Sexualised Behaviour	Modelling Interventions
Executive Skills Development	Drop-in Sessions
Developing Early Learning & Play Skills	Circle of Adults
Developing Resilience	

Staff and Whole-School Support

We can support schools with whole-school systems as well as with individuals and groups of children and young people. We offer the following approaches:

- Mediation
- Coaching
- Mentoring
- Managing Meetings
- Group Problem-Solving
- Policy Writing
- Soft Systems Analysis
- Critical Incident Support
- Research
- Evaluation

Psychologists can use approaches such as soft systems methodology (SSM) to aid school improvement. SSM can be used as a problem-analysis tool to provide an in-depth understanding of the variables contributing to an area of need in a school and an action plan to improve outcomes.

Training

Wigan educational psychologists can offer a wide range of bespoke training to your setting, tailored to your needs.

To maximise effectiveness, the following three-step training model is recommended for many of the training packages outlined below:

1. Initial training session
2. Time for implementation, reflection and modelling of approaches
3. Follow-up session which can include problem-solving, reflection and additional specialist content

Examples of the training sessions we deliver

Training to support children and young people's social, emotional and mental health

Emotionally Friendly Schools	• A flexible, whole school approach to improving children's mental health and wellbeing for primary schools. It includes the best proven methods, tools and support to help nurture happy, successful children by effectively identifying and responding to their broad emotional needs.
Attachment Theory	• Developing an understanding of attachment theory and how this can impact upon children and young people's ability to cope in school. • Sharing strategies to support the needs of these children and young people.
Promoting Positive Mental Health	• Raising awareness of mental health and the impact of early experiences. • Introducing nurturing interventions.
Key Working with Vulnerable Pupils	Training and follow up support for key workers to establish and build an effective working partnership with vulnerable pupils. This will be individually tailored to each case but will typically include: • Understanding and planning around behaviour. • Attachment training aimed at understanding the pupil's social and emotional needs and working on how to support these in a practical manner.
Pyramid Club Training	Training and follow up support for primary and secondary schools to: • Screen the social and emotional needs of a whole year group. • Set up and run pyramid groups, which research has shown help to foster self-esteem, resilience, optimism and mastery amongst vulnerable pupils, and to support the development of peer friendships. • Set up and run transition pyramid groups to support vulnerable pupils' transition between key stages two and three.
Cognitive Behavioural Approaches	• Introducing the underlying principles of cognitive behavioural approaches. • Giving examples of activities that children and young people can carry out to help them understand the links between their thoughts, feelings and actions.
Social Inclusion	• Highlighting key elements of social inclusion. • Understanding how to develop children and young people's social acceptance, contact with peers and relationships. • Raising awareness of practical evidence-based interventions.
Therapeutic Stories	• Understanding the theory around using therapeutic stories. • Developing awareness of published resources and learning how to begin writing your own therapeutic stories.
Anger Management	• Exploring psychological theories about anger. • Discussing strategies that can be used when working with children and young people when they become angry.

Behaviour Management	• Developing skills to analyse the behaviour of children and young people, including psychological theories e.g. functional analysis of behaviours. • Understanding proactive and reactive strategies to manage behaviours.
Self-Efficacy	• Understanding how children and young people can change their beliefs about their abilities, to improve academic performance. • Sharing practical strategies to boost self-efficacy.
Stress Management	• Developing an understanding of different techniques that can be used with staff, children and young people to manage stress.
Motivational Interviewing	• Understanding the cycle of motivational change. • Recognising why a young person might not yet feel that they want to, or are able to, change their behaviour. • Explaining techniques to boost self-efficacy and intrinsic motivation, enabling the young person to move round the cycle of change.
Loss, Bereavement and Unwanted Change	• Developing an understanding of typical responses to grief, loss and change. • Sharing practical approaches to enable staff to support children and young people experiencing loss or bereavement.
Circle of Friends	• Helping school staff to be able to set up a Circle of Friends to support a child or young person's social inclusion.
Introduction to Mindfulness	• Introducing a range of strategies to begin to develop mindfulness, including directly experiencing mindful practice. • Exploring ideas of how you could use mindfulness in your setting to support emotional wellbeing.
Supporting Behaviour for Children with Complex Learning Needs	This training is available for staff or for parents and foster carers: • Developing skills to analyse the behaviour of children with complex learning needs. • Understanding strategies to manage behaviours.

Training to support children and young people's cognition and learning

Co-operative Learning	• Developing an understanding of co-operative learning; an inclusive teaching intervention that can lead to positive gains in achievement, attitudes and social inclusion.
Executive Skills (with TESS)	• Explaining the theory underpinning executive function/skill development. • Introducing a questionnaire which can be used to informally explore the executive skills of an individual or group of children or young people. • Sharing practical classroom/school strategies to promote executive skills.
Maximising the Impact of Teaching Assistants	• Developing an understanding of the potential for TAs to boost children and young people's independence and learning. • Sharing practical approaches and strategies.
Mediated Learning to Develop Thinking Skills	• Developing an understanding of types of thinking skills. • Understanding and creating mediated learning experiences. • Discussing mediational techniques that can be used when supporting children and young people in the classroom to further develop thinking skills.
Practical Memory Strategies	• Raising awareness of key evidence-based memory strategies. • Developing the ability to deliver a series of practical teaching sessions to develop children and young people's memory.
Supporting Young People to Develop Exam Preparation Skills	• Understanding typical reactions to exam stress, and exploring when students' reactions to stress may need additional support. • Developing strategies for reducing the impact of stress, including developing students' organisational skills, time management and ability to manage anxiety.
Reciprocal Teaching	• Explaining the reciprocal teaching procedure and understanding the rationale for this teaching approach which aims to support children and young people's reading comprehension. • Developing skills to put this co-operative learning procedure into practice.
Precision Teaching	• Understanding precision teaching (also known as precision monitoring), including a step-by-step guide to using the approach. • Practical activities to practise using precision monitoring in the session. • Understanding how to use the graph and rate-finders in order to monitor progress and inform future teaching.
Developing Thinking Skills Through Play	• Developing understanding of child development theory. • Understanding how to promote development of thinking skills through play-based activities, using mediated learning experiences.
Child Development	• Providing an overview of developmental psychology. • Understanding how this can be used to promote positive outcomes for children and young people.
Key Skills for Early Years Children: Getting Ready for School (with TESS)	This training is available for staff or for parents and foster carers: • Sharing ideas to develop some of the key skills children will need to enjoy and achieve at school, including: communication, attention and play, early reading and writing and positive behaviour.

Training to support children and young people's communication and interaction

Autistic Spectrum Condition (ASC)	• Raising awareness of the strengths of children and young people on the Autistic Spectrum. • Raising awareness of the difficulties that children and young people on the Autistic Spectrum can experience. • Discussing strategies to support these children and young people in school.
Social Stories (ASC)	• Developing/refreshing understanding of Social Stories, including what they are, why Social Stories may help, when to use them, and how to write them.
Therapeutic LEGO-based groups	• Understanding the background of co-operative learning as a way of boosting social inclusion and social skill competence. • Exploring the use of therapeutic LEGO groups: what they are, why they are thought to be beneficial, experiencing having a go, and considering how to implement them.
Selective Mutism	• Understanding what selective mutism is, including understanding social anxiety. • Understanding how to create a supportive environment for a child who is experiencing selective mutism. • Developing strategies to support a child who is experiencing selective mutism.

hcpc registered

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