



## Educational Psychology

### Service Brochure 2022 – 2023

Our core purpose is to use psychology to problem-solve difficulties that arise in schools.

Our work is underpinned by principles of evidence-based, child-centred, and collaborative practice. We seek to capacity build within schools through work at the systemic level of practice, through supporting reflection and change to policy, practice and belief systems.

We continue to appreciate your ongoing feedback about our model of service delivery and the offers of support we can provide.

We would appreciate all those who can take the time to complete our service evaluation form – [link here](#).

## Contents

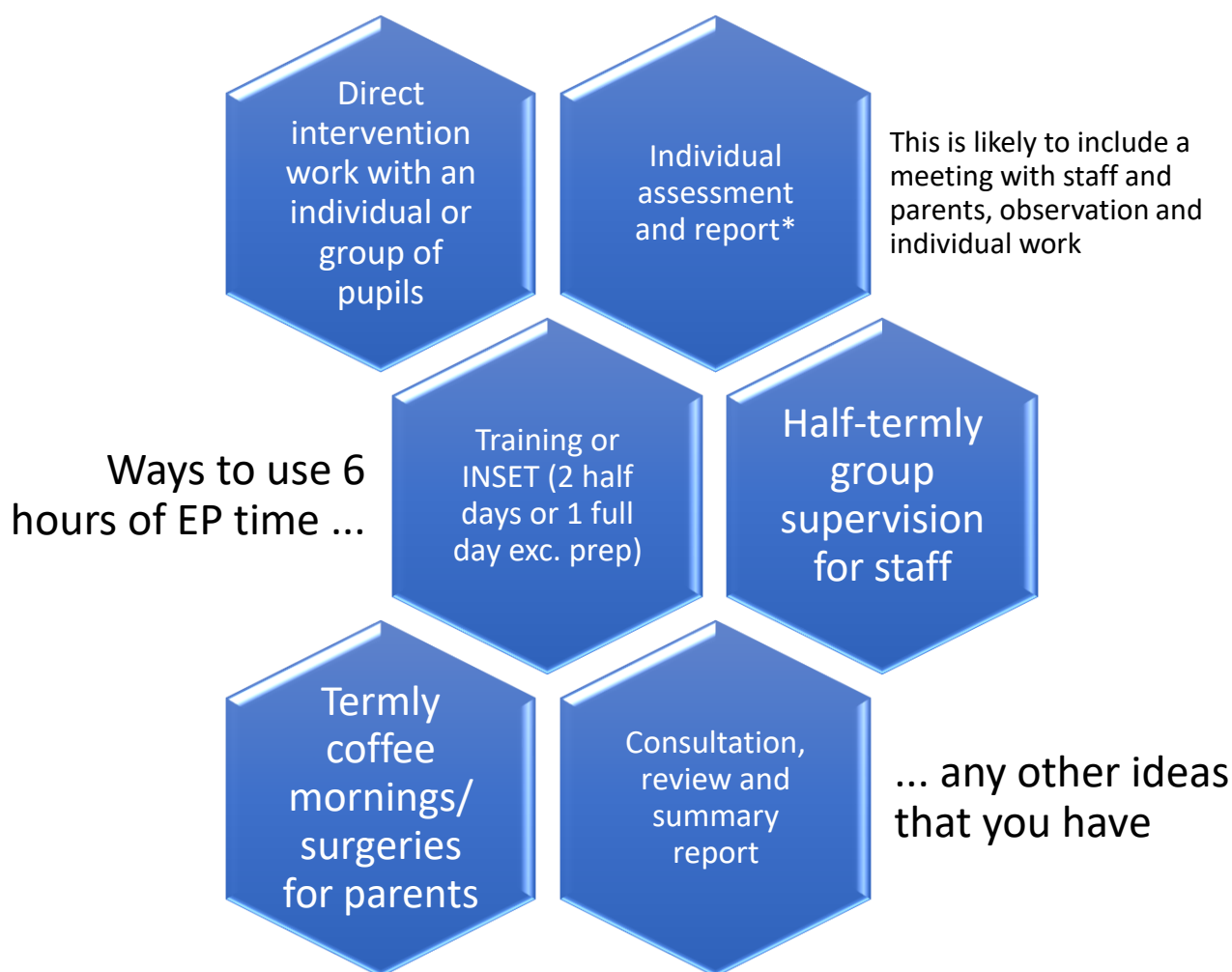
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## How to make the most of your Educational Psychology time

We encourage schools and EPs to work together collaboratively to consider how they can best use their hours, especially when it feels like there are many competing demands. The following are a guide as to how one day of EP time (6 hours) could be used.



\*time based on the complexity of the work commissioned and level of involvement required. In certain cases, more than 6 hours will be required.



## Early Intervention and Prevention

The evidence shows that intervening early is an effective way of reducing the extent of difficulty a problem may cause, and this is an important principle of our work. We can support schools to identify the needs of pupils as soon as possible, and to put in place support when it is first needed. Much of our work is with students who are at the SEN Support level, but we also recognise that we can do more, even earlier. This may include staff training, planning meetings as well as other pieces of work that we do in order to spread '*what works*'

Termly planning meetings delivered as part of the core offer to schools. These meetings are intended to be used by SENCOs to raise concerns early, and for EPs to provide support through consultation and advice to a much greater number of pupils.

INSET and other CPD for school staff (please see training menu for further information).

Centralised training for groups of school staff on a range of topics.

Training programmes including Emotional Literacy Support Assistant (ELSA), EarlyBird Plus, Maximising the Practice of Teaching Assistants (MPTA).



Ongoing staff supervision for those trained on the ELSA programme. Group supervision is also available for other groups of school staff and is a great way of supporting staff wellbeing at the same time as increasing reflective practice.

DSL supervision for safeguarding leads. Small group supervision groups are facilitated by the Education Safeguarding Manager and an EP.

Parent workshops delivered in school including Emotion Coaching and supporting literacy difficulties.

Community call-back service. This offer provides parents to have a one-off consultation with an EP on a concern of their choice. Call-backs can be requested [here](#).

Involvement with SENCO Clusters to provide additional support to the borough initiatives being developed through this forum.



## Consultation and Assessment

Consultation is a psychological approach used to jointly problem-solve and better understand concerns in relation to a child, young person, or situation, and is our primary model of service delivery. Consultation understands that there is a system around a pupil and that to make positive change the different parts of this system need to work together. Different ways in which we offer consultation are outlined below:

Assessment may be a separate activity to consultation, but many EPs view ongoing consultation as assessment in itself, because it is a way of better understanding the concern. The focus of EP assessment tends to be on information gathering and hypothesis formulation, rather than diagnosis and expert advice.

Individual pupil consultation would consist of meetings involving key staff and/or parents. It is usually advised that an initial consultation is followed by a review to understand what has been successful as well as readjusting the understanding of a problem, and the plan of support, in light of new information.

Consultation focused on a group of pupils for pupil groups or classes where there is a complicated dynamic that needs to be considered as such.

Individual assessment of pupils including cognitive, dynamic, achievement measures to gain information about the pupil and their strengths and needs to inform support.

Observations of pupils and groups is another tool of assessment frequently used by EPs.

Staff 'surgeries' in which school staff can sign up to short consultation meetings with an EP to discuss concerns of their choosing.

Parent 'surgeries' structured in the same way and facilitated by schools.



### Questions to think about before a consultation

1. What do you think the 'problem' is?
2. What have you tried?
3. What happened when you tried that?
4. What has been successful?
5. What would you like to happen?



## Intervention

Our psychological intervention work makes use of evidence-based approaches to improve outcomes for pupils. For individual pupils this is often in terms of their learning and social and emotional well-being, and for intervention with groups of staff the results are improved outcomes for a number of pupils. Consultation and assessment can in themselves also be an intervention, because of the way that they can provide a new understanding a pupil and a concern and therefore enable those in the system around to make changes which reduce the concern.

Individual and group intervention using psychological approaches including cognitive behavioural, motivational interviewing, solution focused (please refer to the Social, Emotional and Mental Health Work section of this document for a more information about the support we can offer in this area).

Pupil workshops delivered as one-off sessions, often with a follow-up session, focused on topics such as exam anxiety, coping with stress, or using programmes such as Circle of Friends.

Person-centred meetings based on the principles of planning in which the child or young person is central to the decision making. This type of planning often uses highly visual approaches to devise action plans including the PATH, MAPS approaches.

Supervision groups for school staff to provide a safe space to reflect on how staff are working with pupils to enhance their practice and to support staff well-being.



Project work designed in collaboration with individual schools to facilitate organisational and system level change (e.g., creating a whole school wellbeing project).

Research and evaluation is undertaken by our Trainee EPs with current research projects focusing nurture provision and interventions in schools. The service is also able to undertake research as commissioned by schools or other agencies including action research projects.

Critical incident support for schools and communities where there has been an event which could be potentially traumatic for an individual or group of individuals. We are in the process of providing schools with an updated Critical Incident handbook and will be offering training to accompany this.

Nurture intervention training for school staff followed by ongoing supervision and implementation support, including support to make use of the Boxall profile.



## Training Offer

The Educational Psychology Service can provide training and continued professional development (CPD) courses on a range of areas, for both teaching and support staff. At the current time training will be delivered virtually, either through pre-recorded presentations or interactive webinars, and whilst we will continue to offer this we hope to return to face-to-face training as soon as this becomes possible. Schools can use the hours they have already commissioned for the EPS for training or purchase additional time.

The list below provides a sample of the training EPs are skilled in delivering, but we are also happy to create bespoke packages in line with individual schools' needs and this can be arranged through discussion with your school EP. Similarly, all trainings can be adapted to suit your school.

**Precision Teaching** - this approach is for children who are making very slow, minimal or no progress and who struggle to recall basic facts or core skills for example number bonds or high frequency words.

**Reciprocal Reading** – this approach to supporting reading is suitable for children or young people who can decode but experience difficulties with understanding what they read.

**Executive Functioning and Metacognition** – training to introduce the different executive functions (inc. attention, working memory, flexibility) that underpin cognitive processing, and best practice in supporting pupils who have poorer executive functioning skills.

**Supporting Literacy difficulties** – training about best practice in terms of identifying and supporting literacy difficulties and exploring the concept of dyslexia.

**Social Stories and Comic Strip Conversations** – session covering two visual approaches to supporting children and young people with social communication difficulties.

**Emotion Coaching** – a universal approach to regulating the emotions of children and young people 'in the moment'. Using the framework will increase the ability of pupils to self-regulate.

**Managing Anxiety and Worry** – making use of cognitive behavioural approaches when working 1:1 or in small groups with children and young people struggling with worries (appropriate for children from Year 3 up).

**Loss and Bereavement** – training to introduce models of understanding grief and loss, and practical approaches to supporting pupils who have suffered a bereavement.



## Maximising the Impact of TAs

Would you like to upskill all of your TAs and LSAs?

Would you like your teachers to work more effectively with TAs?

Would your senior leadership team like to improve the impact of TAs in your school?

Maximising the Practice of TAs is a certified training course based on large-scale research undertaken at the Institute of Education.

This training will:

- ✓ Summarise the latest research and guidance on complementary roles of TAs and teachers
- ✓ Develop understanding of scaffolding as a framework for developing pupil independence
- ✓ Support TAs to reflect on their current practice and to develop specific scaffolding strategies
- ✓ Help teachers to use TAs to ensure quality assessment for learning

MAXIMISING  
THE PRACTICE OF  
TEACHING  
ASSISTANTS



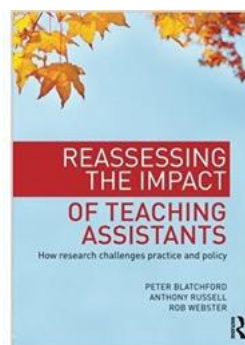
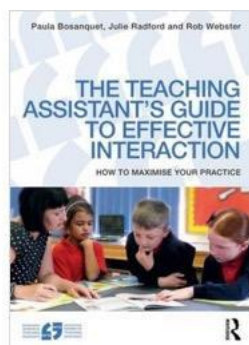
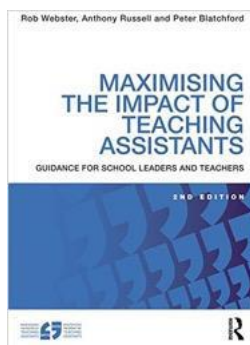
MAXIMISING  
THE IMPACT OF  
TEACHING  
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Training includes:

1 full day training for TAs & 1+ Senior leader(s)

1 INSET for teachers (2+ hours)

Training from a licensed MPTA trainer





## The Emotional Literacy Support Assistant (ELSA) Programme

The ELSA programme continues to run on an annual basis, and this year we are pleased to have started running an Early Years version. Please contact us if you wish to be on the list for our next cohort of training.

### Supervision for Trained ELSAs

An essential part of the ELSA initiative is the ongoing support of EPs to continue to build the competence and confidence of ELSAs. As part of our commitment to ensuring high quality practice, we continue to prioritise ELSA training and supervision within the Educational Psychology Service. On completion of training all ELSAs are offered half termly group supervision facilitated by an EP and are expected to attend in order to work as an ELSA and be included on the London Borough of Sutton ELSA Register.

### Supervision from September

Supervision includes either 5 x 2-hour sessions facilitated by an Educational Psychologist and attendance at the ELSA Summer Workshop in the latter part of the Summer term, or 6 x 2-hour sessions.

The purpose of ELSA supervision is to:

- Provide casework support through the application of psychological perspectives
- Support ELSAs in setting and reviewing appropriate targets through case studies and group discussion
- Enable additional training and discussion in areas of interest identified by ELSAs / Recap on previous training and new developments in key areas
- Facilitate distribution of information about useful resources
- Give access to peer support
- Facilitate shared problem-solving.



## Supervision for Designated Safeguarding Leads (DSLs)

After successfully piloting supervision for Designated Safeguarding Leads (DSLs) over the academic year 2020-2021, we are pleased to continue to offer this service to settings.

Small group supervision sessions are co-facilitated by a member of the EP service in partnership with Hayley Cameron (Education Safeguarding Manager). Sessions are run monthly at the start of the school day, via Teams, and participants are able to choose the day of the week which suits them best. DSLs therefore need release time to attend these sessions to provide stability and consistency across the groups.

The aim of these supervision sessions is:

- To provide a safe and reflective space where DSLs can share ideas with colleagues
- To reflect on practice including the challenges of this role and ways in which complex issues can be resolved
- To provide both professional and peer support.

Here's what some of our DSL's have said

*"Before each session I usually feel "oh I don't need to do this", however, at the end of each session I feel very different, I almost have a sense of relief"*

*"I do appreciate the offer and value the role of supervision for DSL effectiveness and in supporting my own well-being"*

*"Thank you for listening and the advice!"*

Please contact [ep.service@cognus.org.uk](mailto:ep.service@cognus.org.uk) to register your interest and to receive further information about

### KEY INFORMATION

#### How often?

One session per month during the academic year (a total of nine sessions over the year)

#### How long?

1 hour sessions

#### Group size?

Up to 8 DSLs

#### How much?

£350 per DSL for the academic year\* (we are exploring the option of a reduced price for settings who send more than one member of staff)

#### Where?

Online via Teams



## Nurturing Training

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Cognus Educational Psychology Service will be running a training session on the topic of nurturing interventions.

### Aims of the session:

- To identify different types of nurturing interventions and how they are structured.
- To discuss the key steps involved in planning a nurturing intervention.
- To explore different activities that could be undertaken during a nurturing intervention.
- To explore assessment and review process.

### Who is this for?

- Staff who will planning and running a nurturing intervention (TAs, teachers or SLT).
- ELSAs who need additional CPD to use nurture principles as part of a longer-term intervention.
- SENCOs or members of SLT who are planning to create a nurturing intervention.

### Key information:

- This session will be split into two sessions - with the morning to be attended by the practitioner who will lead planning and delivery of the intervention and their line manager. The afternoon will only be for practitioners.
- It is imperative that members of staff who will be holding the practitioner role already have knowledge and experience of emotional literacy/ SEMH support and intervention work.
- A half-day implementation session will also be included, and it is anticipated that delegates have begun to set up their intervention before this second session.

### When are where?

**Tuesday 15th March 2022** from 9:30 – 15:00 (line managers until approximately 12:00) followed by the implementation session on **Thursday 28th April 2022** from 13:00 – 15:00.

**Cost:** £130 per practitioner (inclusive of line manager attendance).

To express interest in a place, please complete the [online form](#).



# Literacy and dyslexia training 2021-2022



## HOW MUCH AND WHERE?

All training sessions are being offered free of charge.

Please note that all sessions will run from 12:30 – 15:00, venue: Cognus Offices, Cantium House, Wallington unless otherwise specified

## PRIMARY TRAINING

### Primary SENCO

Literacy difficulties, dyslexia and key ideas from the research – Wednesday 17<sup>th</sup> November

Assessment and intervention for retention of reading skills - Tuesday 18<sup>th</sup> January

Assessment and intervention for retention of spelling skills – Thursday 24<sup>th</sup> February

Assessment and intervention for reading comprehension - Wednesday 11<sup>th</sup> May

### Primary TA

Literacy development and reading skills\* - Thursday 10<sup>th</sup> February **12:30-14:30 (PLEASE NOTE RESCHEDULED DATE)**

Reading assessment and intervention cont. - Tuesday 22<sup>nd</sup> February

Spelling assessment and intervention - Tuesday 8<sup>th</sup> March

Reading comprehension intervention - Wednesday 25<sup>th</sup> May

Writing skills: intervention and classroom support – Tuesday 7<sup>th</sup> June

### Primary teacher

Literacy difficulties, dyslexia and key ideas from the research - Wednesday 24<sup>th</sup> November

Reading and spelling – teaching for retention - Thursday 10<sup>th</sup> February **15:00-17:00 (PLEASE NOTE RESCHEDULED DATE)**

Supporting writing through use of metacognitive approaches – Monday 14<sup>th</sup> March **(PLEASE NOTE NEW DATE)**

Supporting writing through visual scaffolds - Wednesday 20<sup>th</sup> April

Reading comprehension: intervention and classroom practice - Tuesday 10<sup>th</sup> May

Using whole word approaches for teaching reading and spelling – Thursday 9<sup>th</sup> June

## SECONDARY TRAINING

### Secondary SENCO/ literacy lead

Literacy difficulties, dyslexia and key ideas from the research - Tuesday 30<sup>th</sup> November

Introduction to intervention: reading and spelling – Thursday 20<sup>th</sup> January **(PLEASE NOTE NEW DATE)**

Introduction to intervention: reading comprehension - Thursday 21<sup>st</sup> April

**Secondary TA** (please note that secondary staff can attend primary TA sessions)



## Social, Emotional and Mental Health Work

The Educational Psychology Service can provide therapeutic intervention and support for children and young people with social, emotional, and mental health needs as well as support for the well-being of school staff. This support can come in the form of direct work with the child or young person, indirect work in the form of supporting members of staff or through utilising a whole school systems approach.

Each piece of work should be commissioned through consultation with your school EP to identify the most appropriate approach and to identify the length of involvement that is likely to be required. The list below provides several examples of the therapeutic intervention's EPs are skilled in delivering, but please visit our website or contact your school EP for further information.

**Cognitive Behavioural Approaches** – a problem-solving, goal-orientated intervention which aims to change patterns of thoughts, feelings and/or behaviours to alleviate emotional difficulties. This approach has a strong evidence-base for [reducing anxiety, low mood](#) and related difficulties and can be delivered individually or to small groups of students.

**Play Based Therapy** – approaches that make use of play to support children and young people in communicating and problem-solving thoughts and emotions.

**Motivational Interviewing** – an approach which aims to elicit behaviour change.

**Narrative approaches** – using creative means and an individual's strengths to support them to identify positive steps forward including Beads of Life, therapeutic story writing, Tree of Life.

**Person Centred planning** – MAPS and PATH meetings use large-scale visual representation to facilitate forward-planning for a young person, supported by people who are important to them.

### Group interventions:

- ☆ FRIENDS Resilience programme
- ☆ Mindfulness groups
- ☆ Cool Connections - a problem-solving, goal-orientated intervention
- ☆ Circle of Friends – an intervention to provide social support
- ☆ Lego Therapy - small group work to improve social skills and communication
- ☆ Multi-family groups based on systemic family therapy

### Staff Support

- ☆ Solution Circles - a solution-focused group problem-solving model for staff
- ☆ Work Discussion Groups - opportunities for staff to discuss their experiences, and explore behaviours shown by children
- ☆ Video feedback – to enhance communication within relationships by reflecting on video clips



## Frequently Asked Questions related to SEMH work

- What is the difference between 'therapy; and 'therapeutic involvement'?

Therapeutic intervention can be defined as: *Provision that draws on therapeutic theory and evidence as a means to support social, emotional and mental health needs. It is not 'therapy', although the same psychological principles underpin this work, and some of the approaches used may be similar.* Therapy would seek to address higher severity needs, and potentially comprise of a longer term and more specialised support.

- How long will the sessions run for?

The length of EP involvement will depend on the complexity of the issue referred for support, the age and developmental level of the pupil, as well as the type of intervention used.

Some manualised programmes run for a set time e.g. Friends for Life is 5 direct sessions, whereas other interventions tend to be more flexible. Between 6 and 12 sessions (usually weekly) is a common model of delivery for many approaches, with an additional session before and after to meet with key adults. Shorter 'brief' interventions may also be sought and in certain situations may be more appropriate.

Staff supervision tends to be delivered on a less regular basis, commonly once monthly/half-termly for the course of a year.

- Will the child/young person receive a report after EP involvement?

Following direct therapeutic work with a young person a typical EP report would not usually be written. A record of involvement will be provided by the EP and will include some information about the work. This may include the focus of the work and any ongoing targets. Expectations about any paperwork are useful to set at the start of an intervention although may be subject to change. It is also common for an EP to write to the pupil. This could be before the intervention begins, or at the end of the intervention with a summary of the work they have done.

- How much does this support cost?

The cost of EP involvement for therapeutic work will be commissioned and priced on an individual basis but schools are able to use time from the hours they buy as part of their EP package. It may be that a different EP to the one allocated your school undertakes the piece of work.

- How do can I refer a child/young person?

We request that parent/carers, as well as the pupil, is in agreement with the referral being made, and are aware of the nature of support that is being sought. We request that the parent/carer, in conjunction with the school, complete our usual referral form, and the pupil completes a version of our young person's consent form.



## Price List

Ref	Title	Description	Unit	Unit Price
EDPSY1	Ed Psych ELSA	ELSA Training – 6-day initial training programme. The package includes one year’s supervision on completion of training and course materials (minimum numbers required.)	Per delegate	£595
EDPSY2	Ed Psych ELSA Supervision	ELSA supervision after the first year. 6 x 2-hour sessions over a year.	Per delegate	£157.50
EDPSY3	Individual Support and Therapeutic Intervention	<p>We are able to offer sessions utilising frameworks such as solution focused behaviour therapy and cognitive behaviour approaches to support children and young. Please see attached educational psychology brochure for further details.</p> <p>*Requests for intervention work should initially be discussed with school EP who will be able to provide further clarity regarding duration of input and appropriateness of intervention.</p>	Per piece of work	<p>Intervention of 8-10 sessions £600</p> <p>‘Brief’ intervention of 4-5 sessions £350.</p>
EDPSY4	Ed Psych Consultancy/ CPD	<p>Educational Psychologist support*:</p> <p>A) 18 hours per annum (1 day a term)            B) 36 hours per annum (2 days a term)            C) 72 hours per annum (approx. 1 day a month)            D) 144 hours per annum (approx. 1/2 day a week)</p> <p>* These are suggestions for packages, and bespoke packages are available on request.</p>	Per hour	<p>A) £94.50            B) £89.25            C) £84.00            D) £78.75</p>

