**School request for Educational Psychology involvement 2024-2025**

When complete please return to your school Educational Psychologist

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| **School:** |  | | |
| **Contact:** | **Name:** |  | **Phone:** |
| **Role:** |  | **E-mail:** |

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| **Child/young person name:** | | | | | **UPN:** | **Male** |  |
| **Female** |  |
| **Other** |  |
| **Home address:** | | | | | | | |
| **Date of Birth:** | **NC Year:** | | | **Class teacher:** | | | |
| **Is the child ‘Looked After’?** | No |  | **Funding LA:** | | | | |
| Yes |  |
| **Child/young person’s first language**: | | | **Other languages spoken at home**:  Is an interpreter needed for parent/carers? | | | | |
| **Race/ethnicity of child/young person**: | | | **Is the family known to Children’s Services**? | | | | |
| **Parent/carers name:** | | | **Relationship to child:** | | | | |
| **Diagnoses:** | | | **Main presenting need:** | | | | |
| **Address: *If different from above*:** | | | | | | | |
| **E-mail address**: | | | **Mobile:** | | | | |

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| **What would you like to be different following EP involvement?** (Parent/carer completion) |
| Signed (parental consent)[[1]](#footnote-2):  Signed (child/young person)[[2]](#footnote-3): |

**Agreement to share information**

The Educational Psychology Service aims to work collaboratively with our partners to provide the best support we can for our children/young people with SEND. This often involves sharing information with other services. Please indicate here any other services who are involved in supporting the child/young person or family.

Please tick this box to confirm that the parent/carer with parental responsibility agrees that the EPS can liaise with other local services

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Where the EPS has an immediate serious concern about a child’s welfare, they may share information without consent. This will only be done when seeking consent would put a person at increased risk of harm, prejudice the prevention, detection or prosecution of a serious crime or lead to an unjustifiable delay in making enquiries.

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| **Education background**(please provide details of other educational settings attended, additional support and/or involvement of external professionals - completion by school staff) |
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| **Hopes for EP involvement** (please indicate what you would like to see/what you would like to be different following EP involvement- completion by school staff) |
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| **Assessment data** (please use this section to record the results of any recent assessment completed by school staff or external agencies - completion by school staff): | | | | |
| Area assessed  (e.g. reading, non-verbal reasoning, emotional well-being) | Date administered | Chronological  age  (yr: mm) | Name of assessment/tool used | Score  [Standard, percentile  or age equivalent score] |
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(please add rows if required)

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| **Area/s of concern** - completion by school staff  Please use this section to:   * provide a brief outline of current concerns * strategies/approaches that have been put in place and the outcome of review * see the Appendix for information about our model of service delivery |
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# Appendix

For information about Educational Psychology Service model please see Service Brochure 2023-2024. Key points include:

* The Educational Psychology Service works following the principles of early intervention and prevention, and as such consultation is our primary model of service delivery.
* Consultation is a psychological approach used to jointly problem-solve and better understand concerns in relation to a child, young person or situation. Consultation understands that there is a system around a pupil and that in order to make positive change the different parts of this system need to work together.
* 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 Educational Psychology assessment tends to be on information gathering and hypothesis formulation, rather than diagnosis and expert advice.
* We encourage settings to reflect on the wider needs of their school population in order to utilise Educational Psychology support in a whole-school and systemic way, alongside requests for individual pupil work.
* To ensure informed consent from parents/carers please ensure that they have been provided with a copy of the parental information sheet.

**Data Protection**

Cognus is committed to ensuring the security of all data. Cognus has also engaged an external Data Protection Officer, ensuring the highest standards of scrutiny and challenge to our data processing. The external Data Protection officer is provided by IT Governance, an experienced provider of data security services within the public sector. Please see our website for updated information: [Data Protection & GDPR – Cognus](https://www.cognus.org.uk/about-us/key-policies/gdpr/) and our [Data Protection Policy here](https://www.cognus.org.uk/wp-content/uploads/2018/05/GDPR_DOC_1.0.pdf).

**Privacy Statement**

We are registered with the Information Commissioner’s Office are committed to compliance with the GDPR.

Please see [this webpage](https://www.cognus.org.uk/about-us/key-policies/gdpr/) for a full version of Cognus’s Privacy Statement and the [Article 13 Privacy Notice](https://www.cognus.org.uk/wp-content/uploads/2021/06/Updated-Privacy-Statement-v2.pdf).

1. Parents/carers must be provided with information about the service and the model of delivery before being asked to sign consent. A request for involvement must only be made where there is informed consent. [↑](#footnote-ref-2)
2. It is requested that child/young person is made aware of this request for involvement and if appropriate has given their consent. Pupil-friendly information about the service can be found on the Cognus website. [↑](#footnote-ref-3)