

Services for Children and Young People in Buckinghamshire



Educational Psychology Service


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Why change?

- To support Every Child Matters agenda
 - Vulnerable children, young people and families most at risk educationally
 - Local delivery – early intervention and prevention, children’s centres
 - Widen access beyond school focus
 - Increase capacity to work preventatively and therapeutically with those children and young people most at risk
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Vision and principles

- Application of Psychology to promote best outcomes for children and young people aged 0–19 years
 - Equality of access
 - Vulnerable children and young people a priority
 - Independent and impartial, based on psychological knowledge and research
 - Partnership – with parents/carers, children and young people, education professionals and officers, other services and agencies
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Psychology

- Biological bases of behaviour and development
 - Individual differences
 - Learning and cognition
 - Language and communication
 - Emotional and social development; risk and resilience
 - Sensory development and perception
 - Systems and organisational factors
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Equality of Access

- Parents/carers
 - Children and young people
 - Schools and educational settings
 - Other services and agencies, e.g. Children's Centres, Children's Homes
 - Diversity and vulnerability, e.g. unaccompanied minor refugees/asylum seekers, young carers, children at risk, children in need
 - Clear and transparent priorities (see pack)
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Independent and Impartial

- Focus on welfare and development of children and young people
 - Psychological knowledge and skills
 - Evidence-based practice
 - Quality
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Partnership

- Children and young people
 - Parents and carers
 - Other professionals, e.g. paediatricians, social workers, mental health professionals
 - Voluntary organisations, e.g. Child Bereavement Charity, Barnardo's, National Autistic Society
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Changes

- Service delivery organised by Local Delivery Areas (LDA)
 - Senior EP nominated for each LDA and attends Early Intervention and Prevention Panel (EIPP), manages EPs in LDA
 - EP resources allocated by LDA; formula indicators include, child population for LDA, 0 – 4 year olds, Index of Multiple Deprivation (IMD), statements
 - Service delivery organised by school liaison groups
 - Senior EP responsible for management of EPs according to geographical areas
 - EP time allocation to schools based on minimum guaranteed sessions per year; formula indicators include; phase/type of school, school population, ACORN data, statements
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Changes

- No formal typed report required for requests for assessment under Education Act 1996
 - Requests for assessment may have no prior EP involvement in certain cases, e.g. sensory, physical impairment
 - Drop-in sessions for secondary, special schools and children's centres
 - Typed report with EP views to accompany submission (C20) for assessment under Education Act 1996
 - All requests have evidence of EP involvement
 - No drop-in sessions provided
 - No service to children's centres
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Changes

- Referral from a range of sources; EIPP, social care/health professionals, parents/carers, young people
 - Simplified pre-populated referral form provided by EPS following planning consultation
 - Clear and transparent priorities for EP involvement in LDA, moderation process for requests (see pack)
 - Referral via school SENCo
 - Pre-populated referral form provided by EPS after planning consultation
 - EPs negotiate work priority on a school by school basis
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Changes

- Planning consultations spread through term in priority order (see guidance)
 - Schools have no other allocated 'time' or visits
 - Work undertaken usually link EP for school but could be another EP in the LDA with specialist interest
 - EPS LDA moderation meeting to consider requests for involvement where priority unclear or which EP is in the best position to undertake work, training requests etc
 - EPs attend planning meetings in schools only and agree work and dates for the term
 - School visits arranged according to minimum guaranteed sessions (formula based)
 - Work undertaken by school link EP
 - No way to monitor or moderate EP workload. Allocation of unplanned work by a county wide rota system
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No changes

- Named, link EP for schools, special schools
 - Work with early years children identified with complex SEN
 - Planning consultation to agree appropriateness of referral and nature of EP work
 - Signed, informed consent from those with parental responsibility prior to involvement
 - Consultation framework for service delivery; working with the person most concerned
 - Contribution to assessment under Education Act 1996
 - SEN CPD courses run collaboratively with other services
 - Research and project work
 - Contribution to LA panels and policy development
 - Ongoing professional development
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New developments

- Therapeutic work with individuals and small groups
 - Specialist work according to EP expertise and interests; special schools and additional resource provisions
 - Registration with Health Professions Council (from July 1, 2009) for all applied psychologists
 - Open access to referral
 - Updated website with area for parents and young people
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Therapeutic work

- Access to therapeutic programmes, e.g. nurture groups, SPARKS programme
 - Multi-disciplinary consultation meetings
 - Specific interventions with individuals or small groups related to: e.g. school avoidance, bereavement, counselling; solution focused, cognitive behaviour, family therapies
 - Evidence-base and NICE guidelines applied in deciding which approach offers best outcomes for children
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Specialist work

- Assessment and advice relating to children with complex needs, e.g. ASD, hearing impairment, physical difficulties, language difficulties, emotional/social development
 - Support work for children and young people with multiple and complex needs, e.g. staff supervision, training, liaison with other agencies
 - Complex casework for children and young people who have active social care involvement
 - Specialist EP linked to specialist provision
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Drop-in sessions

- Secondary and special schools-schools led session
 - Up to 2 per term
 - 1.5 hours duration
 - Planned, problem solving, consultation session for staff, parents or others in the school community
 - Individual case consultation
 - Class, group consultation
 - Specific issues, e.g. bullying, behaviour management, supervision for learning mentors
 - SEN processes
 - Workshops
 - Follow –up session
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Website


- Contact details and link EP list
- EPS priorities guidance
- Referral guidance
- EP specialisms guidance
- Therapeutic approaches available
- Drop-in session guidance
- Information for parents, young people
- Advice and information about a range of SEN
- Links to useful websites

www.buckscc.gov.uk/schools/eps






Activity

- Read the following case vignettes
 - Consider the EPS priority information
 - Discuss with your neighbours
 - Decide if this is a case that;
 - meets
 - might meet
 - does not meet EPS priorities.
 - If not, then what else could be done?
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Case 1

- In December, a year 2 child moved into the area from an Inner London Borough. He is attending your school.
 - He is at least 9 months behind his peers for reading and spelling
 - His behaviour in the playground is a concern – he does not seem to have made many friends and uses inappropriate language and is verbally aggressive when he does not get his own way.
 - In class, he is very fidgety, has poor concentration and rarely completes tasks
 - Records from his previous school do not indicate any involvement with external agencies
 - It is now May and you are concerned about access to Key Stage 2 curriculum in September
 - You are also concerned about poor attendance (< 90%)
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Case 2

- A year 7 pupil with a long history of behavioural difficulties through primary school, persistently disruptive in class, aggressive behaviour towards peers out of class, verbally abusive to staff, rarely completes homework
 - A CAF was undertaken in Year 6 and a TAC convened
 - TAC now disbanded
 - He has outreach support from PRU
 - Literacy skills are significantly below expectation for his age and Cognition and Learning team monitored progress in primary school
 - He has a number of fixed-term exclusions and is at risk of permanent exclusion from school following an incident involving older pupils at the school
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Case 3

- Reception child with significant language delay
 - Speech and Language therapist involved
 - Early years inclusion consultant has been aware and monitoring progress
 - Indications that early literacy skills are developing very slowly. Cognition and Learning team have done initial assessment
 - School wishes to request assessment under Education Act 1996
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