

## Application Form

### Educational Psychology Service

#### APPLICATIONS

**Buckinghamshire Maintained Schools, Free Schools and Academies:**

Should be made by 27th May 2011 on the My School area of the Schools Web for the Academic Year. After 27th May 2011 please complete the application form.

**Independent Schools and Out of County Schools:**

Should be made by completing an application form

**Contact Details:**

Email: [eps@buckscc.gov.uk](mailto:eps@buckscc.gov.uk)  
Telephone: 01296 383219  
Fax: 01296 382818  
Web: [www.buckscc.gov.uk/schools/eps](http://www.buckscc.gov.uk/schools/eps)

**School Name:**

**Head Teacher's Signature:**

**Print Name:**

**Telephone Number:**

**DfE Number:**

**Support Options :**

**Cost:**

**Please send completed application form to:**

Educational Psychology Service  
Ground Floor  
County Hall  
Aylesbury  
Bucks  
HP20 1UZ

**EPS Standard Terms and Conditions apply.**



## EDUCATIONAL PSYCHOLOGY SERVICE

**Traded Services for All Schools**

**Academic Year 2011-2012**

### EDUCATIONAL PSYCHOLOGY SERVICE

The Educational Psychology Service will continue with our core work and high priority work at no charge to the school. A list of criteria for the core and high priority cases can be found on the EPS website.



## Support Options 2011/12

Support Option & Frequency	Bucks Maintained Schools and Academies	All Other Schools
<b>EPS 1</b> - total 3 days - 1 day per term	£1,355	£1,626
<b>EPS 2</b> - total 6 days - 1 day per half term	£2,658	£3,190
<b>EPS 3</b> - total 19 days - 1 day per fortnight	£8,256	£9,907
<b>EPS 4</b> - total 38 days - 1 day per week	£16,188	£19,425
<b>Buy as Use</b> - 1 day	£537	£645

**Buy as Use:** The Service may be “Bought as Use” when required, but this will be determined by capacity and cannot be guaranteed. Schools are strongly advised not to rely on this availability and to plan ahead for anticipated EPS support at a lower cost.

A day consists of 6 hours.  
This will include all work required by the school.  
The member of staff allocated may not be the school’s link EP.

Additional EPS time can be used for a range of work including assessment, promoting psychological well-being, inclusion and raising standards across the full range of age and abilities. Examples include:

**Individual level:**

- Psychological assessment and interventions (including therapeutic interventions)
- Psychological advice focused on narrowing gaps in attainment and improving academic progress
- Psychological interventions with family of child/young person
- Contribute towards multi-agency meetings about child/young person

**Group/class level:**

- Psychological interventions to develop particular skills e.g. study skills, thinking skills, exam stress
- Psychological interventions focused on narrowing the gap and improving academic progress
- Support to small groups of staff in managing a particular issue e.g. challenging behaviour and disaffection
- Professional supervision to school staff

**Strategic, systems and organisational level:**

- Support development of whole school strategies and systems
- Continuing Professional Development for staff on school-determined topics with a psychological basis
- Project development and research work e.g. evaluating interventions, investigation of particular groups

**In addition, specific activities may be purchased as discrete pieces of work. Examples include:**

- CPD/Training
- Supervision (Head Teachers; Teachers; Support Staff)
- Policy Development
- Specific Psychology Assistant Activities (e.g. “Social Skills 4 Life”; support for exam prep.)

**Features:**

- This service enables schools, other settings and agencies to purchase EPS Services as required.
- The level of service can be agreed in advance or purchased as required.
- EP professional staff include Educational Psychologists, Trainee Educational Psychologists and Psychology Assistants.
- The type of service agreed may be focused outside of current EPS core work and/or highest priority groups.
- Specific and discrete pieces of work may also be purchased as required (e.g. CPD/training; Psychology Assistant interventions; clinical/professional supervision).

**Benefits:**

- Schools can *plan* for anticipated demand for Service.
- Professionals from the EPS to be available for a greater *variety* of work that can better match the particular needs of the school. For example, this may include work in addition to higher priority groups/core work.
- The opportunity to work with the EPS at a number of *levels* including strategic and group level.
- EPS work able to focus on raising the achievement of *all* pupils.
- The nature of the work to be carried out would be able to be *negotiated* between the school and the EP.
- Increased *availability* of Educational Psychologist and other EPS professionals.
- More *flexible* response to school’s particular needs.
- The opportunity for schools to develop a *closer* relationship with EPS professionals.
- Schools able to develop an increased understanding of broader *range* of EP work.
- Increased opportunities for *therapeutic* work.
- More *efficient* use of time.
- Schools able to request *specific* CPD support.
- Schools are able to request specific Psychology Assistant support