

Services for schools

Educational psychology service



2022/23

More detailed information

The Educational Psychology service helps schools, early year's providers, colleges and parents/carers to meet the needs of children with additional needs.

We specialise in difficulties children may experience between early childhood and early adulthood, including developmental difficulties, learning difficulties, emotional and behavioural problems, physical disabilities, speech and language delay and vision and hearing problems. We assess children's needs by meeting with parents, school staff and children or young people themselves.

We give advice to school and parents about strategies that can be used to help a child reach good outcomes. We also deliver interventions ourselves and work with individual children, groups and at the whole school level, for example, by giving training, or supervision to staff who work with children with additional needs.

We give advice to the local authority about the needs of children with significant additional needs and advise parents and the LA about the educational facilities and resources that a child might need to achieve good outcomes. We also provide support to schools when they have experienced a critical incident, such as bereavement within the school or local community.

Every LA school has an allocated educational psychologist who visits regularly. They can be contacted on 020 8825 5050. Special needs coordinators in each school liaise closely with their link educational psychologist. Referrals for school aged children are received via the special needs coordinator.

Some examples of possible Educational Psychology Services:

1. More in depth assessment of individual children – gathering information to understand the cause of a child's emotional difficulties, exploring attachment and other hypotheses – through observation, individual work over time with a child, meetings with parents and teachers, non-teaching staff
2. Assessment of group dynamics in individual classes – observing and assessing the dynamics between a group of children with emotional difficulties, and offering strategies to meet the needs of this group of children, as well as the whole class
3. Support for schools on delayed literacy and dyslexia skills

4. Therapeutic input for individual children – using CBT or solution focussed brief therapy type interventions designed for younger children
5. Social skills interventions – for identified groups of children
6. Group work for children identified as possibly at risk of anxiety and depression.
7. Direct training for support staff via Emotional Literacy Support Assistants (ELSA) programme.
8. Delivering on the DfE initiative Wellbeing for Education Return to support children in schools following COVID restrictions
9. Delivering training to the staff group on attachment and its impact on learning outcomes – how to help children with attachment difficulties engage in the learning process
10. Drop in surgeries for staff who are facing difficulties with individual or groups of children in their classrooms
11. Supervision of individual members of staff who are struggling with individual or groups of children
12. Supervision/support to school leadership teams