

SEPTEMBER 2023 - JULY 2024

SCHOOL: _____



www.ealing.gov.uk

Educational Psychology Service
Carmelita House
1st Floor
21-22 The Mall
Ealing
London
W5 2PJ
Tel: 020 8825 5050
Fax: 020 8825 5656

EALING EDUCATIONAL PSYCHOLOGY SERVICE

“using psychology to make positive change”

Mission Statement

We recognise that Ealing is a diverse, multi - cultural London borough. Within this context, our aim is to apply psychology to support change, promote equality, positive outcomes and enhance the learning, emotional and social well-being of all children and young people within the context of their cultures, communities, families, and educational settings.

Our core values and guiding principles are:

- We believe in valuing diversity and recognising the strengths, talents and needs of every individual and all communities, accepting and respecting all, as they are, without judgement
- We work collaboratively and creatively in partnership with all those involved in the Child and Young Person's (CYP) life
- We are open, honest, and non-judgmental in our communications
- We use our knowledge of what works (theory and research) in the context of cultural and individual difference to facilitate change (evidence-based practice)
- We apply psychology to promote equal access, fair treatment, and appropriate provision for the whole community
- We are committed to challenging institutional discrimination and removing barriers faced by vulnerable groups in our communities



SERVICE LEVEL STATEMENT

Parties involved:

..... (link Educational Psychologist for the school)

and

..... (Headteacher or delegated named person)

Key purpose of the Service's involvement:

- To offer psychological advice to schools regarding pupils at all stages of the Code of Practice (CoP).
- To provide individual assessment and intervention strategies to pupils at the SEN Support stage and to support the school in enhancing their learning and social and emotional development.
- To review the progress of pupils with Special Educational Needs and Disability, including those with Education Health Care Plans
- To offer shared understanding and joint problem solving for pupils with additional needs.
- To offer training to adults working directly with children.
- To offer and advise on whole school policy and interventions.
- To contribute to the multi professional assessment of children with special educational needs.

Services provided by the Educational Psychologist to your school (see Appendix 1 for examples of the work we do and our menu)

- Consultation and joint problem solving with parents/carers, teachers, staff and others
- Attendance at SENplan meetings one per term.
- Assessments and reviews of children
- Advice on achieving good outcomes at the individual, group and whole school level.
- Delivery of direct interventions at the individual, group or whole school level
- Evaluating interventions
- Providing written records of involvement on children we work with
- Advising on and providing INSET
- Assisting the LA and school in fulfilling their duties to children with special educational needs as identified under the Education Act, e.g. contributing to Annual Reviews, updating assessments, providing a written record of involvement and/or attendance to Annual Review meetings.

Activities to be undertaken by the school to enable the Educational Psychologist to provide an appropriate service:

- Provide an agenda prior to SENplan meetings and provide minutes following the meeting
- In compliance with GDPR, signed parental or carer consent needed (this may be obtained at the point at which the child is placed on the SEN register)

Commented [GA1]: Consent needed



- When it is agreed that the EP will see the child the school should obtain signed parental or carer consent using the EPS referral form. EPs are unable to discuss, or to see a child, without formal written consent
- Negotiate a clear brief and clear outcome for each piece of work you want the EP to be involved in
- Provide the EP, if possible, prior to the visit, with records of observations and interventions that have been implemented by the school, along with any relevant professional reports (with parental consent)
- Provide a suitable, well-ventilated room where the EP can work alone with the CYP concerned without interruption
- Organise joint school parents/carers meetings, where possible
- Provide a suitable room where the EP can meet with pupils, parent/carers and school staff without interruption
- Where a joint meeting is not possible, school to provide adequate time to meet with a member of staff familiar with the CYP concerned
- Provide an appropriate contact person within the school to facilitate the agreed activities
- Provide time and an appropriate space to meet with the parent/carers

Activities to be undertaken by the Educational Psychologist following a visit:

- Provide verbal feedback to the school on the outcome of an assessment
- Provide a 'School Visit Summary Form', that summarises work undertaken, and time spent in school, as well as any time spent writing reports; this will be done on at least a half termly basis
- Provide a written record within 6 weeks from the last involvement with the child to include meetings with parents/carers
- Provide a consultation record.

Time allocated and the Annual Financial Contribution (AFC – previously known as the Levy).

- Time is allocated to each school based on the AFC level paid by the school. The AFC is an annual contribution **subsidised by the Local Authority that all Ealing Schools have agreed to pay, to meet the needs of pupils at SEN support.**
- The AFC is based on a number of indices, which include the following number of pupils on roll, number of free school meals, the percentage number of pupils with EHC plans and pupil premium.
- Invoicing for the AFC will be made in April or May of each financial year by Service for Schools. AFC covers the financial year to April 23 and may be increased slightly for 23-24.
- Based on the AFC payment of £..... the time allocated to your school per is term is:-....hours, (...days).
- A day funded by the AFC equates to 7 hours.



- This includes follow up work: Providing a written record of involvement (such as report writing), telephone calls, liaison with professionals. Travel time will **not** be included. Schools should be aware that this follow up work can be very time consuming in some cases.
- This will include any work undertaken in relation to pupils on the roll of the school to include work with those children who may have been recently excluded from the school up to and including a period of 6 months.

Protocols

- The link EP will contact the school to arrange dates for visits each term. If the school does not use the days offered, they cannot be added to the following term unless this had been negotiated in advance with the EP. Every effort will be made to accommodate a request to carry forward time but this may not always be possible. Where an EP has been asked to deliver more than the basic time in a term, this time should either be paid for or be taken from the allocation for the following term. The EP will discuss the options with the school prior to completing additional time but within the same academic year. Due to funding arrangements it is not possible to carry over days from one academic year to another.
- Should the link EP be unable to offer the time allocated, arrangements will be made for another EP to make up this time as soon as possible. This will not apply in circumstances where there is widespread disruption which affects all or most schools e.g. pandemic.
- Should the school wish to purchase additional hours this can be requested by completing the attached Buy Back Form (Appendix 2). The current rate for additional EP time is £640 per day. Ideally requests for buy back should be made during the SEN Plan meeting. Buy Back that is requested late in the term is likely to be delivered in the following term.
- If schools wish to buy in additional time on a regular basis (at least 6 days per year with a commitment for 2 years), packages are available at a discounted rate. Please note a day funded via buy back and ad hoc days equate to 6 hours These packages are available to order via Services For Schools as part of the annual offer to schools.

Prioritising work to be undertaken by the Educational Psychologist

- This will be negotiated between the EP and the identified contact within the school.
- Each piece of work should be negotiated with the EP who will advise on the best approach using their professional judgement and expertise. EPs are required to adhere to ethical standards as set out by the Health and Care Professions Council and British Psychological Society.
- The EP will give an *estimate* of the time required to complete the individual assessment work. This work could include the following:



- Meetings with parents and school staff
 - Liaison with other professionals involved
 - Classroom observations of the pupil
 - Individual assessment with the pupil
 - Analysis and interpretation of assessment results
 - Reading other reports and background information
 - Report writing
- This entire process could take up to 2 days worth of time.
 - In general, consultation records take less time to write than a full report.
 - Statutory work, as outlined in the Code of Practice, will need to be given priority.
 - Priority should also be given to vulnerable groups.

Requests for statutory assessment

- We ask that requests for statutory assessment are discussed with the EP before an ERSA is submitted to the SEN Assessment Service (SENAS). This is necessary in order to ensure that the school has enough time available for the EP to complete the work within the time allocation for the term. This will help to support planning and ensure that there is sufficient time to complete the statutory advice.

Educational Psychology Impartiality

- The identification of strengths and needs for the child and young person are paramount to any assessment work undertaken by the EP.
- Advice, recommendations, and interventions offered by the EP are evidence based, informed by findings from assessment standardised or non-standardised and underpinned by psychological theory and research.
- The EP will complete an independent written record of their involvement based on assessment findings, conclusions, and recommendations.
- EPs are qualified to recommend types of provision they consider appropriate to meet identified need however, they are unable to name a specific provision.
- The Code of Practice strengthens the rights of parents/carers with SEND to be educated in a mainstream setting 'A decision not to educate a child or young person in a mainstream setting against the wishes of the child's parents/carers should not be taken lightly. This view may not be shared by the EP and other professionals but as one would expect parental preference for provision takes precedence.

Evaluation of services provided

- The Headteacher, Inclusion Manager or SENCo and EP will evaluate the service offered at the end of each school year.
- A questionnaire will be sent to schools on an annual basis to ensure that the Service provided by the EPS is efficient and effective.

Complaints Procedure



- Concerns regarding the service offered should initially be raised with the Educational Psychologist allocated to the school. If the issues are not satisfactorily resolved, they should be raised with the relevant Senior EP in the case of main grade EPs or the Principal EP if the concern is in relation to a Senior EP.
- In line with council policy, it is expected that our staff will be treated with courtesy and respect; school staff should also expect the same from their EP

Circumstances under which the terms of the agreement may need to be altered.

- There may be circumstances when the terms of this statement may need to be altered. Such circumstances would include staffing changes, illness or if an Educational Psychologist is directed to undertake other activities by the Director of Children and Families, e.g. a critical incident.

Signed: Date:
Headteacher

Signed: Date:
Educational Psychologist

Cc: School, EPS electronic records



APPENDIX 1 TO SERVICE LEVEL AGREEMENT

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. Therapeutic input for individual children – using CBT or solution focussed brief therapy type interventions designed for younger children
4. Social skills training – for groups of children
5. Group work for children at risk of anxiety and depression.
6. Training to staff group on attachment and its impact on learning outcomes – how to help children with attachment difficulties engage in the learning process
7. Training on evidence-based support for dyslexia/reading difficulty
8. Drop-in surgeries for staff who are facing difficulties with individual or groups of children in their classrooms
9. Supervision of individual members of staff who are struggling with individual or groups of children
10. Supervision / support to Senior leadership team



Appendix 2**EALING EDUCATIONAL PSYCHOLOGY SERVICE****FORM TO REQUEST ADDITIONAL DAYS****Academic Year 2023-2024****To: EPS Admin****Tel: 0208 825 5050**

**Educational Psychology Service
 Carmelita House (ESCAN) 1st Floor
 21-22 The Mall
 Ealing
 W52PJ
EPSAdmin@ealing.gov.uk**

From: The Governing Body/Head Teacher of

_____ School

Educational Psychology Service**Additional Service Requested :****Charge per day : £xxx per day**

TERM	Year	Number of additional days or hours required – please specify
Autumn		
Spring		
Summer		

Signed _____ Date: _____
 Chair of Governors/Headteacher

