

Rhondda Cynon Taf and Merthyr Tydfil Educational Psychology Service Pathway Model
September 2019

Objectives

Phase of Graduated Response

Nature of EP Involvement

Stage Objectives
Clarify concerns. Investigate systemic issues and investigate training needs and resources. Advise and signpost setting staff/HVs/Enhanced Play Service.

Early Years – Phase A
(EYs Action)

EP Involvement (Flying start or EY EPs)
Drop in sessions in EYs settings/ telephone consultation/liaison meetings with health visitors or Enhanced Play Service to discuss key themes, systemic issues and training needs or anonymous individual cases.

Stage Objective
Assist in the clarification of the strengths difficulties and needs of individual children and work with parents, pre-school staff and partner agencies to advise on the development of appropriate 1 page profiles / play plans.

Early Years – Phase B
(EYs Action+)

EP Involvement
Consultation/ EY Team around the child meetings with parents / carers and all concerned. Observation of child. Developmental assessment of child.

Action Plan written by EYs setting

Review Action Plan

Stage Objective
Provide statutory psychological advice to the LA in order to identify a young persons SEN and how best to meet these needs.

Statutory Assessment

EP Involvement
Consultation with the child, parents and all relevant parties and Individual assessment as may be necessary to provide a comprehensive understanding of the child's strengths, difficulties and needs and provide advice to the LA as to how best to meet these needs.

Stage Objectives
Clarify concerns. Investigate systemic issues and investigate training needs and resources. Signpost school staff with regards general strategies, information or services that may be helpful at this time.

School Age - Phase A
Discussion and Planning

EP Involvement
Initial Consultation (Direct, Phone, Email) with HTs/SENCo
Group Consultation
Solution Circles (Problem solving)
EPS referral form not required at this stage as all discussions are with regards systemic issues or anonymous).

Notes and actions to be recorded by School

Review Action Plan

Stage Objectives
Obtain Pupil Voice
Parental Involvement / collaboration
Review systemic resources
Quality Assurance
Use PCP Resources
Consider rate of progress
Explore school attendance and engagement in education.

Phase B: School Based Provision
(School Action)

EP Involvement
Consultation /Team Around the child (TAC) meetings.
Delivery of bespoke training for school.
Parental support and advice.
Staff Supervision to problem solve around concerns and assist in evaluating current strategies and the development of IEP/IBP targets and further school based interventions to achieve these targets.
Research / Policy Advice

Action Plan

Intervention

IEP/IBP/PCPs
Ensure targets are SMART, with pupil and parental involvement.

Systemic Change
(School, Teacher, Parent, Community)

Time limited intensive support for schools where a school improvement priority has been identified

Review

Stage Objectives
In-depth exploration of need of an individual child/young person.
Multi-Agency Collaboration
Evaluation of progress and existing plans.

Phase C: Direct External Agency Involvement
(School Action+)

EP Involvement
Direct Intervention (VIG, SF, CBT, PCP, Narrative Therapy, MI, Mindfulness)
Multi Agency Collaboration (Clinics, meetings, reviews)
Assessment (cognition, emotion, social, motivation, attendance)
Action Research /Evaluation
Classroom Observation

Intervention

Assessment

Supervision/ staff support

Review

Stage Objectives
Provide statutory psychological advice to the LA in order to identify a young persons SEN and how best to meet these needs.

Statutory Assessment

EP Involvement
Consultation with the child, parents and all relevant parties and Individual assessment as may be necessary to provide a comprehensive understanding of the child's strengths, difficulties and needs and provide advice to the LA as to how best to meet these needs. EP may also attend annual reviews if required.