

RHONDDA CYNON TAF & MERTHYR TYDFIL

Educational Psychology Service



*To promote the best possible
psychological development of children,
young people, families & organisations*

2014 - 2015



STRONG HERITAGE | STRONG FUTURE
RHONDDA CYNON TAF
TREFTADAETH GADARN | DYFODOL SICR



MERTHYR TYDFIL
County Borough Council
Cyngor Bwrdeistref Sirol
MERTHYR TUDFUL



What is an educational psychologist (EP)?

EPs are applied psychologists working with children and young people from 0-19 years in different educational contexts, though we also work extensively with parents/carers, school staff and other professionals.

Our mission statement:
"Applying evidence based psychology to ensure the best possible development, wellbeing and achievement for the children and young people of Rhondda Cynon Taf and Merthyr Tydfil."

"The EP has responded to parents' concerns in a caring, professional and effective manner"

"Advice and support has been excellent. Strategies suggested extremely useful"

"Very good communication and working relationship between school and EP. Cluster meetings very successful and EP extremely supportive"

How we deliver our service

- There is an annual allocation to schools
- Most school related tasks will be completed within this time
- Each school will have a named EP, and our aim is that this person will stay working with the school for the year in order to enable close working relationships to develop
- In partnership with Cardiff University we provide annual placements for trainee psychologists. All of their work is very closely supervised
- Partnership working with other professionals including specialist teams within Education and Lifelong Learning, Children's Services, community organisations and colleagues in Health
- We work flexibly and offer a wide menu of services to help support schools

How much time will schools have?

We aim to divide up our limited time and resources as fairly as possible based on needs. The factors used to assess this are:

- Numbers on roll
- Eligibility for free school meals
- Number on the school SEN register

Each year the amount of time an individual school receives may vary. This will be a reflection of changing needs and circumstances of both the school and the local authority.

What services do we provide?

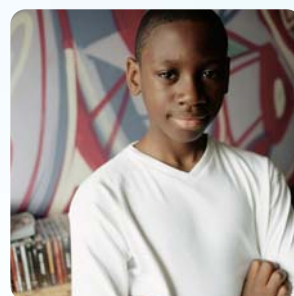
We can be varied and flexible in our approach, aiming to work in the most appropriate way for every situation. Types of work include:

- **Consultation and advice**
Individual, group, family and whole school issues
 - **Psychological assessments**
Using a range of methods to inform interventions
 - **Psychological interventions**
To promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards
 - **Delivery of professional development and training**
To be able to support others' learning, knowledge and practice
 - **Research and evaluation**
To use outcomes to inform practice or future actions
- We also both lead and participate in a diverse range of multi agency groups and panels**

What else can we offer?

In addition to working directly with schools, EPs are also involved in activities across the LA. A few examples include:

- Work with children and young people who are at the margins such as:
YOS • EHE • EOTAS
- Those placed at Out of County provisions or who are not attending school
- Support around critical incidents and bereavement
- Early intervention—preventative work with very young children, advice to school prior to pupil admission, advice to staff on early intervention and liaison and direct work with parents in school
- Development and promotion of a strategic approach to wellbeing in particular ELSA (Emotional Literacy Support Assistants), SEAL, and a pilot project on assessment of wellbeing
- Parent 'drop-ins'
- Professional 'drop-ins'
- Support for SENCo / ALNCo / ANF cluster meetings
- All EPs have an area of specialism. These are diverse and include:
 - LAC • ASD • SpLD • SEBD
 - Wellbeing • Parenting • Early Years
 - Welsh Medium • Speech & Language
 - Suicide & self harm • Mental health



Monitoring

We are committed to:

- Assessing the impact of our work in terms of positive outcomes for children
- Providing a 'value for money service' through close monitoring of our activities
- Evidence based practice
- Receiving and acting upon service users' evaluations

In order to deliver a high quality professional service, EPs need to work in partnership with school.

Schools can expect EPs to...

- Be supportive
- Be approachable
- Be child, parent and school focused
- Be critical friends
- Respond to requests for support within 40 working days wherever possible
- Provide written responses (eg reports) within 20 working days of the final visit

We will work collaboratively with schools & other services to...

- Develop an outline plan of work for the year in discussion with the SENCo.
- Consult and joint problem solve with key members of staff
- Raise standards
- Offer a contribution to the schools' training programme
- Enhance the wellbeing of children, young people and adults in our schools
- Promote equal opportunities
- Contribute to school improvement

Prior to EP involvement it is essential that schools:

- Share concerns with parents and ensure their full agreement.
- Complete a request for involvement form which has been shared with parents and include their written consent
- Attach two completed IEPs / IBPs

It would be helpful if...

- Time is made available for the EP to meet with the person(s) most concerned
- There is a quiet space for the consultation with staff / pupils / parents during the school visit
- Relevant information is made available e.g. IEPs, assessment data
- The voice of the child is sought
- All requests are discussed with the school EP prior to sending it to the service

What are the next steps?

- Your EP will make contact with you



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We welcome feedback, both formally and informally, regarding the delivery of our service.