

**CROYDON's EDUCATIONAL PSYCHOLOGY
SERVICE SERVICE LEVEL STATEMENT
FOR PRIMARY & SECONDARY
SCHOOLS 2023-2024**



1. Service Provider

**Educational Psychology Service
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2. Service to be Provided to the Client

2.1 Service Approach

The Educational Psychology Service (EPS) delivers Croydon Council's statutory Educational Psychology work and generates income by offering regular consultative support to all Croydon's mainstream and specialist schools and academies; Enhanced Learning Provisions (ELPs); the early years sector and for a range of pupils outside the school system. Croydon schools are provided with Educational Psychology time, funded by the Council, to meet their statutory needs and can purchase additional sessions for non- statutory (traded) work.

The overall Service aims are to promote early intervention and preventative work via the Special Educational Needs (SEN) Code of Practice; to support the identification and assessment of needs and action planning in response; to advise the Local Authority (LA) on the effective targeting of resources and to use psychological principles to promote the development and well-being of children and young people within their learning environment.

The response to individual pupils includes consultative advice and support to parents and school staff, direct pupil observation, assessment and intervention advice, referral to other agencies, statutory work, and multidisciplinary liaison. Also on offer is intervention work, including therapeutic input and working with groups.

Professional development is available to school staff together with support for the school as a system. Support activities for staff and parents are also on offer. (Appendix J). The team bring a range of specialist skills to the school community with an overall focus on promoting the emotional health and well- being of all pupils.

2.2 Service delivery

Each school is supported by a named link psychologist who also covers a group of schools, generally within the same locality. Service delivery is via a consultation model which is described in Appendix A with a supporting flow diagram.

The psychologist provides statutory support, with the time for this being apportioned using a needs-based formula and traded time, purchased by school staff on either an annual or an ad hoc basis. Traded time is typically used for SEN support work although the psychologist can provide a range of support within our consultative framework. In practice traded and statutory time is combined when delivering sessions in school. The psychologist's time is distributed across the financial year and is designed to be flexible and responsive to changing needs. Statutory work is defined as: attendance at parental meetings where referral for statutory assessment is agreed; assessment and the writing of advice for Education, Health, and Care Needs Assessments; and attendance at key annual reviews, including agreed preparatory work. The psychologist needs to prioritize statutory advice as this must be completed to strict timescales but is committed to delivering all necessary statutory work alongside the traded offer.

3. Delivering the Service

3.1 Access

- School staff can seek an initial consultation with their link psychologist in relation to whole school issues, classes, groups, or individual pupils (who should not be named without parental consent). This approach is designed to support practical school-based problem-solving and intervention, using the school's own resources. The participants make their own notes, but the psychologist can provide a brief record of the consultation meeting using an Initial Consultation Record Form (Appendix B). An individual pupil consultation can lead to the decision to move to a full consultation. We have introduced a checklist (Appendix C) to support the decision to move to full consultation. When a move to a full consultation is agreed a Consultation Request Form (Appendix D) should be completed.
- The Consultation Request Form (CRF) should be completed collaboratively with the parents and or those with parental responsibility, to ensure that full consent is in place. Parents should be provided with a copy of the CRF and the parent information leaflet (pages 24-25).
- Consultation requests are usually made by school staff as part of the SEN support process. However, parents, pupils and other professionals outside the school sometimes request the involvement of the psychologist. The link psychologist will bring direct referrals for discussion with school staff to ascertain their view of that pupil's needs. A response to the potential referrer will then be discussed and any future action by both school staff and the link psychologist will be agreed within the context of the school's priorities.
- Where 'out-borough' pupils (those living in other boroughs) attend Croydon schools, cross border arrangements have been negotiated with some adjoining boroughs but in all cases consultation and involvement at SEN support will be by the link psychologist. Statutory work will be completed by the link psychologist or an out-borough psychologist depending on the pupil's home borough and the prevailing cross border agreement. The link psychologist holds accurate information relating to these arrangements.
- The Service aims to offer a range of different ways of working to suit each situation and school staff can seek support with professional development, group work including parent groups and advice in specialist areas. These options are described in Appendices 22 & 23 and can be negotiated with the link psychologist.
- School staff can expect to develop a close working relationship with their link psychologist who facilitates advice and support across a range of school-based work. This includes support in crises and emergencies, often known as critical incident support.

3.2 Strategy Meeting

The Service generally operates according to the financial year, so the allocation of service time is made with effect from the beginning of April. Our offer is formula based and relies on service capacity across the financial year. Unfortunately, there is still a national shortage of Educational Psychologists which is reflected in our team, leading to a reduction in our overall capacity to offer traded sessions. This year we are continuing to link with the eight localities to contribute to the LA's developing SEN agenda.

At the beginning of each financial year (and at the latest by summer half-term), at the start of the new allocation, a strategy meeting is held. At this meeting, the needs of the school will be discussed between the link psychologist and school staff and agreements reached to ensure that the service offered matches the needs of the school. It is recommended that the Head teacher or a Senior Manager and the SENCO/Inclusion Manager represent the school at this meeting. Issues for discussion include: the current context, priorities, key pupil groups, training needs and the provision of written feedback. Prioritisation of casework will be a shared responsibility between the psychologist and school staff. It is recognised, however, that certain groups must be prioritised, i.e., pupils undergoing statutory assessment; pupils with Education Health and Care Plans (EHCPs) in key year groups; Looked After pupils and pupils in crisis, including situations where placements are breaking down.

The psychologist will take notes of the strategy meeting Service proforma and these can be shared. (Appendix E). The use of EP time should be reviewed with reference to the new intake in September, on a termly basis in relation to statutory work and then in March in preparation for the new financial year. Consideration can also be given to planning in relation the financial year of academies (i.e., September to August).

3.3 Effective Working

School staff can expect link psychologists to:

- be knowledgeable in psychological theory and practice.
- be aware of national and local SEN guidance and legislation.
- be aware of the LA's SEN policies, procedures and provision.
- be familiar with a range of assessment and intervention techniques, approaches and resources.
- be aware of Croydon EPS policies and procedures.
- conduct themselves in school according to their professional codes of conduct.
- respect confidentiality and adhere to the Council's GDPR guidance whilst being mindful of local safeguarding guidance.
- be in possession of a valid Enhanced DBS check.
- be engaged in continuing professional development and regular supervision.
- be registered to practice as a Practitioner Psychologist with the Health & Care Professions Council

3.4 Time Allocation to Schools

Educational psychology time available to schools is allocated by formula using local census data. Five factors are used in the allocation protocol i.e., school roll; eligibility for free school meals; SEN data including EHCPs and English as an additional language. These factors are weighted within a formula which differentially allocates sessional time according to need and produces two separate notional allocations, for statutory and traded work. This approach allows for the equitable distribution of educational psychology time across all schools, with some remaining for differential allocation in relation to statutory demands and additional trading requests. However, given the need for flexibility in the statutory delivery and the scope for variation in traded work these allocations remain notional.

The allocation consists of sessions which are of 3 hours duration. Each session of direct work with school staff, parents and pupils is matched by a session of supportive time for all necessary follow-up work. Where there is a specialist resource base within a school, such as an Enhanced Learning Provision, a separate and additional time allocation is made.

As detailed in 2.2 the statutory psychological functions, funded by LA, have been defined as: attendance at parental meetings where a referral for a statutory assessment is agreed; the assessment and writing of psychological advice for EHCPs; and attendance at annual reviews including preparation. We have developed clear guidance as to what constitutes both traded and statutory work (Appendix F).

A significant proportion of Service time is traded, and a Service offer is made in March which invites school staff to commit to this at the beginning of the financial year at a cost of £598 per session (equivalent to 6 hours of work on behalf of the school). Further psychology time can be purchased as additional sessions, by negotiation during the year. However, as the year progresses there is no guarantee that additional time can be provided by the link psychologist for the school, and it aids Service planning if this decision can be made as early as possible in the financial year.

3.5 Efficient Working

School staff can expect link psychologists to:

- Negotiate mutually convenient appointments with agreed arrival and departure times.
 - Contact school staff promptly if a delay or cancellation is unavoidable.
 - Return all telephone calls within 3 working days either themselves or via business support. Respond to all e-mail correspondence, where possible, within three working days. (Please note it is not possible to monitor individual email boxes centrally and a number of staff work part-time).
 - Link psychologists generally work away from the office which is not currently staffed on a full-time basis. Urgent messages should be emailed directly to the psychologist; sent to our general email address at edpsychology@croydon.gov.uk or by telephone to 020 8241 5468.

- Provide a written record of agreed actions relating to a scheduled visit, including an agenda for the next visit. This will be provided in time to assist in the preparation for that next scheduled visit (Appendix G)
- Maintain a central school file to store initial consultation records.
- Accept and jointly prioritise all appropriately completed consultation request forms that have been discussed at an earlier stage. Consultation requests made at the point of transition will need to be prioritised via the receiving school and parents/carers should be informed of this. The Service does not operate a waiting list and therefore mutually agreed prioritisation is vital.
- Maintain an electronic individual pupil file for all full consultation requests following Service guidelines for file maintenance and update. This will include entry of the pupil's details into the Capita One/EMS database and storage of documents on SharePoint.
- Provide written documentation regarding individual pupils which is likely to take the form of an email summary or a Full Consultation Record (Appendix H). In certain situations, an email, a letter, or a referral to an alternative resource will be written. Full psychological reports will normally only be written for statutory assessments or another specified purpose. The content and style of the written record will depend on the nature of the involvement, the frequency of school visits and the agreed timescale of the assessment and intervention process. The use of documentation will be negotiated with school staff during the strategy meeting with the aim of mutually agreeing the most effective way of providing feedback. The Service is developing resource banks in order to provide more immediate access to resources and interventions.
- Prioritise statutory work to be able to provide brief advice to support a request for statutory assessment (Appendix I) and full psychological advice within the statutory process. Advice commissioned by the LA has been completed within six weeks of an agreed request.
- Be responsive to the needs of parents to be kept informed of any psychological assessment or provision made in respect of individual pupils.
- Be aware of the need of pupils to be actively involved in resolving their own difficulties and enabling of pupils in finding a voice within the consultation process.
- Offer a contribution to the school's professional development programme and a range of research techniques for use in school-based project work.
- Provide, whenever possible, an alternative visit should a scheduled appointment be cancelled, recognising that it is sometimes impossible to arrange a substitute visit, within the same term, as the cancelled appointment. However, as the Service time spans the whole financial year, where possible, any shortfall in allocation will be rectified in a subsequent term, although unfortunately sessions cannot be carried forward into the next financial year.

The Service is committed to maintaining a quality service to all Croydon schools. This means that the team will cover medium and longer-term staffing vacancies and absences or seek locum support to do this. The Service will provide telephone cover by a named senior member of the team whilst any such arrangements are being made. Psychologists do not receive the same holiday entitlement as school staff and may take a proportion of their annual leave during term time. When agreeing to a period of term-time leave the Service will ensure that the psychologist's agreed programme of work is not compromised.

4. Client Responsibilities

(Expectations on school staff)

4.1 Working Arrangements

Good communications between school staff, the link psychologist and parents are essential in developing more effective ways of working.

- It is important that the psychologist has a contact person who is a point of liaison within the school.
- The role of the SENCO/Inclusion Manager is crucial in articulating concerns about pupils with SEN and in gathering evidence about interventions prior to the involvement of the psychologist.
- Consultation meetings are most effective when they are with the people directly involved. It is recognised that this can be difficult to arrange, but the psychologist will endeavour to be flexible about visit times and it is expected that appropriate staff will attend the consultation meetings.
- It is important that the psychologist is involved in and informed about relevant school policies, practices, procedures, and any new developments in school systems.
- Prioritisation of caseload must be as a shared responsibility as it is crucially based on the school staff's recognition of varying needs across their population versus the psychologist's knowledge of the whole Croydon population and criteria for accessing external support.
- School staff should use the Strategy Meeting and any termly review to negotiate priorities for the year's work and thereby make the most effective use of the psychologists' time to meet the needs of the school.
- It is important that parents are fully involved in every aspect of the SEN process. It is the expectation that they will have been involved in the consultation request, have received the EPS parent leaflet, and will have the opportunity to meet with the link psychologist at an appropriate time.

In addition, link psychologists expect school staff to:

- Adhere to the time commitments for actions agreed during the psychologist's visits.
- Contact the psychologist if there are any sudden or major issues relating to the current caseload or issues affecting the next scheduled visit. The Service operates a cancellation policy as part of its terms and conditions. It is important that notice is given should a scheduled visit need to be cancelled or rearranged as last-minute changes are difficult to accommodate.

4.2 Consent

School staff should:

- Ensure that the involvement of the psychologist in full consultation has been discussed and agreed with the parents and that they are invited to meet with the psychologist.
- Obtain informed parental consent prior to the psychologist undertaking any individual work with any pupil.

- Ensure that young people aged 16 and over agree to the involvement of a psychologist.

4.3 Involvement at SEN Support

School staff should:

- Complete the Consultation Request Form making explicit how the psychologist can help the staff to address the identified needs. This can be considered during an initial consultation.
- The Consultation Request Form should be completed in collaboration with the parent and copied to them. They should also be provided with a copy of the Service leaflet for parents. Copies of all forms are available on the portal.
- Consider work prioritisation to ensure that realistic timescales are agreed for the consultation.
- Provide the completed consultation request form prior to the pre-arranged consultation.

4.4 Scheduled School Visits

School staff should:

- Agree the agenda for the psychologist's visit in advance. Ideally this should be agreed at the previous school visit although the need for flexibility is acknowledged.
- Make appointment arrangements with parents well in advance of scheduled meetings.
- Inform pupils that they will be meeting with the psychologist before the scheduled visit. This process should be discussed with the link psychologist to ensure that misunderstandings do not take place. The Service information leaflet for pupils (pages 26, 27) can be used if appropriate.
- Keep to the negotiated agenda for the psychologist's visit and renegotiate in advance of the visit should an alteration be necessary.
- Advise the psychologist at the earliest opportunity if there is an unavoidable change to the planned programme (e.g., if a pupil or a member of staff is absent).
- Provide accommodation appropriate to the agreed programme. When working with a pupil on an individual basis it is usual to work in a room which is quiet, reasonably comfortable, and free from interruptions and which provides a safe working environment for pupils and the psychologist. When necessary, the psychologist should be able to summon assistance from school staff.
- Where appropriate, provide the parents with a briefing regarding the outcomes of a consultation with the psychologist.

5. Quality and Review

The Service encourages feedback from all clients at any time and seeks to deal promptly with quality assurance issues.

5.1 Monitoring

The Service operates a quality monitoring programme which includes:

- Periodic questionnaires to all schools
- Periodic parent and pupil surveys
- Regular line management meetings with all link psychologists.
- Rapid response to issues and queries raised by clients.

In addition, all psychologists engage in professional supervision, continuing professional development and critical self-review. They also receive periodic training in Safeguarding and data protection.

5.2 Activity Recording

All psychologists maintain records which chart time allocation. Time allocation to individual schools is reflected on records of school visits.

5.3 Service Level Statement

The link psychologist and school staff will be expected to review working practices on an annual basis at the Strategy Meeting. However, the Service values full and frank feedback at any point in the year. This will be used to both address issues and to inform any changes to the Service Level Statement. The Service will fully review the document for the start of each new financial year.

5.4 Quality Complaints

Should school staff or parents have concerns regarding any aspect of the professional practice of a link psychologist the following process should be implemented.

- In the first instance the complaint should be raised with the psychologist concerned. This is important in clarifying any misunderstandings and reaffirming expectations.
- If this is not feasible or the complaint is not resolved, then the complaint should be taken to the senior management of the Service, most usually the Chief Educational Psychologist. This can allow for discussion of the issues either by telephone or face to face and the identification of an agreed way forward.
- It is normal practice for complaints to be discussed with the relevant psychologist and joint discussions with complainants may be held to facilitate resolution.
- In all cases of formal complaints there will be a written response to the complainant within 10 days of receipt. If unresolved, the issue will then be referred into the Council's complaints procedure.

Should the link psychologist have concerns regarding the operation of the Service Level Statement in school the following procedure will be implemented.

- A school-based meeting will be requested in the first instance to resolve the issue.
- If unresolved, the link psychologist will approach the senior management team of the Service, requesting mediation of the issue.

5.5 Compliments

The Service welcomes positive feedback, both verbal and written, regarding staff members. These are recorded centrally and may be used for quality review and publicity on the Croydon Education Partnership website. If you would like to offer positive feedback, then this can be discussed with the link psychologist or the Chief Educational Psychologist.

6. Position statement on Black Lives Matter

The principles of diversity and equality are core to all the work we do with children, young people, their parents and carers, school staff and other professionals. We believe that all people should be treated with dignity and respect, above all as equal members of society with the same choices, rights, and privileges. Discrimination and prejudice have no place in our practice, and no place in society.

We are committed to the principles of Black Lives Matter, are against all forms of racism, whether overt, insidious, or structural. We stand together with other organisations in seeking to support justice, healing, and freedom for all Black, Asian and minority ethnic communities across the globe. We stand with these communities, and we will encourage all those we work with to do the same.

We know that it is no longer enough for us simply to stand up and condemn racism: we must be actively anti-racist in our approach. We are working as a team to question our practice and that of those around us; to challenge inequality in all aspects of our work; to ensure a safe environment for our team members to make that challenge; and to be open to any challenge that is made to us.

We invite you to stand alongside us and create the best possible environment in which our children and young people can grow, thrive and be the best that they can be.

April 2023

Appendix A**Croydon Educational Psychology Service Guidelines for Consultation**Consultation - a Definition

The aim of the Croydon Educational Psychology Service (EPS) is to use psychological principles to promote the development and well-being of children and young people within their learning environment. Educational Psychologists (EPs) bring psychological skills and knowledge to situations where changes are perceived to be required. School staff, parents and pupils bring issues for discussion, seeking solutions. In order to best meet the needs of our clients, Croydon EPS uses 'consultation' as a framework for working with schools, in early years settings and with multi-professional teams.

The goal of consultation is to help the person seeking help to explore possibilities and create a range of actions from which they can select those that are most appropriate for them. Through consultation, the person seeking help is enabled to develop alternative perspectives of the expressed concern as well as skills to help manage similar concerns in future. We believe that school staff are the main agents of change in schools. A major role of the EP is therefore to help them notice the difference they make and support them in enabling change to occur.

Core Principles of Consultation

Consultation is a collaborative problem-solving process. In the school context, consultation involves a process in which concerns are raised and a purposeful conversation takes place between the EP, school staff, parent/carer, child/young person and/or other professionals using a range of techniques including listening, hypothesizing, clarifying, questioning, and reflecting. The subject of consultation can be at any one of three levels:

- individual pupils
- class/group
- organization/whole school

The focus can shift as the expressed concern is explored. Everyone involved in consultation brings into the process their own perspectives, unique set of skills, knowledge, and expertise. Everyone's contribution is equally valued in the process.

We believe that consultation is most effective when the meeting is with the people most concerned as they will be most motivated for changes to take place. Those involved in the consultation process own the concern jointly and share the responsibility for negotiating and evaluating actions and outcomes.

The ideas and theory underpinning consultation permeate all aspects of the work of the EP. Consultation is not an item on a menu. All interactions with others are consultations whether

that interaction is with school staff, parent/carer(s), pupils and/or other professionals. Sometimes EPs may undertake tasks to contribute relevant information in further consultation meetings. For example, classroom observation, individual assessment and interventions are carried out with the intention that the collected data will inform the consultation process and enable those involved to have a shared understanding of the concerns and possibilities.

Psychological Models that are appropriate to Consultation

Consultation provides a framework for using different psychological models and theories which may include solution focused brief therapy, personal construct psychology and systems thinking derived from family therapy, amongst others.

The Consultation Process

Our consultation approach is described on the attached flow diagram which details how and by whom the outcomes will be recorded.

Ongoing Benefits of the Consultation Approach

School

- opportunities for work at an organizational level in school
- a focus on early intervention and preventative work
- more opportunities for one-off consultations and quick feedback

School Staff

- the members of staff most concerned can access support.
- staff engage in collaborative problem-solving.
- staff feel more confident about their ability to manage concerns.

Parent/Carer

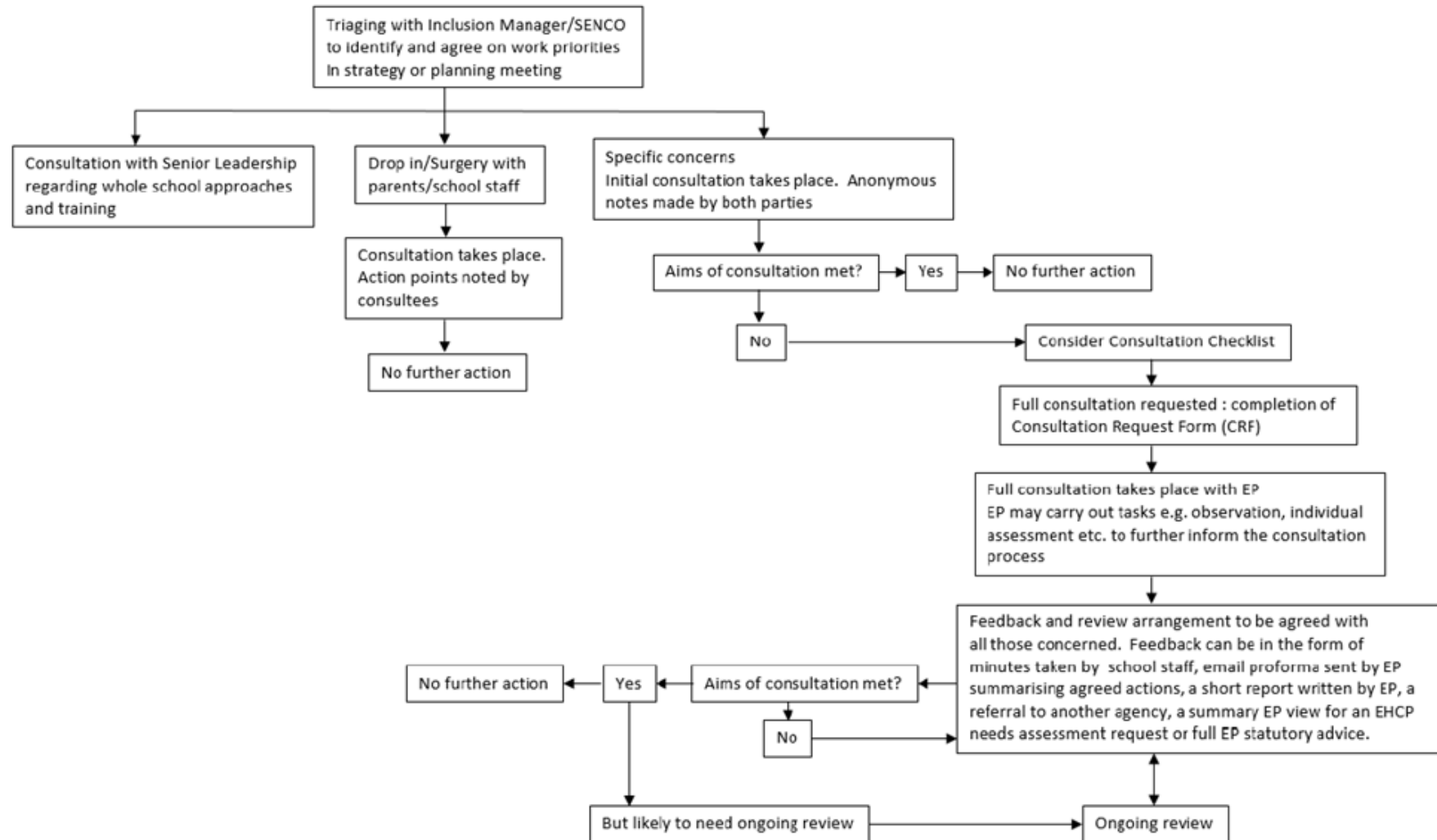
- the parent/carer engages in collaborative problem-solving.
- the parent/carer receives quicker feedback.
- the parent/carer feels more confident about their ability to manage concerns.

Pupil

- learning improves because the strategies are more likely to be both implemented and appropriate.

Revised September 2022

Education Psychology Service – Consultation Process



Appendix B**Tel: 020 8241 5468****Initial Consultation Record**

Consultation focus:	
School:	
Participants	
Educational Psychologist:	

Aim of consultation**Discussion****Immediate suggestions for SENCo, class teacher and teaching assistant to focus on:****From assessment with X, I suggest he needs to focus on:****Any agreed actions****Signed****Educational Psychologist****Date**

Appendix C

Educational Psychology Referral Checklist

Before completing a referral to The Educational Psychology Service using the Consultation Referral Form (CRF), Please consider how you would demonstrate the following;

Area of need		Additional Info
General info		
Has a meeting with parents been held to gain additional background info and explain the role of the EP?		
Have you identified the general needs of the pupil?		
Have you included the pupil's Provision map/ IEP's showing a plan do review cycle of at least two terms*		
Have you observed evidence of appropriate differentiation happening in the classroom?		
Have you observed evidence of quality first teaching?*		
Have you attached examples of end of year reports?		
Is the child LAC? If yes have you attached recent PEP reports – please also include the name and contact details of the social worker		

Have you asked the staff to complete a round robin questionnaire outlining strengths and needs across different subjects? (Secondary school)		
Have you included contact details of other professionals involved and reports attached?		
Cognition and Learning		
Reading assessment Standard Score		
Spelling assessment standard score*		
Any other attainment info – including CAT scores at secondary school*		
What evidence-based interventions have been tried and what was the impact?*		
Social, Emotional and Mental Health Difficulties		
What standardised assessments have been used? Please include scores. SDQ BECK Connors Boxall Profile*		
Evidence of additional provision put in place by the school (ELSA, Mentor etc.)		
Has a referral to CAMHS been made? Date of referral and by whom?		
What evidence-based interventions have been tried/ for how long and what was the impact?*		

Communication and interaction		
Has a referral to The Speech and Language therapy service been made? (If so, please provide contact details and report if available)		
Sensory and Physical		
What adaptations have been made in the classroom/ school e.g., movement breaks, fidget toys,		
Are there any referrals to OT, Sensory Impairment Service? If so, please provide contact details and reports if available		
What evidence-based interventions have been tried/ for how long and what was the impact?		
Independence and self help		
What adaptations have been made in the classroom/ school e.g., movement breaks, fidget toys,		

***Please refer to The Croydon Local Offer SEND Support Document which outlines a variety of assessment tools and interventions that can be used to support and assess need in and across the different domains.**

Appendix D

Tel: 020 8241 5468

Educational Psychology Service - Consultation Request Form

*There is an expectation that this form **will be** completed collaboratively with parent/carer(s). (See guidance notes page 4)*

Name of pupil:	Name(s) of those with parental responsibility:
Date of birth:	Relationship to pupil:
Age:	Name(s) of any other significant adults:
Gender:	
Is gender different to that assigned at birth? Yes <input type="checkbox"/> No <input type="checkbox"/>	Position in the family: 1 2 3 4 5 (Please highlight)
Address:	Names of siblings and dates of birth:
Tel:	School
Mobile:	Date of admission:
Email:	Year group:
Ethnicity (see page 4):	Names of key adult(s) in school:
Religion (see page 4):	
Home language(s):	Is the pupil 'looked after'? Yes <input type="checkbox"/> No <input type="checkbox"/> Which authority?
% Attendance for this year:	Previous schools attended, with dates:

Contact details of other agencies involved (*Early Help, Social Care, CAMHS, SALT, OT*) :

Detail any known diagnosed conditions:

GP name and address:

1. What is currently of concern for the pupil? How is it impacting on their daily life?
(*E.g. their relationships, emotional wellbeing, learning, communication, independence, physical and sensory development etc.*)
2. What has already been tried? What changes were noticed as a result?
3. How would school staff and the family like things to change?
4. What skills/strengths of the pupil have been noticed?
5. How do school staff and family members think that the EP can help? (*See page 4*)
6. What is the pupil's perspective on their school experience/presenting needs and to what extent are they aware of EP involvement?

Have you included the following documents?	ffl	Additional comments
Most recent provision map, individual education plan, risk assessment, incident logs etc.		
Most recent end of year report.		
Copies of referrals to other professionals and any available reports.		
For Looked After pupils the latest PEP and Virtual School information.		
Contact details of involved professionals, including email and telephone.		

Privacy Notice for all service users General Data Protection Regulation (GDPR)

The Croydon Educational Psychology Service is a Data Processor for the purposes of GDPR. We collect information from you regarding your child and receive information about them from school staff and other professionals. This information includes contact details, family details, attainment and attendance data; characteristics such as special educational needs (SEN) and disabilities, ethnic group, and any relevant medical information. We hold this personal data and use it to:

- Assess your child's needs and offer advice regarding interventions, support and suitable provision.
- Refer your child, with your permission, to other agencies such as health and social care.
- Provide advice, if appropriate, to Croydon Council as part of the statutory assessment process; including reviewing progress over time.
- Undertake statistical analysis to monitor our referrals and identify trends
- Undertake research

We hold this personal data in hard copy working documents and eventually in electronic files in a document storage system maintained by Croydon Council. We are careful to ensure the security of the information we hold and have clear guidance in relation to our encrypted laptops and all documentation. If you would like to see a copy of the data we hold regarding your child, please make your request in writing to: Anne Moore, Chief Educational Psychologist at the address below. We retain pupil files, in line with national guidance, for an extended period to enable all necessary future access.

☐

I give permission for the Educational Psychology Service to contact other services, where appropriate

☐

I have received the Educational Psychology Service information leaflet for parents and carers

Signature of parent/carers: _____ **Date** _____

- ☐ Please tick this box if you would be happy to be contacted for feedback regarding your experience of this process. We will choose a sample of parents to seek feedback from to ensure we continue to provide a good quality of service.

Form completed on behalf of the school by:

Position:

Date:

Consultation Request Form: Guidance Notes

- The purpose of this meeting between school staff and parent/carer(s) is to provide space to identify what the concerns are, whether these are shared, and to begin thinking about what change could look like and what might contribute to this.
- It also provides opportunity for parents to understand the input their child has received thus far and the impact it has had.
- It is important to consider how the pupil's voice could be included as part of this process by asking them about their experience of school and what they would like to be different.
- Your Educational Psychologist will use the information provided in the completed form in an initial consultation meeting to explore what may be going on and subsequently plan next steps which could include any of the following:
 - Observation
 - Further consultation work with key members of staff and parents/carers
 - Use of assessment methods dependent on the questions that arise
 - Advice on suitable interventions
 - Developing individual plans
 - Group work
 - Developing whole school approaches
 - Training

Monitoring information

Ethnicity		Religious belief
White	English/Welsh/Scottish/Northern Irish/British Irish Gypsy or Irish Traveller Other white	Buddhist Christian Hindu Jewish No religion
Mixed/multiple ethnic group	White & black Caribbean White & black African White & Asian Other	Other Prefer not to say Sikh
Asian, Asian British	Indian Pakistani Bangladeshi Chinese Other	
Black, Black British	African Caribbean Other	
Other	Arab Other	
Prefer not to say		

Appendix E**Educational Psychology Service: Record of Strategy Meeting**

School:	
Present:	
Date:	
Traded time purchased:	

Information update:**SEN support provision in place:****Identified priority areas for consultation (whole school issues, training needs, parent work)****Key pupil groups (nursery, Reception, pupils with EHCPs to review, especially Years 5 & 9)****Individual pupil priorities (requests for statutory assessments, new consultations, reviews)****Agreement regarding written reporting**

Appendix F

**Educational Psychology Service guidance
on what constitutes traded and statutory work**

Traded

- Observation, individual assessment, consultation or intervention for pupils at SEN support, who do not have an EHCP and who are not in the statutory process.
- Observation and individual assessment with a pupil where staff and/or parents are considering applying for an EHCP but this has not been formally agreed.
- Updating assessment where EHCP advice has already been completed but the application has been delayed.
- Assessment or intervention for a pupil with an EHCP, requested by a parent or school staff.
- Small group work
- Staff/parent drop-ins or training
- Supervision
- Therapeutic interventions (not commissioned by the SEN team).

Statutory

- Attendance at the parental meeting where referral for statutory assessment is agreed.
- Individual work and observations to contribute to a psychological report completed after an EHCP application has been agreed with school and parents
- Attendance at certain EHCP annual and interim reviews: realistically these should relate to transition, significant change of needs or placement breakdown. This could include some preparatory observation/assessment but an EP report is not a requirement for a review.
- Assessment and advice commissioned by the SEN team as a result of an annual review.
- All work pertaining to tribunals.
- Individual work with pupils directly requested by the SEN team e.g. out of borough work, pupils who have recently moved into the borough, independent schools work.
- Early years work commissioned by the SEN team

If there are doubts, these should be discussed with EPS management before proceeding.

Appendix G

Educational Psychology Service: Record of School Visit

School:

Date:

Educational Psychologist:

Issue/pupil discussed	Work carried out and any agreed action

Date and time of next visit

Proposed agenda

Traded time purchased:	
Traded time used:	
Traded time remaining:	
Statutory time used:	

Appendix H

Full Consultation Record

Consultation focus:	
School:	
Date of Birth:	
Year Group:	
Educational Psychologist:	

Background

Assessment

Conclusion

Recommendations

**Signed
Educational Psychologist**

Date:

Appendix I

Educational Psychologist's view for statutory assessment

Re:

Educational Psychologist

Date:

Appendix J**Educational Psychology Service Activities**

The Educational Psychology Service can offer the following activities either as part of the work carried out in time allocated to individual schools or as an additional allocation. Access to these types of work is through discussion with the link Psychologist who will either provide them directly or seek the support of colleagues within the wider team.

Group work with children and young people

Typically, groups comprise 4 to 8 participants with at least two adults. Groups normally meet weekly for between 6 and 12 sessions, depending on the nature of the work. Group work can address issues such as:

Social skills	Study skills
Anger management	Bullying
Confidence	Bereavement and loss

Service members are trained to deliver the FRIENDS programme which focusses on anxious pupils.

Intensive case work

Individual work with a child or young person over several sessions to address concerns such as learning style, self-esteem, anxiety, behavioural/social difficulties, and emotional issues. Approaches may include:

Solution focused therapy
Cognitive Behaviour Therapy
Human Givens Therapy

Psychologists may also offer to work intensively with individual children with complex special educational needs to support their inclusion. This would mainly consist of work with the staff team and parents.

Parent work

These are examples of work that the Service has undertaken with parents:

One off talks for parents on psychological issues
Drop in parent surgeries.
Parent support groups

We are interested in exploring with school staff ideas about potential work with parents.

Professional development

Circle of Friends	ELSA
Attention Deficit Hyperactivity Disorder	Nurture group support
Family Therapy	Precision teaching
Effective Pupil Participation	Effective Communication
Promoting Mental Health	

The Service offers bespoke school-based sessions for the whole staff or groups of staff on a wide range of themes e.g. dyslexia, autistic spectrum disorders, inclusion issues, bereavement & loss, ADHD, promoting mental health, challenging behaviour, emotional literacy, learning styles, resilience and learning difficulties. Please see attached flyer.

Critical incident support

The Service seeks to offer immediate support where there has been a traumatic event or loss within the school community. Critical incidents include events such as the sudden death of a child or member of staff, severe violence witnessed or experienced by pupils in the school setting, major accidents involving members of the school community. In such circumstances, Head teachers are welcome to contact the Service directly to discuss the support on offer.

Supervision and individual counselling

The Service offers supervision for school leaders charged at an hourly rate. In addition, ELSA supervision and supervision for Designated Safeguarding Leads is offered as an annual package.

What happens if an Educational Psychologist becomes involved with my child?

Depending on the nature of your child's difficulties the educational psychologist might:

- Observe your child
- Work or play with your child, using a range of tasks and materials.
- Find out your child's views about their educational progress and any things that are causing concern.
- Use a range of tests to help get a clearer picture of some of your child's skills.

What happens if I meet with an Educational Psychologist?

An educational psychologist will usually want to meet with parents and carers. During this meeting they might ask questions about the following:

- Your child's early development.
- Your view of your child's strengths and difficulties and how they are managing in school.
- What family life is like for you and your child.

- Any other professionals who have been involved with your child.

What happens next?

That depends on the plan of action agreed with school staff, parents/carers and the educational psychologist. There may be changes to your child's support plan, referral to other services, new strategies to try at school and home etc. At some point the educational psychologist might want to attend a review meeting about your child to check on their progress.

You can get further information and guidance on the resouces section of our website

www.croydoneducationpartnership.org

**4th Floor, Croydon Clocktower
Katharine Street
Croydon
CR9 1ET
Tel: 020 8241 5468**

Email:
edpsychology@croydon.gov.uk

Introductory Information for Parents and Carers

Croydon Educational Psychology Service



CROYDON
www.croydon.gov.uk

The Educational Psychology Service

We are a team of Educational Psychologists working in Croydon. All Educational Psychologists have a Master's degree or a doctorate in educational psychology. Our training and experience focuses on using applied psychology to help the development and educational progress of children and young people aged 0 - 25. Within our team we have a wonderful mix of age, experience and background.



What does an Educational Psychologist do?

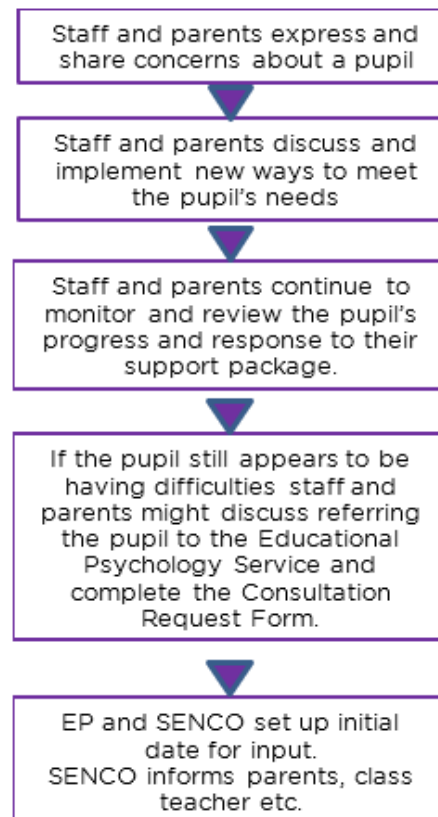
- We work with school staff to develop and improve the effectiveness of school based interventions and support packages.
- We use observation, consultation, and individual assessment to

gather information about a child or a family. We might use this information to clarify a pupil's difficulties and to give advice to adults working with that pupil.

- We provide staff training and INSET.
- We provide supervision for school staff.
- We produce information materials for parents, carers and young people.
- We support schools when an upsetting or traumatic event occurs.
- We provide psychological advice for the council when a child or young person undergoes statutory assessment.
- We can provide different forms of therapeutic input for pupils who are finding school life difficult.
- We visit pupils at home who are finding it hard to attend school.



How does the Educational Psychologist become involved with my child?



How do pupils get to see an EP?

Usually, this is through teachers at school. First your parents must agree. Either a teacher or the EP will talk to you about why the EP is working with you.

Pupils can contact us direct. Even if we cannot help, we can often give other contacts that may be [useful](#)

Your EP's name is:

Details of how to contact us are set out below.

You can also find out about the Educational Psychology Service on the London Borough of Croydon Website:

www.croydon.gov.uk/educationalpsychology

A Guide for Children and Young people

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Email: edpsychology@croydon.gov.uk

CROYDON EDUCATIONAL PSYCHOLOGY SERVICE

A GUIDE FOR CHILDREN AND YOUNG PEOPLE



What do Educational Psychologists do?



They work mainly with schools, teachers and parents to help children and young people.

How do they help?

- By giving advice when there is a problem
- They talk to pupils and maybe do some work with them so that they can get to know them.
- They usually talk to teachers and parents as well.
- They think of ideas for making things better.

What happens next?

If the **Educational Psychologist** (EP) can help, some things will happen:



- First the EP will talk to the pupil and their teachers and parents about what can be done.
- Sometimes it helps if the EP can do some planning with teachers, parents and pupils.
- A plan might say what the pupil is working towards and how they will be helped in school (and maybe at home as well).
- After a while, the EP will check on how things have been going.
- If there has been an improvement, then they will not work with the pupil anymore.

- If there has been little or no improvement, they will try and think of other ideas.