

Nottingham City
**Educational
Psychology
Service**

Traded Services



Nottingham
City Council

Introduction

People often ask “What does an Educational Psychologist (EP) do?” or “What can you offer my school?” Most people are not fully aware of the wide range of different work that an EP can offer at an individual, group, or whole school level.

EPs are a professional psychological support service that enables positive change to happen for children and young people, families, schools, colleges and other settings. We use psychology to bring people and ideas together to support children and young people to remain included academically and socially, and to flourish and achieve.

Our service supports settings to educate, nurture and include all children and young people, particularly those with high levels of additional needs, or who may be additionally vulnerable. We work closely with parents and carers, other professionals and organisations to develop the support available for these children.

This brochure shows you who we are as a service and the range of EP assessment, support and intervention currently available to your setting. Each item listed explains what it is, what the benefits are, and gives a guide to how much time this may take to deliver, in terms of sessions.

We have arranged our traded offers within this brochure under the following headings:

- **Social and Emotional Wellbeing and Mental Health**
- **Supporting Communication and Learning**
- **Planning, Problem Solving and Systemic Development**
- **Other areas of work**

You can request any service listed in this brochure as part of your package of EP time and your EP can also undertake bespoke work which may not be listed here, depending on what your school or setting needs.

We hope you enjoy exploring more about our service and the range of support available from the Educational Psychology Service. Please feel free to discuss any questions or queries with your EP, contact us directly on 0115 876 5829 or explore further on:

www.nottinghamcity.gov.uk/EducationalPsychology

www.eduserve.co.uk/additional-needs/educational-psychology

[/nottm_eps](https://twitter.com/nottm_eps)



Fiona Gray
Principal Educational Psychologist

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Who we are

The Educational Psychology Service - Our Vision, Mission and Values

Vision:
Enabling Positive Change

Mission: Using Psychology to bring people and ideas together

Values:

- Collaborative
- Understanding
- Valuing difference
- Integrity

Qualifications

Educational Psychologists (EPs) are trained professionals, registered with the HCPC (Health and Care Professionals Council), who have a thorough understanding of child development, assessment and intervention methods.

What we do

EPs do a range of different work, both statutory and traded. The Local Authority commissions us to conduct Statutory Assessments of Special Educational Needs, and a range of other Statutory work.

As part of our Traded Service, available to all settings, we aim to work preventatively and offer a variety of activities to be purchased.

We work at different levels:

- **Systemic Levels**

EPs may work at a whole setting level, helping to develop effective systems. Training staff groups or individuals helps to develop understanding and skills in particular areas, which builds capacity and resilience within the setting as a whole. We can also work with smaller groups e.g. a key stage or year group on systemic development.

- **Individual case work level**

EPs may also work at an individual level, working with the people around a particular young person, and often the young person themselves, to enable positive change.

What people say about us

Working with an Educational Psychologist gives us an invaluable insight into how children develop and a clear identification of their need. EP guidance and knowledge proactively enables us to deliver an individualised intervention and programme of support. They can help us unlock a child's voice.

The EP's work led to an immediate improvement in our situation. The feedback and communication were excellent throughout.

Working with an EP allowed me to carefully consider the reasons behind children's behaviours and the strategies I could use to support them.

The EP was very engaging in the way she presented training. She is clearly very knowledgeable and I felt that she really understands the challenges faced in day to day practice in school.

The support that we receive from our EP is invaluable to our school. It has helped us to develop staff knowledge and understanding when supporting our most vulnerable children.

The whole school training has had an impact on all of the children.

I found the visits supportive and realistic. The EP was clear and approachable and staff felt at ease with them coming into the setting. We felt valued as part of the team around the child.

Our Traded Work

Packages of EP time available to purchase

1 year contracts

Title	Sessions	Hours
Bronze	5 sessions	15 hours
Silver	10 sessions	30 hours
Gold	15 sessions	45 hours
Platinum	20 sessions	60 hours+
Ad hoc	No package	3 hours per session

- A session is 3 hours
- A day is 2 sessions

Top up is for schools that have already purchased a package and require additional sessions during the year. The additional sessions will be charged at the original package rate.

Larger packages (over 60 hours) are purchased at the **Platinum** rate.

If a school does not wish to purchase a package (5 sessions and above) then individual **ad hoc** sessions can be purchased. There is a minimum purchase of 1 session (3 hours).

On purchasing a package, you will be agreeing to a Service Level Agreement, which will outline our policies and procedures around traded work.

Traded rates for non-schools and other settings (in the City)

City non-schools and other settings will be charged at the **ad hoc** rate per session plus City mileage rate.

Non-schools includes private nurseries, other services and settings (Social Care, YOT etc.) and private schools in the City boundaries.

Work will be quoted at the start and then invoiced, to include mileage, at the end of the piece of work.

For costs and further information please visit:
www.eduserve.co.uk/additional-needs/educational-psychology



Activities to Support Social, Emotional Wellbeing and Mental Health

Training

Attachment Training

Description

- Understanding attachment can help staff promote positive attachments in schools/settings, which can help children feel secure and enable them to be ready for learning. Children with attachment difficulties can demonstrate a range of difficulties for example; being stressed and finding it difficult to engage in learning or retain information.
- This training explains: attachment and attachment theory; how the early life experiences shape the brain and behaviour (e.g. why children/young people may be very quick to get angry, or conversely may be very passive); guidance on how to work with children and parents; classroom and school strategies.

Benefits

- Attendees will learn an approach that is effective for meeting the emotional needs of the most vulnerable children and young people.
- Attendees will learn how to support children and young people to make positive attachments with those around them. Positive attachments can lead to better learning outcomes, increased academic retention, and the development of a greater sense of calm and more positive social relationships.
- Attendees will also learn to apply the approach in order to facilitate adults in working together and to build a harmonious learning environment.

Duration:

Length and depth of training to be discussed with link EP.

Who is it for:

School staff, and adults working with vulnerable children in other settings.

Developing Resilience in Children and Young People Training

Description

- Resilient individuals are better able to handle such adversity and rebuild their lives after a difficult event. Training attendees will learn about the strategies that can help children and young people increase their ability to manage the social and emotional challenges that they may face both in and out of school.
- Attendees will learn about the protective factors that can be promoted to develop children and young people's resilience.

Benefits

- Attendees will increase their understanding of the impact of reduced or low resilience on children and young people's social and emotional well-being.
- Attendees will be able to promote and apply strategies that will support the development of children and young people's resilience with the school context.
- As a result of this increased adult understanding, children and young people within the school context will be supported by more emotionally literate adults and may benefit from enhanced mental health.
- This can also lead to an increased knowledge of the strategies that children and young people are able to use to manage and overcome some of the emotional challenges that are faced as part of the learning process and in relationships with adults and their peers.

Duration:

Full day course (2 EP session)
For shorter training sessions,
please speak to your link EP.

Who is it for:

Setting staff and adults working
with vulnerable children and
young people.

ELSA (Emotional Literacy Support Assistant) Training

Description

- ELSA training is a programme for raising the capacity within schools to manage SEMH needs. It involves a designated person (usually a teaching assistant or pastoral support adult) to attend 6 days of training and continuing half-termly group supervision.
- ELSAs receive training on issues such as resilience building, raising self-esteem, social skills development, loss and bereavement, therapeutic story writing, social story writing, reflective conversations and use of puppets.
- The interactive training gives participants knowledge of underpinning psychological theories, practical strategies and opportunity to discuss, plan or practise skills.
- Following training, the group supervision sessions act as a support network for ELSAs and guide on-going development.
- Further information about ELSA and when our next course is running will be available from our administrative team at EPS.admin@nottinghamcity.gov.uk

Duration:

6 Full day training sessions and on-going half-termly supervision.
For ELSA details, dates and costs please contact your link EP.

Who is it for:

Adults who meet the ELSA person specification and job descriptions (available on request).

Benefits

- ELSA training gives participating schools an additionally skilled member of staff to support SEMH needs within their setting.
- ELSAs can support children on individual, group and whole school practice level. They can also advise other members of staff.
- ELSAs provide a pro-active approach to SEMH needs and can support children or young people before situations have escalated.

Emotion Coaching Training

Description

- Emotion Coaching is a training package which helps create improved emotional regulation in children, and promotes a more supportive and calmer whole school environment.
- The training starts with leading participants through the scientific background to why this approach is so effective, before moving on to a range of dynamic practical experiences which fosters real understanding of Emotion Coaching in any audience.
- The exact steps are explained in detail and all participants have opportunity to practice responding to real life situations, meaning that everyone has practice in working in this way before leaving the session.

Benefits

- Evidence-based, effective and (once practiced) effortless, Emotion Coaching is a powerful tool for helping children develop their self-regulations skills. It has also been found to lead to calmer schools and less ill-health in staff and children.
- Has been used with classroom staff, midday supervisors and parents, with positive outcomes.

Duration:

1 full day training or twilight training sessions, using 2 EP sessions.

Who is it for:

Adults working with children with challenging behaviours, anxiety and difficulties regulating their emotions.

Restorative Approaches Training

Description

- Restorative Approaches are used as part of a wider strategy to promoting positive behaviour within school.
- Restorative elements are 'value-based' and 'needs-led' in order to build mutually respectful relationships and a cohesive community.
- This approach aims to move children towards being more empathetic and honest and being more ready to take responsibility for their actions. This is done through calm and respectful methods, based on strong relationships.

Benefits

- The aim of the initial training is for all attendees to have an understanding of the underpinning principles and theory of Restorative Practice.
- All attendees will have an understanding of the core restorative practices and questions to use within this approach.
- Attendees will have had opportunity to observe restorative approaches being modelled and reflect on how these principles could be used within their own practice.

Duration:

1 full day training or twilight training sessions, using 2 EP sessions.

Who is it for:

All adults working with children and young people

Understanding and Supporting Newly Arrived Refugee Children and Young People: Training

Description

- This one day training course provides attendees with information about supporting newly arrived refugee children and young people.
- The following key areas will be considered; supporting resilience, understanding the psychological impact of trauma, possible interventions and supporting achievement.
- There will be an opportunity to consider a range of topics that will help create 'refugee-friendly' schools.

Benefits

- Attendees will gain an understanding of the theoretical principles underpinning working with refugee children.
- Participants will be introduced to practical strategies which can be implemented within school.
- Attendees will know ways in which to make their school 'refugee-friendly'.
- Attendees will have had opportunity to reflect on their current practice and consider potential plans for development.

Duration:

2 EP sessions.

Who is it for:

Professionals working with refugee children or young people.

Working with Puppets Training

Description

- Puppets can be used to support children and young people in a variety of ways and for different purposes. They are versatile tools that can be used within schools with a range of pupils (both primary and secondary age).
- Puppets can be used to develop children and young people's understanding or build key social and emotional skills.
- Using scenarios and puppets can facilitate discussion in a unique way that direct conversation on a topic may not access so easily.
- Training school staff to use puppets will provide a CPD opportunity to widen the capacity within school to approach SEMH needs via puppet work.

Benefits

- The training will provide staff with another strategy for facilitating social skills development and supporting SEMH needs.
- The use of puppets can be used to facilitate conversations with children and young people as well as supporting work towards greater social and emotional understanding.
- Puppets can be fun to work with and can motivate both adults and pupils.
- Increased staff confidence in using puppets with children.

Duration:

1 hour training session using 0.5 EP sessions.

Who is it for:

All school staff, although particularly useful for teaching assistants who focus on SEMH support.

Assessment and Intervention

Appreciative Enquiry

Description

- Appreciative Enquiry is a new way of dealing with some very difficult situations and problems, where the way forward is not immediately clear. It is particularly useful where staff motivation is low, or where it is hard to see what is good in the situation.
- Appreciative Enquiry involves a careful, thorough and systematic exploration into what is working well in a situation, why it is going well, and what will help the situation improve. Sometimes, with more traditional approaches which focus on the problem, people can be encouraged to think and focus on what is not working, which can leave people feeling overwhelmed, powerless to make changes, apathetic or even angry. Staff involved in Appreciative Enquiry however, tend to feel more energised, motivated and more enthusiastic about making changes, and have more of a vested interest in seeing these through.
- This is an approach which could be used in many different ways; for example, in a single session with an individual (followed by internal school support), or over a few sessions with individuals, groups, or even the whole school staff.
- Appreciative Enquiry is a powerful way to generate positive ideas and to motivate staff to move forwards with positive change.

Benefits

- Participants will feel energised and motivated to make changes, rather than feeling overwhelmed by complex problems.
- It is a powerful way of enabling positive change around a difficult situation.



Duration:

To be negotiated with the EP.

Who is it for:

Staff working in challenging situations where change is necessary.

Casework Supporting Vulnerable Groups

Description

- EP support and advice for staff and professionals working with vulnerable groups of children and young people (CYP) including Looked After Children (LAC), Persistent Absentees (PA), Key Stage 1 children at risk of permanent exclusion and Refugee Children and Asylum Seekers.
- Support can be tailored according to a school's or professional's needs or the individual needs of the child. This work might include thinking about school systems, delivering bespoke training packages, supervision for staff and professionals working with vulnerable groups, attendance at multi-agency meetings, liaison with other professions, consultation and support for parents and carers and using collaborative problem solving techniques. This will help increase staff confidence, skills and capacity to understand and support a child's needs.
- An EP could complete direct work and assessment with children and young people including assessments of resilience, emotional wellbeing, cognitive assessments and strength based assessments and approaches.
- EPs could work directly with children and young people to gain their views.

Benefits

- Staff/professionals have increased knowledge and understanding around children and young people's needs and have increased confidence.
- Staff and professionals feel more empowered to make a difference for children and young people they work with. They will have strategies and systems in place to enable them to support vulnerable children and young people.

Duration:

Sessions of EP time to be negotiated by the school/professionals according to need.

Who is it for:

Staff and professionals that support vulnerable groups of children e.g. LAC, PA, KS1 CYP at risk of exclusion and Refugee CYP and Asylum seekers.

Cognitive Behavioural Therapy (CBT) Based Intervention

Description

- CBT based interventions focus on the idea that thoughts, feelings, physical sensations and actions are all interconnected. The negative thoughts and feelings can be seen as 'unhelpful', 'automatic' or 'hot' which lead to negative patterns in behaviour and overall well-being. CBT based interventions teach children to break down these negatives into smaller parts and challenge them. Then coping strategies and realistic thoughts can be practised to raise positive well-being.
- CBT based interventions can be delivered individually for specific difficulties (e.g. anxiety or anger) or to small groups (e.g. a positive thinking group). These strategies are most appropriate with Key Stage 2 children and above, however they can be adapted to be used with children in Key Stage 1.
- When an EP runs a CBT based intervention for a group of children, a teaching assistant or SENCo can shadow this process to then support dissemination of the strategies within school.

Benefits

- Raises awareness of the relationship between thoughts, feelings, physical sensations and actions.
- Can reduce impact of negative thoughts and behaviours on everyday life.
- Enables young people to apply strategies, which are taught in sessions, to increase their well-being.
- Can benefit young people with a range of difficulties, including generalised anxiety, school phobia and behavioural difficulties.
- Supports the shadowing staff to understand CBT principles and apply these within school.

Duration:

6 CBT based interventions groups (with briefing and debrief for stakeholders) using 4 EP sessions.

Who is it for:

EP delivered intervention with children and young people, but with shadowing opportunities for staff to enable them to support the intervention and eventually deliver this themselves.



Circle of Adults

Description

- A 'Circle of Adults' is collaborative problem solving process which is specifically designed to support teachers and adults that work with children who have social, emotional or mental health needs.
- The intervention is run by two educational psychologists; one will facilitate the meeting by moving the discussion through a number of steps; and the second EP will create a pictorial representation of the discussion and action points.
- The meeting is usually attended by a maximum of 8 adults who know the young person well. Parents and carers do not attend although schools are encouraged to invite other professionals involved with the child e.g. BST, IES, Autism Team, CAMHS etc.

Benefits

- Key adults supporting the young person may feel they have a greater understanding of the child and develop hypotheses for what the child may be communicating through their behaviour.
- Furthermore they may feel empowered and more able to think of their own ways of supporting the pupil in school.
- An action plan will be developed within the Circle of Adults.

Duration:

Meeting attended by 2 EPs, using between 1-2 sessions of EP time in total.

Who is it for:

Adults working with a challenging child or young person.



Circle of Friends

Description

- Circle of Friends is an evidence-based intervention that can be used to support the inclusion of children and young people with SEN/disabilities, who may be having difficulties in school and would benefit from peer support to help them feel more included.
- The process consists of an initial whole class meeting with the aim of recruiting volunteers who will form the Circle of Friends.
- The intervention normally comprises of 6-8 children who meet weekly with the target child with a member of staff.
- The EP will support the process of setting up the Circle of Friends.

Benefits

- Children in the target child's class become more tolerant and understanding about a child's difficulties. This, in and of itself, can lead to the reduction in incidents of challenging behaviour involving the target child.
- It creates a support network for the focus child.
- It provides the child with encouragement and recognition for any achievements and progress.
- It helps to identify difficulties the child may have and helps to identify practical solutions.

Duration:
2 EP sessions.

Who is it for:
Primary and secondary pupils,
teachers, teaching assistants.

Functional Behaviour Analysis

Description

- Functional Behavioural Analysis (FBA) is a joint problem-solving process to understand and intervene with challenging behaviour presented by a child or young person in a learning environment.
- The process involves extensive data collection, utilising a variety of methods such as classroom observations, behaviour records, and teacher consultation.
- The data collected is analysed as part of a joint consultation between the psychologist and key staff members in order to understand antecedents, consequences, setting conditions and hypothesised function of the particular behaviour of concern.
- As a result of the data analysis a comprehensive multi-element intervention plan is developed that encompasses teaching, environmental, coping strategies and rewards based on the information gained from the assessment. The intervention plan also includes the child's views and input.

Benefits

- The development of a tailored, in-depth, multi-element intervention plan for schools to use to help the child/young person to achieve behaviour change.
- Reduction in challenging behaviours.

Duration:
2 EP sessions.

Who is it for:
Professionals working with
children with challenging
behaviour.

Motivational Interviewing

Description

- Motivational Interviewing can be used to help children, young people or even staff consider their current situation and whether they are happy and content with how things are, or if there may be something they would like to be different.
- This process leads the person to consider their actions, what the consequences are, and if these consequences are what they actually want. Through this work, they can explore and consider different ways of being, talking and interacting and can identify small changes they think they could make, all with their own change goal in mind.

Benefits

- This type of work can encourage the person to consider the consequences of their actions reflectively, and can help them understand if their actions are helping them progress towards their aims; such as good exam results, having friends, staying out of trouble, or having a calm and positive day.
- Behaviour changes are more likely to be maintained as they stem from a genuine desire to create change by the young person, rather than being something they are told they need to do.
- This can be a very successful way of involving the young person in focussing on their future, and helping them understand their role in the reactions they elicit from others.

Duration:

3 meetings using 1.5 EP sessions.

Who is it for:

School staff, young people.

Nurture Groups

Description

Nurture Groups are based on the principles of Attachment Theory. They usually include between eight and twelve pupils who have an additional need with regard to attachment. Pupils continue to be part of their regular class, but spend part of their week with the Nurture Group. Nurture groups are usually facilitated by two adults who lead activities which are planned to address attachment needs and support the social and emotional development of the children.

Our service can support schools to:

- set up a new Nurture Group
- develop existing Nurture Groups
- evaluate their provision
- select pupils for the group and monitor their progress using tools such as the Boxall Profile
- develop a whole school ethos around Nurture

Training can be provided to help develop a school-wide approach based on the principle of Nurture. Schools do not need to have a specific Nurture Group to develop this approach or to access the training.

Duration:

Please discuss with your link EP.

Who is it for:

School staff looking to develop Nurture Groups or Nurture Group principles within school.

Benefits

- Evidence suggests that Nurture Groups can contribute to positive outcomes with regard to academic progress and social and emotional development.
- Nurture groups provide a sustainable approach to schools meeting the social and emotional needs of their pupils.
- Additional input can support existing groups to better meet individual needs.



PALS - Playing and Learning to Socialise

Description

- PALS is a social skills programme for approximately 3-6 year old children. It focuses on core skills such as greeting others, listening, sharing, taking turns, dealing with feelings of fear, sadness, anger and solving problems.
- This intervention is delivered in groups of 6 children and consists of 10 sessions, which run for around 30 minutes. The sessions involve singing, puppets, role play, videos and discussions which make the group fun for the children.
- PALS is an Australian research-based educational resource, developed by clinical psychologists and early childhood teachers, for use in early years settings.

Benefits

- As this focuses on early childhood, PALS aims to build children's skills to help them make friends, learn to cooperate with each other and begin to solve problems. Building core skills at an early age will benefit children's abilities later in their development.
- Research has shown that participating in PALS can reduce children's problem behaviours and increase social skills.
- Children who are socially and emotionally settled are more likely to be ready for learning.
- Provides staff in early years setting with an additional intervention to support positive social skill development.

Duration:

10 group sessions using 5 EP sessions.

Who is it for:

Early Years settings who want some direct intervention delivery to children.

Sand Play

Description

- Sand Play Therapy can be a powerful, creative and transformational process for children and young people, using symbol and metaphor to connect with and express their feelings.
- During a session (based on sand play principles) the child or young person is given an opportunity to create a three-dimensional picture or a miniature "world" within the boundaries of the specially designed sand tray, in a safe environment.
- Sand Play can help children express their innermost feelings, make us aware of unconscious processes and gradually soften internal conflicts.
- Training attendees learn key principles of sand play enabling them to practise sand play techniques.

Benefits

- Trained members of staff can offer this supportive technique to appropriate children with social, emotional wellbeing and mental health needs.
- Gives access to supervision from Educational Psychologists who can support trained staff in their session work with children.
- Sand play is suitable for people of all ages and backgrounds and does not require disclosure of difficult personal information.
- Sand play can help to enhance creativity and promotes a sense of play and fun.

Duration:

One day training with EP plus 3 sessions of follow-up supervision using 5 EP sessions.

Who is it for:

Adults working with children with SEMH needs in an educational setting.



Self-Directed Behaviour Programme

Description

- This is a solution-focused approach which aims to improve children and young people's awareness and consequences of their behaviour.
- It uses self-monitoring of targets and use of motivational rewards to increase positive change.
- It provides a structured positive approach to modifying behaviour.

Benefits

- Children and young people will develop a greater insight and understanding of their own behaviour and how this impacts on others.
- Increases personal responsibility.
- Improves self-regulation and self-reflection.

Duration:

1 session of EP time (includes follow up).

Who is it for:

KS2 pupils and older children and young people with behaviours they would like to change.

Solution-Focused Brief Therapy

Description

- Educational Psychologists use their training and knowledge of Solution-Focused Brief Therapy principles and techniques to provide therapeutic work to individuals or small groups to support positive change.
- Educational Psychologists will work in a curious, empathic and non-judgemental way exploring the current problem or difficulty. They will use psychology to help the individual or small group to think of what their preferred solution, dream or best hope would look like.
- Educational Psychologists will use Solution-Focused Brief Therapy principles and techniques to guide individuals or small groups into feeling confident and empowered to facilitate change, working towards their preferred solution.
- Using Solution-Focused Brief Therapy principles and techniques can enable an individual to gain skills to deal with a range of issues including:
 - Stress
 - Low mood
 - Managing anxiety
 - Anger management
 - Isolation and loneliness
 - Feeling 'stuck' in a situation and not really knowing how to change it

Benefits

- Educational Psychologists work in a non-expert way, facilitating and using the skills and knowledge of the individual or small group. Using Solution-Focused Brief Therapy principles and techniques enables Educational Psychologists to help the individual or group recognise their strengths and resources and help pick out exception times when the problem is less pronounced or not present.
- Using Solution-Focused Brief Therapy principles and techniques acknowledges the pain whilst also enabling the individual or small group to feel in control and empowered to find their own solutions working towards their best hope.
- Benefits can include:
 - Increased self-confidence
 - Raised self-esteem
 - Reduction in stress or anxiety
 - Individuals may feel empowered to move forward with specific concerns
 - Alternative ways of resolving situations resulting in an increased number of choices available to the individual or small group.

Duration: Dependent on needs (often around 4-6 meetings using 2-3 EP sessions), please discuss with your link EP.

Who is it for: Children and young people with SEMH needs, professionals working with children and young people with Special Educational Needs.

Therapeutic Stories

Description

- Therapeutic Story Writing (TSW) was developed to support pupils whose emotional anxieties are impacting on their learning. TSW enables children to work through metaphors within stories. By using metaphors children are given the opportunity to explore their internal feelings and to make sense of difficult feelings in a safe and contained way. Different aspects of the child can be explored through story characters.
- Either a member of staff can be trained to develop Therapeutic stories or an EP can facilitate a group intervention.
- An Educational Psychologist will work with a suitably selected group of up to 6 children. They will work alongside a member of school staff to provide an emotionally secure learning environment where the child can begin to engage with their own inner story through writing.
- The Educational Psychologist will reflect upon and hold the child's real anxieties in mind whilst making comments on the child's story.
- This consists of ten weekly group sessions lasting between 45-60 minutes in a designated room.

Benefits

- By engaging in the child's sense of self in the process of story writing, it is possible to see improvements in the child's emotional literacy and academic literacy. Emotional literacy involves developing awareness around our internal feelings, our feelings toward other and our sense of self (self-esteem).
- Research commissioned by the South-east Region SEN partnership showed that Therapeutic Storywriting Groups helped pupils to process difficult feelings, develop social skills and improved pupils' engagement with writing.
- Therapeutic Storywriting Groups have been introduced into 35 LAs in England and are a DCSF example of good inclusive practice (*SEN IMPACT: Case Study 14*).

Duration:

10 groups using 6 EP sessions for an intervention group, or 1 EP session for training on developing therapeutic stories.

Who is it for:

Children or young people with identified literacy issues, social emotional wellbeing and behavioural needs and attachment needs or who have experienced a recent trauma.

Theraplay Principles-based Intervention

Description

- Theraplay-based approaches can be used to support a range of children or young people who are having challenges with SEMH (social, emotional and mental health) needs.
- This intervention is based on the principles of building Structure, Engagement, Nurture and Challenge in relationships.
- Theraplay based approaches aim to enhance attachments, self-esteem and trust in others whilst having fun.
- Delivery can be bespoke for a particular child-parent relationship, can be delivered in school-based intervention groups or within whole class practices.

Benefits

- The children and young people taking part in intervention based on Theraplay principles are supported to develop healthy relationships, self-esteem and build trust in those around them.
- Children and young people can display a reduction in challenging behaviours and increased occurrences of positive behaviours following intervention.
- Those taking part in intervention enjoy special time together.

Duration:

Please discuss with your link EP.

Who is it for:

Children or young people who will require support with building or enhancing healthy, trusting relationships and self-esteem.



Video Interactive Guidance (VIG)

Description

- VIG is an intervention to enhance communication within relationships.
- VIG works by engaging clients actively in a process of change towards realizing their own hopes for a better future in their relationships with others who are important to them.
- It is typically used for interactions between children and adults (either parents or professionals) although it can also be used within pairs, or even groups, of adults.
- Its aim is to give individuals a chance to reflect on their interactions, drawing attention to elements that are successful and supporting clients to make changes where desired.
- It has often been used in situations where communication and relationships between adults and children or young people have almost broken down as well as in situations in which good communication has been slow to develop.
- There is a developing evidence base for the effectiveness of VIG in promoting change in families where a history of professional input has failed to lead to change.
- VIG is now recommended by NICE guidelines 'Social and Emotional Wellbeing'.

Benefits

- Improve communication between adult and child/young person
- Promote a more positive relationship between an adult and a child/young person
- Reduce parental stress and increase self-confidence in parenting
- Promote sensitivity between parents and young children with attachment difficulties

Duration:

Please discuss with your link EP.

Who is it for:

Parents, early years/school staff working closely with children/young people on a 1:1 basis.

Working on What Works (WOWW)

Description

- WOWW is a solution-oriented classroom management intervention which involves a coach observing the whole class (children and teacher) during one lesson per week over 10 weeks.
- A WOWW coach does not focus on unacceptable behaviours but instead looks for strengths and positive actions and interactions.
- Coaches compliment successes in a feedback session (with the children and teacher) at the end of the lesson. Noticing and acknowledging successes, however small, is fundamental to the WOWW approach and this serves as a reminder to keep doing things that are positive.
- WOWW is an inclusive strategy – children are not taken out of the class for any part of the intervention and there are no additional curriculum requirements.

Benefits

- Classroom behaviour is improved
- Pupils are more co-operative in class
- Better relationships between teacher and pupils
- A more enjoyable and positive learning environment
- Better communication between teacher and pupils

Duration:

Please discuss with your link EP.

Who is it for:

Both primary and secondary settings.



Activities to Support Communication and Learning

Training

LEGO-Based Therapy Training

Description

- Training for schools to deliver Lego-Based Therapy intervention for children with social and communication needs.
- LEGO-Based Therapy is a collaborative play therapy in which children work together within designated roles to build LEGO models to promote development of their social and communication skills.
- Key social experiences such as collaboration, joint attention, joint accomplishment, sharing, turn-taking, eye-contact, and verbal and nonverbal communication are emphasised and coached.
- LEGO-Based Therapy can be used in both individual and group therapy modalities, during which natural opportunities are used to practice social communication, social support, social problem-solving, and conflict resolution skills.

Benefits

- Research has found that Lego-Based Therapy is effective in improving social competence in children with Autistic Spectrum Conditions and it may also be helpful for children with other social and communication difficulties.
- This staff training provides an overview of the theory and description of the approach, an opportunity to apply and practice the intervention, as well as support, advice and resources for staff for setting up Lego-Based Clubs in schools.
- On-going support can also be offered to schools in the setting up of Lego-Based Clubs, screening of children for inclusion in the groups, as well as evaluating the intervention and assessing progress.

Duration:

Initial staff training for 1 EP session with optional on-going support to be negotiated.

Who is it for:

Designated school staff who will run interventions.

Paired Reading

Description

- Paired Reading has been identified as an effective approach to promote reading, whilst building relationships and self-esteem.
- Paired reading is a method of supporting reading that involves oral reading with a partner such as teacher, parent or peer.
- A key feature of paired reading is that the reader has autonomy over the material read, which is based on interest rather than readability level.
- The method offers predictable and non-intrusive error correction, which does not affect the flow and comprehension of the reading.

Benefits

- The impact of paired reading has been well documented in research suggesting improvements in reading accuracy, fluency and comprehension.
- In addition to academic achievements research has noted improved self-esteem and motivation for reading.
- Training for adults (e.g. parents) gives a clear framework to support enjoyment of reading together.

Duration:

1 EP session.

Who is it for:

Teachers, teaching assistants, parents/carers.



Precision Teaching

Description

- Precision Teaching is a practical and highly effective method of planning and evaluating a teaching programme to suit the needs of an individual pupil.
- It is a programme which is used for developing pre-requisite skills in literacy, spelling and numeracy skills, particularly where there are gaps in learning.
- Precision Teaching consists of a daily short session (10 minutes) of teaching, assessment and monitoring progress through a chart.
- Training in Precision Teaching will give staff a better understanding of the psychological theory of learning underpinning this intervention. It will also give staff the ability to implement a bespoke intervention to identified children or young people.

Benefits

- Precision Teaching has a strong evidence base within the fields of psychology and education.
- Can have a notable impact on self-esteem and on motivation in other areas of the curriculum
- Is particularly effective for children struggling to acquire automatic fluency skills
- Teaching and progress is assessed and monitored regularly to promote accelerated learning
- Makes teaching precise and cost-effective
- Will give attendees the skills to deliver a Precision Teaching intervention.

Duration:
2 EP sessions.

Who is it for:
Teachers and teaching assistants.

Reciprocal Teaching

Description

- Reciprocal teaching (RT) is a teaching technique that aims to support young people's reading comprehension skills and meta-cognitive skills. Drawing upon social constructionist principles, it is based on teaching young people to work together in using four strategies that underpin language comprehension skill: predicting, questioning, clarifying and summarising.
- It is an approach that can be used as part of whole school teaching practice, with a whole class or in small groups, or as a specific intervention that targets young people who may present with difficulties in comprehending written text.

Benefits

- There is research that highlights Reciprocal Teaching as successful in supporting the development of:
 - Reading comprehension skill (comprehension fostering).
 - Young people's ability to monitor if comprehension is occurring or not, and over time, independently use strategies to correct this (comprehension monitoring).
- We can provide staff with a theoretical knowledge base around the development of language comprehension skill, and how we may use this knowledge to understand young people presenting with reading comprehension difficulties.
- Staff members will develop a specific skill in how reading comprehension can be fostered, and later monitored by the young people that they work with.
- Using the principles outlined in the training, staff members and pupils are able to personalise the approach, making this an accessible and enjoyable experience for the young people engaging in the process.

Duration:
2 EP sessions.

Who is it for:
School or other setting staff supporting reading.



Working Memory Training

Description

- 'Working memory' refers to our ability to remember and mentally work on information over short periods of time. It is crucial for all aspects of learning and day-to-day life.
- Many children have difficulties related to working memory and research shows that this puts them at a disadvantage in the classroom and consequently in terms of positive outcomes.
- This training explores the concept of 'working memory' and why it is important for learning, the negative impact that difficulties with working memory might have on learning, and 'what works' (and doesn't work) for children with these needs.

Benefits

- Attendees will learn about the concept of 'working memory' and will be able to identify children who might experience such difficulties.
- Attendees will develop their understanding of the links between working memory and learning. They will be able to apply that knowledge to successfully differentiate activities and accommodate the needs of children with working memory difficulties (in order to promote successful inclusion of all children and young people).
- Attendees will know about 'what works' for children and young people with working memory difficulties so that they can implement the most effective interventions.

Duration:
1 EP session.

Who is it for:
Teachers and teaching assistants.

Assessment and Intervention

Dynamic Assessment

Description

- An interactive approach to assessment within the domain of psychology that focuses on the ability of the learner to respond to intervention.
- Involves an assessment by means of a learning activity.
- Involves the exploration of the gap between what the learner can do independently and what the learner can do with support.
- Assesses the processes involved in learning such as problem-solving, memory, attention, planning and frustration tolerance.

Benefits

- This assessment style is learner centred and personalised to the child or young person. It is interactive and non-threatening, therefore can be appropriate for anxious or more vulnerable individuals.
- It provides strategies to support the child or young person which are directly relevant to the classroom.
- Highlights learner strengths.

Duration:
2 EP sessions.

Who is it for:
School staff, and adults working with vulnerable children in other settings.



Language Assessment

Description

- Many children may have some form of invisible language difficulty, which may not be noticed or fully understood by the adults around them, particularly if they do not have any apparent difficulties with speech production.
- Unsupported language difficulties can cause emotional and behavioural difficulties, social isolation and poor learning. Interventions solely targeting learning or behaviour may fail if any underlying language difficulties are not understood and addressed.
- Where a language disorder is suspected or there are difficulties with speech production, referral to SLT is most appropriate. Where there is some delay with language, a child is not yet speaking, a child is able to speak and is choosing not to, or not speaking well and is angry or withdrawn, your EP may be able to help.
- Where there is a suggestion of selective mutism (where the individual who can speak but has chosen not to for over 6 weeks) in Nottingham City EP involvement is advised to address the behaviour before it becomes entrenched within the school environment.

Benefits

- Language assessment will allow you to provide targeted intervention for identified areas of weakness, which will have subsequent positive effects in learning, behaviour, social interaction and emotional regulation.
- Appropriate language support will help any learning or behaviour interventions to be more successful.
- With the case of selective mutism, EP involvement could prevent further difficulties arising.

Duration:

Approximately 2 sessions of EP time.

Who is it for:

Adults working with children or young people with suspected language difficulties.

Literacy Assessment

Description

- Assessing children's exact difficulties in literacy can enable the right interventions to be put in place.
- An assessment can explore difficulties with the visual aspect of writing, fine motor skills, basic but essential aural phonic skills or more complex phonic manipulation skills, all of which are essential for fluent writing skills.
- Literacy assessments can be useful in addressing questions around whether children have a solid understanding of the sound/letter correspondence or struggle to manipulate the phonic code mentally.

Benefits

- Literacy assessments will enable adults to understand a child or young person's literacy needs and intervene directly with the specific areas of weakness.
- Will support development of effective targets and interventions.

Duration:

Approximately 2 sessions of EP time.

Who is it for:

School staff, and adults working with children in other settings.



Numeracy Assessment

Description

- A numeracy assessment could be used to gain an insight of a student's numerical abilities, including any strengths, weaknesses and gaps in their understanding of numerical concepts.
- This may include the use of scales from standardised cognitive assessments (e.g. the number skills scale within the British Ability Scale 3), the use of curriculum based and/or dynamic assessment.
- The assessment could be used to contribute towards a wider assessment, for example if specific learning difficulties are suspected.

Benefits

- A numeracy assessment would help identify a student's strengths and difficulties around numeracy, including any 'gaps' in their understanding.
- It could support identification of possible instructional strategies and/or interventions that may assist the development of the student's numeracy abilities.
- The assessment could lead to development of specific targets and identification of ways to monitor and review the student's numeracy abilities over time.

Duration:
2 EP sessions.

Who is it for:
Adults wishing to commission direct assessment for children or young people regarding numeracy.

SCERTS Assessment

Description

- Children and young people with autism spectrum disorders typically encounter challenges with understanding and interacting with the world around them and with managing their emotional responses to such a confusing and unpredictable environment. These sorts of difficulties increase the likelihood that children miss out on the range of social and educational opportunities available to them.
- SCERTS is an approach for assessing and planning for the development of stronger Social Communication (SC) and Emotional Regulation (ER) skills through the use of effective Transactional Support (TS) strategies. The SCERTS evidence base is very positive and shows that it strongly improves outcomes for children and young people with autism.
- In Nottingham City, assessment using SCERTS is undertaken jointly by Educational Psychologists and Specialist Autism Teachers. In this way, assessments are able to holistically identify the strengths and needs of children with autism in order to identify next steps and measure progress.

Benefits

- Assessments lead to a detailed profile of social communication and emotional regulation strengths and difficulties that inform a programme of support and intervention, as agreed with parents and teachers.
- Parents and teachers will gain a deeper understanding of the needs of the child or young person.
- Recommended strategies will promote the inclusion and development of the child towards more positive outcomes.

Duration:
Please discuss with your link EP.

Who is it for:
Children and young people with autism or other, similar social communication difficulties.

Selective Mutism

Description

- Selective Mutism can be a serious issue which requires specialist support. The best practice guidance suggests that if a child is selectively mute for more than 6 weeks after an upsetting event or transitioning into school or a new class, then support should be requested from appropriate support services. If the Speech and Language Therapy service have established that the issue is not arising due to a difficulty with forming words, i.e. that the child can speak but is not speaking in certain situations, then in Nottingham City a referral to the Educational Psychology Service is necessary. Your EP will then work with a member of staff to support them in implementing and working through a suitable intervention for the child, to help this anxiety based issue resolve. This usually takes 15 minutes per day.
- It is likely that following a discussion with the EP, that a member of school staff will run the intervention following a set plan. The EP will then return to school approximately three times in the first year to discuss the progress of the intervention, and to support the member of staff in developing their skills in this area. Usually, the estimated time required would be an initial visit to observe the child and discuss their strengths and needs with staff who know them well, and to discuss a suitable programme with the person who will be delivering it. There will then be three further visits to support staff when they feel they need the support, which is usually a few weeks after the start of the programme, then half a term later, and then a term later, though additional support can be requested if needed.

Benefits

- EP support will enable staff to put a suitable programme in place, which will help address the underlying social anxieties causing the selective mutism.
- Selective mutism, once established may not go away as the child gets older, so appropriate early intervention is essential. Children with selective mutism can be vulnerable in many ways and may struggle to remain included in all aspects of school life. EP involvement will support the young person towards the goal of being able to communicate freely and successfully, so that they are able to ask for help, ask questions to develop their learning and make social relationships.

Duration:

Please discuss with your link EP.

Who is it for:

Children and young people with selective mutism.

Sensory Assessment

Description

- Sensory assessments are completed through observation and consultation. From this involvement a visual representation of the child's sensory processing needs are presented alongside practical activities to meet need. The aim of the assessment is to:
 - Identify the child or young person's sensory processing needs and strengths;
 - Provide practical activities to meet need;
 - Decrease undesirable effects of a sensory processing need.

Benefits

- This can lead to improved behaviour, reduced anxiety and improved learning outcomes. This will allow adults supporting children and young people with sensory needs to:
 - Meet sensory needs;
 - Understand associated needs;
 - Measure impact through teacher assessments related to presenting difficulties (i.e. reduction in dislike of messy play, unusual behaviour, covering ears, etc.)

Duration:

2 EP sessions.

Who is it for:

Children and young people with suspected sensory difficulties.



Standardised Cognitive Assessment of an Individual Child or Young Person

Description

- Standardised assessments may be used to identify children's and young people's strengths and difficulties; the information collected can help schools plan to support their special educational needs.
- Our service has a number of standardised or cognitive assessments available for use with individual children and young people.
- Standardised tests are available that measure things like:
 - Cognitive strength and difficulties
 - Analysis of reading ability
 - Reading for comprehension
 - Phonological awareness
 - Receptive Comprehension of grammar
 - Test of understanding receptive vocabulary.

Benefits

- These assessments provide information regarding the individual's strengths and difficulties.
- It gives feedback that helps and teachers plan for SEN.
- The standardised scores allow comparisons of performance over time or between young people.

Duration:
2 EP sessions.

Who is it for:
Adults wishing to commission direct assessment for children or young people.



Activities to support Planning, Problem Solving and Systemic Development

Consultation

Description

- Consultation can be defined as joint problem solving with teachers, parents/carers and other adults who work with children and young people.
- The aim is to clarify concerns, explore the situation and consider some positive actions before the end of the meeting.
- A consultation can take multiple forms but may include; a review of an identified concern, acknowledgement of strengths within the current situation, some jointly proposed reasons behind the concern, helping and hindering factors and possible solutions.
- The aim of consultation is to empower adults that support children and young people to develop solutions and actions to resolve difficult situations.

Benefits

- Consultation has been identified as a valuable tool in supporting adults to utilise new strategies, reflect upon their practise, consider alternative view points and value their own strengths and skills.
- A consultation can be a restorative experience and give consultees increased confidence and a new perspective.
- Following a consultation those involved should have increased clarity on the situation and have developed action points.
- As this is a collaborative process, stakeholders should feel enabled and have ownership of their next steps.

Duration:
1 EP session.

Who is it for:
All adults involved with the child/young person.

Force Field Analysis

Description

- Psychological process which identifies the strengths and weakness of systems and organisational procedures.
- Explores the barriers to systems becoming more effective and how these can be overcome.
- Identifies action and timelines for increased effectiveness.
- Uses a visual representation to capture the process.

Benefits

- Insight into the strengths and areas for development in organisational systems.
- Develops a clear plan of action, timelines and responsibilities for those involved.
- Helps identification of the barriers and actions needed to increase effectiveness.
- Gives stakeholders opportunity to share ideas.

Duration:
1 EP session.

Who is it for:
Teams, schools and other organisations.

MAP (Making Action Plans)

Description

- The MAP is a systemic planning tool utilising group consultation and graphic facilitation techniques to create a shared vision of a goal and an action plan towards the desired goal.
- The process involves school staff members attending a group meeting, facilitated by a psychologist, to discuss a concern around a school system or individual pupil with the aim of creating a detailed action plan to move the concern forward.
- The MAP consultation is run by two trained facilitators: one who guides the individuals and the group through the stages of the process, and a second facilitator who creates a large pictorial representation of the key discussion points and agreed actions.

Benefits

- The MAP approach is based on the assumption that everyone has a contribution to make and that everyone benefits from working on creating a vision or solution together. The benefits of using a group consultation of this kind are:
 - The vision for the change that is wanted is collectively contributed to and agreed upon.
 - By developing the action plan collaboratively, individuals are more likely to feel ownership of the plan and a responsibility for helping to enable change.
 - The process engenders a sense of inclusion and value of those contributing.

Duration:
2 EP sessions.

Who is it for:
Children and young people with autism or other, similar social communication difficulties.



PATH (Planning Alternative Tomorrows with Hope)

Description

- A PATH is a creative, person-centred planning tool that uses graphic facilitation. It starts by considering hopes for the future and works backwards to consider ways of achieving what is positive and possible.
- It can be used with children and young people to help them develop a vision and a plan for their future.
- It can also be used to help teams/ organisations to develop a creative vision for the future with a positive and possible concrete plan.

Benefits

- The child/young person feels empowered with clear vision and plan for their future that fills them and their family with confidence.
- Teams/organisations also feel empowered to make a difference for children and young people they work with. They will have created an inspiring vision with a concrete positive and possible plan.
- Helps to 'vision' goals and break these down into manageable steps.
- Allows all stakeholders to contribute ideas and have their voice heard.

Duration:
2 EP sessions.

Who is it for:
Teams, school staff, children and young people.

Solution Circles

Description

- A short and powerful problem-solving process for groups of people.
- Effective for approaching a range of problem solving situations including challenging behaviour and non-attendance.
- The process uses ideas from the group to identify potential solutions and next steps.
- Utilises the collaboration of school staff with support agencies and professionals.

Benefits

- Participants will develop ideas and find some solutions/action points.
- Gives opportunities for finding a way forward in challenging situations; including action planning and next steps.
- A visual representation of the problem and solutions will be generated as a record of the process.

Duration:
0.5 EP sessions.

Who is it for:
Teaching and support staff / other professionals.



Staff Support

Description

- An opportunity for professionals including teaching staff to access designated time and space with an Educational Psychologist.
- The aim of a staff support group is to provide an opportunity for experience sharing, open reflection and shared problem solving.
- Helps individuals to recognise their own strengths and build on their confidence, resilience and competency when managing challenging situations.
- Provides a safe space for an individual to discuss issues which may feel particularly emotionally charged and or stressful.
- Can be tailored to meet a specific organisation's need e.g. support for an individual or small group, or even supporting a group from a collection of schools.
- The aim is to share concerns, reflect on practice, share experiences, develop possible solutions to problems and develop practice.
- Consultation can take multiple forms but may include a problem presenter describing an issue, the group asking probing questions, the whole group developing hypotheses around the concern, followed by the group exploring solutions.

Duration:

Fortnightly/monthly/half termly sessions lasting one hour to be negotiated.

Who is it for: Teaching and support staff / other professionals

Benefits

- Staff support groups have been identified as providing emotional support to staff, leading to reduced feelings of stress and isolation.
- Staff support groups can empower adults to perceive problems differently and develop their own solutions.
- Research has found that the development of staff support groups can impact the wider school culture to be open, sharing and supportive.



Bespoke Research and Evaluation

Other Areas of Work

Description

- Educational psychologists are trained in a variety of research methodologies.
- Educational psychologists can support settings to evaluate interventions, devise and evaluate new systems and gather views of stakeholders
- One example of research conducted collaboratively within settings is action research. Action research is a form of systematic, self-reflective enquiry undertaken by participants to explore factors within their setting context. Action research follows a cycle of: plan, act, observe, reflect, which is supported by the EP.

Benefits

- Allows settings to explore factors such as effectiveness in their setting.
- Can provide evidence to support practices
- Explores factors from a neutral perspective e.g. gaining parent views.

Duration:

By negotiation.

Who is it for:

All education settings.



Psychology within the Early Years: Early Years Assessment

Description

- Our service uses a range of developmental assessments to ascertain the Special Educational Needs of children aged 0-5 years. This enables schools and other Early Years providers to understand needs and adapt their provision to effectively meet these needs.
- An initial plan may be developed which may include the Educational Psychologist carrying out a Play Based Assessment, an observation at nursery/ other Early Years setting, meeting with parent(s), consultations with key professionals (such as nursery staff) and possibly direct psychological assessment of the child.
- EPs provide a psychological report drawing conclusions and making recommendations.

Benefits

- Stakeholders will have more knowledge and understanding about the Special Educational Needs of the child.
- Staff will be able to plan to effectively meet the needs of the child in the Early Years setting.
- Staff may feel more confident in effectively meeting the needs of the child.
- Outcomes for the child will be improved as staff have more knowledge, understanding and confidence in meeting their needs.

Duration:

2 EP sessions.

Who is it for:

Staff who work in the Early Years

Psychology with 16-25 year olds

Description

- EPs work with young people aged 16 to 25 and those who support them to plan for achieving paid employment, independent living, good health and community inclusion as they move into adulthood.
- The EP will meet with the young person and those supporting them to understand current needs and explore how to support progress. This may include some assessment and direct work with the young person, leading to the development of effective strategies for supporting them.
- Many of the services offered within this brochure will be applicable for this age group. We would welcome the opportunity to discuss ways that we can support those working with this age group.

Benefits

- Stakeholders will have more knowledge and understanding about the Special Educational Needs of the young person.
- Ensuring the young person's views/ voice is heard and appropriately communicated.
- Stakeholders will be able to plan to effectively meet the needs of the young person and consider their future.

Duration:

Please discuss with your link EP.

Who is it for:

Staff who work with 16-25 educational settings

Risk Analysis

Description

- Risk analysis is a process for planning to reduce risks associated with planned activities and events.
- Challenges the assumptions associated with events and activities in order to ensure more successful outcomes.
- Can be used to look at issues such as pupil transition and inclusion.
- Develops action planning which minimises the risk of failure and maximises the chances of a successful outcome.

Benefits

- Identifies clear action planning and responsibilities.
- Increased understanding of risks and success factors involved in achieving a goal.
- Gives an opportunity for all stakeholders to identify and voice concerns.
- Prioritises actions needed for success.




Duration:
1 EP session.

Who is it for:
Teachers, SENCos, parents,
multi-agency groups.

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