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What does the Educational Psychology Service do?

The Educational Psychology Service works in consultation with schools, early years settings, other agencies and parents and carers in relation to issues and concerns related to the learning, emotional and social development of children and young people. The Service seeks to work in a collaborative, solution-focussed way to apply psychology for the benefit of children and young people. The work aims to:

- maximise learning outcomes of children and young people
- promote the pro-social behaviour and emotional well-being of children and young people
- support schools and early years settings in the development of their capacity to improve outcomes for children and young people
- support schools and early years settings to promote inclusion
- support parents and carers to enhance the educational, social and emotional development of their children and young people

The Educational Psychology Service provides specialist, targeted and universal support for the children and young people of Newcastle. We work in a multi-disciplinary context to improve the five Every Child Matters outcomes for children and young people. Our main contribution is to support children to enjoy and achieve in their education and to make a positive contribution to their education and lives; our work also supports them to be healthy, stay safe and achieve economic wellbeing.

The Educational Psychology Service has responsibility to work with the City's vulnerable children aged 0 to 19 years; this includes pre-school children, children and young people who are not on the role of a City school, who attend non-Local Authority maintained schools or schools in neighbouring local authorities and children and young people who are educated at home. The majority of the Service's time and activity is dedicated to the City's schools and Early Years settings.

How is educational psychology provided in Newcastle?

Educational psychologists working in Newcastle are funded from a number of sources.

1. The Educational Psychology Service is funded directly by the Local Authority

Newcastle Educational Psychology Service is funded by the Local Authority to provide a service to the children and young people of Newcastle and to their parents or carers by working in partnership with schools and early years settings. The Educational Psychology Service has a system to allocate this time which aims to:

- Ensure the overall amount of time available for work with Newcastle's children and young people is shared in a fair way
- Ensure that all schools have an entitlement to an allocated amount of time from their named educational psychologist
- Deliver services in a way which fits with local schools, settings and communities.

2. Additional educational psychologists are funded from a variety of sources

At present additional temporary funding supplements the educational psychologist posts funded by the Local Authority. In addition some schools use their own budget to buy additional Educational Psychology time. This gives children and young people access to educational psychology support that is additional to the support provided through Educational Psychology Service time, funded by the LA.

Behaviour Support Service Time

The Behaviour Support Service funds two full-time equivalent educational psychologists. All educational psychologists allocated to schools, have time available for work with the Behaviour Support Service. Generally, the use of this time is planned in Behaviour Support Service priority setting meetings. Some of the time is used, at the request of the Pupil Referral Group, for work with children and young people at risk of exclusion.

kaleidRAScope - Asylum Seeker and Refugee Project

The Neighbourhood Renewal Fund provides specialist senior educational psychologist time for work with children and young people who entered the country as asylum seekers or refugees.

Kenton Partnership Work

Schools in the Kenton Partnership buy educational psychologist time for additional work with children and young people, their parents and carers who attend schools that are part of the Kenton Partnership. These schools are: Kenton, Hilton Primary, Kenton Bar Primary, Kingston Park Primary, Mountfield Primary, North Fawdon Primary, Stocksfield Avenue Primary and Thomas Walling Primary

Newcastle Speech and Language Team

The Special Educational Needs Standards Fund provides funding for educational

psychology work with the Newcastle Speech and Language Team.

RESPONSE – Anti-Bullying Work

The Neighbourhood Renewal Fund provides educational psychologist time for anti-bullying work within the RESPONSE Team.

How does the Educational Psychology Service work in partnership with schools and settings?

Newcastle Educational Psychology Service works in consultation with schools and settings in connection with concerns related to individual children, groups of children and to whole school issues. Within the Service's model of consultation, educational psychologists work in partnership with teachers, parents/carers and others to utilise our knowledge of psychology and child development to achieve improved outcomes for children. We believe this way of working allows us to support schools and at the same time contribute to building a school's capacity to respond to the needs of children and young people.

How is work planned and negotiated?

Our work is planned with schools and settings on a term by term basis using termly Service Activity Agreement planners. In these planning sessions the educational psychologist, Headteacher and Special Educational Needs Coordinator identify potential work for each term, establish priorities and identify when work will be undertaken. The planned work may be with individual children, with groups of children or with issues of concern to the whole school.

What kind of work does an educational psychologist do?

Educational psychologists do INSET and training

INSET is available to all schools and settings. It is planned and developed in consultation

with the school and in response to specific requirements. It is free of charge, if the school chooses to use some of its annual allocation of time. If additional time is needed, a charge is made. Details of charges are available in the Service Level Agreement. Requests for INSET should be made via the school educational psychologist or by contacting Kathleen Richardson, DPEP. All INSET is evaluated and the Headteacher receives a copy of the outcomes.

Educational psychologists do action research and development work to support school improvement

The aim of this work is to research and address wider issues of concern to schools and settings. Additional time for Development Work can be 'bought-in'. Initial discussion and planning takes place between the school and educational psychologist. When the work is completed we ask the school to evaluate the outcomes.

In addition, educational psychologists in training at the University of Newcastle who are on placement with the Service may be able to undertake action research projects that have been jointly suggested by a school and their educational psychologist.

Educational psychologists work with educational staff and parents and carers

When schools or settings want an educational psychologist to work with them about concerns relating to a named child, it is essential that the child's parents or carers know about any discussions beforehand and give their consent to our involvement. We ask schools and settings and parents or carers to complete an Agreement to Educational Psychology Consultation. This form asks for basic information (such as whether a CAF has been undertaken) and also asks for the school and parent's or carer's views about the nature of the specific concern. Once the Agreement form is received, we aim to contact the school within ten school working days to arrange a consultation meeting; which should take place within six school working weeks. We ask that the teacher responsible for writing and monitoring the child's Individual Education Plan and the parents or carers are involved in the meeting. The aim of the consultation meeting is to develop a plan that improves a child's circumstances. The meeting spends a little time considering the

concern and identifies a child's strengths. Most of the time is spent developing strategies and approaches to help a child overcome the barriers to achievement that they are experiencing. Some time is reserved at the end of the meeting to record the plan. The plan outlines the strategies and targets needed to help the child make progress and how the child will be involved in developing and monitoring the plan. It also clarifies the ongoing involvement of the educational psychologist and is incorporated into a CAF if necessary. All participants in the meeting receive a copy of the plan. If the child's parents or carers are not able to be present, we ask the school or setting to share the plan with them.

Educational psychologists work directly with children and young people

Educational psychologists work directly with individual children when it is agreed in the consultation meeting that it will support the development of the plan. Individual work may involve observation, discussion with the child or young person, assessment, counselling or a brief therapeutic intervention. In these circumstances we ask schools and settings to arrange for the educational psychologist to have a suitable quiet place in which to work with a child or young person. Children and young people should be prepared sensitively before meeting an educational psychologist. We ask schools and settings or parents or carers to share our information leaflet for children and young people with them.

How does educational psychology work with children come to an end?

What an educational psychologist will do and when their involvement will come to an end is agreed in the initial consultation meeting.

At the end of a piece of work the Service may ask a child or parent/carer to evaluate the nature of the work undertaken and whether they feel the Service has improved the situation. Those children and parents/carers who are asked for their views are selected randomly to ensure that feedback is fair and unbiased.

How does the Educational Psychology Service allocate its resources?

Educational Psychology Service core service time is shared between School's Allocated Time and Children's Services locality time. Some time is reserved for management, Local Authority activity and for specialist senior work. The use of time is reviewed and adjusted annually. Most of the Service's time is dedicated to direct work with children in schools and settings.

How does the Educational Psychology Service allocate its resources to schools and settings?

School's Allocated Time provides for the main service priority of work with children and young people who attend Newcastle's schools and settings. The time allocation system aims to:

- Ensure the overall amount of time available for work with Newcastle's children and young people is allocated equitably in a fair way
- Ensure that all and settings have an entitlement to an amount of time from their named educational psychologist
- Deliver services in a way which fits with local schools, settings and communities.

Each school or setting is allocated a proportion of School's Allocated Time on the basis of size and the number of children receiving school action plus funding. Schools that have additionally resourced provision are allocated extra time.

The allocation for each school is reviewed annually. The school is informed of its allocated hours for the year at the start of the school year and the use of time spent is tracked on an ongoing basis.

What can School's Allocated Time be used for?

A school's allocated time may be used for work related to individual children, groups of children or for issues of concern to the school. Work such as writing psychological advice, support with applications for supplementary funding, telephone calls, emails, home visits

and attendance at case conferences and meetings not held in school is also included in the school's allocated time. Time to travel to and from the school is not recorded against the school time.

Can the school's allocated time be used at any time in the year?

There is an expectation that a school's allocated time is used evenly across the three terms. The detail is negotiated between the educational psychologist and the school on a term by term basis to ensure that arrangements are mutually convenient. This should include ensuring that meetings are held at a time that is convenient for parents/carers.

The Educational Psychology Service recognises that the level of need in a school can be variable and that it may be appropriate to seek the involvement of the Educational Psychology Service at any time in the year. Regular overview discussions can therefore be very helpful to monitor priorities and the timescale of pieces of work.

What happens if a school does not use all of its time?

Good termly planning can ensure that time is used evenly over the year. Sometimes a school may not make use of all of the time available from the Educational Psychology Service. In these circumstances it is not possible to carry time forward from one school year to the next.

What happens if a school runs out of time?

There are occasions when an unpredictable and significant concern arises during the school year and there is no core Educational Psychology Service time left during the final term. In these circumstances the Educational Psychology Service will endeavour to make contingency time available from Children's Services locality time. If a school runs out of time but would like more, additional time can be purchased through the Educational Psychology Service, Service Level Agreement.

What happens if a parent or carer or another professional wishes to seek the involvement of the Educational Psychology Service?

Most of the Service's work concerning individual children is carried out at the request of schools or settings. However, the EPS is an open access Service and parents or carers and other professionals can contact us directly. When they do, we ask them for information about the nature of their concern and suggest that they should discuss their concerns with the child's school or setting as a first step (in accordance with the guidance of the Special Educational Needs Code of Practice). When our involvement is agreed, we usually seek to include parents or carers, the school and other professional colleagues in discussions and the work is negotiated within the school's allocated time.

The Service also works within the context of the Common Assessment Framework and actively engages in Team Around the Child meetings. At times EPs are designated as lead professionals.

What happens about time lost through sickness or other unforeseen circumstances?

The Educational Psychology Service aims to provide all schools and settings with the time they have been allocated but where sickness or other unavoidable circumstances arise affecting the educational psychologist or the school, time may be lost.

The school's educational psychologist will re-arrange appointments cancelled because of short periods of sickness. In the case of longer periods the PEP will discuss with the school the extent to which it is possible to provide the full allocation. In the less common circumstances of an extended period of sick leave, the PEP will contact the school to discuss interim emergency cover arrangements.

In the case of the absence of a child or member of staff with whom the educational psychologist has arranged to meet, we rely on schools and settings' cooperation in informing the Educational Psychology Service in good time, so the appointment can be rearranged without loss of time.

What happens if the educational psychologist for a school leaves in the course of a school year?

The Educational Psychology Service always attempts to replace any member of the Educational Psychology Service who leaves as quickly as possible. Unfortunately, it is difficult to appoint educational psychologists and there can be delays in filling a vacant post. Most Educational Psychology Services in the region have unfilled posts and there will be no newly qualified educational psychologists completing training until September 2009. There are very few qualified educational psychologists available for supply cover. If the gap in service is likely to be of short duration the PEP will contact the school to discuss contingency arrangements. If the gap in service is likely to be lengthy the PEP will consult service managers to consider a revision to time allocation to ensure equitable service delivery.

How does the Educational Psychology Service work with children and young people who do not attend schools or settings in Newcastle?

Children's Services locality time provides for work with children and young people with Statements of Special Educational Needs who attend out of authority schools or settings or who transfer into Newcastle from other areas. Time is also available to respond to parent/carer requests for work with children and young people who have special educational needs and attend independent schools, for children and young people not currently on the roll of a school, for essential and unpredictable casework not possible in school's allocated time and for critical incidents.

How is the Educational Psychology Service organised?

The Educational Psychology Service is managed by a Principal Educational Psychologist and is made up of educational psychologists and administrative staff. The Principal Educational Psychologist is responsible to the Head of Inclusion, the Director of Delivering Outcomes and the Executive director of children's Services.

Management work within the Educational Psychology Service is shared between the Principal Educational Psychologist and a Deputy Principal Educational Psychologist. The Deputy Principal Educational Psychologist is responsible for designated areas of Service operation and also works with an allocated group of schools and settings. There are three specialist senior educational psychologists with a citywide remit; one to address social, emotional and behavioural issues, one for work with children in the early years and one for work with asylum seeker and refugee children and young people.

The Educational Psychology Service has close links with the educational psychologists' training course at Newcastle University. Educational psychologists in training regularly work in the Service under supervision.

All Educational Psychology Service staff have Enhanced CRB disclosures.

What are educational psychologists' particular areas of interest and expertise?

Paramjeet Singh Bhogal, Educational Psychologist:

Vulnerable children. Dyslexia. Behavioural issues. Systems work. Bilingualism and working with BME families. Attachment and parenting. The Common Assessment Framework.

Carol Booth, Educational Psychologist:

Early Years. Acquired Brain Injury. Visual Impairment. Parenting skills linked to social & emotional development in early years. Narrative approaches, working with school staff to support children who experience bereavement.

Louise Brennand, Educational Psychologist:

Bereavement and Loss: Counselling, training and related work. Critical Incident Work: Advice, training and debriefing. Risk and Resilience. Family work. Therapeutic Approaches. Assessment of Physical Difficulties. Looked After Children.

Muriel Burn, Educational Psychologist:

Communication difficulties. Autism. Dyslexia. Speech and Language Difficulties.
Bereavement and loss.

Jonathan Caswell, Principal Educational Psychologist:

Issues of implementing disability equality scheme and behaviour, emotional and social development.

Jenny Good, Educational Psychologist:

Personal construct Psychology. Narrative therapy. Looked after Children. Hearing Impairment.

Julia Greene, Educational Psychologist:

Physical disability. Working with vulnerable children and their families. Circle of friends approach for children with relationship difficulties.

Alice Oliver, Educational Psychologist:

Communication difficulties; Autism Spectrum Disorder. Social and emotional development; behavioural difficulties; Solution Focussed approaches. Support for children and families; working with parents. Multi-agency working.

Nia Patton, Doctoral Trainee Educational Psychologist:

Personal construct psychology, Solution-oriented approaches, Looked After Children, Bereavement and Loss, Autism.

Willie Muir, Educational Psychologist:

Solution focused approaches. Appreciative Inquiry. Behavioural issues. Issues around bullying.

Kathleen Richardson, Deputy Principal Educational Psychologist:

Behaviour and emotional development in schools. Literacy. Supervision. Continuing Professional Development. Narrative approaches.

Fiona Sammut-Smith, Specialist Senior Educational Psychologist:
Behaviour, emotional and social development.

Maddy Upton, Educational Psychologist:
Dynamic assessment. Personal construct psychology. Solution-focused approaches to behaviour problems at KS3.

Judy Waters, Specialist Senior Educational Psychologist (Early Years):
Early Years. Multi agency work with children with complex needs. Early intervention re Autism. Early social and emotional development.

Dr. Dennis Wilson, Specialist Senior Educational Psychologist (Asylum Seekers & Refugees):
Visual impairment. Solution focused approaches. Providing therapeutic support to children including Asylum Seekers & Refugees.

How do educational psychologists keep up to date with new developments?

All educational psychologists engage in continuing professional development. Their continuing professional development is to be regulated by the Health Professionals Council. The continuing professional development of Chartered Educational Psychologists is monitored by the British Psychological Society. Educational Psychology Service Development and CPD Time allows for Service meetings and professional development; this includes continuing professional development, supervision and appraisal. Time is also available for Children's Services Briefings.

How is the Educational Psychology Service accountable for its work?

The Educational Psychology Service wishes to work accountably and in partnership with schools and settings, parents or carers and other Service users and to learn from the feedback we receive. We ask schools to provide feedback on our work on an annual basis. We build evaluation into individual pieces of work. We also ask parents, carers and children for their views on our input.

At any time schools and settings, parents or carers, or other professionals are welcome to share their satisfaction or concerns about our work with a member of the Service Management Team.

How can the Educational Psychology Service be contacted?

The Educational Psychology Service can be contacted at
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Newcastle Springfield Centre,
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