Leicester City Council

Psychology Service service handbook academic year 2026-27

SEND Support Services

Social Care and Education

The purpose of this handbook is to provide service users with information about the service and its work with schools, settings, agencies, and the local authority.

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1. Contact Information

Leicester City Council, Social Care and Education

SEND Support Services,

Psychology Service,

New Parks House,

Pindar Road,

Leicester, LE3 9RN

Telephone: 0116 454 2240

Email: psychology@leicester.gov.uk

Office hours: 8.30am to 5pm Monday to Thursday (4.30pm on Friday)

Psychology Management Group (PMG)

Contact details for senior members of staff:

Name	Role and email	Telephone number
Mohammed Bham	Principal Educational Psychologist mo.bham@leicester.gov.uk	0116 454 0662 07874 642 822
Davinder Singh Dhesi	Senior Educational Psychologist davinder-singh.dhesi@leicester.gov.uk	0116 454 5466
Zoe King	Senior Educational Psychologist zoe.king@leicester.gov.uk	0116 454 5470
Louise Sanders	Specialist Senior Educational Psychologist louise.sanders@leicester.gov.uk	0116 454 4650
Bhavin Pathak	Mental Health Manager bhavin.pathak@leicester.gov.uk	0116 454 5463
Vacant	Senior Educational Psychologist	
Vacant	Specialist Senior Educational Psychologist	

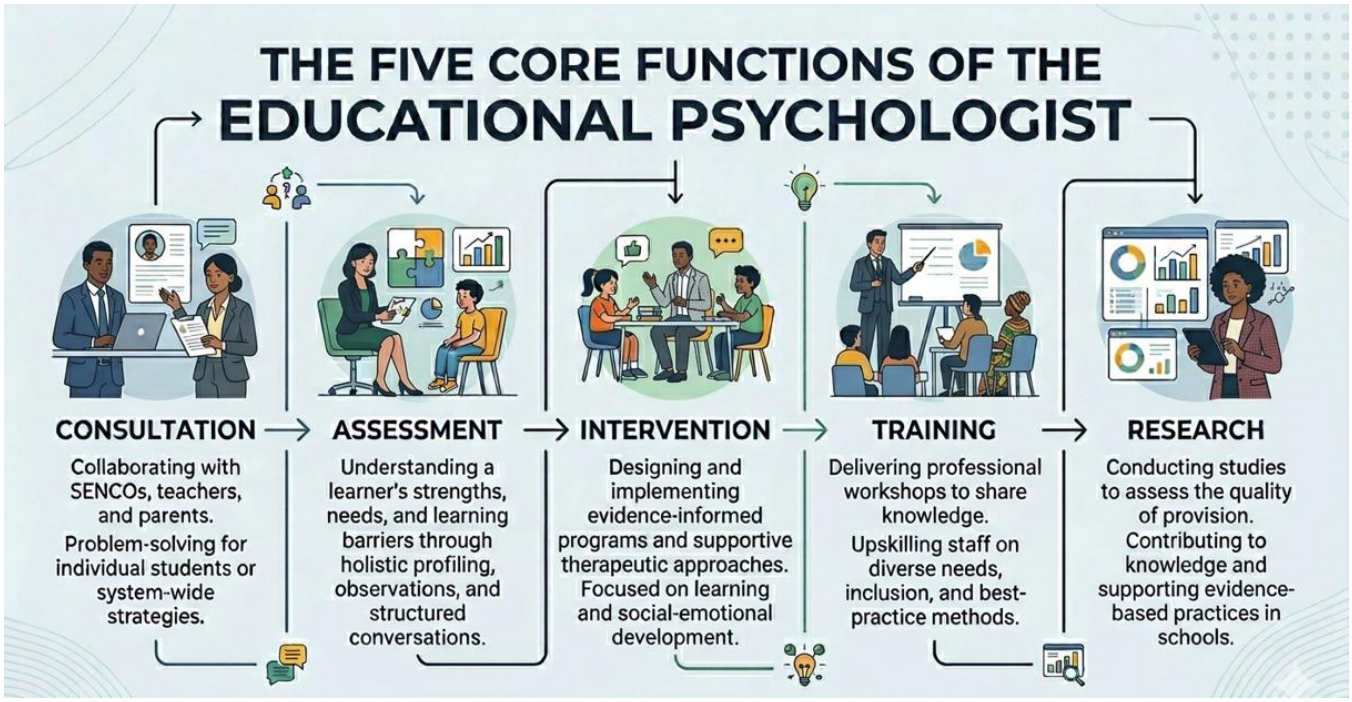
Contacts regarding critical incidents should be with any senior member of staff.

Contacts regarding work for children in care of Leicester City Council should be with Louise Sanders.

This service handbook can be viewed on the Schools' Extranet: schools.leicester.gov.uk/psychology-service.

2. Introduction

The Psychology Service remains committed to delivering innovative, high-quality, evidence-based psychological support through consultation, assessment, intervention, training, and research. Working in partnership with families and professionals, the service aims to achieve the best possible outcomes for children and young people aged 0-25.



As part of Leicester City Council's SEND Support Services, the Psychology Service prioritises supporting schools, colleges, and educational settings to implement Best Endeavours and Reasonable Adjustments (BERA) guidance for children and young people with complex SEND and/or mental health needs. The service also provides consultation and advice to school leaders to support this work.

SEND Reforms: The Psychology Service plays a key role in local SEND developments, ensuring children and young people receive timely and appropriate support. Most needs are met through standard provision, with statutory assessments reserved for the most complex cases and completed within required timescales.

Strategic Support and Training: In light of the Experts at Hand developments, the service will increase the dedicated time in schools for parent/carer consultations, staff support, training, and development. It is expanding its universal and targeted offers, including enhanced evidence-informed training and supervision programmes such as ELSA (Emotional Literacy Support Assistant) and the introduction of MeLSA (Mediated Learning Support Approach).

Enhanced Support: Schools can use their allocated time to access more intensive support, including individual and family work, small-group therapeutic interventions, and specialist staff training. A number of schools are taking out **Service Level Agreements** as part of our traded offer to ensure more dedicated time to the school for a wider range of work from the service. This creates additional opportunities for research, project work and **whole school development**.

As part of the **Local Government Reorganisation (LGR)**, the government has opted for an expansion of the city. Planning will take place to ensure the Psychology Service can continue to provide easy-to-access and responsive services for the needs of the local community.

We are providing **Emotional Wellbeing and Mental Health support** through The City Early Intervention Psychology Support (CEIPS) and Children and Young People's Programmes funded

by the NHS. Virtual School Team have commissioned a dedicated Specialist Senior EP to support casework and organisational development.

As part of our **locality work to support children and young people's inclusion**, the service will align itself with Neighbourhood teams and work as part of a local authority teams across the city.

With the continuous expansion of our Designated Specialist Provisions (DSP), the Quality Inclusion Team have commissioned dedicated EPs to develop and share best practice and **create greater inclusive capacity within our mainstream schools**. We also provide a responsive approach with school admissions and special education service to welcoming and supporting children and families with complex SEND needs in our local communities through a dedicated International New Arrivals EP and community cohesion Bilingual Teacher Consultant and Bilingual Support Assistants.

The Psychology Service play a key role in the local **Emotionally Based School Avoidance** (EBSA) guidance, training and resources for professionals working in, or alongside, schools to develop an understanding of the factors that lead children and young people to feel unable to attend school. This includes practical support for decision-making, along with detailed guidance on preventative strategies, assessing needs, and intervention planning in partnership with children and families.

We have a Senior EP & Academic Professional Tutor seconded to the University of Nottingham to **support the expansion of the DfE funded EP training programmes**. We are actively seeking to appoint psychologists to our vacant posts and allocate bursaries for trainee EPs completing their doctoral training to respond to growing demands for our service.

I trust this handbook provides you with helpful information about the service.

Please contact me if you have any comments about the information presented in this handbook.

Mohammed Bham

Principal Educational Psychologist

Chartered Psychologist & Associate Fellow of the British Psychological Society

Registered with the Health & Care Professions Council

2.1 Service purpose and aims

Service purpose

To promote and enhance the quality of the educational and psychological development of children and young people in Leicester City, and to provide the city council with a broad-based applied Psychology Service to assist with its strategic priorities and direction.

Service aims

- To bring the Psychology Service's professional knowledge and expertise to serve the best interests of children as they learn and develop as members of their schools, families, and communities.
- To share, extend and develop psychological approaches which promote the effectiveness and well-being of individuals, groups, and organisations.
- To collaborate with others to provide and develop positive outcomes for children including supporting the local authority and partner agencies in achieving their strategic objectives.



2.2 Core values and principles

Underpinned by a regard for equal opportunities.

- Recognising and valuing individuals, their entitlements, responsibilities and relationships in the groups and institutions (i.e., families, schools, and communities) in which they participate.
- Working with settings and agencies to overcome difficulties, prejudice, and failure by building solutions from strengths, diversity, and achievements.

- Supporting individuals, groups and organisations in setting and meeting meaningful and realistic goals and learning objectives.
- Promoting the importance of self-worth, self-fulfilment and development and seeking to enable individuals to have access to information, opportunities, and choice in reaching and taking their own decisions.
- Seeking to maximise children's potential.

Committed…

To provide high quality psychological practice, characterised by…

- A psychological perspective which ensures a systematic consideration and understanding of the relevant background as well as the particular circumstances that lead to any enquiry or request for assistance.
- The application of psychological knowledge, skills and approaches which can make a difference to effective learning (including those which can enhance school effectiveness).
- Sound professional judgements and advice.

To sustain and develop high quality and psychological practice by…

- Focusing what we do and evaluating and appraising how we do it.
- Ensuring that all members of the Service act in a responsible manner towards children, parents, and other clients, as required by the Codes of Conduct of the Health and Care Professions Council, British Psychological Society, and the Association of Educational Psychologists.
- Ensuring that all members of the Service achieve professional standards acceptable to the Service and continue to develop and update their professional practice.

To provide a high-quality public Service which….

- Is approachable, courteous, professional, sensitive and which listens and responds in a constructive, creative, and honest manner.
- Is sensitive and responsive to cultural, racial, religious, gender, sexual and neuro-diversity.
- Is effective in identifying when the Service can offer support and seeks to provide information about alternative sources of assistance when this is not possible.
- Asks others to collaborate and be willing to make a commitment to change so as to establish effective partnerships which move situations forward.

Gives and earns respect and is recommended by others as a helpful Service to use.



2.3 Service staffing, organisation, and priorities

Based at New Parks House, the service employs Educational Psychologists (EPs), assistant psychologists, bilingual support teacher/assistants and a mental health manager (appendix 7.1 contains a full staffing list).

The service works in:

- Early years
- Schools and colleges/FE settings
- Family and community settings

and is focused on children and young people who represent priorities for the local authority:

- Children and young people with complex special educational needs and/or disability
- Children and young people at risk of mental health difficulties
- Children in care
- Children and young people involved in the Youth Justice System
- Pupils in danger of permanent exclusion from school

EPs work with children and young people from 0 to 25. They work in early years' settings, schools, colleges, community settings and family homes. EPs have training in child development and psychology and work in partnership with parents/carers, setting/school staff, and other professionals to support the development, learning and emotional well-being of children and young people.

All the EPs in the Service are registered with the Health and Care Professions Council (the statutory regulatory body) and have undergone an enhanced Disclosure and Barring Service check to work with children and young people.



3. Services provided

3.1 0 - 5

0 - 5 refers to children from birth to the end of the Foundation Stage (0-5 years).

Referrals

Children can be referred at any age, from birth up to the end of the Foundation Stage using the SEND Services referral which can be found at: schools.leicester.gov.uk/psychology-service

Referrals are commonly received from early years support teachers, health visitors, speech and language therapists and social workers. Community paediatricians make a statutory notification to the local authority when they consider that a child may have a special educational need.

Early years settings/schools can also refer to the service. The setting/school should first seek advice from the early years support teacher in deciding whether the referral is appropriate and discuss a possible referral with the child's parents/carers.

Parents/carers can also contact the Psychology Service directly, either by telephone, letter, or email if they wish to seek advice about their child.

EP work

After receiving a referral, EPs will gather more information about the child by talking with the child's parents/carers and professionals within an agreed time scale. They may observe the child at home and at their setting/school and carry out an initial assessment. Following this, the EP will advise on appropriate interventions and services for the child and their family and then monitor their progress in consultation with the child's parents /carers and other professionals.

The EP would normally provide a record of their work with any immediate recommendations and future action. More detailed reports will be provided on completion of an extended piece of work

within a timeline agreed with the relevant parties. This would be copied to parents/carers and relevant professionals involved with the child.

EPs work in neighbourhood areas covering local communities, early year's settings, children's centres, and schools. The SEND Code of Practice provides detailed advice on the graduated approach to meeting children's special educational needs in the Early Years. This would normally be the framework within which the EP works with the setting or school. The Service is responsible for providing psychological advice as part of a statutory Education, Health, and Care assessment under the 2014 Children and Families Act where this has been agreed by the local authority.

Training

The Service offers a broad range of training to local authority and charity managed children's centres, nurseries, early years settings, local community organisations, parent support groups, local authority services and partner agencies and others. All training is provided on a traded basis and details of courses provided by the service in partnership with other services can be accessed in the SEND training brochure which is available from: SEND Courses » Leicester City Council - SEND (bookinglive.com)





3.2 Schools and Further Education Colleges

Each Leicester City maintained school and academy has a named EP who meets twice yearly with school staff to agree a plan of work for the school. Further education colleges can also contact the service.

Referrals

Referrals to the service normally follow initial support and intervention by the school or college including other outside agency involvement as appropriate as part of the graduated approach to meeting special educational needs and can only be made with consent of the parent/carer and or young person (16+). All referrals should first be discussed with an EP.

The SEND Services referral can be found at schools.leicester.gov.uk/psychology-service.

Parents/carers can also contact the Psychology Service directly, either by telephone or email if they wish to seek advice about their child.

EP work

EPs provide support and consultation to school staff as well as undertaking work with individual children where there are concerns about their development, learning and/or emotional well-being. Once a referral has been agreed, the EP may hold an initial consultation with relevant staff to clarify the concerns and decide an appropriate course of action. This may involve further discussion with parents/carers and others to agree an appropriate joint plan of action that addresses the concerns about the child. The EP may carry out further assessment and information gathering to support an appropriate plan of action. The EP would normally join the relevant staff, other involved professionals, parents/carers, and the child (where at all possible) to review the plan and decide next steps.

The EP would normally provide a record of their work with any immediate recommendations and future action. Or it may be agreed for the school staff to record the notes and agreed actions. More detailed reports will be provided on completion of an extended piece of work within a timeline agreed with the relevant parties. This would be copied to parents/carers and relevant professionals involved with the child.

The SEND Code of Practice provides detailed advice on the graduated approach to meeting children's special educational needs. Along with this we have a locally agreed framework called BERA (Best Endeavours and Reasonable Adjustments) within which the City Psychology Service and SEND Services work with schools/settings/colleges. The Service is responsible for providing psychological advice as part of a statutory Education, Health, and Care assessment under the 2014 Children and Families Act where this has been agreed by the local authority.

Training

The service offers a broad range of training for schools and colleges. All training is provided on a traded basis and details of courses provided by the service in partnership with other services can be accessed in the SEND training brochure which is available from: SEND Courses » Leicester City Council - SEND (bookinglive.com).

Traded work

The Service can also provide additional time to schools and colleges on a traded basis for child focused consultation, advice, and interventions (including therapeutic group work) as well as consultation, project work and research to support whole school/college improvement. Further details can be access from: schools.leicester.gov.uk/services/psychology-service/our-traded-offer-to-schools-2025-2026





3.3 Community

City Psychology Service staff led by Educational Psychologists work in a multi-disciplinary environment to apply psychological principles to support the positive mental health of children and young people and families within the community, school, and home settings.

The City Early Intervention Psychology Support (CEIPS)

The City Early Intervention Psychology Support (CEIPS) is a Leicestershire Partnership Trust Mental Health Collaborative NHS funded initiative which aims to promote mental health and well-being in children aged 0 -18. A small team of assistant psychologists are employed through the city council and jointly managed and supervised by the Leicester City Psychology Service and Specialist Child and Adolescent Mental Health Service. The team can offer therapeutic interventions in various settings on an individual or group basis for children and their family's resident in the city.

Requests for involvement of the CEIPS team are through the Child and Adolescent Mental Health Service Access Team Triage and navigation service process and Leicester City Psychology Service.

For further information or an informal discussion regarding requests for involvement please contact the CEIPS team: Telephone: 0116 454 2240.



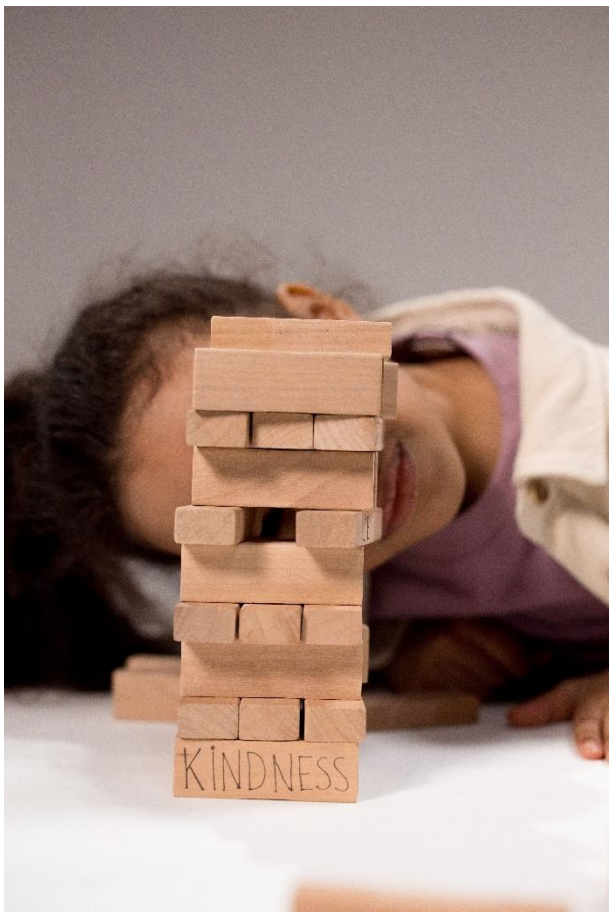
The CEIPS Children Young People's Programme (C-CYPP):

This is Leicestershire Partnership Trust Mental Health Collaborative NHS funded early intervention programme providing a confidential safe space for children and young people aged 0-18 to reflect on their emotional well-being with an assistant psychologist. Small group work or one to one support is offered over 4 to 6 sessions involving various key adults including school staff and parents/carers. This will allow an exploration, better understanding of the child's needs and intervention that can subsequently be shared with the school and parents/carers in order to

embed the strategies introduced. Cognitive Behavioural Therapy framework including psychoeducation, training and practical resources and techniques will be utilised as appropriate.

The programme will also be delivered within community settings, including schools and the Family Hubs.





Positive and Peaceful Places (Anti-Bullying Strategy and support)

The Mental Health Manager with dedicated EP input in the Psychology Service lead the council's Anti-Bullying strategy jointly with the Social and Emotional Mental Health Team to deliver Leicester City's Children's Positive and Peaceful Places Charter. This work is funded by the Children's Trust. Key areas of support and development via a traded offer include:

- Children's Trust Board approved Positive and Peaceful Places Charter.
- Restorative Approaches Training for city schools.
- PPP Group Interventions.

See link below for the council's anti-bullying information.

schools.leicester.gov.uk/services/psychology-service/anti-bullying

For further information in the first instance please contact Bhavin Pathak, Mental Health Manager on 0116 454 2240 or 0116 454 5463 or email bhavin.pathak@leicester.gov.uk.

Early Help

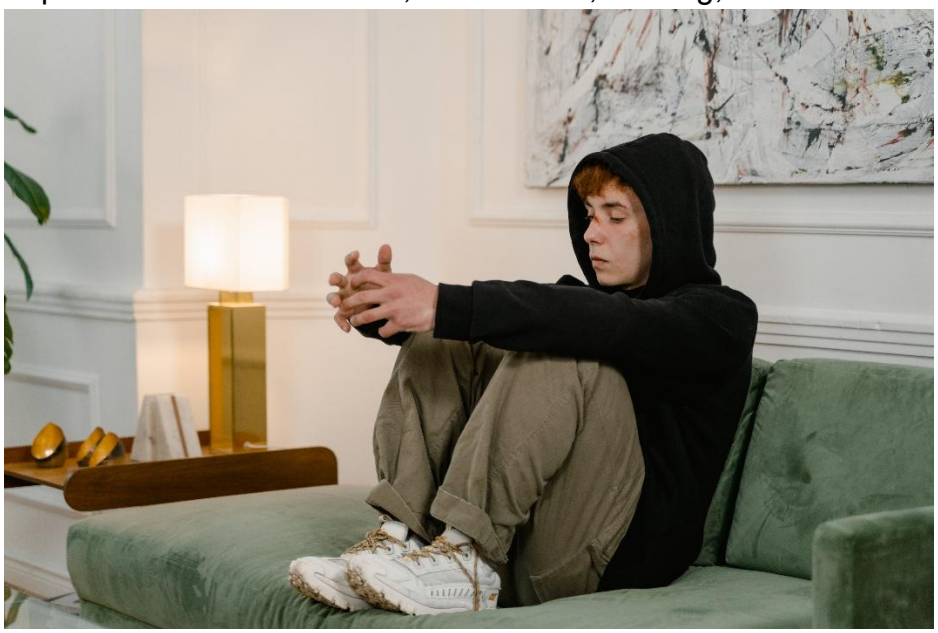
Family Hubs and Early Help Clusters can commission the City Psychology Service to provide therapeutic group work, consultation re 'stuck cases and training, for example Emotion Coaching and Solihull Approach programmes.

3.4 Work with the Virtual School Team

The Virtual School Team have commissioned a Specialist Senior Educational Psychologist to be embedded within their service delivery and support organisational growth and development to meet the changing statutory responsibilities for children looked after by Leicester City Council. The Senior EP provides consultation, assessment and advice including EHC assessments and reviews within the LA's graduated framework. They provide monthly wellbeing support for staff, offer advice on Children Previously Looked After (CPLA) related statutory duties, contribute to team meetings and support intervention for Children Seeking Safety.

3.5 Work with the CYP Justice Service

The Service is responsible for providing psychological advice as part of a statutory Education, Health, and Care assessment under the 2014 Children and Families Act where this has been agreed by the local authority. An Educational Psychologist attends the CYPJS SEND Panel. Children & Young People's (CYP) Justice Service can commission the City Psychology Service to provide case consultation, assessment, training, and research.



3.6 Critical incidents

A critical incident is an event where there has been a sudden, unexpected event that is distressing to pupils and/or staff (in or out of school) which may involve violence, death, or serious injury.

The primary role of the psychology service is to support the setting/school by:

- Working with key staff in assessing the broad range of needs in the setting/school community as a consequence of the event.
- Helping the school to identify their own resources.
- Assisting managers in separating trauma planning and management from normal bereavement work.
- Supporting the Head Teacher/Senior Teacher and Senior Management team (who will be supporting everyone else).
- Helping the teachers with their own feelings and in supporting their classes.

- Providing information and advice.

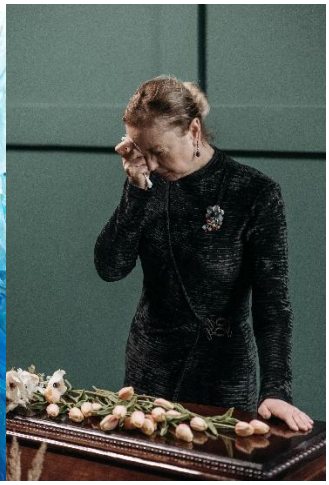
Support involves a three-stage model:

1. Initial stage (the first 24 to 48 hours),
2. Second stage (usually the lead up to the funeral if applicable)
3. Third stage (longer term support and guidance regarding how to deal with the grieving process). Schools are able to commission further support if City Psychology Service support is required for longer.

The Psychology Service does not provide grief counselling for individuals or groups but will assist with the assessment of need and signposting to appropriate agencies for support.

Please contact any member of the senior staff for advice and support in relation to a critical incident.





3.7 Senior practitioners

The Service has a number of Senior Practitioner EPs in specific areas of special educational needs practice that are responsible for supporting and developing the service's work. Each Senior Practitioner EP leads in updating and developing the Service's knowledge, skills, policy, and procedures as well as contributing to local authority and partner agency initiatives and joint agency working.

The Service's Senior Practitioners and their areas of specialism are:

- Rita Dholakia rita.dholakia@leicester.gov.uk - Autism Spectrum Disorder / Complex Needs
- Vacancy - Speech, Language and Communication
- Vacancy - Social Emotional Mental Health

3.8 Community Cohesion Team

The service has a **Bilingual Teacher Consultant** and **Bilingual Support Assistants** who can support EPs in their work with children and parents/carers from diverse cultural backgrounds. They have a particular role in working alongside EPs and Assistant Psychologists in supporting children and their families who speak English as an Additional Language who are referred to the service.

EP for International New Arrivals: The Service has an Educational Psychologist who has dedicated time to provide a responsive approach with school admissions and special education service to support the welcome of children and young people newly arrived in the UK who are likely to have significant special educational needs. The EP helps to identify, assess, and support their special educational needs in cooperation with their families and school staff so that they can be included in our local Leicester schools.



3.9 Work for children across city - county boundaries

Leicester City offers support for children with Education, Health and Care Plans (EHCPs) who live in the city but attend schools outside it. External educational settings can contact the Service directly for support with these children. However, concerns about Leicester City children without an EHCP attending out-of-city schools should be directed to the Educational Psychology Service of the local authority where the school is based.

3.10 Work to support the local authority with its strategic priorities

The Service undertakes a variety of activities to support the Local Authority and partner agencies achieve their strategic objectives. This includes a range of project, policy development, training, and research activities. Examples include the Local Authority's anti-bullying strategy, SEND & AP Change Programme policy and practice, Neurodevelopmental Transformation, work to support school improvement, mental health strategy, etc.

4. Partnership working

4.1 Early years settings, schools, and colleges

The Service places great importance on effective partnership working with early years settings, schools, and colleges. To support this, the following mutual expectations are identified:

Joint planning and review

The named EP for the school/setting will want to plan their work with the school/setting through 6-monthly planning meetings (see appendix 6.3 for a suggested agenda). These meetings are usually held in September/October and January/February on a joint basis with other services working with the school/setting. Work for the 6-month cycle will normally be agreed at these planning meetings and a written record will be provided by the EP following the meeting (see appendix 6.3). For these meetings to be effective, the school/setting will need to prepare relevant information about the school/setting and individual pupil's to be discussed. As these meetings involve discussion of policy and practice as well as individual children, it is appropriate that they should involve the head teacher (or a member of the school's senior management team), the Special Educational Needs Coordinator and other relevant staff as appropriate.

The named EP for the school/setting will also want to meet with the head teacher (or a member of the school's senior leadership team) and Special Educational Needs Coordinator and other relevant staff to review their work over the year. The school leadership team will be asked to complete an annual survey in June/July, and this provides an opportunity for the school/setting to comment on the service received and raise any issues about the work over the year.

Professional responsibilities

Schools and settings have the responsibility for meeting children's special educational needs as part of the graduated approach to SEND and as laid out within their published Special Educational Needs & Disability Policy. Schools and settings are also required to designate a Special Educational Needs & Disability Co-ordinator who will coordinate the special educational provision for individual children with SEND. The role of the EP is to assist schools and settings in discharging their responsibilities under current SEND legislation.

Clear and full information

Work for individual children will require clear and full relevant details about the child and information about the outcomes of previous assessment and action plans (i.e., the Individual Support Plan) undertaken with the child. EPs will always provide information about their planned work and its outcomes to schools/setting, parents/carers, and other relevant involved professionals.

Accommodation

The EP will require a suitable space within schools/setting to undertake agreed work with children and with parents/carers and for meetings. On some occasions, it may be appropriate that the EP arranges to use local authority accommodation to work with children and their parents/carers and for meetings.

Access to relevant staff

The EP will need to have access to relevant staff (e.g., class teacher, teaching assistant). This may involve the staff being released from their duties especially for this purpose. The arrangements for this can be made when the work is agreed.

Contacts and correspondence

The named EP for a school/setting or child will always respond to telephone and emails and/or letters. The EP may not always be available, but a record will be taken of any communication to which the EP will respond as soon as possible.

Child protection

In collaboration with other professionals, the City Psychology Service staff follow Leicester City's Local Safeguarding Children Partnership child protection procedures where they have concerns about an individual child and young person's welfare. https://www.lcitylscb.org/

4.2 Parents/carers

EPs aim to work in partnership with parents/carers in addressing concerns about their children's development, learning and/or wellbeing. Parents/carers are informed about the EP's work with their child, and all reports and advice will be copied to them, as appropriate.

Parents/carers can contact the service directly to raise concerns. EPs will normally involve parents/carers in consultations about their child to gather further information. The EP generally involves parents/carers in the joint action plan to address the concerns about their child.

4.3 Children and young people

Educational Psychologists (EPs) will support children and young people in understanding and participating in decisions that affect them, in a way suited to their age and development. EPs will explain their role and work, ensuring young people understand before choosing whether to participate. They will provide feedback after working with the child and advocate for their best interests, promoting their active involvement in processes like review meetings.

4.4 Partner services and agencies

The Psychology Service is committed to working in partnership with other services and agencies for children and young people. The 6-monthly planning meetings with schools are held jointly with colleagues from our SEND Support Services: Learning Community Interaction (LCI) and Social Emotional Mental Health (SEMH), Early Years (EYST) as well as colleagues from Speech and Language Therapy, Mental Health Support Team and Community Child Health Services, where appropriate.

The Service, particularly through its specialist work, has close links with a wide range of services and agencies including the Child and Adolescent Mental Health Service, Mental Health Support Team, Virtual School Team and Social Care and Safeguarding. The service also works with a range of partners to support the Local Authority in achieving its statutory and strategic priorities including the Special Education Service, SEND Support Services, Disabled Children's services, Voluntary Sector etc.

5. Service evaluation and performance management

5.1 Service evaluation and performance management

The Psychology Service monitors and manages the work of Educational Psychologists, Mental Health Manager, Assistant Psychologists, Bilingual Teacher Consultant and Bilingual Support Assistants through regular supervision and appraisal. The work of the Service is also evaluated through the regular planning and review meetings held with all schools throughout the year including SEND Support Services feedback which is sought from all schools through an annual questionnaire. Parents/carers are asked to provide feedback through a questionnaire and feedback is also sought from children and young people on their experience of working with staff from the Service. All training and development work undertaken by the Service is evaluated and the Service monitors its business planning, performance indicators, time allocation and quality assurance on a regular cycle throughout the year. All these aspects of evaluation and feedback are, in turn, taken forward into future service business planning.



5.2 Comments, compliments, and complaints

The Psychology Service as part of Leicester City Council is committed to providing a high standard of service to all its service users. As part of our continuing effort to improve the services we provide, we need to know when you are dissatisfied with the service you have received. We would also like to know when we 'get it right' so that this standard can be maintained and welcome any suggestions you may have on how we can improve our services.

Service users can make a comment, compliment, or complaint by writing to the service for the attention of Mohammed Bham, Principal Educational Psychologist.

Leicester City Council, Social Care and Education,

SEND Support Services,

City Psychology Service,

New Parks House,

Pindar Road,

Leicester, LE3 9RN

Telephone: 0116 454 2240

Email: psychology@leicester.gov.uk

Alternatively, service users can make a comment, compliment, or complaint via the Leicester City Council website - leicester.gov.uk/contact-us/comments-compliments-and-complaints.

or by contacting Customer Services:

Customer Services

Leicester City Council FREEPOST (LE985/33)

City Hall

115 Charles Street

Leicester LE1 1FZ

Telephone: 0116 454 1000

Your complaint will be allocated to a Leicester City Council Complaints Officer who is independent of the service. They will investigate with the service concerned and they may contact you for further details. Depending upon the complexity of the complaint, they will tell you when to expect a response from the complaints team. The Complaints Officer will write to you with the findings of our investigation. If you are still not happy you can raise the issue with the Local Government and Social Care Ombudsman, and they can be contacted at:

Local Government and Social Care Ombudsman

PO Box 4771

Coventry

CV4 0EH

Telephone: 0300 061 0614

6. Appendices

Appendix 6.1 Staff list

Name	Role Title
BAINS GRIFFIN Karleni	Educational Psychologist
BATEMAN Alice	Educational Psychologist
BHAM Mohammed	Principal Educational Psychologist
BHANA Kamal	Educational Psychologist
CLARK Laura	Trainee Educational Psychologist - Year 2
CLIFFORD Helen	Educational Psychologist
COOPER Lorna	Educational Psychologist
CROMPTON Rebecca	Educational Psychologist
DHESI Davinder Singh	Senior Educational Psychologist
DHOLAKIA Rita	Senior Practitioner Educational Psychologist
EDEN Paul	Educational Psychologist
FRANCIS Yvonne	Senior Educational Psychologist & Academic and Professional Tutor (University of Nottingham)
GULAM Zahira	Trainee Educational Psychologist - Year 2
IZZARD-SNAPE Mark	Educational Psychologist
JOHAL Rajvinder Kaur	Assistant Psychologist – CEIPS CYP Programme
KATWAL Santosh	Admin & Business Support Officer - CEIPS
KHALIFA Tayyibah	Assistant Psychologist – CEIPS CYP Programme
KING Zoe	Senior Educational Psychologist
MARTIN Michelle	Assistant Psychologist - CEIPS
PANESAR Mandip	Assistant Psychologist - CEIPS
PATEL Krishna	Bilingual Teacher Consultant - CCT
PATHAK Bhavin	Mental Health Manager

PRESTON Katie	Educational Psychologist
RAI Simran	Bilingual Support Assistant - CCT
SANDERS Louise	Specialist Senior Educational Psychologist
THORPE Emma	Assistant Psychologist - CEIPS
WRIGHT Sarah	Assistant Psychologist - CEIPS
Vacant	2 Bilingual Support Assistants - CCT
Vacant	2 Educational Psychologists
Vacant	Specialist Senior Educational Psychologist
Vacant	Senior Educational Psychologist
Unallocated	2 Trainee Educational Psychologists (Year 3)

Appendix 6.2 School links and time

Secondary	Link EP	Allocated days
Babington Community College	Mark Izzard-Snape	4
Beaumont Leys	Mark Izzard-Snape	4
Brook Mead Academy	Lorna Cooper	4
Castle Mead Academy	Helen Clifford	4
The City of Leicester College	Rebecca Crompton	4
Crown Hills Community College	Paul Eden	4
English Martyrs RC	Zoe King / Katie Preston	4
Fullhurst Community College	Alice Bateman / Yvonne Francis	4
The Herewoode Academy	Helen Clifford	4
Judgemeadow Community College	Zahira Gulam	4
Lancaster Academy	Yvonne Francis / Katie Preston	4
Madani Boys' School	Karleni Bains Griffin	2
Madani Girls' School	Karleni Bains Griffin	2
Moat Community College	Laura Clark	4
Orchard Mead Academy	Kamal Bhana	4
Rushey Mead Academy	Alice Bateman	4
St Paul's RC	Rita Dholakia	4
Sir Jonathan North College	Karleni Bains Griffin	4
Soar Valley Community College	Rebecca Crompton	4
Tudor Grange Samworth Academy	Lorna Cooper	4

Primary	Link EP	Allocated days
Abbey Mead Primary Academy	Rita Dholakia	2
Alderman Richard Hallam Primary	Mark Izzard-Snape	2
Avanti Fields School	Kamal Bhana	2

Primary	Link EP	Allocated days
Avenue Primary	Karleni Bains Griffin	2
Barley Croft Primary	Rebecca Crompton	3
Beaumont Lodge Primary	Rebecca Crompton	2
Belgrave St Peter's C of E Primary	Mark Izzard-Snape	2
Braunstone Community Primary	Helen Clifford	3
Braunstone Frith Primary Academy	Mark Izzard-Snape	3
Bridge Junior	Paul Eden	2
Buswells Lodge Primary	Paul Eden	3
Caldecote Community Primary	Alice Bateman	3
Catherine Infant	Alice Bateman	2
Catherine Junior	Alice Bateman	2
Charnwood Primary	Paul Eden	2
Christ the King Catholic Primary	Helen Clifford	2
Coleman Primary	Zahira Gulam	2
Dovelands Primary	Mark Izzard-Snape	2
Evington Valley Primary	Laura Clark	2
Eyres Monsell Primary	Lorna Cooper	2
Falcons Primary	Louise Sanders	2
Folville Junior School	Mark Izzard-Snape / Katie Preston	2
Forest Lodge Academy	Helen Clifford	3
Fosse Mead Primary	Lorna Cooper	2
Glebelands Primary	Lorna Cooper	2
Granby Primary	Karleni Bains Griffin	2
Green Lane Infant	Paul Eden	2
Hazel Primary	Rita Dholakia	2
Heatherbrook Primary Academy	Lorna Cooper	2

Primary	Link EP	Allocated days
Herrick Primary	Rebecca Crompton	2
Highfields Primary	Paul Eden	2
Holy Cross Catholic VA	Zoe King	2
Hope Hamilton C of E Primary	Davinder-Singh Dhesi	2
Humberstone Infant Academy	Kamal Bhana	2
Humberstone Junior Academy	Kamal Bhana	2
Imperial Avenue Infant	Mark Izzard-Snape	2
Inglehurst Infant	Paul Eden	2
Inglehurst Junior	Lorna Cooper	3
Kestrel Mead Primary Academy	Kamal Bhana	3
King Richard III Infant and Nursery	Alice Bateman	2
Knighton Mead Primary Academy	Karleni Bains Griffin	2
Krishna Avanti School	Kamal Bhana	2
Linden Primary	Rita Dholakia	2
Marriott Primary	Rebecca Crompton / Katie Preston	3
Mayflower Primary	Davinder-Singh Dhesi	2
Medway Community Primary	Zahira Gulam	2
Mellor Community Primary	Alice Bateman	2
Merrydale Infant	Laura Clark	2
Merrydale Junior	Laura Clark	2
Montrose Primary	Karleni Bains Griffin	2
Mowmacre Hill Primary	Rebecca Crompton	3
North Mead Primary Academy	Rebecca Crompton	2
Overdale Infant	Alice Bateman / Katie Preston	2
Overdale Junior	Alice Bateman / Katie Preston	2
Parks Primary	Mark Izzard-Snape	3

Primary	Link EP	Allocated days
Queensmead Primary Academy	Alice Bateman	3
Rolleston Primary	Rebecca Crompton / Katie Preston	3
Rowlatts Mead Primary Academy	Rebecca Crompton	2
Rushey Mead Primary	Rita Dholakia	2
Sacred Heart Catholic VA	Rita Dholakia / Katie Preston	2
Sandfield Close Primary	Rebecca Crompton	2
Scraptoft Valley Primary	Kamal Bhana	3
Shaftesbury Junior	Alice Bateman	2
Shenton Primary	Paul Eden	2
Slater Primary	Mark Izzard-Snape	2
Sparkenhoe Community Primary	Paul Eden	2
Spinney Hill Primary	Laura Clark	2
St Barnabas C of E Primary	Davinder-Singh Dhesi	2
St John the Baptist C of E Primary	Zahira Gulam	2
St Joseph's Catholic VA	Zahira Gulam	2
St Mary's Fields Primary	Mark Izzard-Snape / Katie Preston	2
Saint Patrick's Catholic VA	Rebecca Crompton	2
St Thomas More Catholic VA	Zoe King / Katie Preston	2
Stokes Wood Primary	Mark Izzard-Snape	3
Taylor Road Primary	Karleni Bains Griffin	3
Thurnby Mead Primary Academy	Louise Sanders	2
Tudor Grange Samworth Academy	Lorna Cooper	2
Uplands Infant	Paul Eden	2
Uplands Junior	Paul Eden	2
Whitehall Primary	Zahira Gulam	2
Willowbrook Mead Primary Academy	Rita Dholakia	3

Primary	Link EP	Allocated days
Wolsey House Primary	Lorna Cooper	3
Woodstock Primary	Lorna Cooper	3
Wyvern Primary	Rita Dholakia	2

Special Schools and other provision	Link EP	Allocated Days
Ash Field Academy	Helen Clifford	4
Ellesmere College	Rita Dholakia	4
Elmbrook School (Primary PRU)	Lorna Cooper	4
Keyham Lodge	Kamal Bhana	4
Leicester Partnership School (LPS)	Karleni Bains Griffin	4
Millgate School	Karleni Bains Griffin	4
Nether Hall School	Mark Izzard-Snape	4
Oaklands School	Katie Preston / Helen Clifford	4
Pindar Nursery (EYSN)	Mohammed Bham	0
West Gate School	Alice Bateman / Zahira Gulam	4
Willow Bank Children's Hospital School	Lorna Cooper	4

Appendix 6.3 Joint planning meeting agenda and record

Planning meeting agenda

The main purpose of a Joint Planning Meeting (JPM) is to:

- Agree and prioritise workload for the coming cycle and organise diaries.
    - What work is needed?
    - When will the work take place?
- Share information on pupils causing concern or needing some input during the cycle.
- To have a professional dialogue about who is best to support any particular pupil.
    - Who will be involved / lead on the work?

It is not the venue for having in-depth discussions about any specific pupil or giving advice. In general, it is advised that any discussion on a specific pupil lasting more than 5 minutes will need to be continued in a separate planned meeting.

As a guideline, an effective planned JPM, run successfully, will take no longer than 2 ½ hours.

The following offers advice about areas that the SENDCo/school may wish to refer to/ have information for key staff to see and take away.

1. **The school context**

   It is recommended that the initial part of the joint planning meeting (JPM) should focus on giving a SEND strategic overview of what is happening in the school and highlighting training/support required by the school during the coming cycle (linked to SEND audit/ SEND monitoring and action plan/ School Development Plan).

   - **School issues:** support for the school improvement plan, issues to do with learning and achievement (e.g., progress of SEND/LDD as a cohort with regards to age related expectations and/or 2 sub levels progress), behaviour etc.
   - **SEND systems:** policy, processes, SEND register numbers, priority areas of need, resources, skills, etc
   - **Training** needs identified (from SEND register needs analysis etc), including issues arising from previously delivered training / project work.
   - **Inclusion**, disability, mental health, emergency planning, accessibility plan issues etc
   - **Interventions/projects** (e.g., Let's Talk, Play Interaction)
   - **Partnership development:** parents/carers, pupils

2. Casework planning

SENDCos will need to have prepared a handout with key pupil information, so this can be referred to but does not need to be discussed in detail.

The following areas of work can be discussed:

- That relating to pupils with EHCPs- pupils doing okay, those causing concerns.

  Some very complex pupils may need a separate meeting to discuss fully, as stated above. This needs to be booked in with the relevant key team.

- Work relating to children who are the subject of a SEN & Disability Tribunal.
- Children undergoing/ will undergo statutory assessment during this cycle.
- Post EHC Plan planning meetings where there are concerns about the provision needed to meet the pupil's SEND.
- Annual review attendance and casework, as appropriate, for children with EHC Plans, including for those where there is an anticipated change of SEND requiring new and/or different SEND provision.

  Identification of which team member will take the lead on each.

- Support for transition.
- Pupils who are/ have been on a part-time timetable or receiving Alternative Provision.
- Multi-agency work for pupils who are in danger of exclusion (including Pastoral Support Programme meeting and case work, as appropriate)
- Any other pupils causing concern where consistent intervention at early years/SEND Support has been reviewed in school and they continue to make little or no progress.

3. Forward planning

- Set a date for the next JPM.
- Set date for 'Review of SEND Pupils Progress' meeting.
- Review of progress of pupils assessed/ discussed in earlier cycle

PLANNING FOR 1st /2nd PLANNING CYCLE

School: **Date of Meeting:** **Start time:** **End time:**

Those Present:

Whole School issues discussed	**Ways forward agreed including requests for project/ development to be delivered as a traded service**

Planned involvement in relation to pupils at SEND Support, statutory assessment or with an EHC plan			
Name of pupil where work is agreed for next cycle	**Individual Pupil Focused Work to be undertaken (Including Bilingual Support Teacher involvement)**	**Approx. Time Allocation**	**Proposed Date**

Name of pupil and work to be considered for traded services (information to be taken back to supervisor)

Agreed date for next planning meeting:

Pupils (known to the service) to be raised at the next Planning Meeting:

NB No record will be made of any pupils not known to the service.

The following pupils where no further Educational Psychologist / Bilingual Support Teacher/Assistant involvement is required will now become 'closed' cases:

N.B. The educational psychologist will confirm by letter where no further educational psychologist / teacher consultant involvement is required for pupils where previous requests have been made for the Service's involvement at School SEND Support.

Appendix 6.4 Reporting formats and other relevant service documentation

EPs within the service provide written record of visits, reports, and psychological advice according to agreed reporting formats and good practice guidelines.

Service guidelines are available as part of in-service documentation as listed below.

The service maintains a number of other publications that provides information about different aspects of the service.

These are available from the service and include:

- Psychology Service Information for Parents/Carers
- Understanding Psychological Advice: information for parents/carers
- Working with an Educational Psychologist - Information for Children and Young People
- Supporting children and young people's participation
- EP Report Formats
- Statutory Psychological Advice - guidelines for EPs
- Assessment and intervention policy
- Safeguarding policy
- Service performance management and evaluation
- Time allocation model
- City Early Intervention Psychology Support (CEIPS)
- Anti-bullying work
- Children with Special Educational Needs & Disability in Youth Custody:
- CYPJS, SEND Services & Psychology Service Protocol for Effective Practice