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Learning and Inclusion

Social Care and Education

**Psychology Service**

**Service Handbook**

**Academic Year 2018-19**

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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# 2. Contact Information

Leicester City Council

Social Care and Education

Learning and Inclusion

Psychology Service

Collegiate House

College Street

Leicester LE2 0JX

Telephone : 0116 454 5470

Fax : (0116) 221 1216

E-mail : psychology@leicester.gov.uk

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

**Contact details for senior members of staff**:

| Name | Role | Telephone number |
| --- | --- | --- |
| Joe Dawson | Head of Service, SEND | (0116) 454 5472 |
| Paul Riddick  | Senior Educational Psychologist | (0116) 454 5481 |
| Anastasia Andre-Warren | Senior Educational Psychologist | (0116) 454 5459 |
| Davinder Singh Dhesi | Senior Educational Psychologist | (0116) 454 5466 |
| Bhavin Pathak | Mental Health Manager  | (0116) 454 5463 |

This service handbook can be viewed on the Schools’ Extranet: <https://schools.leicester.gov.uk/psychology>

# 3. Introduction

*Welcome to the Psychology Service handbook for the academic year 2018 – 19. As in previous years, I hope this provides you with clear and helpful information about the service and its work with schools, settings, other services and agencies and the local authority.*

*Last year over 90% of school evaluations rated the quality of our assessments and interventions and our advice and consultative work as good/very good. Over the same period, 96% of parental evaluations stated that the report provided by an Educational Psychologist was clear and helpful in understanding their child’s needs. Nevertheless, the service is constantly seeking to improve and innovate despite the challenges provided by developments in local authority funding and service delivery as well as the major changes resulting from SEND legislation and the challenge provided by the recent Ofsted/CQC Inspection.*

*It is more important than ever that the service continues to develop and apply its psychological expertise in its work to support children, young people, their families and professionals who work with them to achieve the best possible outcomes for them, as well as supporting the local authority with its strategic priorities and corporate responsibilities for vulnerable children and young people.*

*School and settings consistently tell us that they value and wish for greater amounts of time from Educational Psychologists for a wide range of work such as training to enhance children and young people’s learning and emotional well-being, research and project work to support organisational effectiveness and advice and support for specific children. This year the service is seeking to develop its traded offer with schools and settings and is developing new ways of providing dedicated time including specific service level agreements with individual schools and groups of schools. I and my management team would welcome any enquiries that schools and settings may wish to make about this and indeed your comments and thoughts on the service you receive including any comments about the information presented in this handbook.*

**Joe Dawson**

**Head of Service, SEN and Disabilities**

**September 2018**

## 3.1 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.

## 3.2 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 to cultural, racial and religious 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.

## 3.3 Service staffing, organisation and priorities

Based at Collegiate House, the service employs educational psychologists (EPs), assistant psychologists, bilingual support teacher/assistants and admin support (appendix 7.1 contains a full staffing list).

The service works in:

* Early years
* Schools and colleges
* 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.

# 4. Services provided

## 4.1 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 (appendix 7.3 contains the relevant referral form). 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.

EPs work in neighbourhood areas covering local communities, early year’s settings, children’s centres and schools. The SEN 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. Further details are also available by contacting the service directly.

## 4.2 Schools

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.

Referrals

Referrals to the service normally follow initial support and intervention by the school including other outside agency involvement as appropriate as part of the graduated approach to meeting special educational needs and can only be made with parental consent and following discussion with the relevant EP (appendix 7.4 contains the relevant referral form).

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

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 in order 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. 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 SEN Code of Practice provides detailed advice on the graduated approach to meeting children’s special educational needs. This would normally be the framework within which the EP works with the 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 named EP for the school can also offer consultation, training, project work and research to support whole school improvement. This work may be as part of the school Self-Evaluation Form priorities or as part of a joint local authority action plan for a school in special measures.

Traded work

Requests for any additional work (including training) should be discussed with the EP for the school. Additional work and all training will be 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. Further details are also available by contacting the service directly.

## 4.3 Community

Community

The Community stream of work will involve EPs from the City Psychology providing a consultation and support service as part of the Leicester City Early Help Offer. It is delivered through the Children’s Centre network and staff and is targeted at children and young people who are at risk of social exclusion and underachievement because of their psychological and mental health needs.

Requests for EP involvement are made through the Children Centres and are considered at the Early Help Cluster meetings. The children and families have to be resident in the city.

Therapeutic group work with children as well as training programmes to promote emotional and psychological wellbeing are also be available on a traded services basis to schools and community settings.

The City Early Intervention Psychology Support (CEIPS)

The City Early Intervention Psychology Support (CEIPS) is a CCG 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 but jointly managed 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 families.

Requests for involvement of the CEIPS team are through the Child and Adolescent Mental Health Service Access Team process (previously known as the Single Point of Access) or Leicester City Psychology Service.

For further information or an informal discussion regarding requests for involvement please contact the CEIPS team: Telephone: 0116 454 5470.

## 4.4 Work for children across city - county boundaries

Leicester City provides a service for children with Education, Health and Care Plans who live within Leicester City but attend an educational setting outside of the city. Educational settings outside Leicester City who wish to access a service for a Leicester City child with Education, Health and Care Plans should contact the service directly. Concerns about Leicester City children attending an educational setting outside Leicester City who do not have an Education, Health and Care Plan needs should be raised with the psychological service for the local authority in which the educational setting is located.

## 4.5 Vulnerable Children Team

As part of the service’s work, the Vulnerable Children Team is a specialist team which focusses on supporting children who are corporate priorities for the local authority:

* Looked After Children (LAC)
* Children and young people who have been referred to the Youth Offending Service (YOS)
* Children and young people who are at risk of permanent exclusion

Referrals to the team are through the LAC –Virtual School Team, Social Care and Health, YOS casework officers, Pupil Referral Unit Centre managers and the Psychology Service.

Support given by the Vulnerable Children Team involves the assessment of individual children and young people, consultation and advice with regard to individual pupils or groups of pupils and direct work with an individual child or young person. For enquiries regarding the Vulnerable Children Team, please contact the service directly.

## 4.6 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 includes a three-stage model:

1. Initial phase (the first 24 to 48 hours),
2. Second phase (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).

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.

## 4.7 Specialist practitioners

The service has a number of specialist practitioners in specific areas of special educational needs practice that are responsible for supporting and developing the service’s work. Each specialist practitioner 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 specialist practitioners and their areas of specialism are:

Louise Sanders Speech, language and communication

Rita Dholakia Autism Spectrum Disorder

Beck Dawson Profound and multiple learning difficulties

Sarah Williams Emotional Wellbeing

## 4.8 Community Cohesion Team

The service has a team of bilingual support assistants and a bilingual teacher consultant who support EPs in their work with children and parents/carers from multi-lingual and diverse cultural backgrounds. This team has a particular role in supporting children and their families with English as an Additional Language who are referred to the service. Support from the Community Cohesion Team is accessed by the named EP for the school.

## 4.9 Work to support the Local Authority with its strategic priorities

The service undertakes a variety of activities to supportthe Local Authority achieve and partner agencies achieve its strategic objectives. This includes a range of project, policy development, training and research activities. Examples include the Local Authority’s anti-bullying strategy, SEND policy and practice, work to support school improvement, mental health strategy, etc.

# 5. Partnership working

## 5.1 Early years settings, schools and colleges

The service places great importance on effective partnership working with early years settings, schools and settings. In order 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 7.6 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 7.6). In order 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 management team) and Special Educational Needs Coordinator and other relevant staff in order to review their work over the year. This review meeting would usually be held in June/July and provides an opportunity for the school/setting and EP to raise any issues about the work over the year. At this meeting, the school/setting will also be asked to complete a short feedback questionnaire.

Professional responsibilities

Schools and settings have the responsibility for meeting children’s special educational needs as part of the graduated approach to SEN and as laid out within their published Special Educational Needs Policy. Schools and settings are also required to designate a Special Educational Needs Co-ordinator who will coordinate the special educational provision for individual children with SEN. 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 Education Plan) undertaken with the child (see appendix 7.3/4). 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 in order 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 the service’s own office 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 (eg, 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, 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, EPs will always follow Leicester City’s Local Safeguarding Children Board child protection procedures where they have concerns about an individual child’s welfare.

## 5.2 Parents/carers

EPs will always seek to work in partnership with parents/carers in addressing concerns about their children’s development, learning and/or well being. Parents/carers will always be informed about the EP’s work with their child and all reports and advice will be copied to them.

Parent/carers are able to contact the service directly to raise concerns. EPs will normally involve parents/carers in consultations about their child and in order to gather further information. The EP will want to involve parents/carers in the joint action plan made to address the concerns about their child.

## 5.3 Children and young people

Through support and information appropriate to their age and development, EPs will enable children to be actively involved in the decisions and processes which affect them. EPs will normally provide children with information about the role and work of the EP and why they have been asked to see them. It will be explained to children that they have the right of non participation but only after they have correctly understood the role and work of the EP and the views and concerns of relevant adults.

EPs will provide children with feedback following work that they have undertaken with them. EPs will also seek to advocate for the child’s best interests where necessary and ensure that they are actively involved in processes such as review meetings, etc.

**5.4 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 and settings are held jointly with colleagues from the Special Needs Teaching Service, Primary and Secondary Behaviour Support Services as well as colleagues from the Education Welfare Service, Learning Services, Child and Adolescent Mental Health Service, Speech and Language Therapy and Community Child Health Services, where appropriate. Psychologists who work with pre-school children meet three times a year in their localities with colleagues from other agencies and services.

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, Virtual School Team, Youth Offending 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, Learning Services, Disabled Children’s services, Voluntary Sector etc.

# 6. Service evaluation and performance management

## 6.1 Service evaluation and performance management

The Psychology Service monitors and manages the work of Educational Psychologists 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. Parents and carers are asked to provide feedback through a regular telephone questionnaire and feedback is also sought from children and young people on their experience of working with an Educational Psychologist. A sample of casework outcomes achieved for individual children by Educational Psychologists is also evaluated. 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.

## 6.2 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.

A complaint can be made via the Internet, by telephone, in person or by letter. An acknowledgement will then be sent to you within 24 hours of receipt telling you the name and telephone number of the person to be contacted in the event of any further queries on your complaint. If we can, we will sort out your complaint straightaway, but sometimes we may need a little longer to investigate and reply. We will however send a reply in writing to you within ten working days or let you know when you can expect to hear from us. Please note that where a statutory procedure or a formal appeals mechanism is in place, related complaints must be pursued via the statutory procedure and not the council’s complaints procedure e.g. an appeal as part of a Special Educational Needs and Disability Tribunal.

If when we respond you are not happy with the way we have dealt with your complaint, you may ask for it to be reviewed by a senior manager, from a different service to the one you’re complaining about. You should expect a response within 20 working days. It is hoped that Leicester City’s Complaints Procedure will quickly resolve any problems you may have. However, should this not be the case then you can refer your complaint to the Local Government Ombudsman. Information on “How to complain to the Local Government Ombudsman” can be found at <http://www.lgo.org.uk/complain> or by picking up a copy of the leaflet from any of the Council’s main access points.

# 7. Appendices

## Appendix 7.1 Staff list

| Name | Role / Title |
| --- | --- |
| ADDISON Elaine | Admin and Business Support Officer - CEIPS |
| ALLSTON-REEVE Craig | Admin and Business Support Team Leader |
| ANDRE-WARREN Anastasia | Senior Educational Psychologist |
| BAINS Karleni | Educational Psychologist  |
| CHUNG Kirsten | Trainee Educational Psychologist (Year 3) |
| DAWSON Beck | Senior Practitioner Educational Psychologist |
| DHESI Davinder Singh | Senior Educational Psychologist |
| DHOLAKIA Rita | Senior Practitioner Educational Psychologist |
| EDEN Paul | Educational Psychologist |
| FRANCIS Yvonne | Specialist Senior Educational Psychologist  |
| GREEN Elizabeth | Admin and Business Support Officer |
| HAM Sally | Locum Educational Psychologist |
| HARBOUR Phil | Educational Psychologist |
| HOLT Jennie | Admin and Business Support Officer |
| HUMRICH Sarah | Assistant Psychologist (Looked After Children) |
| JOHNSTON Silvia | Bi-lingual Support Assistant |
| KATARIA Nila | Admin and Business Support Officer |
| KHAN Fiza | Bi-lingual Support Assistant |
| LEWIS Diane | Educational Psychologist |
| MARTIN Michelle | Assistant Psychologist - CEIPS |
| MIDDLETON Clare  | Educational Psychologist |
| NEWTH, Tracey | Admin and Business Support Officer  |
| PATHAK Bhavin | Mental Health Manager |
| RAWAL Rachna | Educational Psychologist |
| RIDDICK Paul | Senior Educational Psychologist |
| ROGERS Usha | Bilingual Teacher Consultant |
| ROWLAND Laura | Assistant Psychologist (Looked After Children) |
| RYRIE Neil | Senior Educational Psychologist |
| SANGHA Kieran | Trainee Educational Psychologist (Year 3) |
| SANDERS Louise | Senior Practitioner Educational Psychologist |
| TAYLOR Sally | Assistant Psychologist (Looked After Children) |
| THORPE Emma | Assistant Psychologist - CEIPS |
| TRIMINGHAM Caroline  | Educational Psychologist |
| TURNER Mike | Educational Psychologist |
| VANAGS Angela | Admin and Business Support Officer |
| WILLIAMS Sarah | Senior Practitioner Educational Psychologist |
| WRIGHT Sarah | Assistant Psychologist - CEIPS |

## Appendix 7.2 School links and hours

| **Secondary** | **Link EP** | **Allocated Hours** |
| --- | --- | --- |
| Babington Community College | Sarah Williams | SLA\* |
| Beaumont Leys | Diane Lewis | 17 |
| City of Leicester  | Kieran Sangha | 15 |
| Crown Hills Community College | Beck Dawson | 22 |
| English Martyrs | Rachna Rawal | 11 |
| Fullhurst Community College | Clare Middleton | 23 |
| Hamilton Community College | Sally Ham | 19 |
| Judgemeadow Community College | Paul Eden | 17 |
| The Lancaster School | Sarah Williams | SLA\* |
| Madani High School | Anastasia Andre-Warren | 11 |
| Moat Community College | Kirsten Chung | 16 |
| New College | Anastasia Andre-Warren | SLA\* |
| Rushey Mead | Mike Turner | 23 |
| Sir Jonathan North | Karleni Bains | 12 |
| Soar Valley Community College | Phil Harbour | 18 |
| St Paul’s RC | Louise Sanders | 11 |

| **Primary** | **Link EP** | **Allocated Hours** |
| --- | --- | --- |
| Abbey Primary | Clare Middleton | 13 |
| Alderman Richard Hallam Primary | Diane Lewis | 14 |
| Avenue Primary | Rita Dholakia | 13 |
| Barley Croft Primary | Louise Sanders | 16 |
| Beaumont Lodge Primary | Diane Lewis | 8 |
| Belgrave St Peter’s Primary | Rachna Rawal | 6 |
| Braunstone Frith Primary School | Karleni Bains | 19 |
| Braunstone Community Primary | Diane Lewis | 24 |
| Bridge Junior | Diane Lewis | 10 |
| Buswells Lodge Primary | Karleni Bains | 13 |
| Caldecote Community Primary | Clare Middleton | 20 |
| Catherine Infant | Kirsten Chung | 7 |
| Catherine Junior | Kirsten Chung | 14 |
| Charnwood Primary | Rita Dholakia | 12 |
| Christ the King Catholic Primary | Kieran Sangha | 11 |
| Coleman Primary | Rachna Rawal | 14 |
| Dovelands Primary | Karleni Bains | 12 |
| Evington Valley Primary | Diane Lewis | 11 |
| Eyres Monsell Primary | Karleni Bains | 11 |
| Folville Primary | Diane Lewis | 10 |
| Forest Lodge Primary | Sarah Williams | 16 |
| Fosse Primary | Rachna Rawal | 13 |
| Glebelands Primary | Rita Dholakia | 7 |
| Granby Primary | Phil Harbour | 15 |
| Green Lane Infant | Diane Lewis | 10 |
| Hazel Primary | Rita Dholakia | 11 |
| Heatherbrook Primary | Sarah Williams | SLA\* |
| Herrick Primary | Phil Harbour | 6 |
| Highfields Primary | Beck Dawson | 9 |
| Holy Cross Catholic Primary | Phil Harbour | 7 |
| Hope Hamilton C of E Primary | Paul Eden | 6 |
| Humberstone Infant | Kirsten Chung | 5 |
| Humberstone Junior | Kirsten Chung | 9 |
| Imperial Avenue Infant | Karleni Bains | 8 |
| Inglehurst Infant | Mike Turner | 10 |
| Inglehurst Junior  | Mike Turner  | 15 |
| Kestrels’ Field Primary | Mike Turner | 11 |
| King Richard III Infant & Nursery | Clare Middleton | 8 |
| Knighton Fields Primary | Karleni Bains | 6 |
| Linden Primary | Beck Dawson | 11 |
| Marriott Primary | Phil Harbour | 15 |
| Mayflower Primary | Davinder Singh Dhesi | 11 |
| Medway Primary | Sarah Williams | 16 |
| Mellor Primary | Beck Dawson | 12 |
| Merrydale Infant | Beck Dawson | 8 |
| Merrydale Junior | Beck Dawson | 14 |
| Montrose Primary | Karleni Bains | 13 |
| Mowmacre Hill Primary | Phil Harbour | 13 |
| Northfield House Primary | Phil Harbour | 11 |
| Overdale Infant | Mike Turner | 10 |
| Overdale Junior | Mike Turner | 9 |
| Parks Primary | Sarah Williams | 14 |
| Queensmead | Kieran Sangha | 18 |
| Rolleston Primary | Phil Harbour | 14 |
| Rowlatts Hill Primary | Beck Dawson | 9 |
| Rushey Mead Primary | Rachna Rawal | 15 |
| Sacred Heart Catholic Primary | Mike Turner | 11 |
| Sandfield Close Primary | Karleni Bains | 7 |
| Scraptoft Valley Primary | Rachna Rawal | 14 |
| Shaftesbury Junior | Diane Lewis | 7 |
| Shenton Primary | Rachna Rawal | 15 |
| Slater Primary | Kieran Sangha | 5 |
| Sparkenhoe Primary | Davinder Singh-Dhesi | 15 |
| Spinney Hill Primary | Beck Dawson | 14 |
| St Barnabas C of E Primary | Davinder Singh-Dhesi | 10 |
| St John’s the Baptist C of E | Rita Dholakia | 9 |
| St Joseph’s Catholic Primary | Paul Eden | 5 |
| St Mary’s Fields Primary | Louise Sanders | 11 |
| St Patrick’s Catholic Primary | Rachna Rawal | 5 |
| St Thomas More Catholic Primary | Rachna Rawal | 7 |
| Stokes Wood Primary | Kirsten Chung | 16 |
| Taylor Road Primary | Mike Turner | 21 |
| Thurnby Lodge Primary | Louise Sanders | 31 |
| Uplands Infant | Paul Eden | 8 |
| Uplands Junior | Paul Eden | 11 |
| Whitehall Primary | Rachna Rawal | 9 |
| Willowbrook Primary | Kieran Sangha | 14 |
| Wolsey House Primary | Rachna Rawal | 18 |
| Woodstock Primary | Sarah Williams | SLA\* |
| Wyvern Primary | Rita Dholakia | 10 |

| **Special Schools and other provision**  | **Link EP** | **Allocated Hours** |
| --- | --- | --- |
| Ash Field | Rita Dholakia | 30 |
| Ellesmere College | Mike Turner  | 53 |
| Keyham Lodge | Phil Harbour | 20 |
| Millgate | Rachna Rawal | 20 |
| Nether Hall | Beck Dawson  | 20 |
| Oaklands | Karleni Bains | 20 |
| West Gate | Beck Dawson | 39 |
| EYSN | Anastasia Andre-Warren | 30 |
| LRI Children’s Hospital School | Anastasia Andre-Warren | 20 |
| Phoenix/ARC | Mike Turner | 30 |
| Leicester Partnership School | Sally Ham | 30 |
| Falcons Primary | Kieran Sangha | 5 |
| Krishna Avanti Primary | Mike Turner | 5 |
| Tudor Grange Samworth Academy | Clare Middleton | 10 |

SLA\* - Allocated hours according to individual service level agreement with school/MAT

Contacts regarding work for Looked After Children and Youth Offending should be with Yvonne Francis

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



**Leicester City Council Psychology Service**

## Appendix 7.3 Request for Involvement for Pre-School Children

**NB: This form is not necessary for Community Paediatricians who intend to complete a Section 332 Notification or if a Section 332 Notification has already been made**

**CHILD: *Name: M / F ( Please circle )***

 ***Address:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Date of Birth:*** | ***Age at referral: Yrs*** |  | ***Mths*** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Home Language:** |  | **Interpreter needed ? Yes**  |  | **No** |  |
|  |  |  |  |
| Is the child “Looked After” ? Yes  |  | No |  |

**Who has parental responsibility ?** ………………………………………………………………..

**Name of Social Worker**………………………………………..**Tel.No:**…………………………….

REASON FOR REFERRAL:

|  |
| --- |
| Please attach relevant information, including the child’s last individual education plan ( where appropriate ) |

|  |  |  |  |
| --- | --- | --- | --- |
| Has the child been referred to the Community Paediatrician? Yes  |  | No |  |

**Name…………………………………………………………………………………………………**

Has the child been referred to any other agencies ?

***If yes, please give details:***

***Name: Address:***

***Tel: No:***

***SENCo:***

**Is the child due to start at an early year’s setting or school nursery within the next 3 months? If yes, please give details:**

***Early Years* Name: *School*  Name:**

***Setting:* Address: *Nursery*: Address:**

 **Tel No:Tel No:**

**Ethnic monitoring (please tick DfES classification)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Asian / Asian British:** |  |  | **Black / Black British:** |  |
| Bangladeshi |  |  | Black Caribbean |  |
| Indian  |  |  | Black Somali |  |
| Pakistani |  |  | Other Black African |  |
| African Asian  |  |  | Any Other Black Background |  |
| Other Asian |  |  |  |  |
|  |  |  | **Mixed / Dual:** |  |
| **White / White British:**  |  |  | White and Asian |  |
| White British (inc Eng.Scot.Welsh) |  |  | White and Black African |  |
| Irish  |  |  | White and Black Caribbean |  |
| Traveller of Irish Heritage |  |  | Any Other Mixed Background |  |
| Gypsy / Roma |  |  |  |  |
| White European ( non-UK ) |  |  | **Others:** |  |
| White Other |  |  | Chinese |  |
|  |  |  | Any Other Ethnic Group |  |

|  |  |
| --- | --- |
| I do not wish an ethnic background category to be recorded  |  |
|  |  |

**Parent / Carer Consent**

1. **I consent to my child being referred to the Psychology Service**
2. **I agree to my child being referred for pre-school teacher support by the Psychology Service.**
3. **I give consent for information about my child to be shared between Education Support Services**

**and other persons who are professionally involved with my child e.g. Speech and Language**

**Therapist, Social Worker.**

**Signed**…………………………………**Date** …………………………**Tel.No**:……………………..

**Name ( *Print )*………………..………………… Mother / Father / Other Carer ( please state )**

**Social Worker ( for Looked After Child )**

**Signed…………………………………Date………………………….Tel.No:……………………..**

**REFERRER: *Name: Address: Tel. No:***

***Signature:*** ………………………………………………………………………………………………

To ensure efficient processing of this referral / request for involvement, please complete as fully as possible and return to: Anastasia Andre-Warren, Senior Educational Psychologist (Early Years), Leicester City Council Psychology Service, Collegiate House, College Street, Leicester LE2 0JX

…………………………………………………………………………………………………………….

***For Psychology Service use only -***

***Referral Acceptance: Pending (reason) -***

 ***Yes (Date of allocation) -***

***Allocated EP:***

………………………………………………………………………………………….

**Data Protection Act:**

All personal data used by Leicester City Council and the Service is registered with the Data Protection Registrar. This is a requirement by law. All pupil and student personal details are kept securely within the Psychology Service. For the purposes of statistical information, some data not covered by the Act may be used in analysis.



**Leicester City Council Psychology Service**

## Appendix 7.4: Request for Involvement for a school aged child

***Please tick if this is a request for work as part of a traded service
(ie, the school will be charged for this work)***

Consideration should always be given as to which of the LA’s support services are most appropriate at this time.

This can be discussed informally with an educational psychologist. The service will not accept requests made simultaneously to other Education Services. However, the service gives priority to those circumstances where school and another support service are both seeking Psychology Service input and intend to jointly support the pupil’s next IEP.

Please tick if this is a joint referral With which other service: …........................................................

**Pupil’s biographical details**

**Pupil Name:**  **School: Class Teacher/Form Tutor:**

|  |  |
| --- | --- |
| Date of birth:N.C. Year: Sex: M/F | Home address: |
|  |  |
| Parent/Carer Names:Telephone: | Preferred language of child:Is bilingual support needed?: Preferred language of parent/carer:Is bilingual support needed?: |
|  |  |
| Is the pupil “Looked After” by the Local Authority?(Please provide details) | For Psychology Service monitoring purposes, please tick relevant concerns: Communication Interaction Cognition Learning Behavioural, Emotional & Social Dev. Sensory and/or Physical/Medical |
| **Ethnic monitoring (please tick DfES classification)****Asian / Asian British: Black / Black British:** Bangladeshi Black Caribbean Indian Black SomaliPakistani Other Black AfricanAfrican Asian Any other Black background (please write in)Any other Asian background ( please write in ) **Mixed / Dual Heritage:****White / White British:** White & AsianWhite BritishWhite & Black AfricanIrish White & Black CaribbeanTraveller of Irish Heritage Any other Mixed background (please write in)Gypsy / RomaWhite European **OTHERS:**Any other White background ( please write in )Chinese Any Other Ethnic Group (please write in)  |
|  |
| **Current concerns:***(Please describe current baselines for each concern in terms of observable and measurable behaviours or skills)* |
| Summary of school’s response to areas of concern and outcomes so far: |
| **What realistic changes or outcomes do you hope for as a result Psychology Service involvement?***(Please describe hoped for outcomes for each concern in terms of observable and measurable behaviours or skills)* |
| **Pupil’s strengths:****Views of pupil regarding involvement of the Psychology Service:** |

**Background information**

Much of the information requested here should be present on the IEP. If so, there will be no need to duplicate that information. **The most recent completed IEP forms should be attached to this form.**

|  |
| --- |
| **Agencies currently or recently involved.** Please indicate any agency involved over the last three years and attach any relevant information (e.g. names of staff and copy reports) |
| **Any relevant medical information** |

**Parent / Carer Consent:**

|  |
| --- |
| 1) I consent to my child being referred to the Psychology Service2) I give consent for information about my child to be shared between the Psychology Service, other Education Support Services and agencies who are professionally involved with my child e.g. Speech and Language Therapy, Child and Adolescent Mental Health Services.Signed………………………………………………………………….. Date……………………………..Tel.No…………………………………………..Name (PRINT)…………………………………………………………………………………. Mother / Father / Other Carer ( please state )Social Worker (for Looked After Child ) :………………………………………………………………..Tel.No…………………………………………. |

**Confirmation of Request:**

SENCo ………………………………………………………. Date: …………………………

Headteacher ……………………………………………….. Date: …………………………

Nominated Person ……………………………………………………………………………….

(Please indicate here who school nominate as the initial point of contact to be available to discuss with the educational psychologist how the service can best assist.)

*I confirm that this request has been discussed and opening of a file is now authorised.*

*Signed (EP): ……………………………………................................... Date:*

|  |
| --- |
| **N.B. No action will be taken unless / until the request has been discussed with an educational psychologist.**  |

**Data Protection Act:** *All personal data used by Leicester City Council and the Psychology Service is registered with the Data Protection Registrar. This is a requirement by law. All pupil and student personal details are kept securely within the Psychology Service. For the purposes of statistical information, some data not covered by the Act may be used in analysis*

**Leicester City Council Psychology Service**

## Appendix 7.5 Request for training, project work and/or research

Name of school/setting/agency:

Date:

For a school-based request, have you discussed this with your liaison psychologist?

Please describe the training, project work and/or research that you are requesting:

For a training event, please state proposed venue, date(s), time(s) and numbers of staff attending:

Please provide any other information that you feel would be helpful:

Please indicate a named person and contact details for this request:

This information will be used as a basis for discussing and agreeing your request.

**Please return the form to:**

**Joe Dawson, Psychology Service, Collegiate House, College Street, Leicester. LE2 OJX**

## Appendix 7.6 Joint planning meeting agenda

**Planning meeting agenda**

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

* Sort out 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 SENCo/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 SEN strategic overview of what is happening in the school and highlighting training/support required by the school during the coming cycle (linked to SEN audit/ SEN monitoring and action plan/ SDP).

* + **School issues:** support for the school improvement plan, issues to do with learning and achievement (eg progress of SEN/LDD as a cohort with regards to age related expectations and/or 2 sub levels progress), behaviour etc
	+ **SEN systems:** policy, processes, SEN register numbers, priority areas of need, resources, skills, etc
	+ **Training** needs identified (from SEN 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. WIT, Let’s Talk, Play Interaction)
	+ **Partnership development:** parents/ pupils
1. **Casework planning**

**SENCos 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 Statements of Special Educational Needs/ EHCs- 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 statement planning meetings where there are concerns about the provision needed to meet the pupil’s SEN
	+ Annual review attendance and casework, as appropriate, for statemented/ EHC plans/ Looked After Children including for those where there is an anticipated change of SEN requiring new and/or different SEN 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 those working in year group below their peers
	+ 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/SEN Support has been reviewed in school and they continue to make little or no progress.
1. **Forward planning**
* Set a date for the next JPM
* Set date for ‘Review of SEN Pupils Progress’ meeting
* Review of progress of pupils assessed/ discussed in earlier cycle

## Appendix 7.6 Planning meeting record

**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 SEN 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 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 Action Plus. |

## Appendix 7.7 Reporting formats

EPs within the service provide written reports and psychological advice according to agreed report formats and good practice guidelines. Service guidelines are available in service documentation as listed below.

## Appendix 7.8 Other service documentation

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 Statement
* Psychology Service Information for Parents/Carers
* EP Report Formats
* Statutory Psychological Advice - guidelines for EPs
* EPs and Statutory Assessment: Information for Parents
* Understanding Psychological Advice: Guidance for parents
* Working with an Educational Psychologist - Information for Children and Young People