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Learning and Inclusion

Social Care and Education

**Psychology Service**

Service Handbook

Academic Year 2020-21

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.

1. Contents

[2. Contact Information 3](#_Toc529276678)

[3. Introduction 4](#_Toc529276679)

[3.1 Service purpose and aims 5](#_Toc529276680)

[3.2 Core values and principles 5](#_Toc529276681)

[3.3 Service staffing, organisation and priorities 6](#_Toc529276682)

[4. Services provided 8](#_Toc529276683)

[4.1 0 - 5 8](#_Toc529276684)

[4.2 Schools 9](#_Toc529276685)

[4.3 Community 10](#_Toc529276686)

[4.4 Work for children across city - county boundaries 11](#_Toc529276687)

[4.5 Vulnerable Children Team 12](#_Toc529276688)

[4.6 Critical incidents 12](#_Toc529276689)

[4.7 Specialist practitioners 13](#_Toc529276690)

[4.8 Community Cohesion Team 13](#_Toc529276691)

[4.9 Work to support the Local Authority with its strategic priorities 13](#_Toc529276692)

[5. Partnership working 14](#_Toc529276693)

[5.1 Early years settings, schools and colleges 14](#_Toc529276694)

[5.2 Parents/carers 15](#_Toc529276695)

[5.3 Children and young people 15](#_Toc529276696)

[6. Service evaluation and performance management 17](#_Toc529276697)

[6.1 Service evaluation and performance management 17](#_Toc529276698)

[6.2 Comments, compliments and complaints 17](#_Toc529276699)

[7. Appendices 18](#_Toc529276700)

[Appendix 7.1 Staff list 18](#_Toc529276701)

[Appendix 7.2 School links and hours 18](#_Toc529276702)

[Appendix 7.3 Joint planning meeting agenda and agenda 21](#_Toc529276706)

[Appendix 7.4 Reporting formats and other relevant service documentation **Error! Bookmark not defined.**](#_Toc529276708)

# 2. Contact Information

Leicester City Council

Social Care and Education

Learning and Inclusion

Psychology Service

New Parks House

Pindar Road

Leicester, LE3 9RN

Telephone: (0116) 454 5470

E-mail : [psychology@leicester.gov.uk](mailto: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 |
| --- | --- | --- |
| Paul Riddick | Principal Educational Psychologist (Acting) | (0116) 454 5481 |
| Anastasia Andre-Warren | Senior Educational Psychologist | (0116) 454 5459 |
| Davinder Singh Dhesi | Senior Educational Psychologist | (0116) 454 5466 |
| Yvonne Francis | Specialist Senior Educational Psychologist | (0116) 454 5489 |
| 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 2020 – 21.*

*In line with our service aims, we continue to innovate and develop our practice. Based on psychological research and evidenced based practice, we seek to achieve the best possible outcomes for children and young people across the 0 - 25 age range in partnership with their families and professionals who work with them.*

*A priority for the service continues to be the provision of statutory advice for Education, Health and Care needs assessments under the Children’s Act 2014 and there has been a significant increase in the numbers of children and young people undergoing assessment in recent years. Nevertheless, the service understands that schools and other settings require a more proactive, strategic and broader range of work including advice and support for children and young people as part of the graduated approach at SEND Support as well as skill sharing and training, therapeutic interventions and family support, school improvement research and project work and Critical Incident support. Consequently, a growing number of schools are taking out Service Level Agreements to ensure dedicated time to the school for this wider range of work. I and my management team would welcome any enquiries that schools and settings may wish to make about this and further information is available from:*

<https://schools.leicester.gov.uk/services/psychology-service/our-traded-offer-to-schools-2020-2021/>

*Following the disruption caused by the Covid-19 pandemic, we recognise that schools and settings face a significant challenge in re-engaging children and young people in education. We are available to provide consultation and advice to schools to support them with this. More intensive support including individual work with children and young people and their families, small group therapeutic interventions and staff training is also available as part of our traded offer.*

*As in previous years, I hope this handbook provides you with clear and helpful information about the service and its work with schools, settings, other services and agencies and the local authority. Please contact me if you have any comments and thoughts about the information presented in this handbook.*

**Paul Riddick**

**Principal Educational Psychologist (Acting)**

**September 2020**

## 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 using the SEND Services referral which can be found at

<https://schools.leicester.gov.uk/services/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.

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 which is available from:

<https://schools.leicester.gov.uk/media/5599/send-meeting-individual-needs-training-offer-2019-2020.pdf>

## 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. The SEND Services referral can be found at

<https://schools.leicester.gov.uk/services/psychology-service/>

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 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:

<https://schools.leicester.gov.uk/media/5599/send-meeting-individual-needs-training-offer-2019-2020.pdf>

Traded work

The service can also provide additional time to school and colleges on a traded basis for child focused consultation, advice and interventions (including therapeutic group work) as well consultation, project work and research to support whole school improvement. Further details can be access from:

<https://schools.leicester.gov.uk/services/psychology-service/our-traded-offer-to-schools-2020-2021/>

## 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

The Vulnerable Children Team is a specialist team within the Service which provides additional targeted psychological support to the Local Authority’s most vulnerable children and young people;

* Looked After Children (LAC) and previously Looked After Children (PLAC)
* Children and young people who have been referred to the Children and Young Peoples Justice Service (CYPJS)
* Children and young people who are at risk of permanent exclusion

The VCT works in partnership with the Virtual School Team, Social Care, the Psychology Service and the CYPJS. Referrals are usually through the Virtual School Team Leader or the CYPJS Education Co-Ordinator.

The VCT which includes the Emotional Wellbeing in Education (EWE) Project offers children and young people support through assessments and therapeutic interventions with additional support and consultation for school staff, professionals and parents/carers. 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 Bereavement, trauma and loss (Critical incidents support work)

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 wellbeing. 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 including feedback which is sought from all schools through an annual questionnaire. 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. 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** |
| ANDRE-WARREN Anastasia | Senior Educational Psychologist |
| BAINS Karleni | Educational Psychologist |
| DAWSON Beck | Senior Practitioner Educational Psychologist |
| DHESI Davinder Singh | Senior Educational Psychologist |
| DHOLAKIA Rita | Senior Practitioner Educational Psychologist |
| EDEN Paul | Educational Psychologist |
| FITZSIMMONS Wendy | Trainee Educational Psychologist (Year 3) |
| FONG Haley | Trainee Educational Psychologist (Year 2) |
| FRANCIS Yvonne | Specialist Senior Educational Psychologist |
| GAROFANO Sophia | Assistant Psychologist (EWE) |
| HAM Sally | Locum Educational Psychologist |
| HARBOUR Phil | Educational Psychologist |
| HUMRICH Sarah (maternity leave) | Assistant Psychologist - EWE |
| JOHNSTON Silvia | Bi-lingual Support Assistant |
| KHAN Fiza | Bi-lingual Support Assistant |
| LEWIS Diane | Educational Psychologist |
| MARTIN Michelle | Assistant Psychologist - CEIPS |
| MIDDLETON Clare | Educational Psychologist |
| PANESAR Mandip | Assistant Psychologist (CEIPS) |
| PATHAK Bhavin | Mental Health Manager |
| RAWAL Rachna (maternity leave) | Educational Psychologist |
| RIDDICK Paul | Senior Educational Psychologist |
| ROGERS Usha | Bilingual Teacher Consultant |
| ROWLAND Laura | Assistant Psychologist - EWE |
| SANDERS Louise | Senior Practitioner Educational Psychologist |
| TAYLOR Sally | Assistant Psychologist - EWE |
| THORPE Emma | Assistant Psychologist - CEIPS |
| TRIMINGHAM Caroline | Educational Psychologist |
| TURNER Mike | Educational Psychologist |
| 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 | 47 |
| Beaumont Leys | Sally Ham | 19 |
| Castle Mead Academy | Rita Dholakia | 8 |
| The City of Leicester College | Davinder-Singh Dhesi | 20 |
| Crown Hills Community College | Beck Dawson | 20 |
| English Martyrs | Russell Hounslow | 14 |
| Fullhurst Community College | Clare Middleton | 45 |
| Judgemeadow Community College | Paul Eden | 19 |
| The Lancaster School | Sarah Williams | 17 |
| Madani Boys’ and Girls’ School | Haley Fong | 8 |
| Moat Community College | Wendy Fitzsimmons | 16 |
| New College | Anastasia Andre-Warren | 23 |
| Orchard Mead Academy | Phil Harbour | 25 |
| Rushey Mead | Mike Turner | 26 |
| Saint Paul’s RC | Diane Lewis | 12 |
| Sir Jonathan North | Karleni Bains | 17 |
| Soar Valley Community College | Paul Riddick | 27 |
| **Primary** | **Link EP** |  |
| Abbey Primary Community | Clare Middleton | 13 |
| Alderman Richard Hallam Primary | Diane Lewis | 14 |
| Avenue Primary | Rita Dholakia | 13 |
| Barley Croft Primary | Louise Sanders | 20 |
| Beaumont Lodge Primary | Diane Lewis | 8 |
| Belgrave St Peter’s C of E Primary | Haley Fong | 8 |
| Braunstone Frith Primary School | Karleni Bains | 20 |
| Braunstone Community Primary | Diane Lewis | 20 |
| Bridge Junior | Diane Lewis | 8 |
| Buswells Lodge Primary | Karleni Bains | 18 |
| Caldecote Community Primary | Clare Middleton | 20 |
| Catherine Infant | Wendy Fitzsimmons | 9 |
| Catherine Junior | Wendy Fitzsimmons | 11 |
| Charnwood Primary | Rita Dholakia | 8 |
| Christ the King Catholic Primary | Paul Riddick | 12 |
| Coleman Primary | Haley Fong | 9 |
| Dovelands Primary | Karleni Bains | 8 |
| Evington Valley Primary | Diane Lewis | 11 |
| Eyres Monsell Primary | Anastasia Andre-Warren | 13 |
| Folville Primary | Diane Lewis | 12 |
| Forest Lodge Primary | Diane Lewis | 20 |
| Fosse Primary | Russell Hounslow | 15 |
| Glebelands Primary | Anastasia Andre-Warren | 8 |
| Granby Primary | Haley Fong | 12 |
| Green Lane Infant | Paul Eden | 8 |
| Hazel Primary | Rita Dholakia | 12 |
| Heatherbrook Primary Academy | Sarah Williams | 8 |
| Herrick Primary | Beck Dawson | 8 |
| Highfields Primary | Paul Eden | 8 |
| Holy Cross Catholic Primary | Beck Dawson | 14 |
| Hope Hamilton C of E Primary | Paul Eden | 8 |
| Humberstone Infant Academy | Wendy Fitzsimmons | 8 |
| Humberstone Junior Academy | Wendy Fitzsimmons | 11 |
| Imperial Avenue Infant | Karleni Bains | 11 |
| Inglehurst Infant | Mike Turner | 8 |
| Inglehurst Junior | Mike Turner | 16 |
| Kestrels’ Field Primary | Mike Turner | 16 |
| King Richard III Infant & Nursery | Clare Middleton | 8 |
| Knighton Mead Primary Academy | Karleni Bains | 9 |
| Linden Primary | Beck Dawson | 8 |
| Marriott Primary | Beck Dawson | 20 |
| Mayflower Primary | Davinder-Singh Dhesi | 9 |
| Medway Primary | Diane Lewis | 12 |
| Mellor Primary | Beck Dawson | 11 |
| Merrydale Infant | Rita Dholakia | 12 |
| Merrydale Junior | Rita Dholakia | 12 |
| Montrose Primary | Karleni Bains | 14 |
| Mowmacre Hill Primary | Beck Dawson | 20 |
| North Mead Primary Academy | Beck Dawson | 14 |
| Overdale Infant | Mike Turner | 8 |
| Overdale Junior | Mike Turner | 10 |
| Parks Primary | Rita Dholakia | 20 |
| Queensmead Primary Academy | Anastasia Andre-Warren | 20 |
| Rolleston Primary | Beck Dawson | 18 |
| Rowlatts Mead Primary Academy | Phil Harbour | 9 |
| Rushey Mead Primary | Russell Hounslow | 11 |
| Sacred Heart Catholic Primary | Mike Turner | 9 |
| Sandfield Close Primary | Karleni Bains | 8 |
| Scraptoft Valley Primary | Russell Hounslow | 15 |
| Shaftesbury Junior | Diane Lewis | 8 |
| Shenton Primary | Haley Fong | 8 |
| Slater Primary | Paul Riddick | 8 |
| Sparkenhoe Primary | Paul Eden | 14 |
| Spinney Hill Primary | Beck Dawson | 12 |
| St Barnabas C of E Primary | Davinder-Singh Dhesi | 8 |
| St John’s the Baptist C of E | Rita Dholakia | 8 |
| St Joseph’s Catholic Primary | Paul Eden | 8 |
| St Mary’s Fields Primary | Sally Ham | 11 |
| St Patrick’s Catholic Primary | Beck Dawson | 8 |
| St Thomas More Catholic Primary | Mike Turner | 8 |
| Stokes Wood Primary | Wendy Fitzsimmons | 20 |
| Taylor Road Primary | Mike Turner | 20 |
| Thurnby Mead Primary Academy | Louise Sanders | 13 |
| Tudor Grange | Paul Riddick | 38 |
| Uplands Infant | Paul Eden | 8 |
| Uplands Junior | Paul Eden | 10 |
| Whitehall Primary | Haley Fong | 9 |
| Willowbrook Mead Primary Acad | Paul Riddick | 16 |
| Wolsey House Primary | Russell Hounslow | 20 |
| Woodstock Primary | Sarah Williams | 18 |
| Wyvern Primary | Rita Dholakia | 10 |

|  |  |  |
| --- | --- | --- |
| **Special Schools and other provision** | **Link EP** | **Allocated Hours** |
| Ash Field Academy | Rita Dholakia | 25 |
| Ellesmere College | Mike Turner | 40 |
| Keyham Lodge | Beck Dawson | 20 |
| Millgate | Rachna Rawal | 22 |
| Nether Hall | Beck Dawson | 20 |
| Oaklands | Karleni Bains | 20 |
| West Gate | Rita Dholakia | 28 |
| EYSN | Anastasia Andre-Warren | 20 |
| Hospital School | Mike Turner | 15 |
| Primary PRU | Mike Turner | 25 |
| Leicester Partnership School | Sally Ham | 25 |

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.

## Appendix 7.3 Joint planning meeting agenda and record

**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

**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 7.4 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 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)
* Emotional Wellbeing in Education (EWE)
* LAC and C&YP Justice Service work
* Anti-bullying work