



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.

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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

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 as consultation, project work and research to support whole school improvement. Further details can be accessed 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 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 support the 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

2. 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.

3. 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