



Leicester
City Council

Learning and Inclusion
Social Care and Education

Psychology Service

**Service Handbook
Academic Year 2022-23**

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

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1. Contact Information

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Social Care and Education
Learning and Inclusion
Psychology Service
New Parks House
Pindar Road
Leicester, LE3 9RN

Telephone: 0116 454 5470

Email: psychology@leicester.gov.uk

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

Psychology Management Group (PMG)

Contact details for senior members of staff:

Name	Role and email	Telephone number
Mohammed Bham	Principal Educational Psychologist mo.bham@leicester.gov.uk	0116 454 0662 07874 642 822
Anastasia Andre-Warren	Senior Educational Psychologist anastasia.andre-warren@leicester.gov.uk	0116 454 5459
Davinder Singh Dhesi	Senior Educational Psychologist davinder-singh.dhesi@leicester.gov.uk	0116 454 5466
Zoe King	Senior Educational Psychologist zoe.king@leicester.gov.uk	0116 454 5470
Yvonne Francis	Senior Educational Psychologist & Academic and Professional Tutor yvonne.francis@leicester.gov.uk	0116 454 5489
Bhavin Pathak	Mental Health Manager bhavin.pathak@leicester.gov.uk	0116 454 5463

Contacts regarding critical incidents should be with any senior member of staff.
Contacts regarding work for Looked After Children should be with Yvonne Francis.

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

2. Introduction

Welcome to the Psychology Service handbook for the academic year 2022–2023.

The service continues to be committed to innovative and high-quality practice drawing on **psychological research and evidenced based practice** to ensure the best possible outcomes for children and young people across the 0 to 25 age range in partnership with their families and professionals who work with them.

A continuing priority for the service is to support schools, colleges and settings with **recovery and renewal** following the lost learning opportunities and disruption caused by the Covid-19 pandemic. This is particularly relevant for children and young people with complex SEND and/or at risk of mental health difficulties as well as children and young people in care and/or those involved in the youth justice system. We are available to provide **consultation and advice to school leaders** to support with this.

While there continues to be a significant increase in the numbers of children and young people undergoing statutory assessment, 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 a result of this we are making some changes to our service delivery model for 2022-23 and all schools now have separate allocated days ring-fenced for early intervention and preventative work (for example, consultation, staff support, training, and school development).

More intensive support including individual work with children and young people and their families, small group therapeutic interventions and staff training can be provided as part of the allocated time for schools and is also available as part of our **traded offer**.

A growing number of schools are taking out **Service Level Agreements** to ensure dedicated time to the school for a wider range of work from the service. This creates additional opportunities for skill sharing and training for staff, school development, action research and project work and Critical Incident planning. We have good links with Universities across the UK to support developments. I welcome any enquiries about this.

As part of our **locality work to support children and young people's inclusion**, the service works as part of a local authority team with Designated Special Provisions across the city to enable them to develop and share best practice and create greater inclusive capacity within our mainstream schools.

We are not currently fully staffed but are actively seeking to appoint psychologists to these specialist posts.

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 about the information presented in this handbook.

Mohammed Bham, Principal Educational Psychologist
August 2022

2.1 Service purpose and aims

Service purpose

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

Service aims

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

2.2 Core values and principles

Underpinned by a regard for equal opportunities

- Recognising and valuing individuals, their entitlements, responsibilities and relationships in the groups and institutions (i.e., families, schools, and communities) in which they participate.
- Working with settings and agencies to overcome difficulties, prejudice, and failure by building solutions from strengths, diversity, and achievements.
- Supporting individuals, groups and organisations in setting and meeting meaningful and realistic goals and learning objectives.
- Promoting the importance of self-worth, self-fulfilment and development and seeking to enable individuals to have access to information, opportunities, and choice in reaching and taking their own decisions.
- Seeking to maximise children's potential.

Committed...

To provide high quality psychological practice, characterised by...

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

To sustain and develop high quality and psychological practice by...

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

To provide a high-quality public Service which....

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

2.3 Service staffing, organisation, and priorities

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

The service works in:

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

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

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

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

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

3. Services provided

3.1 0 - 5

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

Referrals

Children can be referred at any age, from birth up to the end of the Foundation Stage using the SEND Services referral which can be found at

<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.

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

EPs work in neighbourhood areas covering local communities, early year's settings, children's centres, and schools. The 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:

[Leicester Learning Services \(LLS\)](#)

3.2 Schools and FE

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

Referrals

Referrals to the service normally follow initial support and intervention by the school or college including other outside agency involvement as appropriate as part of the graduated approach to meeting special educational needs and can only be made with consent of the parent/carer and or young person (16+). All referrals should first be discussed with an EP. The SEND Services referral can be found at schools.leicester.gov.uk/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 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. Along with this we have a locally agreed framework called BERA (Best Endeavours and Reasonable Adjustments) within which the EP and SEND

Services work with schools/settings/colleges. The Service is responsible for providing psychological advice as part of a statutory Education, Health, and Care assessment under the 2014 Children and Families Act where this has been agreed by the local authority.

Training

The service offers a broad range of training for schools and colleges. All training is provided on a traded basis and details of courses provided by the service in partnership with other services can be accessed in the SEND training brochure which is available from: [Leicester Learning Services \(LLS\)](#).

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-2021-2022/>

3.3 Community

The City Early Intervention Psychology Support (CEIPS)

The City Early Intervention Psychology Support (CEIPS) is a CCG /Integrated Care Board funded initiative which aims to promote mental health and well-being in children aged 0 -18. A small team of assistant psychologists are employed through the city council and jointly managed 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.

The Calm Clinic Project.

This is a brief early intervention programme providing a confidential safe space for children and young people to reflect on their emotional well-being with respect to worries, exam stress, low self-esteem, everyday friendship skills with an assistant psychologist. Small group work or one to one support is offered over a maximum of 4 short sessions to explore and better manage any difficulties or worries children and young people may by experiencing using a Cognitive Behavioural Therapy framework including psychoeducation and practical resources and techniques.

This pilot project will operate within Early Help Clusters and a couple schools will be contacted from within each of the clusters.

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

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

- 'No Outsiders' training aimed at city primary schools.
- Children's Trust Board approved Positive and Peaceful Places Charter.
- Restorative Approaches Training for city schools.
- Working with Stonewall and other partners to promote equality.

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

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

For further information in the first instance please contact Bhavin Pathak, Mental Health Manager on 0116 454 4650 or 0116 454 5463 or email bhavin.pathak@leicester.gov.uk.

Early Help

The City Psychology Service represents the SEND Services on the Multi-Agency Support Panel (MASP) and Early Help casework Panel.

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

3.4 The Emotional Wellbeing in Education (EWE) project

The Emotional Wellbeing in Education (EWE) Project is a specialist team within the Psychology Service funded by the Virtual School Team which offers children and young people in care additional targeted psychological support through assessments and therapeutic interventions with additional support and consultation for school staff, professionals, and parents/carers. Referrals are usually through the Virtual School Team Leader.

3.5 Work with the CYP Justice Service

We have a dedicated EP working in the CYP Justice Service. Vulnerable children and young people who are not in education, training or employment are offered targeted individual advice and guidance. There is a specific focus upon young people who have an Education, Health Care Plan, those who require Speech and Language Therapy and those in custody. Education Psychology also support the service workforce development programme.

3.6 Critical incidents

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

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

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

Support 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.

3.7 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 louise.sanders@leicester.gov.uk - Speech, language, and communication
- Rita Dholakia rita.dholakia@leicester.gov.uk - Autism spectrum disorder

3.8 Community Cohesion Team

The service has two bilingual support assistants who can help EPs in their work with children and parents/carers from diverse cultural backgrounds. They have a particular role in supporting children and their families with who speak English as an Additional Language who are referred to the service. Support from the bilingual support assistants is accessed by the named EP for the school.

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

3.9 Work for children across city - county boundaries

Leicester City 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.

3.10 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.

4. Partnership working

4.1 Early years settings, schools, and colleges

The service places great importance on effective partnership working with early years settings, schools, and settings. 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). 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 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 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 (e.g., class teacher, teaching assistant). This may involve the staff being released from their duties especially for this purpose. The arrangements for this can be made when the work is agreed.

Contacts and correspondence

The named EP for a school/setting or child will always respond to telephone, 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.

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

4.3 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.

4.4 Partner services and agencies

The Psychology Service is committed to working in partnership with other services and agencies for children and young people. The 6-monthly planning meetings with schools are held jointly with colleagues from the Specialist SEND Teaching and Behaviour Support Services as well as colleagues from Speech and Language Therapy and Community Child Health Services, where appropriate.

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

5. Service evaluation and performance management

5.1 Service evaluation and performance management

The Psychology Service monitors and manages the work of Educational Psychologists 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.

5.2 Comments, compliments, and complaints

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

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

Leicester City Council
Social Care and Education
Learning and Inclusion

Psychology Service
New Parks House
Pindar Road
Leicester, LE3 9RN

Telephone: 0116 454 5470

Email: psychology@leicester.gov.uk

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

or by contacting Customer Services:

Customer Services
Leicester City Council FREEPOST (LE985/33)
City Hall
115 Charles Street
Leicester
LE1 1FZ

Telephone: 0116 454 1000.

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

Local Government and Social Care Ombudsman
PO Box 4771
Coventry
CV4 0EH

Telephone: 0300 061 0614

6. Appendices

Appendix 6.1 Staff list

Name	Role Title
ALEXANDER Carlene	Trainee Educational Psychologist.
ANDRE-WARREN Anastasia	Senior Educational Psychologist
BAINS Karleni	Educational Psychologist
BHAM Mohammed	Principal Educational Psychologist
CROMPTON Rebecca	Trainee Educational Psychologist
DAWSON Beck	Locum Educational Psychologist
DHESI Davinder Singh	Senior Educational Psychologist
DHOLAKIA Rita	Senior Practitioner Educational Psychologist
EDEN Paul	Educational Psychologist
FITZSIMMONS Wendy	Educational Psychologist
FONG Haley	Educational Psychologist
FRANCIS Nafalya	Assistant Psychologist - CEIPS Calm Clinic
FRANCIS Yvonne	Senior Educational Psychologist & Academic and Professional Tutor (University of Nottingham)
HAM Sally	Locum Educational Psychologist
HUMRICH Sarah	Assistant Psychologist – EWE
JOHAL Rajvinder Kaur	Assistant Psychologist – CEIPS Calm Clinic
JOHNSTON Silvia	Bilingual Support Assistant
KHAN Fiza	Bilingual Support Assistant
KING Zoe	Senior Educational Psychologist
KIRKBRIDE Rebecca	Locum Educational Psychologist
LEWIS Diane	Educational Psychologist
MARTIN Michelle	Assistant Psychologist - CEIPS
PANESAR Mandip	Assistant Psychologist - CEIPS
PATHAK Bhavin	Mental Health Manager
PRESTON Katie	Trainee Educational Psychologist
RIDDICK Paul	Locum Consultant Educational Psychologist
LEIGH 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
WRIGHT Sarah	Assistant Psychologist - CEIPS

Appendix 6.2 School links and time

Secondary	Link EP	Allocated days
Babington Community College	Louise Saunders	6
Beaumont Leys	Carlene Alexander	6
Brook Mead Academy	Katie Preston	3
Castle Mead Academy	Katie Preston	3
The City of Leicester College	Mike Turner	6
Crown Hills Community College	Rebecca Crompton	6
English Martyrs	Rebecca Crompton	6
Fullhurst Community College	Mohammed Bham	6
Judgemeadow Community College	Paul Eden	6
Lancaster Academy	Zoe King	6
Madani Boys' School	Karleni Bains	3
Madani Girls' School	Karleni Bains	3
Moat Community College	Wendy Fitzsimmons	6
New College	Anastasia Andre-Warren	6
Orchard Mead Academy	Rita Dholakia	6
Rushey Mead Academy	Mike Turner	6
St Paul's RC	Rita Dholakia	6
Sir Jonathan North College	Karleni Bains	6
Soar Valley Community College	Haley Fong	6
Tudor Grange Samworth Academy	Haley Fong	4

Primary	Link EP	
Abbey Mead Primary Academy	Mohammed Bham	2
Alderman Richard Hallam Primary	Carlene Alexander	2
Avanti Fields School	Mike Turner	2
Avenue Primary	Rita Dholakia	2
Barley Croft Primary	Louise Sanders	3
Beaumont Lodge Primary	Rebecca Crompton	2
Belgrave St Peter's C of E Primary	Haley Fong	2
Braunstone Community Primary	Carlene Alexander	3
Braunstone Frith Primary Academy	Karleni Bains	3
Bridge Junior	Paul Eden	2
Buswells Lodge Primary	Carlene Alexander	3
Caldecote Community Primary	Mohammed Bham	3
Catherine Infant	Wendy Fitzsimmons	2
Catherine Junior	Wendy Fitzsimmons	2
Charnwood Primary	Rita Dholakia	2
Christ the King Catholic Primary	Katie Preston	2
Coleman Primary	Haley Fong	2
Dovelands Primary	Zoe King	2
Evington Valley Primary	Haley Fong	2
Eyres Monsell Primary	Rita Dholakia	2
Falcons Primary	Anastasia Andre-Warren	2
Folville Junior School	Katie Preston	2
Forest Lodge Academy	Katie Preston	3
Fosse Primary	Rita Dholakia	2
Glebelands Primary	Anastasia Andre-Warren	2
Granby Primary	Haley Fong	2
Green Lane Infant	Paul Eden	2
Hazel Primary	Rita Dholakia	2
Heatherbrook Primary Academy	Zoe King	2

Primary	Link EP	
Herrick Primary	Rebecca Crompton	2
Highfields Primary	Paul Eden	2
Holy Cross Catholic VA	Paul Eden	2
Hope Hamilton C of E Primary	Davinder-Singh Dhesi	2
Humberstone Infant Academy	Wendy Fitzsimmons	2
Humberstone Junior Academy	Wendy Fitzsimmons	2
Imperial Avenue Infant	Karleni Bains	2
Inglehurst Infant	Mike Turner	2
Inglehurst Junior	Mike Turner	3
Kestrels Mead Primary Academy	Mike Turner	3
King Richard III Infant and Nursery	Mohammed Bham	2
Knighton Mead Primary Academy	Karleni Bains	2
Krishna Avanti School	Mike Turner	2
Linden Primary	Zoe King	2
Marriott Primary	Rebecca Crompton	3
Mayflower Primary	Davinder-Singh Dhesi	2
Medway Community Primary	Haley Fong	2
Mellor Community Primary	Carlene Alexander	2
Merrydale Infant	Haley Fong	2
Merrydale Junior	Haley Fong	2
Montrose Primary	Karleni Bains	2
Mowmacre Hill Primary	Rebecca Crompton	3
North Mead Primary Academy	Rebecca Crompton	2
Overdale Infant	Mike Turner	2
Overdale Junior	Mike Turner	2
Parks Primary	Wendy Fitzsimmons	3
Queensmead Primary Academy	Louise Sanders	3
Rolleston Primary	Rebecca Crompton	3
Rowlatts Mead Primary Academy	Anastasia Andre-Warren	2
Rushey Mead Primary	Rita Dholakia	2
Sacred Heart Catholic VA	Mike Turner	2
Sandfield Close Primary	Karleni Bains	2
Scraptoft Valley Primary	Louise Sanders	3
Shaftesbury Junior	Mohammed Bham	2
Shenton Primary	Haley Fong	2
Slater Primary	Anastasia Andre-Warren	2
Sparkenhoe Community Primary	Paul Eden	2
Spinney Hill Primary	Paul Eden	2
St Barnabas C of E Primary	Davinder-Singh Dhesi	2
St John the Baptist C of E Primary	Rita Dholakia	2
St Joseph's Catholic VA	Wendy Fitzsimmons	2
St Mary's Fields Primary	Katie Preston	2
Saint Patrick's Catholic VA	Mike Turner	2
St Thomas More Catholic VA	Mike Turner	2
Stokes Wood Primary	Wendy Fitzsimmons	3
Taylor Road Primary	Carlene Alexander	3
Thurnby Mead Primary Academy	Louise Sanders	2
Tudor Grange Samworth Academy	Haley Fong	2
Uplands Infant	Paul Eden	2
Uplands Junior	Paul Eden	2
Whitehall Primary	Haley Fong	2
Willowbrook Mead Primary Academy	Rita Dholakia	3
Wolsey House Primary	Wendy Fitzsimmons	3

Primary	Link EP	
Woodstock Primary	Zoe King	3
Wyvern Primary	Rita Dholakia	2

Special Schools and other provision	Link EP	Allocated Days
Ash Field Academy	Rita Dholakia	6
Ellesmere College	Mike Turner	9
Keyham Lodge	Davinder-Singh Dhesi	6
Millgate School	Paul Eden	6
Nether Hall School	Haley Fong	6
Oaklands School	Karleni Bains	6
West Gate School	Louise Sanders	6
Pindar Nursery (EYSN)	Anastasia Andre-Warren	0
Willow Bank Children's Hospital School	Wendy Fitzsimmons	0
Leicester City Primary PRU	Louise Sanders	6
Leicester Partnership School (LPS)	Wendy Fitzsimmons	6

Appendix 6.3 Joint planning meeting agenda and record

Planning meeting agenda

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

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

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

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

The following offers advice about areas that the 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 (e.g., 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:			
<p>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.</p>			

Appendix 6.4 Reporting formats and other relevant service documentation

EPs within the service provide written record of visits, reports, and psychological advice according to agreed reporting formats and good practice guidelines. Service guidelines are available 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)
- Anti-bullying work
- CYP Justice Service & Psychology Service Protocol for Effective Practice