Educational Psychology

in

Brighton & Hove

Brighton & Hove City Council

Educational Psychology

Who we are
Brighton & Hove Educational Psychologists (EPs) are applied psychologists. We work to promote positive educational, social, emotional and behavioural outcomes for identified vulnerable groups of children and young people (0-25 years) in the context of their families, schools and communities.

We work to professional standards as identified through the Health and Care Professions Council (HCPC) and British Psychological Society (BPS).

What we do
Our service uses psychology through assessment, intervention and consultation to promote the well-being and educational success of children and young people (CYP).

We support educational settings and collaborate with support services, health and social care to enhance the progress and achievement of vulnerable groups of CYP. We aim to:

- promote inclusion,
- raise achievement of vulnerable groups,
- and support staff.

We contribute to planning and policy associated with emotional health and well-being, inclusion, special educational needs and disability (SEND).

How we work

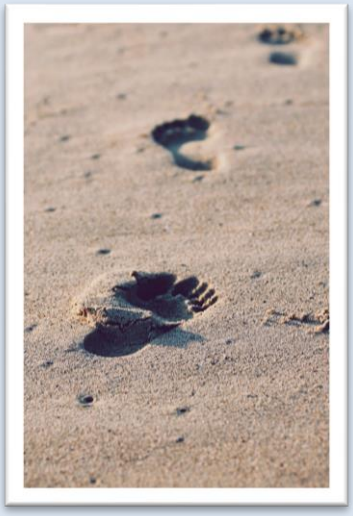
We follow an 'Assess, Plan, Do, Review' model. When prioritising our work we keep the voice of CYP and the needs of families at the core of our practice. We deliver our service through a joint problem solving approach, working in an integrated way with key partners.

We believe in the transforming power of education and psychology to enable CYP to have a positive view of themselves, enjoy productive and satisfying relationships and to achieve to the highest of their ability.

"EP input really shifted my thinking and will have a major impact on how I'll work with children and families"

A School's Feedback

Why Brighton & Hove EPs?



The EP team:

- ✓ Is a positively evaluated team of qualified and experienced EPs with good knowledge of local contexts and needs.
- ✓ Accesses researched, evidence-based interventions and recommendations to ensure best results for CYP.
- ✓ Works closely with Social Care, Health and other core services to ensure joined up working for families.
- ✓ Contributes to LA practices, procedures and policies to improve outcomes for CYP.
- ✓ Meets individual needs, developing bespoke packages through collaborative working.

Evaluation of Our Impact

"The advice we receive is always insightful and useful. Our EP is very good with our children and manages to gain their trust", School teacher

Schools value our:

- Flexibility
- Accessibility
- Professionalism
- Timely response

School Feedback

97% of school respondents considered EPS to be good or excellent

90% felt outcomes of EPS work was good or excellent

Parent and carer feedback

79% reported EP involvement provided a better insight

89% of parents were very satisfied or satisfied that EP made a useful contribution

Parent/carers appreciate:

- Transition support
- Clarification of a child's needs
- Being informed and involved
- Being listened to and not judged

89% of parents/carers felt able to share their views and any concerns

Training Feedback

"I have better understanding of why children may be displaying the behaviour they have." Teaching Assistant

"Very useful: lots of things I can apply practically in schools!" Teacher

In 2014-15, 950 teaching staff accessed training delivered by the EPS

"More knowledge and understanding of the issues – confidence in dealing with children and using strategies." SENCo

What We Offer

Statutory support

Provision of statutory functions on behalf of the Local Authority (LA)* which includes:

- Contributing to the statutory assessment process.
- Monitoring progress through Annual Reviews.
- Specialist advice and support to staff, professionals and parents/carers for CYP with Education, Health and Care Plans.

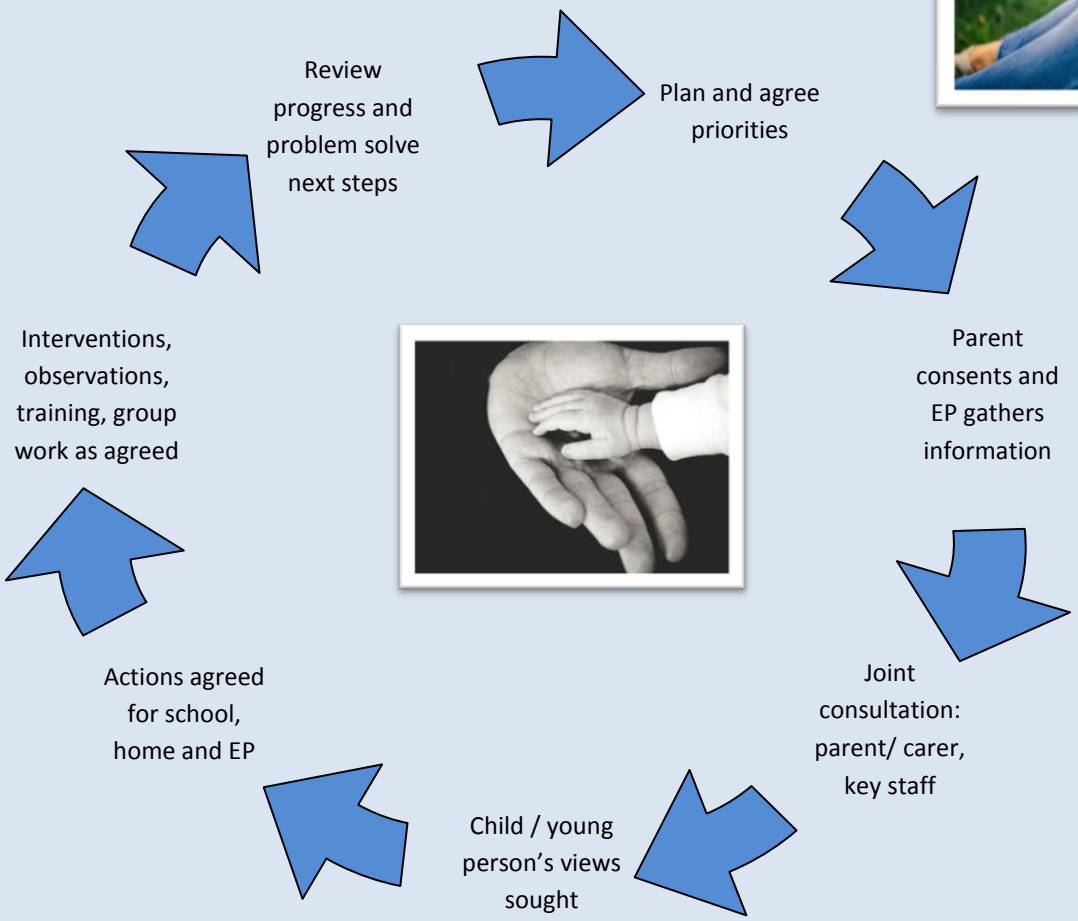
*as outlined in the Children and Families Act (2014) and the SEN Code of Practice (DFES, 2015)

Non statutory support

Individual level

- We focus on needs of vulnerable groups of children and those at risk of underachievement, e.g. risk of exclusion, poor attendance, Children in Care, CYP with Autistic Spectrum Condition (ASC).
- Direct psychological interventions and therapeutic work.
- Psychological support to families, e.g. support through transitions, Video Interaction Guidance.
- Multi-agency working to meet CYP's needs, e.g. coordinating person centred approaches.

Service delivery model for work with CYP



Group and class level support

- Interventions developing and promoting skills and well-being in small groups or whole classes, e.g. social skills, anxiety, mindfulness.
- Focussing on closing gaps in achievement, e.g. study skills, memory, exam stress, growth mindset strategies.
- Staff group support through consultation, e.g. through reflective practice, work discussion groups and solutions circles.
- Parent/carer workshops, e.g. behaviour issues, ASC, anxiety, early years, managing adolescence.

Strategic, systems and organisational levels

- Action research and project development work, e.g. evaluating interventions.
- Bespoke training for staff and parents, e.g. needs analysis, link to development plans, review impact.
- Consultation around strategic development, e.g. policy development.
- Critical incident support to schools.
- Multi-agency working and strategic development, e.g. all agency meetings / team around the school meetings.

The EP team offers bespoke and central training

The service delivers central training and develops bespoke packages to meet the needs of educational settings. Below are examples of the range of training delivered:

Attention and processing
Dyslexia
Brain development Memory
Growth Mindset

Attachment Mindfulness
Loss and Bereavement
Anxiety Motivational Interviewing
Emotionally Based School Refusal
Managing change, stress, anxiety
Cognitive Behavioural Therapy
Solution Circles
Solution Focussed Approach Resilience
Nurture practice Social skills

Person Centred Planning
Impact of Teaching Assistants
SENCo Induction
Using video, e.g. Video Interaction Guidance

Down Syndrome
Sensory impairment, e.g. sight, hearing

Autism Spectrum Condition
Speech, Language and Communication
Communicating effectively

Working in partnership with educational settings

- Regular planning to agree the focus and priority of work following assess, plan, do, review cycle.
- Educational settings obtain written parent/carer consent.
- EP consults with a parent/carer and educational representative to formulate agreed actions.
- Members of staff, released from class, to consult with the EP.
- EP works in a visible area free from interruption for individual work.
- EP written records are returned in a timely fashion, e.g. within 3 weeks.

What is provided on a chargeable basis?

EP time is centrally funded and free at the point of use for all maintained Schools and Academies for a set number of days based on the Special Educational Needs Funding Formula.

Service level agreements (SLAs) can be individually negotiated for non-maintained educational settings, other service providers and additional time for LA schools, e.g. for staff training, supervision, Youth Offending Service, Children in Care etc.

How to contact us

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The British Psychological Society
Promoting excellence in psychology

hcpc health & care professions council