Aims of the service guide

• To provide stakeholders with clear guidance in relation to services that could be provided and activities that could be undertaken by Liverpool’s Educational Psychology Service.
• To ensure clarity and suitability of Educational Psychologist activity to the organisation’s stated purpose.
• To support Educational Psychologists in the implementation of Liverpool’s strategic objectives.
• This booklet outlines a selection of traded and non-traded services available from Liverpool Educational Psychology Service. Further training and services can be designed and delivered on a bespoke basis to schools.
• Further details of the content of courses and services will be provided through discussions with the allocated local consortia Educational Psychologist and through TAS or DIPTAC meetings.

Aims of the service

The Educational Psychology Service is a statutory service working in partnership with Education, Social Care, Health and the Voluntary Sector. The aim of the service is to apply psychology in order to promote attainment, inclusion and the well being of all children and young people in Liverpool.

The Educational Psychology Service uses an approach which is underpinned by positive psychology, and a solution focussed framework, looking to strengths, well being, resilience and emotional intelligence to provide solutions and promote the very best outcomes for children, young people, families and local communities. Liverpool Educational Psychology Service is committed to applying effective models of psychology to promote positive change and to contribute to successful teaching, learning and care environments.

Liverpool’s Educational Psychology Service is determined to provide a service, which is crucial, modern and relevant. It endeavours to ensure that all psychological services are based on local need and reflect the individual needs of our children, young people, families, schools and local communities. All activities reflect the National Government Agenda and Liverpool City Council’s strategic priority to develop the communities of Liverpool through increased social and educational inclusion.

Principles underpinning the work of the Educational Psychology Service

Educational Psychologists in Liverpool are committed to the following principles, which underpin their work:

• Children and young people have a right to have their views heard and taken into account when planning for their future;
• Parents have a crucial role to play in their child’s development and as such, all individual work with children and young people should be carried out in partnership with parents;
• To empower people to develop the necessary resources in order to make desirable changes in their own lives;
• All children have a right to equality, inclusion and achievement;
• Educational Psychologists will support and promote early intervention in order to facilitate all aspects of child development and well being;
• Educational Psychologists will strive to work effectively with other partner agencies;
• Educational Psychologists are committed to facilitating the best possible outcomes for children and young people. This is promoted through the delivery of quality and best value services where feedback from stakeholders is valued, sought and acted upon;

• Educational Psychologists are committed to ensuring that the Local Authority resources for children and young people are equitably distributed, allocated in accordance to need and used to best effect;
• To ensure access to appropriate levels of professional supervision and CPD in order to ensure that Liverpool Psychologists have the appropriate skills/competencies.
Activities undertaken by the Educational Psychology Service

Educational Psychologists apply psychology in a variety of ways in order to support change and facilitate positive outcomes for children and young people. The strategies that Educational Psychologists may employ in order to support their work are varied, however, they can be broadly categorised within the following five areas:

- Consultation
- Assessment
- Training and development
- Intervention
- Research

Consultation
Consultation provides a framework for using different psychological models and theories. It is a problem-solving approach, which acknowledges the different skills and expertise of the professionals and parents/carers involved with the child or family. The aim of the consultation is to help the person seeking help/advice (consultee) to explore possibilities and identify a range of actions that are most appropriate for them.

Assessment
Educational Psychologists use a range of assessment techniques, which highlight both individual’s strengths and possible areas of development. Individual assessments build on strong psychological principles and focus on providing information relating to:

- The learning/school context, i.e. situations where individuals are most likely to meet difficulties in their learning;
- Strengths and situations/tasks where individuals experience less/least difficulty;
- Specific ways in which individuals approach learning tasks;
- Identification of emotional as well as cognitive features of an individual’s approach to learning;
- How the individual’s learning scenario could be improved;
- A detailed picture of the amount and type of input that will be necessary to bring about the required amount of change.

Training and development
The Educational Psychology Service provides training for schools, early years providers and other services and agencies. Training is considered to be a vehicle for change and as such is responsive and tailored to individual need. Training can be offered to respond to different levels of need from particular learning scenarios to training at an organisation or service level. As experienced applied psychologists we are best placed to understand and facilitate the solutions to a range of complex and challenging situations experienced by individuals and organisations.

Intervention
Psychological based intervention promotes the holistic development of the child or young person. Interventions focus on raising attainment, promoting emotional well being and facilitating social and educational inclusion. Interventions can take place at an individual child, group or system level. Psychologists can offer advice and support on a wide range of intervention strategies.

Research
Educational Psychologists are committed to the process of research. They have a background in research methodology and can offer support in devising, implementing and reviewing action research and project work. The Educational Psychology Service has an excellent record for promoting research and managing projects and has some established links with Universities.
The interventions recommended by Educational Psychologists are well researched and have ongoing evaluations to maintain an evidence base for their effectiveness. Psychologists are actively involved in researching the development and impact of national and local initiatives and can use this expertise to support organisations in developing their own action research.

This guide is by no means exhaustive but should act merely as a reference point. We would encourage you to discuss all individual needs with your allocated Educational Psychologist who will then work with you to develop an appropriate plan in order to best meet your priorities. Where your request is of a specialised nature it may be that a different Educational Psychologist (to that which is allocated to your consortium or school) undertakes the work or in some instances a team teach approach may be used to deliver specialist interventions or training.

Liverpool’s Educational Psychology Service is determined to provide a service which is crucial, modern and relevant. It endeavours to ensure that all psychological services are based on local need and reflect the individual needs of our children, young people, families, schools and local communities. As such we would welcome any general or specific feedback in relation to how best to improve the services that we offer to schools.

Examples of specialist interventions

Teacher Consultations

**Description**
Teacher consultation sessions within schools. Teachers can consult with Educational Psychologists about pupils with a range of SEN and strategies.

**Application**
Available to all teachers and teaching assistants.

**Costing Guide**
2 sessions per cycle (Initial visit and follow up actions and notes).

Parental Consultations

**Supporting parental expectations**

**Description**
Booked meetings can be arranged for parents or carers, in order to discuss their child’s needs and to plan strategies. Meetings for each family using positive ‘solution focused’ or ‘narrative’ action planning.

**Application**
Parent and school meetings.

**Costing Guide**
2–3 sessions. 1 session of parental meetings (3 max) and follow up actions and reports.
Solution Oriented and Solution Focused Brief Therapy

**Description**
A positive talking based approach, working with young people to identify and plan for goals for behaviour/learning. Research based approach known to result in positive outcomes for children.

**Application**
This support is particularly useful for pupils with behavioural needs who have difficulty engaging with learning activities.

**Costing Guide**
Brief therapy: 3-4 sessions including follow on liaison with parents/school and letter based report/actions.

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Narrative Therapy

**Description**
Positive talking based therapeutic approach, for supporting young people on an individual level.

**Application**
Useful for pupils with anxiety and anger difficulties; those with behavioural needs and children who may need support with self-esteem.

**Costing Guide**
3-4 sessions. Three visits to work with children and follow up admin and meetings.

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Mediation of Early Year’s Play

**Description**
Educational Psychologists attending settings and supporting colleagues through observation of play and descriptive commentary.

**Application**
Relevant to all early years settings and professionals.

**Costing Guide**
2-4 sessions. Initial meeting, 1-2 observations follow up report and actions.

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Cognitive Assessment. Dynamic Assessments

**Description**

**Application**
All pupils with learning needs. Specific support for exam access.

**Costing Guide**
2 sessions per pupil – brief.

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ABC Charts and Functional Assessment

**Description**
Approaches to support pupils with behavioural difficulties through identifying causes, suggesting strategies and plans at an individual level.

**Application**
Materials and strategies are available for use with individuals, groups or training.

**Costing Guide**
2 - 3 sessions. EP meeting re ABC charts or for a functional assessment.
Examples of group and medium scale interventions

**Transition**

**Description**
MAPS approach to supporting pupil transition, including follow on action planning and review. This is a person centred approach involving discussions and action planning. Follow on EP support and advice.

**Application**
Relevant to groups and individual pupils with a range of needs and for transition between settings.

**Costing Guide**
2-3 sessions. Pupil discussion, visual MAPS and follow on actions/support.

**Solution Circles and Group Problem Solving Approach**

**Description**
These approaches involve a positive team based approach to identify additional strategies to support behaviours, social communication and learning.

**Application**
This approach is useful to colleagues in schools, private and voluntary settings and with multi-agency colleagues.

**Costing Guide**
2 sessions. Initial session and follow up with colleagues.

**Multi Element Plans**

**Description**
Multi-element plans include a built in risk assessment and action plan. Individual or group based application of the model to children with behavioural, social and emotional needs.

**Application**
Relevant for supporting pupils with significant behavioural, anxiety and social needs and transition.

**Costing Guide**
2+ sessions. Introduction available in training and application to individuals or groups of pupils.

**Mindfulness Approaches (.b)**

**Description**
 Jb is an 8 week training programme in mindfulness, which offers students the opportunity to experience and develop strategies to improve their overall well being and ability to think clearly. Further information about the programme can be accessed through the website www.mindfulnessinschools.org

**Application**
Training is available to groups of up to 30 students, from Year 6 to Year 13, aiming to improve their attention, focus, efficient decision making and overall well being.

**Costing Guide**
Jb is a school based course of 8, one hour sessions. The cost is £480 per group or £800 per two groups and includes a set of photocopiable course materials and pre, post and 6 month follow up evaluation by the Liverpool Educational Psychology Service.
### Positive Playgrounds and Social Skills

**Description**
Training for lunchtime supervisors and teachers on supporting positive play and social interactions.

**Application**
The is suitable for all pupils, with materials available for pupils with social needs.

**Costing Guide**
2 sessions. Observations and training support.

### Play Plans, Group Observations

**Description**
Observations and advice relating to play plans and access to learning.

**Application**
Play plans are relevant for all early years. Observation for all settings.

**Costing Guide**
2 sessions. Observation, meeting and follow up.

### Examples of systemic (school, consortia level)

#### Nurturing Classrooms, Inclusive Approaches

**Description**
Training to support the inclusion of pupils with emotional difficulties. Resources and observations of existing nurture groups are also available on request and link to the Network Nurture Group Approach.

**Application**
Group and systemic approach. Bespoke training and support for settings.

**Costing Guide**
2 sessions. Initial training and materials. Observation and follow-up meeting and actions.

#### Autistic Friendly Approaches/Classrooms

**Description**
Structured observations in the classroom and meetings in school and with pupils in order to identify strategies to support inclusion. Bespoke training is also available on social stories and executive functioning.

**Application**
Approaches for supporting pupil social interactions and access to learning.

**Costing Guide**
2 sessions. Initial training or observations and follow up support and resources.
Specific Learning Needs Support - Precision Teaching

**Description**
Group or whole school training and/or materials to support pupils with specific learning needs. Assessments and interventions for pupils with specific learning needs, for instance 'Dyslexia' or 'Dyscalculia'.

**Application**
Suitable for teachers and teaching assistants.

**Costing Guide**
2-4 sessions. Initial training and follow up assessments or observations available by EPs of pupils and materials for teachers.

Research or Project Work

**Description**
EPs are trained in research and evaluation of approaches and can complete bespoke project based work.

**Application**
Systems based Consortia, whole school or class level.

**Costing Guide**
Small scale project research and write up. 6-10 sessions.

Consortia support and working parties

**Description**
Attendance and involvement in working parties for behaviour, learning and other approaches. Solution Circles and actions.

**Application**
Consortia based approach. Group based.

**Costing Guide**
Advice and support. 2-4 sessions.

Behavioural Approaches Learning Environment School Level

**Description**
Environmental observations and consultations. Training and support - bespoke to school and level of need. (learning, sensory environmental analysis).

**Application**
School, class and setting level.

**Costing Guide**
4 sessions. Observations or meeting with follow on training and support.
Appendix

Proposed Service Level Agreement

Aims of the service
The Educational Psychology Service is a part statutory service that works in partnership with Education, Social Care, Health and the Voluntary Sector. The aim of the service is to promote attainment, inclusion and the well being of all children and young people in Liverpool.

Liverpool Educational Psychology Service is determined to provide a service, which is crucial, modern, relevant and sensible. Liverpool’s Educational Psychology Service is determined to provide a service, which is crucial, modern, relevant and sensible. Liverpool Educational Psychology Service is determined to promote positive change and to contribute to successful outcomes for children, young people, families and local communities. Liverpool Educational Psychology Service is committed to applying effective models of psychology to teaching, learning and care environments.

The Educational Psychology Service uses an approach which is underpinned by positive psychology, and a solution focused framework, looking to strengths, resilience and emotional intelligence to provide solutions and promote the very best outcomes for children, young people, families and local communities. Liverpool Educational Psychology Service is committed to applying effective models of psychology to promote positive change and to contribute to successful outcomes for children, young people, families and local communities. Liverpool Educational Psychology Service is committed to applying effective models of psychology to provide solutions and promote the very best outcomes for children, young people, families and local communities.

A designated psychologist will be responsible for discussing, agreeing and delivering psychological services to each school/setting. Sometimes other psychologists may work alongside the designated psychologist to assist them in the delivery of specialist training or interventions.

Performance Standards
All enquiries will receive a response within 24 hours, and should your enquiry need further action; it will be logged and you will be sent a reference number to quote in future communications. All services will be undertaken, where appropriate, in accordance with City Council Standing Orders and Financial Regulations, and Best Value.

Quality Assurance
Liverpool Educational Psychology Service works to clear quality standards. We work hard to ensure that all psychological services are of high quality. As such we will be requesting regular feedback from service users and will use that information gathered to continue to improve the services that we deliver.

School Responsibilities
Schools are asked to designate a nominated coordinator to liaise with educational psychology staff.
It is the responsibility of the school co-ordinator to:
• Ensure that the parents of all children receiving educational psychology support have given written and informed consent for their children to receive services.
• Ensure all service request forms are received by Educational Psychology staff by agreed timescales.
• Ensure that the Educational Psychologist is aware of all relevant school policies e.g. (safe guarding, health and safety etc) as well as being aware of the name and details of the relevant responsible officer.
• Ensure that any change of arrangements are communicated to the designated educational psychologist no less than 48 hours before.
• Ensure that young people and all appropriate staff members are available to meet with the designated Educational Psychologist (as agreed in the initial planning meeting).

Educational Psychology Service roles and responsibilities:
• To deliver high quality Educational Psychology services to children and young people.
• To ensure all relevant resources are available in order to undertake all agreed actions.
• To represent the child/young and family person positively.
• To develop relationships that are based on openness, honesty and trust.
• To deliver a professional and reliable service.
• To communicate any absence to the school and describe any cover arrangements.
• To ensure that any written communication is purposeful, professional and timely.

Termination of Service Level Agreement Contract
There is a minimum of one terms notice that needs to be given in the instance that a stakeholder would wish to terminate their contract. All terminations of contract should be in writing and addressed to: Katie Hinds, Principal Educational Psychologist, Brougham Terrace, 1-7 West Derby Road, Liverpool L6 1AE
katie.hinds@liverpool.gov.uk

Invoicing Arrangements
We will issue the school with an invoice for the amount of £612 (plus VAT), which equates to two days of psychologist time to undertake work for your school. Payments should be made in accordance with City Council Standing Orders.

Price Structure
Educational Psychologist time is charged at £76 per hour. Schools are invited to buy a full day of support (6 hours or 2 sessions) for £456 or a half day (3 hours 1 session) for £228.

Schools may be charged at this rate.

For further information please contact your local area Educational Psychology service manager Katie Hinds at the following address:

Telephone: 0151 225 6664