



Nottingham City Educational Psychology Service Brochure



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1 Welcome from the Team

People often ask, “What does an educational psychologist (EP) do?” or “What can you offer my school?” Most people are not fully aware of the wide range of different work that an EP can offer at an individual, group, or whole school level.

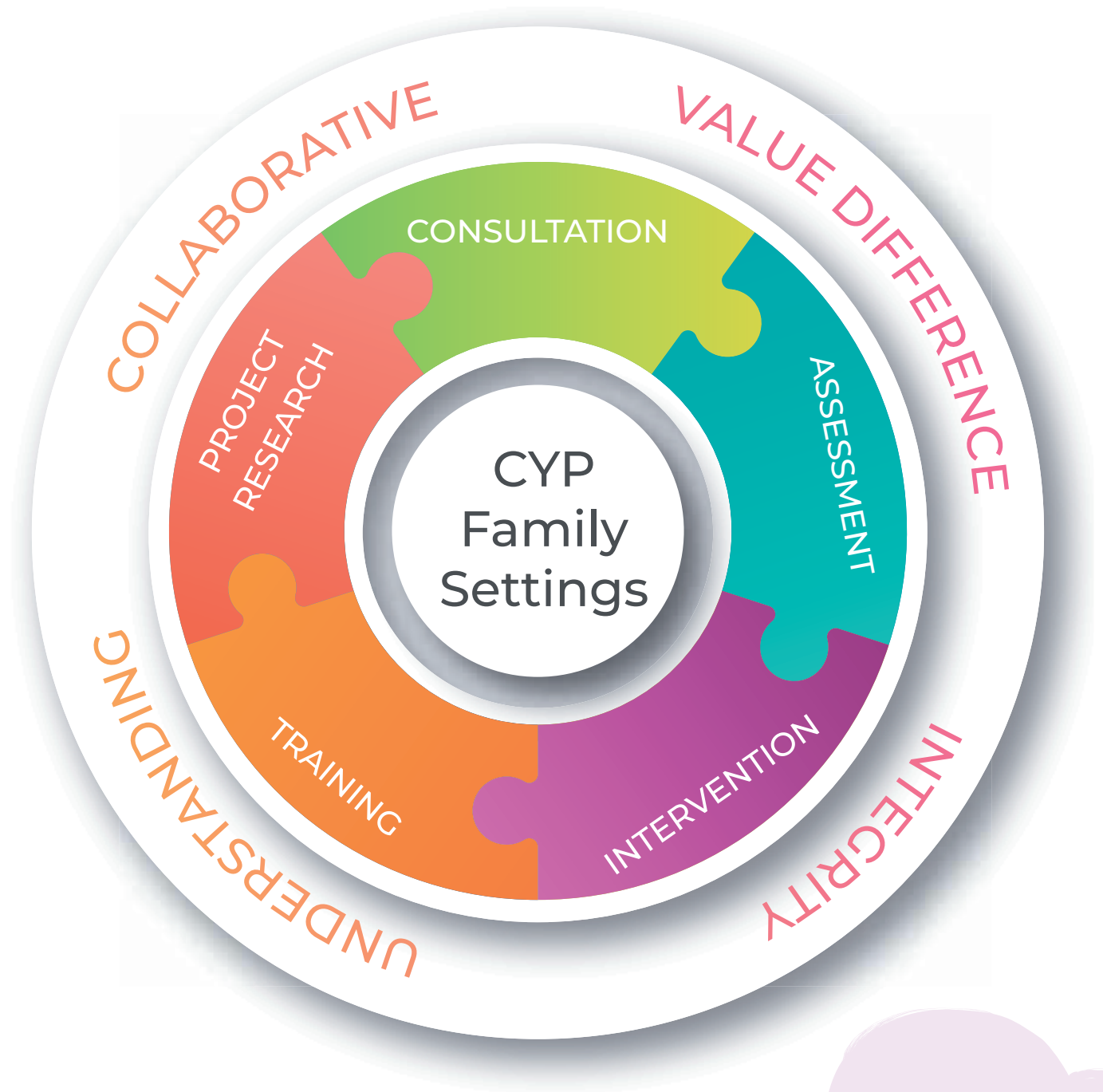
EPs support positive change for children and young people, families, schools, colleges and other settings, even where the situation is really quite difficult. We use psychology to bring people and ideas together to support children and young people to remain included academically and socially, to flourish and to achieve.

Our service supports settings to educate, nurture and include all children and young people, particularly those with high levels of additional needs, or who may be vulnerable. We work with parents and carers, other professionals and organisations to develop the support available for these young people. This brochure shows you who we are and what is available to your setting.

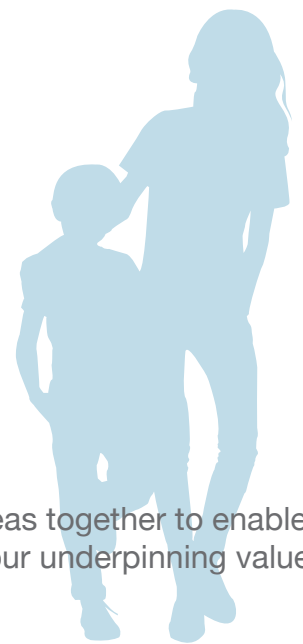
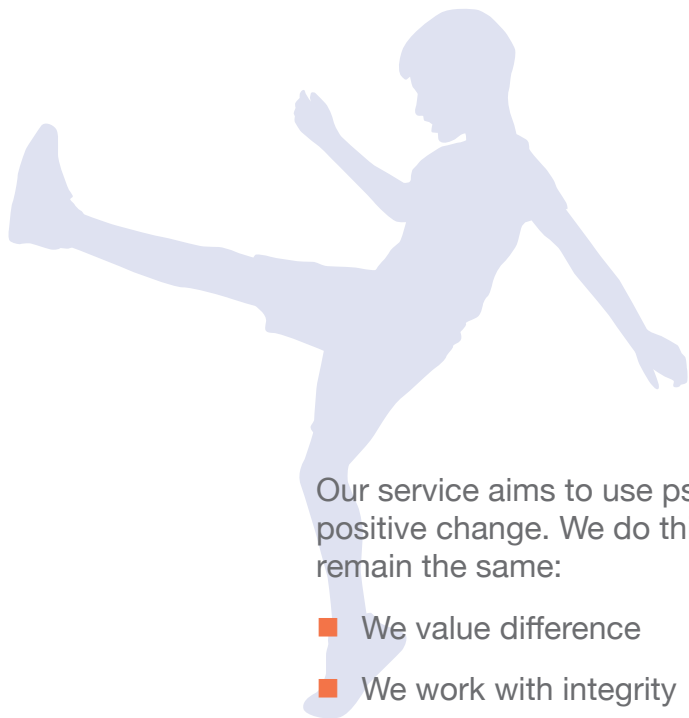
We hope you enjoy finding out more about the Educational Psychology Service and the range of support available. Please feel free to discuss any questions or queries with your EP, contact us directly on 0115 876 1774 or **CEPStraded@nottingham.city.gov.uk**.



2 Our Principles



The psychologists at Nottingham City Educational Psychology Service (EPS) work with and on behalf of children and young people aged 0-25 years. We hold children and young people at the heart of our work, alongside their families and the settings where they are educated. We are a passionate team of EPs, who take pride in what we do and care deeply about the children and young people of Nottingham City. We use our psychological knowledge, training and skills to promote the best outcomes for all. Our hope is to support the children and young people of our city to have positive wellbeing, be ambitious, and enjoy their nursery, school or college experience.



Our service aims to use psychology to bring people and ideas together to enable positive change. We do this in a variety of ways, however, our underpinning values remain the same:

- We value difference
- We work with integrity
- We demonstrate and build understanding
- We work collaboratively

Our educational psychologists have undergone extensive training and maintain high levels of service delivery, in line with our regulatory body, the Health and Care Professions Council (HCPC). We value diversity within our team and throughout Nottingham City. We aim to support equality for all.

2.1 How we work

We operate a traded model of service delivery and work with settings and organisations who commission us, in a plan-do-review cycle of working. Our educational psychologists carry out activities that fall within the following categories to support children, young people, families and settings:

1. Consultations
2. Assessments
3. Interventions
4. Training
5. Project work/research

We work alongside a range of local authority services as well as independent organisations. Our work is carried out in multiple ways and at different levels as we work with individuals, groups and whole settings/systems. We undertake preventative work, for example, supporting settings to develop their universal/targeted practices, through to more intensive involvement, such as casework around a child or young person. We have found that systemic working can have a significant impact, is most cost-effective and develops capacity within a setting.

“We have received lots of support from the EPS this year. As ever, their supportive, professional advice has been excellent and resulted in better outcomes for our young people and valuable professional development for staff.” *School SENDCo*

We take a highly collaborative approach when working with others. We have skills and experience with processes and developing support plans, to assist key people in moving a situation forward. We often work ‘consultatively’ which means we have conversations to consider ways to make positive changes and plan ahead. The first consultation may be followed by assessment, intervention or training, dependent on what is agreed in that discussion.

Case Study

Pupil profile

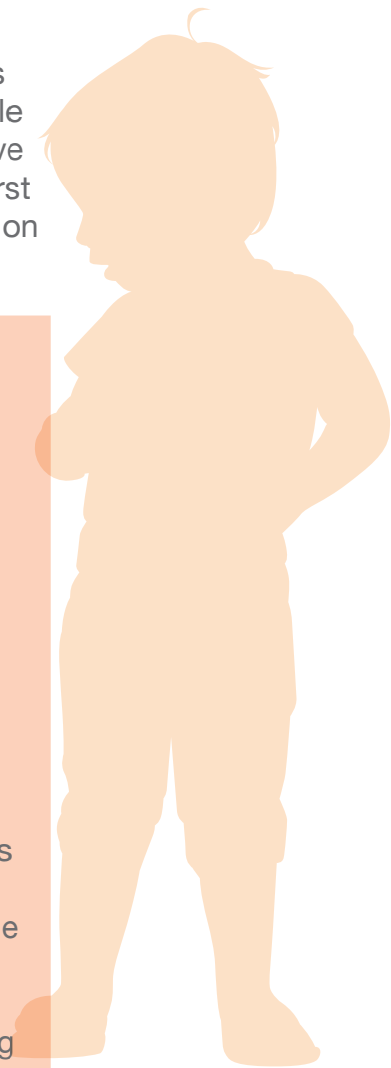
Roshan was 4 years old and in F2 when he was referred to the Educational Psychology Service. School staff were concerned around Roshan’s communication and interaction and reported that Roshan was hitting other children. Roshan’s home language was Persian, and he appeared to have difficulties understanding and using English language.

EP activities/involvement

Initially, the link EP facilitated a joint home-school consultation to understand school and parental concerns, Roshan’s language development, and their hopes for EP involvement. Roshan’s expressive language appeared to be limited in both Persian and English which prompted a referral to the Speech and Language Therapy Service to explore potential language difficulties. This was understood to be a potential factor contributing to Roshan’s physical behaviours towards others, due to limited verbal communication and frustration at not understanding others. A further meeting with the SENDCo and class teacher enabled several strategies to be generated to support Roshan in the classroom. The EP supported the SENDCo to complete and analyse R2i data to unpick further around Roshan’s needs and identify appropriate provision.

Outcomes of EP support

A review meeting highlighted that Roshan had made progress in all areas of his development; his use of English language had increased which was supported through implementing signs and symbols as a means of communication, the challenging behaviours towards others had decreased significantly, Roshan was engaged and accessing learning opportunities and had developed a significant relationship with both an adult and a peer.





2.2 Multi-Agency Approach

Our approach to working with individual children and young people is to consider a range of factors that may be impacting on their situation. This means that it is important for us to work closely with colleagues from Education, Health and Social Care. Where possible, we share information and attend multi-agency meetings to look at how we can work together to plan support.

The Educational Psychology Service is based alongside the Behaviour Support Team, Learning Support Team, Sensory and Physical Team, Autism Team and the Early Years Foundation Stage Special Educational Needs and Disability Team (EYFS SEND Team). We often work together to support schools, settings and individual pupils as well as delivering joint projects such as Routes to Inclusion.

Where our roles overlap with another service, we work together to look at the most effective way to deliver positive outcomes.

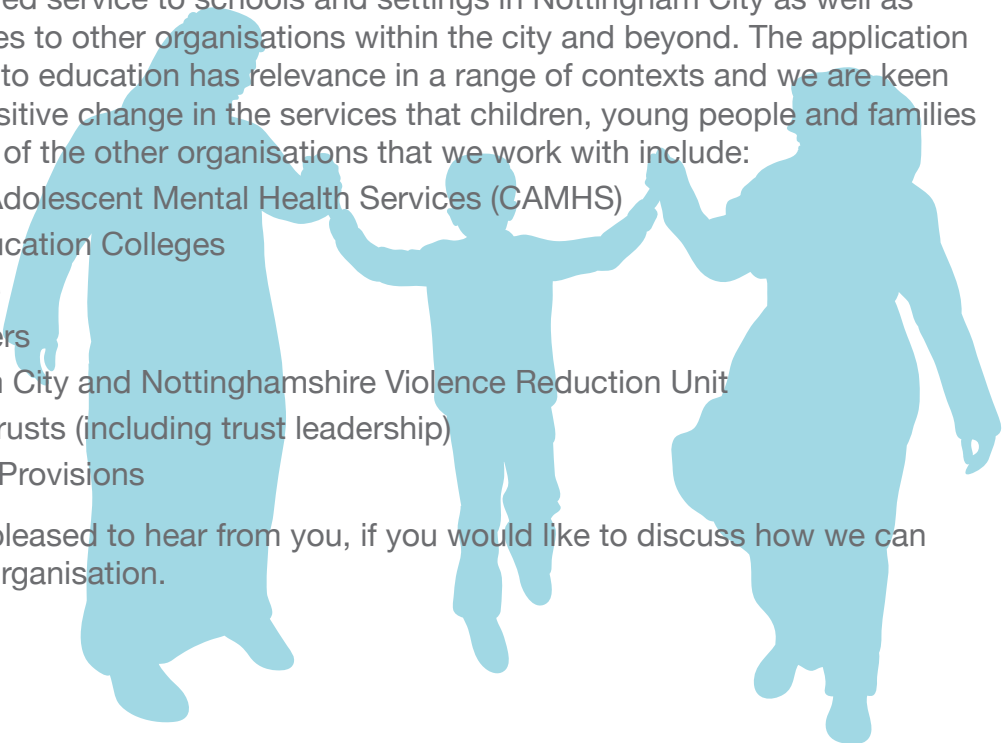
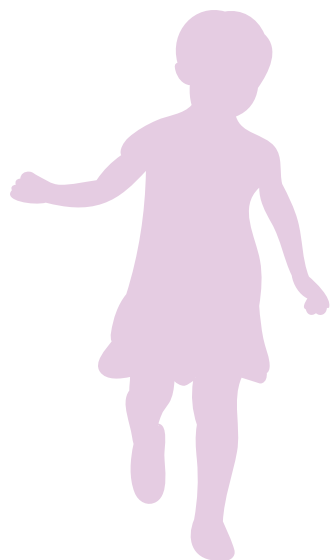
For further information about the services that we work alongside please see www.nottinghamschools.org.uk/esn/additional-needs/

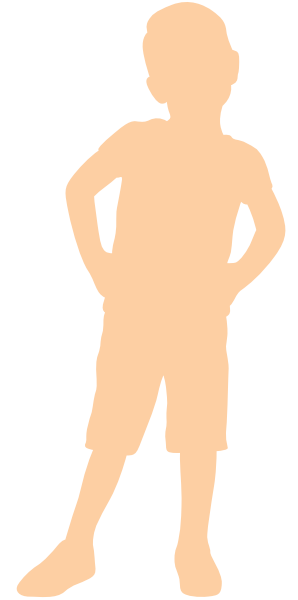
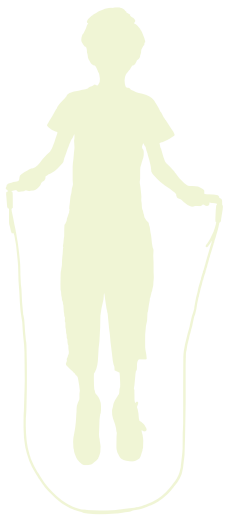
2.3 Schools, Settings and Other Organisations

We offer a traded service to schools and settings in Nottingham City as well as offering services to other organisations within the city and beyond. The application of psychology to education has relevance in a range of contexts and we are keen to promote positive change in the services that children, young people and families receive. Some of the other organisations that we work with include:

- Child and Adolescent Mental Health Services (CAMHS)
- Further Education Colleges
- Social Care
- Foster Carers
- Nottingham City and Nottinghamshire Violence Reduction Unit
- Academy Trusts (including trust leadership)
- Alternative Provisions

We would be pleased to hear from you, if you would like to discuss how we can support your organisation.





2.4 Working with Children and Young People aged 0-25 Years

Our role includes work with children from birth, through the pre-school years, up to school leavers and post-16 (0-25 years). We work closely with the Early Years Foundation Stage SEND Team, as they deliver support to parents and carers of children with additional needs.

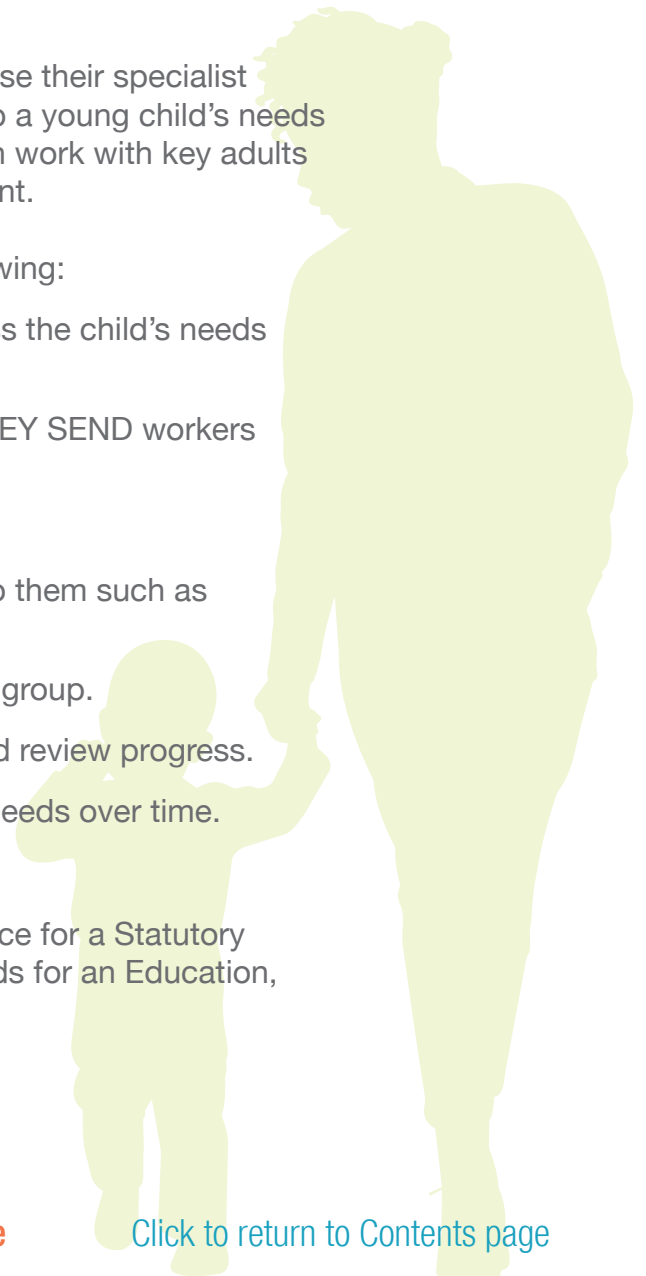
We assist schools and families in helping young people to consider and prepare for adulthood, throughout the time that they are at school.

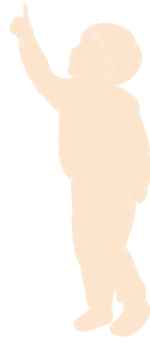
2.4.1 Work with children before they start school

Educational psychologists working in the Early Years use their specialist knowledge of child development and behaviour to help a young child's needs to be more clearly identified. Following this, the EP can work with key adults to make action plans to support the child's development.

An educational psychologist may do some of the following:

- Meet with parents/carers and setting staff to discuss the child's needs (this might be at home or at a setting).
- Jointly work with staff from other services (such as EY SEND workers or other Early Years workers).
- Share information with other professionals.
- Observe/assess the child in surroundings familiar to them such as pre-school settings or at home.
- Play or work with the child individually or in a small group.
- Help adults working with the child to set targets and review progress.
- Contribute to a detailed assessment of the child's needs over time.
- Provide written records or reports.
- If appropriate, provide the Local Authority with advice for a Statutory Assessment of the child's Special Educational Needs for an Education, Health and Care Plan (EHCP).





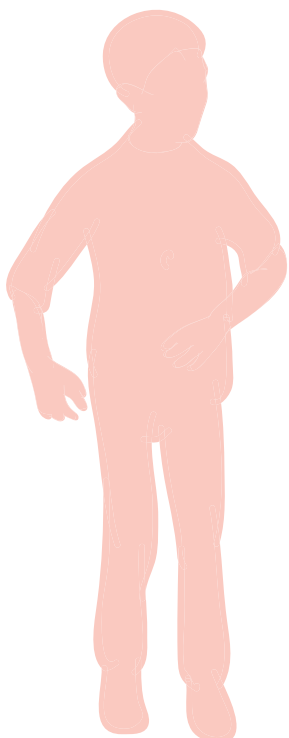
2.4.2 Work with young people post-16

EPs also work with young people aged 16 to 25 years and those who support them. This often means carefully considering the skills that they will require for independent living or employment and the provision that is required to access those skills. We may do this by building rapport and gathering the views of the young person and those around them, to support the identification of needs and planning for the future. Our engagement in this work may contribute towards the Education Health and Care (EHC) Needs Assessment process or as part of our traded work with schools and colleges.

2.4.3 Working with parents and carers

Educational psychologists aim to work closely with parents or carers. Parents and carers may be asked to provide information regarding their child's developmental and educational history to enable a holistic approach. Working with parents and carers ensures their views are taken into account.

Through our traded work with schools, we offer workshops to parents and carers, focusing on areas such as **'Building Resilience and Wellbeing'**, **'Emotion Coaching'**, **'Loss, Change and Emotions'**, **'Managing Anxiety'** and **'Supporting Learning at Home'**.



“Thank you again for being such a valuable support. You helped so much.”



3 Traded Services

Sessions of Educational Psychology Service time can be purchased by any school, organisation or setting (subject to availability).

Package	Number of three-hour sessions provided
Platinum	20
Gold	15
Silver	10
Bronze	5

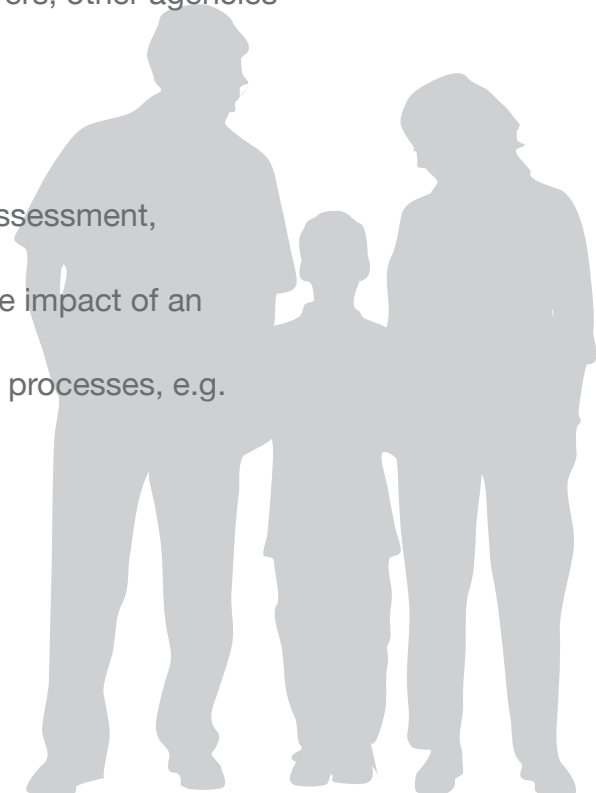
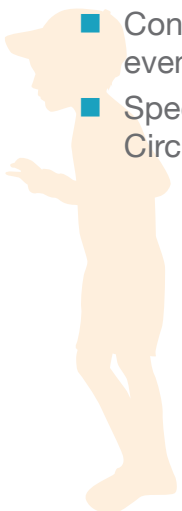
We have a wide range of activities that fall within our traded offer. Please contact us at epstraded@nottinghamcity.gov.uk with any enquiries. We are always happy to discuss ways that the service might be able to offer support, including bespoke pieces of work.

3.1. Support for children and young people

As part of our plan-do-review approach we aim to help adults find effective ways of understanding and then supporting children and young people. The educational psychologist may be involved either directly or indirectly with the children and young people but will help to develop a holistic understanding of them, so that their needs can be clarified and met.

Work around children and young people may involve:

- Consultation (talking to the child’s teachers, parents/carers, other agencies and professionals)
- Observing the child in the classroom
- Gaining pupil views
- Analysing existing assessment information
- Questionnaires or specific assessments e.g. dynamic assessment, assessments of language, literacy or numeracy skills
- Considering information wider than the child such as the impact of an event at home
- Specific Interventions, e.g. Motivational Interviewing, or processes, e.g. Circle of Adults





Case Study

Pupil profile

Jada was 7 years old when she was referred to the Educational Psychology Service for concerns around her learning. School reported that Jada was working below Year 2 age-related expectations and were concerned around her retention and difficulties with writing.

EP activities/involvement

The link EP carried out an observation of Jada in school to understand more around her difficulties and then met 1:1 with Jada to understand her views about home and school. The EP completed a Dynamic Assessment with Jada, looking at her working memory, cognitive processing and strategies which might support Jada to complete a range of tasks. The EP met with the class teacher to share their analysis of the assessment, highlighting areas of strength, and the strategies and support which seemed to help Jada during the Dynamic Assessment. The EP and class teacher jointly problem-solved to think about what was currently working well and to identify ways forward.

Outcomes of EP support

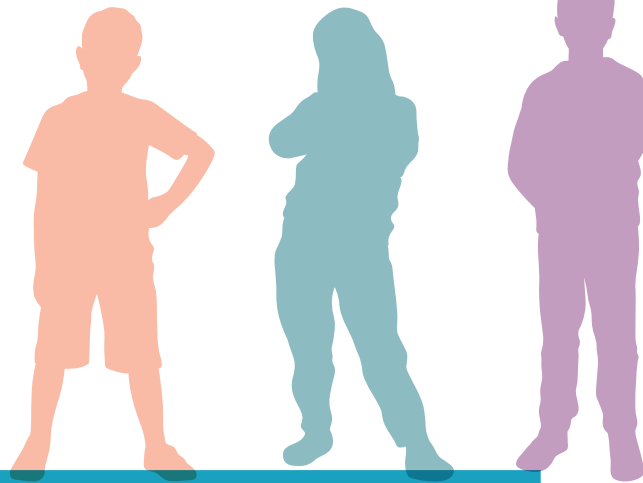
Following EP involvement and the implementation of strategies, Jada began to make progress with her learning. Additionally, staff reported that they were more confident and knowledgeable in supporting Jada's needs and that Jada seemed happier within school.

What to expect

Our educational psychologists predominantly take a Plan-Do-Review approach. This means we will often:

1. Support a setting to reflect on a situation
2. Create a plan together
3. Support the settings to put actions in place
4. Observe the impact with stakeholders and review next steps

We work together with settings to find the best response to their needs at a particular time, so each involvement from the EP may be different, depending on the situation. The following flow chart gives an outline of the course of a typical piece of EP involvement.



School implements Quality First provision and graduated response where necessary (including R2i procedures)



SENDCo to consider the areas of need and external support that would be useful.



EP negotiates work and SENDCo gains informed consent from parent/carer and/or child/young person.



EP undertakes negotiated work (e.g. consultation, information gathering, work with young person and key adults).



EP feeds back to those involved and discussion around next steps takes place.



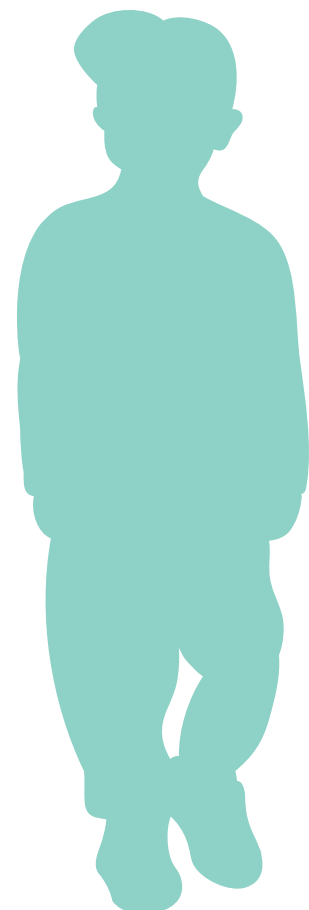
Agreed actions are implemented.



If agreed with the setting, EP will provide a record of activity. SENDCo monitors impact.



EP/other external agency supports school with 'review' part of cycle. SENDCo to consider whether further external involvement is required.





“Thank you for reminding me that allowing myself some ‘me time’ to reflect is not wasting time but is actually enabling me to be able to do my job better.” *SENDCo*

3.2 Staff Support

We know that in order to support children and young people most effectively that we need to support the adults that work with them, that’s why we value our staff support activities so highly. We work with settings to find the most effective ways of supporting their staff, for example:

- 1:1 discussions
- Small group discussions
- Reflection sessions
- Group consultation around a particular issue
- Training and supporting senior leadership teams on their staff wellbeing practices
- Large group training
- Wellbeing Champion training and support

These different activities are led with an agreed focus. The educational psychologist will work with the setting to identify the most effective way to work, either with carefully selected groups or individuals. The sessions will be scheduled to be as frequent as the setting and staff require.

Our support for staff has been effective in many settings to support wellbeing, enhance problem solving and build supportive relationships/practices within the setting. It can be beneficial for all staff in schools and settings, including senior leaders and head teachers.

“The sessions have given me the opportunity for professional dialogue and discussion with a colleague experienced in education, but not directly involved in my school setting. This has allowed me the time and space to talk and articulate my ideas, decisions and actions, which in turn has allowed me to have opportunities for self-reflection. I feel my professional self-awareness has improved which I believe has enhanced my leadership abilities ... to the benefit of myself and my school community.” *Deputy Head Teacher*

“I have agreed to continue...to have supervision once per half term as a way of reflecting on what has happened during that half term...This will model supervision and its importance to other staff and hopefully encourage them to engage a little more.” *Head Teacher*



3.3 Training

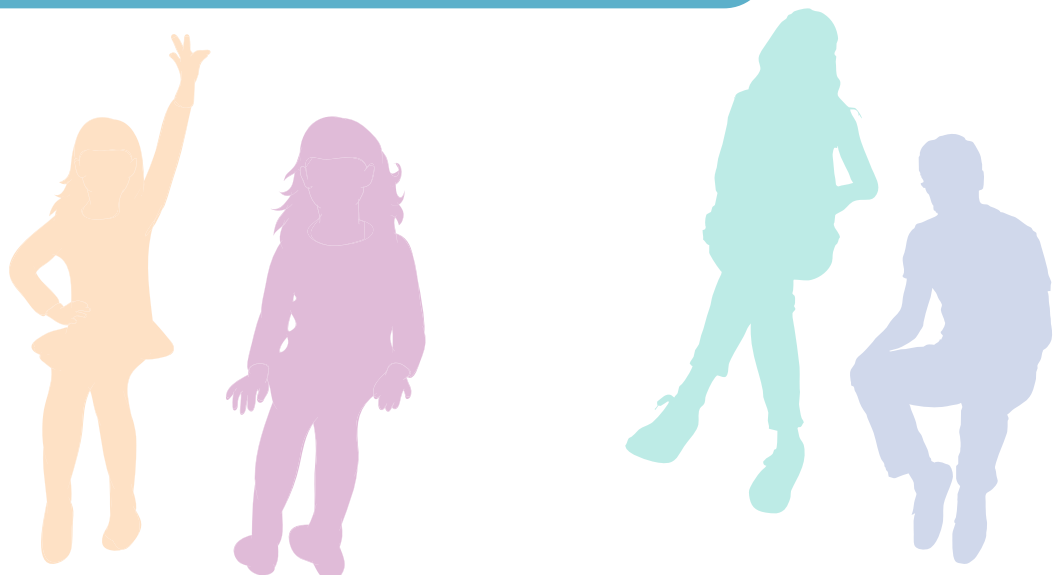
As a service we are able to offer a range of centralised and bespoke training opportunities to different settings and organisations. Our aim is to support adults to recognise and understand children and young people's needs by providing a better understanding and developing effective support strategies. Through our traded work with schools, we are able to offer a range of workshops to parents and carers.

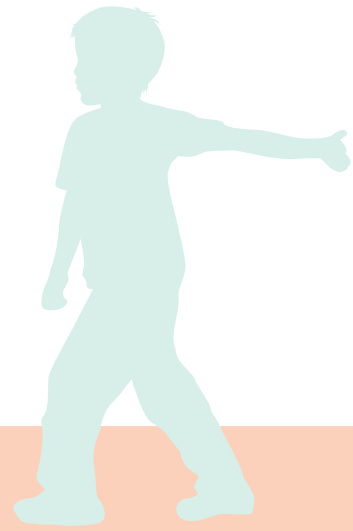
We have been pleased to receive these comments, through evaluations of our training:

“The knowledge gained [from the training session] was vital if I am to move forwards and make a positive difference to our children and families.”

“So many points raised and so relevant to my working practices, both past and present but also for the future.”

“It has given me a better understanding into how the child might be feeling and what support I can offer.”





Case Study

Pupil profile

Rhys was 14 years old when he was referred to the Educational Psychology Service for concerns around his behaviour and social, emotional and mental health. Rhys was in foster care and had attended a number of different educational settings and was currently in an alternative provision. School reported that Rhys found it hard to remain engaged in his lessons and would often fidget and distract others. School hoped that EP involvement would help to build Rhys' academic confidence and support the development of positive relationships with staff and his peer group.

EP activities/involvement

Initially, the link EP met with foster parents to discuss their concerns and gain an understanding of Rhys' background and early developmental history. Following this, the EP conducted a classroom observation and met with Rhys to gain his views and his understanding of himself. The EP met with school staff to ascertain their understanding of Rhys, exploring their perceptions of his strengths and difficulties. Hypotheses around Rhys' presentation in the provision were formulated. A further meeting with school staff explored how they were supporting Rhys' needs through their universal and targeted provision. During this discussion, it became apparent that there were several pupils presenting with needs similar to Rhys who had also been referred for EP involvement.

Outcomes of EP support

A training package was developed to build staff capacity and confidence to manage pupils across the setting with similar key needs. This individual piece of casework provided an opportunity to explore systemic practices and early intervention and has had a long-term impact on the setting's approach to supporting pupil's SEMH.



3.4 Emotional Literacy Support Assistants (ELSAs)

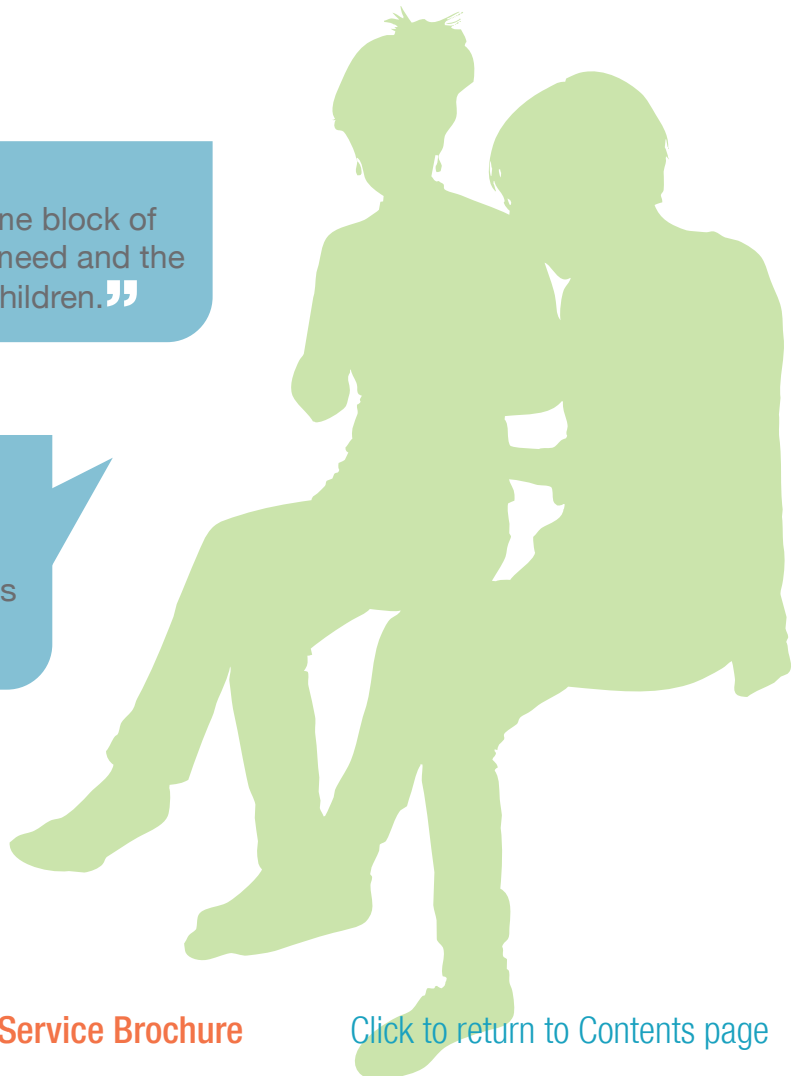
ELSA training is an evidence-based programme for raising capacity within schools to manage Social Emotional and Mental Health needs. A designated ELSA (usually a teaching assistant or pastoral support adult) attends 6 days of training and accesses half-termly supervision from an EP.

ELSAs receive training on, and can support with, issues such as resilience building, raising self-esteem, social skills development, loss and bereavement, therapeutic story writing, social story writing, reflective conversations and use of puppets.

In Nottingham City we have ELSAs in primary, secondary and specialist provisions, college and alternative provisions. Contact us about upcoming training and access to supervision.

“The children generally only need one block of ELSA as they make the progress they need and the support can then be offered to other children.”

“Having an ELSA supports the inclusive ethos of the school as no child is excluded from accessing this support.”



4 Statutory and Local Authority Funded Services

“As a leader, I have felt incredibly supported by the team and have been blown away by the compassion, calm and expertise that we have experienced through [the EPS]. The fact that they were in touch so quickly but then also offered to come and lead a face-to-face session with staff on that day was incredible. The support they have offered since has also been excellent as the children’s responses have changed and progressed and we are extremely grateful for the service.” *Head Teacher*

Some of the services that we provide are funded by the local authority, which means they are accessible to all young people and families in the city. These services are detailed below.

4.1 Critical Incidents

The Educational Psychology Service is available to support settings in the event of a critical incident. Critical incidents are events which have a considerable impact on the whole school community, and require a planned response. Work will normally take place with the senior leaders of the setting to help them plan an appropriate response to the event. This service is funded by the local authority, and so is free to settings. In the event of a critical incident, the Educational Psychology Service offers bespoke support to meet the needs of the setting. This can involve some of the following actions:

Action planning: Support staff to create a plan of actions to be taken in the immediate/short, medium and longer term

Staff briefing: Support SLT to compose and/or deliver key messages to staff

Guidance on bereavement and loss: Share guidance and best practice on supporting grief and loss

Student briefing: Support SLT/staff to compose and/or deliver key messages to students, such as the peer group particularly affected

Parent briefing/information: Support SLT to compose a letter/communication to parents to share key information and messages

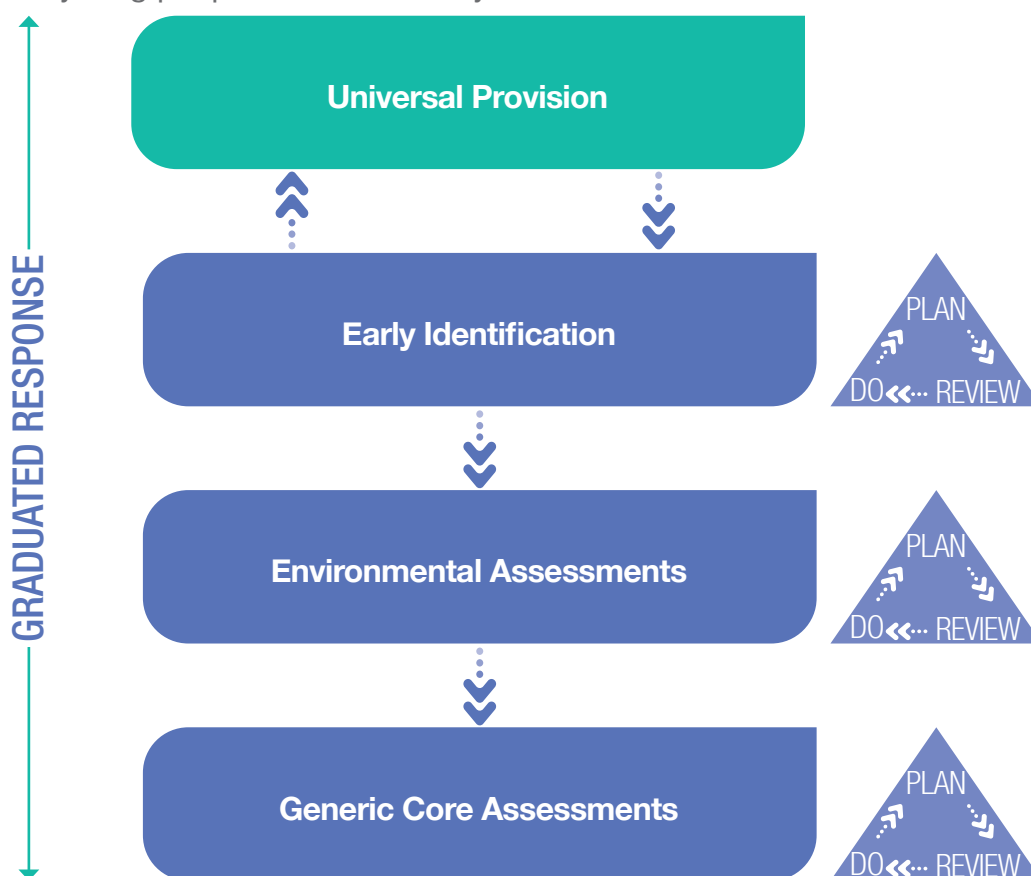
Supervision and support for staff: Ongoing support for staff co-ordinating a response to directly support a pupil/family who have suffered a bereavement



4.2 Routes to Inclusion (R2i)

The R2i initiative provides resources to support schools in their early identification of young people who might need additional support for their behaviour and learning. Use of the R2i resources encourages a holistic consideration of children and young peoples' needs through a framework of identification, assessment and intervention. The assessment information gathered helps schools to develop strategies and interventions which are directly targeted to meet the individual child's needs, therefore ensuring effective practice, and enabling better access to learning and success in school.

The flowchart below represents the school-based processes involved in the R2i Graduated Response. Each phase has resources and assessments that allow schools to follow the assess-plan-do-review cycle in order to meet the needs of children and young people more effectively.



R2i support is offered at no cost to schools and involves the support of a range of Local Authority support agencies. Educational Psychologists are involved in supporting the development and embedding of the R2i Graduated Response in our Nottingham City primary and secondary schools. This can include direct visits, consultation and training.

All primary and secondary resources are available on Padlet (a platform for sharing resources and information). Please email us at R2i@nottinghamcity.gov.uk if you would like access and any more information.

4.3 Education, Health and Care (EHC) Assessment

The Educational Psychology Service is commissioned by the Local Authority to provide impartial assessment and advice to support the process of Statutory Assessment of a child or young person's Education, Health and Care needs, in conjunction with the other professionals involved. Educational psychologists advocate for children, and will always give advice which, in their professional judgement, is in the best interests of the child or young person.

The Children and Families Act (2014) makes it a legal requirement for an educational psychologist to be involved in the assessment of needs of a child or young person, which is contributing to an Education, Health and Care Plan (EHCP). As part of this process, it is likely that the educational psychologist will meet with the child or young person, their parent(s)/carer(s) and school/setting staff.

If an EHC plan is issued, each year an annual review is held. It can be helpful for an educational psychologist to join this review meeting, however it is not required. If a setting wishes for an EP to attend this meeting, then the setting's traded package time will need to be used for this, or an 'ad hoc' session would need to be purchased by a setting without an EP package.



5 How can the EPS support my school/setting?

Assessment

What is it?

Learning assessments can provide a snapshot of the young person's skills and abilities and can provide some detail that is additional to the assessments that school will carry out. Assessments may include: a Dynamic Assessment, standardised cognitive assessment, or a specific literacy or numeracy assessment. An educational psychologist is likely to use information from a learning assessment, in the context of more holistic information, such as observations and discussions with those who know the young person well.

Other assessments may include a language assessment, Functional Behavioural Analysis, Selective Mutism or Social Communication Emotional Regulation Transactional Support (SCERTS) assessment to support young people with Autism or social interaction or communication difficulties.

Gathering pupil voice involves listening to the views, wishes and experiences of all young people and places value on what has been shared.

When to use it?

When further information is required about the difficulties that a young person is experiencing with a range of needs. Pupil views allow young people to express their opinions and viewpoints so that these can be included in decisions that involve and affect them. Including pupil views should be encouraged in all situations. EPs can support this where appropriate.

What are the benefits?

The educational psychologist can help to identify areas of strength and areas where a young person may be experiencing more difficulty. The educational psychologist will support the school or setting to find the most useful intervention or support, based on the information gathered.

Listening to the views of young people helps to provide meaningful opportunities to share and place value on their experiences and hopes. It allows young people to feel included, to know that what they say is valued and will be listened to and considered.



Consultation

What is it?

Consultation is a collaborative problem-solving discussion between the EP and key adults. This may be with school staff, parents and carers or other agencies.

EPs also facilitate group consultation processes such as Circle of Adults, Planning Alternative Tomorrows with Hope (PATH), Making Action Plans (MAPs) and Solution Circles. Staff support can be provided through individual or group supervision.

When to use it?

The aim of consultation is to clarify concerns and gain a new perspective through exploring the situation. Consultation empowers adults that support children and young people to develop solutions and actions to resolve difficult situations.

An educational psychologist will often arrange a consultation meeting as a first step, after they receive a request for involvement.

What are the benefits?

Consultation provides a shared understanding of the situation and co-constructed agreed actions. Consultation has been identified as a valuable tool in supporting adults to utilise new strategies, reflect upon their practise, consider alternative viewpoints and value their own strengths and skills.

Intervention

What is it?

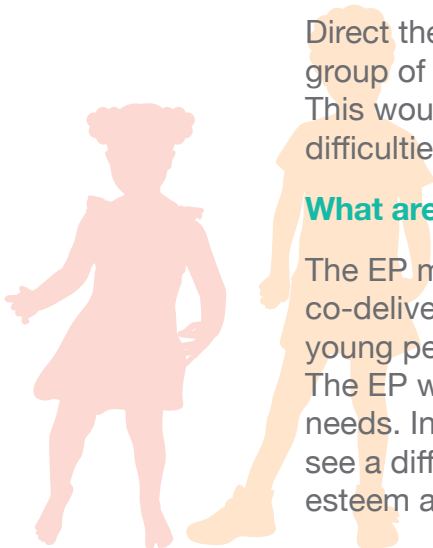
Educational psychologists have training and knowledge around a range of therapeutic approaches, for example, Solution Focused Brief Therapy, Cognitive Behavioural Therapy (CBT) based approaches, Circle of Friends, Nurture Groups, Video Interactive Guidance (VIG), Motivational Interviewing and Working on What Works (WoWW). The exact nature of direct therapeutic work that you may wish to commission would need to be discussed with your link EP to identify the most appropriate approach.

When to use it?

Direct therapeutic work may be helpful where there is a particular young person or group of young people with a range of social, emotional and mental health needs. This would involve the delivery of sessions to support young people in exploring difficulties they are facing and to support their development of coping strategies.

What are the benefits?

The EP may deliver some of these sessions directly or support through training or co-delivering with staff where appropriate. Therapeutic sessions may empower the young person to reflect on their challenges and build their core skills and autonomy. The EP will explore a range of creative approaches to support the young person's needs. Intervention approaches can help to promote self-regulation and staff may see a difference in the young person's presentation including their confidence, self-esteem and engagement within school.



Project work/research

What is it?

Educational psychologists are trained in a variety of research methodologies. Educational psychologists can support settings with bespoke research and evaluation projects such as evaluating interventions, developing and evaluating new systems and gathering the views of stakeholders.

One example of research conducted collaboratively within settings is Action Research. Action Research is a form of systematic, self-reflective enquiry undertaken by participants to explore factors within their setting context. Action Research follows a cycle of: plan, act, observe, reflect, which is supported by the EP.

A number of other approaches may be used such as: Force Field Analysis, Appreciative Inquiry, Soft Systems Methodology and PATH.

When to use it?

A discussion with an EP will support the identification of areas for development and an appropriate approach to achieve desired outcomes.

What are the benefits?

Enables positive change through the identification of strengths and barriers and actions needed to increase effectiveness. Gives stakeholders opportunity to share their ideas. The process can help settings work through a visioning exercise, developing a clear plan of action with timelines. This can lead to enhanced communication within systems, promote a team approach and provide accountability towards goals and development.

Support around attendance

What is it?

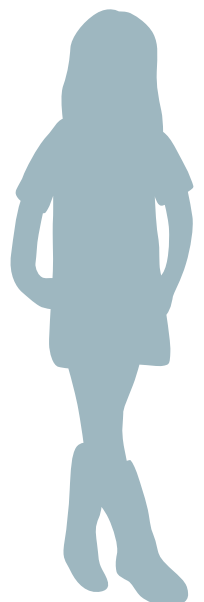
Where a child or young person is struggling with barriers to attendance it can be helpful for an EP to be involved to support understanding about why this may be the case. EPs can offer impartial exploration of the situation by meeting with children and young people, meeting with parents/carers and meeting with staff from the setting or other agencies involved. EPs will often use the ATTEND framework and can support settings who have already begun using tools to explore issues around attendance. An action plan will be co-developed between the EP and stakeholders to support the child or young person to support them to overcome barriers to their attendance.

When to use it?

Early intervention is most helpful when a child or young person's attendance starts to reduce, and at this point it is beneficial to begin developing an understanding of the factors contributing towards this. Once a graduated response has begun within the setting it can be valuable to involve an Educational Psychologist to further support the situation. The EP can work in collaboration with other professionals who are already involved with the child or young person.

What are the benefits?

The aim of EP involvement is to increase understanding of the situation, support a clearer understanding of the factors contributing to the barriers to attendance and



hopefully work with the network around the child or young person to support them to overcome such barriers. Each case will differ, however it is hoped that the child or young person, their family and the school system will work collaboratively towards an agreed outcome, which will benefit the child or young person's overall wellbeing and support their motivation for learning.

Training

What is it?

A range of training packages are available including:

Bespoke training packages can be developed upon request. Training can be delivered to a variety of settings, professional services and parents and carers.

- Precision Teaching
- Emotion Coaching
- Attachment
- Trauma
- Staff Wellbeing
- Developing Resilience
- Restorative Approaches
- Lego-based Therapy
- Paired Reading
- Working Memory
- Bilingual Learners (EAL)
- Promoting School Belonging
- Grief and Loss
- Emotional Literacy Support Assistant (ELSA)

Training can be delivered in person or virtually to suit the needs of the audience.

When to use it?

When adults need to develop their skills and knowledge in a particular area or topic. A discussion with an EP will support the identification of areas for development. Training can include a group of adults of any size.

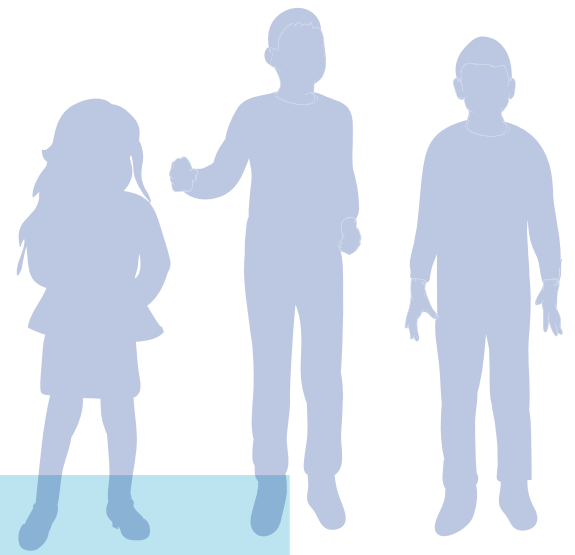
What are the benefits?

Training draws upon research and theory providing an understanding of the evidence base. This increased awareness can support adults in understanding young people's needs and feeling more competent in their identification and assessment of support required.

Training sessions give a clear framework for how to support young people and employ various strategies and approaches. The benefits of training are that adult knowledge and confidence is enhanced and skills can be applied to support a greater number of young people. Training can support a consistent approach between all key adults, including across home and school.



6 Some of our most requested services



Emotion Coaching

Emotion Coaching provides a way to support young people to become more aware of their emotions and better manage their own feelings through a five-step structured approach.

This training introduces the theory underpinning Emotion Coaching, explores the evidence-base behind the approach, and enables participants to link this to practice before leaving the session.

This training is suitable for any adult working with young people who may need support with regulating their emotions, including education staff in a range of settings and roles, and parents and carers.

Benefits of Emotion Coaching training:

- Builds adult competence by providing a consistent framework to support young people to understand their emotions, self-regulate and problem-solve.
- Helps adults to understand and respond to the feelings underlying behaviour. Emotion Coaching supports young people to improve and take ownership of their behaviour.
- Promotes positive relationships between adults and young people.

Usually delivered in 2-3 twilight sessions or a full day of training.

Planning Alternative Tomorrows with Hope (PATH)

A PATH is a creative, person-centred planning tool that uses graphic facilitation. It starts by considering hopes for the future and works backwards to consider ways of achieving what is positive and possible.

It can be used with young people to help them develop a vision and a plan for their future. It can also be used to help teams/ organisations to develop a creative vision for the future with a positive and possible concrete plan.

Benefits of using a PATH:

- The young person feels empowered with a clear vision and plan for their future that fills them and their family with confidence.
- Teams/organisations also feel empowered to make a difference for young people they work with. They will have created an inspiring vision with a concrete positive and possible plan.
- Helps to 'vision' goals and break these down into manageable steps. Allows all stakeholders to contribute ideas and have their voice heard.



Staff support and supervision

Staff support and supervision provides an opportunity for professionals, including teaching staff, to access designated time and space with an educational psychologist to discuss issues which may be impacting on their practice. Supervision offers an opportunity for sharing experiences and concerns, reflection and problem-solving.

Staff support and supervision is useful when a professional or group of professionals would benefit from discussing issues which may feel emotionally charged and/or stressful. It can be delivered on a 1:1 or group basis depending on the needs of those requesting support. The educational psychologist may facilitate a number of models depending on the nature of the concern.

Benefits of staff support and supervision:

- Helps individuals to recognise their own strengths and build on their confidence, resilience and competency when managing challenging situations. It aims to empower adults to perceive problems differently and develop their own solutions.
- Staff support groups have been identified as providing emotional support to staff, leading to reduced feelings of stress and isolation. They can also foster an open, sharing and supportive culture within settings.

Precision Teaching training

Precision Teaching is a practical and highly effective method of planning and evaluating a teaching programme to suit the needs of an individual pupil. Precision Teaching consists of a daily short session (10 minutes) of teaching, assessment and monitoring progress through a chart.

This training is suitable for any adult working with young people who need support developing their pre-requisite skills in literacy, spelling and numeracy skills, particularly where there are gaps in learning.

Benefits of Precision Teaching training:

- Training in Precision Teaching will give staff a better understanding of the psychological theory of learning underpinning this intervention. It will also give staff the ability to implement a bespoke precision teaching intervention to identified young people. Staff will understand how to assess and monitor progress to promote accelerated learning.



Circle of Adults

A 'Circle of Adults' is a collaborative problem-solving process which is specifically designed to support teachers and adults that work with young people who have social, emotional or mental health needs.

The intervention is run by two educational psychologists; one will facilitate the meeting by moving the discussion through a number of steps; and the second EP will create a pictorial representation of the discussion and action points.

A Circle of Adults can be used to support the key adults around a young person to reflect on the holistic situation and gain a new perspective. This is a useful approach when exploring a complex situation where next steps need to be identified. Schools are encouraged to invite other professionals involved with the young person.

Benefits of Circle of Adults:

- Key adults supporting the young person may feel they have a greater understanding of the young person and develop hypotheses for what the young person may be communicating through their behaviour.
- Furthermore, staff may feel empowered and more able to think of their own ways of supporting the pupil in school.
- An action plan will be developed within the Circle of Adults.





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Enabling Positive Change. Using Psychology to bring people and ideas together.