

## Educational Psychology Service – City of York Council

### Summary of the EPS survey for schools and settings 2022

We received 50 surveys back, relating to 51 out of 66 settings ie we had a **77%** response rate to the EP survey. This covered 1 early years nursery, 36 primary schools, 9 secondary schools and 4 FE settings.

- ✓ **90% of schools agree that their allocation of EP time has been used efficiently** (46% 'extremely' so, 40% 'very much')
- ✓ **92% of schools agree that the EP has contributed to positive outcomes for children /young people** (60% rated as 'significantly' so, 32% 'very much')

In order, the **top 5 EP activities** settings have found most useful are:

1. Statutory assessment and psychological advice for EHCNA
2. Individual casework including observations, assessments and recommendations for strategies
3. Attendance at planning meetings
4. Attendance at MSPs meetings and EHCP Reviews
5. Consultation with key staff around a specific SEND issue/cyp

Example from the comment section:

"Because of a high number of RSAs, there has been no time really to work on the range of services which we have previously. Given more time useful work would include training and upskilling staff, attendance at MSP and EHCP reviews, attendance at planning meetings, consulting with staff and parents and supporting SENDCo with development of policy and practice"

In order, the **top 5 areas of need** that settings valued having EP involvement with are:

1. Social Emotional Mental Health needs e.g. anxiety, low mood
2. Social communication and Autism
3. Cognition and learning including MLD, SLD, PMLD
4. Early trauma and attachment needs
5. Emotionally Based School Avoidance (EBSA)

Example from the comments section:

"Every single interaction with EPx was hugely valued and very beneficial. I am / we are under immense pressure and EPx's sessions very very helpful"

**Time allocation: 38%** of respondents thought the allocation of time was about right and **72%** thought it was too low to meet need.

Example from the comments section:

*"This is the impossible question. I really don't think anyone can win without extra staff in the EP service and I know that isn't going to happen. Our EP time has been used for those children with extremely high needs heading towards an EHCP or who need an EHCNA. Ideally more time towards those children who need support at an earlier stage It is such a valuable service and it might be interesting to hear from schools the question "In an ideal world, how many hours would you want and what would the time be used for?" I don't mean for one second that you would*

*allocate time from this but merely to see how underfunded your service is and the areas that schools need"*

When asked if the school/setting had **commissioned traded services**, 12 schools said they had purchased EP time. In order, the top 3 reasons were:

1. Casework
2. Training
3. Supervision and consultation

Examples from the comments section:

*"We purchased additional time for two cases to support RSA. This was exceptionally useful and insightful for us to help support the pupils more effectively" "Our SENCO attended the EBSA training too, which was fantastic"*

When asked for any **additional comments** we had lots of very complementary responses, 5 selected randomly are:

- ✓ *The support, guidance and advice I receive from our EP is always of the highest standard and I am extremely appreciative of the knowledge, skills and experience they bring. I always learn a great deal from every EP that I have the pleasure of working with and I see them as integral and vital to me being able to carry out my role as SENCO within school. The service is invaluable. Thank you.*
- ✓ *Our EP is excellent - very knowledgeable and professional. She inspires confidence in everyone she works with. I appreciate her support so much, particularly when it comes to prioritising.*
- ✓ *EPx is always very quick to respond to requests for information and advice. The job of a SENCO can feel quite isolated and contact with a helpful and supportive EP is greatly valued.*
- ✓ *EPx always supports effectively and efficiently. Her professional and approachable manner are outstanding.*
- ✓ *EPx is absolutely amazing and works really well with both our limited schedules. She has been a great support for me as a SENCO and her work with other agencies has been very beneficial.*

The main frustration of schools identified by the EP school survey was the **emphasis on statutory assessments and the need for more EP time to work at SEN Support**

Examples from the comments section:

*"I don't know what I would do without EPx's support and advice. I just wish we had more time particularly for the increasing number of children coming into nursery with complex needs"*

*"Most of my time has been used on statutory assessment therefore there is never enough time to actually work with children or staff"*

In order, the top 3 suggestions for **improving service delivery**:

1. Re-distribute time to focus on non-statutory work so EPs are involved prior to EHCNA (58%)
2. Offering training on a cluster basis to share the cost between several schools (50%)
3. Opportunities to buy in additional EP time for casework (28%)

NB ideas included as 'other':

- limiting the access of parents to the EP service;
- allowing York EPs to deliver services to children with EHCPs from neighbouring LAs that are placed in their school;
- having EPs only attend part of the CAM/MSP review meeting