EDUCATIONAL PSYCHOLOGY SERVICE

...applying psychology to improve outcomes for children and young people

SERVICE DEVELOPMENT PLAN AND REVIEW

2017–2020

Children, Education and Communities
Educational Psychology Service
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1 INTRODUCTION

The principal aim of the York Educational Psychology Service (EPS) is to promote the educational outcomes, emotional well being and personal development of children and young people through the provision of high quality psychological consultation, assessment and intervention. We work with children and young people, in partnership with parents/carers, and staff in a variety of educational settings. For those with complex special educational needs, who have an Education Health and Care (EHC) Plan in place, we have statutory duties to monitor progress and provision up to the age of 25 years, if they remain in education or training.

Like all City of York (CYC) Local Authority Services, we operate within the framework of York’s Children and Young People’s Plan 2016 – 2020. We also operate within the framework of the SEND Code of Practice (2015). Close collaboration in the planning and delivery of high quality specialist services for children with Special Educational Needs and Disabilities is seen as an essential part of the city’s network of support to families, schools and the wider community, which we collectively serve.

The nature of the service that we provide, and the priorities for delivery, are determined within the context of the following key documents:

- City of York Council Plan 2015-19
- York’s Children and Young People’s Plan 2016 - 2020
- City of York Early Help Storyboard 2015
- York CAMHS Storyboard 2015-17
- Vale of York CCG Transformation Plan 2015-2020
- YorOK Integrated Working Threshold Guidance 2016
- Children and Young People in Care Strategy 2016-2020
- Safer York Partnership Practice Guidance on Working with Individuals Vulnerable to Extremism, June 2016
- City of York Safeguarding Children Board guidance (www.saferchildrenyork.org.uk)
- Children and Families Bill 2014
- SEND Code of Practice: 0 to 25 years 2015

All activities are ultimately aimed at promoting the educational, social and emotional development of children and young people. These goals however, are often promoted by providing services to a range of ‘customers’, which would include parents/carers, schools, post-maintained education providers, early years settings, the Local Authority (LA), Health, Social Care and other organisations.
2 KEY PRINCIPLES

2.1 Inclusion for all

We are committed to a philosophy of inclusion for all. The importance of a 'sense of belonging' and feeling included is of paramount importance for each child and young person (CYP) in the city. For this to be achieved, it is essential that high quality resources and advice to cater for individual needs are made available in all of our schools and settings, and that parents are confident that their child or young person will be happy, safe and successful. Strategic long term planning at both LA and school/setting level is required, as well as incremental approaches to progress for individuals. The Educational Psychology Service has a key role in contributing to strategic planning as well as providing day-to-day support to staff in educational settings, parents, children and young people.

2.2 Prevention and Early Intervention

The service strongly advocates the benefits of early intervention and preventative approaches. We believe this should be defined both in terms of age and in terms of a swift response when difficulties develop. The needs of the majority of children and young people can be met through effective Quality First Teaching, and the delivery of a stimulating and differentiated age-appropriate curriculum, with only a comparatively small number needing additional arrangements through the SEND procedures (Special educational needs and disability code of practice: 0 to 25 years 2015). Preventative work is a crucial component of the LA policy to promote inclusion and reduce dependency on Education Health and Care (EHC) Plans as a means of funding special educational needs.

2.3 Building capacity in educational settings

We believe that a 'whole school approach' is the most powerful and effective way of meeting additional and special educational needs. The Educational Psychology Service deploys its time and expertise to support strategic developments throughout the school/setting, including consultation, training and supervision of staff. This approach is consistent with a social model of disability, which seeks to remove barriers to learning and inclusion.

2.4 Multi-agency team work

We are strongly committed to the principles of multi-disciplinary teamwork and multi-agency collaboration. Genuine partnerships with other professional colleagues and parents/carers are at the core of successful intervention and planning for children and young people, especially those with complex needs who have an Education Health and Care Plan. We regularly deliver joint training with colleagues from SEN Services and CAMHS.

2.5 Efficient and effective use of resources

We believe that the total pool of resources available to the LA for children and young people with special and additional needs should be targeted efficiently and equitably to support those children and young people most in need. Some resources will always be needed at a central level but delegation and devolvement at the level of the educational setting enables those settings to plan strategically and flexibly to meet individual needs.
2.6 Quality Standards

Since 2009, all EPs are expected to adhere to the Standards of Proficiency for Practitioner Psychologists, published by the Health and Care Professions Council (HCPC, 2015) as well as the Codes of Practice from the British Psychological Society (BPS) and Association of Educational Psychologist (AEP)

The Service Level Agreement document (updated annually for the start of each academic year), published as part of the guidance document to schools, defines expectations and standards of service delivery. The service has developed an IT system for gathering data about service delivery that enables us to provide feedback to settings about the nature of service provided (Activity Log). This now incorporates outcome measures.

3 FUNCTIONS

Service delivery is described under the following eight main function headings:

1. SEN Statutory Framework
2. Strategic development
3. School improvement
4. Complex individual case work
5. Research and evaluation
6. Children in Care
7. Early Years Foundation Stage
8. Quality Framework

Critical Incident Response

In addition to these functions, which are sustained on an ongoing basis, the Educational Psychology Service is also called on occasionally to respond to a critical incident in one of our settings. In recent years there have been a number of incidents, including deaths of children and young people, as well as staff. In these circumstances there may be a need for support to staff from psychologists and other agencies with specific expertise. There is also a need for training and development work. In 2011, the EPS published two guidance documents to support schools: ‘Supporting Bereaved Children and Young People: Guidance for School Staff’ and ‘When Someone Close Dies: Information Booklet for Children and Young People’. Schools tell us these documents are very useful.
POLICY
Significant contribution to all aspects of SEND policy development:
- SEN Thresholds (Bandings) across the areas of need (2014 onwards)
- SEN Consultation on policy and practice for schools and settings
- Advice on the use of delegated SEN Funding
- SEN funding for Inclusion (Early Years) and Early Support
- Service Level Agreement with settings re. service delivery
- EP Service policy statements available e.g. Dyslexia, Charging for Services etc.

EHC Panel
EPS contribution to SEN decision making re. initiation and outcomes of Statutory Assessment and Annual Reviews of EHC plans

TRIBUNALS
Expert Witness for LA

QUALITY ASSESSMENTS
Assessments and reports as contributions to the ‘My Support Plan’ (MSP) process, as well as Psychological Advice, as part of the statutory assessment process, completed within specified time scale

ANNUAL REVIEWS
EP contribution to the Annual Review process, with priority given to external placements, Children in Care, transitions, significant change to EHC plan or parental request

SEN STATUTORY FRAMEWORK

PANELS
Membership of panels and contribution to decisions on provision e.g. admission to Enhanced Resourced Provisions, Out of City placements, ASC Forum

ADVICE
Able to offer expert advice and ‘critical friend’ to LA re. complex casework and decision-making
**CHILDREN IN CARE**

**STRAIGHT INDIVIDUAL CASEWORK**
- Direct involvement with children and young people
- Support for parents, carers, foster carers, social workers, teachers and other professionals.
- The school EP gives priority in their work to CiC.
- EPS will give priority to CiC, especially those attending Danesgate Community and those on EOTAS programmes.

**LIAISON**
- Out of City Schools
- Other Local Authorities (LAs)
- Other voluntary or statutory services
- Carers, foster carers etc.

**IMPROVING EDUCATIONAL OUTCOMES**
- Joint work with colleagues in SIDS, MIS, social work teams to support the LA in its duty to implement the statutory guidance “Promoting the Educational Achievement of LAC” (issued March 2010) in order to improve the education of children in care
- Providing advice and support for schools and designated teachers for CiC so that they can support children in care according to the statutory guidance for governing bodies:
- Portage Service for Pre School Children in Care

**SUPPORTING THE VIRTUAL SCHOOL FOR CiC**
- Attendance of EP for CiC at Virtual School SLT meetings.
- Working with the Head teacher CYC Virtual School and colleagues in schools, health and social care to support the implementation of new local and national initiatives e.g. effective use of Pupil Premium for CiC, improving stability of school placement for CiC, ensuring that wherever possible CiC attend schools rated by Ofsted as good or outstanding.
- Ensure that a CiC spends as much time in education as possible e.g. if a change of school/setting is needed then they are provided with a placement as quickly as possible.

**TRAINING**
Delivering training with colleagues from other services to various groups working with Children in Care e.g. Social Workers, School Staff, Foster Carers etc. on a various topics including: Trauma & Attachment, Anti Bullying, Awareness Raising of Key Issues for CiC, Supporting Your Child’s Education, Roles and Responsibilities of the Designated Teacher for CiC.
**EARLY YEARS & CHILDREN’S CENTRES**
- Early Years Strategy Group
- Two Years Integrated Assessment
- Early Years Inclusion Funding Panel
- Development meetings with ELLs and EYSA
- Strategic group for pilot for 30hrs free childcare

**COMMUNICATION & COLLABORATION**
- Parents
- Specialist Teachers: Vision & Hearing support, Phys/Health & Autism
- Health visitors & Community nurses
- CDC including Paediatricians and therapists
- SENDIASS Officers
- Children’s Centres – managers/workers
- ELLs & EY Support Advisors
- LA representatives
- Voluntary agencies

**PROJECT WORK**
- Baby Room Project for Practitioners & Parents
- Speech, Language and Communication in Clifton area
- Development of EY ELSA
- Pilot Project for 30 hrs free childcare
- EY Language interventions & training including EY Eiklan and SCERTS
- Review of Early Years Inclusion Funding

**HEALTH**
- Casework liaison with therapists & paediatricians
- Termly meeting with CDC team
- Contribution to Autism Forum (York)
- ES co-ordination & Prof Development
- Collaboration on completing the MSPs

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**PORTAGE SERVICE**
- SSEP(EY) provides Co-ordination, leadership, & management of Portage team
- Supervision of home visitors
- Reviews & Outcome-setting (LTO) 6 monthly
- Annual evaluation report for Steering Group
- Parental feedback and evaluation
- Continuing Professional Development
- Portage Family Days
- Portage Basic Training Workshop (annual)

**TRAINING**
- Leading 5 day EY SENCO course
- EY SENCO Network training with ELL/EY team (termly/3 x a year)
- Positive Behaviour Management
- Working in Partnership with Parents (SEN)
- 3 day Portage Workshop
- Working with Two Year olds with SEN in preschool settings
- Baby Room Project (Practitioners)
- Regional EY Educational Psychologist and Early Support CPD meetings

**EARLY SUPPORT**
- As part of EY SEN Steering Group
- Supervision of Early Support Coordinator
- Related to Early Years

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**SPECIALIST EY TEACHERS (SEN)**
- SSEP(EY) – provides Leadership & management of Specialist EY teaching team (SEN)
- Co-ordination of educational support in early years (SEN)
- Co-working with Early Learning Leaders & Children’s Centres
- Joint training with SEY(T(SEN) to EY SENCOs and EY practitioners

**QUALITY ASSESSMENT**
- Interactive and Developmental
- Play-based & observation based
- Baseline for setting goals & evaluating outcomes
- Parent & multiagency involvement
STATUTORY ADVICE
High quality psychological advice for Education Health and Care Plans completed within time scales. Target: 100% on time.

ANNUAL REVIEWS
EPS working in partnership with schools/settings and other LA Services to promote high quality person-centred ARs. Child and family focused six monthly reviews in EY.

QUALITY STANDARDS FRAMEWORK

PARTNERSHIP WITH SETTINGS
Working to agreed framework as specified in the Service Level Agreement (SLA).

WITHIN PSYCHOLOGY SERVICE
Performance Management system and network of peer supervision to challenge and support. Professional Standards as specified by the British Psychological Society and HCPC.
Target of 12 days CPD annually as specified by AEP.

OUT OF CITY
All pupils in external placements allocated named psychologist with top priority for attendance at Annual Review.

CONTINUED PROFESSIONAL DEVELOPMENT
Delivery of high quality CPD as specified in LA plan and negotiated with schools. Target 90% of participants rating training good or excellent.

PORTAGE SERVICE and PRE-SCHOOL SUPPORT FOUNDATION STAGE
Service delivery to National Portage Association Quality Standards.
4 CUSTOMER GROUPS

The primary customers of the Educational Psychology Service are children and young people. All activities are ultimately aimed at promoting their educational, social and emotional development. These goals however, are often promoted by providing services to a range of secondary or tertiary customers, which would include parents/carers, schools, colleges and other post-maintained education providers and early years settings, the LA, and other organisations. The following table identifies customer groups according to service functions.

<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>Primary Customer</th>
<th>Secondary Customer</th>
<th>Tertiary Customer</th>
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<tbody>
<tr>
<td>SEN Statutory Framework</td>
<td></td>
<td>LA</td>
<td>Parents/carers; schools and settings</td>
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<tr>
<td>Strategic Development</td>
<td>LA 0-25</td>
<td>LA</td>
<td>Children’s Services, Social Care and Health</td>
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<tr>
<td>School Improvement</td>
<td>Schools and settings</td>
<td>LA</td>
<td></td>
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<tr>
<td>Complex Individual Casework</td>
<td>Parents/carers</td>
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<td>Research and Evaluation</td>
<td>LA</td>
<td>Schools and settings; parents/carers; Children’s Services</td>
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<tr>
<td>Children Looked After</td>
<td>Parents/carers</td>
<td>LA</td>
<td>LA; Children’s Services; Social Care and Health</td>
</tr>
<tr>
<td>Early Years Foundation Stage</td>
<td>Parents/carers</td>
<td>EYFS settings; LA</td>
<td></td>
</tr>
<tr>
<td>Quality Framework</td>
<td>LA</td>
<td>EPS</td>
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**Traded Services**

In response to increased demand from schools and settings, since September 2014 the Educational Psychology Service has offered a ‘traded’ element to service delivery, through which it is possible for schools/settings to purchase a range of additional educational psychology services, such as consultation and supervision for staff.
Since September 2016 the delivery of INSET has ceased to be part of a school’s SLA and the delivery of training to all settings is now a traded service.

We have recruited an Associate EP via ‘Work with York’ to undertake non-statutory casework on an ‘as and when’ basis (e.g. if settings have exhausted their allocation of EP time).

5 REVIEW OF PERFORMANCE

5.1 SEN Statutory Functions

The SEN Statutory Framework continues to be a core function of the Educational Psychology Service. In the year 2015-16, we provided Psychological Advice to the Local Authority for 66 children and young people undergoing Statutory Assessment. 86% of reports were provided within the specified time limit of 6 weeks. This performance has been a significant contributory factor in enabling the L.A. to finalise Education Health Care Plans within the 20-week deadline.

There has been an increase in the number of children and young people who required Statutory Assessment in 2015-16, from 537 in January 2015 to 564 in January 2016 and 697 in January 2017. This increase is in part explained by the extension of the age range for EHC plans up to 25 years.
The figure represents 1.28% of the population 0-19 years and 0.81% of the population 0 – 25 years.

5.2 Service Delivery to Schools

In the academic year 2015-16, the EPS made 1112 visits to schools which included 425 consultations with school-based staff. The service undertook 233 contacts with parents and 304 contacts with children or young people. 78% of schools received a level of service at or above the level designated through the Service Level Agreement (SLA).

School Survey:

In April 2016 the Educational Psychology Service undertook its biannual survey of EP service delivery to schools and settings.

30 out of the 64 schools/settings contacted took the survey (response rate 47%). Of the responses received, 18 (60.0%) were from primary schools; 8 (26.7%) were from secondary schools; 2 (6.7%) were from infant schools and 2 (6.7%) were from post-maintained education providers.

The findings are summarised as follows.

Efficiency of use of EP time

1. When asked to rate the extent to which they felt that the allocation of Educational Psychologist’s time had been used efficiently to meet the needs of their school/setting over the past 18 months, responses were received from 27 (90%)
schools/settings. Of these, 21 (78%) respondents felt that their allocation of EP time had been used ‘extremely’ or ‘very’ efficiently to meet the needs of their setting over the past 18 months.

**EP contribution to positive outcomes**

2. When asked to rate the extent to which they felt that the EP had contributed to positive outcomes for the children and young people in their setting whom they had supported over the past 18 months, responses were received from 27 (90%) schools/settings. Of these, 22 (82%) respondents felt that the Educational Psychologist had contributed “significantly” or “very much” to positive outcomes for the children and young people in their setting known to the EP.

**Most useful EP contribution**

3. When asked to describe what they had found most useful from the range of work that EPs can undertake, responses were received from 27 (90%) schools/settings. Of these:

14 respondents made reference to the value of casework and/or assessment e.g.:
- Individual casework for review meetings/RSAs
- Assessments - supporting what we have said and providing extra information. One report in particular was extremely useful and painted a very accurate picture of the child.
- ...it is the individual casework and consultation that I feel has the biggest impact on pupils and teachers as it is this which allows for progress with support at school and identification of specific needs.

11 respondents indicated that they valued consultation with their EP e.g.:
- Consultation has been extremely useful

11 respondents valued the EP’s attendance and contribution at meetings, including planning meetings, My Support Plan reviews and statutory Annual Reviews of Statements/EHCPs e.g.:
- Attendance for MSP reviews and Annual Reviews  SEN planning meeting support before each term

9 respondents valued the advice/signposting offered by their EP e.g.:
- Advice on how best to support students within lessons
- XX has ... always been there to give advice over the phone
- Support in strategies to try with individuals. Advice and signposting to drop in sessions especially for children with Autism.

6 respondents referred to the role of the EP in delivering training or contributing to their professional development e.g.:
- Professional development with new SENDco
- XX has ...delivered some excellent training to our team on different conditions.
3 respondents valued the work of the EP with parents/carers e.g.:

- Taking time to talk to parents is also really appreciated
- ...the parents always are very grateful for her input.

3 respondents made reference to the EP's flexibility/accessibility e.g.:

- Being flexible in being able to undertake all the aspects of the work
- Being able to email XX with queries which she responds to promptly
- The ease with which you can contact her and get advice.

2 respondents were new, or relatively new, SENDCos and recognised the usefulness of the support of their EP e.g.:

- As I am a relatively new SENDco what she offered has all been most useful to both myself and school.

2 respondents valued the support of their EP with the ongoing implementation of the SEND reforms e.g.:

- XX has helped significantly with the implementation of the EHCPs

2 respondents valued the particular personal qualities of their EP e.g.:

- I feel extremely reassured by our Educational Psychologist who is lovely and very supportive.
- Her enthusiasm and professionalism.

How service delivery could be improved

4. When asked to suggest what would need to happen to improve service delivery, responses were received from 19 (63%) schools/settings. Of these:

11 respondents referred to limitations on EP time, capacity or resources e.g.:

- To have more time with XX! We value XX’s contribution so highly and have such complex needs, it's difficult to prioritise her time.
- I am more than happy with the role of the EP. I feel I can access her anytime I need and that she will always be on hand for answers. The issue in service is funding which I am fully aware is a problem faced by all.
- Could suggest a desk in my office but don’t think I would get that approved. I think the service is being delivered efficiently as it is.
- It would be great to have more time allocation as this is the largest barrier to providing further support to children and families.
- More opportunities to assess child needs and develop strategies to improve outcomes.
- The obvious; increase in capacity. We could use them to improve the outcomes for more families if there were more capacity although I do know they stretch themselves as thinly as they physically can.
- We can always use more time than we get!
2 respondents referred to the importance of providing continuity of EP:

- Continuation of XX at the school to maintain consistency for the children and parents.
- Continuity of EP. We will have had 4 EPs since Mick Mills retired.

2 respondents suggested that capacity building/sharing of resources would be beneficial:

- Possible additional training which could be open to more staff
- Pooling of resources

2 respondents mentioned that it would be helpful to have a greater understanding of how EP support could be utilised:

- ...discussion of possible uses of the service
- Sharing across the authority of how different schools have used EP time effectively.

1 respondent commented on the usefulness of more practical support:

- Support with understanding scoring of tests and what that means for next steps.

Buying in of additional EP services

5. When asked whether their school/setting had bought in additional EP services over the past 18 months and, if so, what these were, responses were received from 13 (43%) schools/settings. The responses were as follows:

<table>
<thead>
<tr>
<th>Additional EP services bought in</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Individual casework</td>
<td>5</td>
<td>39%</td>
</tr>
<tr>
<td>Supervision</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Drop in sessions</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Solution-focused consultation</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>8</td>
<td>62%</td>
</tr>
<tr>
<td>Question skipped</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

Other additional services specified as bought in by schools/settings were:

- support with EHCPs
- general advice and guidance.

Of the 13 schools/settings who responded to this question 4 respondents commented on not having bought in additional services as yet but recognised the intention or probable need to do so in the future:

- No because last year we did not currently possess the school funds.
- Our [organisation] had organised for supervision for our [role] at [school].
Unfortunately, we have only just realised this had been coming from our EP hour allocation so have changed it this term, and we will be buying in time for these sessions instead.

- No we have just used our 8 sessions but would buy in additional services if needed to.
- We have not yet bought in additional time but this is something which we will probably need to do due to the number of hours that are allocated.

Further comments

6. When invited to make any other comments they felt would be useful, responses were received from 18 (60%) schools/settings. Of these:

13 respondents used this question as an opportunity to express their gratitude for the support that they had received, some highlighting particular aspects of practice or support that they had especially valued:

- I feel the service and support provided by XX is invaluable. She is a very approachable professional, who always takes the time and effort to ensure that all children (and staff) receive the very best support possible. The additional hours which we received this year from the EP service have been extremely useful to be able to support our SEN pupils and reflect the high level of pupils with EHCPs who attend our school.
- XX has been brilliant- very supportive by sending through valuable resources and also great in sharing knowledge and keeping us updated with changes. Very efficient!
- We really value all the support that XX has given the school; she is a very understanding and empathic person to work with.
- I have found XX to be extremely approachable and supportive, both to myself, teachers, pupils and parents.
- XX is incredibly hard working, efficient, thoughtful and great to work with. She is highly professional at all times and strengthens relationships within school. I look forward to continuing our work together.
- I can't praise the service high enough. I would not have survived the EHCP implementation process without her and her support. She has kept me sane.
- I have found our EP to be extremely helpful, her advice, support and input in individual casework and meetings very beneficial and time to consult and ask questions very useful as a new member of staff in York.
- XX has advised, supported and helped me a great deal, often going over and above what is required of her. She is a credit to the Educational Psychology Service.
- XX has been very helpful in supporting me as I am fairly new to the role. I can email with a query or question at any time.
- XX has been incredibly supportive and I feel extremely supported by her. Her expertise is valuable and I know that parents feel that her input is greatly reassuring.
- As new SENCo I have found the support and advice to be of high quality and have been able to have direct contact with my school EP through email contact.
- XX is fantastic to work with ... her calm manner and her efficiency are greatly appreciated.
2 respondents suggested that EP attendance, or delivery of training at the SENCo Forum meetings might be helpful e.g.:

- Would be great for the school EPs to attend the SENCo Forums that are run through Pathfinder TSA.

1 respondent recognised the need to prioritise statutory work, sometimes at the expense of more preventative work:

- Most EP time is taken up by the statutory requirements around EHCP referral/review - would be great to have the opportunity to work more proactively.

1 respondent queried whether best use was being made of the school’s EP time by their setting and suggested a shared approach with other schools/settings:

- It would be helpful to hear how other schools have used their EP as I feel I am not sure I use XX as well as I should; perhaps this could offer opportunity for some joint commissioning.

Measuring outcomes:

In order to measure impact and show we ‘make a difference’, EPs complete a rating scale at the’ review’ stage of the Plan-Do-Review cycle of involvement. This is used to measure pupil progress following direct individual casework, and/or to measure impact of work with adults (usually staff/parents) at the consultation level of involvement.

For 2015-16, the results were as follows:

Using a 5-point scale where 1 is worse than baseline and 5 is very good progress:

- at child/pupil level 85.12% show a positive change from baseline (52.38% good or better)
- at adult (staff/parent) level 87.00% show a positive change from baseline (with 61.00% good or better)

‘Narrowing the Gap’ data:

The following data on ‘narrowing the gap’ for vulnerable pupils have been sourced from FFT Aspire. Performance measures at Key Stages 2 and 4 have changed so it is not possible to make comparisons to earlier years. The data for 2015-16 are as follows:

- In the academic year 2015-16, 25% of students at SEN Support achieved GCSEs at grades A*-C including English and Maths. 13% of students with an EHC Plan achieved at this level. 74% of students with no SEN achieved GCSEs at grades A*-C including English and Maths.
- At KS2 the percentage of SEN pupils achieving the expected standard or above in Reading, Writing and Maths was 6% for pupils both at SEN Support and with an EHC Plan. This compares with 59% of pupils with no SEN achieving the expected standard or above. It is important to note that the national curriculum and school performance indicators have changed, with scaled scores replacing levels and that the expected standard for pupils in 2016 was higher that that in previous years i.e. Level 4.
- Progress 8 data from 2016 indicates that the progress made at the end of KS4 by students at SEN Support and with an EHC Plan was just below the national rate (-0.13 and -0.04 respectively), whereas progress made by students with no SEN was slightly above national (+0.03).
Progress made at the end of KS2 by pupils at SEN Support and with an EHC Plan was below the national rate.
The gap in performance between FSM and non-FSM cohorts at GCSE was 33% in 2015-16 for performance at A*-C GCSEs including English and Maths, with 37% of students entitled to FSM achieving at this level compared with 70% of non-FSM students.
At the end of KS2, 23% of pupils with entitlement to FSM achieved the expected standard or above in Reading, Writing and Maths, compared with 55% non-FSM pupils – a gap of 32%.
There is still a significant challenge to close gaps and improve the rates of progress for children and young people with lower starting points. Outcomes for pupils with SEND are currently below national averages at primary and secondary level.

5.3 Service Delivery to Parents/Carers

In April 2016 the Educational Psychology (EP) Service undertook their biennial parent/carer survey of EP service delivery. The York EPS are delighted to report the following results:

73 parents/carers were invited to complete the survey of whom 22 responded (response rate 30%).

Background information

1. 17 (77%) of the parents/carers who responded had a son who was known to the Educational Psychology Service, with the remaining 5 (23%) having a daughter known to the EPS.

2. 5 (23%) of the parents/carers who responded had a child in the foundation stage; 4 (18%) of parents had a child in each of Key Stage 1, Key Stage 2, and post-maintained education; 3 (14%) parents had a child in Key Stage 3 and the remaining 2 (9%) parents had a child in Key Stage 4.

3. 6 (27%) of the parents/carers who responded indicated that their child was receiving support through SEN Support arrangements. 16 (73%) of the parents/carers indicated that their child had a Statement of SEN or Education, Health and Care Plan.

Type of involvement with the EP

4. When asked about the type of involvement they had received from the EP, the responses were as follows:

<table>
<thead>
<tr>
<th>Type of involvement from EP</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation – with staff</td>
<td>17</td>
<td>77%</td>
</tr>
<tr>
<td>Consultation – with parents/carers</td>
<td>14</td>
<td>64%</td>
</tr>
<tr>
<td>Assessment</td>
<td>13</td>
<td>59%</td>
</tr>
<tr>
<td>Direct work – with CYP</td>
<td>8</td>
<td>36%</td>
</tr>
<tr>
<td>Observation</td>
<td>12</td>
<td>55%</td>
</tr>
<tr>
<td>Attendance at review meeting</td>
<td>10</td>
<td>46%</td>
</tr>
<tr>
<td>Training of staff</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>Telephone call</td>
<td>6</td>
<td>27%</td>
</tr>
<tr>
<td>Email contact</td>
<td>8</td>
<td>36%</td>
</tr>
</tbody>
</table>
Thus the most common type of involvement with the EP was consultation with staff and parents/carers, followed by assessment and observation. Direct work was also reported. Contact with the EP was most frequently at review meetings, followed by email, telephone and least frequently through a home visit. The least frequently reported type of involvement reported by parents was training of staff.

Contact with the EP

5. When asked for their opinion on the contact that they had had with the EP, responses were received from 22 (100%) parents/carers. Of these 22 parents/carers:

- 18 (82%) respondents agreed or strongly agreed that all of their questions/concerns had been addressed.
- 21 (96%) respondents agreed or strongly agreed that the EP seemed skilled and knowledgeable.
- 17 (77%) respondents agreed or strongly agreed that they had enough time to discuss their son/daughter’s needs with the EP.
- 19 (86%) respondents agreed or strongly agreed that the EP valued their views and took them into account.
- 17 (77%) respondents agreed or strongly agreed that they were fully involved in the discussions about their son/daughter’s needs and what was going to happen.

Additionally, parents/carers were invited to add any further comments about the contact they had had with the EP. Of these:

4 parents made reference to the knowledge of the EP e.g.:
- XX was an intelligent and informed interlocutor in what was a difficult and stressful period
- ...aiming to ensure she has the fullest picture of where he is at and the difficulties he has
- Seems very intelligent and informed

4 parents highlighted how much they valued the EP’s ability to listen to the concerns of others, especially their own e.g.:
- One of the most valuable aspects of her support was her commitment to respecting my perspective as a parent, and her recognition that my ambition for excellent outcomes is a realistic, achievable vision...
- Took notice of what I felt and asked for.
- Understood and listened to my / staff concerns.

4 parents commented on the limitations placed upon contact with the EP and appeared to express a degree of frustration at this:
• We meet at the school reviews of the my support plan and EHCP only
• We are very grateful for her involvement and the difference this has made, especially as we are aware there are very limited resources available.
• However seems very busy and was not able to stay for full meeting due to amount of appointments.
• Although we had an initial meeting regarding an educational healthcare plan we have had no further follow up

3 parents specified which aspects of the EP’s involvement they had particularly valued:
• She has continued to provide support and information
• ...attended both the initial EHC meeting in 2015 and the review meeting in 2016
• XX has been incredibly helpful in tailoring her support to our son’s needs

2 parents made reference to the personal qualities of the EP that they valued:
• ...all involved were friendly, made myself and son feel at ease with the questions.
• Very friendly polite and helpful

2 parents expressed appreciation for the involvement of the EP:
• XX was a great asset
• XX has been incredibly helpful...We are very grateful for her involvement and the difference this has made

One parent made particular reference to the impact that they felt the EP’s involvement had had:
• This in turn has helped other colleagues involved in his care and support understand how best to work with him and ensure he gets the best possible start.

Practice of the EP

6. When asked for their opinion on the practice of the EP, 20 (91%) responses were received. Of these 20 parents/carers:

• 16 (80%) respondents agreed or strongly agreed that the EP did everything they had agreed to do.
• 16 (80%) respondents agreed or strongly agreed that the EP’s report/paperwork was accurate, constructive and helpful.
• 17 (85%) respondents agreed or strongly agreed that the EP’s report/paperwork arrived in a reasonable time.
• 13 (65%) respondents agreed or strongly agreed that the EP reflected their views in their written and/or verbal feedback.
• 15 (75%) respondents agreed or strongly agreed that the EP reflected the views of their son/daughter in their written and/or verbal feedback.
• 16 (80%) respondents agreed or strongly agreed that the EP explained their findings.

Additionally, parents/carers were invited to add any further comments about the practice of the EP. Of these:
2 parents were very positive about the practice of the EP e.g.:
- The (EP) was absolutely amazing. She was kind, considerate, honest and understanding at a very difficult time for my family and I, for which we will be forever grateful. We believe she is a credit to you, thank you.

2 parents expressed frustration at a lack of/delay in receiving feedback:
- Again no feedback following initial meeting at the council offices
- Not yet received any paperwork/report from Ed Psychologist so have answered neutral option on these questions.

Outcomes of EP involvement

7. When asked for their opinion on the outcomes of the EP’s involvement, 18 (82%) responses were received. Of these 18 parents/carers:
   - 15 (83%) respondents agreed or strongly agreed that the EP provided better insight into the situation.
   - 15 (83%) respondents agreed or strongly agreed that the recommendations and/or actions agreed were relevant, helpful and do-able.
   - 14 (78%) respondents agreed or strongly agreed that the EP was able to suggest ways to help.

   Additionally, parents/carers were invited to add any further comments about the outcomes of the EP’s involvement. Of these:

   3 parents commented on the outcomes being positive in some way:
   - Outcomes were as expected. Suggesting ways to help was difficult in this particular case, the Educational Psychologist has been helpful as possible.
   - The Ed Psychologist listened carefully to mine and the teachers’ observations and agreed with our view that an ECHP should be sought.
   - Excellent at her job...on the whole the psychologist gave me and school extremely helpful insights and tips and was very supportive and understanding.

Overall degree of satisfaction with the EP Service

8. When asked to rate their degree of satisfaction/dissatisfaction overall with the EP’s involvement, 16 (73%) responses were received. Of these 16 parents/carers:
   - 14 (88%) respondents were either satisfied or extremely satisfied overall with the EP’s involvement.

   Additionally, parents/carers were invited to add any further comments about their satisfaction with the EP’s involvement. Of these:

   One parent commented on the valuable role played by the EP and their distinctive contribution:
The role of the educational psychologist is of key importance, as they are able to give consistency to the overall narrative about a young person. When that young person has very complex needs this is even more important as she can observe and note the interrelating of the various elements which create the conditions for well being and progress - if, say, physiotherapy support is not properly in place this will impact on everything to learning, to eating, to general health and happiness.

One parent used this as an opportunity to express satisfaction with the EP’s involvement:
- I will be interested to receive paperwork as the process to get an ECHP progresses and to read the Ed Psychologist’s report. So far happy with involvement.

One parent commented that they would value a greater amount of time from the EP, possibly because the EP can also represent their views:
- If anything I could do with a larger commitment of time from an educational psychologist, because of the functions of observer and overview which otherwise can get lost. Parents often have this overview, but sadly it was my experience, that my views, those of a very well-informed and articulate parent, were dismissed by the IEP.

One parent also commented on the lack of EP involvement during their child’s time in education:
- Please note that this was the first involvement we had with an ed psych for about 18 years. No contact at all from the issuing of a statement at around age 3, until now with the new SEND procedures.

How EP involvement could have been improved

9. Parents/carers were invited to comment on how the involvement of the EP could have been improved. Of the responses received:

2 parents felt that they would have liked more time/involvement from the EP:
- A bit more, and maybe more time for her to spend observing in college and at home.
- More time for contact with us outside school to learn more about our son.

1 parent expressed the view that they would have liked the EP to have been involved earlier:
- Involvement at a much earlier stage is likely to have been helpful in determining support needs. Not the fault of the Educational Psychologist.

1 parent supported the idea of the Educational Psychology Service being better resourced, based on the outcomes of the EP’s involvement:
- I would certainly welcome Psychology services being better resourced given the difference this intervention has made for our family.

Most/least helpful aspects of EP involvement

10. Finally, parents/carers were invited to comment on what they had found most/least helpful about the EP’s involvement. Of the responses received:

4 parents commented on the personal qualities that they valued in the EP:
- Very helpful and friendly.
• Willingness to discuss findings and support needs.
• She seems very experienced, intelligent and sympathetic - an expert.
• Supportive

3 parents commented on how the EP had listened to and respected their views:
• We felt she listened to our concerns
• ... the sense that she understood, respected and valued our views was most refreshing after our experience with the IEP
• I think XX saw our son as we see him, a perspective we had struggled to get across before her involvement

2 parents felt that the EP had a good understanding of their child's needs:
• A genuine example of a child centred, holistic view of our son's needs and abilities.
• ... really understood my son's needs

2 parents appreciated the advice that the EP had provided:
• ... practical advice
• Helpful advice

2 parents found the whole of the EP's involvement helpful:
• All of it - it concerns my child.
• Nothing unhelpful

1 parent found the EP helpful in referring their child to other services:
• Referral to appropriate local services

5.4 Progress from the Action Plan 2014-16

The Educational Psychology Service has made a number of significant contributions to the strategic development of policy and provision. In summary these include:

• The ELSA programme (Emotional Literacy Support Assistants) has been refined, extended to six days (with sessions on anxiety and nurturing classrooms added) and rolled out across the Local Authority. So far 237 Teaching Assistants (TAs) and pastoral staff have been trained across 62 schools. Courses continue to be well-evaluated and demonstrate impact through a shift in reported feelings of confidence and competence by those undertaking the training. All members of the Educational Psychology team contribute to the delivery of the training and offer termly support groups to ELSAs on a school cluster basis.
• The EP Service jointly planned and co-delivered a 3-session course on assessment and intervention for pupils on the Dyslexia continuum with colleagues from the School Improvement Service. The materials developed have since been incorporated into the EPS Traded Services offer.
• The EPS has made a significant contribution to the development of partnership arrangements between special and mainstream schools. The EP Service has supported both of the secondary age Enhanced Resourced Provisions (ERPs) for students with an Autistic Spectrum Condition (ASC), the primary based ERPs at St Oswald’s (Dyslexia) and Haxby Road (SLCN) and the Hempland provision for deaf children (the Cadell Centre). The Applefields satellite provision for students with complex needs, located on the site of Manor Academy, continues to develop: recent work has included a series of
parent workshops aimed at furthering independence. The EPS has worked collaboratively with colleagues from these schools and the LA on the establishment of a new provision, the Orchard class, also located on the site of Manor Academy but falling under the umbrella of Applefields School.

- The EP Service contributed to the development of the new CYC Autism Strategy as well as contributing to the delivery of one of the parent/carer ASCEND courses. The CAMHS ASSIST (Autism Spectrum Social Stories in Schools Trial) research programme was also supported through the delivery of training to school staff and parents/carers on Social Stories alongside one of the Specialist Teachers for ASC.

- In the wake of the review of Nurture Group provision in the city (May 2013) and as part of the support offered to schools to promote a ‘nurture to attain’ model a training package on ‘nurturing classrooms’ was developed and trialled and has since been incorporated into the ELSA training course and the EP Traded Services offer.

- The EP service has supported the LA to embed new working practices founded upon the Code of Practice (2014) by working with schools and settings to introduce non-statutory My Support Plans and statutory Education, Health and Care Plans. EPs participated in the LA trial of new documentation and procedures in readiness for full implementation from September 2014. The Service has also worked collaboratively with post maintained education settings and the LA in order to meet the requirements of the transition arrangements (to transfer Learning Difficulty Assessments to Education, Health and Care Plans) within statutory timescales. The EP service has also developed a revised template for psychological advice, which reflects the requirements of the new legislation and focuses on giving clear information and recommendations around needs, provision and outcomes.

- Educational Psychologists have supported staff in schools and settings to establish the consistent use of the SEN Banding Threshold documents in order to establish level of need, provision, appropriate strategies and resources. Team members have also contributed to the development of Banding Threshold documents and associated procedures for early years and post maintained education settings.

- Research has been undertaken into the causes and effects of stress in children and young people. An outcome of this project activity was the development of a training package on anxiety, which has been adapted and is now delivered as part of the ELSA programme and incorporated into the Traded Services offer.

- The Educational Psychology team has continued to promote the inclusion of children with complex needs in their local mainstream school, alongside the Specialist Teacher for Complex Needs, through the planning and delivery of relevant training offered specifically to staff who work with children with a high level of need. The course has been revised and updated and well-evaluated. Impact of the training has been demonstrated by the completion of gap tasks between sessions.

- All members of the Educational Psychology team access regular high-quality supervision in accordance with HCPC standards and AEP guidance. The new EPS supervision policy has been written, founded on research into models of supervision and the outcomes of information-gathering activities within the EP team in order to facilitate the co-construction of a policy that promotes shared understanding and ownership of supervision within the EP team. The supervision offer has been extended to include individual, group and peer supervision.

- As part of the LA review of the Local Offer for young people aged 19 and above, two members of the Educational Psychology team were commissioned to be part of a group who planned and then gathered information about the quality of educational provision at Blueberry Academy. The focus was students aged 19 to 25 who have an EHCP. The other members of the Team were the Head Teacher of Applefields School the Head of the Connexions Service. The information gathering included lesson observation and
eliciting student voice. The work included suggesting future actions and was summarised in a report that was then shared with the Head of SEN and the Senior Leadership Team at Blueberry Academy.

- The Early Years combined Portage and SENCO training now runs as a 5-day course. It has been amended to incorporate the new SEND legislation, including the processes for completing York My Support Plans (MSPs) and Education, Health and Care Plans. It has received excellent evaluations. This course has been led by the Specialist Senior Educational Psychologist (Early Years) and co-taught with other members of the Specialist Early Years Support Team and the Early Learning Leader (ELL) for the EY team with additional input from the Specialist Teaching Team and Therapists from Health.

- All members of the EY SEN Team offer key-working approaches to families.

- The Portage Service has now embedded services to vulnerable groups (babies/toddlers born pre-term with low birth weight or who are Looked After and have developmental delay) as well as to those with identified disabilities and SEN.

- Support for professionals supporting Children in Care have been established and embedded. Designated Teacher supervision groups have been established to offer support to staff in schools and settings with specific responsibility for Children who are Looked After, and drop-in sessions are to be trialled from the beginning of 2017.

5.5 Contribution to school improvement through the delivery of training and development opportunities.

A wide range of training and development opportunities have been delivered to schools and other organisations as part of the overall CPD strategy. Some of this training has been brokered by the LA and delivered through conferences or events to which schools/settings send delegates. Many schools have previously used their allocation of EP time as part of the Service Level Agreement to meet their own training and development needs and are in a process of adjustment to all training being delivered as part of the EP Traded Services offer. Courses are advertised in the EP Traded Services brochure and through the Workforce Development offer; however schools and settings are able to negotiate and agree content specific to their needs through liaison with the school’s named EP or the SEP.

The Service has made a lead contribution to the planning and delivery of accredited training with SENCOs from Early Years Settings. The EPS was commissioned to deliver the ELSA programme for Teaching Assistants, hosted by local schools. The model of delivery has changed to centralised training, run on alternate terms, with no detrimental impact on quality or attendance. The Elklan training courses on supporting children and young people with speech, language and communication needs continue to be part of the Traded Service offer and adhere to best practice through delivery in collaboration with colleagues from the Speech and Language Therapy Service.

Courses included in the current Traded Services brochure:

- Acquired brain injury
- Anti-bullying
- Anxiety
- Attachment and Early Trauma
- Autism
- Nurturing Principles
- Peer Listening/Mediation
- Portage training
- Precision Teaching
- Resilience
• Behaviour management
• Bereavement and Loss
• Children in Care
• Dyslexia
• Emotional Literacy Support Assistants (ELSA)
• Life-limiting Illnesses
• Mindfulness
• Restorative Practices (Introduction)
• Self Esteem
• Social Skills
• Solution Focused Approaches
• Thinking Skills
• Understanding Anger
• Working Memory

Early Years Training:
• Early Years SENCO training (5 Days)
• Early Years SENCO Network ongoing training (termly)
• Meeting the needs of Two year olds with SEN in EY Settings
• The Baby Room Project

5.6 Developing Policy and Practice for Children in Care

Children and young people in care are a diverse group. Although some do well the educational under achievement of children and young people who are looked after and the impact of this on their life chances is well documented. City of York Educational Psychology Service recognises that children and young people in care are a vulnerable group and will give priority to working with them.

The aim of our work is to promote the wellbeing, personal development and education of looked after children and young people through psychological assessment and intervention through a wide variety of activities in conjunction with colleagues from health and children’s services.

The CYC EPS employs a Specialist Educational Psychologist for Children in Care for 1.5 days per week.

CYC EPS completes various activities designed to promote and support the educational experiences and outcomes for children and young people in care including:

Casework

CYC Educational Psychology Service gives priority to working with children and young people in care. Educational psychology casework support for these children and young people will usually be provided by the educational psychologist for the educational setting that the child or young person attends.

An enhanced level of specialist casework has been provided for children and young people who are looked after and who attend City of York school settings and those placed in out-of-city, residential non-LA schools. Priority is given to children and young people in care who are experiencing difficulties in their education placements and those completing ‘education otherwise’ alternative or bespoke programmes.
Casework activities include:
- Attending various multi disciplinary meetings for children and young people in public care e.g. planning meetings, annual reviews, and child care review meetings etc.
- Consultation with other professionals regarding children and young people in care, in order to sustain stable school placements and improve the educational experiences and attainments of children who are looked after.
- Individual work with children and young people in schools e.g. seeking and representing their views, assessments of educational attainments and abilities.
- Advising the local authority on the issues and resources needed to support the education of individual children and young people placed in care with special educational needs, particularly those experiencing difficulties in school.
- Liaison with out of city educational psychologists and schools with regard to City of York children in care, placed in out of city placements.

Training

Planning and delivering a variety of in-service training with colleagues from other services to various groups working with children and young people in care e.g. teachers, teaching assistants, emotional literacy support assistants (ELSAs), designated teachers / workers for children who are looked after children, foster carers, school nurses / health visitors, social workers, staff from early years settings.

Previous topics for training have included:
- Role and responsibilities of the designated teacher
- Supporting the education of children and young people who have experienced early trauma and attachment difficulties
- Relationships
- Developing a nurturing school
- Mindfulness for social workers

Supporting the work of the Virtual School for Looked After Children

The educational psychologist for looked after children is a member of the CYC Virtual School Leadership Team and works with other members of the virtual school team to plan, implement and review the aims and objectives in the CYC Virtual School Improvement Plan, in order to improve the educational experiences and outcomes for children in care.

The educational psychologist for looked after children attends termly Virtual School leadership team meetings to support the Headteacher of the Virtual School to:
- Support the implementation of new local and national initiatives e.g. effective use of pupil premium plus for looked after children, improving stability of school placement for looked after children, ensuring that wherever possible these children and young people attend schools rated by OFSTED as good or outstanding
- Ensure that the LA and schools have systems in place to monitor and support the educational progress and attainment of looked after children.
In addition, the educational psychologist for children in care:
- offers supervision to the Virtual Head around casework and removing barriers to effective practice
- Provides a link between the Virtual School and the Youth Offending Team.

Consultation and Contribution to Review Meetings

Educational psychologists in CYC use solution-focused consultation and attend review meetings in order to promote the emotional wellbeing, attainment, and attendance of children and young people in care in their educational setting. They aim to remove barriers to learning by ensuring individuals have high aspirations for children in care, have stable educational placements and feel safe and secure in their learning environments.

In addition, the educational psychologist for children in care runs a termly virtual drop in for designated teachers. This service aims to provide solution-focused consultation to support designated teachers to support the needs of children and young people in care, and those who have been adopted, are under a child protection plan or who have a Special Guardianship Order.

Developments

In addition to the activities outlined above, the educational psychologist for children in care:
- Reviews and updates relevant EPS documents relating to the children in care role
- Attends local working groups in order to share information and keep up to date with new initiatives and programmes designed to improve the wellbeing and education of children in care
- Disseminates information with other key professionals so that they are fully informed about local/national initiatives/good practice to improve the education of children in care and aware of the statutory duties on local authorities to support the education of looked after children.

Please see EP Service Handbook Section 5: Children and Young People in Care Policy Statement and York’s Guarantee to children and young people in care.
5.7 Contribution to the development of Early Years Foundation Stage (0-5 years)

The Educational Psychology Service provides leadership and management to the Specialist Early Years Support Team (SEYST), through the Specialist Senior Educational Psychologist (Early Years). The Specialist Early Years Support Team includes:

- Early Support Coordinator
- Portage Service, Portage Home Visitors
- Specialist Early Years Teachers (SEN)
- Early Years Educational Psychology – Specialist Senior EP (EY)

The Specialist Early Years Support Team collaborates closely with other services and professionals e.g. medical practitioners and therapists at the Child Development Centre (CDC) York Hospital, and in the community, educational psychologists, the specialist teaching team (vision support, deaf and hearing support, physical and medical support and support for children with Autism), practitioners from Early Years Settings, Children’s Centres, the Early Years advisory and administrative teams and voluntary organisations. Members of the service are also involved in national and regional organisations within early years and SEN, and are accredited trainers for the National Portage Association (NPA) and for Early Support.

**Early Support Coordinator (ESC)**

Early Support is a national programme to improve the way that services and families work together for disabled children. This was originally (2004) for pre-school age children, but since 2013 has been extended to Children and Young People with disabilities aged 0-25.

The post of Early Support Coordinator within the SEYST was developed in 2007 as part of the original Early Support Programme for young disabled children age 0-5 years and their families. Each family with a child 0-5 years is able to nominate one of the professionals working with them to be their Early Support Key Worker (ESKW). The ESKWs help families to coordinate services and provide families with information and support. The key workers are drawn from many different agencies and are supported by the *Early Support Coordinator (ESC)* who became part of the Specialist Early Years Support Team (SEYST) in August 2007. The post-holder from August 2007- March 2015 was seconded from Health (previous post as a Health Visitor). Following her retirement a temporary part-time appointment has been made. Discussions are being held with Heath commissioning regarding possible future funding.

The Early Support Coordinator (ESC) works closely with the SEYST and other support services and practitioners from education, health and children’s social care, and particularly the health and disabilities team. She provides parent support activities at Children’s Centres, as well as visiting individual families in their own homes.

The key members of the Specialist Early Years Support Team and the Specialist Teachers for the Deaf are accredited trainers for the courses developed by Early Support nationally for parents, carers and practitioners working with the 0-5 age range.
City of York Portage Service

The Educational Psychology Service has been providing leadership and management of the City of York Portage Service through the Specialist Senior Educational Psychologist (Early Years) since 1996. Portage is a home visiting education service for pre-school children with special educational needs and disabilities (SEND). Home visits are made on a weekly or fortnightly basis. Portage helps parents and carers to support their child’s learning by breaking skills down into small steps.

All Portage home visitors have successfully completed a Portage Basic Training Workshop, which is accredited through the National Portage Association (NPA). They design activities with parents/carers to help encourage and promote children’s learning, communication and independence through play.

The service is available to families who have a child under five years old with difficulties or delays in more than one area of development. The service was expanded in 2004 to also include children at risk of developmental difficulties through low birth weight and/or premature birth or those who are in the care of the Local Authority. Portage has an ‘open’ referral system, meaning that anyone can refer a child to the Portage Service, including their parents/carers. The number of children being referred to the service continues to increase and the age at which they are being referred continues to fall i.e. below 2-3 years. Many of the referrals to Portage are now made via the Early Support Coordinator.

Children’s development is assessed and monitored using a developmental checklist, journal or profiles such as the Early Support Developmental Journals and the Early Years Foundation Stage (EYFS). Long term outcomes (LTO) are set for each child every six months, and each week the Portage home visitor plans activities with the parents to work towards the LTO that have been set. Six monthly reviews are held with each Portage family and their Portage Home Visitor by the Specialist Senior Educational Psychologist (Early Years) or the Senior Portage Worker. There is an ongoing evaluation system with an annual report and termly updates presented to the Portage Early Support and Children’s Centres in York (PESCCY) SEND in Early Years Steering Group. Outcome data is obtained through evidence of progress made by the children; the number of successful home visits made, and from parent feedback through anonymous exit-questionnaires. Parent evaluations have been consistently positive. An evaluation of past Portage parents (up to 15 years ago) was also completed in 2016, which provided positive evaluation of Portage as a preschool intervention. The feedback also provided information on services that parents would have or would value at school age and beyond.

Portage visits conclude if there is no longer concern about the child’s development or when the child starts attending an early years setting / school for five or more sessions per week (in some cases Portage visits continue for a while after the child starts attending a preschool but generally on a reduced frequency).

Currently the Portage team includes 1 Portage Co-ordinator (2½ days per week) who is the Specialist Senior Educational Psychologist (Early Years), 1 Senior Portage Worker (full time) and 4 part-time Portage Home Visitors (2.3 full-time equivalents). The service provides weekly home visits to about 50-60 families per year. Of these, approximately 40-50 children have identified special educational needs and 10 children are vulnerable of developing SEN because they were either pre-term/low birth weight or are looked after and living with foster carers.

The Specialist Senior Educational Psychologist for Early Years, alongside the Specialist Early Years Teachers (SEN) and Portage Home Visitors plays a major role in supporting transitions to nursery or school and provides advice toward statutory assessment when
required. Since 2014 they have also been actively involved in starting My Support Plans
with the children they work with.

The Portage service has embedded Early Support key working as part of its role, with the
majority of Portage families requesting that their Portage Home Visitor be their Early
Support Key Worker.

**Specialist Early Years Teachers (SEN)**

The Specialist Early Years Teachers (SEN) are currently comprised of two full-time posts.
The teachers provide support and advice for children from 2-5 years with additional needs.
They have expertise and training in child development, early learning and teaching children
with additional needs. They work directly with pre-school children as well as providing
information and advice to others: parents and carers, staff in early years settings, medical
practitioners and therapists in the community and at the Child Development Centre (CDC),
York Hospital and any other professionals involved with a child.

Referrals are made to the Specialist EY Teachers for children at SEN Banding 2 by the
SENCo from an EY Setting or by other professionals involved with the child. Following
further assessment, practical advice and recommendations related the child’s learning and
development are then provided. The teachers are also available at their base on one day a
week for telephone or pre-booked consultations: ‘Consultation day’. They have conducted
weekly preschool language intervention groups with specialist speech and language
therapists at the CDC, York Hospital. They are also involved in a variety of projects,
steering groups and training including Early Years SENCo training, termly SENCo
Networks and training in the areas of Behaviour Management and language and
communication interventions.

**Specialist Senior Educational Psychologist (Early Years)**

The Specialist Senior Educational Psychologist (Early Years) line-manages the service
delivery of the Specialist Early Years Support Team and seeks to ensure the delivery of
high quality educational psychology across the Early Years Foundation Stage (EYFS).

The SSEP (EY) works closely with other LA employees who support children and
practitioners in the Early Years and also with colleagues in Health, School Improvement
and Child and Family Services. This includes participation in direct casework; consultation
and providing solution-focused advice, training initiatives; and in strategic early years
partnerships and collaborative work with Children’s Centres and the Early Learning Leaders
and other Early Years teams. This includes conducting and writing smaller scale research
projects and reports e.g. evaluation of the Early Years Inclusion Fund 2012-2014 and the
Baby Room Project for Practitioners 2015-16

The SSEP (EY) also provides advice to parents and early years practitioners in the city’s
Enhanced Resource Provision for early years related to children’s development through
direct casework, training and consultation. Casework with private, voluntary and
independent early years settings (PVI) is provided by the whole of the EP team.

The direct involvement of the SSEP (EY) with pre-school children is usually for more
complex casework and/or as part of a Statutory Assessment for an Education, Health and
Care Plan (EHCP).
The SSEP (EY) leads on the 5 day Early Years SENCo training course, co-plans and delivers the termly SENCo Networks and also participates in the accredited Portage training course and in a variety of other early child development, SEN and inclusion courses.

Advice / Referrals for children in maintained nurseries attached to primary schools are made to the Educational Psychologist for each school.
## 6 SERVICE PRIORITIES 2017-20

### Developmental Activities for the EP Team Plan

#### A focus on frontline services CYC Council Plan 2015-19

<table>
<thead>
<tr>
<th>Strategic Plan</th>
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<th>Lead</th>
<th>Timescale</th>
<th>Performance measure and/or outcomes anticipated at July 2019</th>
</tr>
</thead>
</table>
|               |           | To establish a fully-traded EPS training offer. Activities to include:  
|               |           | • annual revision of the Traded Services brochure to incorporate early years content and new training packages  
|               |           | • addition of cancellation policy  
<p>|               |           | • amendment of emphasis on educational settings OR production of a second brochure for a wider audience | | | |
| CYPP          | Priority 1 – Early Help; Priority 2 – Emotional and Mental Health | To build staff capacity for supporting the emotional wellbeing of children and young people in the City of York | N | CE with ALL EPs | July 2016 | Revised training materials are wholly/partially incorporated into the revised 6 day ELSA training programme. Courses continue to be well-attended and positively evaluated, with a self-reported positive shift in staff confidence and competence following training. A minimum of two full days’ training on emotional health and wellbeing delivered to staff at York College. Training well-attended and evaluated positively. |
|               |           | To embed the 6-day revised ELSA training programme, to incorporate use of the revised training materials (January 2016) where appropriate. | | | | |
|               |           | To extend emotional literacy training for staff into post-maintained educational settings. | | | | |
| CYPP Priority 1 – Early Help; Priority 3 – Narrowing Gaps in Outcomes | To co-ordinate and facilitate an ELSA ‘reconnector’ session in order to upskill current ELSAs on the issues around domestic violence, working collaboratively with colleagues from IDAS. To create and pilot training materials for Early Years ELSA. | N | CE and GJ | July 2017 | Half day ‘reconnector’ session held for 50 existing ELSAs, with positive evaluations received. |
| CYPP Priority 2 – Emotional and Mental Health; Priority 3 – Narrowing Gaps in Outcomes | To promote understanding of brain development and it’s relevance to educational settings To undertake research into brain development across childhood and adolescence and how settings can understand and promote brain development. To create a package to support schools and settings. | N | CA, LF, AW | July 2017 | July 2018 | Working group established and meeting scheduled by July 2017. Relevant research undertaken. Support package created, based on research and evidence-based practice. |
| Council Plan 2015-19 A | To evaluate the CAMHS Cluster Pilot In collaboration with the Operational Group and the Wellbeing Workers, to lead on planning, data collation and analysis, and the | N | LF | September 2016 | Evaluation report produced and findings shared with Operational Group. |</p>
<table>
<thead>
<tr>
<th>Council that listens to residents; CYPP Priority 2 – Emotional and mental health</th>
<th>2015-16</th>
<th>production of an evaluation report of the CAMHS Cluster Pilot project 2015-16. To disseminate the findings of the evaluation as appropriate.</th>
<th>N</th>
<th>LF</th>
<th>December 2016</th>
<th>Findings of evaluation report shared with a range of audiences and in a range of formats.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council Plan 2015-19 A focus on frontline services; CYPP Priority 2 – Emotional and mental health; priority 3 Narrowing Gaps in Outcomes</td>
<td>To promote the sexual health and wellbeing of young people with learning difficulties.</td>
<td>To undertake research, including accessing relevant training, on sex and relationship education for young people with learning difficulties and reflect on the role of the EP in promoting this. To share the conclusions of this activity with the EP team.</td>
<td>N</td>
<td>LF, JJ</td>
<td>July 2017</td>
<td>Training attended and relevant research undertaken to enhance understanding of the EP role in promoting the sexual health of young people with learning difficulties. Working group established and meeting scheduled by September 2016. EPs will have increased understanding of their role in promoting sexual health of young people with learning difficulties and will feel confident when supporting young people, and those working with them, in this area.</td>
</tr>
<tr>
<td>CYPP Priority 3 – Narrowing Gaps in Outcomes</td>
<td>To develop and enhance practice around working with young people 16-25 years.</td>
<td>To access and contribute to CPD on working with young people aged 16-25 years. To disseminate findings from Regional CPD day to EP team To share good practice re. reports/letters to young people, including aspects such as employability skills. To share information and good practice around the development of bespoke personalised</td>
<td>N</td>
<td>LF, ET</td>
<td>May 2016</td>
<td>Workshop developed and delivered to EP colleagues as part of a regional CPD event.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>LF, ET, TH, GJ</td>
<td>September 2016</td>
<td>Content of CPD event fed back to EP team as part of termly EP development day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>LF, JJ, ET and EP team</td>
<td>September 2016</td>
<td>Examples of ways of reporting back to young people shared with the team. Aspects of good practice identified.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>LF, JJ</td>
<td>September 2016</td>
<td>EP team are familiar with accessing information about, and the processes</td>
</tr>
<tr>
<td>CYPP Priority 3 – Narrowing Gaps in Outcomes</td>
<td>To support children and young people experiencing sensory integration/processing difficulties.</td>
<td>To carry out research into sensory integration/processing, the implications of difficulties with sensory integration and how to support children and young people with needs in this area.</td>
<td>N</td>
<td>JJ, LF</td>
<td>December 2017</td>
<td>Working group established to undertake research into sensory integration/processing by September 2016.</td>
</tr>
<tr>
<td>DfE School Funding Reforms (2013); Council Plan 2015-19 A Focus on frontline services; CYPP Priority 3 – Narrowing Gaps in Outcomes</td>
<td>To embed the use of the CYC SEN banding thresholds for early years and post-maintained education.</td>
<td>To become familiar with the CYC SEN banding thresholds for children and young people in early years, post-maintained education and specialist provision (as appropriate).</td>
<td>Y</td>
<td>ALL EPs</td>
<td>December 2016</td>
<td>EPs are familiar with the suite of CYC banding threshold documentation and are confident in their use.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To facilitate widespread and consistent use of the CYC banding thresholds when working with settings to consider need, provision, strategies and resources, including funding.</td>
<td>Y</td>
<td>ALL EPs</td>
<td>July 2017</td>
<td>EPs use the suite of banding thresholds consistently when supporting settings and making recommendations.</td>
</tr>
<tr>
<td>Council Plan 2015-19 A council that listens to residents</td>
<td>To improve service delivery through the establishment of paperless working practices.</td>
<td>To identify an effective IT solution (tablet device) that will facilitate paperless working e.g. access to electronic case files.</td>
<td>N</td>
<td>CE</td>
<td>July 2017</td>
<td>All EPs have access to appropriate IT hardware and are confident in accessing electronic casework files.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To develop and embed efficient working practices that will support paperless working: • to develop and follow a programme of cleansing and scanning EP casework</td>
<td>N</td>
<td>TH with ALL EPs</td>
<td>July 2019</td>
<td>All EPs with responsibility for school-age casework will routinely cleanse, insert barcodes and send casework files (of all Y11 students as a minimum) for scanning</td>
</tr>
</tbody>
</table>
files (commencing with a minimum of all Y11s at the end of every academic year)
- to implement a system of opening all new files electronically and maintaining electronic casework files by scanning and saving to e-file all paper documentation

<table>
<thead>
<tr>
<th>Council Plan 2015-19 A council that listens to residents</th>
<th>To improve service delivery and sharing of information through the use of the MOSAIC database.</th>
<th>To access training on the MOSAIC database.</th>
<th>N</th>
<th>TH, CE with ALL EPs</th>
<th>September 2017</th>
<th>All EPs will have received training on how to access and store information on the MOSAIC database.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council Plan 2015-19 A council that listens to residents</td>
<td>To improve access to data through the use of the FFT Aspire database.</td>
<td>To access training on the FFT Aspire database.</td>
<td>N</td>
<td>TH, CE with ALL EPs</td>
<td>September 2016</td>
<td>EPs will have received training on how to access and interrogate the FFT Aspire database.</td>
</tr>
<tr>
<td>Council Plan 2015-19 A focus on frontline services; A council that listens to residents</td>
<td>To develop quality assurance procedures through the collation of data from service users by an extended range of means.</td>
<td>To gather the views of EP service users (parents/carers and schools/setting) through online surveys, providing paper copies as an alternative when requested.</td>
<td>N</td>
<td>CE</td>
<td>April 2018</td>
<td>Online survey systems for collation of data from parents/carers and schools/settings established. EP service users are able to give feedback on the service received through their preferred medium and their views are gathered efficiently.</td>
</tr>
</tbody>
</table>
To promote safe working practices and staff wellbeing through effective supervision.

To draft and finalise an EP service policy on supervision, drawing on research evidence and information-gathering activities undertaken with the EP team and cross-referenced to HCPC standards and AEP guidance.

To implement the policy throughout the EP team as part of good working practices.

An agreed supervision policy is in place and is implemented consistently across the team.

EPs access high quality supervision on a regular basis. Appropriate records are maintained to evidence supervision taking place.

NB ‘Positive evaluation’ of training is defined as 80% scoring ‘good’ or above.

<table>
<thead>
<tr>
<th>Strategic Plan</th>
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<th>Performance measure and/or outcomes anticipated at July 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children and Young People in Care Strategy 2016-20; CYPP Priority 2 – Emotional and Mental Health; Priority 4 – Priority</td>
<td>Children and young people have any need for additional emotional support recognised and addressed; Ensure that the principle of early intervention is understood and embedded</td>
<td>To attend Mental Health First Aid Training and deliver training to school staff</td>
<td>No</td>
<td>CA with EPs and Virtual School</td>
<td>Sept 2017</td>
<td>Anticipated outcomes: To increase understanding of how CYP can be supported and offer evidence-based training to support mental health in vulnerable groups, particularly children in care; Performance measure: 80% of training evaluations rated good or better</td>
</tr>
<tr>
<td>Groups</td>
<td>CWDC Training, Support and Development Standards for Foster Carers 2012</td>
<td>Ensure that children and young people are a priority for prompt intervention and support to prevent the need for them to leave their families and communities</td>
<td>To explore the current training offer for foster carers supporting CYP who self harm/require mental health first aid, and develop/deliver a package/toolbox of support dependent on need</td>
<td>No</td>
<td>CA with Virtual School</td>
<td>Jan 2018</td>
</tr>
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<tr>
<td><strong>Children and Young People in Care Strategy 2016-20; CYPP Priority 4 – Priority Groups</strong></td>
<td><strong>Child Sexual Abuse and</strong></td>
<td>Children and young people are supported to maintain, build and sustain positive relationships with others, including their birth families, siblings in care, carers and their peers. Vulnerable children are identified and</td>
<td>To develop and deliver training on developing and maintaining healthy relationships. Training to be delivered to CYP in care, initially as part of a summer school programme</td>
<td>No</td>
<td>CA</td>
<td>September 2016 then ongoing according to demand</td>
</tr>
<tr>
<td><strong>Anticipated outcome:</strong> To increase understanding of and capacity to build healthy relationships. To reduce vulnerability within relationships, increase capacity to stay safe within relationships and to know how to identify/seek help to leave unhelpful relationships. <strong>Performance measure:</strong> 80% of training evaluations rated good or better</td>
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<tr>
<td>Exploitation Storyboard 2016; CYPP Priority 2 – Emotional and Mental Health; NSPCC: Achieving emotional wellbeing for looked after children: A whole system approach (2015)</td>
<td>supported to reduce their vulnerability and promote resilience</td>
<td>Priority for change identified for Local Authorities: ‘Support and sustaining children’s relationships’</td>
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<tr>
<td>NSPCC: Achieving emotional wellbeing for looked after children: A whole system approach (2015); CYPP Priority 4 – Priority Groups</td>
<td>Priority for change identified for Local Authorities: ‘Give children and young people voice and influence’</td>
<td>Support the ‘Speak Up’ Children’s Advocacy Service to deliver ‘Speak Up and Hear My Voice’ training within schools across the city</td>
<td>No</td>
<td>CA with Speak Up team</td>
<td>July 2017 and ongoing</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td>To increase understanding of young peoples’ experience of care. To promote pupil voice of young people in care</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Performance measure: 80% of training evaluations rated good or better</td>
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<tr>
<td>CYPP 2015-19</td>
<td>Provide advice / support for school staff, early years staff, social workers and foster carers so they can continue to work together improve the education of CYC children in care</td>
<td>EP for children in care works as member of Virtual School Leadership Team to support the work of the CYC Virtual School for children in care by attending Virtual School Leadership Team Meetings and working with others to achieve the objectives in the Virtual School Action Plan.</td>
<td>No</td>
<td>CA with virtual school team</td>
<td>Jan 2016 and ongoing</td>
<td>EP for children in care attends Virtual School SLT Meetings which are held twice a term. EP for children in care to attend the Multi Agency Looked After Operational Implementation Group if the VHT is unable to attend</td>
</tr>
</tbody>
</table>
| Priority 3 – Narrowing Gaps in Outcomes; Priority 4 – Priority Groups; Virtual School Improvemen t Plan 4.2 & 4.4 | Priority for change identified for Local Authorities: 'Embed an emphasis on emotional wellbeing throughout the system' | EP for children in care to work with colleagues in health, children’s social care and other members of the Virtual School to provide a wide range of termly training for social workers, designated teachers / workers for children in care, foster carers and school staff so that they are aware of the current issues for Children in Care and ways in which they can work together to support and improve the education of children in care. EP for children in care to provide training to school staff on attachment and trauma as part of the CAMHS cluster pilot | No | CA with virtual school team | Jan 2016 and ongoing | The following courses to be provided 2 to 3 times a year:  
• Training for designated teachers / EY workers / school staff “Supporting CYP in school who have experienced early attachment difficulties and relational trauma”.  
• Training for CYC school Designated Teachers / Designated workers in EY / Social Workers and Foster Carers on “The Role and Responsibilities of the Designated Teacher for children in care”  
Bespoke training provided on request for individual CYC schools on working with children who have experienced early attachment difficulties and trauma  
Performance measure: 80% of training evaluations rated good or better | NSPCC: Achieving emotional wellbeing for looked after children: A whole system approach (2015); CYPP Priority 2 – Emotional and Mental Health | EP for children in care attends Virtual School SLT Meetings which are held twice a term. EP for children in care to attend the Multi Agency Looked After Operational Implementation Group if the VHT is unable to attend |
To establish the role of EP for young people in custody.

EP for YP in custody to form positive working relationships with colleagues in YOT and undertake developmental activities such as reading of relevant legislation and policies to support understanding of the role.

EP to advise ICT department around developing a progress tracker for young people with SEN who receive YOT involvement.

EP to attend relevant training related to children in custody and to disseminate relevant information to the wider EP team as required.

| CYPP 2015-19 Priority 1 – Early Help; Priority 3 – Narrowing Gaps in Outcomes | To establish the role of EP for young people in custody. | EP for YP in custody to form positive working relationships with colleagues in YOT and undertake developmental activities such as reading of relevant legislation and policies to support understanding of the role. | No? | CA | September 2016 | Role of EP for YP in custody is well-established and there is clarity around the nature and functions of the role within the EP team and in other services working with the EP for YP in custody. Clear systems are in place for communicating with, and seeking the involvement of the EP for YP in custody. | IT department are aware of the requirements of a progress tracker for YP with SEN who receive support from the YOT. Training is attended and relevant information shared to the wider EP team. |
| Early Years A focus on frontline services CYC Council Plan 2015-19 | | | | | | |

### Early Years

**A focus on frontline services CYC Council Plan 2015-19**

<table>
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<tr>
<th>Strategic Plan</th>
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<th>Performance measure and/or Outcomes anticipated at July 2019</th>
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<tr>
<td>DfE School Funding Reforms 2013</td>
<td>To i) develop and ii) implement the LA SEN Thresholds across areas of need (Cognition and Learning, SME, ASC, HI, VI, SLCN,</td>
<td>i) To write threshold bandings for all areas – Cognition and Learning; Social, Emotional and Mental Health; Speech, Language and Communication; Autism and Aspergers; Hearing Impairment; Visual Impairment and Physical Difficulties - within the Early Years. This will be in partnership with colleagues within the Specialist Teaching Team and Health.</td>
<td>Yes</td>
<td>GJ with SEYST</td>
<td>Jan 2017</td>
<td>i) Bandings written and being trialled by settings and SENAP</td>
</tr>
<tr>
<td>CYPP 2015-19 Priority 1 – Early Help</td>
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</table>
To support SENCOs in using the SEN Thresholds to consider strategies, provision and resources needed to address the needs of learners. To use the Thresholds to identify more accurately where more or less funding is required.

| DfE |children & Families Bill; SEN CoP 2014; CYPP Priority 1 – Early Help | Provide at least termly training and follow-up support for Early Years SENCOs in implementing the SEN legislation, focusing on how to complete My Agreed Outcomes and a My Support Plan | Yes | GJ with MF, MB & QM | At least termly from September 2016- July 2019 | ii) SEN Thresholds are being used effectively and consistently by SEN Services and SENCOs. SENCOs are assessing pupil needs in accordance with the correct bands (1-6), helping SENAP to target resources more effectively within the limited budget of the high needs block. |

| Council Plan 2015-19 A council that listens to residents; CYPP | Review data & effectiveness of Early Years Inclusion Funding (EYIF) 2014-2016 for children with | To update the evaluation of the EYIF An evaluation of the EYIF in York 2012-14 was completed and a report written based primarily on the research completed by the SSEP (EY) and submitted to DMT in the summer term 2014. Recommendations for improvements in EYIF practice arising from this study have been implemented and need to be evaluated. | No | C Clarke | December 2016 | Spring / summer | Collection and analysis of data and evidence of effectiveness /outcome measures to look at the most effective methods of application and allocation of EYIF funding and implementation of support for 2, 3 & 4 year olds with SEND who do not have an EHC plan. Evaluation Report written and submitted to
Priority 3 – Narrowing Gaps in Outcomes

- SEN - make reconditions for revisions and effective use of a limited fund

There has been an increase in applications for EYIF which now exceeds the budget available. York will be piloting the increase in free childcare to 30 hours entitlement a week in 2016 and this may result in an increased demand for EYIF to support children with SEND spending more time in childcare.

**An analysis of the EYIF applications during 2014-2016 and evaluation of the benefits of EYIF - SEN funding will be completed leading to further recommendations for improved practice, including the funding being more closely linked to the revised SEN Banding Thresholds for Early Years and the completion of MAO Plans and MSP.**

Council Plan 2015-19

**Priority 1 – Early Help; Priority 3 – Narrowing Gaps in Outcomes**

To complete an evaluation of the Baby Room Project (to improve the knowledge, confidence and practice of Baby room practitioners) implemented in York in 2015-16.

The **Baby Room Pilot Project** was completed in York in 2015-16 with Early Years practitioners from nurseries and childminders.

An evaluation of the project is being completed in the summer term 2016 – with possible recommendations for improvements in practice for implementing the training and project in future.

To revise the project and training as required to better meet the needs and improve the practice of baby room practitioner.

Delivery of the revised training/project (based on the above evaluation) to a new cohort of EY practitioners in 2016-17.

Evaluation of above

<table>
<thead>
<tr>
<th>Council Plan</th>
<th>Priority 3 – Narrowing Gaps in Outcomes</th>
<th>No</th>
<th>C Clarke with EYLW team and Children's Centre Deputy Strategy Manager</th>
<th>2017</th>
<th>DMT.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To conduct the project with a further group of EY Practitioners</td>
<td></td>
<td>As above</td>
<td>Sept 2016</td>
<td>Autumn 2016 and Spring term 2017</td>
</tr>
</tbody>
</table>
|              | The Baby Room Pilot Project was completed in York in 2015-16 with Early Years practitioners from nurseries and childminders. An evaluation of the project is being completed in the summer term 2016 – with possible recommendations for improvements in practice for implementing the training and project in future. To revise the project and training as required to better meet the needs and improve the practice of baby room practitioner.
|              | Delivery of the revised training/project (based on the above evaluation) to a new cohort of EY practitioners in 2016-17. Evaluation of above |    |    | As above |    |

i) Evaluation based on the collection of data - based on observations and questionnaires

ii) Evaluation report on benefits of the project completed and disseminated with recommendations for future practice

iii) Revised training and project to better meet the needs of EY practitioners in York and to achieve improved outcomes of the project - improvements recorded in knowledge, confidence and practice

iv) implemented to a new group of EY Practitioners with improvements recorded in knowledge, confidence and practice of baby...
<table>
<thead>
<tr>
<th>CYPP Priority 1 – Early Help; Priority 3 – Narrowing Gaps in Outcomes</th>
<th>Pilot the baby Room project with parents of babies in Children’s Centre Practitioners with Children’s Centre Workers</th>
<th>Consideration of the delivery of the project to parents for babies under 12 months. If appropriate, project to be piloted in selected Children’s Centre(s) Evaluation of above</th>
<th>C Clarke (with CC Deputy Strategy Manager &amp; CC workers and poss Health Visitors)</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>SEYST in collaboration poss with SAL Therapy Service</td>
<td>Portage HV with SEYST</td>
<td>Programmes, materials and training developed and delivered by the SEYST to provide training intervention programmes for preschool children with SLCN and SEND – resulting in the delivery of the programme and positive outcomes in children’s SLC</td>
<td></td>
</tr>
<tr>
<td>1) <strong>Chatter Box groups</strong> (speech language and communication group intervention developed by the Down syndrome Association for parents and preschool children)</td>
<td>➢ initial training provided for members of the SEYST to implement ➢ pilot the training/intervention with parents and children on their caseload</td>
<td></td>
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<tr>
<td>2) <strong>Communication Toolbox</strong> – to revised materials and develop a manual and deliver and training programme</td>
<td></td>
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</tr>
<tr>
<td>1) <strong>Chatter Box groups</strong> (speech language and communication group intervention developed by the Down syndrome Association for parents and preschool children)</td>
<td>➢ Training delivered to SEYST ➢ Programme delivered by SEYST for children and parents on their caseloads leading to improved outcomes in children’s SLC through the Chatter Box</td>
<td></td>
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<tr>
<td>2) <strong>Communication Toolbox</strong> cards updated and packaged and manual written</td>
<td>➢ Training for delivering the materials developed and delivered leading to use of the materials with children at home and in EY Settings and</td>
<td></td>
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</tr>
</tbody>
</table>
3) Specialist Early Years Teacher (SEN) to attend training on **Elklan for Early Years**
   - To develop a high-quality Elklan training package in collaboration with colleagues from the Speech and Language Therapy Service for preschool children with SLCN.
   - To deliver and evaluate the ELKLAN package and the training for preschool practitioners

4) Specialist Early Years Teacher (SEN) to attend training on **SCERTS** model, a comprehensive, multidisciplinary educational approach designed for children with Autism.
   - To deliver training to other members of the SEYST
   - To develop a high-quality SCERTS training package in collaboration with colleagues from the Specialist Teaching Team for Autism and Speech and Language Therapy Service
   - To deliver and evaluate the SCERTS package and the training for preschool practitioners
   - Interventions implemented by EY Practitioners with positive outcomes for children measured

<table>
<thead>
<tr>
<th>3) <strong>ELKLAN training</strong> completed by Specialist Early Years Teacher with a SAL Therapist to develop high quality training package to deliver together to train EY Practitioners</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Training Package prepared</td>
</tr>
<tr>
<td>- Training delivered to EY Practitioners - positively evaluated in terms of improved skills, knowledge &amp; practice to improve preschool children’s SLC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4) <strong>SCERTS training</strong> completed by Specialist Early Years Teacher to develop high quality training package with Specialist teacher for Autism to deliver together to train EY Practitioners</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Training delivered to other members of the SEYST to incorporate into their practice with their caseload as appropriate and measure outcomes</td>
</tr>
<tr>
<td>- To develop a high-quality SCERTS training package in collaboration with colleagues from the Specialist Teaching Team for Autism and possibly with Speech and Language Therapy Service</td>
</tr>
<tr>
<td>- To deliver and evaluate the SCERTS package and the training for preschool practitioners – with positive evaluation in terms of their skills, knowledge and practice to improve outcomes for preschool children with social communication difficulties</td>
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<tr>
<td>- Interventions implemented by EY Practitioners with positive outcomes for children measured</td>
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</tbody>
</table>

improved outcomes in the SLC
| CYPP Priority 2 – Emotional and Mental Health | To build staff capacity for supporting the emotional wellbeing of children and young people in the City of York | i) Write ELSA training course suitable for Early Years practitioners – in Settings and Schools. Adapt current school-age ELSA materials and those already written for Early Years.  
  
  ii) Pilot training initially in York before rolling out further across the city/advertising further through traded brochure. | CE, GJ and SEYT | Dec 2016  
  
  Summer 2017 | i) ELSA (Early Years) training course written.  
  
  ii) Pilot early years ELSA delivered to staff from early years settings across the city. Training well-attended and positively evaluated, with a self-reported positive shift in staff confidence and competence following the training. |
# MAINTENANCE ACTIVITY

<table>
<thead>
<tr>
<th>SERVICE AREA</th>
<th>OBJECTIVES</th>
<th>SERVICE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATUTORY ASSESSMENT</strong></td>
<td>1. Statutory Assessment Advice submitted within specified time limits</td>
<td>1. 100% within 6 weeks</td>
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<td></td>
<td>2. Provision of high quality reports based on interactive assessment</td>
<td>2. According to Service Guideline specification</td>
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<td>3. Written in ‘plain English’ and available in other languages and alternative formats if needed</td>
<td>3. Accessible to and understood by parents/carers</td>
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<td>4. Consistent advice to LA re. equitable use of resources</td>
<td>4. Advice consistent with agreed criteria</td>
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<tr>
<td><strong>ANNUAL REVIEWS</strong></td>
<td>1. Contribute to the Annual review process to ensure needs are met.</td>
<td>Contribute to 50% of Reviews according to priorities:</td>
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<td></td>
<td>2. Advise LA re. equitable use of resources</td>
<td>- Out of City Residential 95%</td>
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<tr>
<td></td>
<td>3. Advise settings re effective deployment of resources and provision</td>
<td>- Change of need or placement</td>
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<td>- Children in Care</td>
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<td>- Transition</td>
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<td>- Requests from the setting or parents/carers</td>
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<td></td>
<td></td>
<td>- To ensure equitable use of resources</td>
</tr>
<tr>
<td><strong>ASSESSMENT AND INTERVENTION</strong></td>
<td>1. Responding to need within the context of early intervention and preventative work</td>
<td>Offering a range of non-statutory and statutory activities, relating to the child or young person within their environment, as part of the assess-plan-do-review cycle</td>
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<tr>
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<td>2. Develop strengths with solution oriented consultation</td>
<td>Consultation-based approach to service delivery, applied consistently across the team.</td>
</tr>
</tbody>
</table>
Continued Professional Development

Educational Psychologists are expected to keep up to date and add to their knowledge base and skills in areas that are complex and changing with great rapidity. Advice to settings, the LA, and other organisations needs to be based on comprehensive and up to date knowledge of legislation, research and current practice. Since 2009, EPs are expected to fulfil the CPD standards of the Health and Care Professions Council (HCPC). It is also a requirement of The British Psychological Society (BPS) that in order to maintain eligibility for Chartered Status all members must maintain and submit a record of their CPD to the Society on an annual basis. In order to comply with this it is recommended that 12 days annually per person should be secured for training, conference attendance, and personal study. This is in line with the recommendations of the Association of Educational Psychologists (AEP). We seek to undertake continued professional development via both external and internally managed events.

In addition to its inherent importance in providing a high quality service, it should be recognised that Educational Psychologists may well be required to contribute to Tribunals as expert witnesses on behalf of the LA, and will be tested by barristers and other representatives against their contemporary knowledge base.

Recently prioritised areas for development have been identified as follows:

- Responding to the SEND legislation within the Children and Families Bill, including the Draft Code of Practice.
- Developing Education Health and Care Plans
- EPS contribution to the 16-25 arrangements
- Ethical Trading
- Clinical models of Supervision
- Sex and Relationships education for young people with complex needs
- Foetal Alcohol Syndrome/Spectrum Disorder
- Sensory Integration
- Decision-making re. SEND and the Law

CPD Arrangements

1. Each member of the team can attend one national or regional conference where the theme is relevant to service priorities or individually identified needs.
   The Association of Educational Psychologists (AEP) and the Division of Educational and Child Psychology (DECP) organise residential national conferences, and there are also a number of non-residential regional conferences. These not only provide high quality training opportunities in specific subject areas but are also an excellent opportunity to stay abreast of the national scene and developments in other services.

2. Externally organised training events.
   Individual psychologists should have the opportunity to attend day and occasionally residential courses, which focus on priorities identified in the CPD plan and through the Performance Development Review cycle.
3 **Internally organised training and development.**
External speakers are invited to contribute to our knowledge primarily through internally planned team-based activities. In some instances it may be possible to invite other relevant groups to share training opportunities with a view to broadening our knowledge base and enhancing collaborative working. The EP Service also benefits from the presence of Trainee Educational Psychologists (TEPs) within the Service who can bring cutting edge CPD from the university and ensure we remain forward thinking and up to date.

4 **Protected time for reading and preparation for in-service delivery.**
Reading and preparation for in-service delivery are recognised ways of learning and developing new skills and expertise. Time allocated for such activity also has the advantage of passing on skills and information to others.

5 **Financial arrangements.**
Training budgets across CEC have now been consolidated with the Workforce Development Unit. An annual meeting with WDU ensures training needs are identified and supported. Sometimes this has required procurement for bespoke training targeted at the Educational Psychology Service.
Staffing Structure 2017

Principal Educational Psychologist
Tina Hardman

Senior Educational Psychologist
Claire Elsdon

Educational Psychologists
Cathy Ardern
Liz Firth
Julia Johns
Emma Truelove

Educational Psychologist for Children in Care
Cathy Ardern

Trainee Educational Psychologists
Alison Walker
Jo Williams

Specialist Senior Educational Psychologist
(Early Years)
Geraldine Jackson

Specialist Early Years Teachers (SEN)
Melanie Feeney
Marian Beck

Senior Portage Worker
Queenie McNally

Portage Home Visitors
Jo Byers
Karen James

Early Support Keyworker Coordinator
Karen Taylor