

York Educational Psychology Service

# Traded Services Brochure

2019-2020



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## What Do We Offer?

York Educational Psychology Service works in partnership with schools, settings, and other providers of education and care.

We specialise in applying psychological principles to meet the educational, developmental, social and emotional needs of all children and young people.

### Service Features

The Educational Psychology Service provides core Local Authority services to schools and settings using a time allocation model. Alongside this, we also offer a range of traded services and products that schools and other customers can purchase. These include:

- Training
- Supervision
- Solution-focused consultation
- Parent and staff drop-in sessions (which aim to develop skill and promote confidence in supporting children and young people's needs)
- Support in developing and implementing strategic models at a whole-setting level
- Individual casework.

This brochure outlines some of the training we are able to provide as a service. However, we may also be able to offer bespoke training packages designed specifically to meet your individual needs.

**If you are an educational setting within the City of York Local Authority and are interested in purchasing or receiving further information about traded services, please contact your allocated Educational Psychologist in the first instance.**

**For all other enquiries please contact Tina Hardman, Principal Educational Psychologist or Claire Elsdon, Senior Educational Psychologist on 01904 554320 or [educational.psychology@york.gov.uk](mailto:educational.psychology@york.gov.uk)**

## Costs

Typical costs of purchasing training from the Educational Psychology Service are as follows:

Session	Time (approx)	Cost
Full Day	6 hours	£600
Morning	3 hours	£300
Afternoon	3 hours	£300
Twilight	2 hours	£200

N.B. Costs above are per setting and include preparation time. They do not include the production of course materials e.g. handouts, which can be negotiated. Costs of training may vary from those above if there are over 30 attendees, or if bespoke content is requested.

City-wide courses will typically be charged at a rate of £20 per hour per delegate. Therefore a place on a two hour twilight training would cost £40 per delegate. A minimum of 10 delegates per course is required for viability.

**Please note our cancellation policy as outlined on the Commissioning of Training form. A sliding scale of charges will apply depending upon the length of notice given.**

Charges for other services (including consultation, casework and supervision) will vary, but will typically be charged at £80 per hour.

## Contact Us

**Email: [educational.psychology@york.gov.uk](mailto:educational.psychology@york.gov.uk)**

**Phone: 01904 554320**

**Write: West Offices, Station Rise, York, YO1 6GA**

## Feedback Examples

*'I particularly enjoyed the session on Loss. It's a very emotive subject that was delivered in a sensitive way'*  
(TA, ELSA training)

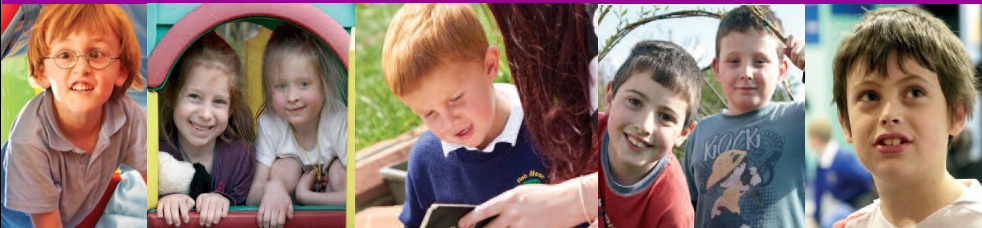
*'I already find myself using things I have learnt. I have become a better listener and have suggested strategies to (support) a child'*  
(TA, ELSA training)

*'Today's session was excellent because it provided a clear approach to an urgent need'*  
(SENCo, Multi-Element Plan training)

*'Really informative and a great way to teach and measure progress'*  
(Teacher, Precision Teaching training)

*'Lots of practical ideas and a wealth of resources with ideas of how to use them'*  
(SENCo, Dyslexic Continuum training)

## York Educational Psychology Service



## Examples of Training We Offer

### Item

**Acquired Brain Injury:** Approximately one million people in the UK live with an Acquired Brain Injury (ABI). This training aims to promote understanding of ABI and empower staff to support children and young people with an ABI in their setting.

**Anti-Bullying:** Anti-bullying training can focus on a range of topics dependent on your requirements. These may include identifying risk factors associated with bullying, current research in the field and evidence-based preventative and responsive strategies.

**Anxiety:** This training explores a range of definitions of anxiety and will help delegates to recognise some of the physiological signs of their own and others' anxiety. Approaches to providing support around key trigger points are explored, alongside strategies for keeping ourselves emotionally healthy and signposting to sources of extra support.

**Attachment and Early Trauma:** This training will provide an understanding of attachment and trauma and their impact on development. It will also consider strategies to support children and young people who have experienced developmental trauma or have attachment difficulties.

**Attention and Concentration:** This training investigates how attention and concentration skills can be developed, and how the learning environment can support children to focus their attention.

**Autism:** This training will provide an overview of different theoretical models of autism, before exploring how autism may impact on day-to-day life. Strategies for and approaches to supporting individuals with autism will also be discussed. This training is offered alongside colleagues from the Specialist Teaching Team.

**Bereavement and Loss:** It has been estimated that around 78% of young people have experienced the death of a close friend or relative by the time they reach 16 years of age. This training will explore a model of grief, before investigating how children and young people can be supported effectively at different ages and stages of the grieving process.

**Children in Care:** This training provides an in depth understanding of the potential needs of children who are in care, and will consider evidence-based approaches to supporting these children within your setting.

**Cognitive-Behavioural Principles:** This training explores how cognitive-behavioural principles can be used to promote emotional wellbeing.



## Item

**Dyslexia:** This training aims to up-skill staff to identify and meet the needs of children and young people on the dyslexia continuum.

**Early Years:** The Specialist Early Years Support Team (SEYST) who are led by the Specialist Senior Educational Psychologist (Early Years) deliver a range of early years courses, which are primarily advertised through the Workforce Development Unit. They include initial training for Early Years SENCoS who work with under 5s and termly EY SENCo Network training sessions (2 hours). They also deliver training sessions in early years assessment and interventions for children with learning and/or behaviour difficulties and/or disabilities.

**Elklan:** This programme is delivered in collaboration with the Speech and Language Therapy Service and is aimed at Teaching Assistants working in mainstream schools. It provides information and strategies to develop the communication skills of all children but especially those with speech, language and communication needs. Training is available for primary and secondary settings.

**Emotional Literacy Support Assistants (ELSA):** ELSA training is generally aimed at teaching assistants/pastoral staff and provides in-depth training on supporting the emotional wellbeing of children and young people.

**Emotion Coaching:** Emotion Coaching is an evidence-based, universal approach to help staff to support children and young people to self-regulate their emotions and behaviour, improving competencies to manage difficult feelings. The training will explore how Emotion Coaching can be used to create an ethos of positive learning behaviour and aid staff confidence to de-escalate situations when behaviour is challenging.

**Introduction to Restorative Practices:** Restorative practice is a group approach that facilitates individuals (e.g. children and young people) who have been involved in conflict to reflect on their involvement and repair relationships. This training provides an introduction to using restorative practice in schools or other settings.

**Mindfulness:** Mindfulness is a way of paying purposeful attention to things that are going on in our lives in the present moment and non-judgementally. This training considers how a mindful environment can be created within a classroom or other setting.

**Nurturing Principles:** This training supports staff in providing a nurturing, safe environment to children and young people.

**Peer Listening:** Peer listening enables young people to provide emotional and practical support to their peers. The training provides young people with the necessary skills to be effective peer listeners.

**Peer Mediation:** Peer mediation enables children and young people to resolve conflict among their peers. This programme trains children and young people to be peer mediators.

## Item

**Portage Training:** Portage training is a three-day workshop for parents and practitioners working with children with significant Special Educational Needs. Training provides a basic overview of the principles underpinning portage and supporting young children to learn new skills. Techniques being taught can be used in pre-school/early years settings as well as in homes.

**Precision Teaching:** Precision Teaching is a method of teaching children new information in a way that is tailored specifically to their ability and knowledge base. It aims to develop fluency and accuracy and allows staff to track pupil progress in very small stages. This training provides a step-by-step guide to implementing Precision Teaching within your setting.

**Promoting Positive Behaviour:** This training uses psychological frameworks to support individuals to promote positive behaviour, reduce challenging behaviour and manage crises.

**Self Esteem and Resilience:** This training gives staff an understanding of the impact of low self esteem, how to identify individuals with low self esteem, and how to build self-esteem and resilience in children and young people.

**Social Skills:** Social skills training provides staff with the skills to assess and develop social skills in children and young people.

**Solution-Focused Approaches:** This training gives an overview of solution-focused principles and considers how they may be applied to resolve problems and facilitate change in your setting.

**Supporting Refugee and Asylum Seekers:** This training aims to provide an overview of possible experiences of refugees and asylum seekers, educational and emotional wellbeing needs, and strategies to help and welcome children and young people into your school.

**Thinking Skills:** Thinking skills training aims to help staff understand different learning styles and give an overview of how children's thinking skills develop. Skills such as planning, organisation, time management, emotional control, attention, task initiation, flexibility and persistence are covered.

**Understanding Anger:** Anger is often interpreted as being an unhelpful emotion. This training looks at how anger and its manifestations can be understood as a form of communication, how to unpick what might be causing anger, and how to support individuals at different stages of arousal.

**Working Memory:** Having explored what working memory is, when it is used and its importance for learning, this course will consider possible indicators of working memory difficulties and how learner with these difficulties can be supported in their learning environment.