

Education and SEND Team Plan 2019-21

Team: **Educational Psychology Service (EPS)** Team Leader: Claire Elsdon Service Manager: Tina Hardman

Every child or young person is a learner

Our priorities	What we will do?	How we will do it? Who do we need to work with?	How we will judge success/outcome measure?	By when?
<p><b>1. Every child has a place in a good or better setting or school that fosters their joy in learning</b></p>	<ul style="list-style-type: none"> <li>Offer high quality training e.g. Complex Needs, Dyslexia, Elklan (5-11s and 11-16s) to support staff to meet the learning and/or communication needs of CYP at SEN Support/with an EHCP</li> </ul>	<ul style="list-style-type: none"> <li>Training will be delivered centrally or commissioned by schools/settings/services in accordance with Traded Services offer</li> </ul> <p>Work with:</p> <ul style="list-style-type: none"> <li>York Education to promote traded training</li> <li>Specialist Teachers/outreach teachers; Allied Health Professionals (e.g. SaLT) to secure co-delivery as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Children and young people's (CYP's) needs are correctly identified and appropriate strategies and support implemented by staff</li> <li>Training is publicised effectively and well- attended.</li> <li>Training is positively evaluated (e.g. 80% of training evaluations rate training as 'good' or better) eg Complex Needs training: 100% of delegates rated the overall content of the course as 'good' or better (36% 'good'; 64% 'excellent')</li> </ul>	<ul style="list-style-type: none"> <li>July 2020</li> <li>Individual course dates to be confirmed contingent on demand</li> </ul>
	<ul style="list-style-type: none"> <li>Provide support to the Virtual School to support CYPIC across all strategic priorities</li> </ul>	<ul style="list-style-type: none"> <li>EP for CYPIC to: attend Virtual School SLT meetings; provide supervision and consultation to members of the Virtual School; contribute to strategic development and deliver training</li> </ul> <p>Work with:</p> <ul style="list-style-type: none"> <li>Virtual School</li> <li>Designated Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Review of SLA- Virtual School provides positive feedback on support received from the EP for CYPIC</li> </ul>	<ul style="list-style-type: none"> <li>To be reviewed July 2020</li> </ul>

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<p><b>2. Every child is in a provision which meets their need and allows them to achieve to the best of their ability</b></p>	<ul style="list-style-type: none"> <li>Contribute to the introduction of Baby Room for Parents training as a pilot project – to cover Haxby Road and Tang Hall reach areas.</li> </ul>	<ul style="list-style-type: none"> <li>Joint planning and delivery</li> </ul> <p>Work with:</p> <ul style="list-style-type: none"> <li>Early Years and Childcare Service</li> <li>Local Area teams</li> </ul>	<ul style="list-style-type: none"> <li>Commissioned Baby Room sessions are delivered and well- attended</li> <li>Training is positively evaluated (e.g. 80% of training evaluations rate training as ‘good’ or better).</li> </ul>	<ul style="list-style-type: none"> <li>July 2020 (end of pilot)</li> </ul>
	<ul style="list-style-type: none"> <li>Fulfil our statutory duties towards CYPs with EHCPs, in a timely and effective way according to the SEND Code of Practice (2015)</li> </ul>	<ul style="list-style-type: none"> <li>Succession planning in order to retain sufficient staffing to cover increased statutory duties</li> <li>Provide high-quality bursary placements for TEPs to promote recruitment</li> </ul> <p>Work with:</p> <ul style="list-style-type: none"> <li>SEN Co-ordination team</li> <li>SENCo/Inclusion Leaders</li> <li>Parents/carers</li> <li>Regional providers of DEdPsych courses</li> </ul>	<ul style="list-style-type: none"> <li>95% of EP statutory advice submitted on time. To date:</li> <li>2014-15 – 86%; 2015-16 – 86%; 2016-17 – 97%; 2017-18 – 99%.</li> <li>Statutory advice focuses on needs, provision and outcomes, taking into account the graduated response implemented in schools/settings</li> <li>Biennial surveys to settings and parents/carers indicate positive evaluations of EP service delivery. Data indicates:               <ol style="list-style-type: none"> <li>Schools/settings agree that their allocation of EP time had been used efficiently: 2014 – 93%; 2016 – 78%; 2018 – 89%;</li> <li>Schools/settings agree that the EP had contributed to facilitating positive outcomes for CYP: 2014 – 90%; 2016 – 82%; 2018 – 95%.</li> <li>Parent/carer are satisfied or extremely satisfied with EP involvement overall: 2013 – 100%; 2016 – 88%; 2019 – 85%</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>September 2020</li> </ul>

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<p><b>2. Every child is in a provision which meets their need and allows them to achieve to the best of their ability</b></p>	<ul style="list-style-type: none"> <li>Improve EP attendance at and contribution to OOA reviews for our most complex CYP (50% for previous 2 years)</li> </ul>	<p>Work with:</p> <ul style="list-style-type: none"> <li>SEN Co-ordination team</li> <li>OOA schools/settings</li> </ul>	<ul style="list-style-type: none"> <li>75% of OOA reviews are attended by EP.</li> </ul> <p>To date, % of OOA annual reviews attended by EPS over time: 2016-17 – 50%; 2017-18 – 50%; 2018-19 – 61%.</p>	<ul style="list-style-type: none"> <li>To be reviewed end of July 2020</li> </ul>
	<ul style="list-style-type: none"> <li>EPs will have increased knowledge in supporting CYP in custody with an EHCP</li> </ul>	<ul style="list-style-type: none"> <li>EP for CYP in Custody to deliver training or a workshop on supporting CYP in custody with an EHCP to EP team</li> </ul>	<ul style="list-style-type: none"> <li>100% of EPs attended training</li> <li>Training is positively evaluated (e.g. 80% of training evaluations rate training as ‘good’ or better)</li> </ul>	<ul style="list-style-type: none"> <li>July 2020</li> </ul>
	<ul style="list-style-type: none"> <li>EP for CYPIC and custody to update knowledge of research related to the role, and to disseminate knowledge to EPs and Virtual School colleagues as required</li> </ul>	<ul style="list-style-type: none"> <li>EP for CYPIC to attend relevant training and/or conduct research and disseminate to colleagues</li> </ul> <p>EP for CYPIC to work with:</p> <ul style="list-style-type: none"> <li>Virtual School</li> <li>EPs</li> </ul>	<ul style="list-style-type: none"> <li>EPs and Virtual School members maintain up to date knowledge</li> <li>Production of case study as outcome measure</li> </ul>	<ul style="list-style-type: none"> <li>July 2020</li> </ul>
<p><b>3. Every child and family is listened to and engages in decisions about how their needs are met</b></p>	<ul style="list-style-type: none"> <li>Establish ‘CYP-friendly’ systems for seeking CYPs’ views following EP involvement</li> </ul>	<ul style="list-style-type: none"> <li>Research and dissemination by Evaluating Outcomes working party</li> <li>Trialling of systems with CYP by EP team</li> <li>Potential implementation of CYC app ‘Mind of My Own’</li> </ul> <p>Work with:</p> <ul style="list-style-type: none"> <li>Focus group(s) of CYP</li> <li>EP team</li> </ul>	<ul style="list-style-type: none"> <li>Feedback on quality and impact of EP involvement routinely gained from CYP</li> <li>80% of CYP report feeling that EP involvement was valuable (no baseline data available as no data currently being collected)</li> <li>EPs report that systems are efficient and do not compromise the validity of information gained</li> </ul>	<ul style="list-style-type: none"> <li>July 2020 (end of trial)</li> <li>System finalised and embedded in practice by April 2021</li> </ul>

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<p><b>3 Every child and family is listened to and engages in decisions about how their needs are met</b></p>	<ul style="list-style-type: none"> <li>Analyse findings from parent/carer survey</li> <li>Develop, implement and review an action plan arising from the survey</li> </ul>	<ul style="list-style-type: none"> <li>Formulate and send out biennial parent/carer survey; collate and report on data</li> <li>Develop and review action plan</li> </ul> <p>Work with:</p> <ul style="list-style-type: none"> <li>Parents and carers of CYP who have had EP involvement</li> <li>EP team</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of parents/carers report feeling satisfied with the service received. Data from parent/carer surveys indicates that parents are satisfied or extremely satisfied with EP involvement overall: 2013 – 100%; 2016 – 88%; 2019 – 85%</li> <li>Increased survey return rate (50%) for survey due 2021. Previous return rates: 2012 – 20%; 2013 – 28%; 2016 – 30%</li> <li>Number of parental complaints re EP involvement received by LA kept to a minimum</li> <li>Ofsted webinar does not raise any unexpected issues</li> </ul>	<ul style="list-style-type: none"> <li>May 2020 for current survey</li> <li>July 2021 for next survey</li> </ul>
	<ul style="list-style-type: none"> <li>Embed a rights-based approach to working with CYP and their families</li> </ul>	<ul style="list-style-type: none"> <li>Research and dissemination by Children’s Rights working party</li> <li>Trialling of rights-based approaches/practices by EP team</li> <li>EP representation on Forums for Voice and Influence</li> </ul>	<ul style="list-style-type: none"> <li>EP practice is founded upon respecting and promoting CYP’s rights in accordance with UNCRC (1989)</li> <li>All new and reviewed EPS policies include reference to Children’s Rights (e.g. Dyslexia policy statement 2019/20)</li> <li>EP promote right-based approaches at relevant Forums</li> </ul>	<ul style="list-style-type: none"> <li>July 2021</li> </ul>

Nurture to Attain and Thrive

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<p><b>4. Ensuring every setting/school promotes well – being and is trauma and mental health informed in its practice</b></p>	<ul style="list-style-type: none"> <li>Develop and trial 3-5 day Early Years ELSA programme incorporating modules on:               <ul style="list-style-type: none"> <li>- Attachment</li> <li>- Self esteem</li> <li>- Loss and Bereavement</li> <li>- Social Communication</li> <li>- Managing strong feelings</li> <li>- Therapeutic stories</li> </ul> </li> <li>Piloted in West of City as part of the Social Mobility project</li> </ul>	<ul style="list-style-type: none"> <li>Early Years ELSA working party established</li> <li>Early Years ELSA working group (includes Educational Psychologists and Specialist Early Years Support Team (SEYST))</li> <li>Social Mobility project lead from School Improvement and Effectiveness Team</li> </ul>	<ul style="list-style-type: none"> <li>Successful development and delivery of modules or whole 3-5 day course</li> <li>Training is well-attended</li> <li>Training is positively evaluated (e.g. 80% of training evaluations rate training as ‘good’ or better).</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of two modules delivered by end of Autumn term 2019</li> <li>Trial of entire course by July 2020 (or delivery of modules, depending upon financial restraints of settings).</li> </ul>
	<ul style="list-style-type: none"> <li>Offer high quality training to support staff and wider workforce to meet the SEMH needs of CYP at SEN Support/with an EHCP</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of annual school-age ELSA training</li> <li>Trialling of revised 6-day ELSA training materials</li> <li>Delivery of Youth MHFA 1-day and 2-day courses according to demand and capacity</li> <li>Delivery of Emotion Coaching</li> </ul> <p>Work with:</p> <ul style="list-style-type: none"> <li>Specialist Teaching Team</li> <li>School Wellbeing Service</li> <li>Virtual School for CYPiC in order to co-deliver training</li> <li>York Education to promote training</li> </ul>	<ul style="list-style-type: none"> <li>Revised ELSA materials are trialled and evaluated</li> <li>Training is promoted effectively, delivered annually and is well-attended</li> <li>Training is positively evaluated (e.g. 80% of training evaluations rate training as ‘good’ or better).</li> </ul> <ol style="list-style-type: none"> <li>Ratings of the extent to which the current ELSA training course achieved identified learning outcomes: autumn 2017 – 99.12%; summer 2018 – 100%; spring 2019 – 98.98%.</li> <li>Ratings of the Youth MHFA two-day training course: 100% of delegates rated the course as ‘good’ or better (22.7% ‘good’, 77.3% ‘excellent’).</li> <li>Emotion Coaching training 100% of delegates rated the overall content of the course as ‘good’ or better (11% ‘good’; 89% ‘excellent’).</li> </ol>	<ul style="list-style-type: none"> <li>May 2020 (school-age ELSA)</li> <li>Individual course dates for YMHA and EC to be confirmed contingent on demand</li> </ul>

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<b>4. Ensuring every setting/school promotes well-being and is trauma and mental health informed in its practice</b>	<ul style="list-style-type: none"> <li>Offer support / interventions to promote staff wellbeing and safe practice</li> </ul>	<ul style="list-style-type: none"> <li>Deliver clinical supervision to HMO and Applefields wellbeing staff as per Traded Service SLA</li> <li>Offer dedicated staff support time to Nurture Groups, primary ERPs</li> </ul>	<ul style="list-style-type: none"> <li>Introduction and Review of SLA with HMO and Applefields</li> <li>Biennial survey to schools and settings requesting feedback on satisfaction with use of EP time (narrative)</li> </ul>	<ul style="list-style-type: none"> <li>July 2020</li> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Offer support / interventions to promote staff wellbeing and safe practice</li> </ul>	<ul style="list-style-type: none"> <li>Review of ELSA support groups following ELSA audit.</li> <li>enhance support group offer to twice per term (from January 2020) so ELSAs fulfil the requirements of ELSA registration</li> <li>Collaboration with WDU to secure CPD for EP team on coaching skills</li> </ul> <p>Work with:</p> <ul style="list-style-type: none"> <li>Headteachers and identified staff in HMO and Applefields</li> <li>ELSAs and their line managers</li> </ul>	<ul style="list-style-type: none"> <li>CPD on coaching is positively evaluated by EP team (80% good or better). Coaching skills are embedded in practice</li> <li>Introduction of a register shows consistent attendance at ELSA support groups</li> <li>ELSAs report satisfaction with support group model (focus group style of feedback at end of academic year)</li> </ul>	<ul style="list-style-type: none"> <li>July 2020</li> </ul>
	<ul style="list-style-type: none"> <li>Offer training to all Designated Teachers in schools for children aged 4-16 relating to developmental trauma and attachment at least annually</li> </ul>	<ul style="list-style-type: none"> <li>Deliver training on a topic relating to developmental trauma and attachment at Designated Teacher Network Meetings</li> </ul> <p>Training delivered with and to:</p> <ul style="list-style-type: none"> <li>Virtual School</li> <li>Designated Teachers</li> </ul>	<ul style="list-style-type: none"> <li>95% of Designated Teachers take up the offer of training</li> <li>Training is positively evaluated (e.g. 80% of training evaluations rate training as 'good' or better)</li> </ul>	<ul style="list-style-type: none"> <li>Annually, until at least 2022</li> </ul>
	<ul style="list-style-type: none"> <li>Provide guidance to all Designated Teachers and Headteachers on developing an attachment and trauma informed approach to behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Develop guidance and disseminate to Designated Teachers and Headteachers</li> </ul> <p>Work with:</p> <ul style="list-style-type: none"> <li>Virtual School, EPS, Designated Teachers, Headteachers, and other members of school staff</li> </ul>	<ul style="list-style-type: none"> <li>100% of Designated Teachers and Headteachers will have access to the guidance</li> </ul>	<ul style="list-style-type: none"> <li>July 2021</li> </ul>

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<p><b>5. Every young person is enabled to develop the confidence, knowledge and skills to make a secure transition in to adult life</b></p>	<ul style="list-style-type: none"> <li>Undertake research which will inform the production of a guidance document and brief two-page summary around emotionally-based school avoidance (EBSA) and supporting inclusion in mainstream settings</li> </ul>	<ul style="list-style-type: none"> <li>EBSA working party to undertake research and develop draft guidance document</li> </ul> <p>Work with:</p> <ul style="list-style-type: none"> <li>Mark Smith, School Attendance Adviser</li> <li>Lynne Johns, Team Leader for SpTT</li> <li>Specialist Teaching Team (ASC)</li> <li>Schools/settings – SEN and pastoral staff</li> <li>Parents/carers</li> <li>Children and young people</li> </ul>	<ul style="list-style-type: none"> <li>Draft guidance document positively reviewed by focus group to include key stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>July 2021</li> </ul>