



## City of York Council

### Service Level Arrangements 2019-20

A Service Level Arrangement between:

Service: Educational Psychology

&

Educational settings in York

(schools, academies and colleges)

# 1. Description of Service(s) to be provided

## General Description of Service

The principal aim of the Educational Psychology Service is to improve the educational outcomes, emotional wellbeing and personal development of children and young people through the application of psychology to consultation, assessment, advice, and interventions. 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.

The service's core functions are based around three areas of operation:

- Work with schools and Further Education (FE) settings
- Early years work
- Multi-agency work

In relation to our work within educational settings we operate at 3 levels:

- i With the whole school/setting as an organisation
- ii With staff and parents/carers
- iii With individuals or groups of children and young people.

## Range of Work

Educational Psychologists engage in a wide range of activities including:

- Consultation with staff, parents and carers on effective ways of supporting children and young people with additional needs and SEN in educational settings, including mainstream schools, specialist provision and FE providers.
- Early identification and intervention including the provision of Portage home visiting, preschool teaching support, 'Early Support' keyworker coordination and early years educational psychology services.
- Advice to the Local Authority (LA) regarding needs, provision and outcomes for individual children and young people, initially as part of a non-statutory My Support Plan (MSP) and potentially as part of the statutory Education Health and Care (EHC) Needs Assessment process in accordance with the SEND Code of Practice (2015).
- Monitoring and reviewing provision for children and young people with Education Health Care Plans (EHCPs) through the Annual Review process.
- Promoting inclusion through whole school/setting development work.
- Training for professional staff, voluntary groups, parents and carers about the application of psychology in education.

- Support networks for staff eg termly ELSA support networks and supervision offered to staff in specialist provisions.
- Direct intervention work with individuals or groups of children and young people, which draws on psychology (e.g. peer mediation, solution focused work, Circle of Friends).
- Project work and research to help raise the achievement of children and young people and to remove barriers to learning.
- Collaboration with colleagues in the School Wellbeing Service, Virtual School, CAMHS and Social Care to increase wellbeing and raise the achievement of Children in Care.
- Collaboration with early years settings to increase wellbeing and raise the achievement of vulnerable groups within preschool children.
- Advice and support to schools, early years settings and FE providers in response to critical incidents in the community.
- Strategic work which contributes to the planning and policy development of the LA. This includes contributions to a wide range of Forums, Working Parties and Panels.

## 2. Requesting Educational Psychology Involvement

### Early Years settings:

Requests for EP involvement come from other professionals within the Early Years SEN team, e.g. Portage or the Early Years SEN Teachers or colleagues from the Specialist Teaching Team.

### Planning meetings with schools and colleges:

The purpose of the planning meeting is to ensure that available time and expertise from the Educational Psychology Service, alongside other relevant support services, is deployed in the most powerful and effective way possible to promote the wellbeing, personal development and education of children and young people (CYPs) and in particular, to improve outcomes for vulnerable groups, including Children in Care and those with complex SEND.

The way in which time is deployed should be negotiated between the educational setting and the named educational psychologist, and will take account of the setting's identified priorities and the statutory duties of the Local Authority. Consideration will also need to be given to achieving a balance between preventative approaches and reactive responses to presenting concerns.

We anticipate that most medium to large schools and all colleges will have a planning meeting each term and that smaller schools will have at least one meeting a year but with flexibility in the light of individual circumstances. The meeting itself should focus on the planning of priorities and in most cases, should not take more than an hour – an hour and a half. It is not intended that the planning meeting should be a detailed review of individual children as this should be covered in the 'Assess, Plan, Do, Review' cycles.

## **Consent and Data Protection:**

If a setting wishes to discuss specific named children and young people in relation to whether a request for EP involvement is appropriate, the SENCo must gain consent from parents/carers, or the young person if over 16 years. In exceptional circumstances it is possible to engage in anonymised problem-solving and signposting as part of the consultation process if consent has not been gained, but in line with the HCPC Code of Conduct, no records will be kept by the Educational Psychology Service of 'unnamed' consultations.

In accordance with the General Data Protection Regulation (2018), written informed consent from parent(s)/carer(s), or the young person if over 16 years, using our service 'Request for Involvement' form, will be required prior to any more detailed consultation and/or direct involvement from the EP. Our new request form includes a privacy notice to explain how personal data will be stored and accessed, including information on withdrawing consent and retention of EP files. This must also be signed and dated.

***Please can we ask you to maintain anonymity in planning meeting agendas/minutes if consent has not been gained i.e. to ensure that any identifying features of a child or young person are not provided (including name, DoB).***

It is anticipated that each planning meeting will follow a standard format involving three elements:

1. Review of the service provided in the previous period. The educational psychologist will provide data about how time has been used during the previous academic year/term in order to inform this discussion (Activity Log).
2. Identification of priorities, including whole school /setting or year group developments, staff training, as well as individually identified children. It will be informed by progress data and feedback from OFSTED Inspections, well as by the school/setting's own in-depth knowledge of the needs of its staff, children/young people and local context.
3. The planning and organisation of the work schedule for the coming term, including, where possible, booking dates in the diary.

It is recognised that it will not always be possible to plan the full term's schedule because there will always be unforeseen events and changing priorities, but the intention is, as far as possible, to work towards a planned strategic approach which uses available time in the most efficient and effective way possible. **We ask schools to ensure that work requested is paced across the three terms to enable EPs to plan and organise their time in a fair and equitable manner.**

Brief notes from the Planning Meeting must be written up. Responsibility for recording should be negotiated between the setting and EP but it is worth remembering that if the EP undertakes this task then the time required for typing up the minutes will be 'charged' to the school's allocation of EP time.

## **Traded services offered by the York EP Service**

see brochure:

[https://www.york.gov.uk/downloads/download/581/educational\\_psychology\\_services\\_brochure](https://www.york.gov.uk/downloads/download/581/educational_psychology_services_brochure)

The Educational Psychology Team is retained as a centrally funded service. Schools/ FE providers and early years settings will not be charged for statutory services which are provided within an allocation of time as part of the 'core offer'.

It is possible for schools/settings to purchase additional non-statutory educational psychology services.

### **What can schools buy?**

- Training and staff development
- Consultation and problem-solving
- SENCO support / supervision
- Additional ELSA network support, this is in addition to the termly 'cluster' meeting from the LA Core (free) Offer
- Research and evaluation
- Involvement in small group work.
- Drop-ins for staff or parents
- Non-statutory casework via an Associate Educational Psychologist

A full day's training (including time for preparation and production of materials) will cost £600, with pro rata arrangements for half days or twilights at £100 per hour. Initial discussions should take place with the named educational psychologist for the school, and a 'commissioning of training' form completed and returned to the educational psychologist. Services will be planned and delivered by the EP team as a whole. Please note we have a cancellation policy (see 'commissioning of training' form for details). All other traded work is typically charged at £80 per hour.

## **3. Responsibilities of the Provider**

### **Schools and settings can expect educational psychologists to:**

- Conduct themselves professionally according to the national British Psychological Society (BPS) Code of Ethics, the Code of Professional Practice for 'Practitioner Psychologists' (Health and Care Professionals Council 2016) and the LA's policies and procedures.
- Provide our services in a courteous, responsive and timely manner.
- Use a range of consultation, assessment and intervention techniques, as appropriate.
- Negotiate priorities with settings at regular planning meetings, adhering to the framework of our time allocation model, pacing work across all three terms as much as possible.
- Complete Discussion Records, Consultation Summaries or notes from meetings within 20 working days, wherever possible.
- Maintain and develop professional EP practice based on local, regional and national developments.
- Be well informed about the LA policies and procedures for SEND.

- Be up to date with recent relevant legislation and evidence-based practice
- Arrive punctually, notifying you promptly if travelling is causing a delay.
- Inform the school/setting as soon as possible if a visit has to be cancelled and whenever possible provide an alternative date.

## 4. Responsibilities of the Commissioner

### Schools and settings are expected to:

- Provide a key contact for the Educational Psychology Service; this will usually be the SENCO.
- Negotiate priorities with the named EP at regular planning meetings, adhering to the framework of our time allocation model, pacing work across all three terms as much as possible.
- Negotiate priorities and effective use of time for each visit to the school/setting and keep to the agreed timetable, accepting that sometimes there are exceptional circumstances.
- Provide copies of My Support Plans (MSPs), EHC Plans and other relevant records or reports, electronically whenever possible.
- Make time available for key staff to consult with the educational psychologist.
- Undertake to carry out recommendations made by the educational psychologist to the best of the setting's ability.
- Provide accommodation appropriate to the agreed programme of work e.g. a quiet, furnished and comfortable room in which to assess a child/young person or meet parents/carers.
- Inform the EP as soon as possible if it is necessary to change the agreed programme (e.g. because a child or young person is absent).

### Obtaining informed consent for direct EP involvement:

- In accordance with the HCPC 'Standards of Conduct Performance and Ethics' and the General Data Protection Regulation (2018), we will ask education settings to obtain written informed parental consent *prior* to any individual work with a child **under 16 years old**. The EPS 'Request for Service Involvement' form should be signed by the parent/carer and sent to the EP for the setting before any detailed consultation and/or direct work with the family or child/young person is undertaken. A copy of the form should also be sent to the parent(s).
- In accordance with the HCPC 'Standards of Conduct Performance and Ethics' and General Data Protection Regulation (2018), we will ask education settings to obtain a young person's written informed consent *prior* to any individual work, if the young person is **over 16 years old**. The EPS 'Request for Service Involvement - Post-16' form should be signed by the young person and sent to the EP for the setting before any detailed consultation and/or direct work with the young person is undertaken. A copy of the form should also be given to the young person.

## 5. Service Availability

### Time Allocation for schools and FE providers

This includes time allocated to mainstream schools and specialist settings. The table overleaf sets out a framework of expectations through a time allocation model. The nominal number of sessions available to each school/setting has been calculated according to a formula, which gives a weighting to each of the following factors:

- the number of pupils on roll
- the number of pupils entitled to free school meals
- the number of pupils with identified SEN who have an EHC Plan
- the number of pupils who did not achieve key stage age-related expectations in English and Maths
- the presence of a LA enhanced resource provision (ERP)

This process of time allocation is primarily intended to ensure that the Educational Psychology Service can provide a high quality service to schools/settings in a manageable, transparent and equitable way. It is important to emphasise that the overall pool of time available to schools and settings is a fixed quantity, but within this limitation it is recognised that there may be exceptional circumstances when EPs have to provide additional sessions to fulfil statutory duties e.g. undertaking psychological advice for statutory EHC needs assessments or to inform a change of placement for a Child in Care/Custody.

The formula for out time allocation is refreshed annually in March using relevant information held by the CYC Intelligence Hub eg census data.

<b>EDUCATIONAL PSYCHOLOGY SERVICE ALLOCATIONS Jan 2020 (covering maternity)</b>			
<b>Primary</b>			
<b>SCHOOL</b>	<b>SESSIONS</b>	<b>SCHOOL</b>	<b>SESSIONS</b>
Acomb	11	Osballdwick	18
Archbishop Junior	9	Our Lady Q of Martyrs	18
Bishopthorpe Infant	5	Park Grove	13
Badger Hill	10	Poppleton Ousebank	18
Burton Green Primary	14	Poppleton Road	19
Carr Infant	17	Ralph Butterfield	7
Carr Junior	24	Robert Wilkinson	24
Clifton Green Primary	29	Rufforth	5
Clifton With Rawcliffe	19	Scarcroft	13
Copmanthorpe	13	Skelton	5
Dringhouses	8	St Aelred's RC	16
Dunnington	6	St Bamabas' CE	7
Elvington	4	St George's RC	8
Fishergate	15	St Lawrence's CE	13
Haxby Road	19	St Mary's CE	4
Headlands	11	St Oswald's	12
Hempland	12	St Paul's CE	7
Heworth CE	7	St Wilfrid's RC	9
Hob Moor Primary	24	Stockton-on-the-Forest	4
Huntington	11	Tang Hall	15
Knavesmire	16	Westfield Primary	32
Lakeside	12	Wheldrake	6
Lord Dera more's	8	Wigginton	11
Naburn	4	Woodthorpe	18
New Earswick	13	Yearsley Grove Primary	20
<b>Secondary</b>		<b>Enhanced Resources</b>	
All Saints	18	Fulford (Autism)	10
Archbishop Holgate's	27	Joseph Ro (Autism)	10
Fulford	14	Haxby Road (SLCN)	5
Huntington	17	Haxby Road (Autism)	10
Joseph Rowntree	20	St. Oswalds (SpLD)	5
Manor	19	Hempland (HI)	5
Millthorpe	16	St. Paul's (Early Years)	20
Vale of York	15		
York High	21		
<b>Post 16</b>		<b>Specialist settings</b>	
York College	28	Applefields + Post 16	35
Askham Bryan	14	Applefields Orchard	5
York Learning	25	Applefields Satellite	5
Minster	6	Millthorpe Satellite	5
		Danesgate/EOTAS	40
		Hob Moor Oaks	25
<b>1 session = 3 hours including travel</b>			



## Contact and Non-contact time

Educational psychologists' contact time with staff, children and young people, as well as parents/carers, needs to be complemented by time out of the school/setting in order to:

- Read files, reports and discussion notes prior to a visit
- Record work undertaken, including scoring assessments and writing of reports
- Organise administration, phone calls, emails, scanning/photocopying etc.
- Contact other agencies
- Liaise with SEND Officers
- Consult with colleagues
- Consult with parents/carers, including home visits
- Produce resources
- Research and plan strategies for intervention
- Travel.

*Where these kinds of activity relate specifically to a particular school/setting they will be included in the time allocation.*

## Time requirement guide for psychologists' activities

Activity	Probable Range (minutes)	
	Minimum	Maximum
1 Consultation with staff	30	60
2 Observation in class	30	60
3 Meeting with parents/carers	30	60
4 Individual interview with child/young person	45	60
5 Group work (e.g. Circle of Friends) per session plus preparation time	45	60
6 Stand alone individual learning assessment with child/young person	90	150
7 Report writing and communication	60	210
<p>N.B. A full assessment for 1 child/young person is likely to take in excess of 2 full sessions. This may include consultation with staff and parents/carers as well as observation or direct work with an individual.</p> <p>A Statutory EHC Needs Assessment will require a minimum of 4 - 5 sessions, often more if the case is highly complex or for tribunal / out of area placement.</p>		

## 6. Core Functions

<p><b>Consultation to an educational setting:</b> A focused discussion related to policy development, whole school/setting approaches, staff development, group work or training.</p>	
<p><b><i>The service will provide:</i></b></p> <p><b>Time:</b> Approximately 30 minutes to an hour for initial consultation. Follow on time dependent on defined course of action.</p> <p><b>Expertise:</b> Broadly based knowledge of psychology and its application in educational settings</p> <p>Good understanding of national frameworks and legislation</p> <p>Sharing good practice from local and regional developments</p> <p><b>Reporting:</b> Initially through 'Consultation Record' proforma.</p>	<p><b><i>The setting will provide:</i></b></p> <p><b>Staff:</b> Head teacher/Principal, SENCO, Pastoral Leader, Member of SLT as appropriate.</p> <p><b>Resources:</b> Pre-arranged time and venue Details of whole school/setting policies. Relevant data to assist planning.</p>
<p>Review and Monitoring arrangements Through the 'assess, plan, do, review' cycle specified in the 'Discussion Record'</p>	

<p><b>In Service Training and Staff Development</b></p> <ul style="list-style-type: none"> <li>• Can be purchased by individual schools/FE providers, early years settings, cluster groups or offered to delegates nominated by schools/settings.</li> </ul>	
<p><b><i>The Service will provide:</i></b></p> <ul style="list-style-type: none"> <li>• High quality training, negotiated to meet the specific requirements of the setting.</li> <li>• Wide ranging development opportunities related to learning, social, emotional development and school improvement strategies</li> <li>• Materials and course booklets where appropriate, provided electronically to the setting.</li> <li>• Evaluation and post course follow up.</li> </ul>	<p><b><i>The setting will provide:</i></b></p> <ul style="list-style-type: none"> <li>• Time from senior staff to negotiate specific requirements.</li> <li>• Suitable accommodation</li> <li>• Finance for the training as agreed through completion of the 'commissioning of training' form</li> <li>• Administrative support to produce materials/handouts as provided by the EP service</li> <li>• Commitment to follow up with post course implementation.</li> </ul>

## Consultation and involvement as part of early years/school/FE 'SEN Support' arrangements.

A discussion about a named child or young person, aimed at problem clarification and planning of action. Information gathering from a variety of sources may be required including a review of the current teaching arrangements, structured discussions with key staff, observation, and sometimes, but not always, individual assessment. It will be necessary to work with the staff team and parents/carers to devise goals, action plans, and intervention and evaluation strategies.

### The Service will provide:

**Time:** Variable, but could be in excess of 2 full sessions (see breakdown in use of time chart).

**Expertise:** A problem solving approach, based on a broad knowledge of psychology and its application in educational settings. The process may lead to the development of the MSP with information, strategies and success criteria, which are agreed with the setting, parents /carers and pupils

**Reporting:** Through the 'Discussion Record' proforma and review of MSP. If a written report is contracted for, we will aim to provide it within 20 working days, with copies to parents/carers and other agencies.

### The setting will provide:

**Staff:** A named member of staff who will liaise with the EP. This will usually be the SENCO but could be the Pastoral Staff, Deputy Head or Head teacher. Time will also be required to consult with class teachers, TAs etc.

Staff will obtain parental agreement, or consent of the young person if over 16 years, prior to consultation with EP.

**Resources:** Pre-arranged time and venue. Copies of the MSP and evaluation of previous strategies and arrangements.

Relevant assessment information such as P Scale data, attainment levels, CAT scores etc.

Relevant staff will remain responsible for the delivery of interventions recorded in the MSP

### Review and Monitoring Arrangements

Through the 'assess, plan, do review' cycle. Agreed actions will be recorded, targets set and a date for review made. If, in spite of well planned interventions, adequate progress is not made, the staff and/or parents/carers may wish to consult with the EP about the criteria and SEN Banding Thresholds for Statutory EHC Needs Assessment set out in the DfE Code of Practice (2015) and LA guidance.

## Statutory Assessment for an EHC Plan

Following a request from the LA for Psychological advice as part of the Statutory EHC Needs Assessment process as defined in the SEN Code of Practice (2014), with reference to the BPS guidance (2015) and Lamb Report (2009).

### ***The Service will provide:***

- An objective view of the educational needs of the child/young person that is based on a thorough assessment of their response to teaching and intervention over time. This will entail consultation with those that know the child/young person well and an evaluation of progress in the light of previous arrangements.
- Statutory advice that will describe assessment and intervention activity. It should evaluate progress, summarise the child or young person's needs, describe educational objectives and offer advice on the nature of suitable educational provision.
- Explicit reference to the views and aspirations of the parent and child/young person.
- Advice that describes needs and type of provision but does not name specific placements.
- Written advice within 6 weeks of the request being received from the LA. Copies will be sent to parents/carers and other participants in the assessment, including the young person where appropriate.

### ***The setting will provide:***

- Time to meet with subject/class teacher, SENCO and possibly the Head teacher.
- Current and previous MSP information, evidence of problem solving and intervention under 'SEN Support'
- Relevant assessment information such as baseline assessments, attainment test scores, CAT scores etc.
- Access to a suitably quiet and well equipped room for any individual work with a child/young person.
- Advance notification of meeting dates will be coordinated by school /setting following liaison with parents/carers and key personnel.

Review and monitoring arrangements:

Monitor against the national Statutory Assessment performance indicators.

## Annual Reviews

In support of the recommendations in the DfES report (July 2000) into the role and future direction of Psychological Services we seek to re-direct time towards early intervention and preventative initiatives. Educational psychologists will not routinely attend reviews but will prioritise them according to the following guidelines: children and young people not receiving education or training, those placed Out of Area (OOA), children/young people in Care (CYPiC) or Custody, specific requests from a school/setting, the LA or parents/carers due to unsatisfactory progress or possible change of needs/provision, including key transition points.

### ***The Service will provide:***

- A contribution to the Review process by attendance at the review meeting and/or the submission of a written report.
- Specialist advice about the child or young person's future needs.
- Support to the school/setting in reviewing progress against specific targets and planning new targets and teaching arrangements.

### ***The setting will provide:***

- Facilities and arrangements for hosting a person-centred Annual review, in line with the requirements of the Code of Practice.
- Advance notification of meeting dates will be coordinated by the school/setting following liaison with parents/carers and key personnel.
- Detailed information about the EHCP outcomes, progress against targets, and levels of attainment.
- Prompt submission of Annual Review report to the LA (within two weeks)

## 7. Performance Monitoring & Feedback

The Educational Psychology Service sends out a survey to educational settings every two years to gain feedback on the quality of service delivery. This includes rating scales and open-ended questions on what we do well and what we could do to improve services further.

The Specialist Senior EP for Early Years collates evaluation forms which are sent out to parents and carers by the Portage Home Visitors following case closure.

## 8. Provision/Location

The Educational Psychology Service is based in West Offices, Station Rise, York. The Early Years SEN Team is currently based at Hob Moor Children's Centre, York. However, members of the EP Service and EY SEN Team are often out in educational settings and, in line with the CYC smart-working policy, EPs can work from home to undertake admin tasks.

## 9. Key Contacts

### **The Educational Psychology Management Team:**

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## 10. Where to go when things go wrong

- A 'concern' may be treated as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.
- A complaint may be generally recognised as 'an expression or statement of dissatisfaction however made, about actions taken or a lack of action'.

*DfE (Jan 2019)*

In the first instance, SENCOs or Headteachers/Principals are encouraged to raise the complaint directly with the educational psychologist concerned. The majority of concerns can be resolved informally at this stage.

If the issue is not resolved then the complaint should be addressed to the Senior Educational Psychologist, ideally in writing. The complaint will be acknowledged within three working days and a target date set for either a meeting to try to resolve the issues, or providing a written response to the complaint. This should normally be within ten working days; if this proves impossible a letter will be sent explaining the reason for delay and giving a revised target date.

It is normal practice for the Senior Educational Psychologist to discuss the complaint with the relevant educational psychologist and, where appropriate, there may be joint discussions with relevant staff/ practitioners / parents in order to determine positive ways forward. The setting will be kept informed of outcomes in all cases.

If a SENCO or Headteacher/Principal feels they have not received an adequate response from the Senior Educational Psychologist (SEP), or wishes to make a complaint about the SEP, he/she may appeal in writing to the Principal Educational Psychologist. There will be a written response within ten working days of receipt of the complaint.