 **Education and Skills Team Plan 2021-22**

| **Team: Educational Psychology Service (EPS) Team Leader: Claire Elsdon Service Manager: Tina Hardman** |
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| **To support the local Covid recovery plan (system, service/team, individual)** | | | | | |
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| **Our priorities** | **What we will do?** | **How we will do it?** | **How we will judge success/outcome measure?** | **By when?** | **Monitoring and review mechanism** |
| To ensure the quality and performance of EP practice | * Fulfil our statutory duties towards CYPs with EHCPs, in a timely and effective way according to the SEND Code of Practice (2015) | * EPs will protect and prioritise time for statutory assessments * Develop QA process, with supporting template, for statutory advice based on the Joint Professional Liaison Group (JPLG) guidance (2020). Establish and embed QA process through peer and managerial supervision. * Refresh focus on Outcomes Framework * During staff absence (e.g. maternity/long term sickness) redistribution of EP allocation to ensure essential statutory work will be covered * Part-time EPs will be offered associate work to pick up non-statutory work as additional hours * The York EPS will provide high-quality bursary placements for TEPs in order to maintain consistency of staffing levels and capacity to meet statutory duties and to promote recruitment to the Service * Improve EP attendance at and contribution to OOA reviews for our most complex CYP (64% for reviews where EP attendance was requested 2019-20) | * 95% of statutory advice submitted on time * Statutory advice focuses on needs, provision and outcomes and promotes the voice of the child/family. * Biennial surveys to settings and parents/carers indicate positive evaluations * 75% of OOA reviews are attended by EP | * Sept 2022 | * Percentage of statutory advice submitted on time over time will be monitored * QA process for statutory advice shows it is compliant with JPLG guidance (2020) and Code of Practice (2015) * Outcomes framework (2020) incorporated into statutory advice template * PEP active in ongoing monthly multi-agency audit of EHCPs * Feedback sought on the quality of the EHCNA assessment advice/report written by the EP as part of the “How Well Did We Do – Education, Health and Care Needs Assessment and Plan’ questionnaire to parents/carers * Data from schools/settings surveys indicates that: * schools agree that their allocation of EP time has been used efficiently: * schools agree that the EP has contributed to facilitating positive outcomes for CYP * Data from parent/carer surveys indicates that parents are ‘satisfied’ or ‘extremely satisfied’ with EP involvement. |
| * Ensure that ELSA training and ongoing support to practising ELSAs meets the minimum standards set by the National ELSA Network | * Cluster-based ELSA Support groups will be half-termly * A register of ELSAs will be maintained and ELSAs not attending regular support groups will be de-registered in order to ensure safe practice * Administrative processes around ELSA support groups will be streamlined and supported by WDU/use of MyLO | * Improved and consistent attendance at ELSA support groups | * Sept 2022 | * ELSA support groups delivered in every cluster plus secondary ELSA support group every half term * Review of register/MyLO records shows improved attendance * Summative evaluation of support groups e.g. via MyLO/Survey Monkey indicates satisfaction with ELSA support groups |
| * Develop a tool with which the views of CYP regarding the service received from the EPS and the impact of that service can be gathered | * Research by EP working party * Collaboration with Participation Officer and Access4All group * Trialling and evaluation of tool(s) | * Feedback from CYP captures their views on nature and quality of EP service (professional skills) and impact. * System established for routinely gathering CYP views | * Sept 2022 | * Tool developed |
| 2.  To offer targeted support to improve outcomes of Children and Young People with SEND and/or Children and Young People in Care /Custody | * To deliver a commissioned project with the Virtual School to increase the knowledge and practice of secondary school staff around trauma informed approaches * For EPs to access external training on Emotion Coaching, which will enhance professional practice and support to schools * To promote Emotion Coaching as an approach to supporting CYP with SEMH | * EP for CYPIC to lead and provide 1 day per week to the project. Potential for other EPs to deliver via additional hours commissioned by the VS * Establish training model, costed with finance support * EP for CYPIC to support and supervise the Virtual School LAWW * Resources and supplementary training packages offered * EPs will attend CPD on Emotion Coaching (autumn 2021) | * Take up of training offer by secondary schools * Positive evaluations of training * Production of school case study with at least one school | * Sept 2022 | * Training model established and take up is >80% * School staff feel more confident and competent in implementing trauma informed practices * Take up and positive evaluations shared with the Virtual School as commissioner * Evaluations and case study presented to key staff from schools to help promote the impact of the project * Emotion Coaching training attended by EPs and evaluated positively |
| * To enhance knowledge and practice in schools to manage Emotionally-based school avoidance (EBSA) | * To develop and deliver a training package on EBSA through EP Traded Services * To develop a suite of leaflets: for school staff, parents/carers and CYP * Knowledge and recommendations re. EBSA included in EP reports | * Take up of training offer by schools and settings. * Positive evaluations of training * Positive feedback on leaflets | * April 2022 | * School staff, parents/carers and CYP have increased knowledge of EBSA and can use this to manage it more confidently and increase school attendance * Take up and positive evaluations of training |
| * To explore the form and content of an EP Service policy on equalities | * Establish equalities working party | * Establishment of shared understanding of breadth of equalities policy * Development of equalities policy has commenced | * Sept 2022 | * Consensus re. form and content of policy reached * Quorate working party established |
| 3.  To demonstrate how we are developing and embedding new ways of working post Covid – adapting practice to be integrated, systemic, flexible, evidence-informed and outcomes-focused | * EPs will offer schools and families a choice of method of service delivery to suit their needs i.e. face to face or virtual * EPs will increase their knowledge and use of online resources and assessment tools | * EPs will be proficient in using a wide range of platforms (WhatsApp, Microsoft Teams, Skype, Attend Anywhere, Zoom) * Consistent approach across team e.g. SEN planning meetings, OOA reviews, some team meetings to be held/attended virtually * Use of Risk Assessments and checklists to ensure staff feel safe delivering face to face casework, training etc. as we adapt to life with Covid. * Team meeting to discuss lessons learned’ from Covid (June 2021) * Shared PDR target focusing on adapting practice * Online assessment tools will be integrated into EP practice * Development of policy/protocol re. use of virtual assessment tools to ensure they are being used safely and appropriately | * Positive engagement with families and staff * EPs feel confident and safe to offer a range of service delivery methods | * Sept 2022 | * EPs all achieve team PDR target to adapt practice to remote working * Data from parent/carer surveys indicates that parents are ‘satisfied’ or ‘extremely satisfied’ with EP involvement. * Data from schools/settings surveys indicates that: * schools agree that their allocation of EP time has been used efficiently: * schools agree that the EP has contributed to facilitating positive outcomes for CYP |
| * Relaunch the EPS traded training offer * Traded Services offer will be expanded to include virtual modes of delivery of training | * Explore delivery of at least one training course via webinar/e-module * Offer face to face training whist adhering to government guidance (e.g. ELSA) | * Take up of training offer by schools and settings * Positive evaluations | * Sept 2022 | * Training delivered safely (in line with government guidance) and is well attended * 80% of evaluations are good or better. |
| * Embed EP Helpline as part of core offer | * Undertake evaluation ‘one year on’, to include feedback from parents/carers (June 2021) * Share results of evaluation with EP team to inform practice going forward * Implementation of action plan based on evaluation of trial year | * Positive evaluation from parents/carers * Take up is averaging at least 2 callers per session | * Dec 2021 | * Summative evaluation of first year of running the EP Helpline (June 2021) * Take up demonstrates it is seen as a helpful resource |