 **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.
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| * 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
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| * 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
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| 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
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| * 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
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| * 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
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| 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
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| * 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.
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| * 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
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