

Educational Psychology (EP) Support Line

Evaluation for Academic Year 2021-2022

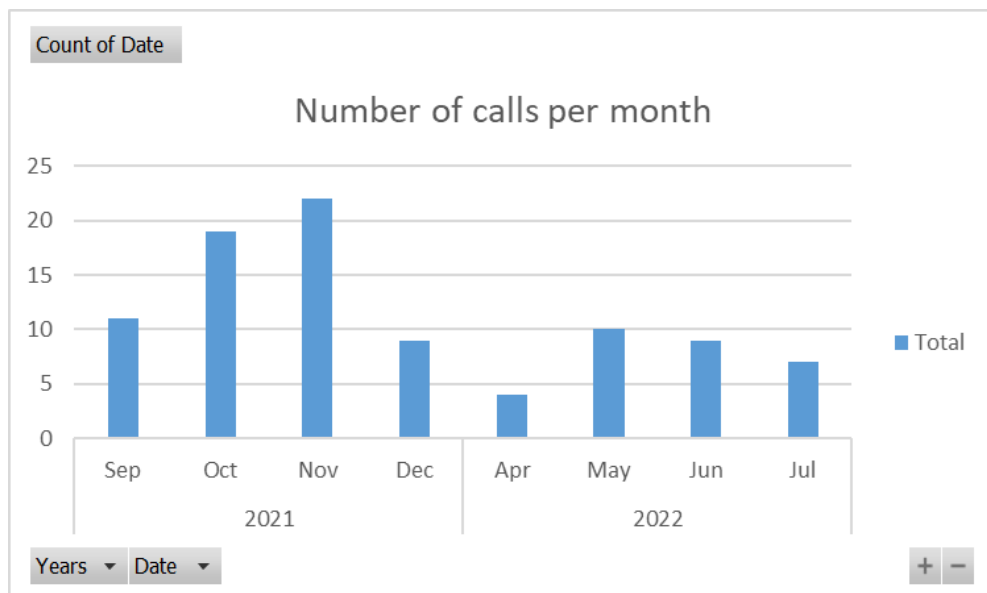
Background information

- The Support Line ran on a Wednesday morning (9.30-11.30am), term time only, for 26 weeks (September-December 2021 and April-July 2022). It was paused during the Spring term due to capacity issues in the EP Service.
- Service delivery processes were updated in April following evaluation feedback received in the Autumn term and EP reflections. This included allocating calls on a Tuesday rather than a Wednesday morning.

Call details

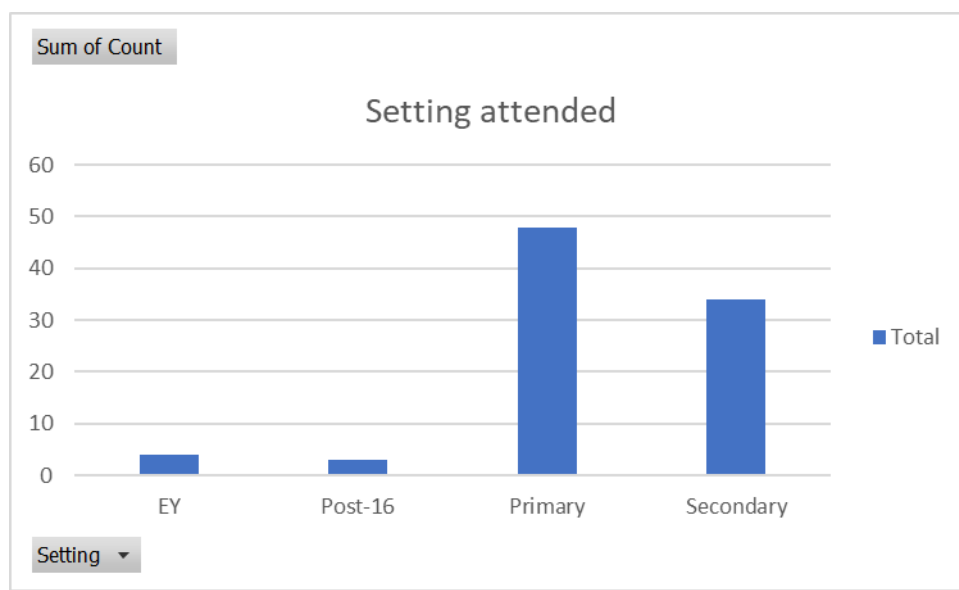
- Throughout the year, 91 calls were undertaken in total. In the Autumn term 2021, 61 calls were undertaken. This ranged from one to 10 calls per week, with an average of four calls per week. In the Summer term 2022, 30 calls were undertaken in total. This ranged from one to five calls per week, with an average of three calls per week. There was therefore a significant reduction in demand during the Summer term.

Chart 1: Number of calls per month for the academic year 2021-22



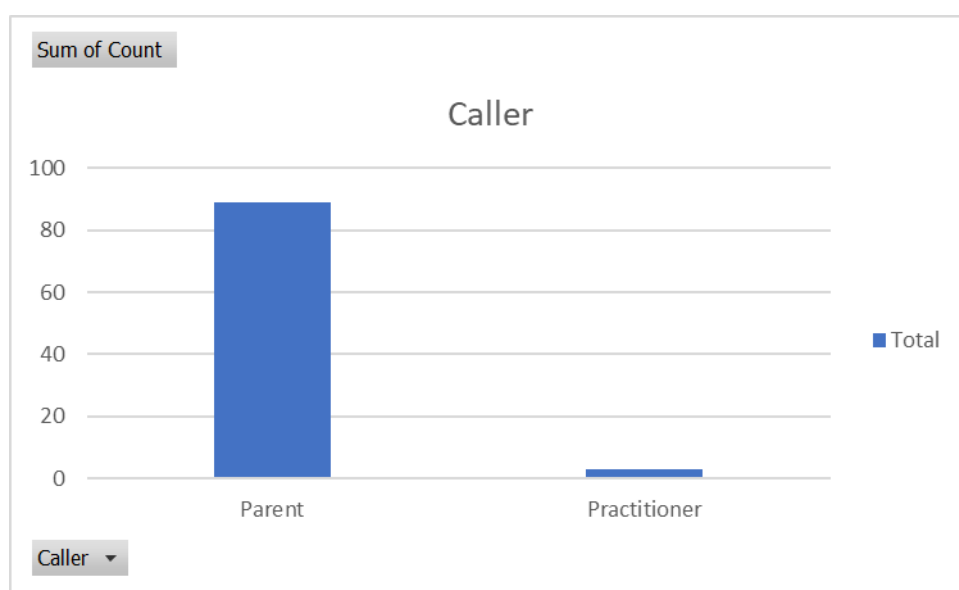
- Chart 1 shows that the busiest month was November with the second busiest month being October. The quietest month was April.

Chart 2: Number of calls undertaken by setting



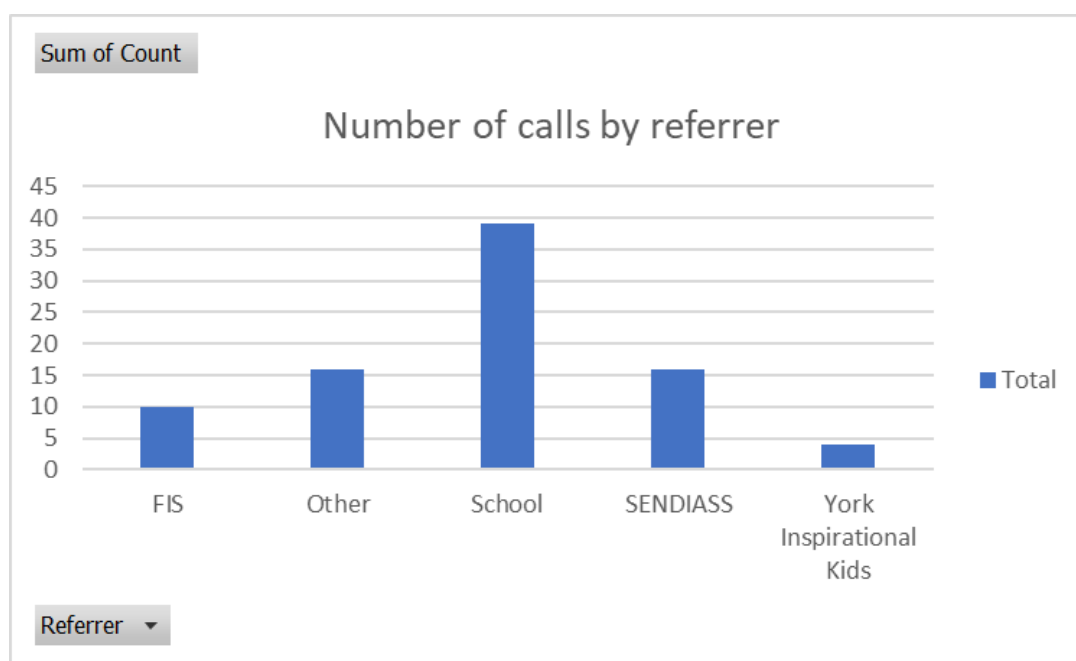
- 54% of the calls were about primary aged children, 38% about secondary aged children, 5% about children in the early years and 3% regarding post-16. More calls about secondary aged children were undertaken in the autumn term, and more calls about primary aged children were undertaken in the summer term.

Chart 3: Number of calls received from parents and professionals



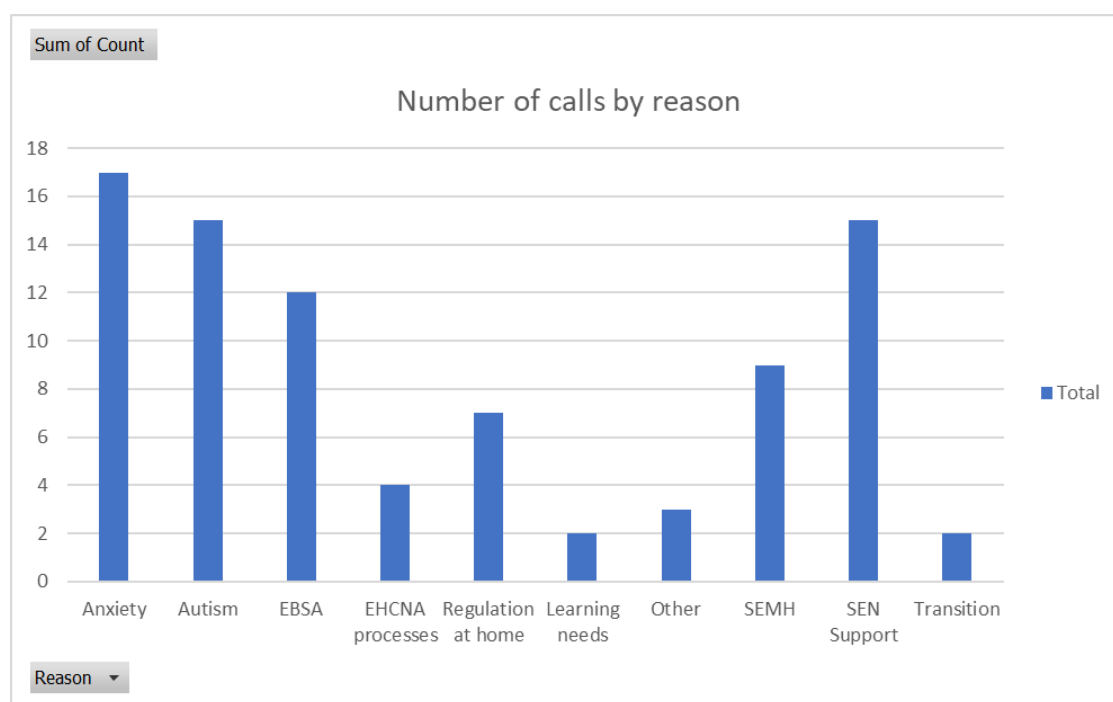
- Chart 3 shows that a significant majority of the calls were to parent/carers, with only three requests received from Local Authority professionals.

Chart 4: Number of calls received from different referrers



- Chart 4 shows that the most common way that callers found out about the Support Line was from school staff, with the second largest referrer being SENDIASS. 'Other' includes the Healthy Child Service (N=1), Children's Social Care (N=1), IDAS (N=1), Paediatrics (N=1), College (N=1), a CYC tweet (N=1) and the Specialist Early Years Support Team (N=1).

Chart 5: Primary reasons for calls



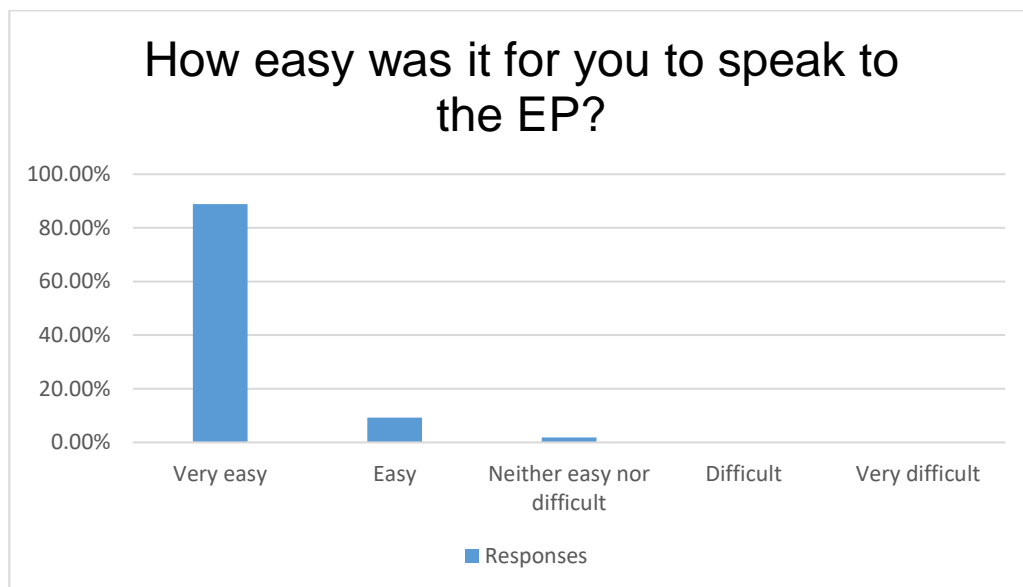
- Chart 5 shows recurring topics for calls, as recorded by EPs. The most common concerns explored were those relating to anxiety, autism, SEN Support processes

in schools and Emotionally Based School Avoidance. It should be acknowledged that calls were often complex in nature; this chart represents EPs' interpretations of primary reasons and does not capture the often layered nature of concerns.

Evaluation data

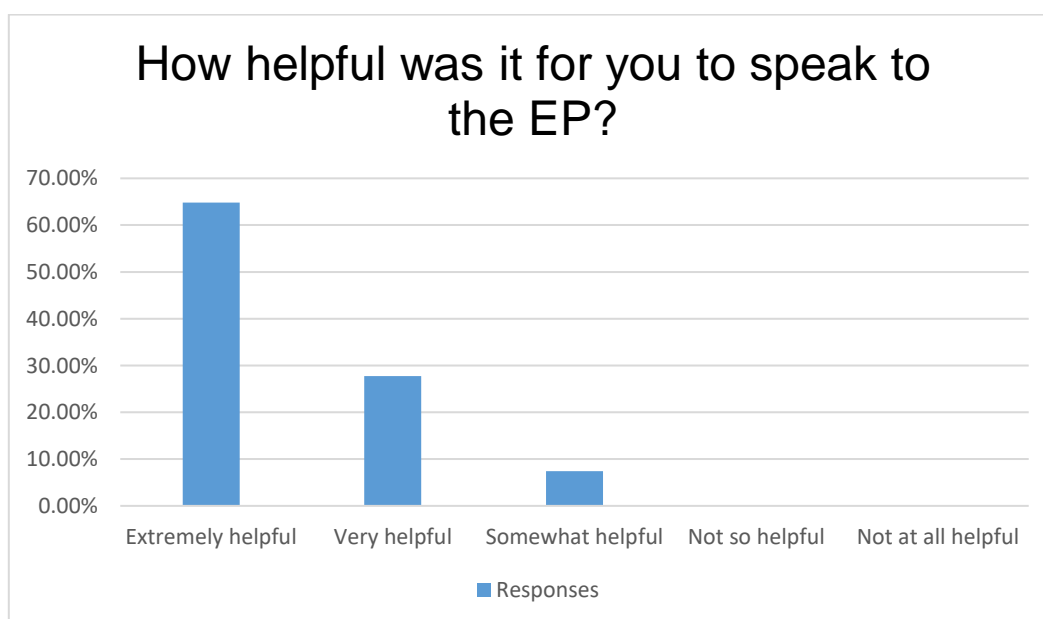
- The Survey Monkey questionnaire was completed by 33% of callers.
 - When asked 'how likely would you be to recommend this service to a friend?', on a scale of 1-10, the mean value was 9.7.

Chart 6: How easy callers reported that it was to speak to the EP



- 89% of callers reported it was 'very easy' to speak to the EP, with 9% reporting it was 'easy' and 2% reporting it was 'neither easy nor difficult'.

Chart 7: How helpful callers reported their phone call was



- 65% said it was 'extremely helpful' to speak to the EP, 28% said it was 'very helpful' and 7% 'somewhat helpful'.
- 98% of callers had some ideas about what to do next.

Feedback

- Callers left a range of positive feedback about the service received:
 - *"Thank you for the great support! It was very reassuring"*
 - *"Just to say thank you for such a positive conversation. I've got some new strategies to use but also the confidence that I am doing the right things to support my son's learning. I really appreciate that this service is available and would use it again if other issues came up in the future"*
 - *"Great service. Very easy to arrange"*
 - *"It is nice to be able to get access to a professional and to off load my concerns. Would recommend 100%"*
 - *"Continue a fantastic service already in place so that information and advice is easier to access. Thank you"*
 - *"[The EP] was so understanding non judgemental and friendly. She had some great ideas which we are working with. She really made me feel better and more positive about our situation. Thanks"*
 - *"I felt that the service provided was excellent... overall really impressed with the service and [the EP] who I spoke to was so lovely and helpful. She really validated my feelings which was really supportive. Thank you!"*
 - *"The fact we were able to access the service so quickly is brilliant and it gave us a next steps plan"*
 - *"[EP], just want to say thank you, you were so supportive, non judgemental and kind with some fantastic ideas to help us"*
 - *"Incredibly helpful and reassuring and even sent me The Rose report for further reading"*
 - *"As a parent I was calmed and felt at ease, reassured and settled. I was signposted to services and felt listened to and understood so thank you for this service, you totally understood and I was able to feed ideas back to school staff working with my child"*
 - *"I feel that I have been given great advice as to what needs to be put in place for my year 5 son going forwards"*
- Callers were asked for comments to improve the service. Following feedback received in the Autumn term, parents were given more advanced notice of their allocated call slot. Additional comments included:
 - *"If the session was with school as well that would be good"*
 - *"Give parents/carers some ideas about topics to discuss to help give a more focussed approach"*
 - *"More contact dates than just a half hour, once a week would be great".*