



North Tyneside Council

Educational Psychology Service  
North Tyneside Council  
Langdale Centre  
Langdale Gardens  
Wallsend  
NE28 0HG

Tel: 0191 643 8739

Fax: 0191 643 8970

## North Tyneside Educational Psychology Service

### Local Offer 2018-2019

North Tyneside Educational Psychology Service (EPS) offers a variety of services, all of which are underpinned by a commitment to child and family centred approaches, current psychological thinking and evidence based practice.

At the heart of our work is a desire to promote inclusion and understand how children and young people can best be supported to: achieve their aspirations, actively engage in and contribute to their local community, and be happy and healthy. We believe that a young person's views, interests and strengths should be central to all decision making and integral to any plan designed to meet their needs.

The EPS currently offers services which broadly lie within the following areas:

1. Local Authority partnership working in relation to Education, Health, Social Care and Safeguarding agendas. At this level the Service also provides critical incident support alongside colleagues in Health.
2. Prevention and early intervention work in educational settings, which can benefit whole school communities or groups of children / young people. This work can include group intervention with young people/parents/school staff; staff training; support with policy development and small scale research activity at a school or partnership level. At this level we also work with individual class teachers to develop classroom practice.
3. Assessment / identification of special educational needs and disabilities and targeted intervention planning in relation to assessed needs.
4. Therapeutic intervention for children and young people with social, emotional and mental health related needs.

It should be noted that work carried out as part of the statutory assessment process is funded by the Local Authority; all other work into educational settings is now commissioned through a Service Level Agreement (SLA). The Educational Psychology SLA and the associated terms and conditions can be located on the [www.educationservices.org.uk](http://www.educationservices.org.uk) website.

#### **1. Local Authority partnership working**

The Educational Psychology Service provides the following duties at a Local Authority level:

- 1.1** Statutory duties with regard to new SEND Government legislation 2014: Children and Families Act, 2014 and The Special Educational Needs Code of Practice, 2014. These statutory duties include: contribution to integrated assessment processes; formulation of Psychological Advice; contribution to the development of Education Health Care Plans which identify measurable,

achievable and realistic outcomes for young people in relation to their future aspirations and those held by their parents/carers.

- 1.2 Review of support arrangements for children with Statements of Special Educational Needs or Education Health Care Plans (EHCP)
- 1.3 Assessment to inform placement changes within and beyond the Local Authority boundary.
- 1.4 Contribution to the delivery of the NTC Transition Plan, 2014.
- 1.5 Support to promote safeguarding, via communication and contribution to Locality Area Team meetings.
- 1.6 Promotion and delivery of the NTC Inclusion Strategy.
- 1.7 Attendance at the Local Early Intervention and Prevention Support Panel (LEAPS) for commissioning support in relation to SEND in the Early Years.
- 1.8 Commissioned work into Raising Health and Education in Looked After Children (RHELAC) to support the educational attainment and emotional health and well-being of Looked After Children.
- 1.9 Critical incident and bereavement support is offered to schools following an unexpected event resulting in injury, death or threat to members of the school / pre-school setting.

## **2. Prevention and early intervention**

### **2.1 Systemic work with groups of staff in educational settings**

Each year the Educational Psychology Service advertises council-wide training via the [www.educationservices.org.uk](http://www.educationservices.org.uk) website. This training includes EPS devised training in addition to evidenced based licensed programmes such as: Thrive ®; Friends for Life; My Friends Youth, Skills for Life; .b and Paws b Mindfulness in Schools Project ©.

The EPS can provide training on a variety of themes. The EPS 'Training Menu' provides a summary of the topics which have previously been delivered; however bespoke training packages can also be devised upon request.

Educational Psychologists can work at a systemic level with a whole staff team or with a smaller group of staff in the following ways:

- *Facilitate group supervision* to allow the expression of emotion, sharing of good practice; and collaborative problem solving. Group supervision has been found to enhance the emotional well-being of staff.
- *Appreciative Inquiry can be used to facilitate policy development* – Appreciative Inquiry is an approach that supports teams to develop shared values, policies and practices which build upon the best of what is already in place.
- *Research projects* – Educational Psychologists are trained researchers. They can assist schools and other agencies with action research and evaluative research.
- *Disseminate research relating to evidence based practice* as reported by various educational associations and psychological societies: Department for Education (DoE); Department of Health (DoH); National Institute for Health and Care Excellence (NICE) Guidelines and information from the Centre for Excellence and Outcomes in Children and Young Peoples Services (C4EO). This includes

informing schools of what is effective practice for improving the educational attainment, and the emotional health and well-being of children and young people.

## **2.2 Group interventions for parents**

- Contribution to the parenting programme provided by the Dene Communication Centre (DCC) aimed at supporting parents of children with language difficulties.
- Parenting support groups and targeted workshops on a range of themes i.e. supporting emotional wellbeing whilst managing behaviour; sleep and bedtime routines; understanding the teenager brain etc.
- Mindful Parenting programmes, which encourage reflection and empathic responsiveness rather than impulsive reaction.

## **2.3 Group interventions with children and young people to develop a range of skills. Listed below are examples of group work that Educational Psychologists can offer to support Emotional Health and Wellbeing:**

- 'Friends for Life'; and 'My Friends Youth, Skills for Life': group intervention to help children and young people manage anxiety and low mood
- Social skills training
- Assertiveness training
- Circle of Friends – A group intervention, focused around an individual child (KS1 - 3) who has difficulties with peer relationships.
- Understanding and managing big emotions and powerful thoughts
- Coping with loss and bereavement
- The impact of sleep on how I think, feel and behave
- Impact of internet and social media usage on psychological well-being
- Strength finding workshops to raise self-esteem
- Mindfulness training – aim to help children and young people learn how to stay in the present moment, calm their internal state and notice their thoughts and feelings
- Group Thrive ® intervention to target interruptions in emotional development and enhance well-being.
- Group Theraplay ® to develop relationship skills using a specific play therapy approach.

## **2.4 Support via teacher consultation to develop classroom practice**

Through the process of teacher consultation Educational Psychologists can provide advice and support in relation to:

- Quality First Teaching
- The effective use of teaching assistants
- Tools and strategies for differentiation
- Mediated learning
- Questioning techniques
- Cooperative group work
- Paired learning approaches
- Conflict resolution
- Offering Nurture in the Classroom.

### **3. Assessment and identification of SEND, and intervention planning for children and young people with identified SEND. This work can involve the following:**

Work at this level can include the following:

- 3.1** *Observation* in the classroom, on the playground, at home or in other settings.
- 3.2** *Consultation with parents, teachers and other professionals* using psychological approaches such as solution focused questioning and narrative practices.
- 3.3** *Completing questionnaires* with parents, teachers and young people to understand and compare all current perspectives.
- 3.4** *Pupil interviews* using a variety of tools and techniques to help children and young people share their views.
- 3.5** *Dynamic assessment* to understand what teaching strategies work best to help a child learn: getting to grips with how to use adults effectively to mediate learning experiences.
- 3.6** *Play based assessment* – used to informally assess learning, play and social communication skills in the early years.
- 3.7** *Standardised assessments* of thinking and reasoning skills, memory skills, expressive and receptive language skills, attention and concentration.
- 3.8** *Standardised assessments* of curriculum skills such as word reading, spelling, writing, reading comprehension, number skills, mathematical reasoning and listening comprehension.
- 3.9** *Emotional Health and Wellbeing assessments* – these can focus on self-esteem, resiliency, emotional literacy, emotional regulation, social skills and attachment behaviours. All Educational Psychologists are trained to notice the early indicators, signs and symptoms, of mental health related difficulties.
- 3.10** *Target setting and intervention planning* which may involve:
  - signposting schools to structured and evaluated interventions
  - supporting schools to devise bespoke interventions or personalised curriculums which can move children and young people towards desired outcomes.
- 3.11** *Family Group Consultation for children at risk of exclusion and those identified as school refusers* - a collaborative approach that includes the child / young person, parents / carers, school staff and other relevant professionals. EPs facilitate the problem solving process, supporting the identification of goals and the formulation of an action plan. EPs offer holistic assessment and attempt to make transparent the complex interplay of factors involved.

### **4. Therapeutic intervention**

Therapeutic services can be offered to children and young people at the individual or small group level. In summary this work aims to help children / young people reflect upon their experiences, thoughts and feelings; and consider their hopes for the future. Therapeutic work can include:

- 4.1** *Cognitive Behavioural Therapy (CBT)* – counselling approach which helps children and young people to explore the relationship between their thoughts, feelings and behaviours.

- 4.2 *Drawing and Talking Therapy* – a therapeutic approach which explores a child’s thoughts, feelings and experiences via drawing and conversation.
- 4.3 *Solution Focused questioning* – an approach which helps children and young people identify what resources and competencies they have to help them move towards desired outcomes.
- 4.4 *Personal Construct Psychology* – helps children and young people express their core beliefs and values and how these may be affecting their learning and behaviour.
- 4.5 *Narrative Therapy* – looks at the narratives or dialogue which develops around a child or young person; helps children and young people to free themselves from negative narratives and develop a preferred story based on identified strengths and competencies.
- 4.6 *Video Interaction Guidance* – VIG serves to highlight the strengths people have and empower them to do more of what works. VIG can help improve communication between children and their parents / carers and also their adult supporters in school. VIG can show teachers and support assistants what works best when supporting a child to manage their behaviour and when mediating learning experiences.
- 4.7 *Motivational Interviewing* – a goal-oriented, counselling approach for eliciting behaviour change by helping children and young people explore their motivations, intent and desired outcomes.
- 4.8 *Theraplay®* - Theraplay is a personalised child and family therapy aimed at enhancing attunement, trust and joyful interaction between a child and their parent/carer. The Theraplay activities are designed to be playful and fun with a focus on the four essential qualities of parent-child relationships: Structure, Engagement, Nurture and Challenge
- 4.9 *Therapeutic story writing* – allows a child or young person to explore their feelings in a safe way through sharing or constructing story narratives.
- 4.10 *Therapeutic letter writing and outsider witness approaches* – strategies which support children and young people to share their thoughts, feelings and experiences with others.

Further details of the Educational Psychology Service’s Therapeutic Offer can be located on the North Tyneside Council website at [www.northtyneside.gov.uk](http://www.northtyneside.gov.uk)