



Torbay Educational Psychology Service, Portage Home Visiting, Early Years And Advisory Teacher for SEN: A guide for schools and other users. 2019- 2020



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About this guide

This Guide/SLA is an updated version of the 2017-2018 guide, it contains details of our last Service Users Evaluation and updated referral form, which has slightly clearer wording in the parental consent section.. We intend to create a brand new service brochure which will be ready in the autumn term of 2018, which will outline in more detail the services that we offer.

Torbay Educational Psychology Service (EPS), Portage home visiting, and the Advisory Teacher for Special Educational Needs trade services with schools, nurseries and other users. This booklet outlines what these service users can expect from them and gives examples about the best way to use these services. This booklet also serves as our Service Level Agreement (SLA) with schools and other Service Users.

The Educational Psychology Service: who we are

The EPS consists of eight fully qualified Educational Psychologists (EP's), two Trainee Educational Psychologists (TEPs) and business support. We also engage the services of a Consultant Educational Psychologist to provide clinical supervision and occasionally he supports casework.

Currently the Service consists of:

- Liz Archer (Educational Psychologist)
- Alex Ashraf (Educational Psychologist)
- Katie Atkins (Trainee Educational Psychologist – supervised by Debbie Mansfield)
- Michael Freeman (Business Support)
- Nigel Harrisson (Consultant Educational Psychologist)
- Debbie Mansfield (Educational Psychologist)
- Shauna Morrow (Trainee Educational Psychologist –supervised by Alex Ashraf)
- Hannah Norman (Educational Psychologist)
- Lorraine O'Callaghan (Educational Psychologist)
- Kavita Solder (Educational Psychologist)
- Vicky Walbrugh (Educational Psychologist)
- Paul Williams (Senior Educational Psychologist)

The service is managed by Dorothy Hadleigh.

All our Educational Psychologists are registered with the Health and Care Professionals Council (HCPC).

What are the general aims of the Educational Psychology Service?

The EPS provides a range of specialist psychological services designed to promote and support inclusive education in Torbay schools. Our aims are to support schools in developing their own capacity to increase standards of achievement for all, but particularly those children and young people who have, or may develop, special educational needs (SEN).

This is achieved through work with individual children, their families, school staff and other agencies. We also work in partnership with schools to improve their wider practice in meeting the children's needs at a group or whole school level.

Statutory work, Core work and Traded Services: an overview

We divide our work into three categories: Statutory, Core and Traded Services. Statutory and Core work is paid for by the Local Authority, schools buy Traded Services from the Educational Psychology Service. The following sections outline these different areas of work.

Statutory work for the Educational Psychology Service

The EPS is a statutory service (a service that Torbay Local Authority must provide). The statutory duty of the service is to support the Local Authority to implement the *Special Educational Needs and Disability Code of Practice*. It is important for schools and other service users to understand that this duty, which although may be initiated by a school, is not directed by the school, it is directed by the Local Authority. For example, a school may suggest that a child's *Education, Health and Care Plan* no longer reflects the child or young person's needs and they may require further Educational Psychology involvement. The school would then ask the Local Authority, through the Annual Review, for further Educational Psychology involvement. It would then be the Local Authority's decision whether or not to instruct the EPS to carry out this work.

Note that assessing a child before a Request for Statutory Assessment (RSA) is not statutory work for the school's Educational Psychologist; it will come from the school's traded services allocation. Where a Devon child is in a Torbay school, there is the expectation that a Devon Psychologist would complete any statutory work (see FAQs for more information).

Statutory work would typically involve:

- Providing psychological advice which contributes to the Statutory Assessment of a Torbay child or young person's SEN (0-25 years).

Directed by the Local Authority's SEN team, the EPS may also:

- Provide advice on meeting a child or young person's ongoing SEN.
- Provide assessments and reports for Annual Review meetings.
- Attend Annual Review meetings.
- Undertake assessment of young people over sixteen years of age in further education.

Advisory teacher - Traded Services

The Advisory Teacher for SEN is Gill Hague.

In addition to her statutory and core duties, Gill can also offer a traded service to support and advise schools in relation to SEN. These additional services could include, but are not limited to:

- Training.
- Assessment of individual children and young people; especially around literacy and numeracy.
- Observation and advice around the needs of children and young people.
- Support for members of staff, including the mentoring of SENCOs new to the role.
- Advice around classroom practice including intervention to support different aspects of learning.
- Staff surgeries.

Statutory work for the Advisory Teacher for Special Educational Needs

The Local Authority also has a duty to promote high standards of education for children and young people with SEN. Specifically, the Local Authority must provide support for schools with regard to making provision for children and young people with SEN and monitoring and reviewing the progress of these children and young people. The Advisory Teacher plays an important role in meeting these Local Authority duties through regular monitoring of Statements/*Education, Health and Care Plans*.

Core work

In addition to the statutory role, the EP/TEPs and the Advisory Teacher for SEN also undertake a range of activities to help Torbay Local Authority deliver its core functions, for example we:

- Provide advice and support to Early Years Settings.
- Undertake assessments of children and young people in non-maintained settings (0-25 years).
- Monitor provisions to ensure achievement and value for money.
- Assist with strategic development of SEN within Torbay.
- Provide support for schools at times of crisis.

Educational Psychology - Traded Services

Any school setting can purchase additional Educational Psychology support in blocks of days to meet the school's specific needs and priorities. This time may be used to support the following:

- Training.
- Assessment of individual children and young people.
- Consultation and reviews for children and young people whose progress or behaviour is causing concern.
- Direct intervention with individual children and young people, groups of children and young people and/or families.
- Staff surgeries.
- Parent drop-in sessions at school.

Clearly as traded work is paid for and directed by the school, it is important that the time is used effectively and provides value for money for the school. The following section of this guide outlines how this might best be achieved.

How to make best use of your traded service

Each EP/TEP and the Advisory Teacher is allocated to a group of schools which they visit regularly as part of the traded services. Schools have bought this time in terms of days of work. Note: one day equals six hours. Half a day equals three hours. Time for preparation, administration and follow-up will be included within the purchased days. Please note that report writing is very time intensive and it is likely that the EP/TEP/Advisory Teacher will spend around 50% of the time allocated on this and other administrative tasks. Therefore a morning's work in school will be at least a whole day's allocation of time.

Experience has shown that planning meetings are essential in order to make best use of time and prioritise work. A planning meeting will be arranged at the beginning of the school year and further planning meetings can be arranged as required. Planning meetings are useful for negotiating the type of work that could be carried out over the year, which could include:

- In-Service training.
- Work to improve the school's systems for children and young people with learning, social, emotional or behavioural difficulties, including, possibly the use of funding for high incidence needs.
- Termly planning meetings to monitor and review progress.
- An end of year review to reflect on the year's work and begin to identify new priorities for the next academic year.
- Consultation and intervention at individual and group levels.
- Observations and feedback on classroom management.
- Consultation reviews to review the progress of children and young people who have been the subject of an earlier consultation.

Checklist for a visit

As EP's/TEP's and Advisory Teacher's time available to schools rarely seems enough, time spent beforehand clarifying what you want from the visit is time well spent. Have any relevant paperwork completed and sent to the EP/TEP/Advisory Teacher before the visit. The better briefed others are, (staff, children and young people or parents) the more effective the visit is likely to be.

If it is not possible to be available when the EP/TEP/Advisory Teacher arrives, ensure someone on reception knows the EP/TEP/Advisory Teacher's timetable. It is really helpful if you're available at the end of the session. We will provide some verbal feedback and together we could check plans for the next visit.

Space is very tight in most schools; however it is important to have suitable space available for any meetings or individual work with your children and young people. The space needs to be free from distraction and conducive to confidential conversations.

If it is necessary to change the agreed plan, please let the EP/TEP/Advisory Teacher know before they arrive so they can be best prepared.

Please be realistic when constructing a timetable. See appendix A for some further guidance. Your EP/TEP/Advisory Teacher will have a Torbay email address, although it may take a few days for them to be able to reply. If you want to contact your EP/TEP/Advisory Teacher by phone please leave a message if they are not in the office. If your call is urgent please make this clear. If you are not happy with any aspect of the service, please raise your concerns first with your EP/TEP/Advisory Teacher. If you are still not happy, please pass your concerns to Dorothy Hadleigh the service manager.

Service Standards

- We will treat all service users with courtesy, honesty, integrity and discretion.
- We will treat all information provided to us as confidential.
- We will treat people fairly, embracing differences, respecting individuality and practising equality.
- We will provide a reliable service.

Communication and correspondence

- We will give a clear response to your requests in a timely manner.
- We will maintain a tone of communication, written or spoken, that is helpful, polite, welcoming, responsive, respectful and inclusive.
- We will answer your telephone calls quickly in a welcoming, positive manner. If the person you wish to speak to is unavailable, we will try to sort out the query or take a message.
- When you write to us by letter or email we aim to reply within 10 working days.

Meetings and appointments

- We will arrive in time for meetings and appointments. In the exceptional instance when late arrival is unavoidable we will telephone the school as soon as possible and give an anticipated arrival time.
- If we are unable to attend a pre-arranged meeting or appointment, we will contact the school to advise you as soon as possible.

Specific Service standards

- Direct EP/TEP involvement with an individual child or young person will only take place once signed parental/carers consent has been given.
- Each EP/TEP works within the professional standards required by the Health and Care Professionals Council (HCPC).

Portage home visiting

Portage is a home visiting service for pre-school children with additional support needs and their families. We offer a framework of support to include regular home visits by a trained Portage Home Visitor, care-coordination with all others involved with the child and family and signposting to local and national support and information.

Parents share with the home visitor their understanding of their child's individual abilities and support needs and discuss the main areas of their child's play, communication and interaction skills that they would like support to further develop. Profiles or developmental checklists may help with this process of identifying strengths and goals and a clear plan is written and shared with all others involved including nursery staff and health therapists identifying small, achievable, child focused targets.

The home visit will last about an hour and include time spent on sharing and modelling play activities or communication strategies linked to the agreed goals in the child's written plan. Parents can practice these with their child during the home visit and in between visits. The child's current targets and the parent's main concerns are reviewed regularly and new targets will be written to reflect these. Home visits will reduce once all areas of concern regarding the child's play, communication and interaction have been explored and strategies and/or activities modelled.

The Home Visitor will support the child's transition into nursery and/or school reception through a meeting to share all information and an offer to model strategies to the adults who will be supporting the child. This may include a referral for an Education Health and Care Plan assessment and liaison with the Educational Psychology Service.

The Portage Service delivers a Portage Parent Training course focusing on identification of a child's additional support needs and strategies to support a child's play, communication and interaction skills. This is delivered at least annually and is offered to all parents receiving Portage and those waiting for a Home Visitor.

The Portage Service and Action for Children colleagues facilitate a support group for parents who have a child with additional support needs which meets weekly at local Children Centres. Parents can meet up with each other and their children and are offered individual consultations with the Portage Team Lead for information advice and support.

Portage service: who we are

The Portage team is made up of:

- Mandy Astin
- Carolyn Brend
- Louisa Sercombe

How to make a referral for Portage

Referrals usually come from;

- Health visitors
- Paediatricians
- Child development centre
- Nurseries
- Parents can self refer

Early Years Advisory Teacher (EYAT)

The Advisory Teacher for Early Years is Judith Thomas. The EYAT for Inclusion supports all Early Years practitioners and setting Special Educational Needs Coordinators (SENCOs) working with children with special educational needs and/or disabilities in private, voluntary and independent Early Years settings in Torbay.

Inclusion support takes the form of training, advice and guidance around individual children's needs and the early years setting's inclusive practices.

Early Years settings are invited to apply for funding to help support individual children with needs who have been referred to the service by completing the Funding for Support form, which can be found on the Torbay council website.

Frequently asked questions

Can I talk about a child without gaining parental permission?

We work within a framework of informed consent and it is very important that parental permission is sought before we discuss individual children. However, we would have the expectation that the SENCO has explained this to parents and agreed that discussion with the school's EP or TEP may be appropriate. It is assumed therefore that in planning meetings, verbal consent has been received by the school. It should **be emphasised that no individual work with any child or young person under 16 years of age can take place without the written permission of the child or young person's parent or carer.**

What is the role of Torbay's EP/TEP regarding children and young people living in a neighbouring authority but attending a Torbay school?

Ongoing advice and support is available from the school's EP/TEP for all children with additional needs in the school, including those who reside in neighbouring Local Authorities providing that they are not undergoing Statutory Assessment or already have an Education, Health and Care Plan. If the school or parent decides to request a Statutory Assessment, the request should be made to the SEN team of the Local Authority in which the child or young person is resident and it will be considered in relation to that Local Authority's criteria. An EP from the Local Authority of residence will provide advice for Statutory Assessment usually liaising with the EP/TEP attached to the school. Requests by the school for EP/TEP attendance at Annual Reviews of Statements or Education, Health and Care Plans should be made to the Educational Psychology Service in the Local Authority of residence.

What if a child with a Statement/EHC Plan moves from another LA to live in Torbay?

The Torbay SEN team will be involved in the process. They will decide whether a reassessment is necessary and may ask the school to hold a review during the child or young person's first term to aid this decision.

Do parents have direct access to EPs/TEP?

It is common practice for the EP/TEP to meet with parents at a child or young person's school. The meeting is arranged through negotiation with the school's SENCO.

What if a parent contacts the EP/TEP directly, seeking an assessment?

If a parent is seeking an assessment of their child, the EP/TEP will contact the school to discuss the parent's concern and agree a way forward following the guidance contained in the SEN Code of Practice. If a parent makes direct contact with the EP/TEP and is seeking a Statutory Assessment, the request will be forwarded to the Local Authority's SEN team, who will seek further information from the school before the request is considered.

Who will see EP/TEP's report?

All reports written by Torbay's EP/TEPs are routinely copied to parents and schools. Reports may be made available to other relevant professionals in line with information sharing guidance.

What if an EP/TEP visit is cancelled by the school?

Wherever possible it would be the intention of the link EP/TEP to reschedule a visit. However visits cancelled with less than two days notice may be difficult to reschedule since the EP/TEP will have less opportunity to re-allocate the session to other work.

What is the EP/TEP's role with regard to the special examination arrangements?

Schools may choose to use their traded EP/TEP time to support special examination arrangements. The EP/TEP may assist schools by:

- Submitting a report which includes a history of literacy difficulties.
- Contributing to school's submission.
- Supporting an appropriately qualified teacher in completing an assessment.
- The EP/TEP may also support an appropriately qualified member of the school staff in completing an assessment for submission to the examination board.

Appendix A- Guidelines for schools on EP/TEP/Advisory Teacher time required for specific activities

The following provides approximate guidelines for schools about the amount of time EPs/TEPs may spend on some typical, specific activities. These are guidelines, they may vary according to particular circumstances, and could be spread over a number of visits.

Activity	Minimum Minutes	Maximum minutes
Initial discussion with teacher, SENCO, Head etc. to clarify problem for consultation and reason for EP/TEP involvement	15	30
Classroom observations	30	60
Meeting with parents	30	60
Consultation with staff	30	60
Individual counselling or therapy or family work	45	60
Sessions of group work (e.g. Anger Management; Circle of Friends)	45	60
Whole School Development Projects: Consultation, planning, delivery and evaluation	Variable	Variable
Individual assessment work	45	120
Liaison with other professionals (inc. case conferences)	15	120
Specific INSET	60 (possible multiple sessions)	Whole day
Home visit	30	120
<p>The EP/TEP and Advisory Teacher will spend at least 50% of the time allocated to schools on report writing and other administrative tasks. So a morning's work in school will be matched by at least the same amount of time on school related activities.</p>		

Appendix B: Torbay Educational Psychology and Specialist Teacher Service (TEPATS) Service Users Survey (SUS)

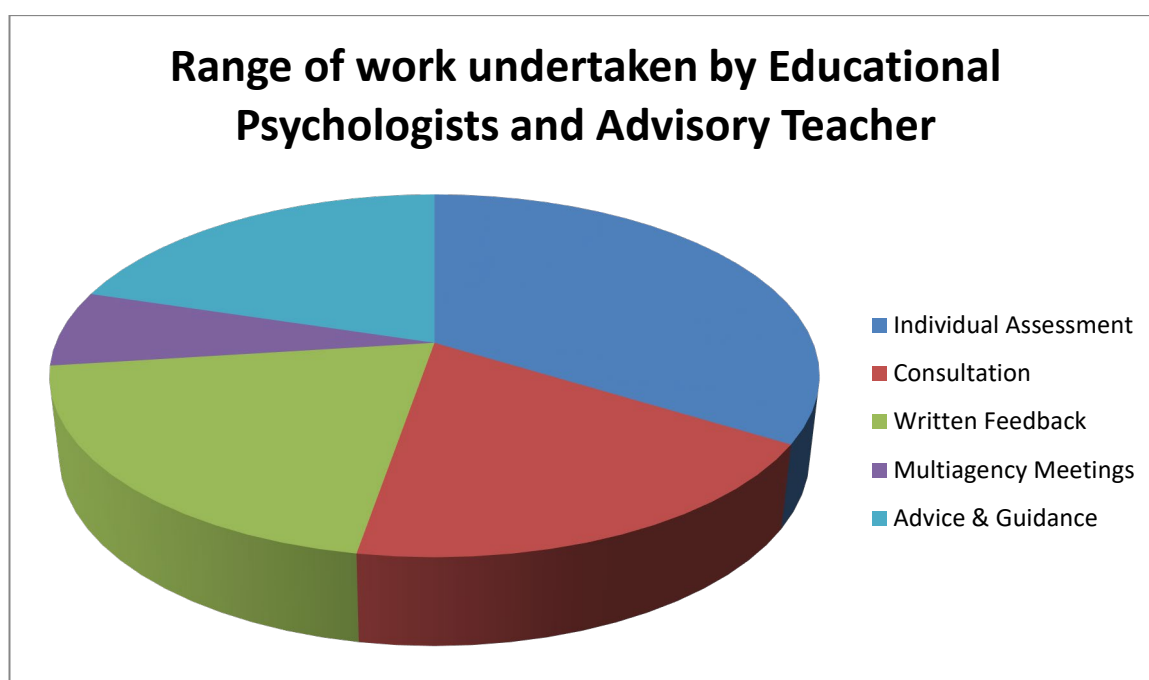
Evaluation of Services provided to schools

– September 2016 – July 2017

As in previous years, we completed a service evaluation by service users. We sent an evaluation form to all service users who buy into Torbay Educational Psychology Service and Advisory Teacher Service and to specialist provisions within Torbay. We had over a 50% return from our service users and would like to thank everyone who took the time to fill in the evaluation that allows us to make changes to improve our services to schools and other service users.

Question 1: Range of work undertaken by Educational Psychologists and Advisory Teacher.

This question asked settings how the Educational Psychologists and Advisory Teacher were used in each setting. The settings were asked to indicate the different types of work undertaken by the Educational Psychologist or Advisory Teacher. The results are set out below:



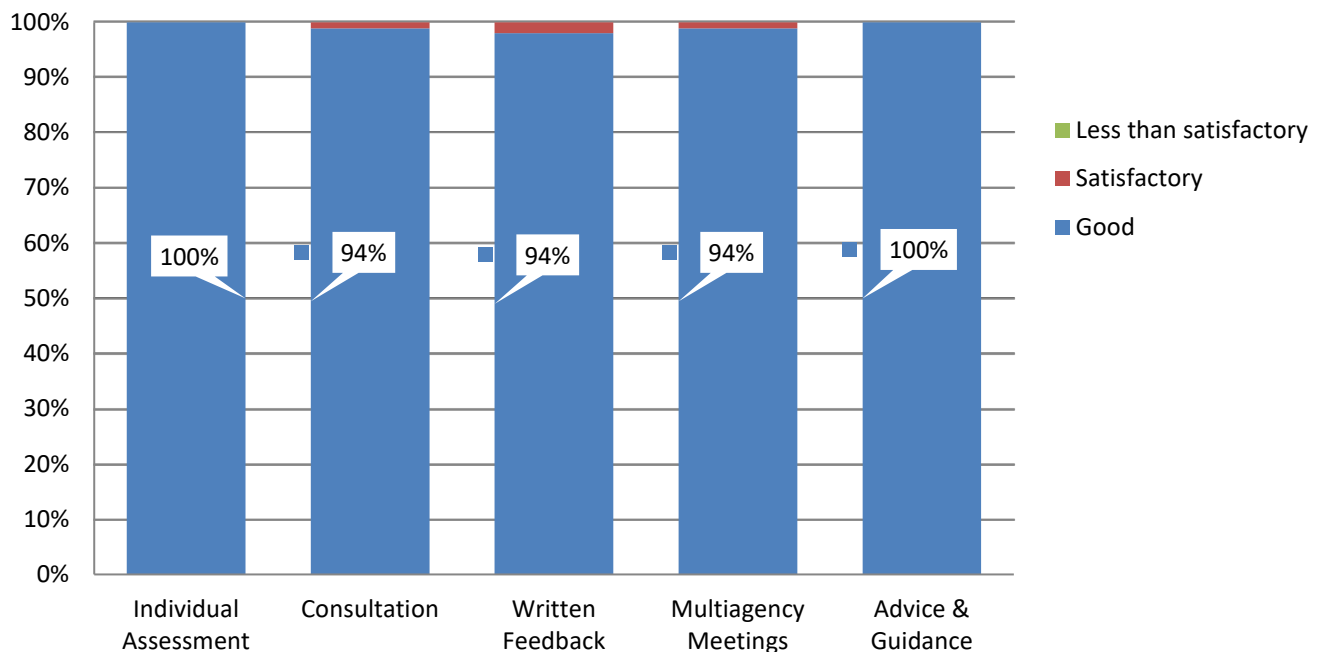
Analysis

The results indicate that Educational Psychologists and the Advisory Teacher deliver a range of services to most schools although there were a few schools that only used a single aspect of service delivery, most usually assessment. Involving the school's link Educational Psychologist or Advisory Teacher in multiagency meetings, was least used by the settings. Compared to the findings of last years' Service Users Survey there has been an increase in the amount of Individual Assessment work that schools use TEPATS and a decrease in other areas of activity, especially multi-agency work. This may reflect the challenges facing schools around children whose special educational needs are seen as increasingly complex and challenging.

Ranking of satisfaction with each of these elements of service delivery

Each of these elements was then ranked by service users – outlined in the table below:

Satisfaction with elements of Educational Psychology and Advisory Teacher services



Analysis

Again we are pleased to report that Service Users are overwhelmingly positive about the service they receive from TEPATS with all areas of service delivery rated good (90% of all questions) or satisfactory (10%).

In terms of areas of specific areas of work: 95% individual assessment work was rated as good, 85% of consultation work was assessed as good, 90% of written feedback was described as good, 94% of involvement in multiagency meeting were good and 90% of advice and guidance was described as good. This represents similar results to previous years and we are delighted that we continue to deliver a high quality service that is appreciated by our service users.

Question 2: Helpfulness of the service

We asked all service users what aspect of the service that they found most helpful, this was a qualitative question. Themes, which emerged from service users' responses, highlighted working with staff (sometimes informally), advice, responsiveness, reliability, and approachability as well as particular strategies to move individual children forward. Service users also saw assessment of individual children and consultation with parents as an important element of the service delivery. Other aspects of service delivery that were positively commented on were:

- Ep reports & recommendations
- Being able to pick up the phone to clarify things
- Positive support and encouragement
- assessments of need and advice
- Termly review meetings to prioritise cases
- creative work such as VIG & Circle of Adults
- Reports written within context of the school
- planning meetings, opportunity for parents to speak with EP
- Advice about resources to use
- Impartial expertise

- Observing EP working with students and elicit information
- Contributions to meetings with parents
- Assessments and guidance/recommendations
- Extremely knowledgeable and supportive team

Question 3: Elements for improvement

We asked all service users in what ways could the services be improved or developed. Again, this was a qualitative question, but there were a fewer number of responses and so more difficulty to find trends within the data. A theme that emerged from this question was the need for extra Educational Psychology time as there are an increasing number of children with special educational needs where the complexity of need was seen as new and challenging. Other aspects of service delivery, which could be improved, that were commented on were as follows:

- Perhaps reports could be slightly shorter
- Prompt feedback to parents
- More of it!
- It would be great if the service could be expanded
- More detailed advice for children with SEMH issues
- Time is always an issue - not enough of it
- Helpful if EP could meet with parents once they have received the report
- More liaison with class teachers would be good
- Some staff find the EP reports a bit long
- INSET from the service
- Could reports be discussed with school staff before sending to parents? When resources are recommended it is hard to explain to parents if school does not purchase the exact product, and parents expect all recommendations to be followed.

Question 4: Other feedback

We asked service users for any other feedback that they would like to give; Individual responses highlighted the fact that they have a very positive professional relationship with their Educational Psychologist or Advisory Teacher.

You Said, We Did

We would again like to thank service users for completing the survey. Because of last year's survey, we have been able to address the need for additional EP time by being able recruit addition staff to cover school's buyback.

We have continued to develop Video Interactive Guidance and supported attachment leads and autism champions within schools meeting the need for greater support for Staff that was highlighted in last year's survey. The results of this year's survey will be built into our service development plan.

Appendix C- Service Request Form with suggestions for completion.



- EDUCATIONAL PSYCHOLOGY, PORTAGE HOME VISITING, EARLY SUPPORT AND ADVISORY TEACHING
- Service Request Form

Please use this form if you feel a child/young person has additional needs which their current level of provision is not addressing. You are not required to complete the whole form to the same level of detail; concentrate on the presenting issues. Do not hesitate to follow established child protection procedures as soon as any requirement to do so is identified.

Please attach copies of any assessments, records or observations that will help us to assess the needs of this child/young person. **Service Request forms will be returned if there is insufficient information attached.**

All cases should be discussed with your Educational Psychologist/Advisory Teacher before referring to the Service.

1. Details of child or young person				
First Name(s):		Surname:		
Previous/AKA:				
Date of Birth:	Age:	Does this person have parental responsibility?	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
Lives with:			If no, please state who does:	
Address (including postcode):				
Gender:	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>	Religion (if known):	
Parent/Carer Name:			Telephone No:	
			Mobile No:	
Address: (if different)				
School/College/Nursery:			Year group:	
Nursery Sessions Attending:				
Child Protection Register?	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	Looked after child?	Yes: <input type="checkbox"/>
				No: <input type="checkbox"/>

Disability: <i>(Please describe the nature of disability – including any support that may be needed by parent/carers in completing any forms sent)</i>		SEN School Support: <input type="checkbox"/> Statement/EHC Plan: <input type="checkbox"/>
Has there been, or is there any domestic abuse at home?	Yes: <input type="checkbox"/> No: <input type="checkbox"/>	Has there been, or is there currently involvement through the Early Support/ Social Care? Yes: <input type="checkbox"/> No: <input type="checkbox"/> If yes: Current: <input type="checkbox"/> Past: <input type="checkbox"/>

2. Ethnicity	
White British <input type="checkbox"/> Caribbean <input type="checkbox"/> Indian <input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> Chinese <input type="checkbox"/> White Irish <input type="checkbox"/> African <input type="checkbox"/> Pakistani <input type="checkbox"/> White & Black African <input type="checkbox"/> Any other ethnic group <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other White background <input type="checkbox"/> Any other Black background <input type="checkbox"/> White & Asian <input type="checkbox"/> Not Given <input type="checkbox"/> Any other Asian background <input type="checkbox"/> Any other mixed background <input type="checkbox"/>	
If other, please specify:	Immigration Status:
Child's first language:	Parent(s) first language:
Interpreter or signer required? Yes: <input type="checkbox"/> No: <input type="checkbox"/>	Has this been arranged? Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Details of any special requirements (for child and/or their parents):	

3. Referrer details			
Name:		Position:	
School/Organisation/Agency:			
Address:			
Telephone No:		E-mail:	
Have you seen this child/young person in connection with this service request?			Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Have you seen the parent/carers in connection with this service request?			Yes: <input type="checkbox"/> No: <input type="checkbox"/>

4. Family and environmental factors
<p>Please provide any relevant information related to parental support, family history, family structure (including siblings (and any additional needs they may have), other significant adults, etc). Please also provide details of any Social Care involvement.</p> <p>This section could be completed with the child's parent/carers. The three main areas to report on are 1) Family, extended family and support given to the family; 2) The child's development and health; 3) Past or continuing involvement of other agencies.</p> <p>A list of things that could be useful to include:</p> <ul style="list-style-type: none"> Who lives with the child, if one parent does not live with the family does the child have regular contact. If the child is looked after and how long have they been with the foster family. If the child is a child in need or has other significant social care involvement. It is useful to include family history of difficulties e.g. child's aunt is dyslexic or if a brother has had speech and language therapy and so on. Does the family receive Disability Living Allowance or other benefits relating to the needs of the child?

Is there any involvement from other professionals to support the family, for example Family Support

- Worker, Social Worker, Attendance officer, Health visitor and so on.
- Have the family recently moved into the area or are due to move out of the area?
- Are any new siblings due to arrive?
- Does the child have a diagnosis of any sort?
- Did the child meet early developmental milestones at age appropriate levels or was there an area of development that caused concerns? – Even if that area is now no longer a concern.
- Other referrals to health services.
- Has the child seen agencies outside of Torbay?
- Has the child attended or about to attend the Child Development Centre / Neurodevelopment Clinic or other specialist assessment?

5. Development of child or young person – main areas of concern

Please insert number 1-5 as appropriate (1 = mild concern and 5 = extreme concern)

General health	–
Physical (including sensory)	–
Cognitive	–
Speech, language & communication	–
Behaviour, emotional & social	–
Participation in learning	–
Progress & attainment in learning	–
Self-care skills & independence	–
Self-esteem	–
Identity	–
Peer relationships	–

Please comment on any areas scored higher than 3:

Please describe what is happening, where and when, how often and for how long, giving examples if possible. Is there anything else that may be influencing the current difficulties? Include any current medications or treatments.

You can list your concerns using bullet points. You may wish to share the parents' viewpoint in this section by commenting on the child's areas of needs at home/'out and about', as well as in the school or setting.

Attainment Level: (EYFS or National Curriculum)

For children in the Early years please comment on the 3 Prime Areas – Communication and Language; Personal, Emotional and Social; Physical Development. You can also make links to the child's Early Years Developmental Journal Steps

For school age children please comment on National Curriculum Assessments and any other assessment information that the school has completed. For example CATS, Spelling/ Reading tests. Any National Assessments such as SATs and GCSEs

6. Child or young person's strengths / interests

This section could include particular interests and achievements either in the school/ setting or outside of the school/ setting – this may include hobbies, sporting strengths, clubs or youth organisations, such as Brownies, Scouts, Church Groups, and so on.

7. Actions already taken to support child/young person

Please give details of any strategies tried and whether they have been successful. **Please attach IEP's.**

You can bullet point the targets and strategies used to support the child.

8. What would you like to happen as a result of making this referral?

It is important to state who you would like to support you and your expectations about what will happen as a result of this referral, for example:

'We would like advice and support from the Advisory Teacher for Early Years Inclusion'

'We would like an assessment from the Educational Psychologist as we will be requesting a statutory assessment for this child '

'We would like a visit from the Advisory Teacher to discuss strategies of support in the classroom'

Please attach the following documents if available:

Assessments Reports IEPs Observations

Action Plans PEPs PSPs Attainment data (e.g. Target Tracker profiles)

Other (please specify)

Signed..... (Referrer)

Print Name..... Date

Please return this completed form together with the Agency list and signed Parental/Carer Consent Form to:

michael.freeman@torbay.gov.uk

or

**Michael Freeman
Business Support Officer
2nd Floor Electric House
C/o Town Hall
Castle Circus
Torquay
TQ1 3DR**

Please tick the services involved with this child/young person/family and provide the names and contact details of those involved.

Please fill this in as much as you can with the parent's support

✓	Agency/Professional/ Organisation	Contact Person	Contact Details
	GP		
	School nurse		
	Health Visitor		
	Counsellor		
	CAMHS		
	Paediatrician/Hospital Specialist Doctor		
	Educational Psychologist		
	Speech and Language Therapist		
	Physiotherapist		
	Occupational Therapist		
	Portage		
	John Parkes Unit		
	Young Carers		
	Social Care		
	Parenting Services		
	SureStart		
	Targeted Youth Support		
	YOT/Police		
	Checkpoint		
	Specialist Advisory Teacher / Consultant		
	Pegasus Centre		
	Outreach Services (please specify)		
	Attendance Improvement Officer		
	Other (please state)		

Parental / Carer Consent

Child/Young Person..... Date of Birth.....

School /Early Years Setting/Provision Attended:

.....

What information will Torbay Council hold?

Torbay Council will hold and process the information provided on this form and that collected through any assessment we undertake. This information may include, names, addresses, contact details and information about your child's health or your health.

Why do we need this information?

We need this information to ensure that the Council is able to contact you and / or child in respect of any assessment we will be undertaking. The information provided on the form will be used to inform our assessment to ensure that we can put in place appropriate support.

Our lawful basis for processing personal data is that it is necessary for the purpose of the Council's official authority under the Department for Education's SEN Code of Practice, 2014.

Our lawful basis for the processing of any special category data, such as race / ethnic origin, health information or religious beliefs is that it is necessary for reasons of substantial public interest.

Whom do we share this information with?

The referral form will be shared with the Educational Psychology Service at Torbay Council. Any information collected following this referral and any reports will be shared with other people directly involved with your child, including NHS professionals (GP / School Nurse / Speech and Language therapist/ Paediatrician and so on), your child's school and your child's named social worker (if they have one).

Outside of this, we will only share your personal data if we have a lawful basis to do so, for example if we are concerned about a child's safety and we have a duty to pass on our concerns, or if we have your consent.

How long do we keep your information?

The local authority will hold your personal data securely and keep it for 35 years from closure of the case. For children who are looked after by the local authority, personal data will be kept for 75 years from their 18th birthday.

Your rights and how to exercise them.

At any time, you can request to have a copy of the information we hold about you, and if you feel the information we hold and process is incorrect, you can request to have this corrected or deleted. Further information about your Information Rights can be found on Torbay Council's website: www.torbay.gov.uk/dataprotection.

If at any time you are unhappy about the way Torbay Council has handled your personal data, you can contact infocompliance@torbay.gov.uk.

Alternatively you can also raise a complaint with the Information Commissioner's Office: www.ico.org.uk.

Recording / photo consent:

Very occasionally, it may be helpful to film/ photograph your child or their work during assessment. This allows psychologist to assess a wider range of skills that are not easily captured by other means. At any point, the child or parents/guardians can chose to have the recording/ photo erased. Any recordings / photos taken will be erased following submission of the educational psychology report.

I agree to the educational psychologist service taking recordings / photos of my child to support the assessment they are undertaking.

Yes / No (please delete as appropriate)

Referral consent:

By signing below you agree to this referral being made to Torbay Council and acknowledge that you have read the privacy statement above.

Signed..... Parent / Carer

Print Name..... Date.....

Copies of this Referral Form can be made available in different formats. Please contact:
michael.freeman@torbay.gov.uk or Michael Freeman, Business Support Officer, 2nd Floor
Electric House, C/o Town Hall, Castle Circus, Torquay, TQ1 3DR. Telephone: 01803 208261 for
further information.

