



# **TORBAY EDUCATIONAL PSYCHOLOGY & ADVISORY TEACHER SERVICE**

Traded Services



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**ABOUT THE EDUCATIONAL  
PSYCHOLOGY SERVICE**

## SERVICE OVERVIEW

Torbay Educational Psychology & Advisory Teacher Service (TEPATS) offers a range of advice, assessment, training and intervention to support children and young people 0-25 years old. We work with children and young people, families, staff and other professionals, in a range of settings applying psychology to promote positive outcomes.

The Educational Psychology Service consists of fully qualified Educational Psychologists (EPs), two Trainee Educational Psychologists (TEPS) and business support. We have close links with Exeter University and also offer placements to students who are currently in their first year of the Doctorate training programme. All of the Educational Psychologists are registered with the Health & Care Professions Council (HCPC).

## THE BENEFITS OF WORKING WITH TORBAY EDUCATIONAL PSYCHOLOGY & ADVISORY TEACHER SERVICE

As the main provider of psychological services to Torbay Local Authority and schools we are uniquely positioned to support your students, families and staff.

We have a wide and diverse range of experience within the TEPATS service. We work very closely with the local authority to implement the changes in special educational needs and disability policy that have taken place in recent years. We have established good working relationships with our local schools and other agencies within the borough. We are able to offer advice and support around local processes. We are also able to signpost to partner agencies, where appropriate.

We are the sole provider, funded by Torbay Local Authority, to carry out statutory work in the district in order to identify and assess children, young people and young adults with special educational needs. Members of our team also sit on the SEND and Specialist Provision panels. This means that we are the only Educational Psychology Team who is able to carry out the range of statutory and traded educational psychology work that an educational setting may require.



## AIMS OF THE 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).

We aim to deliver a continuous and seamless service and where possible, in the event of staff absence, traded and statutory work commitments will be met by other members of the team.

## WHAT CAN THE EDUCATIONAL PSYCHOLOGY SERVICE OFFER?

The focus of the work may be at any or all of the following levels: individual level; group and class level, strategic systems and organisational level.



## TRAINING COSTS

If training takes place in your school either during the school day or as a twilight session this can be taken out of your service level agreement time.

Torbay wide courses will typically be charged at a rate of £20 per hour per delegate. Therefore a place on a three hour, half day session would cost £60 per delegate. A minimum of 10 delegates per course is required for viability.



## TYPES OF SUPPORT AVAILABLE

### SERVICE LEVEL AGREEMENT

Cost: Currently £400 per day, but this is subject to change.

Educational settings that purchase a Service Level Agreement (SLA) will have a named Educational Psychologist to carry out all of their traded work. The same Educational Psychologist will also aim to carry out all of the statutory work.

In the initial Planning and Review Meeting the education setting and their Educational Psychologist can discuss EHCP students, those who have already been seen by the service and current students causing concern. At this meeting the SENCO and EPATS team can discuss and prioritise cases for involvement.

Depending on the amount of time purchased as an SLA, the setting can decide in consultation with their EP whether the time is used flexibly across the academic year, or delivered on a regular pre-planned basis.

### FLEXIBLE SUPPORT

Cost: Currently £400 per day, but this is subject to change.

Flexible support requests and additional day requests are subject to availability and current time pressures on the EPAT service. Whilst we will do our very best to provide the time requested there is no guarantee that we will have sufficient capacity to respond or how quickly we are able to respond. This is especially true at the end of each summer term when the team are completing a high level of statutory work.

Flexible support requests will only be considered if requested between 1st September and 31st May in an academic year. This ensures that we have enough time to consider the request, check staff availability and book in dates before the end of the summer term.

We will do our best as a service to ensure that it is the named Educational Psychologist for your setting who will provide the time purchased for additional days but this may not always be possible.

Subject to staff availability, schools with an existing SLA can increase the amount of Educational Psychology or Advisory Teacher time within the three year period if this is negotiated with the Senior Educational Psychologist, Paul Williams by May 31st in an academic year.

Subject to availability, educational settings who did not initially purchase an SLA in the initial year of the three year cycle can still approach the Torbay TEPATS team for support and we will endeavour to respond to your request.





**ACTIVITIES TO  
SUPPORT SOCIAL,  
EMOTIONAL WELLBEING  
& MENTAL HEALTH**

# AUTISM

## Description

- Autism is a lifelong developmental condition that affects how a person communicates with and relates to other people. It also affects how a person makes sense of the world around them.
- Our educational psychologists have close links with health and education professionals who work in the area of autism. We support the implementation of the Autism Education Trust (AET) materials through individual casework, staff support, bespoke training and links with schools' autism champions. Some of our psychologists are also licensed National Autistic Society Earlybird Plus practitioners; a programme which supports families whose children have recently received a diagnosis of autism.

## Benefits

- ✓ A greater understanding of autism.
- ✓ Supporting the inclusion of children with autism in mainstream settings.
- ✓ Promotes autism friendly classrooms/schools.

### KEY

Look out for the following box next to an activity.

This indicates that it can come out of your

Buyback or purchased as flexible/additional Educational Psychology time.

Please contact business support or your link EP for further information.



# ATTACHMENT TRAINING

## Description

- Understanding attachment can help staff promote positive attachments in schools/settings, which can help children feel secure and enable them to be ready for learning. Children with attachment difficulties can demonstrate a range of difficulties for example; being stressed and finding it difficult to engage in learning or retain information.
- Attachment training provides an understanding of early child development and the importance of good parenting. It focuses on how to support children from early years to young adults with their behaviour and how to build resilience.
- This training explains: attachment and attachment theory; how the early life experiences shape the brain and behaviour (e.g. why children/young people may be very quick to get angry, or conversely may be very passive); guidance on how to work with children and parents; classroom and school strategies.

## Benefits

- ✓ Attendees will learn an approach that is effective for meeting the emotional needs of the most vulnerable children and young people.
- ✓ Attendees will learn how to support children and young people to make positive attachments with those around them. Positive attachments can lead to better learning outcomes, increased academic retention, and the development of a greater sense of calm and more positive social relationships.
- ✓ Attendees will also learn to apply the approach in order to facilitate adults in working together and to build a harmonious learning environment.

# ELSA TRAINING



## Description

- Emotional Literacy Support Assistant (ELSA) Training is a programme for raising the capacity within schools to manage SEMH needs. It involves a designated person (usually a teaching assistant or pastoral support adult) to attend 6 days of training and continuing half-termly group supervision.
- ELSAs receive training on issues such as resilience building, raising self-esteem, social skills development, loss and bereavement, therapeutic story writing, social story writing, reflective conversations and use of puppets.
- The interactive training gives participants knowledge of underpinning psychological theories, practical strategies and opportunity to discuss, plan or practise skills.
- Following training, the group supervision sessions act as a support network for ELSAs and guide on-going development.

## Benefits

- ✓ ELSA training gives participating schools an additionally skilled member of staff to support SEMH needs within their setting.
- ✓ ELSAs can support children on individual, group and whole school practice level. They can also advise other members of staff.
- ✓ ELSAs provide a pro-active approach to SEMH needs and can support children or young people before situations have escalated.
- ✓ ELSAs are supervised by an EP on a half-termly basis.

# EMOTION COACHING TRAINING

## Description

- Emotion Coaching was developed by U.S psychologist John Gottman. It is based on research into what parents of happy, resilient and well-adjusted children and young people actually do. It recognises what adults do that shape and strengthen brain development.
- Emotion coaching is a training package which helps create improved emotional regulation in children, and promotes a more supportive and calmer whole school environment.
- The training starts with leading participants through the scientific background to why this approach is so effective, before moving on to a range of dynamic experiences which fosters real understanding of emotion coaching in any audience.
- The exact steps are explained in detail and all participants have the opportunity to practice responding to real life situations, meaning that everyone has practice in working in this way before leaving the session.

## Benefits

- ✓ Evidence based, effective and effortless, emotion coaching is a powerful tool for helping children develop their self-regulation skills. It has also been found to lead to calmer schools and less ill-health in staff and children.
- ✓ Emotion coaching has also been used with classroom staff, supervisors and parents with positive outcomes.

# CIRCLE OF FRIENDS

## Description

- Circle of Friends is an evidence-based intervention that can be used to support the inclusion of children and young people with SEN/disabilities, who may be having difficulties in school and would benefit from peer support to help them feel more included.
- The process consists of an initial whole class meeting with the aim of recruiting volunteers who will form the Circle of Friends.
- The intervention normally comprises of 6-8 children who meet weekly with the target child and a member of staff.
- The Educational Psychologist will support the process of setting up the Circle of Friends.



## Benefits

- ✓ Children in the target child's class become more tolerant and understanding about a child's difficulties. This can lead to a reduction in incidents of challenging behaviour involving the target child.
- ✓ It creates a support network for the focus child.
- ✓ It provides the child with encouragement and recognition for any achievements and progress.
- ✓ It helps to identify any difficulties the child may have and helps to identify practical solutions.

# CIRCLE OF ADULTS

## Description

- Circle of Adults is collaborative problem solving process which is specifically designed to support teachers and adults that work with children who have social, emotional or mental health needs.
- The intervention is run by two Educational Psychologists; one will facilitate the meeting by moving the discussion through a number of steps; the second EP will act as a scribe for the discussion and note action points.
- The meeting is usually attended by a maximum of 8 adults who know the young person well. Parents and carers do not attend although schools are encouraged to invite other professionals involved with the child e.g. SALT, Paediatrics, Autism Team, CAMHS etc.
- A typical session includes:
  - Initial case presentation.
  - Building a rich, descriptive picture of the child's needs and circumstances.
  - Developing empathetic thinking
  - Reflecting on relationships
  - Exploring hypotheses
  - Agreeing strategies and first steps.

## Benefits

- ✓ Key adults supporting the young person may feel they have a greater understanding of the child and develop hypotheses for what the child may be communicating through their behaviour.
- ✓ Furthermore they may feel empowered and more able to think of their own ways of supporting the pupil in school.
- ✓ An action plan will be developed within the Circle of Adults.





# MOTIVATIONAL INTERVIEWING

## Description

- Motivational Interviewing is a counselling technique that was developed with medical settings. It was based on the idea that people are not always in a state of readiness to change their patterns of behaviour. Motivational interviewing differs from other counselling techniques in that it does not assume a person wants to initially change their behaviour. It also acknowledges that there may be strong reasons why a person chooses to maintain this behaviour. Changing behaviour relies on a motivation to do so. Young people may or may not seek help or support to change their behaviours because they may not share the same goals as the adults working with them have.
- Examples may include:
  - Disruptive behaviour in lessons masks the fact that the young person is finding work difficult.
  - Truancy or displays of risk taking behaviour to encourage social acceptance of peer group
  - Displays of aggressive behaviour to enhance perceived status amongst peers.
- Motivational Interviewing can be used to help children, young people or even staff consider their current situation and whether they are happy and content with how things are, or if there may be something they would like to be different.
- This process leads the person to consider the actions, what the consequences are, and if these consequences are what they actually want. Through this work, they can explore and consider different ways of being, talking and interacting and can identify small changes they think they could make, all with their own change goal in mind.

## Benefits

- ✓ This type of work can encourage the person to consider the consequences of their actions reflectively, and can help them understand if their actions are helping them progress towards their aims; such as good exam results, having friends, staying out of trouble, or having a calm and positive day.
- ✓ Behaviour changes are more likely to be maintained as they stem from a genuine desire to create change by the young person, rather than being something they are told they need to do.

# SOLUTION-FOCUSED BRIEF THERAPY



## Description

- Educational Psychologists use techniques to provide therapeutic work to individuals or small groups to support positive change.
- Educational Psychologists will work in a curious, empathic and non-judgemental way, exploring the current problem or difficulty. They will use psychology to help the individual or small group to think of what their preferred solution, dream or best hope would look like.
- Educational Psychologists will use Solution-Focused Brief Therapy principles and techniques to guide individuals or small groups into feeling confident and empowered to facilitate change, working towards their preferred solution.
- Using techniques to enable an individual to gain skills in dealing with a range of issues, including:
  - Stress
  - Low mood
  - Managing anxiety
  - Anger management
  - Isolation and loneliness
  - Feeling 'stuck' in a situation and not knowing how to change it.

## Benefits

- ✓ Educational Psychologists work in a non-expert way, facilitating and using the skills and knowledge of the individual or small group. Using Solution-Focused Brief Therapy principles and techniques enables the EP to recognise their strengths and resources and help pick out exception times when the problem is less pronounced or not present.
- ✓ Using techniques that acknowledges the pain whilst also enabling the individual or small group to feel in control and empowered to find their own solutions working towards their best hope. Benefits can include:
  - Increased self-confidence
  - Raised self-esteem
  - Reduction in stress or anxiety
  - Alternative ways of resolving situations, resulting in an increased number of choices available.

# DRAW AND TALK

## Description

- Draw and Talk is a serial drawing technique, where the child or young person draws with a familiar adult on a weekly basis. The adult uses non-intrusive questions to encourage the child to talk about their drawings. It is a safe, primarily non-directive, easy to learn method of working with children and young people on a one to one basis.
- Drawing and talking is a safe and easy to learn technique for use with children and young people who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being. This technique is based on Jungian and attachments (Bowlby) theories.
- Training and supervision is provided by the Educational Psychology Service.



## Benefits

- ✓ Drawing pictures and talking about their drawings regularly can help children to resolve difficulties that they may be experiencing. It can be used flexibly and builds on children's strengths and abilities in a solution focused way. This method is now being widely used in UK schools.

# NARRATIVE THERAPY

Buyback or Add-on

## Description

- A style of therapy and intervention that involves 1:1 work between an Educational Psychologist and the child or young person as well as working collaboratively with adults around the child or young person
- A respectful and non-blaming approach that allows the child or young person to create 'stories' about themselves
- It helps the individual to identify their problems through their stories and supports the individual to discover exceptions to these stories by generating alternative or preferred stories
- There are a variety of techniques and exercises which can be used but they are all based on the child or young person generating stories



## Benefits

- ✓ Views the child or young person as the expert in their own life
- ✓ Empowers the child or young person make changes using their own skills and ideas
- ✓ Helps create a support network for the child or young person
- ✓ Separates the child or young person from the problem or 'destructive behaviour' by allowing them to externalise the issues
- ✓ Helps the child or young person to make sense of their experiences through their story or narrative.

# THINK GOOD, FEEL GOOD

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## Description

- Cognitive Behavioural Therapy (CBT) is a set of techniques that can help children and young people gain an insight on their difficulties and make positive changes in their lives.
- CBT has been very successful in dealing with a wide range of difficulties including anger, oppositional behaviour, anxiety and phobias. Support staff can successfully deliver CBT as a targeted intervention to help young people whose behaviour is a concern.
- Training is delivered through presentations, discussion and practical role play exercises.

## Benefits

- ✓ Explanations on how to deliver a number of 1:1 CBT sessions with children and young people and deal with ethical issues.
- ✓ Techniques can be used for primary and secondary aged children.

# VIDEO INTERACTIVE GUIDANCE (VIG)



## Description

- VIG (Video Interaction Guidance) is an intervention that engages people in a process of change, which focuses on developing effective communication and attuned interactions through the use of video.
- VIG is a strength based intervention where people are supported by a VIG guider to reflect on film clips of their positive interactions with others.

## How does it work?

- An area of change is identified in a meeting with the VIG guider and parents or professionals. A 'helping question' is identified to enable a focus in a specific outcome.
- A short film is taken (about 10 minutes) of play/interactions between the adult and the child/young person.
- The VIG guider will then have a look at the film to choose clips which show attuned interactions. They will then look at the clips with you at a shared review meeting on another day.
- There are usually 3 or 4 cycles of filming and shared review sessions, each building on and extending the positive and attuned interactions that have been identified.

## Who is it for?

- Parents, early years staff, school staff and other professionals.



## Benefits

- ✓ VIG promotes a more positive relationships between the adult and child/young person and helps you to understand the part you play in building your relationship with the child/young person.
- ✓ VIG promotes sensitivity between parents and young children with attachment difficulties.
- ✓ VIG focuses on positive interactions, helping you to recognise your strengths and discover new skills.
- ✓ VIG is recommended in the National Institute for Health and Clinical Excellence for promoting children's social and emotional wellbeing.





**ACTIVITIES TO SUPPORT  
COMMUNICATION AND  
LEARNING**

# EARLY TALK BOOST



## Description

- Early Talk Boost is a targeted intervention aimed at 3-4 year old children with delayed language skills.
- The programme aims to accelerate children's progress in language and communication by an average of 6 months.
- Training is for practitioners working with groups of 3-4 year olds in early year's settings. Participants will develop skills and knowledge to identify appropriate children, measure their progress and deliver the intervention successfully.
- Children taking part in the intervention will attend three sessions per week during circle/story time, each lasting 15-20 minutes delivered by an early year's practitioner.
- The sessions include activities that cover the foundation skills in speech, language and communication that children need for learning and understanding new words, as well as having conversations.

## Benefits

- ✓ Supports children who are not achieving their expected levels of progress in their language development.
- ✓ Can be used to demonstrate to Ofsted how you are focussing on developing staff skills.
- ✓ Help to build relationships with parents, by reinforcing the language skills the child demonstrates during the group sessions.
- ✓ An all-in-one speech and language solution package.
- ✓ Can be used by non-speech and language specialists.
- ✓ Designed to be sustainable so you can deliver the intervention multiple times to new groups of children.
- ✓ Identify, monitor and track children's progress before and following the intervention with the online tracker.

## Description

- Talk Boost has been developed by ICAN Charity and is delivered by Licensed Tutors from the Educational Psychology and Advisory Teacher team.
- Talk Boost KS1 is a targeted intervention for children who have delayed language development, aiming to boost their language skills to help them catch up with their peers.
- Talk Boost KS1 training is for teachers and TAs working with children in Reception, Years 1 & 2. It is important that staff attend the training in teacher/TA pairs as delivery of the intervention involves them working together.
- The comprehensive intervention pack of high quality resources, which include: lesson plans, teacher manual, resource materials, pupil and parent activities can be purchased from ICAN and need to be purchased prior to training so they can be used on the training day.

## Benefits

- ✓ Programme is delivered in Primary Schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9-18 months after a ten week period.
- ✓ Children who are selected to take part in the intervention will attend three sessions per week, for 12 weeks. The small group sessions, each lasting 30-40 minutes, are delivered by the teaching assistant.
- ✓ The sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations. In addition, the class teacher will run a weekly whole-class activity and there are activities that can be practiced at home.

# LEGO THERAPY



## Description

- Training for schools to deliver Lego based therapy intervention for children with social and communication needs.
- Lego Therapy is a collaborative play therapy in which children work together within designated roles to build Lego models to promote development of their social and communication skills.
- Key social experiences such as collaboration, joint attention, joint accomplishment, sharing, turn-taking, eye-contact, and verbal and non-verbal communication are emphasised and coached.
- Lego therapy can be used in individual and group therapies, during which natural opportunities are used to practice social communication, social support, social problem-solving, and conflict resolution skills.



## Benefits

- ✓ Research has found that Lego therapy is effective in improving social competence in children with Autistic Spectrum Conditions and it may also be helpful for children with other social and communication difficulties.
- ✓ This staff training provides an overview of the theory and description of the approach, an opportunity to apply and practice the intervention, as well as support, advice and resources for staff setting up Lego based clubs in schools.
- ✓ On-going support can also be offered to schools in setting up Lego based clubs, screening of children for inclusion in the groups, as well as evaluating the intervention and assessing progress.

# PAIRED READING



## Description

- Paired reading has been identified as an effective approach to promote reading, whilst building relationships and self-esteem.
- Paired Reading is a method of supporting reading that involves oral reading with a partner such as a teacher, parent or peer.
- A key feature of paired reading is that the reader has autonomy over the material read, which is based on interest rather than readability level.
- The method offers predictable and non-intrusive error correction, which does not affect the flow and comprehension of the reading.

## Benefits

- ✓ The impact of paired reading has been well documented in research and suggesting improvements in reading accuracy, fluency and comprehension.
- ✓ In addition to academic achievements research has noted improved self-esteem and motivation for reading.
- ✓ Training for adults (e.g. parents) gives a clear framework to support enjoyment of reading together.

# PRECISION TEACHING



## Description

- Precision Teaching is a practical and highly effective method of planning and evaluating a teaching programme to suit the needs of an individual child.
- It is a programme which is used for developing pre-requisite skills in literacy, spelling and numeracy skills, particularly where there are gaps in learning.
- Precision Teaching consists of a daily short session (10 minutes) of teaching, assessment and monitoring progress through a chart.
- Training in Precision Teaching will give staff a better understanding of the psychological theory of learning underpinning this intervention. It will also give staff the ability to implement a bespoke intervention to identified children or young people.

## Benefits

- ✓ Precision Teaching has a strong evidence base within the fields of psychology and education.
- ✓ Can have a notable impact on self-esteem and on motivation in other areas of the curriculum.
- ✓ Is particularly effective for children struggling to acquire automatic fluency skills.
- ✓ Teaching and progress is assessed and monitored regularly to promote accelerated learning.
- ✓ Makes teaching precise and cost effective.
- ✓ Will give attendees the skills to deliver a Precision Teaching Intervention.

# LITERACY ASSESSMENT

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## Description

- Assessing children's barriers to acquiring competent literacy skills can inform planning for intervention support and classroom teaching.
- An assessment can explore the underlying skills required for reading, spelling and writing and may include; phonological awareness, memory, speed of processing, visual and fine motor skills which are essential for fluent reading and writing.
- Literacy assessments can be useful in addressing specific areas of weakness around sound/letter correspondence, phonic manipulation skills, ability to recognise whole words and being able to apply their knowledge to reading and writing.

## Benefits

- ✓ Literacy assessments will enable adults to understand a child or young person's literacy needs and intervene directly with the specific areas of weakness.
- ✓ Will support development of effective targets and interventions.

## Duration

- One session of Advisory Teacher or EP time plus report writing.

## Who is it for?

- Children and young people with literacy difficulties which require direct assessment.



# NUMERACY ASSESSMENT

## Description

- A numeracy assessment could be used to gain an insight of a student's numerical abilities, including any strengths, weaknesses and gaps in their understanding of numerical concepts.
- This may include the use of scales from standardised cognitive assessments, diagnostic assessments or the use of curriculum based or the use of curriculum based and/or dynamic assessment.
- The assessment could be used to contribute towards a wider assessment, for example if specific learning difficulties are suspected.

### Duration

One session of Advisory Teacher or EP time plus report writing.

### Who is it for?

Children and young people with literacy difficulties which require direct assessment.

## Benefits

- ✓ A numeracy assessment would help identify a student's strengths and difficulties around numeracy, including any gaps in their understanding.
- ✓ It could support identification of possible instructional strategies and/or interventions that may assist the development of the student's numeracy abilities.
- ✓ The assessment could lead to development of specific targets and identification of ways to monitor and review the student's numeracy abilities over time.

# SELECTIVE MUTISM

## Description

- If a child is selectively mute for more than 6 weeks after an upsetting event, or transitioning into a school, and the issue is not arising due to a difficulty with forming words, then support from Educational Psychology should be requested.
- An initial visit from your EP to observe the child and discuss their strengths and needs with staff who know them, and to discuss a suitable programme to deliver.
- Your EP will work with a member of staff to support them in implementing and working through a suitable intervention for the child.
- Following discussion with your EP, it is likely that a member of staff will run the intervention following an agreed plan.

### Duration

Please discuss with your link EP.

### Who is it for?

Children and young people with  
Selective Mutism

## Benefits

- ✓ EP support will enable staff to put a suitable programme in place, which will help address the underlying social anxieties causing the selective mutism.
- ✓ Children with selective mutism can be vulnerable in many ways and can struggle to remain included in all aspects of school life. With support the young person will work towards the goal of being able to communicate freely and successfully, so that they are able to ask for help, ask questions and make social relationships.

# SENSORY ASSESSMENT

## Description

- Sensory assessments are completed through observation and consultation. A representation of the child's sensory processing needs are presented alongside practical activities to meet need. The aims of the assessment are:
  - To identify the child or young person's needs and strengths;
  - Provide practical activities to meet need;
  - Decrease undesirable effects of a sensory processing need.

### Duration

One session of Advisory Teacher or EP time plus report writing.

### Who is it for?

Children and young people with with suspected sensory difficulties

## Benefits

- ✓ This can lead to improved behaviour, reduced anxiety and improved learning outcomes. This will allow adults supporting children and young people with sensory needs to:
  - Meet sensory needs;
  - Understand associated needs;
  - Measure impact through teacher assessments related to presenting difficulties (i.e. reduction in dislike of messy play, unusual behaviour, covering ears etc.)



# WORKING MEMORY TRAINING

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## Description

- Working memory refers to our ability to remember and mentally work information over short periods of time. It is crucial for all aspects of learning and day-to-day life.
- Many children have difficulties related to working memory and research shows that this puts them at a disadvantage in the classroom and consequently in terms of positive outcomes.
- This training explores the concept of 'working memory' and why it is important for learning, the negative impact that difficulties with working memory might have in learning, and what works for children with these needs.

## Benefits

- ✓ This assessment style is learner controlled and personalised to the child or young person. It is interactive and non-threatening, therefore can be appropriate for anxious or more vulnerable individuals.
- ✓ It provides strategies to support the child or young person which are directly relevant to the classroom.



# EDUCATIONAL NEUROPSYCHOLOGY

## Description

- We offer a specialist service to schools to help them focus appropriately on the needs of children and young people who have experienced an acquired brain injury (ABI), which often do not fit well into existing special educational needs categories. This can include:
  - Assessment and action planning for an individual child or young person.
  - Psychoeducation for children and young people about the causes, incidence and consequences of ABI.
  - Staff coaching and supervision.
  - Training about the brain and impact of injury.
  - Supporting a programme of intervention linked to assessment findings.

## Benefits

- ✓ A greater understanding of the long-term and unique consequences of ABI that often require on-going monitoring and multi-agency support.
- ✓ Adding to knowledge about how brain injury can impact upon child development, learning, behaviour and relationships.
- ✓ Facilitating collaboration between medical and educational professionals.
- ✓ A written report(s) that will be presented in a way that can be used to support local resources allocation where needed.



# STANDARDISED COGNITIVE ASSESSMENT

## Description

- Standardised assessments may be used to identify children’s strengths and difficulties; the information collected can help schools plan to support their special educational needs.
- Our service has a number of standardised or cognitive assessments available for use with individual children or young people.
- Standardised tests are available that measure:
  - Cognitive strengths and difficulties
  - Analysis of reading ability
  - Reading for comprehension
  - Phonological awareness
  - Receptive comprehension of grammar
  - Test of understanding receptive vocabulary.

## Benefits

- ✓ These assessments provide information regarding the individuals strengths and difficulties.
- ✓ It gives feedback that helps teachers plan.
- ✓ The standardised scores allow comparison of performance between young people over time.

### Duration

- One session of EP time to include report writing.

### Who is it for?

- Children who are not achieving or making expected progress despite a variety of school based interventions being used.





**ACTIVITIES TO SUPPORT  
PLANNING, PROBLEM  
SOLVING & SYSTEMIC  
DEVELOPMENT**

# CONSULTATION

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## Description

- Consultation can be defined as joint problem solving with teachers, parents/ carers and other adults who work with children and young people.
- The aim is to clarify concerns, explore the situation and consider some positive actions before the end of the meeting.
- A consultation can take multiple forms but may include; a review of an identified concern, acknowledgment of strengths within the current situation, some jointly proposed reasons behind the concern, helping and hindering factors and possible solutions.
- The aim of consultation is to empower adults that support children and young people to develop situations and actions to resolve difficult situations.

## Benefits

- ✓ Consultation has been identified as a valuable tool in supporting adults to utilise new strategies, reflect upon their practise, consider alternative view points and value their own strengths and skills
- ✓ A consultation can be a restorative experience and give consultees increased confidence and a new perspective.
- ✓ Following a consultation those involved should have increased clarity on the situation and have developed action points.
- ✓ As this is a collaborative process, stakeholders should feel enabled and have ownership of their next steps.

# EARLY YEARS

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## Description

- Most pre-school children aged 0-5 years with SEND who attend private, voluntary and independent settings, including childminders, will have their needs identified, before they start school, through the Early Years Inclusion Service. This consists of the Educational Psychology, Early Years advisory Teacher and Portage Services.
- If a child is known to the Early Years Inclusion Service before starting school it is possible that an EP will have carried out an assessment or consultation. Where additional transition arrangements are required that are over and above what is usually provided by the school, this will be arranged by a member of the Early Years Inclusion Service or the Pre-school. The SENCO, reception class teacher and parents/carers will usually be invited to attend in order to give the child the best possible start in school.
- For pre-school children whose needs meet the criteria to be assessed under the Education, Health and Care Plan (EHCP) process, it is possible they will start school with an EHCP in place. Prior to school entry a relevant professional would arrange a transition meeting and upon entry to school the SENCO will arrange an EHCP implementation meeting with parents.
- EHCPs are monitored by the SEN team and subject to interim reviews every 6 months until the child reaches 5 years old, and annually thereafter.
- Once a child with SEND starts school, following transition arrangements, the Early Years Inclusion Service will withdraw. School procedures for SEND monitoring, further assessment and review of the child's needs are implemented. If Educational Psychology involvement is required then this will be raised at the EP planning and Review meeting, and the service would be commissioned via the school's buyback arrangements.
- For children under 5 years with SEND who attend school nurseries their assessment and intervention, monitoring and review follows school policy and procedures. If Educational Psychology is required this follows the EP service referral process and would be commissioned using the schools buyback arrangements.
- The Early Years Inclusion Service provides a range of training that school staff are welcome to attend, please follow the link below for current training available and to book places: <http://www.torbaytsacpdonline.co.uk>

# PSYCHOLOGY WITH 16-25 YEAR OLDS

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## Description

- EPs work with young people aged 16 to 25 and those who support them to plan for achieving paid employment, independent living, good health and community inclusion as they move into adulthood.
- The EP will meet with the young person and those supporting them to understand current needs and explore how to support progress. This may include some assessment and direct work with the young person, leading to the development of effective strategies for supporting them.
- Many of the services offered within this brochure will be applicable for this age group. We would welcome the opportunity to discuss ways that we can support those working with this age group.

## Benefits

- ✓ More knowledge and understanding about the Special Educational Needs of the young person.
- ✓ Ensuring the young person's views/voice is heard and appropriately communicated.
- ✓ Ability to plan to effectively meet the needs of the young person and consider their future.

# SOLUTION CIRCLES

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## Description

- A short and powerful problem-solving process for groups of people.
- Effective for approaching a range of problem solving solutions including challenging behaviour and non-attendance.
- The process uses ideas from the group to identify potential solutions and next steps.
- Utilises the collaboration of school staff with support agencies and professionals.

## Benefits

- ✓ Participants will develop ideas and find some solutions/action points.
- ✓ Gives opportunities for finding a way forward in challenging situations; including action planning and next steps.
- ✓ A visual representation of the problem and solutions will be generated as a record of the process.

## Duration

- One session of EP time to include report writing.

## Who is it for?

- Teaching and support staff/ other professionals.

# VIDEO ENHANCED REFLECTIVE PRACTICE (VERP)

## Description

- VERP is a strength-based intervention which helps support individuals or groups develop their communication, teaching and therapeutic skills when working with others.
- VERP was developed from the therapeutic intervention Video Interaction Guidance (VIG) and shares the same methods, ethics and principles.
- VERP involves individuals videoing and reflecting on their day-to-day interactions with those they work with. Focus is placed on 'better than usual' interactions and how to build on these to enhance practice.
- Reflective thinking is guided by the principles of attuned interaction which are central to VIG and VERP and supervision from a VIG guider

## VERP in practice

- Attendance of a training course run by a VIG guider to introduce the principles of attuned interactions, thinking around effective methods of communication and interaction and the practicalities around videoing.
- Practitioners will identify a 'working point' in terms of how they want to enhance their practice.
- Each practitioner will then video themselves working with others and then analyse the video as part of a group to share 'better than usual interactions'. This analysis is initially supported by a VIG guider, usually for three sessions of shared reflection.
- Practitioners can then use VERP to support their continued professional development at any time and supervision from a VIG guider can be provided when required.

## Benefits

- ✓ Allows the recognition and extension of existing skills.
- ✓ Provides a visual example of success that increases self-confidence and motivation.
- ✓ Encourages collaborative learning and problem solving

### Who is it for?

- Teaching and support staff/
- other professionals



# CRITICAL INCIDENT SUPPORT

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## Description

A Critical Incident is a single incident or a sequence of incidents which:

- Are sudden and unexpected.
- Contain real or imagined threats to a person.
- Overwhelm usual coping mechanisms.
- Cause severe disruption.
- Are traumatic to anyone.

Critical Incidents affecting educational settings may include:

- Death of a pupil or member of staff
- Serious accident involving pupils or school personnel, on or off school premises.
- Violent attack or intrusion into premises e.g. armed intruder or bomb alert.
- Fire, Flood, building collapse or major vandalism
- A hostage situation.
- A disaster in the community.

In the event of a critical incident or other traumatic event, The Educational Psychology can provide advice and support to the school's management team. This may include advice on how staff can best support students and each other, communication with parents/careers and

the wider community and identifying students who are particularly vulnerable. This support can be offered on the telephone or face to face and will always be discussed with the Senior Educational Psychologist in the first instance.

As part of our traded services, we can also help schools plan their response to a bereavement or critical incident. It is widely recognised that being 'wise before the event' helps schools and settings when they have to deal with traumatic or upsetting events. As a service we are also able to provide training to groups of staff in a school about how they can support children following a bereavement or critical incident.



## Benefits

- ✓ Research has shown us that there are common stress reactions in individuals which will include:
  - sleep disturbance
  - separation difficulties
  - concentration difficulties
  - memory problems
  - intrusive thoughts
  - not able to talk with parents for fear of upsetting them
  - need to talk to peers
  - heightened alertness to dangers
  - irritability
  - depression
  - anxiety and panic

## Things to remember

- ✓ Please try not to avoid them because you are uncomfortable (being avoided by friends adds pain to an already painful experience).
- ✓ If possible avoid saying that you know how they feel (unless you have experienced their loss yourself you probably don't know how they feel).
- ✓ Try not to say "you ought to be feeling better by now" or anything else which implies a judgement about their feelings.
- ✓ Avoid telling them what they should feel or do.
- ✓ Avoid changing the subject when they mention their loss.
- ✓ Try not to find something positive (e.g. a moral lesson, closer family ties, etc.) about their loss.
- ✓ Be sensitive and don't say that they can always have another...

# STAFF SUPPORT/SUPERVISION

## Description

- An opportunity for professionals including teaching staff to access designated time and space with an Educational Psychologist.
- The aim of a staff support group is to provide an opportunity for experience sharing, open reflection and shared problem solving.
- Helps individuals to recognise their own strengths and build on their confidence, resilience and competency when managing challenging situations.
- Provides a safe space for an individual to discuss issues which may feel particularly emotionally charged or stressful.
- Can be tailored to meet a specific organisations need e.g. support for an individual or small group, or even supporting a group from a collection of schools.
- The aim is to share concerns, reflect on practice, share experiences, develop possible solutions to problems and develop practice.
- Consultation may take multiple forms but may include a problem presenter describing an issue, the group asking probing questions, the whole group developing hypotheses around the concern, followed by group exploring solutions.

## Benefits

- ✓ Staff support groups have been identified as providing emotional support to staff, leading to reduced feelings of stress and isolation.
- ✓ Staff support groups can empower adults to perceive problems differently and develop their own solutions.
- ✓ Research has found that the development of staff support groups can impact the wider school culture to be open, sharing and supportive.

- **Who is it for?**
- Teaching and support staff/
- other professionals



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