



BCP Council Educational Psychology Service Brochure 2025-26

Welcome to the Educational Psychology Service Brochure for Bournemouth, Christchurch, and Poole



We are sometimes asked “What work can the educational psychology service (EPS) provide?” or “What can an EP offer my school?”

Educational Psychologists (EPs) are trained in educational and psychological theories, research and approaches (including problem-solving, consultation and coaching, therapeutic work and training). We draw upon this knowledge to support the learning and overall thriving of children and young people (including those with additional needs and disabilities). To do this, we may work directly and collaboratively with pupils, parents/carers, teachers and other professionals. Our Assistant EPs (AEPs) all have a degree in psychology and experience working with children and families. They work under the supervision of EPs, greatly assisting the overall work of Service.

EPs/AEPs offer a wide range of work at an individual, group, and whole school level. We use knowledge of psychological theory and practice to bring people and ideas together to support children and young people to remain included academically and socially, to flourish, and to achieve.

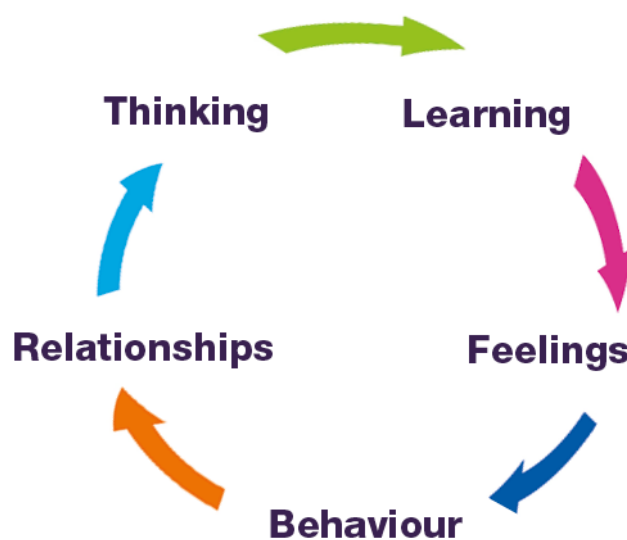
We are committed to building capacity within BCP settings to benefit a greater number of staff, young people and families. For this reason, every school and college in BCP has a named Link EP (or a supervised trainee EP). This helps to develop trusted working relationships.

This booklet shows what can be available to your setting through a combination of our core, traded and statutory service offers.

We hope you find this information booklet helpful. Further information can be found on the [EPS pages](#) of the BCP Local Offer.

Do discuss any questions with your link EP or with us on **01202 126100**.

To commission time please contact the SLA team sla@bcpcouncil.gov.uk



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Our Core Values

As educational psychologists (EPs) our work is underpinned by our psychological knowledge, training and skills and we aim to use psychology to bring people and ideas together to enable positive change. Our underpinning values are as follows:

Valuing all

We work collaboratively and we include everyone's voices in a non-judgemental way.

Ethical Practice

We stand up for the rights of all and work together with integrity and honesty to achieve equity for pupils.

Openness

We are open-minded and curious, and work flexibly.

Uniqueness

We believe every person is unique, including each EP in our team. We bring a range of skills, strengths and approaches to our work.

Compassion

We believe everyone should be treated with understanding, respect and kindness. We are sensitive to distress and are committed to try and alleviate or prevent it.

Growth

We work creatively to identify what is needed to help people develop and thrive in education.

Making a difference

We are an agency of hope who work collaboratively to create positive change for children and young people.



Why Choose Our Services?

Our highly qualified and experienced educational psychology team is committed to bringing a wealth of knowledge and a range of specialist skills to support the success and well-being of all pupils in the BCP area. We pride ourselves on offering a responsive and adaptable service tailored to meet the unique needs of schools and pupils.

Collaboration is at the heart of what we do, and we believe in working closely with school staff, parents, and other professionals to ensure a coordinated and comprehensive support system.

All of our approaches are evidence-based, grounded in the latest psychological research and best practice guidelines. We are looking forward to partnering with you to make a positive impact on the lives of the children and young people in BCP.

Our Educational Psychology Team consists of highly trained professionals, including senior, main grade, trainee and assistant educational psychologists (AEPs).

A link to our web page and further information including profiles of each member of our team can be found here

[Educational Psychology Service \(EPS\)](#)



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Our Universal (Core) Offer

Our universal services are free to settings. We have designed our services to link into the graduated approach by offering support that can prevent the escalation of needs and lessen the necessity for more specialised interventions. By promoting inclusive and high-quality teaching practices and robust [ordinarily available provision](#), our universal offer effectively addresses the needs of many children without requiring targeted, or specialised support. Our universal offer includes:

- A named Link EP as a point of contact for general queries
- Support for up to 2 days following a critical incident
- Access to the Inclusive Settings Audit (ISA) and Environmental SEND Audit (ESA) Tool
- Graduated Approach and Ordinarily Available Provision documents
- Access to the SENCOs Supporting SENCOs Padlet and WhatsApp group (link)
- Access to a solution-focused, phone consultation with an EP for BCP parents and carers. All parents and carers in BCP can book a solution-focused, half an hour consultation with an EP. These are on Tuesday afternoons from 1.00 to 4.00 during term times. The EP will focus on problem solving, providing information and signposting as appropriate.

Tel: 01202 126100 to book an appointment.



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Our Bespoke Traded Offer

Our bespoke traded offer supports settings to robustly deliver a graduated and inclusive response as the foundation to enable all children and young people to learn and thrive. It provides opportunities for a high-quality partnership with our educational psychology team who apply their psychological expertise to enhance the thinking, skills, and competencies of others, in a confidence-building way. Thus, promoting the social, emotional and learning development of children and young people and better outcomes for vulnerable pupils.

Schools and colleges are able to purchase multiple packages of 3 days of bespoke traded work per year.

Services can be purchased by individual schools/colleges, or by clusters of schools/colleges.

EP traded time is inclusive of the work required to support the offer. This includes planning and preparation time, liaison with parents/carers, staff and other agencies, direct work in settings, review meetings, report/ completion and related administration.

Traded time is for one academic year only and is not carried forward to a new year. Our bespoke traded offer can include:

- Whole school development, e.g.:
 - In depth system review
 - Policy development
 - Supervision for staff groups
 - Modelling
- Consultation and advice*
- Assessment and review*
- Using Person-Centred Techniques to support planning
- Staff training as prioritised with your link EP
- Ongoing support for the IQM audit and SEND Audit implementation



*Parental and / or YP consent is required prior to discussing any pupil by name.

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Whole school development:

As a service, we are committed to building capacity within BCP schools and colleges for the benefit of a greater number of staff, young people and parents/carers. Robust analysis of SEND data with setting staff, can be used to identify areas of strength and need and inform action planning for the coming year including where the EPS provision can be used most effectively. EPs can offer a wide range of support for whole-school development. This may include:

In depth system review

This can be tailored to your settings needs but could include for example, a focus on:

- Early identification of need
- SEND Communication systems
- Ordinarily Available Provision
- Systems supporting pupils at risk of EBSA, or of exclusion
- Transition
- Management and effective use of TAs
- Supporting and including vulnerable groups
- Pupil voice / parent voice
- Developing systems and approaches to enhance wellbeing and / or learning

Policy development

EPs are highly trained in facilitating effective collaborative working where all voices are heard. They are experienced in reviewing and developing policies with settings on a wide range of issues. Examples of policies EPs have supported settings to co-produce with parents and pupils include:

- Critical incident response policy
- Relational based behaviour policy
- Suicide prevention policy
- SEND policy
- Inclusion policy

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Supervision for staff groups

Benefits / KPIs:

- Staff will gain a psychological perspective about a range of issues
- Learning will inform class and setting practice
- Outcomes for the children will be improved.

An effective way of positively impacting the outcomes of a large number of pupils is through staff supervision. Depending on need this can be for teaching staff, teaching assistants, or pastoral staff. This can be managed to suit your settings needs. Below are models that are currently popular.

What worked well?

Regular (half-termly) staff supervision, seeing EP at regular intervals, and time set aside to be able to discuss a student, or to problem solve together with key staff (EPS survey, 2024)

Teachers: Teachers are provided with cover (sometimes by the SENCO) to enable them to book a session with the EP to discuss any issues about which they would like a psychological perspective (e.g. supporting positive behaviours, meeting the needs of a specific group within the classroom - possibly around specific literacy difficulties or class dynamics, supporting particular needs e.g. autism etc). This has proved to be a very effective way of meeting both staff and pupil needs. Where consultations are about broad themes / issues rather than specific children, no parental consent is required.

No report will be written, although attendees are welcome to make notes. These discussions can be used for problem solving around particular needs, supporting staff well-being, or for managing systemic issues.

Teaching Assistants, Family Support Workers, Mental Health Leads, or

Pastoral Staff: Staff are released to have a session with the EP to discuss any issues about which they would like a psychological perspective. This may relate to individual children that they work with, groups of children that they support or

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questions regarding particular interventions or areas of need. If requested the EP can observe group work to inform support on elements such as; group dynamics, delivery of a particular programme (e.g. precision teaching) and the use of questioning that can support the development of independent learning skills. Where consultations are about broad themes / issues rather than specific children, no parental consent is required. No report will be written although attendees are welcome to make notes.

Group Supervision: Group supervision can be an effective and time efficient way to use EP expertise. The EP is able to facilitate the group so that shared issues and concerns can be discussed, and the experience, knowledge and skill of all present used to improve practice. Schools report this being particularly useful for groups of TAs, and for different members of staff supporting a particular pupil.

Modelling

Modelling is an evidenced based teaching method and as a service we are happy to model a variety assessment methods and person-centred techniques where this is suitable for the child or young person we are working with.

This could include for example:

- Mediation through [dynamic assessment](#)
- [Gaining Pupil Views](#)
- Using [Person-Centred Techniques](#) to support planning



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Consultation and Psychological Involvement

Benefits / KPIs:

- Participants will have greater knowledge and understanding about the child/ young person, their strengths and needs and the barriers they face to access learning.
- Staff will be able to plan to help meet the needs of the child.
- Outcomes for the child will be improved.

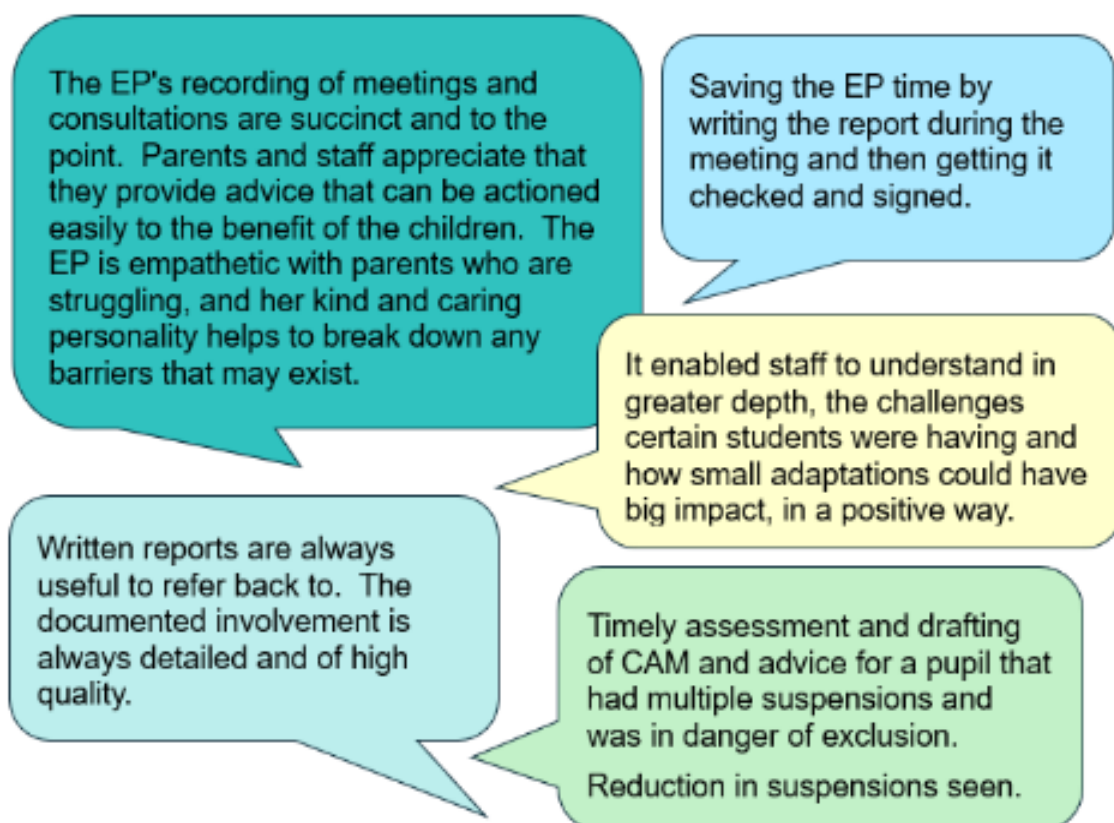
Our consultations with staff and parents/carers provide an opportunity to work collaboratively with the EP/AEP to gather information, discuss identified concerns, and to problem-solve to help inform decisions and next steps.

We may undertake a range of assessments to gain more knowledge and understanding about the concerns for children who have emerging or ongoing needs which are impacting on their education. We look at how barriers can be removed and help identify and suggest interventions.

Assessment activities could include classroom observations, analysis of schoolwork, questionnaires, curriculum-based assessments, play-based assessments, dynamic assessments and the use of person-centred creative tools to gain pupil views.

Consultation and psychological assessments contribute to the 'Assess, Plan, Do, Review' cycles and include a follow up review to monitor the impact and to decide whether there is a need for further involvement.

Individual assessments: What worked well? EPS SENCO Survey 2024



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Types of assessment (Some examples)

Consultation

Consultation is about working with setting staff to help think through an issue, clarify the problem and then develop solutions. Ownership of the problem remains with the key person raising the concern. The EP works with that person to equip them with the skills and knowledge they need to be part of the solution (DfEE 'Future Directions Report 2000'). Within a consultation model, there is an implicit move away from emphasising the importance of 'within child' factors as the key to finding solutions. The EP's role is to help significant adults solve, or reframe, the problems that they experience in helping the pupil to learn, communicate, or manage their behaviour. These conversations are powerful in bringing about change. Moreover, it is psychologically important that EPs help staff and colleagues to find their own solutions. These will be more durable and carry more commitment than solutions offered as advice that they are expected to adopt. We see consultation as a problem-solving conversation which allows for everyone to gain a shared understanding of a child or young person's situation and agree actions to support them.

How long does consultation take?

A consultation meeting usually takes between 60-90 minutes depending on how many people are involved and the complexity of the situation. The EP might suggest using a structured model of group consultation such as a Circle of Adults or a PATH (Planning Alternative Tomorrows with Hope) which may run for longer.

What will typically happen during a consultation?

The EP will start by asking everyone to introduce themselves. There will be an initial focus on the child or young person's strengths before moving on to any concerns about their well-being and progress at school. The EP will ask a range of questions that allow for the pupil's views to be shared. The group will consider possible reasons underlying the concerns and then plan strategies and agree outcomes and actions.

Will the Educational Psychologist write a report after the consultation?

Everyone involved in the meeting will be encouraged to take notes. If requested, the EP will write a short record of involvement that outlines the conversation and any agreed actions. A Circle of Adults or a PATH meeting format may be used which minimises report writing time.

What happens after a consultation?

A review date will be agreed during the consultation, usually within 6-8 weeks. The EP may also agree to observe or work with the young person prior to the review meeting. The proposed outcomes will be revisited during the review meeting and further actions will be agreed.

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Joint Assessment Meetings JAM

(previously known as Community Assessment Meetings, CAM)

Benefits / KPIs:

- Improved co-production and pupil voice and an increase in pupil involvement.
- Targeted action at an earlier stage, with the aim of reducing the number of pupils who require an EHCNA
- Outcomes and provision that reflect the whole child, their strengths, needs and aspirations.
- A 'tell it once' approach and a reduction in unnecessary duplication of information and paperwork.
- An improved experience for the child /young person and family and a reduction in tribunal requests.
- A reduction in time taken for statutory writing for EPs and statutory timescales as a whole.

We have been trialling the use of Community Assessment meetings, now to be known as Joint Assessment Meetings (JAM) (to avoid confusion with CAMHS) with an academy chain in the Christchurch area and have had very positive feedback from children and young people, families, multiagency professionals and setting staff. We are looking to develop the model and roll out its use across BCP.

A JAM is an opportunity for everyone involved with a young person (including the young person themselves) to talk about their strengths, needs and progress. It is solution focused and aspirational and personalised to the young person involved. The JAM meeting provides a space for multi-agency problem solving. If any professionals are not able to make the meeting, reports are shared and included in the discussion. Most importantly, the young person's feelings about their learning, their thoughts about school, and what they feel might help them are a central part of the process.

How would it work?

Following discussion with the link EP at the liaison meeting, where a JAM is considered useful, the SENCO will liaise with those involved to set a date for the JAM meeting. The SENCO will send out the paperwork to those involved, including the young person (supported in a manner that is appropriate), family, school staff, and professionals from education, health and care with a deadline prior to the JAM meeting so their information can be shared before the meeting.

How long does a JAM take?

The JAM meeting takes place for up to 2 hours

What will happen during the meeting?

- The EP/AEP chairs the meeting and supports taking minutes.

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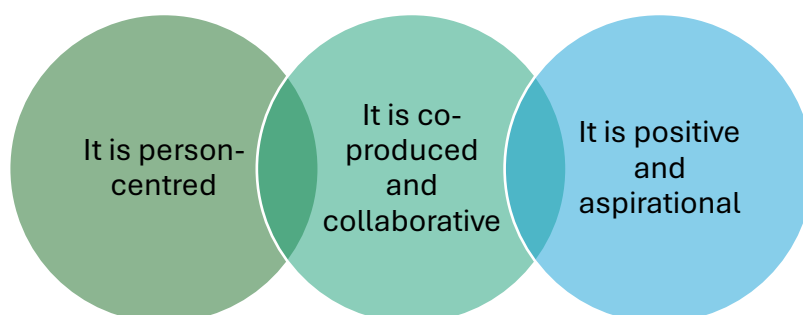


- Where possible, the pupil is encouraged and supported to attend the first part of the meeting to share their views, which they will have been supported to voice prior to the meeting.
- The JAM will include deciding upon agreed actions, outcomes, and provision.
- The minutes are shared, and stakeholders have a week to submit any further amendments.
- The JAM is finalised and used to inform planning and delivery.
- A review date will be agreed during the JAM, usually within 6-8 weeks, this is typically virtual. The proposed outcomes will be revisited during the review meeting and further actions will be agreed.

A JAM can have two outcomes:

1. It is agreed that the young person's needs can be met from resources that are currently available to the school and that an EHCP is not required at this time. Actions are agreed together, and recommendations may be provided by any professionals involved. This will be kept under regular review.
2. It is agreed that the young person has needs which might require additional support and that a comprehensive graduated response has been implemented by the school over time. It is thought that there may be a need for provision over and above what would ordinarily be available (universal provision) and from delegated funds. In these cases an EHCP assessment may be appropriate (in line with the legal test in the 2014 Children and Families Act). The school SENCo/inclusion lead would communicate with the LA and the assessment request will be considered at an SEN panel. The JAM information will be used to form the basis of the assessment information and SEND panel will decide whether or not an EHCP is necessary for the young person.

JAM Core Values



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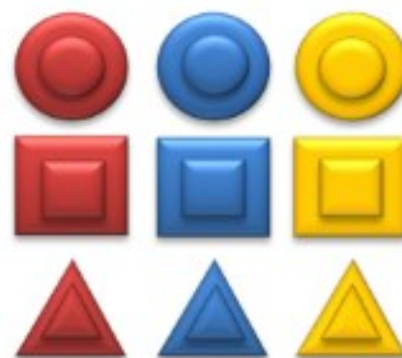
Dynamic assessment

Dynamic Assessment enables the exploration of a range of skills such as learning, language, attention, number skills and approaches to tasks. Working dynamically, allows for an opportunity to provide mediation (progressive teaching) to the young person within a task; this is a process in which alternative strategies/ approaches to learning can be introduced or modelled to the young person. Purchasable games, toys and activities requiring sorting, matching, pairing and analogical thinking such as Grabolo, Rush Hour, Dobble, etc., can all be used dynamically by skilled practitioners.

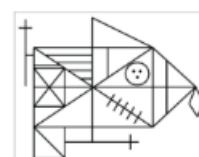


The Children's Analogical Test of Modifiability (CATM)

This assessment uses shapes, which can be sorted according to colour, size and shape. The child has to use logical thinking in order to solve analogical problems i.e. the child has to work out the relationship between two shapes in order to complete the pattern, placing a missing shape in a further set of two shapes. This activity assesses a range of cognitive functions such as the ability to move between concepts and considering two or three sources of information simultaneously.



The Complex/Simple Figure Drawing (C/SFD) involves the child being shown and asked to copy a picture of a simple figure, before being asked to reproduce it from memory. The child is then given a second opportunity to complete copies from using the stimulus and from memory, following mediation. This test assesses perceptual skills and visual short-term and working memory skills.



Standardised Assessments for learning

It is hoped that regular and robust standardised assessments are carried out by the setting for each of the four areas of need. These aim to compare a child's responses with other children of the same age. For lists of those recommended for use by BCP SENCOs please refer to the [Graduated Response Toolkit](#) **Appendix A** on the local offer. EPs can also carry out a wide range of standardised assessments using assessments that settings may not have access to.

Questionnaires

EPs use a range of standardised and non-standardised questionnaires to gain information about pupil needs and views.

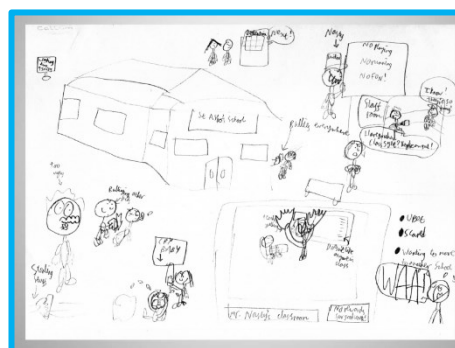
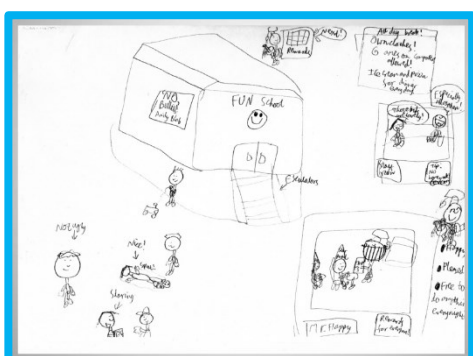
Gaining Pupil Views

Personal Construct Psychology Personal Construct Psychology explores the ways in which people make sense of the world around them, gathering information to develop a construct (like a template) which helps them to form judgements and evaluations (Kelly, 1955; Beaver, 2011).

The Ideal Self: This is an activity based on Personal Construct Psychology which explores a person's views about themselves (Moran, 2020). It can be particularly helpful when people do not understand why a child behaves the way they do. In the activity the child:

- draws and talks about a fictional person that they would / would not like to be like
- talks about times they have been closer to the person they would like to be, what helped, barriers etc.

Ideal/Non-Ideal Classroom The Ideal/Non-Ideal Classroom (or school) is a solution-focused activity in which the child is encouraged to construct their ideal classroom using drawing or LEGO. This activity can help to elicit the child / young person's views as to how they would like school to be as well as considering features which they consider to be helpful when learning (Moran, 2011).



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Good Day/Bad Day: Person Centred Planning Tool The good day/bad day activity is a person-centred planning tool, designed to elicit child views about the factors that can impact on their success and happiness. The child is asked to consider what a good/bad day would look like and describe the contributing people, activities, and environment (Inclusive Solutions).

Sorting Activities: When children and young people are reluctant to talk, sorting and scaling activities can be particularly helpful. Using these activities children can indicate how they feel at different times or whether statements are true / not true for them.

 I enjoy this
 I feel comfortable about this
 I feel anxious/uncomfortable about this
 I am very anxious about this
 I avoid this if I can

A lot Like me
 I like to have things / space of my own


A bit like me
 I worry about my school work


Not like me
 I get angry


How would you describe yourself?	 Not like me	 Sometimes like me	 Like me
Kind 			
Happy 			
Friendly 			




مرحبا العالم! Hello World!
 Hej Värld! Hello World!
 Ciao Mondo
 안녕하세요! Hello World!
 Salut le Monde!














I hate it!
It's ok
I love it!

12345678910

Multi-Element Plan or Changing Behaviour Consultation

Benefits / KPIs:

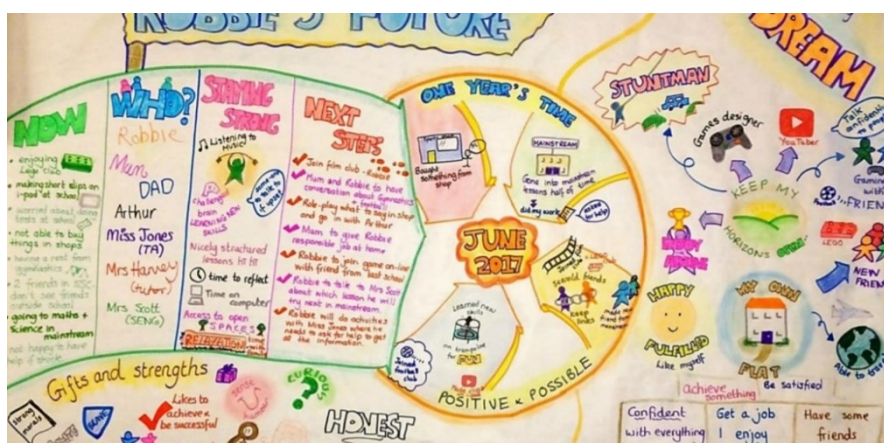
- Participants will have greater knowledge and understanding about the child/ young person, their strengths, needs, triggers and the barriers they face to access learning.
- Staff will be able to plan to help meet the needs of the child /young person more effectively.
- Exclusions and negative behaviours reduce.
- Pupil is able to remain in a setting and access learning.

These are 2-2 ½ hour consultations, in which the functions of behaviours are explored using a multi element model approach. A preventative behaviour plan is then drawn up based on this analysis. It provides setting staff with practical strategies and applications to support positive behaviour within the setting and models an approach that can be used for other children and young people who are struggling within the setting. Challenging behaviour consultations are used with children who are displaying significant challenging behaviour in school on a regular basis and can act as a rapid response to support pupils to successfully remain in a setting.

Using Person-Centred Techniques to support planning

Promoting Alternative Tomorrows with Hope (PATH).

PATH is a creative planning tool that uses both process and graphic facilitation to create a shared vision of a positive future for children and young people, families, and those supporting the child. PATH draws on people's ability to visualise different futures and to plan backwards from a future vision or dream and tell stories about how that vision can come into being.



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Staff Training

As part of the enhanced offer, settings are able to work with their link EP to identify what training should be prioritised for all setting staff or particular staff groups. This training can be tailored to meet your setting's particular needs. KPIs for each training will be negotiated.

Recent training delivered to individual settings has included:

- Executive Functions
- Working Memory
- Pathological Demand Avoidance
- Regulation strategies
- Supporting specific learning needs
- Precision Teaching
- Coaching for Early Careers Teachers and PATH model
- Academic Resilience
- An Introduction to Nurture principles
- Attachment
- Supporting whole school well-being
- Emotional Based School Avoidance (EBSA)
- Relational based practice
- Supporting a Growth Mindset
- Supporting Independence (TAs)
- Therapeutic story writing
- Mediated Learning

Our EP has delivered whole school training for staff on attachment. This training was interactive and enabled staff to question their own views and opinions surrounding children who have experienced ACEs. It has definitely had a positive impact on how our high needs SEMH pupils are viewed for their behaviours. *EPS Survey July 2024*

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Inclusive Settings Audit (ISA)

The Inclusive Settings Audit (ISA) was co-produced as part of the Inclusion Quality Mark (IQM) pilot project. It aims to strengthen support for all our children and young people, whilst also increasing expertise in catering for those with additional needs and from vulnerable or marginalised groups. The tool has been co-produced and published following much partnership working in our local community. Many children and young people, school staff, parents/carers, and multi-professional stakeholders have participated in this project, alongside collaboration with wider educational and national bodies.

The audit pathway available through the Inclusive Settings Audit (ISA) supports education staff to:

- recognise and build on the existing strengths of their setting
- share a clear and collective picture of effective inclusive provision
- efficiently identify how to further shape and strengthen overall practice

The Inclusive Settings Audit Strands

- **Welcoming Setting, Inclusive Values & Ethos**
- **Emotional Wellbeing, Relationships & Feeling Safe**
- **Leadership, Staff Supervision & Training**
- **Collaboration, Participation and Partnership**
- **Opportunities, Adjustments, Learning Environment & Resources**
- **Monitoring and the Approach to Teaching and Learning**
- **Entries, Exits, Transition & Change**

Environmental SEND Audit (ESA)

The Environmental SEND audit was created as a complementary audit to share and use with local settings. It sits alongside the broader Inclusion Support Audit (ISA) which was co-produced as part of the Inclusion Quality Mark pilot project. The items in the SEND checklist are a synthesis from key whole school indicators which have been drawn from both local and national examples of good practice (including the Whole School SEND consortium).

This checklist provides a usable tool to help evaluate and ensure whether local settings are effectively demonstrating and prioritising the systems and supportive practices needed for children and young people (CYP) with SEND to optimise their learning, achieve a sense of belonging, and maintain their wider wellbeing at school. The action plan summary at the end of the checklist helps to feed into whole school development plans and informs the types of support, resourcing and training that may be needed.

It helps to ensure there is sufficient focus on the environment and expertise around CYP with SEND alongside any existing focus on the CYP themselves and acknowledges that positive changes in such contexts can impact positively upon both individual and collective outcomes for CYP with SEND.

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Measuring Impact

The EPS collects data on the effectiveness of involvement.

1. During the initial consultation we agree targets and associated interventions with school staff, children/young people and parents/carers.
2. We identify a baseline for each target and an expected level of progress at the time of review, following implementation of interventions.
3. At review meetings we consider the impact of the involvement and ratings of progress achieved in order to measure outcomes over time.

Working in this way allows both the service and schools to produce information on the impact of our interventions. Time allocated for all pieces of work, will involve time for review.

Cancelled Visits

We require as much notice as reasonably possible in the event of a cancellation of appointments so that the Educational Psychologist can rearrange their diary to accommodate other work. We would therefore request that we are given 48 hours (2 working days) notice, otherwise the agreed session time will need to be deducted from the time you have purchased. The exception would be that the pupil is ill on the day, in which case we ask that you contact us as soon as possible. If the EP is on route, or has arrived at your setting, the time spent will be deducted.

If your Educational Psychologist has to cancel an agreed appointment due to illness or other unpreventable circumstances, they will re-organise a further visit as soon as possible.

In the event of prolonged EP staff absence, all attempts will be made by other members of staff to meet those work commitments. If this is not possible, then a pro-rata refund of the SLA price will be made.

Our Centralised Traded Offer

Units of Support

In addition to the bespoke packages of time, our EP service offers additional of units of support. These consist of a wide range units, each individually costed. These can be purchased as an add on to an existing package of time or individually.

Training is typically accessed through [SkillGate](#). Please see [SkillGate](#) for dates and prices and below for an outline. The training on this site will continue to be updated and includes:

- [ELSA training and supervision Accessed through \[elsa@bcpcouncil.gov.uk\]\(mailto:elsa@bcpcouncil.gov.uk\)](#)
- [Nurture group training and network meetings](#)
- [Staff Wellbeing Supervision Sessions](#)
- [Termly SENCo Solution Circles](#)
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- [Critical Incident Planning](#)



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ELSA training and supervision

(Accessed through elsa@bcpcouncil.gov.uk)

Benefits / KPIs:

- Increased emotional literacy skills and pupil wellbeing
- Increased capacity of school to meet emotional needs
- Reduced exclusions
- Improved learning outcomes and attendance data

Research outlining the impact of ELSA can be found here: [Research – ELSA Network](#)

ELSAs are emotional literacy support assistants working in schools. They are teaching assistants who have received specific additional training from educational psychologists. The ELSA's role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them.

ELSAs plan and deliver individual and small group programmes in schools with access to support from educational psychologists through group supervision and individual contact. This provides on-going continuing professional development for ELSAs to develop their knowledge and skills.

ELSAs have nationally recognised standards, and in order to practice, they must receive supervision from an educational psychologist each half term. This forms part of our ELSA training and supervision package.

Training covers:

- Emotional literacy in schools. Raising emotional awareness.
- Building resilience and self-esteem
- Managing emotions (including cognitive, behavioural approaches)
- Supporting children through loss and bereavement and family break up.
- Use of social stories and therapeutic story interventions
- Active Listening and reflective conversations.
- Use of puppets and creative approaches in ELSA work



Nurture group training and network meetings

Benefits / KPIs:

- To have the basic knowledge needed to be able to start a nurture group
- To understand the positive impacts of a nurture group at the child, school and family level
- To increase the well-being of children and young people attending the nurture group so they can develop the confidence to take pride in their work and social interactions
- Effective nurture groups can improve pupil and staff well-being and reduce spending on alternative provision

Nurture groups address the social and emotional needs that can interfere with pupils' ability to access learning. In addition to providing academic teaching, groups are designed to help children develop vital social skills, develop confidence and self-respect, and to take pride in being part of their school community.

In nurture groups, there's a special emphasis on language development and communication: nothing is taken for granted and everything is clearly explained by the staff, with the help of demonstrations and (where helpful) physical gestures. Pupils are given the time they need both to listen and be listened to.

They offer the opportunity for children to have early nurturing experiences giving them the skills to do well at school, have positive relationships and deal more confidently and calmly with the trials and tribulations of life, for life. Unconditional positive regard is one of the most powerful mechanisms for change.

'Nurture Group Training – The Basics'

This one hour online live webinar is an introduction to Nurture Groups. The training will cover:

- What is a nurture group
- The background to nurture groups
- An introduction to the six nurture group principles
- The evidence base and positive impact of nurture groups

There will be opportunities to ask questions following the training.

Who would be most suitable to come?

The training is suitable for any school professional interested in setting up or finding out more about nurture groups.



Introduction to Boxall Profile training

Benefits / KPIs:

- An increase in knowledge and confidence of how to use the Boxall Profile as a pre and post measure for nurture group interventions.
- An increase in knowledge and confidence of how to identify SEMH needs and how to target set for pupils attending a nurture group, leading to improved SEMH development for pupils.
- An increase in knowledge and confidence of how to identify SEMH needs and how to target set for pupils in your setting, leading to improved outcomes for pupils.

The Boxall Profile is a psychosocial assessment tool used to determine children and young people's social and emotional functioning and wellbeing (Bennathan, 1998).

The Boxall Profile can support schools and practitioners in the early identification of SEMH difficulties. Through the structured assessment of cognitive, social and emotional difficulties, the Boxall Profile highlights gaps in a child or young person's social and emotional development which are directly or indirectly underlying the challenging behaviours or wellbeing difficulties children and young people experience. Once needs have been identified, the Boxall Profile can be used to plan and review the support offered to pupils.

The Boxall Profile is used to identify needs to be addressed through the work of the nurture group but can also be used more widely, to identify SEMH needs and to plan support for numerous children and young people within settings.

This one hour online live webinar is an introduction to using the Boxall Profile including:

- When, where and who to use it with
- How to complete it
- How to interpret it

There will be opportunities to ask questions

Who would be most suitable to come?

The training is suitable for any school professional interested in setting up or finding out more about Nurture Groups.



Nurture Group Network Meetings

Benefits / Key Performance Indicators:

- Staff have greater self-efficacy in supporting pupils with attachment difficulties and those that have experienced trauma.
- Staff have the understanding, tools and skills to be able to start a nurture group in their own school.
- Staff will gain greater understanding of how to increase the quality and effectiveness of existing Nurture Group provisions.
- Staff have greater well-being and resilience following peer-to-peer support.
- Staff gain understanding of key problem-solving models.
- Improved pupil and staff well-being and reduced spending on alternative provision

Nurture group network meetings support practitioners to deliver quality nurture group support through termly opportunities to meet and share good practice.

Meetings include:

- Relevant training delivered by EPs
- Opportunities for networking
- Peer to peer information exchange and problem-solving

We recognise the emotional challenges of running a group and provide a safe space for practitioners to share thoughts and questions. Sessions are suitable for any level of nurture experience but attendance at nurture group – the basics, and Boxall profile introduction training are recommended.

Evaluations of what has been helpful have included:

- *“Ideas for starting our Nurture Group and what it might look like.”*
- *“Gaining information about how to set up a nurture group and resources to use in school.”*
- *“Inspiration for planning and encouraging for future nurture sessions.”*

Who would be most suitable to come:

The network meetings are suitable for any school professional who is involved in running a nurture group or is interested in setting up or finding out more about Nurture Groups.



Staff Wellbeing Supervision Sessions

Throughout the year we are running 6 Wellbeing Supervision sessions for school staff, focused on staff wellbeing. Sessions can be accessed via [SkillGate](#).

The sessions will give attendees the opportunity to:

- be supported by an educational psychologist on a regular basis
- share practice and ideas from across settings to support staff wellbeing
- reflect together on supporting their own wellbeing
- reflect together on how best to support staff in their schools
- plan support for their own wellbeing and of those within their organisation

Who would be most suitable to come?

Anyone providing support to other staff members within the school, with a focus on wellbeing, such as:

- Headteachers
- Sencos
- Mental health leads
- Wellbeing leads
- Pastoral staff



SENCo Solution Circles

Benefits / Key Performance Indicators:

- SENCOs feel listened to and report an increased feeling of efficacy and competence
- Increased efficacy of SEND provision and support
- Able to implement systemic interventions to target key needs – resulting in a reduction in individual requests for involvement
- SENCOs knowing who to go to within the community for external support, i.e. signposting
- Established support network outside of school / academy trust

We facilitate 2-hour termly supervision circles for groups of SENCOs or other relevant staff members. These sessions provide a supportive space to do the following:

- Build a professional network outside of your school setting
- Problem-solve around areas of need and wider systemic issues
- Learn from the knowledge and experience of others
- Share up to date knowledge about how best to support young people with SEN
- Discuss themes that arise within the group
- Support your own wellbeing

Who would be most suitable to come:

- SENCOs
- Assistant SENCOs
- Inclusion Leads

‘Always good to share resources/strategies which have been tried and tested -mini case studies and examples’

‘Information to support specific pupils in school. Advice beyond my own knowledge and experience.’

‘An opportunity to discuss current issues and problem solve.’



Inclusion Groups

Benefits / KPIs:

- Leadership- the development of a strong leadership team who believe in inclusive practice and value its importance.
- School climate and structure- the development of educators who ensure that all pupils feel included and as though they are valued members of the school / college community
- Increased staff confidence in supporting pupil mental health
- Increased partnership working with families and the local community
- Improved pupil wellbeing, so pupils can develop the confidence to have positive social interactions and take pride in their work
- Reduction in spending on alternative provision
- Opportunities for professional networking and joint working

We facilitate 2-hour termly Inclusion Groups. These sessions are facilitated by an EP and provide a supportive space for:

- Systemic focus on improving and maintaining whole school inclusive practice
- Discussing topics relevant to current changes in national policy and practice
- Discussing current theories, interventions and support.
- Discussing an inclusion issue that has been brought by one or more members of the group
- Enhancing whole school provision mapping, analysis and policies related to inclusion
- Staff and whole school CPD
- Sharing practice, resources and strategies that are working well
- A focus on 'communities of practice' and a reflective space to initiate new ideas and innovative creative practices
- An opportunity to network, share ideas and have peer supervision/support outside your school or academy chain

Who would be most suitable to come:

- Setting senior leaders
- Inclusion Leads
- Inclusion Officers

Reported benefits have included:

"Increased staff confidence in supporting all pupils (including vulnerable and marginalised groups) to be included and to thrive."

"Increased partnership working with CYP, families and the local community."

"Improved focus on pupil wellbeing."



Precision Teaching:

Benefits / KPIs:

- The process helps the child and adult identify the teaching strategies that are more effective in helping the child develop a specific high frequency skill, such as reading
- According to research, applications of precision teaching can stimulate pupil engagement and motivation in learning.
- Precision Teaching has been shown to significantly improve pupil levels of fluency and overall educational outcomes. (Lindsley, O. R. (1992). Precision Teaching: Discoveries and Effects. Journal of Applied Behaviour Analysis).

Details:

Precision Teaching is designed to support pupils to develop high frequency skills, such as reading, spelling or maths. It is tailored to the individual learner. It provides a means of monitoring and evaluating the effectiveness of the teaching strategies being used to identify what is helping and what is not. Training can be accessed via [SkillGate](#).

Requirements:

Delegates must attend in pairs from each setting, and at least one delegate must be a qualified teacher (preferably the SENDCo or equivalent) to monitor and support implementation. Multiple pairs of support staff can attend with just one qualified teacher from the same setting. Between sessions 1 and 2, line managers must ensure that delegates are provided with sufficient time and space to practise the intervention with at least one child, 1:1, daily, for 15 minutes, for at least 10 consecutive school days. To receive a course completion certificate, staff must attend sessions 1 and 2, and demonstrate that they have practised the intervention in their setting by bringing their completed charts to session 2. Virtual bookable 'Drop-in' sessions are optional and will be available for delegates wanting any additional guidance or questions about implementing the intervention.



Emotionally based school avoidance (EBSA)

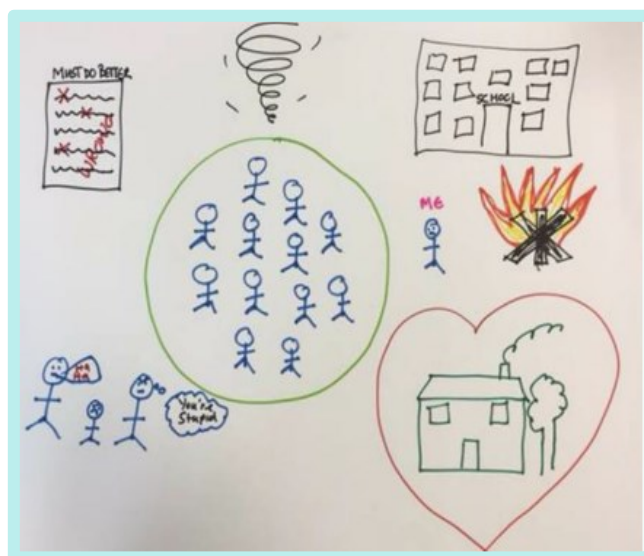
Benefits / KPIs:

- Earlier identification of children experiencing or at risk of EBSA
- Improved planning for children and young people experiencing EBSA
- Improved wellbeing and reduced avoidance of children and young people demonstrated via data
- Improved learning outcomes and attendance data
- Reduction in use of Alternative Provision

EBSA is when a child or young person has difficulty attending school, or certain parts of school, due to emotional difficulties. This doesn't just include children and young people who are not attending school entirely, but also includes those with reduced attendance, those not attending- or staying in- lessons and those avoiding certain spaces or situations in school.

When experiencing high levels of anxiety, we employ coping strategies to reduce this uncomfortable feeling, one of which can be avoidance. Avoidance is powerful because the relief we get from avoiding something is often an extremely strong, positive feeling and reinforces its use for future situations.

The in-person training session will support key adults in schools that are, or will be, involved in identifying children and young people at risk or experiencing EBSA, to develop support plans, and ways of working directly with children and young people. Training can be accessed via [SkillGate](#).



Attendees will then come with an understanding of prevention, early intervention and reintegration which the training will build on and then focus on assessment, gaining pupil views, and support strategies.



Delivering a Graduated Response Training

Benefits / Key Performance Indicators:

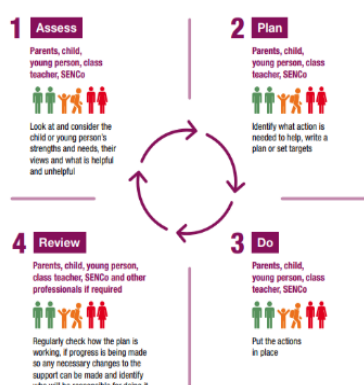
- Consistent delivery of ordinarily available provision
- Robust use of BCP recommended assessments in 4 areas of need
- Well communicated, collaborative planning
- Improved staff confidence in supporting pupils to access the curriculum
- Evidence of needs being met at early stages of the graduated response
- Increased parent/carers confidence and collaborative working
- Increased awareness of effective assistive technology to support areas of need

A graduated response to SEND means that the assessment, planning, delivery and review of support given to children and young people increases as their needs increase, and that the levels of support are consistent across BCP and in line nationally. Key to the graduated response is having a robust and effective universal offer for all pupils.

Training 1: Assess / Plan

Training covers:

- Early identification of needs
- Using holistic, relational-based assessments with less deficit labelling and more ability profiling
- Effectively gain pupil views and supporting parents in giving their views
- Factoring in intersectionality in identifying who is 'vulnerable' in terms of individuals/ groups/ patterns and considering whether this informs training, resource expenditure and specialist support
- Identifying gaps in assessment processes /systems and assessment tools and expertise
- BCP recommend assessments
- Planning to support universal classroom teaching
- Planning tools for effective SEN support and statutory outcomes
- Communication to ensure planning is informing and effecting teaching



Training 2: Deliver / Review

Training covers:

- Ordinarily Available Provision expectations
- Supporting pupils to understand how they learn best
- Differentiation, scaffolding and the ZPD
- Evidence based use of TAs
- Effective reviews



Critical Incident Planning

Benefits / Key Performance Indicators:

- Settings are prepared and have a plan of action for critical incidents
- Increased staff confidence in dealing with critical incidents
- More effective multiagency working
- Appropriate and rapid supports put in place for most vulnerable

Training for school leaders, SENCOs and pastoral staff about how to be prepared in the event of a critical incident in their community, including:

- What constitutes a Critical Incident
- Who to contact both in and out of school
- How the EP Service can support
- Briefing staff
- Informing families and students
- Identifying vulnerable individuals
- Setting up supports for staff and students
- Debriefing



Statutory Services

As required by the SEND Code of Practice, our statutory services are offered to schools at no cost. These services include taking part in the statutory assessment process for Education, Health, and Care Plans (EHCPs). This involves making observations and providing psychological information and advice. We will aim to contribute to EHCP annual reviews when placement is at risk or there is a very significant change in a child or young person's needs which settings are having difficulty identifying. Our EP services will help with all tasks related to SEND tribunals, providing expert advice and representation as needed.

- Contributions for EHCN Assessments
- Attendance at high priority transition reviews where placement is at risk
- Involvement in tribunals and following mediation to help resolve conflicts and aid decision making
- Involvement where placements are at risk for pupils with EHCPs



Our Commitment

We are dedicated to maintaining professional conduct in line with our professional association's standards and to prioritising collaboration with educational settings. We will use a variety of evidence-based approaches and ensure prompt responses to enquiries. Adhering to the highest professional standards and complying with relevant legal and ethical guidelines is crucial. Furthermore, we will provide timely and effective communication with schools/settings, including records of involvement and feedback on our findings.

The effectiveness of the EPS will be monitored and evaluated through our annual EP survey, ongoing feedback from schools/settings, and analysis of service outcomes, and review meetings. We will make adjustments based on this feedback to ensure continuous improvement.

It is encouraging to hear how the service is having a positive impact, and compliments are always welcome.

We would encourage you to raise any concerns with the EP or Assistant EP in the first instance. If this does not resolve the issue, the matter should be raised with Dr Jo Bispham and Dr Fiona Okai Senior Educational Psychologists.

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