Schools Forum Wednesday 5th December 2012
Report on DSG Funding for Educational Psychology Generic and Early Years Support– for recommendation

Report written by Dr. Jeremy Monsen (Executive Principal EP), Shani Khan and Fiona Davey (Senior EPs)

Executive Summary:

Generic EP Support – Since 2011 Schools' Forum has funded, on a pooled basis the delivery of generic EP services to all participating primary schools using a time allocation model (based on a needs formulae defined by three proxy indicators: i) school population size ii) school SEN population as identified on the SEN register and iii) index of multiple deprivation).

Generic EP Support - The EPS provides a comprehensive service to schools based on a time allocation model (schools can purchase in additional sessions as the need arises). Through a careful system of joint prioritising and planning EP time is scoped.

The delivery model includes EPs:-

- working with individual children (e.g., assessment to clarify needs – social-emotional, behavioural and learning).
- direct intervention.
- group work with children, parents/cares and staff.
- assistance with school improvement/organisational issues (e.g., learning / behaviour policy/practice).
- providing training to parents/carers and school staff on SEN and or mental health/well-being needs.
- providing critical incident support to the school.

Impact

On an annual basis both qualitative and quantitative measures are used to sample both the perceptions of users and the actual impact interventions have made (the EPS is introducing the ***Target Monitoring and Review*** process across all schools). The develop of both a parent/carer and pupil forum is also being used to sample these important views.

Between 1st September 2011 and 31st July 2012 the EPS provided at least 550 direct sessions and 275 follow-up sessions to 51 primary schools via the ***Direct Schools Grant (DSG)***. Generally a school visit equates as 3 hours per session.

User satisfaction was gathered using a rating scale of 1 to 10, where 1 is 'Highly Dissatisfied', and 10 is 'Highly Satisfied'. Graphs 1 to 5 present school user satisfaction data.

Graphs showing school user satisfaction with the EPS between September 2011 – March 2012

Clarity of Report
Number of Schools
25
20
15
10
5
0
3
3
15
21
1 2 3 4 5 6 7 8 9 10
Rating Scales of 1 - 10 with 1 = poor and 10 = excellent

Satisfaction with EP Service
Number of Schools
30
25
20
15
10
5
0
2
2
12
26
1 2 3 4 5 6 7 8 9 10
Rating Scales of 1 - 10 with 1 = poor and 10 = excellent

Satisfaction with EP team
Number of Schools
25
20
15
10
5
0
2
7
9
20
1 2 3 4 5 6 7 8 9 10
Rating Scales of 1 - 10 with 1 = poor and 10 = excellent

Accessibility of EP outside school visits
Number of Schools
25
20
15
10
5
0
2
7
13
21
1 2 3 4 5 6 7 8 9 10
Rating Scales of 1 - 10 with 1 = poor and 10 = excellent

Although many schools reported that they would like more EP time, they rated the clarity of EP reports, satisfaction (with the EP), accessibility of the EP outside school visits and the EPS generally at an average rating of **9/10**.

Range of EP Activities in Schools

During the period September 2011 – March 2012, schools used the EPS for their specialist skills in terms of improving teaching and learning outcomes for pupils in general and those with SEN (and additional needs) through direct work with teachers, assessments, interventions and work with parents/carers.

EP Activities that Schools Found Useful

EP Consultations and meetings with teachers and support staff. All schools valued the consultation meetings with the EP. Comments included:-

- *"The consultation clarified and aided their thinking".*
- *"The EP was a cornerstone of support".*
- *"Enabled staff to target appropriate support".*
- *"She gives us confidence in managing challenging pupils appropriately"*.

EP Consultations and Meetings with Parents/Carers and the School. All schools reported positively on the work EPs carried out with parents/carers. Comments included:-

- *"Receives focused, practical advice."*
- *"Stengthening relationship between parents and school.*
- *"Outside independent professional who helps parents".*
- *"Innovative ideas to give parents skills."*
- *"Providing strategies for particular difficulties*."

In addition schools spoke about the EP's being supportive, consistent and organised, which helped schools in their thinking about children in general (and those with SEN / additional needs). They appreciated EP's modelling behavioural/learning approaches for teachers and LA.

Some schools had recommended parents/carers use the monthly drop-in service at The Summerfield Centre.

- *"I felt that this was a helpful resource for the borough"*.

Where possible schools have the same Link EP for a period of time and this was appreciated. Schools felt that this enabled a positive collegial relationship to develop with the EP who knows them, their style/approach and the particular issues within the school.

Early Years Educational Psychology - The Early Years EP team works collaboratively with parents/carers and partners in Education, Health, (including CAMHS), Social Care and the private and voluntary sector to improve the educational and mental health/well-being outcomes for pre-school children with complex or SEN needs.

The delivery model includes:-

- supporting settings to identify needs by encouraging effective observations and flexible 'drop-in' sessions for concerned staff.
- training for staff on specific issues such as identifying early indicators of complex needs and strategies to support, and/or writing effective IEP's or more general support, such as promoting positive behaviour.
- offering parent/carer support through regular drop in sessions and/or parent groups.

- to provide robust assessments of the developmental and educational needs of young children who present with complex need in order to inform parents/carers and staff about effective strategies, provision and resources.
- to understand the complexity of difficulties/disability and its effect on children and their families to be able to support parents/carers at a time of particular stress through both individual and group opportunities.

Impact

- since April 2012, EP's have worked in a total of 58 pre-school settings.
- 90 children have been observed, discussed and priority targets set.
- 45 children have had a full individual assessment.
- 66 parents/carers have discussed individual concerns with an EP.
- 30 parents/carers have accessed various ASD parent support groups.
- training has been offered and some dates set for Early Identification of ASD, universal parenting, effective IEP's, promoting positive behaviour.
- qualitative measures indicate that settings value the work of the EPS.
- a questionnaire issued prior to the project will be re-issued after a year-to capture quantitative data.

CONCLUSIONS

Generic EP Support has proven over a number of years that it is both well regarded, cost effective and is contributing to real improvements in children and young people's development. With on-going funding it would be able to continue to meet the needs of children and young people making a real difference to their future development.

There is strong evidence that early identification and intervention which takes place within the primary setting can reduce risk factors and promote positive academic, social and emotional development for children and young people. Educational Psychologists with their specialist knowledge of psychological theory, child development and the learning process are considered key practitioners who are able to support this process and facilitate positive outcomes.

Early Years Educational Psychology Support EP's are working within a cluster of settings with the Inclusion Leads so they are building up positive relationships. So far the project has been well regarded and has led to an improvement in targeted support for the most vulnerable children. With on-going funding, the EP's will continue to be able to meet the needs of pre-school children who have complex needs. So that their move to school will be more successful.

RECOMMENDATIONS

That both the ***Generic*** and ***Early Years Educational Psychology Service Support*** arrangements should continue to be funded from the ***Dedicated Schools' Grant (DSG)*** for another year.

Generic EP Support

Staffing

As of 1st of September 2012 = 10.33 FTE

- *6.4 FTE* Professional Grade EPs (e.g., 2.5 *Core LA Funded* + 3.9 FTE *Traded Income*).
- *1.93* FTE Specialist Senior EP Functions / Business Support (e.g., *Core LA Funded* - 0.33 FTE PEP, 1.6 FTE Senior Educational Psychologist – CiC and YOT).
- *2.0* FTE *Traded Income* (e.g., 2.0 FTE SEP (0.8 plus 0.2 plus 1.0 FTE) / EY)

Budget

Education Psychology Budget	
Council Funding	£226,000
DSG Pooled	£213,500
Fees from Academy	£16,500
EY Centrally Retained	£150,000
Other Income	£80,000
Total Budget	**£686,000**

Education Psychology funding

Provision

Educational Psychologist will:-

- Provide an agreed number of visits within a financial year running from 1st April, delivered across three terms in negotiation with the school.
- Provide consultations with Parents/Carers, SENCOs, teachers, LSAs and / or staff groups to problems solve and integrate planning for individual/groups of pupils.
- Provide advice and support to school staff, concerning individual pupils, provision mapping and assessment / monitoring systems
- Provide psychological assessments of pupils at School Action and School Action Plus of the SEN Code of Practice and provide written reports.
- Provide 1-1 work psycho-educational intervention programmes, such as Cognitive Behaviour approaches, therapeutic interventions and behavioural programmes.
- Provide individual and group-work interventions, such as Friends for Life Programme, Circle of Friends, study skills, social skills training, emotional management, motivation.
- deliver accredited and bespoke parent/carer programmes, for universal or targeted groups
- Provide tailored training, for example: ASD, ADHD, Dyslexia, Dyspraxia, Literacy difficulties, sensory impairments, memory and cognitive processing difficulties
- Undertake research and systemic work to problem solve and inform bespoke interventions and solutions
- Provide critical incidents' support

Early Years Educational Psychology Support

Staffing

As of 1st of September 2012:- = 2.0 FTE

Staffing:-

- 1.0 FTE Senior Educational Psychologist Early Years
- 1.0 FTE Main Grade Educational Psychologist

Early Years Budget Structure

Education Psychology Budget	
	£
EY Centrally Retained	150,000
Expenditure Profile	
Staffing Cost	(128,000)
Ancillary Cost	(22,000)

Provision

Educational Psychologist will:

- continue to support staff in preschool settings through regular visits, drop in and staff training
- continue to work with parents to offer early intervention.
- offer borough wide training on relevant topics to improve staff awareness and expertise
- continue to offer individual assessments where appropriate to ensure that children's needs are addressed and met .
- continue effective links with Health, Social Care, and Education to improve outcomes for children with complex SEN.

Action by Schools Forum:

That the current Local Authority primary school pooling of the Generic Educational Psychology Service Support arrangements should continue to be funded from the Dedicated Schools' Grant (DSG) for another year.

That all LA Secondary / Special Schools also pool their funds to obtain a similar level of service.

Early Years Educational Psychology Support – Since 2012 Schools' Forum has funded two full time Educational Psychologists to deliver a comprehensive service to Early Years settings.

That the current Early Years Educational Psychology Service Support arrangements should continue to be funded from the Dedicated Schools' Grant (DSG) for another year