

Southampton Psychology Service

SERVICE LEVEL AGREEMENT AND SERVICE BROCHURE

Purchased Work and Professional Development Opportunities

For

Maintained Schools, Academies and College Settings



southampton.gov.uk



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Welcome from our Joint Principals

Dear Colleagues,

We are delighted to share our 2024/25 brochure with you all and are pleased to be able once again to offer a wide range of services and support.

Thank you for all your continued support and loyalty to the service. Every year there continues to be a significant increase in the demand for our purchased work and we are humbled and incredibly grateful for this.

We highly value your feedback to shape the work we do and were pleased to receive 5 out of 5 ratings from our Southampton Schools in the 2022-23 End of Year Evaluations (EOY) in the following areas:

- EP Statutory Advice
- EP Staff Surgery
- Challenging Behaviour Consultations (CBCs)
- EP Casework
- Link EP Role to settings (schools and colleges)
- Training
- Therapeutic Interventions
- ELSA Support



We also received some lovely written feedback and have included examples of this within the appendices section in page 23.

Kind regards and best wishes,

Caroline and Dawn, Joint Principal Educational Psychologists

Introduction

Educational Psychologists (EPs) are professional psychologists with specialist training in child development, how children/young people (CYP) learn, their emotions, behaviour and how environments affect learning. We work closely with parents/carers, Early Years settings, schools and colleges to help CYP aged from 0-25 who experience needs around:



Learning



Managing emotions



Confidence and motivation



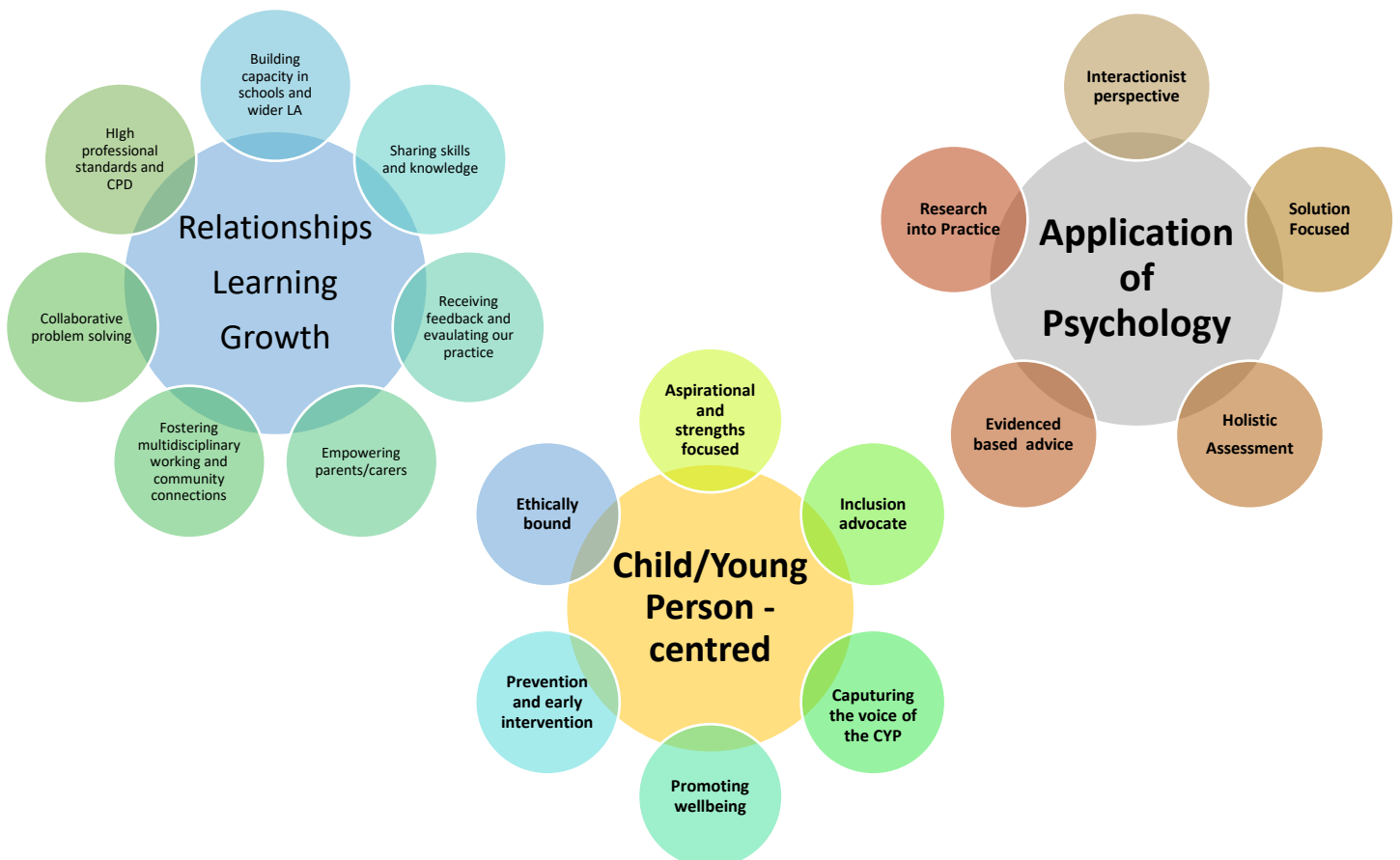
Communication and friendships

Our vision is that the young people of Southampton will have the equality of access and opportunity they need to flourish within education and beyond. They and the key adults around them will feel listened to, supported and connected. Their individual differences will be respected and signature strengths celebrated.

Mission/Inclusive Statement

We believe that as Educational Psychologists we are uniquely positioned to influence positive change in the lives of CYP, organisations and communities. This statement highlights the commitment of all members of Southampton Psychology Service in promoting inclusion and in responding pro-actively to all forms of discrimination, implicit and explicit, encountered within all our work.

The Southampton Psychology Service aims to promote this vision through **our core values**....



Introducing the Team...

Who are we?

We are a collaborative and conscientious EP team, who bring an extensive range of knowledge, experience and specialisms to share with our Southampton city colleagues and settings (from Early Years to Post 16). We uphold core values of keeping up to date with research, professional development and learning from each other. We are proud of our close links with the University of Southampton and have a number of EPs in the team who are seconded as Academic and Professional Tutors on the Doctoral Programme in Educational Psychology. We also have EPs who work as Field Tutors and Placement Supervisors supporting trainee EPs on placement with us in Southampton schools and within the Psychology Service.



Caroline Carpenter
Joint Principal EP



Dawn Slattery
Joint Principal EP



Angie Barrett
Senior EP



Alex Boys
Acting Senior EP
Joint Specialist EP for
CECYP



Anna Hutchinson
Senior EP



Joy Boughton
Senior EP
Joint Specialist EP for
CECYP



Tim Cooke, EP



Ellie Fisher, EP



Lindsay Gray, EP



Lesley Honour, EP



Jo Lambeth, EP



Steph Lewis, EP



Plaxy Matthews, EP



Karen O'Farrell
Specialist EP (Post 16)



Hayley Pinkard, EP



Carly Reynolds, EP



Ed Sayer
Specialist EP
(Emotional Wellbeing)



Maisie Turner, EP



Hayley White, EP



Colin Woodcock, EP



Immy Crockett
Trainee EP



Tom Hoppe
Trainee EP



Hannah Ravenhall
Trainee EP



Jackie Holgate
Team Standards
Co-ordinator

Within the team we have specialist EPs who have dedicated time to develop EP service delivery in the areas of:

- Post 16
- Social, Emotional And Mental Health (SEMH)
- Care Experienced Children/Young People (CECYP)

We also work together in smaller special interest groups to develop up to date resources in areas such as:

- Autism and Neurodiversity
- Emotionally Based School Absence (EBSA)
- Equality, Diversity and Inclusion
- Cognition and Learning
- Loss and Grief
- Therapeutic Approaches

How do we work with settings?

Accessing Southampton Educational Psychologists

We are committed to building capacity within Southampton schools and colleges for the benefit of a greater number of staff, young people and parents/carers. For this reason every school and college in Southampton has a named Link EP (or a supervised trainee EP). We aim to offer continuity of service that understands local school communities and can develop trusted working relationships within them.

A planning meeting will be offered at the start of each school year to identify priorities for your school/college and how to make best use of our service. We invite the head teacher and SENCo to attend this planning meeting so that the most strategic use of our time can be discussed and agreed.

How can you best use your purchased time?

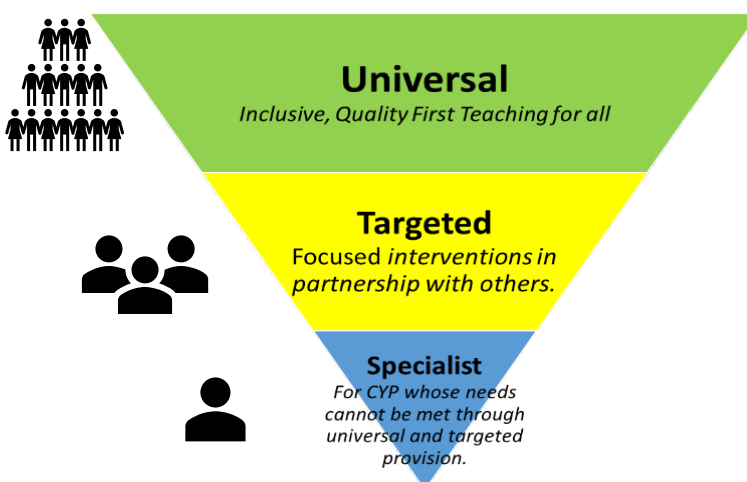


Figure 1 Waves of Intervention Model

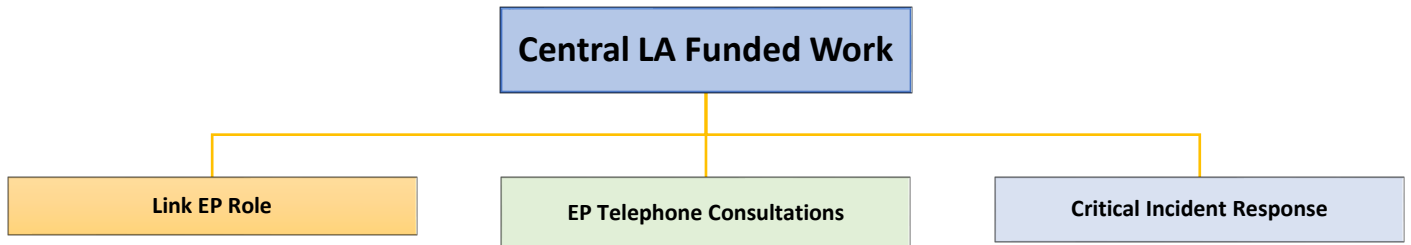
We recognise that schools and colleges are working through times of financial uncertainty and therefore when planning EP involvement it is worth considering that individual casework at the **Specialist Wave** may serve to support one child, and measurable impact is not immediate. Whereas time invested in sharing our practice through staff development (e.g. considering patterns of SEN within a setting) at the **Targeted Wave** can service groups of vulnerable young people. EP project work at the broader **Universal Wave** can lead to building capacity across the whole school community.

Southampton Psychology Service delivers three types of work:

1. **Central** - Southampton Local Authority Funded Work
2. **Traded** - Purchased Work
3. **Core** - Statutory Work - Statutory Psychological Advice (EHCP), Annual Review and Tribunal work

Central – Southampton City LA Funded Work

Alongside our successful traded model of service delivery (outlined below) Southampton City Local Authority chooses to centrally fund an additional amount of Educational Psychology (EP) time to schools in order to deliver non-statutory functions. Schools can access a link EP, phone consultations and critical incident support free of charge.



Link Educational Psychologist for all Southampton schools



All Southampton Schools are able to have a named Link EP to act as a point of contact for the School. The Link EP can be contacted by phone or email for general queries and advice. Link EPs will contact Southampton schools in the Autumn term to negotiate and plan their work.

EP Telephone Consultations

The Educational Psychology Service will be offering bookable telephone consultations throughout the academic year. These discussions will be anonymous, with no parental consent required. Please contact Jackie Holgate (Team Standards Co-Ordinator) by e-mail Jackie.holgate@southampton.gov.uk to request a telephone consultation.

Due to the exceptional demand and popularity of the bookable telephone consultations settings are permitted to book two consultations per term.

Critical Incident Response



As part of the Local Authority response to a Critical Incident, Educational Psychologists can provide short term support to school staff and pupils. Head Teachers wishing to request Critical Incident support should call 02380833272 and say you are calling regarding critical incident support. You will be put directly in touch with a Senior Educational Psychologist. For more information see 'Critical Incident Guidance for Schools' within 'More Resources' at [Educational psychology \(southampton.gov.uk\)](https://www.southampton.gov.uk/media/zhqnutwz/critical-incident-response-guidance-for-schools.pdf) please note this webpage is currently being updated or click: <https://www.southampton.gov.uk/media/zhqnutwz/critical-incident-response-guidance-for-schools.pdf>

Traded- Purchased Work

Schools and colleges are able to purchase a number of additional (non-statutory) services through the Psychology Service. Services can be purchased by individual schools/colleges, or by clusters of schools/colleges. All work includes direct work in settings, planning and preparation time, liaison with parents/carers, staff and other agencies, review meetings, Record of Involvement completion and related administration and travel time. Requests for purchased EP services can be discussed with your Link EP or contact Education Support Services

Education.supportservices@southampton.gov.uk

Individual Case Work



When supporting Children and Young People (CYP), EPs may be involved either directly or indirectly with them to help develop a holistic understanding of their needs. EP involvement typically follows schools and colleges implementing quality first provision as part of a graduated response to SEN. Together with school staff and parents/carers the EP will consider current understanding of needs and support already in place for the young person to collaboratively plan targeted support. All individual casework is negotiated with the EP and SENCo and delivered according to an 'Assess, Plan, Do, Review' model of service delivery.



Assess, Plan, Do, Review Cycle (APDR)

This means that purchased individual casework will involve as a minimum:

1. An initial consultation discussion lasting 45-60 minutes.
2. Joint review meeting conducted at an agreed date to review the outcomes of the interventions put in place.
3. EP record of consultation and record of review meeting

There are four levels of EP involvement for casework outlined below:

Level 1	Level 2	Level 3	Level 4
<p>Consultation & Review</p> <p><i>Problem solving discussion and action plan with school staff and parents</i></p> <p><i>2 half day blocks of time will be the minimum amount spent on a piece of EP casework</i></p>	<p>Consultation, Observation, Feedback & Review</p> <p><i>Time spent on observation agreed in negotiation with link EP.</i></p>	<p>Consultation, Observation, Individual Work, Feedback & Review</p> <p><i>Individual work may include gathering pupil voice, dynamic or standardised assessment. Time spent on individual work to be agreed in negotiation with link EP</i></p>	<p>Observation, Individual work, Facilitated Intervention & Review</p> <p><i>The EP may support the delivery of intervention work e.g. modelling a therapeutic intervention.</i></p> <p><i>Time spent on individual work to be agreed in negotiation with link EP</i></p>

Figure 2: Examples of Different Types of Casework Involvement

Level 3 to 4 Individual Casework

Additional purchased time for further direct work with the young person (and longer report) can be negotiated and could include assessment activities such as: classroom observations, analysis of schoolwork, questionnaires, curriculum-based assessments, play-based assessments, creative tools to gain pupil views.

Working Dynamically - Examples

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 trained practitioners.



The Children's Analogical Test of Modifiability (CATM) 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.

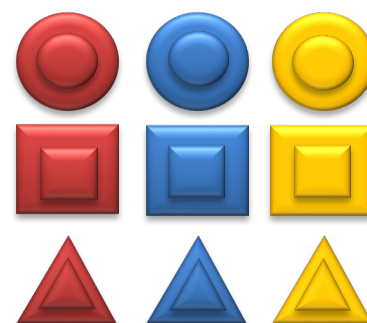
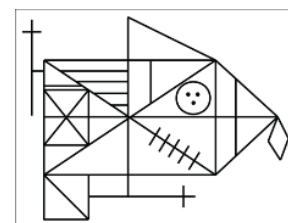


Figure 3: matrix

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.



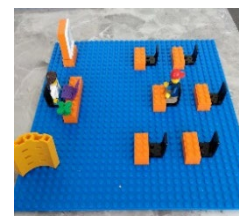
Working in a Person-Centred way - Examples

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).

Ideal/Non-Ideal Classroom

The Ideal/Non-Ideal Classroom is a solution-focused activity in which the child is encouraged to construct their ideal classroom using LEGO or drawing. 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).



The Blob Classroom

The Blob Classroom (Pip Wilson and Ian Long) is an emotional literacy resource which can be used to explore a child's awareness and understanding of a range of emotions, feelings and issues. Without words, the Blobs can be interpreted in many different ways. Each picture is a means to a conversation (Wilson & Long, 2015).



Strengths Cards Sorting Activity: A Therapeutic Treasure Deck of Strengths and Self Esteem Cards

Feeling empowered is one of the key domains of resilience outlined by Ttoga (2017). In order to feel this empowerment, an individual will benefit from the ability to reflect on their strengths and values. To elicit a child's personal values, level of self-esteem and awareness of self, the EP would present a deck of cards, each outlining a value and its meaning. The child is asked to organise these values into those that matter to them most, matter to them a bit, and don't matter to them. The strengths cards activity involves the child being asked to consider their key character strengths from a selection of illustrated strengths cards. (Dr Karen Treisman).

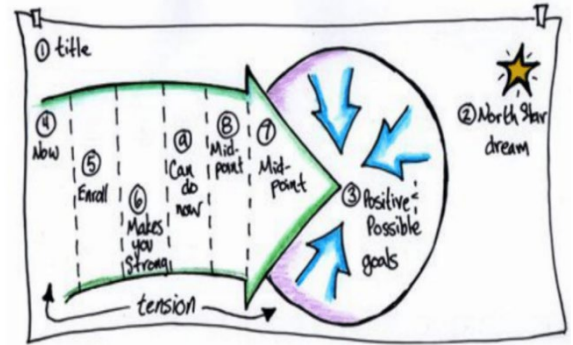


Good Day/Bad Day: Person Centred Planning Tool

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).

Promoting Alternative Tomorrows with Hope (PATH)

Person-centred approaches and thinking tools can be supportive in engaging CYP in planning for transitions so that they have a way of expressing their views as to what is important to and for them in education, identifying features of a good day / bad day (e.g. what features must be present and which must not happen), future hopes, and what /who can support them to achieve these. It can be helpful to consider the use of a PATH (Planning Alternative Tomorrows with Hope) which provide a forum in which CYP can communicate their views regarding their future.



Cognitive Assessment

Though now only occasionally used, the British Ability Scales 3 (BAS3) and the Weschler Intelligence Scale (Children) V (WISC V) are a collection of individual standardised tests that are used to assess the general thinking and reasoning skills of children aged from 3 to 17 years. The tests are designed to measure abilities that are important for learning, such as problem solving, working out how things relate to one another, understanding / using language and working memory.

Individual Casework - CBC and EBSA Plus

In negotiation, settings can use their purchased time for more in-depth casework which could involve additional time for further consultations, working directly with the child or young person and analysing pre and post intervention measures.

The aim of more enhanced casework would be to work collaboratively with the school, family, young person and other professionals involved:

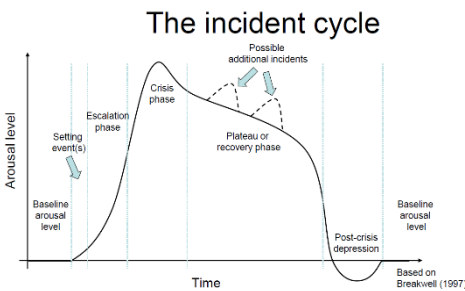
- To intervene at the earliest opportunity
- To support schools and families in taking a proactive/systemic approach through training and raising awareness of EBSA/challenging behaviour
- To encourage schools to reflect upon their school ethos and work creatively
- To complete a functional analysis of EBSA/challenging behaviour i.e. what communicative functions is the focus behaviour serving for this particular young person?
- To ensure the network around the CYP have a shared understanding
- Creatively elicit the CYP's voice and placing them at the centre of meetings
- To encourage schools to designate key adults or small network of adults to liaise with child and parents/carers – This helps them feel they're all being listened to

Challenging Behaviour Consultation (CBC)



For those pupils whose behaviour can be challenging, despite the normal range of interventions implemented and monitored through APDR, the Educational Psychology Team offer a specialist consultancy service, which is based upon a functional analysis and the multi-element model. This consists of a half-day session for key staff to jointly develop an understanding of the pupil's needs and produce a support plan. *The model of delivery will depend on the level of need and can be negotiated— for example led by one EP with one or two key staff members or led and facilitated by 2 EPs with larger group of staff and to include parents/carers at the multi-element planning stage of the CBC.*

A CBC can be requested by, or offered to, a school in the following circumstances:



- A child is demonstrating significantly challenging behaviour AND their placement is at risk as a result
- Previous EP involvement has been sought for this child (however, this will not preclude requests related to new arrivals, other exceptional circumstances, or where the EP considers that to not deliver the CBC would not be in the best interests of the child)
- The child may well have had fixed term exclusions and could be at risk of permanent exclusions. They may have experienced physical intervention in their school environment.

A CBC should not be delivered for a child who has been offered an intervention placement at Compass School, or for students whose current educational placement is considered temporary.

Emotionally Based School Absence (EBSA)



The Educational Psychology Service offers focused problem solving consultations for pupils who are demonstrating EBSA and have had previous EP involvement/casework that has been reviewed.

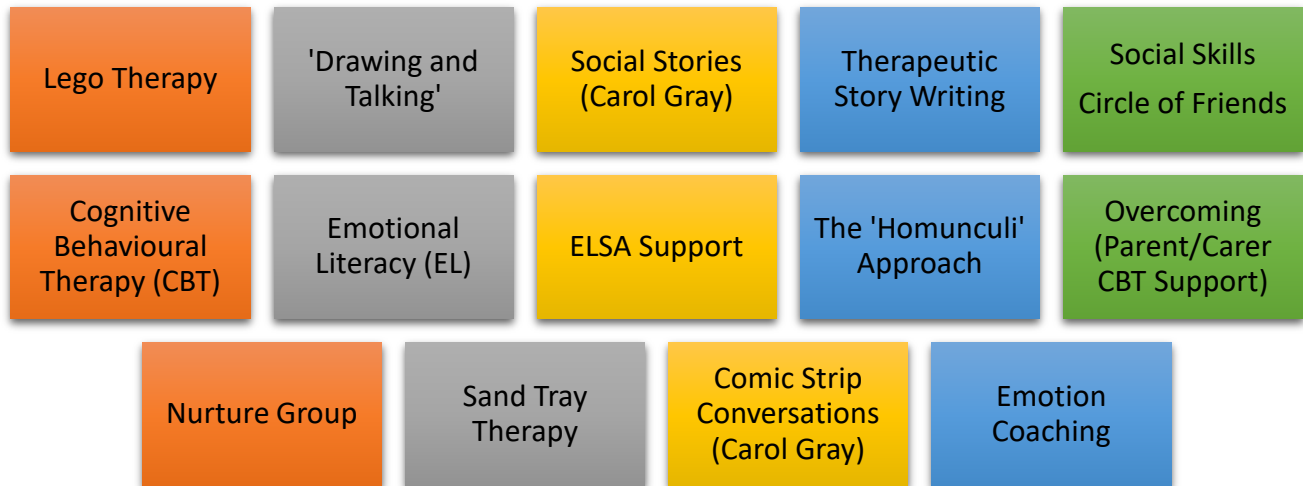
Emotional Based School Absence (EBSA) Support can take the form of a focused problem solving consultation around CYP identified at risk of EBSA or already not attending school and a review meeting. Or more in-depth casework which includes using psychological tools to gather views and holistic information from home, school, other agencies and the CYP (EBSA Plus). This would be coordinated by the EP with an identified member of staff and an action plan would be agreed in collaboration with all parties. EPs can also support planning with settings across the 'Waves of Intervention' to develop their own bespoke EBSA Support Pathway and they can deliver EBSA training flexibly to schools. Please discuss any possible EBSA identified need and level of EP involvement with your link EP.



Support and/or delivery of Intervention Work



EPs can offer a range of support and training around specialist interventions through training staff to deliver these, co-delivering them with staff or delivering a therapeutic approach individually themselves (see appendices for a little more information on the interventions below). *We aim to develop school capacity by delivering group interventions alongside school staff.*



Staff Support

We know that in order to support children and young people most effectively, we need to support the adults that work with them, that is why we value our staff support activities so highly. We work with settings to find the most effective ways of supporting their staff for example: individual, staff surgeries or grouped discussions, reflections and staff development offers.

Supervision/Coaching

Supervision is a confidential, supportive space where the EP can try to understand the experiences of school staff; listen to their concerns; and ask questions to support reflection, action-planning and wellbeing. We offer different models of supervision to suit individual needs and differing professional roles and responsibilities. The focus is on supporting school staff in their personal and professional development and in reflecting on their practice.

Coaching is a bespoke, individualised approach that can be very helpful in developing staff wellbeing and performance. A positive, evidence-informed response, coaching is a structured, collaborative, future-focussed and goal-orientated conversation that supports problem-solving *and* solution finding.

EP Staff Surgeries



School staff can book a session with an EP to discuss a specific issue with which they would like a psychological perspective (e.g., managing the behaviour of a specific child within the classroom, meeting the needs of a specific group within the classroom, managing a child with Autism, specific literacy difficulties, etc). This has proved to be a very effective way of meeting both staff and pupil needs.

The staff surgery can take place throughout the year as negotiated with the Link EP. These discussions will be anonymous and therefore no parental consent will be required. No report will be written. These discussions can be used for problem solving around individual pupils, or for managing more systemic school based issues (e.g., supporting a pattern of identified need with a school).

Training at a Glance



Below is a selection of Professional Development opportunities that Southampton Psychology Service currently offer. The themes are not an exhaustive list; if there is something that is not on the list that you are interested in, please discuss this with your link EP. EPs are trained in applying psychology to promote learning development and psychological wellbeing, as such there are a wide range of areas in which we can provide professional development.



Mode of Delivery

We understand the staffing pressures in schools/colleges so in discussion with you we can offer a more flexible mode of delivery. We can structure course delivery formats to have a mixture of video watching, self-study assignments and Teams tutorials or to be delivered in-person at your setting.



Research, Evaluation and Systemic Work

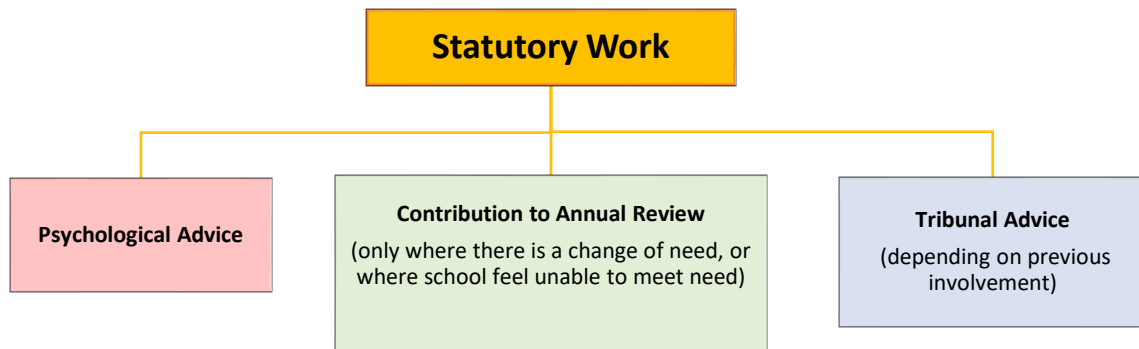
EPs are applied psychologists and are trained and experienced in a range of research and evaluation methods. Schools may wish to make use of these skills in order to support them in measuring the impact of their practice or a specific intervention. Projects will be tailored to the needs of the school.

Previous pieces of research and evaluation work undertaken have included:

- Supporting schools to develop bespoke SEN provision
- Evaluating provision to promote positive peer relationships in schools
- Evaluating systemic project work promoting parental engagement with school
- Evaluating the impact of the Prevention and Inclusion Social Work project
- Evaluating the impact of Nurture Groups
- Evaluating the impact of Coaching and Supervision on pupils and staff

Core Statutory Work

Educational Psychologists are employed to deliver a statutory function on behalf of the Local Authority (LA), as outlined in The Children and Families Act, 2014.



EP contribution to the statutory assessment of a child/young person's special educational needs

Statutory duties must be carried out within the statutory timescales and include:

- Providing a contribution to the statutory assessment process to identify a child or young person's special educational needs (SEN) and the educational support that would best meet those needs. This incorporates all casework that contributes to the EP writing the Appendix K as part of the statutory assessment process and includes visit to school to observe child, consult with staff and parents/carers, carry out individual assessment, liaise with other professionals and write the report.
- Contributing, as negotiated, for pupils with Education Health and Care Plans (EHCPs) through the statutory Annual Review process due to change of need/provision.
- Provision of specialist advice and support to professionals (such as school staff, Early Years professionals etc) on meeting the needs of children/young people with special educational needs.

Casework with children/young people with Education Health and Care Plans (EHCPs)

- Local Authorities are required to monitor the progress of pupils with EHC plans and this takes place through the statutory Annual Review process. EPs will focus on pupils where there is a change of need, or where schools feel they are unable to meet pupils' needs as outlined in the EHC plan and will be prioritised by the EP on a needs-led basis.
- Work can include attendance at the Annual Review meeting, casework and written report completed in preparation for the Annual Review, or casework/written report completed following issues raised at the Annual Review.

Tribunal Work

- This work may require an updated EP assessment to include observation, direct work and consultation with parents/carers and staff.

Pricing

Pricing for Southampton Maintained Settings

For maintained settings the daily rate for an Educational Psychologist is £635 with a sliding scale available for larger purchases. Whole day training is charged at £945 and includes the cost of preparation, basic handouts, administration and travel. The minimum purchase for Educational Psychology Services is half a day.

Time	No of days	Day charge	Charge to school
0.6	114	485	55,290
0.4	76	505	38,380
0.2	38	525	19,950
0.1	19	545	10,355
SLA day rate £635-£945			

Pricing for Academies and Colleges

For academies and colleges the daily rate for an Educational Psychologist is £660 with a sliding scale available for larger purchases. Whole day training is charged at £980 and includes the cost of preparation, basic handouts, administration and travel. The minimum purchase for Educational Psychology Services is half a day.

Time	No of days	Day charge	Charge to school
0.6	114	515	58,710
0.4	76	535	40,660
0.2	38	555	21,090
0.1	19	575	10,925
SLA day rate £660-£980			

Appendices

Examples of SEMH Interventions Delivered and CPD Opportunities

Therapeutic Approach Examples Delivered by the Educational Psychologist...

Drawing and Talking

Drawing and Talking is a gentle therapeutic approach based on attachment and Jungian theory. In essence, it aims to help a child/young person who has experienced trauma to express their emotions, releasing difficult feelings within a safe, contained environment. The intention is for this to support an increase in their sense of wellbeing and subsequent ability to engage in learning.

The child/young person is invited to draw whatever they would like, although suggestions can be given to support if they find this difficult. Once the young person has finished drawing, the practitioner begins to ask questions about their picture. For example, 'Can you tell me a story about your picture?' and 'I wonder how the boy is feeling?' or 'Does anyone else live in the house?' The talking remains 'in' the picture to maintain a sense of safety for the child/young person in being able to express their emotions (so, for example, the practitioner would not ask, 'Have you ever felt like that?').

The practitioner keeps each drawing safely in a folder between the sessions and all twelve drawings are given to the child/young person to keep at the end of the final session.

Sand Tray Therapy

Sand tray therapy or sand play therapy is a therapeutic approach used for young people who have experienced trauma. The practitioner provides the young person with a tray filled with sand as well as a variety of miniature toys to create a play world. Toys may include anything from farm animals to unicorns, helicopters, and shells. The young person is asked to choose which toys they'd like to incorporate into the tray and arrange them in any way they want, while the practitioner observes. After the young person has finished creating their play world, the practitioner discusses the scene with them by asking them questions. At the end of each session, the practitioner takes a photograph of the child's play world and prints it with the child. The photo then goes into the child's folder, which the practitioner keeps safe until the following week's session.

This type of therapy offers young people a safe space to create a world that represents their internal struggles or conflicts. At no point does the practitioner relate the play world to the child's own experiences. This is because the sand tray offers a space for emotional expression, while also reducing the psychological distress that may come from discussing traumatic events and experiences directly.

The Overcoming Programme

(Creswell & Willetts, 2019)

The Overcoming Programme is an evidence-based guided Cognitive-Behavioural Therapy (CBT) programme for parents/carers of children experiencing anxiety. CBT has a robust evidence base for supporting childhood anxiety and can be effectively delivered with parents/carers, as they are able to learn and teach their child CBT principles and apply them within their everyday lives. The programme is 'parent-led', which means that the EP will guide and support the parents/carers in learning about what causes and maintains anxiety, what techniques to use to address this and how to tailor these techniques to their individual child. Providing this support to parents/carers may also lead to increased parental self-awareness of how they cope with their own feelings of anxiety. In addition, it can be a helpful and validating experience for parents/carers to share their worries and concerns about their child to the EP, who provides emotional support to them and, importantly, a listening ear throughout the sessions.

Below are therapeutic based approaches delivered by the EP and/or Training provided to staff to deliver to CYP

EP staff training would provide an overview of the theory and description of the approach, an opportunity to apply and practice the intervention, as well as support and advice for staff setting up the intervention.

On-going support can also be offered to schools in terms of screening of children for inclusion in particular intervention groups, as well as evaluating the intervention and assessing progress.

<p>The Homunculi Approach</p> <p>Anne Greig and Tommy MacKay, 2013</p>	<p>The Homunculi, (or ‘little people’), is a fun intervention that builds social and emotional resilience in children and young people, who often have difficulty identifying troubling feelings such as anger, fear and anxiety.</p> <p>The Homunculi are miniature agents with problem-solving missions and special gadgets who live inside the brain and help out with distressing thoughts, feelings and behaviours. Through inventing their own Homunculi characters and stories, participants in the activity learn to cope with their real-life social problems. Complete with a large-format skull poster, character and storyboard templates, and photocopiable record sheets, this unique resource includes everything needed to get started on making Homunculi stories, cartoons or videos.</p>
<p>LEGO-based Therapy</p>	<p>LEGO-Based 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.</p> <p>Key social experiences such as collaboration, joint attention, joint accomplishment, sharing, turn-taking, eye contact, and verbal and nonverbal communication are emphasised and coached.</p> <p>Research has found that Lego-Based Therapy is effective in improving social competence in children with Autism and it may also be helpful for children with other social and communication difficulties.</p>
<p>CBT Based Intervention</p>	<p>Cognitive Behavioural Therapy (CBT) based interventions focus on the idea that thoughts, feelings, physical sensations and actions are all interconnected. The negative thoughts and feelings can be seen as ‘unhelpful’, ‘automatic’ or ‘hot’ which lead to negative patterns in behaviour and overall wellbeing.</p> <p>CBT based interventions teach children to break down these negatives into smaller parts and challenge them. Then coping strategies and realistic thoughts can be practised to raise positive well-being. Some of these are based upon readily available books, including ‘The Red Beast’ and ‘Starving the Anxiety Gremlin’.</p>
<p>Therapeutic Story Writing</p>	<p>Therapeutic Story Writing (TSW) was developed to support pupils whose emotional anxieties are impacting on their learning. TSW enables children to work through metaphors within stories. By using metaphors children are given the opportunity to explore their internal feelings and to make sense of difficult feelings in a safe and contained way. Different aspects of the child can be explored through story characters.</p> <p>Either a member of staff can be trained to develop Therapeutic stories or an EP can facilitate a group intervention.</p> <p>By engaging in the child’s sense of self in the process of story writing, it is possible to see improvements in the child’s emotional literacy and academic literacy. Emotional literacy involves developing awareness around our internal feelings, our feelings towards others and our sense of self (self-esteem).</p>

	<p>Therapeutic Storywriting Groups helped pupils to process difficult feelings, develop social skills and improved pupils' engagement with writing.</p>
Circle of Friends	<p>Circle of Friends can be used to support the inclusion of children and young people with SEND, who may be having difficulties in school and would benefit from peer support to help them feel more included.</p> <ul style="list-style-type: none"> • It creates a support network for the focus child/young person. • It provides the child/young person with encouragement and recognition for any achievements and progress. • It helps to identify difficulties the child/young person may have and helps to identify practical solutions.
Emotion Coaching	<p>Emotion Coaching is an evidence-based, universal approach to help staff to support children and young people to self-regulate their emotions and behaviour, improving competencies to manage difficult feelings. The training will explore how Emotion Coaching can be used to create an ethos of positive learning behaviour and aid staff confidence to de-escalate situations when behaviour is challenging.</p> <p>Research at Bath Spa University found that Emotion Coaching helps:</p> <ul style="list-style-type: none"> ✓children to regulate, improve and take ownership of their behaviour ✓children to calm down and better understand emotions ✓practitioners to be more sensitive to children's needs ✓create more consistent responses to children's behaviour ✓practitioners to feel more 'in control' during incidents ✓promotes positive relationships between adults and children
Emotionally Based School Absence (EBSA) Training	<p>This training aims to develop an understanding of Emotionally Based School Absence (EBSA), where pupils have difficulties attending school due to emotional factors and/or anxiety. We will look at the research into school avoidance and anxiety and provide school staff with an evidence-informed approach and a range of strategies to support children and young people having difficulties attending school.</p> <p>Training Includes:</p> <ul style="list-style-type: none"> • DfE guidance on responsibilities where a mental health difficulty is affecting attendance • Models of anxiety • Early indicators of EBSA • Risk factors and triggers • Resilience and protective factors • EBSA and autism • Working with children and parents/carers to gather information • Support strategies • Action planning and reviewing
Emotional Learning Support Assistants (ELSA)	<p>Southampton Psychology Service continues to invest and support Emotional Literacy (EL) work in 3 main ways – 1) training new ELSAs, 2) supporting and developing the practice of our existing ELSAs, and 3) Promoting EL Development for all working with young people. Each of these commissioned services can be purchased into directly, or, new for the coming year, can be accessed at a promotional level via our SLA.</p>

1) Initial ELSA Training

Southampton Psychology Service have developed a six-day ELSA course, delivered twice a year (in the Autumn and Spring terms). This includes both practical and theory elements and is spread out over a period of 5 consecutive weeks (1 day per week), followed by a 6th day the following term. Successful completion of the course is a requirement for ELSA Registration and entry into our ongoing CPD support package (see 2) below). The course includes taught sessions, individual reflection, group activities and applied learning tasks at school between sessions. As a core aspect of our training, we require a member of senior staff in a supervisory role for the ELSA to attend on the morning of the fifth day.

For additional information and/or booking of ELSA training, please contact:

- Jackie.holgate@southampton.gov.uk (Team Standards Co-Ordinator)

2) ELSA Registration and FuEL Sessions

The Southampton ELSA register is a list of ELSAs working in the city who we recognise as having met our criteria for demonstrating an ongoing commitment to professional development and for working with children in a manner we consider appropriate to the role of an ELSA. This includes having completed a recognised initial ELSA training course, completing regular work towards the key roles of an ELSA, and, engaging in appropriate professional development to earn 'ELSA credits', with access to psychologist-led supervision as a core requirement within this. It is up to ELSAs to apply for registration each year once they have satisfied the specific requirements of the register. There is no additional cost to seek registration.

Further information is on the ELSA website: [network. ELSA - Registration \(google.com\)](https://www.southampton.gov.uk/network/ELSA-Registration)

In 2021/22 we launched a new ELSA Professional Development model aimed to help ELSAs flourish. This involves 3 distinct aspects directly linked to our registration and ELSA credit systems:

- Networking** - helping ELSAs to **CONNECT** with and learn from others.
- Supervision** - helping ELSAs to **REFLECT** on and learn from experiences.
- Training** - helping ELSAs to **GROW** your skills and confidence.

Based on feedback from ELSAs, consideration of the time and financial costs to schools, and through our own investment in EL Development, we have now combined all parts of the model above to form our FuEL Sessions – first launched in Autumn 2023.

FuEL (Filling up Emotional Literacy)

These are half-day sessions (1-4.15pm) that run termly and combine all three aspects of our CPD model in one event – Connect (Networking), Reflect (Supervision), Grow (Training). Held at a central location, with refreshments provided, FuEL sessions provide ELSAs the chance to connect with peers, share and compare ideas, try out and rent EL resources (no additional charge), access high-quality face-to-face small group supervision, and participate in an EP-led topic-based training, with a 'take-away' element to bring back and put into practice in their own setting.

Emotional Literacy Conference

The EL Conference is a 1-day annual event, usually held in January. It is suitable for ELSAs, Nurture Leads, SENDCos, SMHleads and/or anyone with an interest in Emotional Literacy and supporting Children and Young People. The conference involves a keynote speaker, chance to engage in a number of different workshops (mixed between practical, theory/thought based, and experiential),

and to engage in a reflective or generative whole group activity. Each conference has a different theme connected with Emotional Literacy.

The theme for the January 2023 is 'Side-by-Side: Trav-EL-ing Together. Our conference website provides details of past and future events:

[Southampton Emotional Literacy Conference \(google.com\)](#)

SLA EL Special Offers:

Full Package:

- ✓ ELSA Training, FuEL Sessions **AND** EL Conference place for 1 ELSA = 1.5days

Part Package A*:

- ✓ ELSA Training, FuEL Sessions **OR** EL Conference place for 1 ELSA = 1.25days

Part Package B:**

- ✓ FuEL Sessions **AND** EL Conference place for 1 ELSA = 0.5days

Multi-Package*:**

- ✓ FuEL Sessions **AND** EL Conference place for 4 ELSA = 1.5days

*Only suitable for Newly Trained ELSAs (first year)

**Only suitable for ELSAs who have already completed initial training

*** For settings/clusters/trusts with multiple trained ELSAs – equates to 'Buy 3, get 1 Free'

For all EL related queries, please contact: ed.sayer@southampton.gov.uk (Specialist EP, EL Lead)

Trauma and Attachment Aware Educational Settings (TAAES) Project

Following a successful pilot with 5 schools across the city in 2022 - 2023, this year sees the start of a citywide roll out of the Trauma and Attachment Aware Educational Settings (TAAES) Initiative. Delivered through the Southampton Virtual School and Psychology Service, the initiative is an opportunity for settings to demonstrate and enhance how their processes, practices and policies operate from a trauma informed stance as well as an opportunity to receive professional support from Educational Psychologists to develop and enhance their existing work.

Please contact the project coordinator Alex Boys (Educational Psychologist) for more information and to book your setting onto this exciting project! alex.boys@southampton.gov.uk

Nurture Group training

This course explores the use of Nurture Groups as a therapeutic tool for inclusion. It covers the practicalities of setting up and running successful Nurture Groups in settings, including consideration of the Boxall Profile, the physical environment, group dynamics, activities to develop social and emotional skills, and supporting successful transitions. Time will also be spent thinking about how we can build a sense of belonging for Nurture Group CYP, and create a nurturing whole-school environment. The course will also cover Attachment Theory, as the theoretical basis for Nurture Groups, and will provide an overview of the evidence-base in support of the intervention.

Example Aims:

- To identify different types of nurturing interventions and how they are structured.
- To discuss the key steps involved in planning a nurturing intervention.
- To explore different activities that could be undertaken during a nurturing intervention.
- To explore assessment and review process.

End of Year (2023) Feedback Quotations

<p>EHCP Statutory assessments</p>	<p>Useful strategies to support pupil were identified and tried</p> <p>The report produced for the EHCP that was requested this year was so thorough and really impacted the EHCP writing.</p>
<p>Casework with children with EHCs</p>	<p>Our EP has been brilliant at supporting the annual review process for a phase transfer pupil as he had made so much progress since his initial EHCP was written. She has also been really supportive with other pupils with EHCP in the school.</p>
<p>Staff Surgeries</p>	<p>This has been very useful, especially for being able to talk about an increasing number of children as reports for all are not feasible.</p> <p>“Brilliant advice given and really useful for staff and children”.</p> <p>“The staff surgeries are really useful and allow more staff to access the service which is good.”</p>
<p>Challenging Behaviour Consultations (CBCs)</p>	<p>“Useful service and has a good impact”</p> <p>“Really insightful and both the class teacher and I found it incredibly helpful”</p> <p>“Confirmed strategies in place and offered new ones”</p> <p>“Our CBC has been really impactful in challenging the thinking, especially having two EPs attend”</p> <p>“CBC was a fantastic time to think and brainstorm”</p>
<p>Emotionally Based School Absence (EBSA)</p>	<p>“We have had huge success following the EBSA work our EP did with a group of children (6) all of whom have increased school attendance and decreased their anxiety around attending school.”</p>

<p>Critical Incident Support</p>	<p>“As a head I found the support excellent and there is growing confidence across the team to use EPs in this way.”</p> <p>“After the sudden passing of a member of staff, we felt so supported by the EP service”</p> <p>“Critical incident support was invaluable to us”</p>
<p>EP Purchased Casework</p>	<p>“The casework has been fantastic. Our EP captured a really good picture of the children and her assessments and recommendations were helpful, practical and impactful.”</p> <p>“Casework has been really useful with key targets being given for us to implement.”</p>
<p>Therapeutic Interventions</p>	<p>“Great relationship built and positive interaction. Improved self-image of child.”</p>
<p>Link EP & Planning Meeting</p>	<p>“I have found it really beneficial being able to contact our link EP. They have always been helpful and informative”</p> <p>“So important and valuable”</p> <p>“Our EP is amazing and really helps me in my role as SENCo. She is so understanding.”</p> <p>“Always helpful advice as to how we can try and fit in the caseload”</p>
<p>Bookable Consultations</p>	<p>The telephone service has been very helpful, along with the staff surgeries. All staff have commented on how useful and supportive these were.</p>

ELSA

Our ELSA felt really engaged throughout the ELSA training and received a lot of information.

Our ELSA has been a superb addition to the school and the training provided has been wonderful for her

ELSA Supervision: Very beneficial - time for reflection

ELSA Training: Very positive impact – empowering our newly appointed ELSA to carry out her role very effectively

Training

“Lego skills training was excellent and we were able to implement the intervention with support.”

“EBSA training was excellent and all heads of year attended and could implement ideas into their practice”

“We have had TA training on precision teaching which was extremely useful and has impacted on practice.”

“Our EP delivered 5 sessions on Neurodiversity which were extremely well received. Staff received training on Neurodiversity and found this extremely interesting and useful with lots of thought provoking learning and ideas.”

“All staff have commented on how informative these sessions were and staff have seen an impact on new strategies they have been using around school to support the vast/complex needs of our children”

Terms and Conditions Form

Please read the below the Southampton Psychology Service terms and conditions (sections 1 to 6), sign and return form to: educationalpsychology.admin@southampton.gov.uk

1. PARTIES

- 1.1 This Service Level Agreement (SLA) is made between the educational setting (the client) and Southampton Psychology Service (SPS), (the service provider).

2. DURATION

- 2.1 This SLA will be effective from 1st September and 31st August unless agreed otherwise between SPS and the setting.

3. DESCRIPTION OF SERVICES

- 3.1 The range of services offered by SPS is described above within the body of the purchased services brochure.
- 3.2 SPS offer a core offer and the opportunity to purchase additional services. Due to staffing issues and the fluctuating number of EHC assessments, the core offer may change from one academic year to the next.
- 3.3 The scope and focus of additional purchased services will be negotiated between SPS and the setting.
- 3.4 Where demand for purchased services exceeds service capacity, time will be allocated in an equitable way. There is no guarantee that number of days requested will be agreed. SPS will endeavour to inform the setting at the earliest possibility if unable to deliver number of days requested.
- 3.5 Following positive feedback from settings, SPS continues to offer a hybrid service combining visits and online meetings, training etc via Teams/Zoom, as deemed appropriate.

4. SERVICE STANDARDS

- 4.1 All Educational Psychologists are appropriately qualified and appointed after interview and enhanced DBS checks.
- 4.2 All Educational Psychologists are registered with HCPC and are eligible for British Psychological Society (BPS) chartered status. Many Educational Psychologists are members of the Association of Educational Psychologists (AEP).
- 4.3 All Educational Psychologists keep up to date with national and local developments/legislation and receive regular training on safeguarding and child protection.
- 4.4 All Educational Psychologists are supported and developed through a continuous professional development programme including 40 hours of CPD activity and have Annual Performance Reviews.
- 4.5 All Educational Psychologists receive regular individual and casework supervision.
- 4.6 SPS is fully committed to supporting the training for Educational Psychologists and trainee Educational Psychologists form part of our team, are fully supervised and can offer the full range of services.
- 4.7 From time-to-time Educational Psychologists and trainee Educational Psychologists are observed whilst working in settings and we would ask for your full co-operation with this.

Southampton Psychology Service responsibilities

- 4.8** All work undertaken will be in liaison with setting staff. Southampton Psychology Service are under no obligation to complete work which the service deems inappropriate, unethical or untimely.
- 4.9** Where a written record of involvement has been agreed following casework, SPS will endeavour to complete this work within 4 weeks. However, where there are mitigating circumstances such as staff shortage, written records may take longer than this. In such circumstances this will be communicated with setting staff (and parents/carers if appropriate) and the service will complete the work at the earliest opportunity.
- 4.10** If planned purchased services cannot be delivered in a setting (due to school closure, pandemic etc) then all work will be delivered online via Teams/Zoom. In exceptional circumstances certain pieces of work may need to be postponed.
- 4.11** SPS undertakes to inform settings of staff absence as soon as possible. SPS will endeavour to provide cover for longer absences and maternity cover, if this is not possible then a refund may be applicable.
- 4.12** SPS reserve the right to cancel/postpone purchased services due to staffing shortages or an increase in EHC assessments. SPS will endeavour to reschedule work at a later date or offer a refund if applicable.

Client Responsibilities

- 4.13** Setting staff are responsible for the forward planning and organisation of Educational Psychologist's visit including:
- Informing and inviting parents/carers and ensuring they complete, sign, and understand the parental/carer consent form in advance of the visit. Please note that work cannot take place without written parental/carer consent provided within the parental consent form. Consent can be withdrawn as per the clause on form.
 - Informing relevant staff (and where appropriate organising lesson cover).
 - Organising room booking. The room(s) should be suitable for the purpose of the work, with sufficient space and furniture, adequate heating, lighting, and ventilation. The room should be suitable for confidential meetings. Where the work includes the EP meeting individually with a child or young person, both should be clearly visible (e.g., through a window, glass door or from the other end of a suitably sized room).
 - Educational Psychologists should be made aware of emergency procedures and risk assessments/restrictions for visitors (e.g., due to Covid, building work, etc)
- 4.14** Where an interpreter is required, the setting should inform the Educational Psychologist at the earliest opportunity so that this can be organised in advance of the meeting.
- 4.15** On-site responsibility for pupils always remains with the setting.
- 4.16** Settings must inform SPS as soon as possible if a visit needs to be postponed or cancelled. SPS reserve the right to charge for days that cannot be delivered and where a reasonable attempt to inform SPS has not been made.
- 4.17** Settings must give SPS reasonable notice if there is a school closure (e.g., extreme weather conditions, staffing issues or INSET days). SPS reserve the right to charge for days that cannot be delivered due to school closure and where a reasonable attempt to inform SPS has not been made.

5. CHARGES

- 5.1** Settings will be charged by journal/invoice. Prices will be reviewed on an annual basis in line with council financial planning.
- 5.2** Purchased service rates offered are for SCC employees/settings, an additional surcharge will apply (to include travel expenses, etc) negotiated on a case by case basis) for staff/settings outside SCC.

Cancellations and refunds

- 5.3** SPS are under no obligation to provide a refund or roll over days to the next academic year/billing period if purchased days are not delivered. It is the setting's responsibility, in negotiation with the Educational Psychologist, to ensure that purchased days are planned for and delivered within the billing period.
- 5.4** Where an Educational Psychologist makes reasonable attempts to contact a school (via email/phone) to arrange work and s/he does not receive a response, purchased days will not be delivered and the work will not be rescheduled.
- 5.5** SPS reserve the right to charge for work cancelled at short notice and where a reasonable attempt to inform the SPS has not occurred. In such cases the work will not be rescheduled

6. CUSTOMER CARE PROCEDURES

- 6.1** If any aspect of the service is not to the setting's expected standard, then this should be notified to SPS as soon as possible so action can be taken.
- 6.2** SPS value feedback regarding the services delivered as this informs service delivery moving forward. We will review services delivered to settings at the end of each academic year and we would appreciate settings providing feedback. Feedback can also be given at any other time in the year via the QR link on written records or via telephone, email, etc.

By signing below, you are agreeing to all the above Southampton Psychology Service terms and conditions.

Signature:

Name:

Position:

School:

Date: