**Kent Educational Psychology Service**



**Service request form for the 2019-2020 academic year**

Please make sure all requests are returned to [educational.psychology@kent.gov.uk](mailto:educational.psychology@kent.gov.uk) by the **21st June 2019.** Requests submitted after this date cannot be considered. Settings, teams and schools will be informed of the outcome by **12th July 2019**

This request form asks for some basic information and then contains three sections. You can choose to complete any or all of the sections according to your requirements. Please note that when allocating resources, requests from section 1 will be given priority over those in section 2 in the first instance because of the possibility of a greater efficiency of delivery and best use of limited time.

We receive more requests for our service than we have capacity to offer, so therefore we have to plan carefully how we use the time each year. To make sure we use it efficiently and effectively to help children, families and schools across Kent we will consider:

* the skills we have in our team
* what we know works from evidence and our experience
* situations of high need and vulnerable children
* seeking economies of scale and by using time in the most cost-effective way

**Section 1** - choose effective and evidence-based psychology from a list that we are able to offer. By focusing some of our time on services that we have particular skills in we can make best use of the time we have. We will prioritise requests from section 1.

**Section 2 -** request a Service Level Agreement. In discussion with the EP who will be working with your school, this is time that your setting/school/team can use to meet your particular needs. To assist in prioritising time for those who request SLAs we ask you to set out how you plan to use the time and also give us information about the level of need in your school, setting or team.

**Section 3-** you may express an interest in specific items from our centrally organised training programme, which makes best use of our time in sharing knowledge, skills and resources with all schools across Kent.

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| **Name of school/team/setting** |  | |
| **Phase/age of CYP** | Pre-school Primary Secondary Mixed | |
| **Current OFSTED category** |  | |
| **Number of CYP receiving Pupil Premium** |  | |
| **% of CYP on roll receiving Pupil Premium** |  | |
| **District you are located in** |  | |
| **DFE number** |  | |
|  | | |
| **Contact Details.** | Telephone number | Email address |
| Headteacher/Principal/Setting Manager  Name: |  |  |
| Inclusion lead/SENCO  Name: |  |  |

**Your details:**

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| Please provide a brief pen picture of your school/team/setting to provide some context for your request (up to 400 words). |
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**Section 1: Effective and evidence-based psychology.**

This section lists specific work that schools, teams and settings can request. These are service items that are frequently requested, we know are effective or that have a strong evidence base in research. Booking specific pieces of work allows us to plan our time efficiently and offer a greater number of schools, teams and settings a service. Priority will be given to requests from this section.

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| Service item | Description | Cost | Tick to request (or number if requesting more than one) |
| School/Setting Based Reviews | The School/Setting Based Review is a consultation held at your school/setting, chaired by the school/setting and attended by your Educational Psychologist. Other professionals can be invited to the meeting as necessary. The agenda can be around individual children, groups of children or whole school/setting issues. The purpose of these meetings is to facilitate problem solving discussions in order to agree ways of enhancing inclusive practice. This item provides three half days for three SBR meetings through the year. | £922.50 |  |
| Supervision for staff | Children and young people with increasingly complex and challenging needs are supported by a range of professionals in different settings. Supervision provides a container that holds the helping relationship and facilitates the development of the supervisee through reflection and empowerment. Effective supervision will support these individuals in meeting the needs of children and young people while promoting competence and confidence. This item provides six half days of time through the year for you to use for monthly supervision for staff in your school or setting. | £1845 |  |
| Coaching for staff | A package of six coaching meetings for individuals, senior managers and staff who have a high motivation to change for the better. This is not therapy or consultation, but a coaching approach based on coaching psychology. Individuals will be given opportunities to set motivating goals, explore some of the previous obstacles and look at ways forward for achieving goals and staying on top of their game. | £922.50 |  |
| Cognitive Behavioural Intervention for children and young people. | A set of 6-10 meetings for work with an individual child who is experiencing high levels of anxiety. The package will include; initial consultation with staff and family, planning the intervention; initial meeting with the young person to support suitability and pre-intervention measures; direct intervention using an appropriate level of Cognitive Behavioural Approach (CBA) in the school/child’s setting; follow up consultation/report. | £1537.50 |  |
| Video Interaction Guidance | Video Interaction Guidance (VIG) is a way of working with adults and children to build positive communication and enhance relationships. Video is used in a completely confidential, positive strengths-based methodology that builds confidence and supports change. VIG has a strong evidence base and is recommended in many national guidance frameworks as being effective with children and young people who have social communication difficulties, with attachment and in the early years. KEPS have staff trained and accredited by the Association of Video Interaction Guidance UK who can deliver this powerful intervention with you.  You can watch our video explaining VIG at <https://www.kelsi.org.uk/special-education-needs/educational-psychology/educational-psychology-interventions> | £922.50 |  |
| Sandwell Well-being Charter Mark Project | The Sandwell Well-being Charter Mark project has been co-developed in response to recent NICE guidelines and the 2015 Public Health England Guidance around whole school approaches to promoting positive mental health and emotional well-being.  The aim is that this approach will enable us to work together to understand our schools and young people better, and to provide appropriate care and support at a range of levels. The project addresses the well-being and mental health of all those in the school community (parents, staff, and pupils).  The Charter Mark criterion is also underpinned by the eight principles that have been identified by Public Health England to be important to emotional health and well-being.  By engaging in this project, your school is showing a dedication to addressing mental health needs and whole-school well-being in an exciting and creative way. There are rigorous pre and post measures of whole school well-being, including surveys and focus group interviews which inform a report and action planning meeting which is then reviewed. Commitment throughout the year’s process results in a Charter Mark being awarded to your school. Three days from an EP are required to support your school through this process. | £1845 |  |
| Beating Exam Anxiety Group Intervention. | This programme is concerned with test or exam anxiety. Recent research into test anxiety has shown that it can present a significant threat to the well-being of students and increase the likelihood of educational underachievement. Furthermore, it seems that this form of anxiety is on the rise - possibly linked to the greater importance placed on exam outcomes. It is estimated that between 10-40% of all students experience various levels of test anxiety.  Beating Exam Anxiety Together is a six-week course aimed at groups of students who need help combating the stress and worry around tests and exams with the ideal group size being 6-10 students. | £1537.50 |  |

**Section 2: Arranging a bespoke psychology service for your school/team/setting through a Service Level Agreement (SLA).**

You can request either a three day or six-day SLA. An SLA is time that you can use flexibly for bespoke work that meets the specific needs of your school, team or setting. We ask you to describe what kind of work you will use the time for. You can discuss and plan the specific details of the approach taken with the link psychologist who will work with you to deliver it. Each year we have more requests for SLAs than we can provide, so we prioritise SLA requests using two factors. Firstly, the level of need in terms of pupil premium and OFSTED category and secondly the degree to which the requests will support inclusion and build capacity.

Please select which SLA you are requesting

Three-day SLA for £1845

Six-day SLA for £3690

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| Please give up to three outcomes that you would like to achieve through the SLA this year.  Please note that preference will be given to requests where outcomes: build capacity, promote inclusion, use EP time efficiently and represent effective use of psychology. |
| Outcome 1 |
| Outcome 2 |
| Outcome 3 |

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| Please give any other information that might help give our team a good understanding of what you would like to achieve with the help of the SLA time. |
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**Section 3: Centrally organised professional development.**

We offer a range of courses and professional development events that all settings, teams and schools can access. Dates and venues for these events are organised through the year. Please register your interest for a place on any from the following list that you would like to attend in the coming year. **This does not commit you to purchasing** but gives us an indication of likely demand.

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| **Course Title** | **Estimate** | **Please Tick** |
| Emotional Literacy Support Assistants training (ELSA) six-day initial training course | £600 |  |
| One year of ELSA supervision | £300 |  |
| Mental Health Framework in Schools (four half day) | £250 |  |
| Metacognition (two half day) | £90 |  |
| Grief and Loss in schools’ course (one day and follow up sessions) | £120 |  |
| Managing Critical Incidents (half day) | £60 |  |
| Self-Harm (whole day) | £120 |  |
| Mindfulness Workshops for Staff (three half days) | £150 |  |
| Anxiety in the classroom (one day) | £120 |  |
| Attachment – Understanding Perplexing Behaviour (one day) | £120 |  |
| Emotionally Based School Refusal (one day) | £120 |  |
| WEBINAR Training - Attachment in the Early Years (45 mins-1hr) | TBC |  |
| WEBINAR Training – Talk and Play in the Early Years (45 mins – 1hr) | TBC |  |
| WEBINAR Training – Supporting Dyslexia in Schools (three sessions each 45 mins – 1hr) | TBC |  |
| Solihull Training | TBC |  |

***Please feel free to suggest any other professional development courses you would like to see on this list.***

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| **Headteacher/Principal/Setting Manager Signature:** |
| **Date:** |

Please return your completed form by 21st June 2019 to [educational.psychology@kent.gov.uk](mailto:educational.psychology@kent.gov.uk)