

## Education and SEND Team Plan 2023-24

Team: **Educational Psychology Service (EPS)** Service Manager: Tina Hardman Senior Educational Psychologists: Andy Keay and Geraldine Jackson

Our priorities	What we will do?	How we will do it? Who do we need to work with?	How we will judge success/outcome measure?	By when
<b>1. Every child has a place in a good or better setting or school that fosters their joy in learning</b>	Offer high quality training (safety valve plan) <ul style="list-style-type: none"> <li>• ELSA (central)</li> <li>• EBSA (central)</li> <li>• Complex Needs (central)</li> <li>• Precision Teaching</li> <li>• Trauma and Attachment</li> </ul> Offer a costed package for ELSA supervision for York schools.  Continue to promote and review to our e-modules, hosted on Google Drive	<ul style="list-style-type: none"> <li>• Training will be delivered centrally or commissioned by schools/ settings/ services in accordance with Traded Services offer</li> <li>• Maintain course participation at 24 ELSAs – course remains ‘full’/over-subscribed.</li> <li>• Refresh ELSA materials and supervision offer, fees in line with Y&amp;H region</li> </ul> Work with: <ul style="list-style-type: none"> <li>• York Education to promote training</li> <li>• WDU</li> </ul>	<ul style="list-style-type: none"> <li>• Children and young people’s (CYP’s) needs are correctly identified and appropriate strategies and support implemented by staff</li> <li>• Training is publicised effectively and well- attended</li> <li>• Training is positively evaluated (80% of training evaluations rate training as ‘good’ or better)</li> </ul>	July 2025
	<ul style="list-style-type: none"> <li>• Provide time to the Virtual School to support CYPIC across all strategic priorities</li> </ul>	<ul style="list-style-type: none"> <li>• SLA to be established with service Spec for 1 day of support to Virtual School over 45 weeks of the year</li> <li>• Service Spec to include: attending Virtual School SLT meetings; providing supervision and consultation to members of the Virtual School; contributing to strategic development and delivering training</li> </ul> Work with: <ul style="list-style-type: none"> <li>• Virtual School; Designated Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• SLA co-produced and implemented.</li> <li>• Review of SLA- Virtual School provides positive feedback on support received from the EP for CYPIC</li> </ul>	July 2025

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<p><b>24 Every child attends a school /setting regularly to ensure they achieve their full potential</b></p>	<ul style="list-style-type: none"> <li>Support the LA priority around attendance, focusing on cyps with Emotionally-based school avoidance (EBSA)</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to the CYC Attendance Partnership</li> <li>Offer central training and leaflets to schools/ settings on EBSA</li> <li>Offer bespoke training to Early Support Social Care Teams</li> <li>Promote EP consultation for cyps re-integrating back into schools.</li> </ul> <p>Work with</p> <ul style="list-style-type: none"> <li>SENCoS/Inclusion Leaders</li> <li>WDU</li> </ul>	<ul style="list-style-type: none"> <li>An EP rep attends the LA system mapping group</li> <li>EBSA Training is publicised effectively and well- attended Training is positively evaluated (80% of training evaluations rate training as 'good' or better)</li> <li>Contributing to a joined up approach within the LA</li> </ul>	<p>Dec 2024</p>
<p><b>25 Every child is in a provision which meets their need and allows them to achieve to the best of their ability</b></p>	<ul style="list-style-type: none"> <li>The EPS will fulfil Local Authority statutory duties towards CYPs with EHCPs, in a timely and effective way according to the SEND Code of Practice (2015). Psychological Advice will be submitted within 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Providing timely high-quality advice for the most complex cyps</li> <li>Implement triage model for streamlining advice when comprehensive reports already available (based on Stockton model).</li> <li>Implementing QA process for EP Advice</li> <li>Provide high-quality supervised placements for TEPs, countersigning all advice. Secure Associate EP support for ad hoc cases during peak times when statutory assessments are high</li> </ul> <p>Work with:</p> <ul style="list-style-type: none"> <li>SEN Co-ordination team</li> <li>Business Intelligence</li> <li>SENCoS/Inclusion Leaders</li> <li>Procurement to establish Associate 'pool'</li> </ul>	<ul style="list-style-type: none"> <li><b>75%-80%</b> of statutory advice submitted on time (carrying maternity and vacancy).</li> <li>Statutory advice focuses on needs, provision and outcomes and takes into account the graduated response implemented in schools/settings</li> <li>Triage model for streamlined advice in place and working well.</li> <li>Biennial surveys to settings indicate positive evaluations from school re service delivery and statutory assessment</li> </ul>	<p>July 2025</p>
	<ul style="list-style-type: none"> <li>Support LA Panels and Admissions /Referral routes eg 'Learning Support Hub'</li> </ul>	<ul style="list-style-type: none"> <li>To attend half termly Learning Support Hub meetings</li> <li>To attend weekly EHC Panel meeting</li> <li>To attend annual Admissions Panels</li> </ul>	<ul style="list-style-type: none"> <li>Regular attendance</li> <li>Decision-making is robust and includes a psychological contribution</li> </ul>	<p>July 2025</p>

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<b>26 Ensuring every setting/school promotes well-being and is trauma and mental health informed in its practice</b>	Offer high quality training to support staff and wider workforce to meet the SEMH needs of CYP <ul style="list-style-type: none"> <li>• Deliver ELSA 6-day course for TAs</li> <li>• Deliver whole school Introductory level Trauma and Attachment training</li> <li>• Promote whole school Emotion Coaching Training</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of annual school-age ELSA training (Spring term)</li> <li>• Review of costings for training and supervision to ensure they are in line with Y&amp;H region</li> <li>• Revising 6-day ELSA training materials</li> <li>• Roll out of Trauma and Attachment training and Emotion Coaching as part of the EPS traded offer (subsidised by Virtual School)</li> </ul> Work with <ul style="list-style-type: none"> <li>• SENCos/Inclusion Leaders</li> <li>• WDU</li> <li>• Virtual School</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA training course continues to be full.</li> <li>• Revised ELSA materials are trialled and evaluated</li> <li>• Training is positively evaluated (80% of training evaluations rate training as 'good' or better)</li> <li>• Up to 5 more settings accessing A&amp;T training in academic year 24-25</li> </ul>	July 2025
	Offer support / interventions to promote staff wellbeing and safe practice within specialist settings.	<ul style="list-style-type: none"> <li>• Deliver supervision to HMO and Applefields wellbeing staff as per SLA</li> <li>• Following positive evaluation of trial, promote person-centred model of assessment in Danesgate</li> </ul> Work with <ul style="list-style-type: none"> <li>• Staff in specialist settings</li> </ul>	<ul style="list-style-type: none"> <li>• Review of SLA with HMO and Applefields</li> <li>• Biennial survey to schools and settings requesting feedback shows satisfaction with use of EP time</li> </ul>	July 2025
	Offer support / interventions to promote staff wellbeing and safe practice	<ul style="list-style-type: none"> <li>• Review of ELSA support groups (summer 2025)</li> <li>• Refresh ELSA supervision offer, introducing fees in line with Y&amp;H region</li> <li>• Promoting traded supervision offer to mainstream secondary settings</li> </ul> Work with: <ul style="list-style-type: none"> <li>• ELSAs and their line managers</li> <li>• Inclusion Leader in secondary schools</li> <li>• WDU</li> </ul>	<ul style="list-style-type: none"> <li>• Increased and consistent attendance at ELSA support groups</li> <li>• ELSAs report satisfaction with support group model</li> </ul>	July 2025

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<b>20 Every child and family is listened to and engages in decisions about how their needs are met</b>	<ul style="list-style-type: none"> <li>Develop 'CYP-friendly' systems for seeking CYPs' views following EP involvement</li> <li>Establish systems and evaluation practice for EPS to include views of yp and parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>Research and dissemination of good practice on evaluation through EP Service Evaluation Policy</li> <li>Producing leaflets to tell parents about our role and consultation processes as part of informed consent</li> <li>Present to Parent/Carer Forum re Role of the EP</li> <li>Involve representative of parents/carers to participate in recruitment</li> </ul> <p>Work with:</p> <ul style="list-style-type: none"> <li>Local Offer Officer</li> <li>Parent Carer Forum</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation Policy will be completed and shared</li> <li>EPs reports include the voice of the child</li> <li>EPs reports reflect our service priority around children's rights</li> <li>Offer information-giving session on the role of the EP via Parent Carer Forum</li> <li>Invite rep from Parent carers to participate in interview panels for recruiting new staff</li> </ul>	July 2025
	<ul style="list-style-type: none"> <li>Offering weekly EPS Supportline for parents/cares</li> </ul>	<ul style="list-style-type: none"> <li>Rota of EPs, online booking system for Wednesday mornings (monthly)</li> </ul> <p>Work with</p> <ul style="list-style-type: none"> <li>Business Intelligence re survey monkey</li> <li>FIS and SENDIASS re promotion</li> </ul>	<ul style="list-style-type: none"> <li>Number of calls and satisfaction of callers via survey monkey</li> </ul>	Dec 2024
	<ul style="list-style-type: none"> <li>Embed a rights-based approach to working with CYP and their families</li> </ul>	<ul style="list-style-type: none"> <li>Research and dissemination by Children's Rights working party</li> <li>Introducing systems to ensure informed consent of CYP by EPS eg one-page profile</li> <li>Adoption of rights-based approaches/practices by EP team</li> <li>EP representation on Forums for Voice and Influence</li> </ul>	<ul style="list-style-type: none"> <li>Regionally recognised positive EP practice re respecting and promoting CYP's rights in accordance with UNCRC (1989)</li> <li>All new and reviewed EPS policies include reference to Children's Rights (e.g. Dyslexia policy)</li> </ul>	July 2025
<b>21 Every young person is enabled to develop the confidence,</b>	<ul style="list-style-type: none"> <li>Promote multiagency meetings for yp who are NEET and requesting statutory assessment</li> </ul>	<ul style="list-style-type: none"> <li>Allocate time to support NEET cases</li> <li>Promote EPS NEET model when appropriate with SENDO caseworkers</li> <li>Independence and PFA in the advice template</li> </ul>	<ul style="list-style-type: none"> <li>Young people who go through EHCNA are appropriately placed and stay in education or training with needs met</li> <li>Independence and PfA are included in advice for EHCNA</li> </ul>	July 2025

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<b>knowledge and skills to make a secure transition into adult life</b>	<ul style="list-style-type: none"> <li>• Post-14 statutory advice includes reference to independence and preparation for adulthood (PfA).</li> </ul>	Work with <ul style="list-style-type: none"> <li>• Skills Team</li> <li>• SENDO for post 16</li> </ul>		
<b>Additional</b> Policy review or policy development linked to EP Service	SEND and AP Green Paper Improvement Plan (2023) and SEND Area OFSTED Framework (2023)	<ul style="list-style-type: none"> <li>• Disseminate and digest implications for SEND Services</li> <li>• Contribute to improved quality of provision in EHCPs</li> <li>• PEP contributes to multi-agency /thematic audits of EHCPs.</li> </ul>	<ul style="list-style-type: none"> <li>• All EPs attended CDC training on quality of provision and impact seen in QA of EP advice.</li> <li>• EP advice is considered to be 'good' in multiagency audits</li> </ul>	July 2025
	Review service polices and guidance documents	<ul style="list-style-type: none"> <li>• SLA for schools</li> <li>• Evaluation Policy</li> </ul>	<ul style="list-style-type: none"> <li>• All policies up dated and relevant</li> <li>• Where appropriate, updated documents uploaded to York Education website, available to settings and schools/parents</li> </ul>	Dec 2024