

# Educational Psychology Support Line

## Evaluation for Academic Year 2022-2023

### Background information

The Educational Psychology (EP) Support Line ran on a Wednesday morning (9.30-11.30am), term time only, between 5<sup>th</sup> September 2022 to 19<sup>th</sup> July 2023 (39 weeks).

### Call details

Throughout the year, 60 calls were undertaken in total. This represents a decrease of 31 calls compared to the previous academic year (which ran for 26 weeks). This academic year there was an average of two calls per week; last academic year there was an average of four calls per week.

The total number of calls undertaken, ranges and average number of calls per week for each term were:

- Autumn term: 28 calls, ranging from 1-5, average= 2
- Spring term: 17 calls, ranging from 0-3, average= 1
- Summer term: 15 calls, ranging from 0-4, average= 1

Chart 1: Number of calls undertaken per month

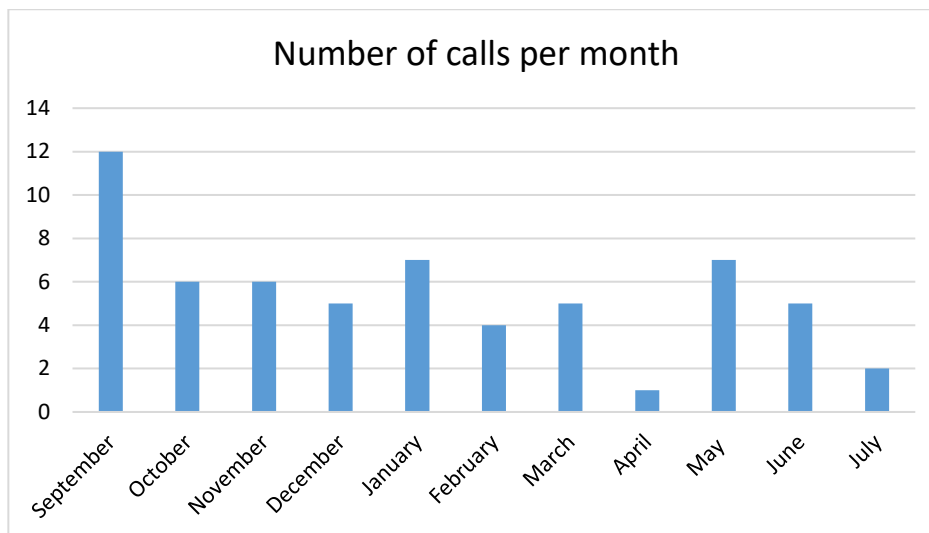


Chart 1 shows that the busiest month was September, followed by January and May. It should be noted that the two week Easter break fell in April, which influences this month having the lowest count.

The busiest week was the last week in September, where 5 calls were undertaken.

Chart 2: Number of calls undertaken by setting

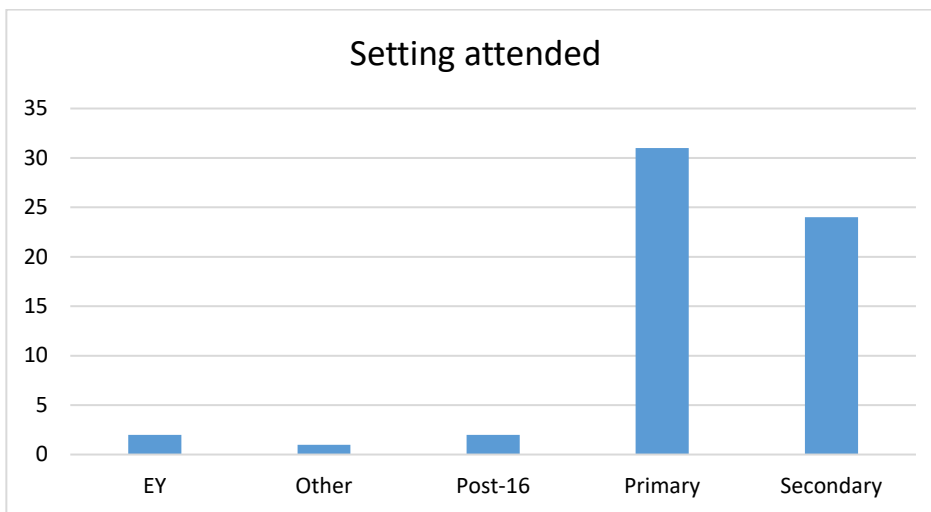


Chart 2 shows that 52% of the calls were about children attending primary school, 40% about children attending secondary school, 3% about children in the early years and 3% regarding post-16. This is a similar pattern to last academic year. One child was attending a residential placement. All of the calls undertaken were with parents, with no professionals contacting the Support Line. This represents a slight reduction in professionals accessing the service (three calls with professionals were undertaken during last academic year).

### Chart 3: Number of calls received from different referrers

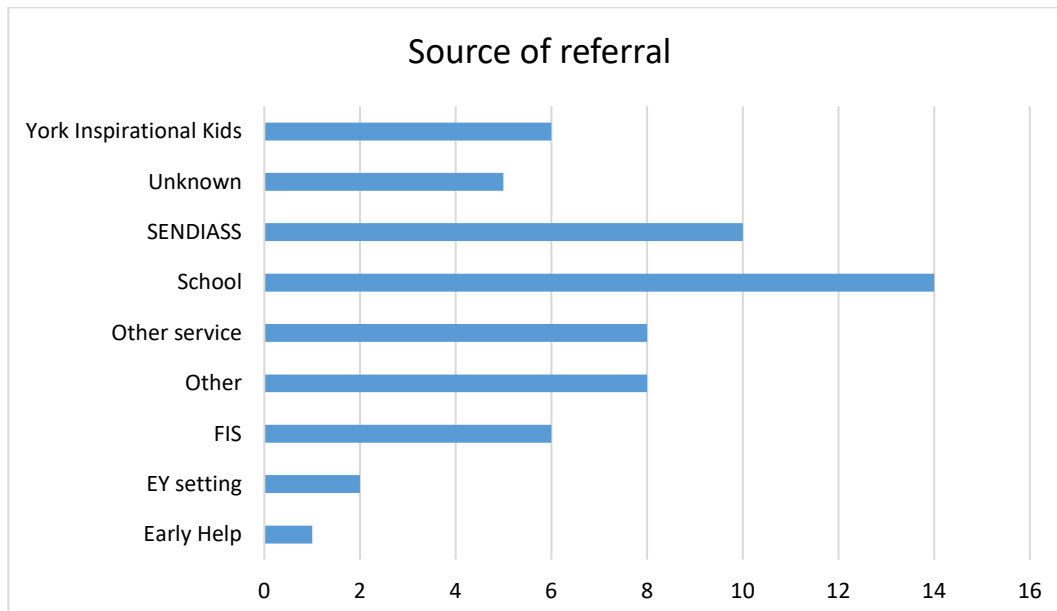


Chart 3 shows that the most common way that callers found out about the Support Line was from school staff, with the second largest referrer being SENDIASS. This is in line with data from last academic year. There was an increase in callers receiving signposting from Early Years settings and other

services, including CAMHS, Paediatrics and the School Wellbeing Service. 'Other' includes the local offer and Facebook.

Chart 4: Primary reasons for calls

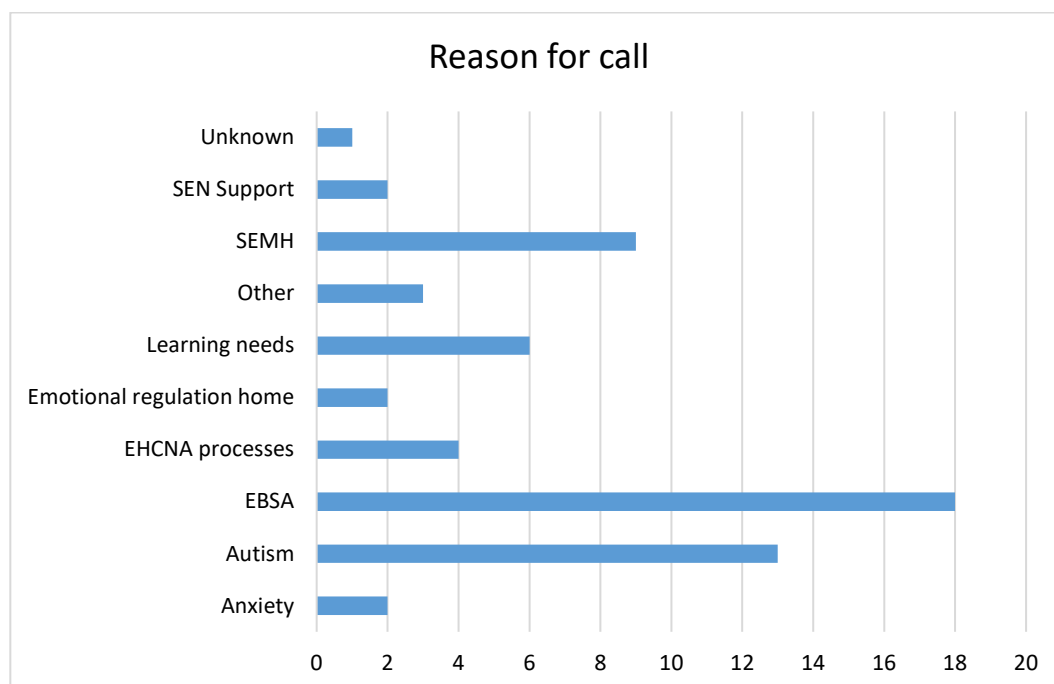


Chart 4 shows recurring topics for calls, as recorded by EPs. The most common concerns explored were those relating to Emotionally Based School Avoidance (EBSA), which represented 30% of all calls. This is a significant increase from last year where EBSA calls represented 13% of all calls. A high number of calls were also related to autism, which is similar to last year. There was a reduction in people calling about SEN Support processes and anxiety. It should be acknowledged that calls were often complex in nature; the data represents EPs' interpretations of primary reasons and does not capture the often layered nature of concerns.

#### **Evaluation data**

- The Survey Monkey questionnaire was completed by 37% of callers:
- When asked 'how likely would you be to recommend this service to a friend?', on a scale of 1-10, the mean value was 9.7.
- 91% of callers reported it was 'easy' or 'very easy' to speak to the EP.
- 100% of callers said it was helpful to speak to the EP (55% reporting the call was 'extremely helpful' and 45% 'very helpful').
- 100% of callers had some ideas about what to do next.

Callers left a range of positive feedback about the service received, including:

- "Very easy to access, EP formulated concerns into actions plan, really good service- keep it going please!"
- "Would highly recommend."

- “EP was so friendly and gave me some great ideas to help my son with his struggles. I feel I have a lot of things to try.”
- “Very helpful (thank you).”
- “Very good service, felt supported and ideas were suggested to help.”
- “Found this service really helpful.”
- “Was really nice to talk to someone.”
- “Seriously can’t thank you enough, I felt validated, understood and came away feeling as though I had some practical support and reassurance.”
- “I really appreciated the opportunity to speak to a psychologist and think it is an amazing service to be able to access so easily.”

Callers were asked for comments to improve the service:

- “Improve awareness of the service. It was only by chance that we found out about the service. I’m sure others will benefit but might not be aware that it is available.”
- “Didn’t have time to ask everything I wanted before the time ran out.”
- “Would be great if school staff could also access for those who do not reach EP threshold.”
- “It would be helpful if you could speak to the school on our behalf or send them info to back up our conversation.”
- “This service needs to be made more known to people as there are so many families struggling and not knowing what services are available for advice doesn't help.”
- “A longer session would be much more helpful as felt it was not long enough to conclude.”
- “It might be helpful to have some info as to specifically what kind of issues you can provide advice around. I wasn't that sure about what issues to raise.”
- “I don’t find York council website very easy to find things on. I had to email to find details of the support line.”

**Actions:**

- Circulate the flyer to a wide range of services at the start of September and the start of each subsequent term.
- Circulate this evaluation report to a wide range of services and upload it onto the York Education EP webpage.
- Remind school staff about the service through EP planning meetings.
- Request that the information on the Local Offer website is updated.
- Request that information is shared in the FIS+ Newsletter each term.
- Request that a summary of this evaluation data is included in a FIS+ Newsletter.