

RHONDDA CYNON TAF & MERTHYR TYDFIL

# Educational Psychology Service



*To promote the best possible  
psychological development of children,  
young people, families & organisations*

2014 - 2015



STRONG HERITAGE | STRONG FUTURE  
RHONDDA CYNON TAF  
TREFADAETH GADARN | DYFODOL SICR



MERTHYR TYDFIL  
County Borough Council  
Cyngor Bwrdeistref Sirol  
MERTHYR TUDFUL



# What is an educational psychologist (EP)?

EPs are applied psychologists working with children and young people from 0-19 years in different educational contexts, though we also work extensively with parents/carers, school staff and other professionals.

## **Our mission statement:**

*"Applying evidence based psychology to ensure the best possible development, wellbeing and achievement for the children and young people of Rhondda Cynon Taf and Merthyr Tydfil."*

# How we deliver our service

- There is an annual allocation to schools
- Most school related tasks will be completed within this time
- Each school will have a named EP, and our aim is that this person will stay working with the school for the year in order to enable close working relationships to develop
- In partnership with Cardiff University we provide annual placements for trainee psychologists. All of their work is very closely supervised
- Partnership working with other professionals including specialist teams within Education and Lifelong Learning, Children's Services, community organisations and colleagues in Health
- We work flexibly and offer a wide menu of services to help support schools

*"The EP has responded to parents' concerns in a caring, professional and effective manner"*

*"Advice and support has been excellent. Strategies suggested extremely useful"*

*"Very good communication and working relationship between school and EP. Cluster meetings very successful and EP extremely supportive"*

# How much time will schools have?

We aim to divide up our limited time and resources as fairly as possible based on needs. The factors used to assess this are:

- Numbers on roll
- Eligibility for free school meals
- Number on the school SEN register

Each year the amount of time an individual school receives may vary. This will be a reflection of changing needs and circumstances of both the school and the local authority.

# What services do we provide?

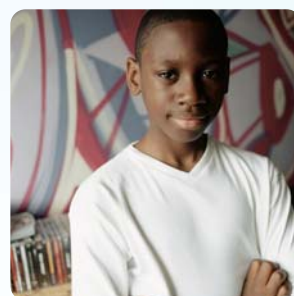
We can be varied and flexible in our approach, aiming to work in the most appropriate way for every situation. Types of work include:

- **Consultation and advice**  
Individual, group, family and whole school issues
  - **Psychological assessments**  
Using a range of methods to inform interventions
  - **Psychological interventions**  
To promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards
  - **Delivery of professional development and training**  
To be able to support others' learning, knowledge and practice
  - **Research and evaluation**  
To use outcomes to inform practice or future actions
- We also both lead and participate in a diverse range of multi agency groups and panels**

# What else can we offer?

In addition to working directly with schools, EPs are also involved in activities across the LA. A few examples include:

- Work with children and young people who are at the margins such as:  
YOS • EHE • EOTAS
- Those placed at Out of County provisions or who are not attending school
- Support around critical incidents and bereavement
- Early intervention—preventative work with very young children, advice to school prior to pupil admission, advice to staff on early intervention and liaison and direct work with parents in school
- Development and promotion of a strategic approach to wellbeing in particular ELSA (Emotional Literacy Support Assistants), SEAL, and a pilot project on assessment of wellbeing
- Parent 'drop-ins'
- Professional 'drop-ins'
- Support for SENCo / ALNCo / ANF cluster meetings
- All EPs have an area of specialism. These are diverse and include:
  - LAC • ASD • SpLD • SEBD
  - Wellbeing • Parenting • Early Years
  - Welsh Medium • Speech & Language
  - Suicide & self harm • Mental health



# Monitoring

We are committed to:

- Assessing the impact of our work in terms of positive outcomes for children
- Providing a 'value for money service' through close monitoring of our activities
- Evidence based practice
- Receiving and acting upon service users' evaluations

In order to deliver a high quality professional service, EPs need to work in partnership with school.

## Schools can expect EPs to...

- Be supportive
- Be approachable
- Be child, parent and school focused
- Be critical friends
- Respond to requests for support within 40 working days wherever possible
- Provide written responses (eg reports) within 20 working days of the final visit

## We will work collaboratively with schools & other services to...

- Develop an outline plan of work for the year in discussion with the SENCo.
- Consult and joint problem solve with key members of staff
- Raise standards
- Offer a contribution to the schools' training programme
- Enhance the wellbeing of children, young people and adults in our schools
- Promote equal opportunities
- Contribute to school improvement

## Prior to EP involvement it is essential that schools:

- Share concerns with parents and ensure their full agreement.
- Complete a request for involvement form which has been shared with parents and include their written consent
- Attach two completed IEPs / IBPs

## It would be helpful if...

- Time is made available for the EP to meet with the person(s) most concerned
- There is a quiet space for the consultation with staff / pupils / parents during the school visit
- Relevant information is made available e.g. IEPs, assessment data
- The voice of the child is sought
- All requests are discussed with the school EP prior to sending it to the service

## What are the next steps?

- Your EP will make contact with you



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We welcome feedback, both formally and informally, regarding the delivery of our service.