Feb’ 2021 **Traded Services Packages for purchasing**

**Table 1 – H&F EPS Traded Services Packages request to be completed and returned to** Ameenah.darbar@lbhf.gov.uk**, your link EP and Cc** **Satwinder.saraon@lbhf.gov.uk** **as soon as possible**

|  |  |
| --- | --- |
| * **Name of School** –
 |  |
| * **Address** –
 |  |
| * **Contact Finance** (email **plus** phone contact) –
 |  |
| * Signature of finance contact
* Or Headteacher
 |  |
| * **Link Educational Psychologist**
 |  |
| * **Package selected last year 20/21**
 |  |
| * ***Package Requested for 2021/22***
 | **No. of days:** **Cost at £600day:**  |

**Instructions** – Please write above the number of days you wish to purchase from **September 2021** (delivered September 2021 through to July 2022).

**Please note that our charges are *NOT increasing* for the next academic year.**

Example packages and costs:

|  |  |  |  |
| --- | --- | --- | --- |
| **Packages** | **Description** | **Cost for State Funded Sector, including Free Schools and Academies**  | **Cost for Independent and Non-Maintained Sector** |
| **3 Days** per academic year (or 18 hours/6 sessions) | * The H&F EPS will deliver a generic and developmental package of EP sessions to schools over the course of the academic year.
* A typical day may involve 3 hours ***direct school based delivery*** and a further 3 hours ‘off-site’ (e.g., planning, preparation, recording and writing tasks).
* The school and the Link EP jointly negotiate how this time will be best used.
 | £1,800 | £2,070 |
| **6 Days** per academic year(or 36 hours/12 sessions) | £3,600 | £4,140 |
| **9 Days** per academic year(or 54 hours/18 sessions) | £5,400 | £6,210 |
| **12 Days** per academic year(72 hours/24 sessions)If you choose a 4-day package, per academic year (24 hours/8 sessions) | £7,200£2,400 | £8,280£2760 |
| * The costs of bespoke training events such as programmes of CPD, training and or specialist intervention work with children and young people such as VIG can be quoted on request.

**(*NB. A separate communication/SLA will be sent regarding ongoing supervision for school ELSAs*)*** Please discuss your requirements with your current Link EP and/or a member of the H&F Educational Psychology Service Management Team:
* Assistant Principal EP – Erik Dwyer – Erik.Dwyer@lbhf.gov.uk
* Principal EP- Satwinder Saraon =Satwinder.saraon@lbhf.gov.uk
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**Please see below for the full range of work/support we can offer to schools in 2021/22.**

**Using Tier 3/Traded Educational Psychology time.**

Consultation underpins all the work we do. Through planning meetings and initial consultations, your EP will work with you to identify key concerns and the best ways forward to promote positive changes. We work creatively, based on your individual school needs. The list below is not exhaustive, but provides some examples of ways in which local schools have been using their Traded EP time:

**Organisational/whole-school level work:**

EPs have an understanding of whole-school systems and are trained in facilitating school-based research, using tools such as focus groups, Appreciative Enquiry, soft-systems methodology and eliciting the pupils’ voices. This kind of work is often informed by the whole-school development plan. Some example projects:

* Developing the pastoral role of the form tutor/ improving teacher-pupil or teacher-parent relationships.
* Creating an evidence-informed behaviour policy.
* Making play time better for pupils.
* Promoting emotional wellbeing and mental health at a whole-school level.
* Raising the attainment of SEND pupils.
* Using support staff effectively.
* Developing a PSHE curriculum.
* Making classrooms autism friendly, attachment-aware, etc.

**Services to support and develop staff confidence and competence:**

* CPD/inset training tailored to your school’s needs (*please see below*).
* Facilitating targeted work around a whole class group of pupils or year group, using processes such as Solution Circles, Circle of Adults or Work Discussion groups, to talk about the challenges posed by working with a child or young person and explore possible solutions, or to provide more general support to particular groups of staff (e.g. TAs/NQTs etc).
* ‘Drop ins’ sometimes called surgeries: time to hold short consultations with individual staff on issues of concern, e.g. about particular children and young people or more general topics.
* Video Interaction Guidance – a strengths-based approach using short video clips to enable adults to promote attuned interactions and build relationships between adults and children (this is usually a 6-hour package) – and, with groups of staff, Video Enhanced Reflective Practice.

**Pupil-focused work (some can be delivered in small groups):**

* Working with staff and parents and the pupil to identify an individual pupil’s strengths, SEND and appropriate interventions, using consultation, assessment and observation within a Plan-Do-Review cycle.
* Direct intervention/therapeutic support to young people, using psychological approaches such as: Cognitive Behavioural Approaches, Narrative Psychology, Solution Focused Approaches, Person Construct Psychology, Motivational Interviewing.
* Understanding and managing stress around exam time/ revision and study tips that work.
* Looking after our emotional wellbeing and understanding mental health.
* Being good friends/Circle of Friends.

**Parent Work – either individually or in groups.**

* Understanding child development and how to support your child’s wellbeing and learning, e.g. in the early years, or through adolescence.
* Facilitating multi-family groups with parents/carers and children with SEND, emotional difficulties and/or challenging behaviour.
* Helping your child to manage transitions and change.
* Video Interaction Guidance with children and their caregivers.

**LBHF Educational Psychologist-delivered: CPD and Training.**

We are passionate about sharing psychology in accessible ways and the bespoke training we offer is consistently highly rated, reflecting:

* Ourgood working relationships and knowledge and understanding of local schools
* Our knowledge and experience of developmental psychology and school systems.
* The diverse range of areas of expertise held by our EP team.
* Our knowledge of the research evidence base and what really works.
* Our creativity and flexibility – training will be tailored to your school’s context and needs.

The following are examples of CPD sessions we can offer, for example as inset days or as Twilight sessions. They can be offered to teachers, support staff, parents. You may also like to join with another school to commission training together. This list in not exhaustive – please ask your EP about inset training ideas.

**Emotional wellbeing and mental health:**

* Supporting vulnerable children and young people through transitions and changes.
* Understanding attachment theory and its implications for classroom practise.
* Emotional literacy/supporting children to understand and manage their emotions appropriately.
* Supporting young people to manage their anxiety, e.g. around exam time.
* What school staff need to know about mental health. This can focus on a particular area, e.g.: self-harm, eating disorders, anxiety etc.
* Using solution focused approaches with young people/parents/colleagues to empower, support and motivate them to make changes/solve problems.
* Tools and strategies to gather the voice of the pupil.
* Using the Zones of Regulation to help children manage their behaviour and emotions.
* Gender diversity in schools.
* Writing and using therapeutic stories.
* Supporting children who have experienced loss or bereavement.

***The EPS also trains Emotional Literacy Support Assistants (ELSAs) and provides them with regular supervision. Details of this ‘in-house’ training will be circulated once we are clear that face to face training can restart, along with the updated costs for 2021/22*.**

**Cognition and learning:**

* Working with support staff effectively: what the research tells us about what kinds of support help children make progress and avoiding practices where progress could inadvertently be hindered.
* Understanding and supporting children with SEND. This can focus on general differentiation/mediated learning/scaffolding or a specific kind of need.
* An introduction to…. And implications for classroom practice (e.g. autism, autism and girls, attention difficulties, working memory, selective mutism, anxiety, literacy difficulties, etc).
* The impact of trauma/Adverse Childhood Experiences on learning.
* Growth Mindset.
* Metacognition: supporting pupils to think about thinking and learning.
* Reciprocal reading: using groups to improve reading comprehension skills.
* Precision teaching: an evidence-based approach to improving core skills through short, daily bursts of targeted support.

**Communication, social skills and interaction:**

* Using Social Stories and Comic Strip Conversations to support discussions about social behaviour and situations. These approaches were developed for use with autistic pupils but can be beneficial for any students who are struggling with social behaviour.
* Running a social skills or social communication group.
* Running Lego based groups to develop social communication skills.
* Using the Blanks Level of questioning.

**Staff skills and wellbeing:**

* Collaborative conversations: How to manage conversations about sensitive and/or difficult topics with parents, staff or pupils.
* Facilitating group discussions. Introduction to various facilitation tools including Solution Circles, Circle of Adults and Work Discussion Groups.
* Using Coaching Skills in schools: for line managers/heads of subjects to support the development of staff or pupils, or by staff to guide peer-to-peer support/ peer observations/ conversations with young people.
* Counselling and active listening skills for staff.
* Looking after staff wellbeing.

You may like to join with other schools to commission training around a particular topic or a particular aspect of research- please discuss this with your link EP.