



Monmouthshire Educational Psychology Service (EPS) Information for Schools



This document details how Monmouthshire Educational Psychology Service delivers psychology to schools, pupils and families. It outlines the different types of support, intervention and assessment offered to schools.

Monmouthshire EPS Values

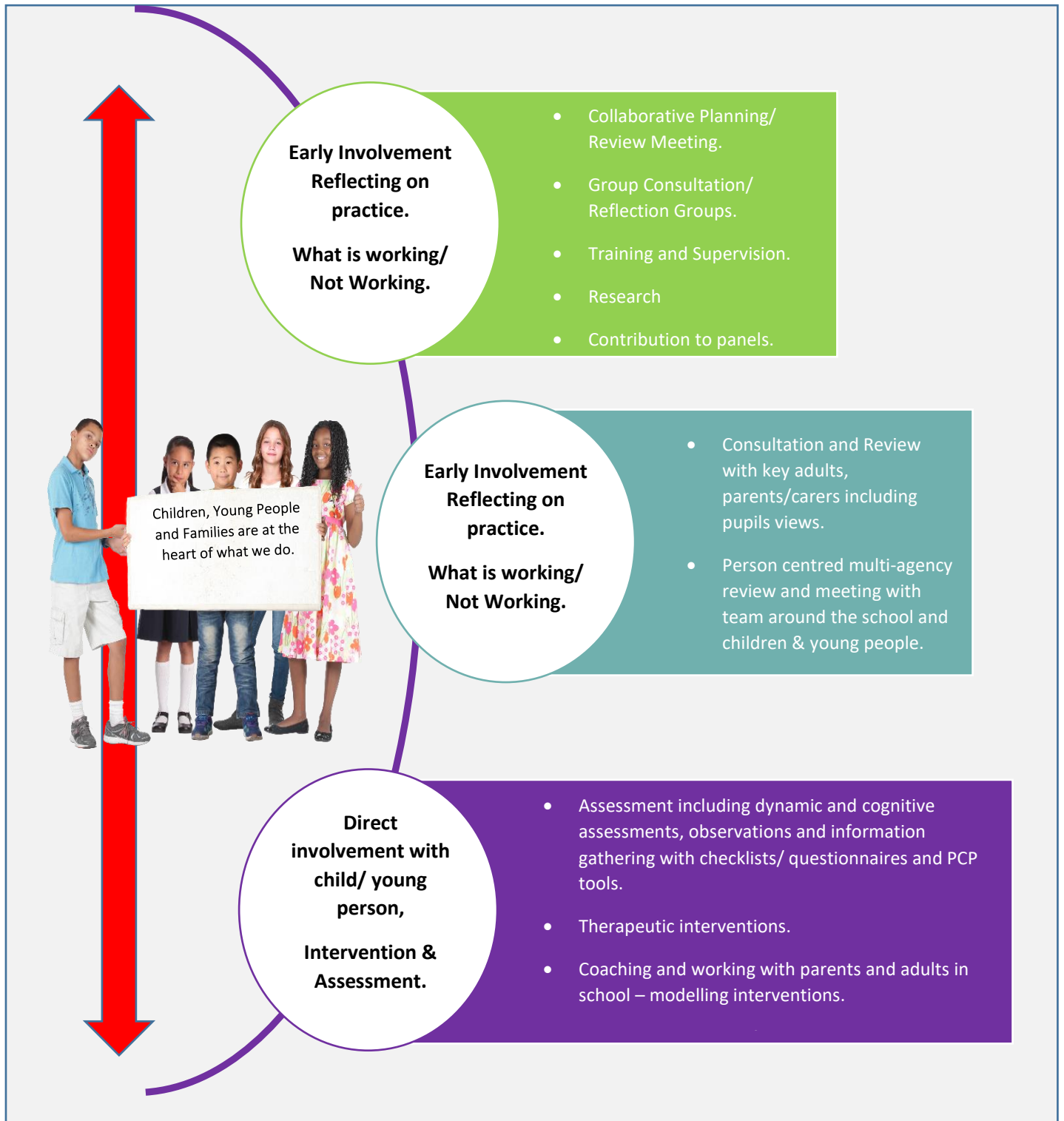
We aim to **create change** by:

1. Advocating for the vulnerable
2. Working in a collaborative manner
3. Keeping psychology at the core of our practice
4. Working in a preventative way
5. Being flexible and adaptable with our practice

All schools have access to the EPS through a Link Educational Psychologist (EP). In the first instance, schools should discuss their needs with their Link EP and collectively decide on the most appropriate use of EP time. The EPS aims to provide bespoke and flexible support to meet the unique needs of schools, their pupils and families.

EPS Consultation Model of Service Delivery

The Consultation model¹ is an approach which offers preventative, creative and effective ways of working together with schools and families to find solutions to school-based concerns.



¹ Patsy Wagner (2008). Consultation as a Framework for Practice in Kelly, Woolfson and Boyle (2008) (eds). Frameworks for Practice in educational Psychology: London: Jessica Kingsley.

EPS/ School Planning & Review Meeting

All Link EPs hold a Planning Meeting with the ALNCo at the start of the academic year; if necessary further Planning Meetings can be arranged. This allows the ALNCo to discuss areas for support and prioritise their agreed EP time.

At the end of each academic year, a Review will be held to discuss and evaluate the impact of the EP involvement and to support the understanding of future priorities. An annual evaluation of the EPS will also be made available to school staff (SLT), and school staff who have worked with the EPS will have the opportunity to provide feedback via an evaluation link/QR code available on EP reports.

Group/Individual Consultation/ Supervision

These are reflective problem-solving conversations with an EP. An EP can offer consultation to groups and individual staff. Consent is not required as long as no individual child is identifiable during the discussion. The staff member should keep a record of agreed actions. This would usually be arranged through discussion with the school Link EP and could take place via MSTeams or face-to-face.

Other examples of reflective consultation currently available and held online include; Early Years drop-in sessions for staff supporting preschool children; and EBSA (Emotionally Based School Avoidance) drop-in sessions for staff who have accessed the introductory training and guidance.

EPs may also attend Cluster ALNco Meetings and Cluster Multi-Agency Meetings (MAMs).

EPS Consultation & Review

For EP involvement for a named individual pupil. A Request for Involvement form must be completed with signed, informed parent/carers consent.

Consultation involves EPs working collaboratively with school staff and parents/carers to clarify concerns and co-produce actions to make a positive difference. Consultations are solution-focused conversations, underpinned by psychological approaches that explore the interaction between individuals and their environment.

What might the Consultation process look like?

- Observations in context including interaction with the child as part of a group within the class.
- Consultation meeting with teaching staff.
- After a few weeks, Joint School Family Consultation (with parents/carers and teaching staff).
- Involvement of pupil in the Consultation process (for example, contextualised assessment, solution focused/narrative interview or joining the Consultation meeting).

→ Consultation Review. The participation of staff, the CYP (as appropriate) and parent/carers is essential to determine if the agreed actions have supported change towards the desired outcome.

Assessment & Intervention

As part of the Consultation process, EP work may involve some of the following:

- Observations –
 - to explore how a learner interacts with their environment.

- Assessments -
 - Dynamic Assessment of learning and memory skills to establish strategies and ways forward.
 - Play-based Assessment to understand developmental skills.
 - Therapeutic Assessment to understand a learner's perspective and gain insights into their emotional world to help inform positive changes.
 - Cognitive Assessments to gain information about a learner's strengths, needs, and approaches to learning. This can help identify any barriers to learning, leading to targeted interventions.

- Individual work carried out by an EP might be informed by:
 - Acceptance and Commitment Therapy.
 - Solution Focused Therapy.
 - Cognitive Behavioural Therapy.
 - Other group-based programmes, e.g. Circle of Friends; Understanding Anxiety.

- Examples of Systemic Interventions offered by the EPS:
 - Video Interaction Guidance (VIG) and Video Enhanced Reflective Practice (VERP).
 - Circle of Security Classroom and Circles of Security Parenting.
 - Positive Behaviour Support (PBS)

Training

This could include training in response to the needs in your school or cluster arranged via your school Link EP.

There is a range of regularly updated resources and training materials on the EPS Training Portal – available to school staff.

The EPS are happy to facilitate a whole-school approach to training based on the content available on the Training Portal. This could include school staff accessing a

recorded training session, followed by a live online or face-to-face reflective session with the EPS.

Examples of training include:

- Emotion Coaching Training
- Trauma Informed Schools – Action Planning and Reflection Session
- Selective Mutism
- Introduction to Emotionally Based School Avoidance (EBSA)
- Precision Teaching
- Circles of Security in the Classroom

The EPS are committed to the ELSA (Emotional Literacy Support Assistant) programme and provide Initial ELSA Training courses, ongoing ELSA supervision, and annual ELSA CPD (Continuing Professional Development) sessions.

The EPS also offers National Autistic Society accredited Early Bird Plus courses for staff and parents of young children recently diagnosed with Autism. This intensive course is accessed on a referred basis in collaboration with Health.

Research

The EPS are committed to evidence-based practice, contribute to, and develop small-scale research opportunities locally and regionally. EPs can support research in schools or clusters in Monmouthshire. This can be explored initially through discussions with Link EPs.

As an EPS, we are committed to supporting the training of new EPs in Wales, and as such, we have a Trainee EP (TEP) in our team each academic year. This often presents us with further opportunities to carry out, and take part in, research projects within the doctoral programme linked to Cardiff University.

All EPs are registered and adhere to the Health & Care Professions Council's (HCPC) rigorous standards. The HCPC routinely reviews our work and professional competence to ensure that we practice safely and ethically.



This document was published by the Association of Educational Psychologists (AEP) and the Welsh Government in 2016. It informs parents/carers and other professionals about the role and contribution of EPs in Wales. [Educational Psychologist Guidance \(gov.wales\)](https://www.gov.wales)

