

Subscription Services



Delivering Expertise in:

Consultation Approaches | Early Interventions | Professional Training
Organisational Consultancy | Specialist Assessments



Subscription Services

Our offer

Walsall Educational Psychology Service provides professional psychological consultation services for children, young people and families in a wide range of educational and community settings.

Walsall Educational Psychology Service aims to apply psychology flexibly to have a positive impact on the outcomes for vulnerable children and young people (including those with special educational needs) their families and educational settings. Through the application of psychology we are able to support educational settings to:

- Engage in whole school development projects to promote inclusion and ensure they are meeting their statutory duties in relation to SEND (this may include the use of audits, delivery of training and action research projects)
- Develop high quality, evidence based interventions for groups and individual children and young people
- Offer support for parents/carers to ensure a holistic approach to meeting needs
- Meet the needs of individual children and young people through consultation and in accordance with the graduated approach (Code of Practice 2015)



Working together

There are 3 elements to our support offer:

Statutory

The Educational Psychology Service is the sole provider commissioned by Walsall Council to carry out statutory work in order to identify, assess and monitor children, young people and young adults with special educational needs.

Our unique role as the primary provider of psychological services to the Local Authority, means we have well-established working relationships across the Local Authority and will always work in an integrated, child-centred way. In addition to our statutory work, nurseries, schools and other educational establishments are able to purchase an annual subscription package for a named visiting Educational Psychologist.

Core work

The Educational Psychology service is the sole provider commissioned by the Council to provide other important and critical services. This includes support for SENCoS through the allocation of an identified Link EP and the 'SENCo Support & Share' offer, critical incident support across the Council, support for Walsall children with complex needs who are educated outside of the borough, and strategic work related to the Council's Special Educational Needs and Disability and Inclusion Strategy.

Traded service

The Educational Psychology service is the main provider of traded support to Walsall schools and settings. We offer a traded service to all Walsall schools and academies, which can be used to provide a range of support, including whole school development work, bespoke training, group work or support for individual children and young people. This work is commissioned by schools/settings, either individually or through academy chains and clusters. Traded support can either be commissioned through our annual 'up front' subscription offer, or through our 'buy as you go' offer which is subject to capacity throughout the year and cannot be guaranteed. Settings are encouraged to discuss their individual needs with their Link EP before purchasing sessions.

If you would like to subscribe to our service, please complete a purchase order form and email it to edcadminteam@walsall.gov.uk

If you have any queries please telephone us on 01922 652860.

A trusted service

All our Psychologists adhere to the British Psychological Society's: Code of Ethics, Conduct and Professional Practice Guidelines (2018); Quality Standards for Educational Psychology Services (2019) and Ethical Trading: Guidelines for Practice for Educational Psychologists (2018).

This means that we will always provide you with independent and evidence informed psychological advice. Above all, we are committed to ensuring that our safeguarding responsibility to all children and young people will always supersede our trading activities.

All of our Educational Psychologists have Enhanced Certificates with the Disclosure and Barring Service and are registered with the Health and Care Professions Council.

Our Psychologists undertake regular professional supervision and Continuing Professional Development in order to keep their skills and knowledge up to date. This enables us to provide you with a service that is quality-assured through rigorous performance management and extensive attention to service user feedback.

Evidence-based practice and quality research is at the heart of our work. In this regard, Walsall Educational Psychology Service provides teaching and supervision on the professional research Doctorates at the Universities of Birmingham and Nottingham.

Service delivery model

Walsall Educational Psychology service provides support through a consultation model of service delivery.

What does working through consultation mean?

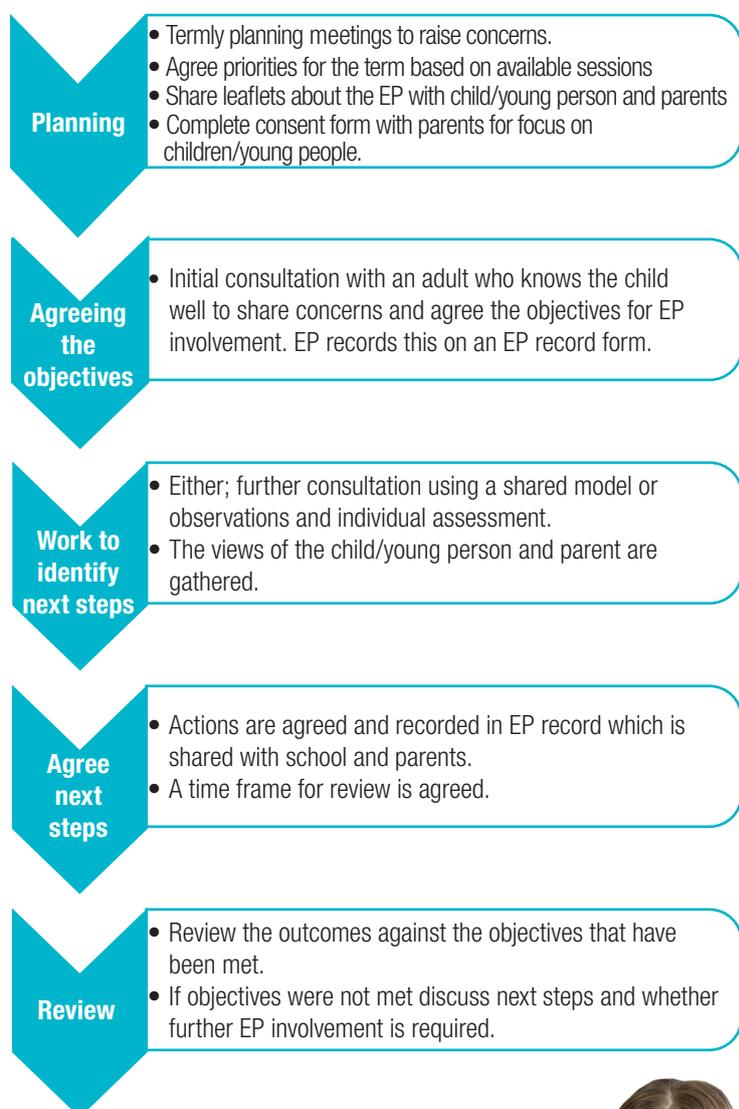
Consultation is a collaborative solution focused approach which allows joint exploration of problems to bring about change. Walsall EPs consult with schools about individual pupils, classes or groups and on wider organisational issues, aiming to use collective knowledge and expertise to develop a shared understanding of the 'problem' or need, and identifying clear, evidence based ways forward. Delivering a service through consultation is different to a referral model of service delivery.

Walsall EPs will meet with the relevant leads in schools (usually the SENCo, Head Teacher and pastoral leads) and agree the priorities for EP involvement. Support will be offered at a range of levels, including whole school, class/group and individual. Priorities will be determined by the relevant school leads through discussion with the Link EP, and with a focus on using support for maximum impact. We would expect priorities to be related to a school's development plan and work with individual children and young people will be agreed when schools have made full use of their own in school expertise and provision.

When working through consultation with individual children and young people, EPs will seek to actively engage with the key adults who are supporting the child or young person as well as the child or young person themselves, and work jointly on developing strategies and interventions which are relevant to the school context.

Consultation is therefore about:

- Seeking a shared understanding
- Problem solving
- Engagement of all stakeholders



What are the benefits of working through consultation?

Working through consultation can support a sharp focus on prioritising the use of EP support for maximum impact.

“[Consultation] has provided a platform for all staff involved in supporting the child (Head Teacher, SENCo, HLTA, Teacher, TA, LSA and lunchtime supervisor) to discuss the child's difficulties and air their views and ideas in a non-judgemental arena which was skilfully directed by our link EP. It gave all staff a greater understanding of some of the reasons behind the behaviours the child is displaying and enabled us to all use a consistent approach to support them”

“Contact and support by phone or Teams for parents/ carers...has empowered parents to feel confident in the support they are giving their child as well as feeling confident that their voice is heard and important”

“What always impresses me is the way that our EP team use and model active listening techniques to encourage us as practitioners to be reflective and solution focused”

“I come away from every meeting with the confidence to try something new and with the support that I need to develop my skills. In a nutshell, our EP very much feels like a partner in our journey. Someone with the expertise to advise, coach and model”

What we will always do:

- Hold at least one planning meeting at the start of the trading year and hold one review meeting at the end (out of traded sessions)
- Work with schools to agree suitable times for visits to ensure maximum engagement
- Provide a record of actions agreed throughout the consultation process
- Provide summary records once the period of consultation has ended or at the end of a trading year
- Ensure write up time is planned into use of sessions
- Use session time to ensure high quality planning and preparation for sessions and plan adequate time for agreed written records
- Deliver all agreed sessions within the agreed period
Review patterns of work and make suggestions for capacity building as and where required to increase impact of EPS time available
- Deliver support through full sessions wherever possible

- Be clear in what information we require school to provide prior to any consultation meetings
- Only work with children and young people with informed parental/carer/ young person consent
- Follow our safeguarding procedures if we ever become concerned that a child or young person is at risk of harm

What we will sometimes do:

- Negotiate to deliver 0.5 session for specific needs
- Identify that requested work may not be appropriate for an EP
- Rearrange sessions with advance notice
- Support a child/young person purely through working through consultation with the key adults around them

What we will never do:

- Work with a child/young person without informed parental/carer/young person consent
- Deliver support in less than 0.5 session blocks
- Engage in direct work with a child/ young person before having an initial consultation discussion with key staff

What we will expect from schools/ settings:

- To use some of their traded time to hold a minimum of one planning meeting at the start of the trading year and a minimum of one review meeting at the end of the trading year. This will ensure that work is prioritised effectively and the impact of EP involvement is reviewed in order to inform next steps
- To ensure key staff and children can be made available to engage in discussions
- To ensure that the SENCo and Head Teacher ensure work is focussed on areas for development identified within the school's development plan
- To ensure adequate notice is given for cancellations of visits and to notify EPs as soon as possible if a child is absent on the day of a planned visit for direct work
- To gain informed parent/carer/young person consent on behalf of the EP
- Provide all required background information prior to/ during meetings as agreed

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