

Educational Psychology Service & Schools Emotional Wellbeing Service

Report for the Vulnerable Children's Task Group

Report prepared by:

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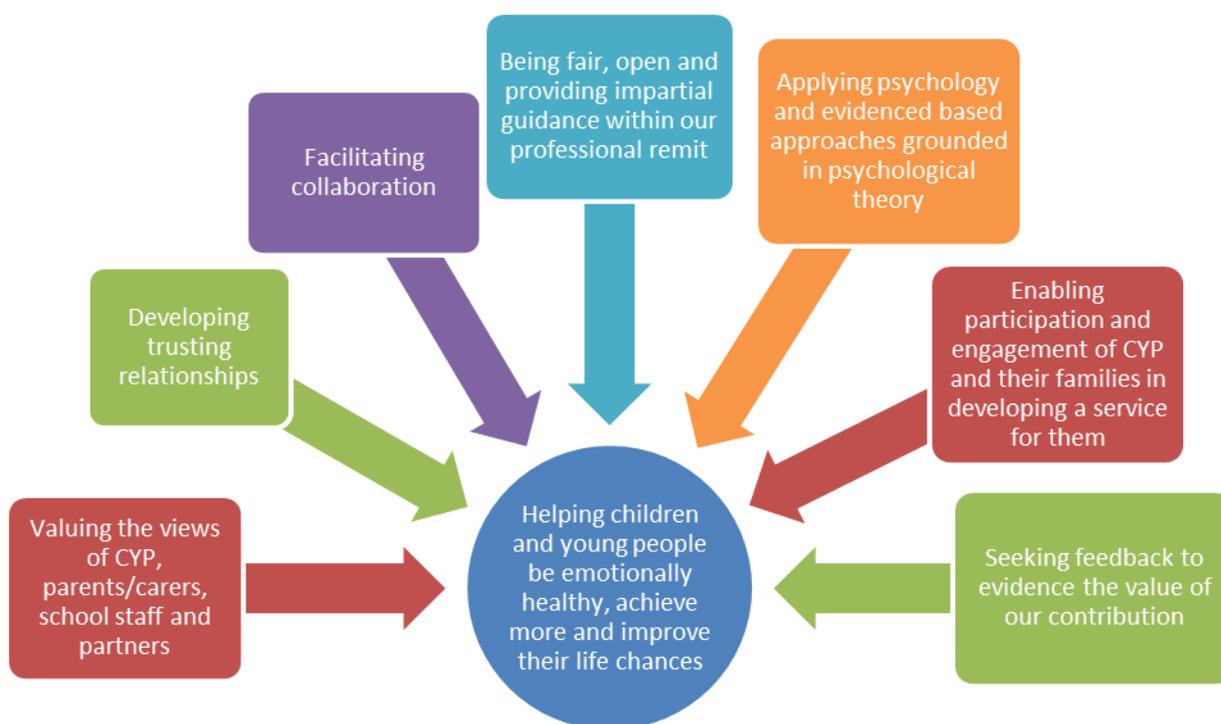
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1. Introduction and Background

The Enfield Educational Psychology Service (EPS) is a specialist psychological service for educational settings. The team works closely with Enfield's Specialist Multi-Disciplinary CAMHS as well as with other teams in Enfield. The EPS is a joint service with the Schools Emotional Wellbeing Service (SEWS). The two services might be referred to in this report but there will be an emphasis on the EPS.

Our joint aims and values are:



Educational Psychologists (EPs) have experience of working with children and young people and have a specialist qualification in educational psychology, at masters or doctoral level. All EPs are registered with the Health and Care Professions Council (HCPC), are required to comply with the standards and ethics under the HCPC which includes undertaking continuing professional development and receive regular supervision.

Enfield Council and other commissioners fund specific services from the EPS. This includes supporting the Council in delivery of its statutory duties and other core priority areas.

The EPS Team

As of September 2019, there are 25 employed EPs, equating to **19.5 FTE**.

The EPS maintains close links with the London training courses and trainee educational psychologists who are enrolled on approved training courses work under the supervision of qualified educational psychologists within the team. The service currently has 6 trainee EPs on bursary contracts (in year 2 and 3 of their doctorate course) and 4 trainee EPs (year 1) on placement with the service.

In addition, there are assistant educational psychologists and mental health workers and trainee mental health workers.

See **Appendix A** for a full account of the staffing across the EPS and SEWS and **Appendix B** for the structure chart.

2. Statutory and Core Role of Enfield Educational Psychology Service:

- Provide psychological consultation and assessment which contributes to the **statutory needs assessment process for the provision of Education, Health and Care plans** for the 0 – 25 age group.
- Provide consultation and assessment in relation to the Local Authority's priorities in **reviewing of Statements and EHC Plans** where there is likely to be a change of placement or provision.
- Act as expert witness as requested by the Local Authority for **Special Educational Needs and Disability Tribunals**.

Statutory Work Delivered	
Number of main grade EPs funded by LBE to	7 FTE
Management time <ul style="list-style-type: none"> • Leadership, strategic oversight and development • Attendance at SEN Panel and other panels • Operational oversight/management • Quality Assurance / Team supervision 	3.0 FTE
Total EPS required to deliver	10 FTE

The statutory demands on the Educational Psychology Service (EPS) have increased significantly since the introduction of the SEND Reforms in 2015. One of the main statutory duties is in providing the 'educational psychology advice' (psychological assessment and a report) for the purpose of informing the Education Health and Care Needs Assessment. See Table 1 for an indicative measure on the increase in demand since 2015.

Table 1: Number of psychological advices by date deadline.

Financial Year	Grand Total*
2015 to 2016	314
2016 to 2017	261
2017 to 2018	332
2018 to 2019	515
2019 to 2020 (April to July)	220

3. Other EPS core funded services

Critical Incident Response

The school or educational setting can contact the Educational Psychology and Schools Emotional Well-being Services (EPS & SEWS) for advice and support in relation to a tragic event or a trauma. In the event of a major incident or disaster, the emergency services (e.g. police, fire, ambulance) may take the lead role.

- The Service will respond as soon as possible and usually within one day.
- The Service provides a graduated response to critical incidents. The level of involvement from the service will vary depending on the severity of the incident and the needs of the school or educational setting.
- Support from the EPS & SEWS may be in form of advice, information, resources, an immediate visit to the setting or a later visit.
- If a visit to the school or educational setting is required, it will be usual that two members from the Service will attend. Typically, one of these will be the setting's link Educational Psychologist.
- If any direct work with CYP is to be undertaken by the Service, this will be alongside a member of school staff.
- The setting may request follow-up support at a later date from the Service in the form of a phone conversation or visit.

Data on Critical Incident Responses

Financial year	Nature of event (examples)	Number of responses provided by the service
17-18	Child death (illness) Suspected suicide Family RTA Crime Scene outside of school Older siblings death (knife crime)	10
18-19	Parent stabbed with life changing injuries Child death and community health concerns Children witnessed knife/gun attack Child assault Family RTA (affecting several schools)	12
19-20 (YTD)	Child death (illness) Child death (sudden and unexpected)	2

The EPS & SEWS recently updated the CIR protocol, which will be launched under the ESCB.

4. Commissioned Services / Traded Services

Schools and colleges can purchase further time from the Enfield EPS through a Service Level Agreement for non-statutory involvement. Below is an overview of the current commissions.

Commissioner	Function of role	FTE purchased
Schools (EPS)	As contracted with individual schools. <ul style="list-style-type: none"> Individual casework Group work Staff Development Whole School Development/Training on a variety of issues/topics relating to SEND/Mental Health. 	5.0
Schools (SEWS)	<ul style="list-style-type: none"> Therapeutic assessment/intervention provided in school (individual/group) Training for staff on Mental Health Bridging to Specialist CAMHS as required. 	1.7
Advisory Service for Autism	<ul style="list-style-type: none"> Complex case work to support schools Training for school staff Psychoeducational support in relation to diagnosis of autism (for parents and individual children) 	0.5
Autism Pathway in CAMHS (Section 75)	Part of the multi-disciplinary autism assessment team.	0.2
Parenting Programme (CCG funded) (Section 75)	<ul style="list-style-type: none"> Delivery of evidenced based parenting programme in schools (Incredible Years) Supervision provided to all facilitators in children's centres and schools. 	0.3
Admissions Service (Service Level Agreement)	Assessment/involvement relating to CYP with SEND who are not in school	0.2
Behaviour Support Service (Primary) (Service Level Agreement)	Assessment/involvement relating to CYP at risk of exclusion.	0.25
Youth Offending Service (Service Level Agreement)	Assessment/involvement relating to CYP who are on an 'order'.	0.2
Looked After Children (Service Level Agreement)	<ul style="list-style-type: none"> Assessment / involvement of LAC (attending out of borough schools) Training /consultation for school staff 	0.6
Nurture Groups (School Improvement Service)	Consultation and support for Nurture Group staff.	0.04
Early Years EPS (Service Level Agreement)	<ul style="list-style-type: none"> Assessment / involvement in relation to preschool children with SEND Consultation with preschool staff, professionals and parents Co-delivery of Evidenced Based Parenting Programme in Children's Centres (Incredible Years) 	2.0
University College London Institute of Education	<ul style="list-style-type: none"> Provide input to the doctorate courses and provide supervision for Trainee EPs. 	0.4

5. Overview of Children and Young People who have received EPS involvement

(Source – EPS Tracker spreadsheet)

	Number of children/young people who have received a service from the EPS
2016-17	1582
2017-18	1552
2018-19	1501
2019-20 (April to Aug 2019)	665

Gender

	Male	Female
2016-17	74%	26%
2017-18	74%	26%
2018-19	73%	27%
2019-20 (April to Aug 2019)	75%	25%

Primary Need	16/17	17/18	18/19	19/20 (April to Aug 2019)
Cognition & Learning	22%	25%	21%	20%
Communication & Interaction	50%	41%	49%	54%
SEMH	25%	30%	25%	20%
Sensory & physical	3%	4%	5%	6%

Key Stage/Age	16/17	17/18	18/19	19/20 (April to Aug 2019)
Foundation (0-5)	20%	25%	26%	34%
KS1 (5-7)	25%	19%	19%	19%
KS2 (7-11)	34%	33%	34%	34%
KS3 (11-14)	14%	17%	13%	9%
KS4 (14-16)	4%	5%	6%	3%
16 +	3%	1%	2%	1%

6. Commissioned Projects (with a wider community focus on vulnerable children)

6.1 Sandwell Whole School Wellbeing Chartermark

The Sandwell Whole School Wellbeing Chartermark is based on ***'Promoting children and young people's emotional health and well-being: A whole school and college approach'*** Public Health England (2015). The overarching aim is **'To improve the Well-Being of the Whole School Community'**.

This is achieved through:

- Implementing an **action research based enquiry** with schools which leads to the award of a Charter Mark on completion.
- Promoting a **systemic approach** where **emotional health and well-being is embedded throughout the culture of the school and curriculum.**
- Pupils, parents/carers, staff well-being is central to the process.

There are 8 guiding principles that the enquiry:

Guiding Principles

8 principles have been identified as being key to emotional health and well-being in schools:



The expected outcomes are:

- Increased awareness and support for children and young people in schools with SEMH needs
- Increased pupil attendance
- Reduced exclusions
- Increase in staff well-being and resilience / reduced sickness and absences
- More appropriate referrals to CAMHS and other Tier 3 services
- Increased value and facilitation of authentic participation of young people, parents, carers and school communities
- Increased awareness of mental health and well-being in children and young people
- Closer collaborative working and support for our schools in relation to SEMH at a systemic, preventative level

Funding:

The start up and first phase of the roll out was funded by Public Health Enfield. There is no funding source going forward and schools will need to commission this in the future.

Schools involved:

The EP team are currently working with 9 schools (1 secondary, 1 PRU and 7 primary schools) and are mid-way through. The second phase is being subsidised by schools and 8 schools have signed up.

The team:

EP 0.2 FTE

Assistant EPs 1.5 FTE

Outcomes

See Appendix C for quotes from schools on their experience of the process so far.

6.2 Supporting Families Against Youth Crime (Supporting Families Towards a Safer Transition)

4 schools were selected to be involved in this targeted programme which adopted a whole system approach and supported school staff, parents and children through a multi-agency response.

Aims of programme

- The aim of the programme is to support children and help them to deal with the challenges and pressures from their peers which can often increase in the transition from Primary to Secondary School.
- All Year 5, Year 6 pupils and appropriate school staff will take part in the project which will encourage increased knowledge and discussion around reducing these issues. Additionally, some young people will be offered extra support as they prepare to transition to secondary school and their families will be offered extra help to support their child.
- EP role was to provide workshops for school staff which supported them in considering the school provision and providing psychological input and discussion on attachment and trauma. The sessions have been evaluated and positive impact on staff knowledge. A few comments below:

‘Practical strategies were given which we can use on a daily basis.’

‘I was able to see traits of children in my class depending on which type of attachment, and some ideas/ ways to resolve these.’

‘I found the academic rigour excellent.’

‘Good to watch videos of the different attachment theories and the ‘still face’ experiment, good to share strategies and knowledge of them, very powerful videos.’

‘Whole staff sessions please, and for parents.’

‘Allows me to think about why children are showing these behaviours and how I can react to them - helping to reduce them.’

‘This training should be given to all staff in school to help understand what children go through.’

‘It has made me aware my reaction/ response to children can impact on their learning.’

6.3 SEMH School Hub Pilot

Two Children's Wellbeing Practitioners (CWPs) were recruited and employed by BEHMHT in collaboration with LBE and have been in post since January 2019. One CWP is placed in the CAMHS Access Team with BEHMT CAMHS and the other CWP is placed in the SEMH Hub Pilot with LBE Educational Psychology Service & Schools Emotional Wellbeing Service (EPS&SEWS).

SEMH Hub Pilot

The SEMH Hub pilot involves **five primary schools** in Edmonton (one the most deprived areas in Enfield). The SEMH Hub comprises a trainee CWP, an Educational Psychologist (EP) and a Clinical Psychologist (CP). The Hub model is **fully aligned with the Thrive model (see insert)**



During regular meetings, Hub schools are supported to:

- Build on their understanding and confidence in supporting children with SEMH needs via facilitated case discussions which share good school practice.
- Improve their advice and signposting by developing good relationships with external services included in the Local Offer and mental health providers that are already in their schools, e.g. Place 2 Be, DAZU
- Develop their capacity to support mental health need via themed discussions e.g. broadening the interventions offered in school; measuring the impact of SEMH interventions.
- Develop their awareness of local developments, projects and training, e.g. Mental Health First Aid Training, Attachment Lead Training, Sandwell Whole School Well-Being Chartermark.

The SEMH Hub has been an effective pilot to provide the support that schools have been asking for (as determined by our Schools Mental Health Survey 2017).

Hub schools are able to request the CWP's involvement to provide clinical interventions for CYP experiencing low mood, anxiety or challenging behaviour or other preventative interventions, e.g. at the request of Hub schools, the CWP is currently offering transition workshops for vulnerable Year 6 pupils. The CWP is jointly supervised by an EP and a CP, and the impact of the CWP's work is measured using routine outcome measures. Cases are opened on NHS procured case management system and data is included in the MHSDS

Feedback from a school

'My experience of the SEMH hub so far has been fantastic. The meetings have been very useful and have definitely developed my knowledge of local services and how best support children with SEMH needs in our school. Sharing resources been helpful too. Having access to a CWP has made a big impact on the families who are able to work with her. Without the CWP, it would be difficult to find support for these families. I think the most significant impact for me has been the dialogue between the professionals at the SEMH hub meetings- being new to the SENDCO role, discussing general issues and specific cases has been invaluable to me. Thank you very much for your support, and I am looking forward to the next meeting!'

SENDCO, Primary School in SEMH Hub Pilot.

Feedback from the CWP on her experience of SEMH Hub Pilot in Enfield

'I have had a very enriching experience since joining Enfield in January, through key documents provided as part of my induction such as Enfield's transformation plan, shadowing both my EP supervisor and clinicians working in CAMHS and building relationships with the 5 hub schools through individual and collective meetings on SEMH. I feel I have a growing understanding of Enfield schools SEMH needs. I have incorporated THRIVE in my role in quite an organic way and on reflection I feel this is partly due to the expertise and experience of the EP who I feel encompasses THRIVE and is very nurturing in her approach to SEMH in schools. I have been afforded a unique learning opportunity in that I have 2 supervisors, one an EP and the other a clinical psychologist. This has been essential in my learning, creativity and successful fulfilment of the CWP role, as I am provided knowledge from 2 different lenses.'

Trainee CWP, SEMH Hub Pilot

7 Children and Young People's Increased Access to Psychological Therapies (CYPIAPT)

CYPIAPT is a programme to build capacity and capability across systems in relation to social, emotional and mental health. The aim is that by 2020, 70,000 more children and young people across the UK can be offered an **evidenced based intervention**. The training course fees and backfill was fully funded. To support the whole system transformation training has been offered at Leadership, supervisor and therapeutic practitioner level.

The EPS & SEWS has the following numbers of staff trained at each level:

Level	Numbers of staff trained	Designation
Leadership and Management of Mental Health Services	1	Principal EP
Supervisor		
<ul style="list-style-type: none"> Cognitive Behaviour 	2	Senior EP/Maingrade EP
<ul style="list-style-type: none"> Evidenced Based Parenting 	1	Emotional Wellbeing Therapist
Practitioner		
<ul style="list-style-type: none"> Evidenced Based Parenting 	2	Maingrade EPs
<ul style="list-style-type: none"> Cognitive Behaviour Therapy 	2	Maingrade EPs

8 Future Developments

8.1 Mental Health Support Teams

Enfield was successful in being selected to be the next wave of the Mental Health Support Teams in schools. There will be two teams in Enfield each serving 20 schools or 8,000 children.

The Mental Health Support Teams are intended to:

- Deliver evidence-based interventions for mild to moderate mental health and emotional wellbeing needs
- Support senior mental health leads in education settings to develop and introduce their whole-school or whole-college approach to mental health and emotional wellbeing
- Providing timely advice to staff and liaising with external specialist services so that children and young people can get the right support and remain in education.

The lead agency is the CCG and CAMHS will be the main provider, with additional EP involvement. Team composition for each team will be:

- Team Lead (0.5 FTE)
- Senior CAMHS practitioners (1 FTE)
- Educational Psychologist (0.25 FTE)
- Trainee Education Mental Health Practitioners (4 FTE)

This programme is starting September 2019. The immediate next stages are:

- Recruitment
- Welcoming the EMHPs to Enfield
- Selecting the schools/settings/teams using agreed criteria, e.g. schools with Ofsted ratings of good and above, demographic data, largest referring schools to specialist CAMHS.

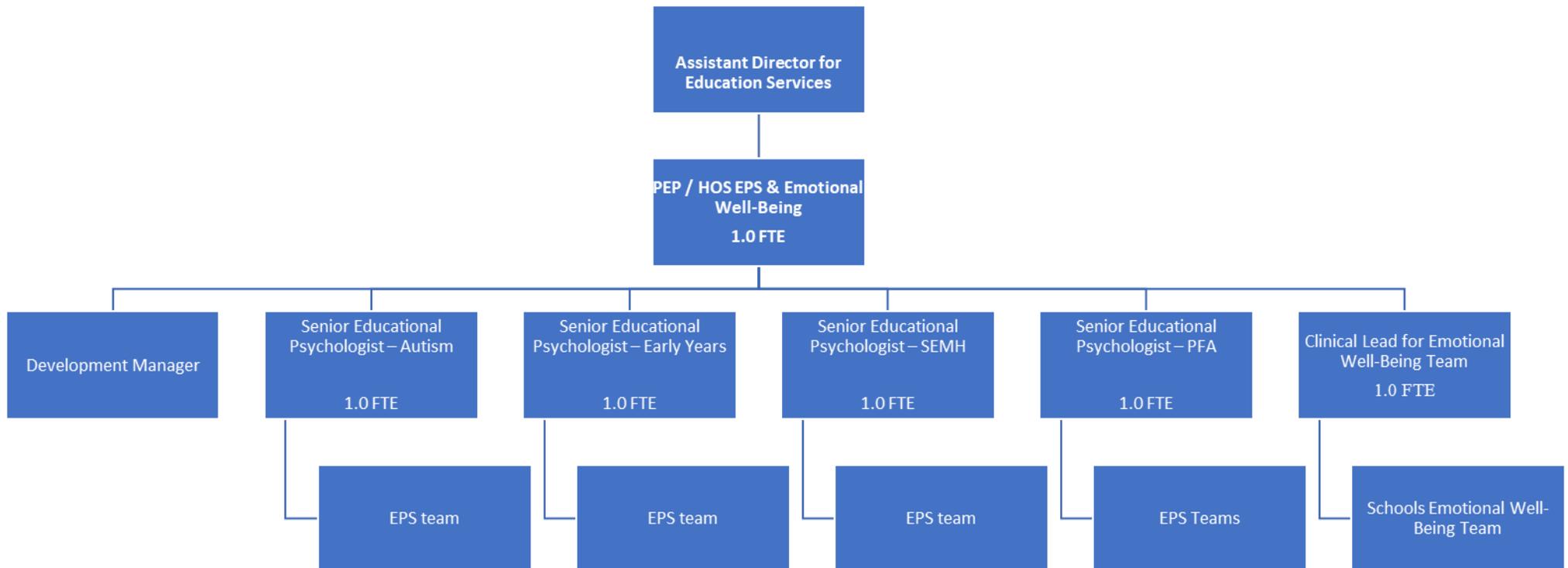
The role of the EP will be to support the embedding of the MHST in educational settings and the wider network in Enfield and to support the development of the EMHP role and the embedding of their work within an educational context.

This work has been piloted through the SEMH School Hub Pilot using the Trainee Children's Wellbeing Practitioner so we are confident that this will be a successful roll out for Enfield and will provide the necessary early intervention support for children's mental health.

Appendix A: Educational Psychology and Schools Emotional Wellbeing Service

Team Designation	Head Count	Head Count Employed or Bursary	permanent FTE	fixed term FTE
Educational Psychologists (LBE Contract)	25	25	19.0	0.5
Educational Psychologists (Agency)	7	7		0.8
Trainee EPs	10	6		3.6
Trainee Clinical Psychologist/Children's Wellbeing Practitioners)	2	0		0.8
Assistant Educational Psychologists	3	3		1.6
Mental Health Workers (e.g. Clinical Psychologists, Family Therapists, Emotional Wellbeing Practitioners)	5	5	2.2	1.0
Non-psychological staff (Project Manager)	1	1		0.2
Total	52	46	29.7	

Appendix B: Educational Psychology Service – Structure Chart



Appendix C: Sandwell Whole School Wellbeing Chartermark

We have all enjoyed being a part of the process and it has given us a lot of very useful areas to focus on. Thank you to you and Morwenna for being lovely to work with. The Head and I thought the Action Planning meeting was a very positive experience too!

Deputy Head Teacher, Latymer All Saints Primary

It's been a very useful experience and it's given me a very clear picture about ways forward.

Head Teacher, Latymer All Saints

Just wanted to let you know that your presentation to staff was really well received, Morwenna. You have been really easy and accommodating to work with. Our setting is really complex so I appreciate that you have been flexible with us.

There is only one voice that is openly dissonant amongst staff in relation to the project. This is what I would expect. For you to have the co-operation of the entire staff bar this one person is a job well done. I mean this in terms of engagement with the survey and no formal complaints about the data we are sharing or the premise of the project.

Whilst I may not be able to present this to you when you visit, I would like to let you know that we value the project and I value the way you have been working with us too.

Deputy Head Teacher, Orchardside

The Sandwell Charter process so far has been thorough, relevant and very informative. It has helped our leaders to focus on areas of real strength, identify what needs to improve and the specific actions and approaches needed to lead to change. The team are knowledgeable, approachable and supportive. We are looking forward to receiving worthwhile external validation for this important area of school work.

Head Teacher, Keys Meadow