

SERVICES FOR COLLEGES

Hampshire and Isle of Wight Educational Psychology (HIEP)

Service Level Agreement

Further Education and Sixth Form Colleges

From April 2019

Hampshire and Isle of Wight Educational Psychology (HIEP)

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Introduction

Hampshire and Isle of Wight Educational Psychology (HIEP) is a dynamic, forward-looking team of professionally trained and highly skilled educational psychologists with a strong national reputation for innovative practice. We have a wealth of experience working closely with Hampshire schools and colleges to help all children and young people, including those who require additional social, emotional and learning support.

We apply psychology to help all young people to flourish and to support the development of effective inclusive practices and teaching and learning approaches. We work in collaboration with parents/carers and staff to promote positive relationships, well-being and resilience, and learning, motivation and achievement.

Our large team of educational psychologists has a wide range of skills, expertise and specialist knowledge, which we use to explore the problems young people face, helping to improve their educational outcomes.

Service Overview

The needs of young people are central in all we do. We highlight and draw on the strengths and capabilities of young people, families and professionals to work in partnership to create the best achievable outcomes.

As a psychological resource for our communities, HIEP is organised into four area teams (with office bases in Basingstoke, Farnborough, Havant and Winchester). Each team is led by an Area Senior Educational Psychologist, who is responsible to the Head of Educational Psychology.

Each team of educational psychologists works with children and young people aged 0 to 25, their schools, colleges and families.

Hampshire County Council continues to provide a core service from HIEP. This makes provision to all communities across Hampshire and includes:

- Contributing psychological advice for a young person as part of an Education, Health and Care Needs (EHC) assessment, when this has been agreed by the Local Authority
- Contributing to Annual Reviews at the request of the SEN Service
- Providing expert advice for Special Educational Needs and Disability Tribunals
- Operating a telephone contact line (at specified times each week) for young people/parents/carers and staff to discuss queries and to receive professional advice
- Supporting colleges following critical incidents and sad events

Our core service does not include involvement in the plan-do-review process for young people receiving additional support in college or with an Education, Health and Care Plan (EHCP).

Our traded services are available to all colleges, and these can provide a range of high quality activities to help colleges build their capacity to meet student needs.

The Benefits of HIEP

A service level agreement with HIEP will enable you to benefit from:

- A dedicated “named contact” educational psychologist (EP) who will work with you to develop a detailed understanding of your college context, systems, needs and priorities
- A responsible professional partnership with a large team of over 50 educational psychologists, whose skills and expertise you can access via your named contact EP
- An educational psychology provider who is well connected within the Hampshire local community and can readily liaise with other local support services for children, young people and families
- Continuity for casework across non-statutory and statutory activities
- Enable you to benefit from access to a broad range of student and staff support and professional development opportunities

Our Services

We are able to offer the following menu of services. Additional activities can be negotiated according to identified needs.

1. Student Support

We can work in partnership with college staff to support students with additional needs. This can include:

- Student centred problem solving consultations
- Individual assessment work
- Group interventions to build self confidence and resilience
- Group support for managing exam anxiety

2. Staff Support

We are able to work with college staff over a period of time to help them develop role-specific knowledge, skills, confidence and resilience and to enhance their professional growth. Approaches for this include:

- Group/Individual Supervision
- Work Discussion Groups/Reflective Practice Groups

3. Professional Development Opportunities

All our training is designed to lead to better outcomes for young people through developing the skills of college staff. It is informed by the latest available evidence and is refined in conjunction with feedback from course participants. Examples of training include:

- Initial and follow up training for Emotional Literacy Support Assistants (ELSAs)
- Helping students to cope with exam anxiety
- Enhancing empathic listening and counselling skills
- Motivating reluctant learners
- Understanding and supporting young people with eating disorders
- Understanding and supporting young people who are self harming
- The psychology of adolescence
- Writing outcomes based on the Preparation for Adulthood pathways

See Appendix 1 for further information about these activity options.

A number of these topics are offered as centre-based courses. Please refer to the HIEP website for further details:

www.hants.gov.uk/educationandlearning/educationalpsychology

Additional Services/SLAs

Professional Network Circles

HIEP facilitates half-termly meetings of small, collaborative, problem-solving groups of designated staff who have a responsibility for additional learning, emotional and mental health needs (each session lasts two hours). These allow staff to access practical guidance on supporting young people and on specific aspects of additional student support identified by the group. The groups provide staff with a local professional community of practice outside their immediate work environment, and help to ensure up to date knowledge in how best to support children and young people with additional needs.

The annual cost for attendance at the Professional Network Circles (£210 per individual) can be added to your SLA subscription to create an all-in-one package of support.

Delivering the Service

- A named EP will plan activities in collaboration with your college staff, and endeavour to meet preferred timings for delivery of activities. It is expected that delivery of the total amount of SLA time will be spread across the financial year
- An annual SLA planning meeting will be offered to colleges so that a broad indication of the priority work during the months ahead can be provided. This is also an opportunity to review the activities and working practices that have been operating over previous months
- We reserve the right to renegotiate the requested activities if the consequences of not doing so would lead the college or HIEP in to breaching their statutory responsibilities or their duty of care to young people
- Educational psychologists will normally require preparation time to support the agreed activity and written feedback following a college visit is sometimes required. Preparation and writing time will be negotiated as part of the activity agreement
- If an educational psychologist has to cancel an appointment due to short-term illness or other unavoidable circumstance, a college will be notified as soon as possible and every effort will be made to provide mutually agreed alternative arrangements to supply the service
- For longer term leave of absence or maternity leave, where necessary HIEP will endeavour to recruit suitable high calibre staff on a temporary basis to cover the leave period. If there is any hiatus in service delivery that cannot be covered in a timely way, colleges will not be charged for services agreed but not delivered
- Where a college cancels a visit at short notice (less than 48 hours) it may not be possible to find an alternative date for the activity and SLA time may be lost
- By agreement with colleges, trainee educational psychologists may also participate in delivering agreed activities under the supervision of an educational psychologist. Significant time will be given by HIEP to the trainee to both deliver the service and meet their learning needs.

We want to know when we get it wrong or could do better so welcome any customer feedback whether it is comments, compliments or complaints. By letting us know how we are doing you can help us improve our service.

Our Service Commitment

We are committed to providing an accessible and responsive service and aim to respond to non-urgent telephone calls and e-mails within one working week or as agreed with your college.

Local office contact numbers:

Basingstoke : 01252 814835

Farnborough : 01252 814729

Havant : 02392 441497

Winchester : 01962 876239

Office hours:

8.30am to 5pm, Monday to Thursday

8.30am to 4.30pm, Friday

It is possible outside these hours to leave a voicemail message. You can also contact the Area Senior Educational Psychologist or your named contact SLA EP via e-mail.

- All our work is underpinned by the standards of conduct, performance and ethics of the Health and Care Professions Council (HCPC)*
- All our educational psychologists and trainee educational psychologists have received enhanced Disclosure & Barring Service (DBS) checks, which are necessary for regulated activities, including regular contact and unsupervised working with vulnerable children and adults and those who work with them
- All colleges will be invited to contribute to regular evaluations of the quality of our service and its impact on young people, families and colleges

* Members of staff who have joined the service immediately following completion of a doctorate programme in educational psychology may have to wait several months before they become registered with the HCPC. In these circumstances, prior to HCPC registration, work is closely supervised and all reports are countersigned by experienced, senior educational psychologists.

Subscriptions and Charges

There are two levels of SLA subscription for individual colleges, and you can choose the package which best fits your needs (one day equates to six hours of EP time). When considering your subscription level it is important to take into account the outcomes you are seeking (see the framework outlined in the appendix) and the necessary plan-do-review cycles for young people receiving SEN Support or who have EHC Plans.

- Partial subscription – fewer than three days per year (each day charged at £630, with an additional travel charge of £25 for colleges outside of Hampshire)
- Full subscription – three days or more per year (each day charged at £550, with an additional charge for travel of £25 for colleges outside Hampshire)

The rates per day are based on the average cost of employing an educational psychologist including HIEP overheads. We are unable to provide sold services outside of a service level agreement. Prior to finalising your SLA with HIEP we recommend that a discussion takes place to consider not only the levels of pupil and family support that might be necessary, but also how HIEP could usefully contribute to the professional development of college staff and the whole college development plan.

The chargeable time to deliver a particular service will include the total time necessary to provide the service, including preparation time and/or report writing time, not just the time spent in the college. Estimates of this time will be given in advance of the activity being agreed. Multi-agency/professional liaison time and contact with parents (including telephone discussion and home visits, where required), will also be included as part of the chargeable time. It is not possible to carry over unused SLA time into the following financial year. SLA subscription levels can be increased at the beginning of each financial year.

Requests for additional activities during the course of the financial year may be agreed under exceptional circumstances and are subject to EP availability.

Hampshire County Council reserves the right to review prices annually in line with inflation and market conditions.

Billing and Payment Method

Charges will be actioned via external invoice during the course of the summer term of each financial year and by no later than mid July of each year.

Any queries regarding charges should be raised immediately with the relevant HIEP Support Services Manager:

North and East Hants: Tel 01252 814729 or email joanne.wright@hants.gov.uk
South and West Hants: Tel 023 9244 1497 or email Claire.lyne@hants.gov.uk

The timing of the delivery of services will be agreed between the college and the college's named EP.

Terms of our Memorandum of Agreement

Parties

This agreement is made between the establishment (the client) and Hampshire and Isle of Wight Educational Psychology, Hampshire County Council (the service provider).

Duration

This agreement will commence on 1 April 2019 and will continue in force until terminated by a party in accordance with the terms of this agreement. A party can terminate this agreement by giving at least three months' notice in writing to the other party.

Review

The service provider will carry out a review of the service annually and such review may relate to:

- i. Any charges payable under this agreement;
- ii. Service levels;
- iii. Performance standards;
- iv. Personnel and contractors engaged in the provision of the services covered by this agreement;
- v. Working arrangements;
- vi. Other relevant contractual issues.

The service provider will notify the client of any proposed changes or variation to the service at the earliest opportunity.

Notice

Any notice required to be given under this agreement, must be in writing and sent to the address of the other party as set out in this Agreement, or as otherwise specified by the relevant party. Any notice to the service provider must be sent to: hiep.enquiries@hants.gov.uk

Intent

The intent is to regulate dealings between the parties by setting out respective obligations relating to performance and payment for services.

Responsibilities of Parties

We will:

- Provide an ethical, competent and professional service, underpinned by integrity and respect
- Deliver services in a responsive and helpful manner at all times
- Provide a named contact educational psychologist to negotiate the delivery of SLA activities
- Actively review the quality of service delivered, through consultation with customers including colleges, young people, parents, carers and communities
- Keep to agreed time commitments and inform you as soon as possible in the event of sickness or unexpected absences

- Consult with colleges regarding changes to services, service levels and prices in accordance with agreed procedures
- Endeavour to deliver the service in line with the published service levels as detailed in this agreement and to investigate and seek remedies or improvements where these levels are not reached.

We will expect colleges to:

- Identify a named person as the first point of contact for HIEP staff to plan work tasks and activities
- Promote student participation in meetings, together with the parent/carer where agreed, and ensure that key members of staff are given time to meet with the EP
- Obtain informed, signed consent from parents/carers/young people as appropriate, prior to any direct observation of a young person by an EP, or individual assessment work with them
- Prepare young people where appropriate prior to direct EP involvement by telling them what to expect
- Provide access to relevant college information/documentation (such as individual plans, progress and attainment data)
- Keep to agreed time commitments and liaise effectively with us to ensure that high quality provision can be maintained, for example through informing us promptly about student absences
- Plan effectively to ensure that activities are spread across the year
- Provide feedback and contribute to evaluation of activities delivered by HIEP.

Resolving Disagreements

Our staff will always do their best to ensure that the service we provide meets and, we hope, surpasses your expectations. We know that sometimes this may not happen. Be reassured that we will always do our best to put things right and most importantly, we promise always to treat you with care and respect.

Any concerns or complaints about the level or quality of service should firstly be made to the member of staff providing the service.

Customers who consider they have not received an adequate response from the member of staff should contact the relevant Area Senior Educational Psychologist:

North Area Team - Dan Taylor; Tel: 01252 814835; dan.taylor@hants.gov.uk;
 Dame Mary Fagan House, Basingstoke

East Area Team - Julia Powell; Tel: 01252 814729; julia.powell@hants.gov.uk;
 Rushmoor Borough Council Office

South Area Team - Phil Stringer; Tel: 023 9244 1496; phil.stringer@hants.gov.uk;
Public Service Plaza, Havant

West Area Team - Anna Nolan; Tel: 01962 876239; anna.nolan@hants.gov.uk;
Clarendon House, Winchester

If there are still matters to be addressed, a written complaint should be made to:

Helen Squibb
Head of Educational Psychology
Children's Services, North Level 3
Hampshire County Council,
Queen Elizabeth II
Winchester
SO23 8UG.
Telephone: 01962 846398.
e-mail: helen.squibb@hants.gov.uk

If mutual confidence in the continuation of this service level agreement cannot be restored, it may be terminated by either party by giving three months' notice in writing.

Data Protection

HIEP will provide the services in this agreement in line with Hampshire County Council policies and will work in a way which is compliant with the Data Protection Act (1998) and the General Data Protection Regulation (GDPR 2018).

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Appendix: Activity Options – further information

1. Student Support

- **Student Centred Consultation**

All focused student support will begin with a problem solving meeting that has the young person at the centre, where we will be working to gain a shared view of the key issues or to plan/review interventions to meet identified need. It will last for about 1 hour 30 minutes. The information from the consultation may be written up and will provide a psychological perspective. One of the outcomes of the consultation may be an agreement for an educational psychologist to work directly with the young person.

- **Individual Assessment of Identified Need**

This may involve a range of different activities and techniques to determine next steps for the individual in terms of preparation for adulthood. For example, further in-depth consultation with key stakeholders and the young person, observation in a variety of contexts, direct work with the student, liaison with other professionals. The exact nature of this involvement would be determined on a case by case basis.

- **Group work with students to build self confidence and resilience**

This hour and half session delivered to students aims to improve self-confidence and resiliency to prepare for independence in the adult world. Key staff who wish to understand important factors involved in building confidence and resiliency with young people can also participate in this training.

- **Group Support for Students: Managing Exam Anxiety**

This group support provides an introduction to using cognitive behavioural approaches and relaxation strategies for young people experiencing stress/anxiety related to exams. It consists of six sessions and offers students:

- Opportunities for discussion about the experience and management of anxiety.
- Information about the psychology of anxiety and its impact.
- The opportunity to try out practical strategies for managing anxiety.

2. Staff Support

- **Group/Individual Supervision**

Supervision is a working alliance between a supervisor and a supervisee in which the supervisee offers an account of their work; reflects on it; receives feedback from the supervisor or group, and where appropriate, guidance. Supervision has two broad goals:

- **Supportive:** to provide space for the supervisee to explore the emotional impact of their work and to generate constructive ways forward.
- **Educative:** to help the supervisee explore solutions to a range of possible problems, improve practice and increase understanding of professional issues.

The aims of the group supervision process are to:

- Provide emotional and problem-solving support with “stuck” situations around work related issues (e.g. casework)
- Explore possibilities and new understandings
- Promote reflectivity
- Develop a shared understanding of the context of a challenging piece of work
- Develop consultation skills
- Promote multi-disciplinary approaches and perspectives
- Prompt participants to consider how interventions and support strategies could be generalised to other situations

- **Work Discussion Groups/Reflective Practice Groups**

These are regular meetings, led by two educational psychologists, which are based on a model developed by practitioners at the Tavistock Institute over the past 50 years. The meetings take place outside the pressures of the study setting, and are open to *all* staff, to bring *any* concerns, issues and difficulties relating to their work with individual students or study groups. The group thinks about the situation together - like a group consultation. As an outcome, group members feel less self critical and anxious; are open to seeing and thinking differently; and feel supported.

3. Professional Development Opportunities

- **ELSA (Emotional Literacy Support Assistant)**

This training is designed to build the capacity of educational provisions to support the emotional needs of their students from within their own resources. There has been increased recognition of the impact of social and emotional aspects of learning on academic attainment. The 6 day training for learning support staff covers emotional awareness, self esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break up. Post training, ELSAs receive supervision from an educational psychologist once every half term. Following the initial training, once practice is established, there are additional continuing development opportunities and an annual conference, to support and develop practice.

- **Exam Anxiety - Helping Students to Cope**

This training raises awareness of exam anxiety in student populations. It introduces 4 broad evidence based approaches to addressing this issue. These include; relaxation training, modifying/changing thought patterns, stress management and teaching study and test taking skills. The training enables staff to consider which approaches fit best with their ways of working. It also enables staff to draw on knowledge and skills that can be applied flexibly to individual students, groups of students or whole classes. A further optional follow-up problem solving session is offered to explore implementation in college. Initial training is delivered in 2-3 hours with an optional 1-2 hour problem solving session.

- **FEIPS (Framework for Enhanced Individual Pastoral Support)**

This training is for staff working pastorally with young people. It involves a three day intensive practice based training in counselling skills and creative approaches for exploring students' thoughts and feelings. The training is followed by ongoing half termly group supervision. This enables staff to enhance their skills and capacity to provide a safe, empathic listening space to students. After training FEIPS practitioners provide weekly sessions for identified students in their usual college setting. Students benefit in terms of emotional wellbeing, improved behaviour and engagement with learning. FEIPS is staffed by educational psychologists with additional therapeutic training / experience, psychotherapists and counsellors. Annual CPD opportunity is provided via training days / conference attendance.

- **Motivating Reluctant Learners**

The aim is to improve the attainment and emotional wellbeing of demotivated students by giving them more constructive ways of viewing their world. This 3 hour (or two, one and a half hour sessions) training is

based on psychological research and will help to develop key staff's understanding and increase their use of strategies to change the students' beliefs and expectations thereby increasing their motivation for learning.

- **Teenage Psychology**

This one day course outlines the developmental needs of teenagers, relating psychological understandings and approaches to the participants' own experience of adolescence and helping them to start to develop a toolkit for working with teenagers. The course includes some information presentation and plenty of group discussion, individual reflection and experiential learning.

- **Self-Harm**

This two day course presents psychological explanations of self harm and helps participants to understand the triggers and risk groups. The theories are then related to participants own practice and various psychological interventions that can be used are explored and practised. Practitioners will be more confident when they meet or work with a young person who self harms and will be clear about where they can access support for themselves, and the children and young people they work with.

- **Eating Disorders**

This is a two day course which explores eating disorders, with a focus on Anorexia Nervosa and Bulimia Nervosa. The course presents psychological explanations of eating disorders and helps participants to understand the triggers, risk, protective and maintenance factors. The evidence base around what works in the treatment of eating disorders and how we can work with individuals who may suffer from eating difficulties are considered. Various psychological interventions that can be used are explored and participants will gain experience in practising these different approaches.

- **Writing outcomes based on the Preparation for Adulthood Pathways**

This training aims to develop staff confidence and ability in writing outcomes related to their pathway to adulthood. Using the main areas of employment, independent living, friends, relationships and community, and good health, the training uses case studies to allow participants to practice writing outcomes and understand the relevance of these in meeting the aspirations of young people. It is a half day training delivered by two educational psychologists.

A wide range of additional training opportunities is available. Please contact your local Area Senior Educational Psychologist if you wish to discuss/participate in any of the above.

Hampshire and Isle of Wight Educational Psychology

Children's Services,
Hampshire County Council,
County Office, Queen Elizabeth II, Winchester SO23 8UG.

Telephone: 01962 846398

Email: hiep.enquiries@hants.gov.uk

Website: www.hants.gov.uk/educationandlearning/educationalpsychology

