

SERVICES FOR SCHOOLS

Hampshire and Isle of Wight Educational Psychology (HIEP)

Service Level Agreement for

Maintained Schools

From April 2023

Hampshire and Isle of Wight Educational Psychology (HIEP)

Contents

Introduction	3
Service Overview	3
The Benefits of HIEP	4
Our Service Commitment	4
Our Services	5
Additional Services/SLAs	8
Delivering the Service	8
Subscriptions and Charges	9
Charges for Additional Services	10
Billing and Payment Method	10
Memorandum of Agreement	11
Responsibilities of Parties	12
Resolving Disagreements	13
Data Protection	13
Glossary	14
Appendix: Applying Psychology to achieve lasting positive change	15

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 to help all children, including those who require additional social, emotional and learning support.

We apply psychology to help all children and young people to flourish and to support the development of effective inclusive practices and teaching and learning approaches in schools. We work in collaboration with parents/carers and school 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 children and young people face, helping to improve their educational outcomes.

Service Overview

The needs of children and young people are central in all we do. We highlight and draw on the strengths and capabilities of children, 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 pay for a core service from HIEP. This makes provision to all communities across Hampshire and includes:

- Supporting schools following critical incidents and sad events
- Contributing psychological advice for a child or 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 support line (at specified times each week) for parents/carers and school staff to discuss queries and to receive professional advice

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

Our traded services are available to all maintained and academy schools, and these include a range of high quality activities to help schools build their capacity to meet pupil 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 school context, systems, needs and priorities
- A responsible professional partnership with a large team of over 70 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

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 school.

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.

- Any written reports/feedback will be sent to the named recipient(s) within a timescale agreed with you

- Our work is underpinned by the standards of conduct, performance and ethics of the Health and Care Professions Council (HCPC)*
- 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
- Schools will be invited to contribute to regular evaluations of the quality of our service and its impact on children/young people, families and schools

* 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 reports are countersigned by experienced, senior educational psychologists.

Our Services

You are able to specify the services you need from the full range detailed in this section. The following is not an exhaustive list and approaches can be developed in collaboration with schools.

1. Contributing to SEN Support and EHC planning and implementation

- Assessment to clarify an individual's strengths and needs in relation to their thinking and learning or social and emotional development
- Meetings with children and young people (and application of psychological processes) to clarify their views and perspectives, and hopes for the future
- Collaborative, person-centred planning of interventions to meet identified needs (which may be multiple and complex), and to raise achievement
- Contributing to progress review meetings and jointly evaluating the impact of SEN Support interventions
- Planning intervention and reviewing impact of school approaches (i.e. plan-do-review)

2. Support for Vulnerable children

- Delivery of evidence-based, individual therapeutic interventions, e.g. cognitive-behavioural approaches, mindfulness/relaxation
- Therapeutic group work alongside a member of school staff, for example, Circle of Friends*, therapeutic story-writing*, reducing and managing anxiety (e.g. exam anxiety), building pupil resilience
- Targeted supervision for staff working with children and young people experiencing challenging life events (e.g. family breakdown, loss and bereavement)

3. Staff training

All our training is designed to lead to better outcomes for children and young people through developing the skills of school staff. It is informed by the latest available evidence and is refined in conjunction with feedback from course participants. We can offer training and workshop sessions to small or large groups of staff, within or across schools, based on knowledge of your school context(s). Bespoke training can also be commissioned by schools or groups of schools to address your school improvement agenda as relevant.

- **To support pupil learning and engagement**

Examples include:

- Supporting inclusion of children with social communication difficulties/autism
- Positive approaches to understanding pupil behaviour and achieving positive change
- Specific interventions for meeting the literacy needs and numeracy needs of children who are not meeting age-related expectations
- Creating thinking skills profiles for struggling learners to support task planning and effective independent learning

To support pupil resilience

Examples include:

- Motivation and engagement: Getting the best out of learners
- Understanding and responding to attachment needs
 - Supporting children who have experienced trauma
- Supporting children through loss and bereavement
- Promoting emotional wellbeing (of staff as well as children)
- Responding to specific issues such as bullying, test/exam anxiety, and support related to having a family member in prison
- Working with children and young people who:
 - are engaging in self-harm
 - have eating disorders
 - are engaging in sexually problematic and harmful behaviour
 - are concerned with issues of identity
- Use of the Personal Education Plan toolkit to provide effective support for children in care

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

4. Staff development

We are able to work with school staff over a period of time to help them develop role-specific knowledge, skills, confidence and resilience, and to enhance their professional growth. This can be achieved via a range of approaches, including:

- Individual coaching
- Supervision
- Observation and feedback
- Work Discussion Groups*
- Promoting Effective Video-Enhanced Reflective Practice (VERP)*
- Circle of Adults* problem-solving sessions
- Conciliation training (managing meetings, managing interpersonal differences)

5. Whole school development activities

We are able to assist you with:

- Policy development work, and the refinement of whole school systems, practices and procedures
- Evaluation of specific interventions and approaches to determine their efficacy and impact (i.e. action research to highlight “value-added”)
- Analysis of staff and parent/carer perspectives about specific issues and proposals
- Establishing the evidence base for new approaches being considered

6. Support for families

This can be provided for individual family members, family groups, or small groups of parents, and can include:

- Support and advice regarding: understanding and positively managing behaviour; child/teenage development; preparation for significant transitions and helping children adapt and cope following significant changes; preventing and dealing with exam stress
- Delivery of positive parenting programmes
- Provision of parent training workshops on specific themes

In today’s climate of ever changing demands and needs, we appreciate that you may be looking to involve us in different ways and at levels that fit both your desire for excellence and your school’s priorities. We have developed a framework (see appendix) through which we can work together to meet the needs of your school

community and maximise impact. The framework highlights how different degrees of involvement can bring about different degrees of impact. We know that a good intervention on its own is not always enough to bring about sustained change.

The framework acknowledges what is already working well in your school. Drawing on your strengths we can work with you to achieve your vision of how outstanding your school can be. Using the framework during consultation with an EP will help you clarify the level of SLA support you require.

**see Glossary (p 15)*

Additional Services/SLAs

SENCo Circles

HIEP facilitates half-termly Circles for groups of SENCos (each session lasts two hours). These allow SENCos to access practical guidance on supporting individual children and on group-selected aspects of SEN. The Circles provide SENCos with a professional network outside their immediate school environment, and help to ensure up-to-date knowledge in how best to support children and young people with SEN. SENCos report that the circles also support their well-being.

The annual cost for SENCo Circles (£305 per SENCo) can be added individually to your SLA subscription to create an all-in-one package of support.

ELSA and FEIPS supervision are also available through additional agreements which are highlighted as part of our ELSA and FEIPS training offer.

Delivering the Service

- A named EP will plan activities in collaboration with your school 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 schools 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 school or HIEP in to breaching their statutory responsibilities or their duty of care to children and young people.
- Educational psychologists will normally require preparation time to support the agreed activity and written feedback following a school 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 short-term unavoidable circumstance, a school 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, schools will not be charged for services agreed but not delivered.
- Where a school 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. In rare circumstances, it may not be possible to deliver a service because of unforeseen major events that are outside of the reasonable control of the service and that cannot be mitigated against. These could potentially cause longer-term disruption to service delivery. In such circumstances, the service will notify the school as soon as possible and a decision will be taken by the service regarding the implications for the SLA.
- By agreement with schools, 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.
- Parents who contact us directly will be advised to discuss their concerns with their child's school. Those parents requesting an EP assessment that has not been negotiated with the child's school will be directed to the website of the Health & Care Professions Council (HCPC) and/or the British Psychological Society (BPS). These sites provide details of registered private practitioners.

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.

Subscriptions and Charges

There are two levels of SLA subscription for individual schools, and you can choose the package which best fits your needs (one day equates to 6 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 children receiving SEN Support or who have EHC Plans.

- Partial subscription – fewer than 3 days per year: each day charged at £680
- Full subscription – 3 days or more per year: each day charged at £615

The rates per day are based on the average cost of employing an educational psychologist including overheads.

Prior to finalising your SLA with HIEP we recommend that a discussion takes place between the Head Teacher and the SENCo 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 staff and the whole school 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 school. 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 - the rate chargeable is the same as the existing subscription rate. Subscriptions are rolled over into the next financial year, unless notice is given.

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

Charges for Additional Services

The annual cost for participation in half-termly SENCo Circles is £305.

The annual cost for participation in half-termly ELSA supervision is £305.

The annual cost for participation in half-termly TALA supervision is £305.

The annual cost for participation in Work Discussion Groups is £335.

Where staff are in a supervision group at the beginning of the financial year (April), and subsequently leave, the full charge for the year will be applied. This is necessary to ensure that groups are sustainable, and the service can recover the cost of EP time involved in delivering them.

Billing and Payment Method

- Charges will be actioned after 1 April each financial year – normally towards the end of the summer term. For maintained schools this will be applied via journal upload where charges for HIEP services including SLA, SENCo Circles, ELSA supervision, TALA supervision and Work Discussion groups are automatically collected for the financial year.
- Where an additional service beyond the SLA subscription level has been provided, this will be charged for via a subsequent journal upload.

- Charges will be detailed in the school's financial statement and regarded as accepted unless disputed within 28 days.
- Any queries regarding charges should be raised immediately with the relevant HIEP Support Services Manager:

North: Sarah Cummins Tel 01252 814835 sarah.cummins@hants.gov.uk
East: Sara Hutton Tel 01252 814729 sara.hutton@hants.gov.uk
South: Claire Lyne Tel 023 9244 1497 claire.lyne@hants.gov.uk
West: Allison Head Tel 01962 876239 allison.head2@hants.gov.uk

Memorandum of Agreement

Parties

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

Duration

This agreement will commence on 1 April 2023 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 possible opportunity.

Notice

Any notice required to be given under this agreement, must be in writing and sent to the link EP in the first instance. If there is currently no link EP in place, notice should be given to the Area Senior Educational Psychologist, as below:.

North:	Dan Taylor	Tel 01252 814835	dan.taylor@hants.gov.uk
East:	Rachel Ingram	Tel 01252 814729	rachel.ingram@hants.gov.uk
South:	Becci Murphy	Tel 023 9244 1497	rebecca.murphy@hants.gov.uk
West:	Anna Nolan	Tel 01962 876239	anna.nolan@hants.gov.uk

Please also copy in the Support Services Manager for your area as below:

North: Sarah Cummins Tel 01252 814835 sarah.cummins@hants.gov.uk
East: Sara Hutton Tel 01252 814729 sara.hutton@hants.gov.uk
South: Claire Lyne Tel 023 9244 1497 claire.lyne@hants.gov.uk
West: Allison Head Tel 01962 876239 allison.head2@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 schools, children, 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

We will expect schools to:

- Identify a named person as the first point of contact for HIEP staff to plan work tasks and activities
- Promote and facilitate parent/carers attendance at meetings, 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 child/young person by an EP, or individual assessment work with them
- Prepare children/young people where appropriate prior to direct EP involvement by telling them what to expect
- Provide access to relevant school information/documentation (such as individual plans, progress and attainment data, analysis of ABCC charts)
- 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 pupil 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** – Rachel Ingram; Tel: 01252 814729;
rachel.ingram@hants.gov.uk; Rushmoor Borough Council Office.
- **South Area Team** – Rebecca Murphy; Tel: 023 9244 1497;
rebecca.murphy@hants.gov.uk; Havant Public Service Plaza.
- **West Area Team** – Anna Nolan; Tel: 01962 876239;
anna.nolan@hants.gov.uk; Four Chimneys, Winchester.

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

Julian Radcliffe,
Head of Educational Psychology,
Children's Services,
Hampshire County Council,
Queen Elizabeth II,
Winchester
SO23 8UG.
e-mail: Julian.Radcliffe@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).

Glossary

- Circle of Adults – a specific, pupil-focused process that encourages reflective problem-solving, and evolves hypotheses and strategies for better understanding and supporting unmet needs
- Circle of Friends – a group intervention for an identified child/young person who is experiencing difficulties with peer relationships. The intervention promotes positive interactions and relationships between the target individual and their peers
- Therapeutic story-writing – an approach which works with the metaphors in stories written by pupils to address emotional issues that are getting in the way of their learning
- Video-Enhanced Reflective Practice (VERP) – involves change through building on strengths (doing more of what works and doing less of what doesn't work), then looking at the impact of the changes. This 'reflect, do and review' cycle is deepened by skilled coaching and the use of video feedback
- Work Discussion Groups – sessions for school staff that focus on challenging situations with pupils and which help them develop a deeper understanding about the meaning of behaviours and the emotional factors that impact on teaching and learning

Appendix: Applying Psychology to achieve lasting positive change



We can work with different parts of your school community; children and young people, staff and families. This framework has been designed to be adaptable and responsive to your circumstances and the needs of your children and young people. It is informed by research which highlights the significance of planning for effective implementation, as well as focusing on the intervention itself, in order to maximise positive outcomes for children and young people. Here are some examples of what our model may look like in practice, in relation to these groups. The examples given are illustrative only and are by no means exhaustive. Talk to your contact EP about other ways in which we can work in your school.

Work focused on children and young people

1. Raise awareness of current situation to plan for the future
The Aim: Key adults and a child/young person concerned are more aware of the different factors contributing to his/her complexity of need.
Examples of practice: consultation and sharing information gathered via observation.
2. Shift perceptions and attitudes, develop knowledge and skills
The Aim: Helping key adults and a child/young person to apply their understanding of the situation to plan for change.
Examples of practice: assessment, observation, ongoing consultation, person centred work, therapeutic interventions.
3. Change what people do.
The Aim: Support key adults to implement, monitor and evaluate the effectiveness of interventions. Support the child/young person to do things differently.
Examples of practice: ongoing review meetings, assessment, action research and evaluation, therapeutic interventions.
4. Change organisational practice, benefit children/young people.
The Aim: The school is enabled to provide interventions and support for other children with similar needs.
Examples of practice: planning meetings, policy development, work discussion groups, extended training.

Work focused on school issues and staff professional development

1. Raise awareness of current situation to plan for the future.
The Aim: Exploring current priorities and challenges around a specific area (e.g. staff well-being, mental health of children/young people, attachment, autism etc) and identifying best hopes for change
Examples of practice: training session or meeting focusing on planning and analysis of school needs.
2. Shift perceptions and attitudes, develop knowledge and skills.
The Aim: Helping staff to identify the skills they'd like to develop and approaches they'd like to apply.

Examples of practice: work discussion groups, coaching sessions, follow-up workshops to awareness-raising training.

3. Change what people do.

The Aim: Helping staff to trial new approaches, evaluate their impact and remain motivated to further develop new skills.

Examples of practice: ongoing review meetings, action research.

4. Change organisational practice, benefit children/young people.

The Aim: The school acts proactively to develop an ethos which meets the needs of the wider school population.

Examples of practice: planning meetings, policy development, work discussion groups, extended training.

Work focused on families

1. Raise awareness of current situation to plan for the future.

The Aim: Families are helped to reflect on their needs and those of their child.

Examples of practice: family centred consultation, person centred work.

2. Shift perceptions and attitudes, develop knowledge and skills.

The Aim: Helping families develop their understanding of their child and ways to support him/her.

Examples of practice: person centred work, parent/carer groups, training.

3. Change what people do.

The Aim: Supporting families to put strategies in place and work alongside school staff.

Examples of practice: Video Interaction Guidance, Story Links, consultations, home visits.

4. Change organisational practice, benefit children/young people.

The Aim: Families have the opportunities to share their struggles and celebrate their successes with one another and so continue implementing helpful strategies.

Examples of practice: parent/carer groups, training sessions.

Hampshire and Isle of Wight Educational Psychology

Children's Services,
Hampshire County Council,
County Office, Queen Elizabeth II, Winchester SO23 8UG.
Email: hiep.enquiries@hants.gov.uk

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