

Surrey Educational Psychology Service

Service offer 2020-2021



Contents

Welcome to the Surrey Educational Psychology Service	page 3
Meet the teams and contact details	page 4
1. Accessing Surrey Educational Psychology Service	page 5
2. Consultation	page 10
3. Assessment and intervention	page 12
4. Support for families	page 14
5. Professional support and supervision	page 17
6. Annual programme of training and support	page 19
7. Research and evaluation	page 25
Flyers for programmes of training and support:	
Emotion Coaching	page 26
Emotion Coaching for parents	page 27
Multi-Family Groups	page 28
Emotional Literacy Support Assistants (ELSA)	page 29
Stress, trauma, resilience & the principles of effective support	page 32
Compassionate Schools Programme for school leaders	page 33
Key Adult Programme (primary and secondary)	page 34
Supporting young people with anxiety...	page 35

Welcome from the Principal Educational



Our mission:

We recognise that schools are working in extraordinary times which require extraordinary and creative ways of supporting pupil's wellbeing and continued learning. In light of COVID19, our service will be working closely with educational settings to create environments which will enable children and young people to transition smoothly back into education, supporting them to reconnect with others and recover from any difficult experiences that they might have had. We will work together, virtually and in person, to build in systems and structures which support the wellbeing of all pupils, as well as school staff. We know that the year ahead won't be without challenges, but we hope that it will also bring lots of new learning which will positively impact our school communities for years to come.

The Surrey Educational Psychology Service is committed to promoting positive futures for all children and young people. Our focus is on the young person in their educational setting, home and community. We work collaboratively through the application of psychological theory, research and techniques with children and young people, their families and professionals to understand what is happening, develop empathy and agree effective support to enable children to thrive in their local communities. We use psychological frameworks to support those working closely with our vulnerable learners to develop stable and supportive networks that make a real difference to the lives of children and young people.

Through responsive, respectful and supportive relationships with children, families and professionals, we seek to understand the views, perspectives and experiences of those we work with and to empower others to support children and young people to be their best selves. We work in a proactive and preventative manner to respond to concerns at the earliest possible time recommending approaches and interventions that have been proven to promote all aspects of learning, wellbeing and inclusion.

We know that by developing the skills, knowledge and resilience of staff who work with vulnerable learners we can together make a real difference enabling children and young people to go on to lead independent and fulfilling adult lives.

As always we welcome your feedback. Please do get in touch if you would like to discuss our offer or future developments for the service.

Best wishes
Susan Harris

Principal Educational Psychologist and Autism Strategy Lead

Meet the teams & contact details

The North West Team



The NE team



The SW team



The SE team



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NW team:

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SW team:

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1. Accessing Surrey Educational Psychology Service

Each Surrey school will have a named EP who will be your key point of contact with the service.

A **planning meeting** will be offered to you at the start of each school year to identify priorities for your school and how to make best use of our service. **We invite the head teacher and SENCo to attend this planning meeting so that the most strategic use of our time can be discussed and agreed.** This is important to us as EP time can be used in different ways to improve the outcomes for the greatest number of students. EP time available will depend on the priorities and needs across the local area and the level of statutory demand.

Core Offer: to be delivered through the link EP in negotiation with the setting

Statutory Psychological Advice

When you submit a request for an EHCP the panel will consider all of the available evidence against the two legal tests; whether the child or young person has or may have special educational needs and if it may be necessary for provision to be made in accordance with an EHC plan.

In order to reach a decision the panel will consider the severity of the child's needs together with information detailing the child's progress and attainments in response to **sustained evidence-based interventions**. As part of a graduated response the EP, other professionals such as Specialist Teachers for Inclusive Practice or Speech and Language Therapists, may have been involved with the child. If statutory assessment is agreed, an EP will carry out the following:

- Review current assessment information
- Work with the child or young person to elicit their views and aspirations
- Identify and carry out any further assessment required in consultation with the family and key partners
- Work with the child/young person, family and key partners to co-produce outcomes and support arrangements

There may be occasions when the EP will be asked by the SEND team to undertake assessment work relating to a child's needs and support arrangements for example where a change of placement is requested, as part of a tribunal appeal or where a child or young person is at risk of permanent exclusion.

Requesting EP involvement regarding an individual child, young person or group:

You may request EP involvement in relation to an individual child, young person or group when:

- You are not clear about the nature of a child/children's needs and would like the Educational Psychologist to be involved in investigating this further
- You are concerned that a child/children is/are not making progress despite the strategies you have already tried, and you would like to engage in a joint problem solving process to identify next steps

When you wish to request EP involvement in relation to a child, young person or group, please *discuss and agree* this with the EP, then ensure the Request for EP involvement (REPI) form and consent form are completed (signed and dated). Please send the REPI to the business support team for your area by email along with the child's SEND support arrangements and any additional reports from supporting agencies. The more information you give us, the better able we are to decide on the appropriate action to take.

EP involvement may involve the following activities:

- **Psychological Consultation** regarding the child's strengths, needs, progress and learning environment
- **Further assessment** of children's strengths, needs and the learning environment
- **Brief interventions** to promote children and young people's learning and wellbeing

Requesting EP involvement regarding an area of school development/support:

At the planning meeting, you may also request EP involvement in relation to an area of school development/support.

- **Psychological Consultation** and support for whole school development in relation to inclusion and wellbeing
- **Training** on a range of topics, either within the school or a group of local schools.
- **Professional support and supervision** including work discussion groups and circles of support
- **Supporting parents** through workshops, consultations and extended support such as Cygnets programmes or multi-family groups

On occasion schools may request additional training. This usually carries no charge. However there are some circumstances where the cost to the EPS in terms of time and/or other resources means that we need to charge to buy in additional locum cover for EPs delivering training. Circumstances where we would consider a charge are:

- Where the size of the training cohort or nature of the training requires more than one EP to deliver it
- Where the nature of the cohort (eg: across more than 1 school) would effectively undermine the trading capacity/income generation of centre based training

These guidelines are not exhaustive and a judgment will be required on a case by case basis. However, they are designed to support schools and EPs in deciding the type and extent of training that can be delivered free of charge and where a charge may be necessary.

Critical Incident Support

In the event of a critical incident, the Educational Psychology Team will offer support to the school's management team in order to appropriately manage the situation. The approach taken is based on research into best practice and is founded on helping schools manage the immediate aftermath of an event, including advice and support around communication, practical arrangements and managing emotions.

A senior member of the Educational Psychology Team will contact you to identify what steps have been taken so far and what needs to happen next. This will be by telephone or video call. The EP will support you in the immediate aftermath of the incident and they will also follow up with you over the next few days to support with any issues that arise.

How can Educational Psychologists Support you?

Surrey Educational Psychology Service has extensive experience working with settings to manage critical incidents and assist their return to normal working. The level of response will be determined between the school, the EP service and other services involved and may depend on the severity of the incident and levels of training and experience within the school. EPs may provide the following support to settings experiencing a critical incident:

Planning

- Working proactively, assisting with critical incident planning and reviewing the setting's support plan and providing advice and training.

Assessment and Identification

- Supporting staff to assess the likely impact of the incident on the school community, prioritise actions and help in the identification of vulnerable pupils and staff, school resources and cultural or religious implications surrounding the incident and how they may be addressed

Information and Support

- Advice/support to Head/Senior Management Team
- Advice/support to staff members around supporting pupils
- Attending parent meetings arranged by the setting to brief them on the possible reactions/symptoms

Signposting

- Signposting to additional resources and support services as appropriate

Research suggests that direct communication with unknown staff may generate more stress for some of those involved and direct work is most effective when delivered by familiar adults. Thus, it is important to note that EPs do not work directly with children and young people during a critical incident.

In the event of a critical incident, please contact the Principal EP or the Area Senior EP, ideally by phone, their details are on page 4 of this brochure.

Enhanced Offer: additional Educational Psychology support available to schools to promote early intervention and inclusive practice

Telephone Psychological Consultations

An EP from each area team will be available to consult about children or broader practice issues every Wednesday afternoon of the week. EPs will focus on problem solving, providing information and signposting as appropriate. This is not a formal means of referring an individual child to an EP and Psychological Consultations about children will be anonymous. The following information will be recorded for administrative purposes: school name, school contact name, age and gender of the child and a summary of key issues causing concern.

No prior arrangement is necessary – simply call into your area telephone number for your area between **1 – 4pm each Wednesday** as follows:

- North east - 01372 833588
- South east - 01737 737777
- North west - 01483 518130
- South west - 01483 517179

*Please note that these telephone consultations are open to parents this academic year. If you call and the hotline is busy, business support will take a message for an EP to call you back within 48 hours of your call.

Area bookable Psychological Consultations

We offer bookable Psychological Consultation sessions on a regular basis across the year. Dates and venues of these may be obtained from your link EP. These are held at local host schools or virtually and will be open to SENCOs, teachers/TAs and the parents of children you are concerned about.

Please note:

- Each session will last approximately 45 minutes
- EPs will not take notes from these meetings but you are encouraged to record key discussion points and recommendations for your own records. A template for these minutes is included in this pack.
- Parents wanting a consultation should arrange this through the school
- Children and young people should not attend these sessions.

Please phone or email the business support team in your area to arrange a bookable Psychological Consultation session.

SENCo Solution Circles

EPs have been running regular SENCo support groups over the last year. These have developed in different ways according to the specific requests from SENCos across the county.

One form of support offered during SENCo support sessions is Solution Circles. These are time limited solution-oriented groups. A solution circle typically runs for 30 minutes allowing the process to be repeated a number of times or to be included as part of a session focusing on a particular area of practice. Solution Circles aim to benefit all attendees. It provides an opportunity for a SENCo to present a problem. The other members of the group then work as a reflective team to support the problem presenter through sharing new perspectives, ideas and learning through others' experiences. The EP facilitates the process building on reflective capacity within the group. Reported benefits include developments in practice, peer learning, enhanced relationships and confidence.

For further information and booking: Please talk to your link EP for dates regarding these support groups and contact the area business support team to book your attendance (contact details on page 5).

We are looking to extend our service offer so that together we can fully support children and young people, their families and education settings. Schools will be able to purchase additional EP time from April 2021 and we will be in contact with further detail presently.

2. What is Psychological Consultation?

Surrey EPs use Psychological Consultation as their primary model of service delivery. It is a way of helping children by working through others who have direct contact with them and who most impact their lives. A Psychological Consultation is a joint problem-solving meeting to share concerns, deepen understanding and generate a plan of action to improve outcomes for a child or young person, group or area of school development. Psychological Consultations take place between the EP and those key adults expressing concern including parents, teachers and other staff working with the child.



Benefits of the model include:

- enhanced skills and deeper understanding for the adults involved
- development of strategies that are practical and relevant and can be implemented by teachers and parents
- action plans which bring about positive change for children and young people
- a reduction in concern about individual children and young people

You can access consultation with an EP in the following ways:

School-based Psychological Consultations with your link EP

These can be arranged through the school planning meeting. Please complete a REPI once you have agreed with your EP that you will hold a consultation regarding an individual child. After this meeting you and the parents/carers will be provided with a brief handwritten or typed psychological consultation record outlining the key points and any actions agreed. At this meeting a date will be agreed for a Psychological Consultation Review. Your EP will share information leaflets with you and parents/carers before the process takes place. They might request specific information from you prior to or during a consultation so it will help to have pupil files to hand.

Analysis of Additional Needs Tool (AANT)

Surrey EPS is piloting the Analysis of Additional Needs (AANT) tool; an online assessment and psychological consultation service originally developed in Suffolk. An AANT can be requested by schools within the pilot area (please check with your link EP) and is most frequently used by SENCOs but is open to all members of staff in school and has also been used by head teachers and Designated Teachers as well as class teachers.

The AANT starts with an online assessment, followed by a virtual psychological consultation meeting with an experienced Educational Psychologist. A report summarising the assessment and key strategies and resources that have been agreed during the consultation process will be available to download immediately after the consultation.

There has been very positive feedback from schools and evaluation data shows the AANT to be an extremely effective early intervention tool which promotes inclusive practice in educational settings and provides early access to educational psychology support with instant reporting.

Surrey EPS recognises the need to develop new and innovative ways of working within the current national context of the Covid-19 pandemic, which are responsive to the needs of schools and the AANT is a crucial part of this response.

3. Assessment and Intervention

Assessment is a broad term which can include a range of activities including psychological consultation, observation, working with children and young people and monitoring responses to intervention. EP assessment takes place as part of a plan-do-review process and can be described in the following ways:

For Educational Psychologists working in Surrey, assessment is...

Positive

- working towards **positive** outcomes.
- based on a belief that change can happen and everyone can learn.

Complex

- **complex**, because it tries to make sense of people, their stories and their contexts.
- where possible, carried out over time.
- constrained by the need to balance competing demands.

Asking questions

- **asking questions** based on our psychological understanding.
- choosing and using a range of approaches which are '*fit for purpose*'.
- a process of hypothesis testing.
- a process which balances scientific measurement/evidence with individual interpretations.
- often focused on specific aspects whilst remaining aware of wider issues.
- interested in the process and content of learning.

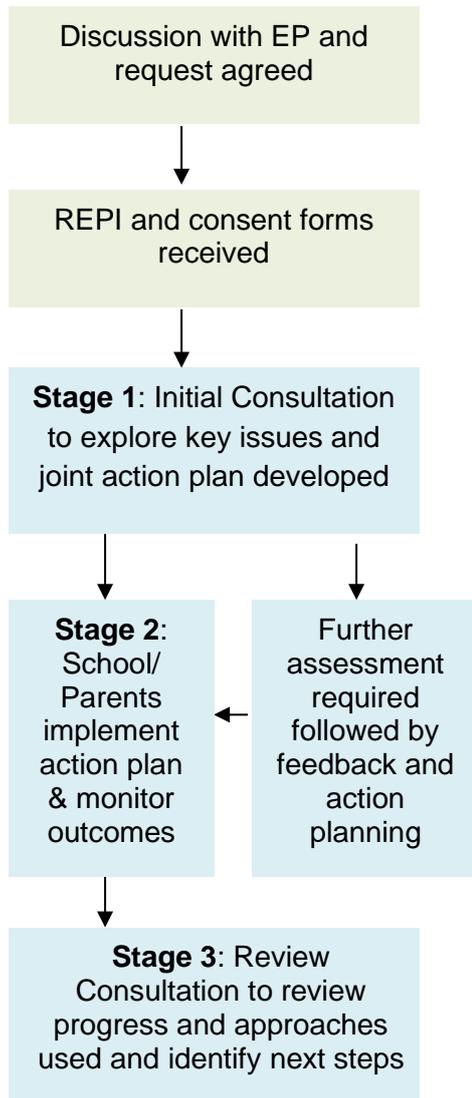
Collaborative

- a **collaborative** process.
- helping people to make sense of the knowledge they already have.
- a dynamic and interactive process.
- informed by the views of everyone involved, especially the children/young people.
- supported by our colleagues, who help us to reflect, learn and who constructively challenge our thinking.
- ethical and operates within professional guidelines.
- independent.

Adapted from Hampshire Educational Psychology Service.

EP assessment at SEND support

Assessment only typically takes place following an initial consultation and would tend to follow the following process:



Stage 1 – Initial Psychological Consultation (PLAN)

An initial consultation is likely to involve the following steps:

- Making sense of the concerns and response to interventions
- Exploring hopes and aspirations
- Collaboratively planning next steps

Stage 2: Action by the school, parents/carers, EP (DO)

Any actions/ agreed strategies will be implemented as agreed in the consultation as part of your ongoing “Plan, Do, Review” cycle. If there are clear psychological questions to be answered, you and your EP may consider the following:

- Assessment to explore questions raised at the initial consultation which cannot be answered by the information already available.
- Observation of the young person in their educational setting. This will focus on the support in place and their response to this.
- Individual work with the child or young person to gain their views, explore particular skills or response to interventions.

The EP might also undertake brief interventions with a child, young person or group of children to support progress or develop different thinking skills and coping mechanisms.

Stage 3: Review (REVIEW)

A review consultation will take place after the agreed actions have been implemented. A brief review consultation record will be left with the school and parents/carers.

Psychological Consultation records will be handwritten or typed and will be shared just after the Psychological Consultation as a record of the joint problem-solving that has taken place. When more sustained involvement has taken place or when statutory advice is required, a more formal report might be provided.

4. Support for Families

Our team of EPs are committed to supporting parents and carers so that children and young people are happy and thriving both at school and at home. We offer a range of approaches and interventions aimed at supporting Surrey parents and carers to be the best care-givers they can be!

Telephone hotline for parents

Our telephone hotline runs every Wednesday from 1-4pm and is available to parents/carers should they have a psychological issue or question about their child they feel it would be helpful to discuss with an EP. During the phonecall, EPs will focus on problem solving, providing information and signposting if appropriate. This is not a formal means of referring an individual child to an EP and these consultations about children are anonymous. The following information will be recorded for administrative purposes: school name, age and gender of the child and a summary of key issues causing concern.

No prior arrangement is necessary – simply call into your area telephone number for your area between **1 – 4pm each Wednesday** as follows:

- North east - 01372 833588
- South east - 01737 737777
- North west - 01483 518130
- South west - 01483 517179

If you call and the hotline is busy, business support will take a message for an EP to call you back within 48 hours of your call.

Emotion Coaching training for parents

Emotion coaching is an approach which helps children and young people to understand the different emotions they experience, why they occur and how to handle them. This helps children and young people to learn how to regulate their emotions and behaviour.

Emotion coaching training is a free, online course for parents and carers:

Developing Positive Behaviour through Emotion Coaching:

An approach for parents and carers to use with children and young people

(aged 3-18 years).

There are **two training options** to choose from:

Option A: Introductory Course: An introduction to emotion coaching, including a 1.5 hour training and a drop-in Q&A session.

Option B: Applied Course: A more in-depth look at what emotion coaching is and how to use it effectively with your child, including 5x 1.5 hour sessions with a mix of training, reflection and discussion.

If you feel that you have parents that would benefit from this approach and you'd like to know more about this for parents in your school speak to your link EP. Training will run throughout the year and details are at the end of this brochure.

Multi Family Groups

Multi-family groups (MFG) are an evidence-based approach that involves bringing together different families, usually within a school, in order to work jointly to overcome each of their specific problems.

Multi-family groups are set up and run by a member of the school staff and an Educational Psychologist. Six to eight children with a caregiver meet weekly in school. The group aims to provide a context in which families can learn from each other to address and manage the issues they face.

Children who will benefit may display difficulties with:

disruptive behaviour; friendships; hyperactivity; impulse control; poor concentration; anxiety; communication difficulties; verbal and physical aggression; avoidance of school; erratic attendance; depression; self-harm and suicidal behaviour; shyness; learning blocks...



A family group has a **clear structure** based on targets, planning, action, reflection and transfer. It's important to know that there is always an activity that is interactive and fun in every group session.

Children and young people's progress is monitored daily against **emotional wellbeing or behavioural targets** and every six weeks overall progress is measured against goals.

If you feel that you have parents that would benefit from this approach and you'd like to know more about setting up a MFG in your school speak to your link EP.

Groups for parents of children with ASD (CYGNET)

CYGNET is a parenting programme for parents/ carers of children and young people aged 5-16 with a diagnosis of autism. The course is delivered over 7 sessions supporting parents/ carers in developing their understanding of autism to guide parents through practical strategies they can use with their children. There are two versions of this course currently available for parents: a virtual course where parents are expected to read up on content before each session with an EP; and a course delivered in person where the content and discussion are facilitated by an EP. For more information and to register your interest in the programme please go to the [CYGNET 5-16 Programme](#).

Support for parents of preschool children with additional needs: the Specialist Early Education Service (SEES)

SEES works across all areas of Surrey as part of the Educational Psychology Service and is made up of teachers and specialist support workers. They work with families of pre-school children who have complex additional needs.

SEES focuses on supporting and empowering parents to develop their children's skills so that they can take part in all aspects of family life. This is done through working together on individual targets and activities using a range of evidence-based approaches. SEES offers a range of programmes and services as detailed below:



- Portage - a home teaching service for young children with significant developmental delay or complex needs. Support is also provided to the nurseries attended by these children.
- LEAP - a specialist autism service for pre-school children offering support in the home and nursery;
- Positive Play (PPP) - a twelve-week individual programme where the primary concern is behaviour;
- Parenting Autism Together Programme (PAT-P) - a specialist six-week parenting course;
- Specialist groups focused on specific needs, such as Down syndrome.

Support for parents of adopted children and young people

EPs offer some additional time to support adopted children and young people through the Adoption South East (ASE) Service. Parents can access these services directly via ASE, as detailed below. Schools can sign-post parents but cannot request the involvement directly themselves.

- **POD (Post-Order Drop-in) Sessions:** These are held in the mornings of the 3rd Thursday of every month at the St John's Centre, Epsom Road, Merrow, GU4 7AA. Parents (and school staff as well if parents would like this) can meet for a 45-minute consultation with an EP and where appropriate, an ASE Social Worker. This is a problem-solving session where sign-posting and next steps can be agreed. A short document detailing agreed actions is produced by the EP and is shared with parents. These sessions can be offered face to face or virtually via Microsoft Teams.
- **Request for EP Involvement:** An EP can visit the child / young person's school, college or nursery for a consultation with parents and key staff. Depending on the issues raised; EP involvement may also include an observation and / or some direct work with the child or young person. A short report will be provided following this involvement that outlines findings and action points and a telephone review will be conducted a few weeks later. If further EP involvement is required following this the case will be passed to the link EP for the school.

To book a **POD meeting** or to make a **request for EP involvement**, parents should contact Sandra Munns at Adoption South East: Sandra.munns@surreycc.gov.uk or call 01932 794347.

5. Professional Support & Supervision

Staff in schools are often faced with complex challenges in relation to the children and communities in which they work. This might include maintaining personal wellbeing, supporting parents and problem solving issues in relation to complex cases as well as school wide policy and practice issues. EPs offer a variety of different approaches to promote wellbeing and enhanced professional practice. Professional support and supervision aims to:



- Maintain high levels of personal wellbeing
- Promote reflective practice and new perspectives
- Promote creative problem solving when dealing with complex issues

ELSA Supervision

Supervision offers a safe place to explore issues related to professional practice and support to deal with what is often intense and challenging work. EPs currently offer regular group supervision to ELSAs across Surrey and to participants on the Key Adult Programme focusing on developing trauma-informed approaches. Feedback from ELSAs:

‘ELSA supervision is so important I could not do my role without it. Having the back up when you are dealing with such emotional issues is key and regularly meeting up helps me do my job properly’.

‘Fantastic support and sharing of ideas/inspiration between our group of ELSA’s, alongside the brilliant guidance and support from our supervising EP’.

‘Support in this role is becoming more and more valuable as we face more challenging situations’.

For further information and booking: You can purchase supervision for your ELSA for the academic year by logging on to the [Services for Schools portal](#). Please talk to your link EP or area Senior EP to discuss your interest in other professional supervision in your setting.

Professional Support Groups

EPs can facilitate reflective support groups with different professional groups, such as a group of Head Teachers, Designated Safeguarding Leads, SENCos or a group of teachers or TAs within a school.

A model called a Work Discussion Group is used which enables staff to develop their personal skills and reflective capacity to manage complex issues. Work discussion groups provide containment through offering regular opportunities for group members to develop thinking and understanding about a range of work-related issues within a safe and confidential forum. Members have the opportunity to share a range of challenging issues, preoccupations, concerns or dilemmas - anything that they would value the opportunity to think through with others.

For further information and booking: Please talk to your link EP or area Senior EP to discuss your interest in setting up or becoming involved in a professional support group.

We would be grateful if your school is able to host any of these sessions.

6. Training and Support

The EPS have built upon the training offer from last year taking on feedback from those who attended and requests for new areas of development. Please see details below and flyers for these courses can be found at the end of this brochure.

EPs can also create and deliver bespoke training packages on a range of topics, including mediated learning, metacognition, executive function and maximising the use of Teaching Assistants.

Please note when booking a place on a course:

- To book your place, please log onto the [Services for Schools portal](#)
- Courses tend to be over-subscribed with waiting lists held. Where you are no longer able to attend, please inform business support as soon as possible so that your place can be reallocated.
- There will be no reduction in charge for a second person attending a course. If 3 school staff attend there will be a 15% discount for the booking. (Please note some courses are limited to 2 places per setting.)
- We are committed to reducing the resources used in courses and where possible will circulate training materials electronically in advance.

Programmes of training and support for 2020-21:

Reconnection, recovery and resilience during Covid19 and transitions back to school

We have developed a series of webinars to support school staff in thinking about the process of returning to school for children and young people and re-engaging with learning. These are available to listen to or to participate in as part of a discussion group with colleagues, facilitated by an EP:

20 minutes:

- Maintaining your wellbeing during challenging times
- Preparing for transitions
- Anxiety and resilience
- Bereavement and loss

45-60 minutes:

- Reconnection, recovery and resilience: supporting positive transitions back to school
- Promoting self-regulated and independent learners: supporting children in re-engaging with learning at school

Emotional Literacy Support Assistants (ELSA)

We are now beginning the tenth year of the Emotional Literacy Support Assistant (ELSA) programme in Surrey. Over the last 9 years we have successfully trained almost 700 ELSAs in Surrey and facilitate more than 50 supervision groups. We are planning to deliver more school-aged and early years ELSA training, but are waiting for further guidance from the national ELSA network. Due to the nature of the training, the national ELSA network are not recommending that we deliver the core ELSA training online; indeed they will not recognise any ELSAs trained wholly in this way.

We also appreciate that settings and schools are operating in a very different context to usual, that the situation is frequently changing and that there are still many unknowns. However, we also know that now more than ever ELSAs are going to play a vital role in supporting the emotional wellbeing and mental health of our children and young people.

We are holding a waiting list of interested settings and schools (some of whom have had funding for training agreed by the LLF). If your setting/school would like to train an ELSA this academic year, please email eastsurrey.epstraining@surreycc.gov.uk to be added to the list and we will let you know as soon as we have confirmed the training details.

Emotion Coaching

We continue to promote Emotion Coaching as a universal approach to supporting all children including those who find it difficult to remain calm and need skilful, sensitive support in developing their emotional awareness and regulation. We plan to extend the Emotion Coaching training for families and currently looking at ways of supporting those families who may benefit most.

We have now developed an Emotion Coaching programme for Surrey parents. Details of how to access are on page 14.

Compassionate Schools

Building on the positive feedback from 2019-20 we are continuing to run a series of programmes in building compassionate, relational approaches in schools. The programmes offer participants an opportunity to deepen their understanding of the potential impact of prolonged and unpredictable stress and trauma, the crucial importance of relationships and to build strengths-based hopeful approaches for children and young people.

- The Compassionate Schools Programme offers school leaders the opportunity to reflect and build on relational approaches across the whole school using the Compassionate Schools Framework.
- The Key Adult Programme offers teachers and TAs in primary and secondary schools the opportunity to extend their relational and practical skills in supporting children and young people, and in promoting and protecting their own wellbeing.

We plan to launch the Surrey Compassionate Schools Community of Practice in the spring term to continue to learn from the implementation and impact of whole-school approaches.

Supporting young people with anxiety in secondary schools

Supporting young people with anxiety in secondary schools has been very well evaluated and will be available again this year. We are extending the training on anxiety above to offer a training programme specifically for adults supporting children presenting with Emotionally-Based School Refusal and school avoidance.

Multi-Family Groups

A Multi-Family group is an evidenced based approach that involves bringing together different families in a therapeutic context, usually within a school, in order to work jointly to overcome each of their specific and very individual problems. Six to eight children/YP with their parent/caregiver meet weekly in school. The group aims to provide a context in which families can learn from each other to address and manage the issues they face. Last year we piloted Multi-Family Groups in 6 schools in Surrey and are building on what has been learned so far. Please talk directly to your link EP if you are interested in finding out more.

Groups for parents of children with ASD (CYGNET)

CYGNET is a parenting programme for parents/carers of children and young people aged 5-16 with a diagnosis of autism. The course is delivered over 7 sessions supporting parents/carers in developing their understanding of autism to guide parents through practical strategies they can use with their children. For more information and to register your interest in the programme please go to the [CYGNET 5-16 Programme](#).

Coming soon...

We are currently reviewing our approach to assessing and supporting children with **low reading attainment** and will be sharing more over this school year.

We are currently reviewing our offer to **early years** settings in promoting the wellbeing and future mental health of pre-school children.

Autumn Term

Title	Audience	Cost	Area	Dates and times	Venue
Stress, trauma, resilience & the principles of effective support	School staff, HSLWs, Governors, Voluntary services, Social care, Health agencies	No cost	Countywide	15/10/2020 3.30 – 5.00pm	Webinar
Emotional Literacy Support Assistant (ELSA)	TAs	£570 Includes supervision for remainder of year (4 sessions)	East	TBC	TBC
Emotional Literacy Support Assistant (ELSA)	TAs	£570 Includes supervision for remainder of year (4 sessions)	West	TBC	TBC
Early Years Emotional Literacy Support Assistant (EY ELSA)	EY Practitioners	£570 Includes supervision for remainder of year (4 sessions)	East	TBC	TBC
Early Years Emotional Literacy Support Assistant (EY ELSA)	EY Practitioners	£570 Includes supervision for remainder of year (4 sessions)	West	TBC	TBC
Emotion Coaching for parents (Option A introductory course)	Parents, carers	No cost	Countywide	27/10 3/11	Webinar

Spring Term

Title	Audience	Cost	Area	Dates and times	Venue
Emotional Literacy Support Assistant (ELSA)	TAs	£500 Includes supervision for remainder of year (2 sessions)	East	TBC	TBC
Emotional Literacy Support Assistant (ELSA)	TAs	£500 Includes supervision for remainder of year (2 sessions)	West	TBC	TBC
Early Years Emotional Literacy Support Assistant (EY ELSA)	EY Practitioners	£500 Includes supervision for remainder of year (2 sessions)	East	TBC	TBC
Early Years Emotional Literacy Support Assistant (EY ELSA)	EY Practitioners	£500 Includes supervision for remainder of year (2 sessions)	West	TBC	TBC
Emotion Coaching for parents (Option B: Applied course)	SENCOs, TAs class teachers	No charge	Countywide	20/1/2021 26/1/2021 3/2/2021 10/2/2021 24/2/2021	Webinar
Supporting young people with anxiety in secondary schools	SENCOs, TAs class teachers	£100	Countywide	10/3/2021	Webinar
Compassionate Schools Programme	School leaders	£150	Countywide	Dates tbc	Format tbc
Key Adult Programme for primary schools	Class teachers & TAs	£150	Countywide	Dates tbc	Format tbc
Key Adult Programme for secondary schools	Class teachers & TAs	£150	County wide	Dates tbc	Format tbc

Summer Term

Title	Audience	Cost	Area	Dates and times	Venue
Emotional Literacy Support Assistant (ELSA) Conference	Trained ELSAs	TBC	County-wide	TBC	TBC
Emotion Coaching for parents (Option A introductory course)	Parents, carers	No cost	Countywide	19/05/2021	Webinar
Emotion Coaching for parents (Option B: Applied course)	Parents, carers	No cost	Countywide	6/5/2021 13/5/2021 20/5/2021 27/5/2021 10/6/2021	Webinar

7. Research and Evaluation

Evaluation

In Surrey, we believe that we are all responsible for knowing and understanding the quality and impact of our practice. As an Educational Psychology Service we strive to understand what is working and find out what we need to change to make improvements. The service engages in a range of activities to assure the quality of the service to children, schools, families and the Local Authority including:

- Annual Parent feedback with regard to the quality of statutory advice reports;
- Annual School Survey to head teachers and SENCOs to request feedback on what is working well, improvement suggestions and ideas for future service delivery;
- Pupil feedback opportunities via paper and online opportunities (trial ongoing);
- Evaluations of Psychological Consultations;
- Evaluations of all training;
- Evaluation of all supervisory activities including ELSA supervision and staff Solution Circles.

Doctoral research completed in July 2020

Surrey Educational Psychology Service is committed to research as a way of developing understanding, enhancing practice and improving outcomes for children and young people. We are delighted to share that in 2020, the following Surrey EPs completed doctoral research, contributing useful insight into a diverse range of practice. Thank you to all who have given time to participate in this research. Research summaries can be available upon request.



Dr Sue Peters	Exploring the experience for young people of the Emotional Literacy Support Assistant (ELSA) intervention: case studies in secondary schools
Dr Parisa Farrugia	An emancipatory study exploring the educational experiences of unaccompanied children and young people.
Dr Cath Stracey	Experiences of an equine facilitated psychotherapy intervention: A multi-informant perspective.
Dr Martha Keogh	An exploration of Designated Teachers' experiences of supporting adopted children in school, the barriers they face and their perceptions of the role of Educational Psychologists in supporting them.

Social media



Please follow Surrey Educational Psychology Service on Twitter @surreyeps to see the range of activities we undertake.

Flyers for programmes of training and support:

Emotion Coaching

Emotion Coaching for professionals

Open to Head Teachers, SENCOs, ELSAs and staff in schools

Emotion Coaching is a useful tool or approach in supporting children and young people's behaviour and mental and emotional health and well-being. It is based on current developments in neuroscience and educational research.

Research at Bath Spa University found that Emotion Coaching helps:

- ✓ children to regulate, improve and take ownership of their behaviour
- ✓ children to calm down and better understand emotions
- ✓ practitioners to be more sensitive to children's needs
- ✓ create more consistent responses to children's behaviour
- ✓ practitioners to feel more 'in control' during incidents
- ✓ promotes positive relationships between adults and children



This training aims to develop the **knowledge, skills and confidence** of staff in schools to **support behaviour** and **develop wellbeing and resilience** in children and young people through an emotion coaching approach.

We recognise the importance of giving time during the training to skill development and application to real case studies.



Area	Date	Venue	To book
NE			ne.educationteam@surreycc.gov.uk
SE			se.educationteam@surreycc.gov.uk
NW			nw.educationteam@surreycc.gov.uk
SW			sw.educationteam@surreycc.gov.uk



Emotion Coaching for parents/ carers

Developing Positive Behaviour through Emotion Coaching:

An approach for parents and carers to use with children and young people (aged 3-18 years).



Sound familiar?

Tim, 4, has made it clear he doesn't want to get ready for bed and his loud screams wake up his baby sister.

Marta, 9, refuses to get up out of bed and prepare for school in the morning. When her Dad pulls off the covers, she hurts him.



Sam, 15, won't stop playing on the iPad. He promised his sister he would share it with her, and so a loud argument starts. Someone gets hurt.

Emotion coaching is an approach which helps children and young people to understand the different emotions they experience, why they occur and how to handle them. This helps children and young people to learn how to regulate their emotions and behaviour.



- Emotion coaching training is a free, online course for parents and carers.
- There are two training options to choose from:

Option A: Introductory Course

An introduction to emotion coaching, including a 1.5 hour training and a drop-in Q&A session.

Option B: Applied Course

A more in-depth look at what emotion coaching is and how to use it effectively with your child, including 5x 1.5 hour sessions with a mix of training, reflection and discussion.

Both courses will be running throughout the year. To find out more or to sign up for the next available course please email sw.education@surreycc.gov.uk

“It was a lovely course and it will help many parents”- Parent

Multi Family Groups



A Multi-Family Group is an evidence-based approach that involves bringing together different families in a therapeutic context, usually within a school, in order to work jointly to overcome each of their specific and very individual problems.

Who and what is involved?

Multi-family groups are set up and run by two members of the school staff and an Educational Psychologist. The EP supports set-up for 8-12 sessions after which the group is run by the two school staff under supervision by the EP. Six to eight children/YP with their parent/caregiver meet weekly in school.

The group aims to provide a context in which families can learn from each other to address and manage the issues they face. Children who will benefit may display difficulties with:

persistent disruptive behaviour; friendships; hyperactivity; impulse control; poor concentration; anxiety; communication difficulties; verbal and physical aggression; avoidance of school; erratic attendance; depression; self-harm and suicidal behaviour; shyness; learning blocks and so on.

How is a MSF Group run?

Children and young people's progress is monitored daily against **emotional wellbeing or behavioural targets** and every six weeks overall progress is measured against goals.

A family group has a **clear structure** based on targets, planning, action, reflection and transfer. There is always an activity that is interactive and fun in every group session. The group is open to new members joining through the year.

What should the school provide?

A consistent **room**. Tea, coffee, biscuits. Some **resources**: paper, pens, games

At least one consistent and committed **staff** member who is interested in working with families and has a natural affinity towards reflective practice

Senior leadership and school staff who are committed to enhancing their relationships with families in order to support the development of their children/ young people over time.

- Time and setting to brief all other staff (eg. Staff briefing)
- Commitment from teachers to filling out the target card

Further information:



For information contact your link EP. Also see the [Anna Freud Website](#).

Emotional Literacy Support Assistant (ELSA) Training and Supervision

Emotional Literacy Support Assistant (ELSA) Training 2020-21

For School-Based and EY Practitioners

What is the ELSA Programme?

The ELSA programme is designed to promote the emotional wellbeing of children and young people through a well evaluated 5 day training course and ongoing supervision from an Educational Psychologist. It has been successfully delivered and supported by Surrey Educational Psychology since 2011; we have trained almost 700 ELSAs.

What does the ELSA training cover?

- Introduction to emotional literacy in schools and emotional awareness
 - Active listening and reflective conversations
- Building Resilience
 - Attachment, Security and Belonging
 - Self-Image, Motivation, Mindset and Positivity
- Emotional Regulation
 - Managing Anger and Anxiety Using Puppets and Therapeutic Stories
- ASD and Social Skills
- Friendship Skills
- Getting the most from supervision
- Good practice guidelines and getting started (HTs and SENCOs invited to final afternoon)

What does the ELSA training cost?

The total training cost is **£500 - £635 (this is dependent on which term the course takes place in and how many supervision sessions are included)**. This cost includes:

- 5 days of training by two Educational Psychologists
- The remaining supervision sessions for the academic year (one two-hour session per half term) following the training
- A valuable ELSA folder containing powerpoints, handouts and resources
- The updated second edition of the 'Emotional Wellbeing: An Introductory Handbook for Schools' by Gillian Shotton and Sheila Burton (2018). This was created specifically to support the ELSA role, reflecting all areas of the ELSA training
- Use of the ELSA Network logo for your school website and any ELSA materials
- Lunch and refreshments for the five days of training

Covid-19 Update

We are planning to deliver more school-aged and early years ELSA training as soon as we can, but we are waiting for further guidance from the government on when we will be able to meet in bigger groups for training. Due to the nature of the training, the national ELSA network are not recommending that we deliver the core ELSA training online; indeed they will not recognise any ELSAs trained wholly in this way.

We also appreciate that settings and schools are operating in a very different context to usual, that the situation is frequently changing and that there are still many unknowns. However, we also know that now more than ever ELSAs are going to play a vital role in supporting the emotional wellbeing and mental health of our children and young people.

As such, we are trying to work out the best way of delivering the training face to face and supporting trainee ELSAs to access the training.

We are holding a waiting list of interested settings and schools (some of whom have had funding for training agreed by the LLF). If your setting/school would like to train an ELSA this academic year, please email eastsurrey.epstraining@surreycc.gov.uk to be added to the list and we will let you know as soon as we have confirmed the training details.



Emotional Literacy Support Assistant (ELSA) Supervision 2020-2021

ELSA Supervision

Once trained, ELSAs have access to group supervision sessions delivered by an Educational Psychologist. Ongoing Supervision by an EP is an integral and essential element of ELSA to safeguard pupils, to develop the ELSA's skills, to support ELSAs in their work and to maintain their role.

What does ELSA Supervision Cost?

6 sessions over the year (1 per half term) with an Educational Psychologist will cost:

- £200 per ELSA per year for 1 ELSA in a school
- £175 per ELSA per year for 2 ELSAs in a school
- £150 per ELSA per year if 3 or more ELSAs in a school

There is an expectation that following the first academic year (4 sessions included in the initial cost), schools will continue to purchase EP-led supervision for their ELSA (currently at approximately £33 per session per ELSA or £200 per year per ELSA. A discounted rate will be available for schools with 2 or more ELSAs). It should be noted that if trained ELSAs do not continue to access EP-led supervision or attend supervision on a regular basis, they should no longer undertake this work; nor should they use the role title of ELSA. They will be taken off our database of trained ELSAs and will be unable to access further professional development opportunities.

Please note:

- For ELSAs that trained in the autumn term 2019, supervision was included for the remainder of the 2019-20 academic year. From 2020-2021 charges will apply.
- For ELSAs that trained in the spring term 2020, supervision was included for the remainder of the 2019-2020 academic year. From 2020-2021 charges will apply.
- For ELSAs training in 2020-21, supervision will be included for the remainder of the academic year. From 2021-2022 charges will apply.

What do ELSAs say about ELSA supervision?

'ELSA supervision is so important I could not do my role without it. Having the back up when you are dealing with such emotional issues is key and regularly meeting up helps me do my job properly'.

'Fantastic support and sharing of ideas/inspiration between our group of ELSA's, alongside the brilliant guidance and support from our supervising EP'.

'Support in this role is becoming more and more valuable as we face more challenging situations'.

How do I purchase ELSA Supervision?

You can purchase ELSA supervision sessions for the academic year 2020-21 by logging onto the [Services for Schools portal](#), selecting ELSA Supervision and purchasing the number of packages you require for the number of ELSAs you have.

Introductory webinar

Stress, trauma, resilience & the principles of effective support



This introductory webinar will guide participants through some of the latest thinking and research in understanding the impact of prolonged and unpredictable stress, including that associated with the pandemic. It will consider the essential role played by the network of adults around a child or young person in promoting secure relationships, providing calm, regulating experiences, promoting wellbeing and buffering the effects of stress. It will also provide signposting to further information, resources and support.

FOR:

School staff, Home school link workers, Governors, Voluntary services, Social care, Health agencies

Please note: The content in this webinar will also feature in the Compassionate Schools Programme for school leaders and the Key Adult Programmes (see below).

What's involved:

1.5 hour online webinar with opportunities for reflection and discussion with colleagues from a range of settings and agencies.

Dates and booking details will be shared as soon as possible.

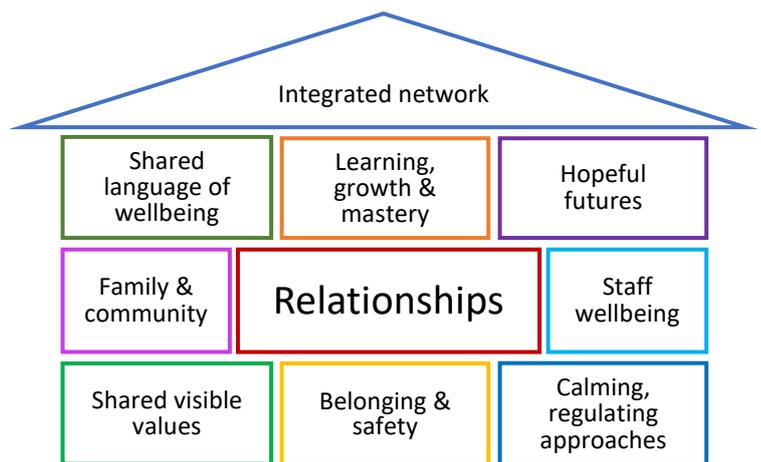


The Compassionate Schools Programme for school leaders

The Compassionate Schools Programme offers school leaders an opportunity to explore current school practice in promoting the wellbeing and inclusion of children and young, particularly those who have been affected by prolonged and unpredictable stress, trauma and adversity. The programme brings together thinking and research in three key areas as part of an integrated and coherent whole school approach:

- An understanding of the impact of prolonged and unpredictable stress on the wellbeing of children and young people and the principles of effective support. This will include reflection on stressors associated with the pandemic and school closures and what has been learned.
- The power of relationships on promoting wellbeing and buffering the effects of stress and the role of empathy and compassion in schools, recognising the need to promote and protect the wellbeing of adults.
- The need for a holistic and strengths-based perspective building hopeful futures for children, young people and families.

Translating this research into whole school approaches puts relationships at the centre of school life. **The Compassionate Schools Framework** provides the basis to the programme, providing an integrated framework to promote reflection on strengths and areas for development within a school community in building on compassionate, relationship-focused, research-informed approaches.



What's involved:

- Training day in person or a series of online sessions
- Set of activities to undertake within school
- Reflection workshop (half day) in person or via online session

Opportunities to participate in 2020-21

We hope to offer courses in the spring term. Further details will be circulated when available. For further information about the programme please talk to your link EP or contact Kirsty Quinn, Area Senior Educational Psychologist at kirsty.quinn@surreycc.gov.uk.

The Key Adult Programme for teachers and teaching assistants

The Key Adult Programme offers teachers and teaching assistants an opportunity to explore current thinking in building relational approaches in schools in supporting children and young people who may have been affected by prolonged and unpredictable stress or trauma. The programme will include reflection on stressors associated with the pandemic and school closures.

It offers teachers and TAs an opportunity to

- develop their understanding of the potential impact of prolonged and unpredictable stress on children and young people and the principles of effective support
- deepen their understanding of the power of relationships and extend their relational and practical skills in effectively supporting children and young people
- explore and develop awareness of their own coping strategies and resilience during what is often intensive work



The content is closely aligned to that of the Compassionate Schools Programme for school leaders.

Feedback from participants on the Key Adult Programme:

“The programme 'lit a fire' inside me. It helped me focus my existing passion to work with children.”

“I’m more confident about understanding my relationship with a child. It’s not all about do do do...it’s about developing the connection.”

“The pupil I work with is much calmer...I think he knows I get him more, we are better connected than before”

What’s involved:

- Training day in person or a series of online sessions
- Activities to undertake within school
- 2 group supervision sessions to reflect on learning (in person or online)

Opportunities to participate in 2020-21

We hope to offer courses in the spring term. Further details will be circulated when available. For further information about the programme please talk to your link EP or contact Kirsty Quinn, Area Senior Educational Psychologist at kirsty.quinn@surreycc.gov.uk.



Supporting Young People with Anxiety in Secondary Schools



Why is this training important?

Many young people experience a high level of anxiety which impacts on their wellbeing and performance in school.

Skilled early intervention to support young people with anxiety can change lives and prevent further escalation of mental health needs.

Young people with ASD who experience anxiety are particularly vulnerable and in need of support to understand and manage their anxiety.

You will gain:

- ✓ **Knowledge** about types of anxiety and how anxiety functions
- ✓ **Understanding** of anxiety from a cognitive behavioural perspective so that you can
 - **Deliver interventions** using a cognitive behavioural informed approach and
 - **Understand** a wider range of **ways to support young people to manage their anxiety** and foster their resilience so they can work to **support themselves** in the long term
- ✓ Thinking about supporting young people with anxiety who have **Autism Spectrum Disorder (ASD)**, including working with avoidance and refusal behaviours.

This training is open to teaching assistants and/or SENCOs who are available in schools to deliver interventions and manage the needs of YP who have high levels of anxiety

Additional information:

Dates to be identified

Cost: £100 pp

Time: 9:30am – 4:00pm

Refreshments will be provided but kindly please bring your own lunch.

Please note this training will be **'paper-less'** i.e. materials will be made available via email prior to the training to be printed off by participants if required.



“For me, anxiety feels as if everyone in the world is waiting for me to trip up, so that they can laugh at me. It makes me feel nervous and unsure whether the next step I take is the best way forward.”