**Oxfordshire**

**Educational Psychology Service**

**Request for the academic year 2024-25**

Please email the completed form to [educationalpsychology@oxfordshire.gov.uk](mailto:educationalpsychology@oxfordshire.gov.uk) before 30/4/24.

**CONFIRMATION DETAILS:**

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| --- |
| Name of the Commissioning /School /College, Trust or Agency\* |
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| **Daily rate** | **\*2024-25**  **Number of days requested**  **Minimum of 3 days per setting** | **Total cost**  **7/12ths will be charged before the end of March 2025 and 5/12ths in July 2025** |
| **Requests to be received by 30/4/24**  **£585 per day** |  |  |

**Please refer to the Service Level Agreement for terms and conditions of commissioning arrangements. Please note that all request forms must be signed by the person responsible for processing payment for this service on PAGE 5.**

**Please ensure that you complete all of the essential information needed for arranging payment on PAGE 5**

Complete the pages below for:

* Nurture Group training and support,
* ELSA supervision
* SENCO supervision

**Nurture Group Training and Supervision Package**

**See Appendix 1 for more details**

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| **Nurture Group Package (Primary schools)** | **£585 per person\***  **\*costs may be lower if number of participant schools is higher than projected** | Y/N |
| **Nurture Group (NG) Offer/Commitment from school**  **See appendix 2 for more details** | The package includes:   * a virtual set-up meeting, * two days of training for two nurture group practitioners (nurture groups are run by two trained practitioners, who could have a background as a teaching assistant or teacher). The training will be delivered by Educational Psychologists. * A half-day training for the line manager/SENCo is included free. * Two nurture group specific group supervision sessions facilitated by an educational psychologist to support the running of the group. | |
| **Nurture Group Practitioner 1 Name:** |  | |
| **NG Practitioner 1 e-mail:** |  | |
| **Nurture Group Practitioner 2 Name:** |  | |
| **NG Practitioner 2 e-mail:** |  | |
| **NG Line Manager name:** |  | |
| **Line manager e-mail:** |  | |
| **Total cost per school** | £1170 | |

**SENCO Supervision Group**

**Please See Appendix 2 for details**

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| **6 sessions of up to 2 hours, one per half term** | £60\* | **Y/N** |
| **SENCO Name:** |  | |
| **SENCO e mail address:** |  | |
| **SENCO signature confirming commitment to attend:** |  | |
| **Already in a group?** | **Y/N**  **Name of current EP facilitator:** | |
| **Which sessions can the SENCO attend 2023/2024 (please state all possible sessions)?** | **Tuesday afternoon**  **Wednesday morning**  **Wednesday afternoon**  **Thursday morning**  **Thursday afternoon** | Y/N  Y/N  Y/N  Y/N  Y/N |

**\***subsidised

**Please note this additional information is needed to enable us to arrange the groups but we can not guarantee that a particular session will be available.**

**ELSA Supervision**

**Please note the ELSA Training course 2024-2025 will be open for booking from June 2024 and will cost £750 for the 6 day course. The form below will secure ELSA Supervision for the academic year 2024/25. All ELSAs receiving supervision need to have completed the ELSA Training Course (See Appendix 3 for more details)**

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| **ELSA Supervision for 2024- 2025** | **£320** | Y/N |
| **ELSA Commitment:** | *We wish to offer the ELSA role in our school and participate in ELSA supervision, beginning in September 2024. We agree to the terms of involvement outlined in Appendix 3. We agree to release each ELSA for every supervision session. We understand that ELSAs should continue to attend supervision with an Educational Psychologist whilst in the role. We agree to allocate time each week to ELSAs to fulfil their responsibilities.*  **Agreed by**  **Name:**  **Role:** | |
| **ELSA Name(s):** |  | |
| **ELSA e mail address(es):** |  | |
| **ELSA Line Manager name:** |  | |
| **ELSA Line Manager e mail:** |  | |

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| I accept the terms and conditions of this service level agreement on behalf of the school, as set out in this & the accompanying “Service Level Agreement” document: | |
| Signature\*  Note electronic signatures are acceptable |  |
| Name \* |  |
| Role |  |
| e-mail\*:  Telephone number\* : |  |
| Cost Centre to be charged \*  Or  For academies the address for invoicing and Purchase Order number are required\* |  |
| Date of request: |  |

For further discussion regarding the service please contact one of the managers as follows:

Interim Service Manager/PEP: [Deborah.Smit@Oxfordshire.gov.uk](mailto:Deborah.Smit@Oxfordshire.gov.uk)

Interim Assistant Principal EP: [Kathryn.davidson@oxfordshire.gov.uk](mailto:Kathryn.davidson@oxfordshire.gov.uk)

South : [Caroline.Rendell@Oxfordshire.gov.uk](mailto:Caroline.Rendell@Oxfordshire.gov.uk) or [AnneMarie.Baverstock@Oxfordshire.gov.uk](mailto:AnneMarie.Baverstock@Oxfordshire.gov.uk)

North : [Kathryn.davidson@oxfordshire.gov.uk](mailto:Kathryn.davidson@oxfordshire.gov.uk)

Central : [Jessamine.Chiappella@oxfordshire.gov.uk](mailto:Jessamine.Chiappella@oxfordshire.gov.uk) or [Caroline.Duncan@Oxfordshire.gov.uk](mailto:Caroline.Duncan@Oxfordshire.gov.uk)

**\* essential information**

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| Appendix 1  Oxfordshire Educational Psychology Service  Nurture Group Training and Supervision Contract 2024/2025 |

Nurture groups are an early intervention provision to support children and young people with social, emotional and mental health needs at an early stage.

First developed in the 1970s by Marjorie Boxall, an Educational Psychologist working in inner London the research and practice in this area has developed over time. Nurture groups fit well within relationship-based approaches, such as attachment aware/trauma informed schools and aim to offer targeted support to identified children who have vulnerabilities/risk factors in relation to SEMH needs.

The EPS is offering a Nurture Group package to support primary school staff (2 HLTAs in each school, with management support e.g. from a SENCo or Inclusion Lead) to run a small group of about 10 children (on a part-time basis) in mainstream schools to support the development of their social and emotional skills in order to enable them to re-integrate full-time into their mainstream classes after four to six short terms in the nurture group. The nurture practitioners would receive additional external supervision from an educational psychologist in order to support the effective running of the groups by bringing a psychological perspective, additional practice or research-based information and a staff wellbeing approach to the sessions. These group supervision sessions will also enable schools to share and develop good practice.

Commitment from the EPS

A set-up meeting with the school leadership lead on nurture, to help identify children who would benefit, suitable room and resources, working with parents/carers, and supportive processes to implement (e.g. planning and monitoring impact). This would take place via an online video call.

Each school would send two higher level teaching assistants on a two-day in person training course run by two educational psychologists. A half-day participation by a member of the leadership team responsible for the nurture group in the school would be included free of charge.

Each school would receive two group supervision sessions, facilitated by an educational psychologist, in the first academic year of set-up. These would be delivered virtually. Good practice sharing will be facilitated.

Commitment from School

Schools will identify a nurture lead from the senior leadership team in the school who will support the implementation through participation in a set-up meeting and a half-days training, as well as supporting the ongoing running of the nurture group.

Schools would be expected to identify and release for training, planning/preparation and delivery time, two HLTAs (or an HLTA and a teacher). Practitioners will also be released to attend group supervision sessions.

Schools would have a room, of an appropriate size, that can be resourced to support nurture activities (e.g. learning and play resources, emotional literacy resources, appropriate furniture, access to food/drink preparation space).

Nurture group practitioners are required to follow school policies at all times, with particular regard to policies around confidentiality and safeguarding.

To keep project costs to a minimum, training will be hosted in Oxfordshire County Council venues and set-up meetings and supervision sessions will be online.

Appendix 2

**SENCO Supervision Groups**

OCC value the work of schools in supporting SEN and recognise the critical role of SENCOs. Time has been provided to support SENCOs to come together to share good practice and explore issues facilitated by an EP.

**What is a SENCO supervision group?**

A forum for SENCOs to review and reflect on their work to support practice development. It is an opportunity to discuss practice openly and honestly within a confidential environment.

The aims are to provide:

* Learning through joint problem-solving and sharing of information
* Peer support for well-being

A structured problem-solving method is used to explore and generate solutions to issues brought by members of the group. Topics are work-related but can include any aspect of your role that you would like to discuss. The first meeting will include an introduction to the problem-solving method.

(Please note that the focus of this work is practice development and not individual children/young people. It cannot be used for or recorded as EP involvement for individuals.)

**Who?**

The EP will facilitate a group with up to 8 SENCOs ideally from a geographical area.

**When?**

There will be one meeting lasting up to 2 hours, 6 times a year (each short school term).

**Where?**

Most meetings will run online using Microsoft Teams but there is an option to meet face-to-face if groups would prefer.

If the meetings go ahead face-to-face we will ask schools to offer to host sessions, ideally visiting different schools across the year.

**Cost?**

£60 for the year

**How to sign up?**

The success of supervision groups depends on regular attendance. The model operates on a peer support system so everyone needs to attend each session whether or not they have issues that particular week. Please bear this in mind before committing to the approach for 2024/2025.

If you are able to commit to the sessions please indicate your interest on the EP Booking Form and provide e mail contact details. Booking Forms cover the range of traded work provided by the EPS and need to be submitted by 30/4/24.

SENCO Supervision Groups will be decided during the summer term and you will be informed of your group and EP supervisor before September.

**Quotes from SENCOs following engagement in supervision 2020/2021:**

*“A professional and supportive forum where SENDCos can reflect openly on SEND provision, pupil needs, school development and strategic overviews; Facilitated by an Educational Psychologist. A great use of time!”*

*“I always left with so many ideas and felt so supported”.*

*“It is a supportive and confidential group where you can discuss challenges and come away with a list of strategies to try”.*

*“I am so pleased to have been part of these sessions and would absolutely recommend them to other SENCOs.”*

Appendix 3

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| Oxfordshire Educational Psychology Service  ELSA Supervision Contract 2024/2025 |

The ELSA role in Oxfordshire is underpinned by the support ELSAs receive through supervision. In order to undertake work as an ELSA in Oxfordshire, the member of staff will have attended all 6 training days with the Oxfordshire Educational Psychology Service (EPS) and continue to receive regular supervision from Educational Psychologists.

In order to support ELSAs who have received their training in other authorities, schools will be able to access the ELSA supervision groups run by Oxfordshire EPS.

Commitment from the EPS

6 x 2 hour group supervision sessions in an academic school year (one each half term).

A maximum of 8 ELSAs per session led by an EP (Educational Psychologist) supervisor. The EP supervisor will monitor attendance at supervision sessions and liaise with ELSA line managers as appropriate.

Commitment from School

The school will provide evidence that the ELSA has completed the full training programme. The school will release each ELSA to attend the supervision sessions. Quality assurance of ELSA work is a shared responsibility between the school and the EP supervisor. It is important to work together to discuss issues if they arise. ELSAs are required to follow school policies at all times, with particular regard to policies around confidentiality and safeguarding.

Accreditation

The ELSA role requires more than completion of the initial training course. Accreditation is awarded following a period of practice. Before receiving a certificate an ELSA is required to:

* have attended all six initial training days (sometimes one is missed and needs to be made up subsequently with a different cohort)
* have attended a minimum of four group supervision sessions
* be working as an ELSA in their school
* have shown some examples of a programme they have developed and sessions they have planned to their EP supervisor

To keep project costs to a minimum, participating schools will be asked to host supervision sessions. It is anticipated supervision will take place face – to – face.