OCC Logo

**Educational Psychology Service**

##### Agreement

**2025 - 2026**

*FEELING GOOD ↔ LEARNING WELL*

*PROMOTING PSYCHOLOGICAL*

*WELL-BEING*

1. **Introduction**

This agreement clarifies the range of provision and quality of service that can be expected by schools that purchase Educational Psychology Services (EPS) from Oxfordshire County Council. We also provide statutory service to the Local Authority that are separate to the traded offer and therefore not included in this document.

Schools can expect advice and support in the areas listed in section 3. The detail needs to be agreed jointly in a planning meeting, taking into account the needs of the school and the amount of time requested.

##### Context

Many children and young people will experience difficulties at some point during their education and may benefit from help with learning, behaviour, social interaction, communication, emotional well-being, physical or sensory skills. Most of these children will be receiving support through School SEND Support and/or provision outlined in the local offer.

Where concern persists despite appropriate learning opportunities and intervention, Educational Psychologists (EPs) bring a psychological perspective to problem solving and improving learning and well-being.

As part of the Local Authority, the EPS also has responsibility for:

* Statutory duties as described below
* Vulnerable children and young people including those who are a Child We Care For, following the LA guidelines
* Safeguarding
* Responding to critical incidents

**3. Traded Service**

In order to work effectively in partnership with schools it is expected that work will be negotiated and planned to take place evenly across the six school terms.

Advice and support is available at an individual, group or class, strategic, systems and organisational level. The service uses a **Joint Problem Solving** model (JPS).

Joint problem solving is a collaborative way for EPs to work with families, schools and professionals, to help think through the issue, clarify the issue and then develop next steps. The aim is to work together, drawing on everyone’s unique understanding of the situation in order to jointly develop solutions.

As part of the model there will always be a joint problem-solving meeting with the person raising the concern and, as appropriate, key people in a position to contribute to the discussion.

Reviewing should be a core part of any piece of work undertaking by the EPS, reflecting the “Assess Plan Do Review” process from the Code of Practice. How the review takes place can be individualized depending on the circumstances of the school, the traded time available, and the needs of the piece of work.

Through Joint Problem Solving, EPs work at different levels, their work may include the following:

At an **individual** level:

* Classroom/playground observations
* Direct work with individual pupils
* Supporting the setting up of interventions for a child
* Contributions to multi-agency meetings about children and young people as appropriate, e.g., Annual Review meetings, Team Around the Family (TAF) meetings.

At a **group or class** level:

* Psychological interventions aimed at developing particular skills of small groups of children (e.g. social skills, thinking skills)
* Providing support, advice/training for staff on a particular issue, e.g. executive functioning, understanding anxiety, emotionally based school avoidance.
* Providing parent workshops
* Providing supervision to staff
* Working with teachers to introduce different approaches, e.g. precision teaching to a class or whole school
* Supporting the implementation of emotional wellbeing initiatives, e.g. building resilience

At a **strategic,** **systems or organisational** level

Supporting schools with:

* Developing new school policies and procedures
* Whole school training
* Project work, e.g. promoting staff well-being
* Nurture groups
* ELSA

**Preparation and follow up:**

Prior to and following a school visit, activities, e.g. record keeping, the writing of reports/consultation records and professional liaison may be conducted off site and will be included as part of the time contracted by schools. Off-site time will not typically be more than the direct work time in school, the exceptions to this may be when training is being prepared and delivered and where there is a piece of complex case work that has been agreed. In the latter example, the school and the EP will have discussed whether more time will be needed to complete records following this work.

**4. Early Years**

For those children in the Foundation Stages of maintained schools or nurseries, the same arrangements apply as for school age children in relation to traded and statutory work.

**5. Further Education Colleges**

For those children in the Further Education Colleges, the same arrangements apply as for school age children in relation to traded and statutory work.

## 6. Guidelines for effective working arrangements between schools and EPs

The Educational Psychology Service has a duty to ensure that assessment and intervention practice complies with the Health and Care Professions Council standards of proficiency and code of conduct/ethics regulations. (Available at [www.hcpc-uk.org](http://www.hcpc-uk.org)).

# EP practice includes the expectation that we work in partnership with parents. When the EP observes or meets with the pupil, a joint problem-solving meeting will always be arranged with parents/carers and key school staff who know the child well. This will typically be organised by school personnel as the meeting is most likely to take place in the school setting.

The EPS supports and has a duty to comply with the principles underpinning The Special Educational Needs and Disability Code of Practice: 0-25 as detailed below:

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

• the views, wishes and feelings of the child or young person, and the child’s parents

• the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions

• the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

These principles are designed to support

* the participation of children, their parents and young people in decision making
* the early identification of children and young people’s needs and early intervention to support them
* greater choice and control for young people and parents over support
* collaboration between education, health and social care services to provide support
* high quality provision to meet the needs of children and young people with SEN
* a focus on inclusive practice and removing barriers to learning
* successful preparation for adulthood, including independent living and employment

As such all EPs will have regard to the principles above in all of their practice in schools and other settings.

**7. Requesting EP involvement**

Requests for EP involvement are usually made through discussion with the school at a planning meeting coordinated by the Special Educational Needs   
Co-ordinator (SENCo). If staff, parents or other professionals have concerns about a pupil/issue, they should discuss these with the SENCo in the first instance.

After agreeing the focus of EP involvement, the EP will send a Joint Agreement Form (JAF) for the school/parent/YP to complete. This should be returned to the EP/admin with parental/ YP (over 16) signature along with relevant paperwork, e.g. Pupil Profiles, Provision Trackers, PEPs, attainment data a week prior to the visit. Best practice is for the school to complete the section “For Schools” and then send on to parents for them to add their contact details, comments and signature to agree to EP involvement and Data Processing.

On receipt of a completed JAF, the Educational Psychology Service will open confidential and secure electronic files for each pupil. Files can be accessed at any time by parents under Data Protection legislation. Any involvement concerning a named pupil will be recorded either as Psychological Advice for an EHC needs assessment or a Record of Involvement (ROI) or Review document and sent to parents and school (school will receive a copy of the Psychological Advice from the EHCP Assessment team).

**8. Quality Standards**

|  |  |
| --- | --- |
| Schools can expect Educational Psychologists to:   * Conduct themselves professionally according to the BPS and HCPC code of ethics and the LA policies and procedures. * Have enhanced DBS clearance   + Be up to date with recent legislation and be well informed about LA policies and procedures for SEND and school improvement. * Make planned appointments which will be kept, except in unavoidable circumstances. * Inform the school at the earliest possible opportunity if an appointment cannot be kept, for instance, in the case of illness. Offer an alternative appointment where possible. * Provide written feedback following every school visit within 3 working weeks. * Contribute to and/or attend annual or interim review meetings (as part of traded work) that are planned well in advance on agreed days and times if appropriate. * Undertake, in agreement with the school, intervention and support focused on individuals or groups with identified needs. * Agree a plan for the EP’s time taking into account the traded time available and the time needed for review. * Provide training to staff on request and by negotiation. * Provide supervision\* to staff on request and by negotiation. * Provide Assistant EP support (when available). See note on AEPs later in the document | EPs expect schools to:   * Designate an appropriate person to liaise with the EP. * Agree a plan for the EP’s time taking into account the traded time available and the time needed for review. * Spread delivery of traded days evenly throughout the year. * Signpost the EP to the school’s SEND development plan or improvement plan. * Ensure all sections of the Joint Agreement Form are completed, signed and returned at least 5 working days prior to the planned visit. * Provide the EP with all relevant paperwork, such as relevant pupil tracking information, the Pupil Profile, Provision Tracker and attainment information as well as information from other agencies and the school before the work commences. * Support and facilitate the joint problem solving process, arranging a suitably convenient time for the JPS meeting to take place and inviting parents into school for the meeting/setting up online meeting where agreed. * Ensure that the EP has access to and sufficient time to meet with parents, Headteacher, SENCo, other teachers and TAs, and any other meetings as planned between the school and the EP. * Provide a suitable working space for working with individuals/small groups. * Let the EP know when there are school trips or other events which will mean pupils or staff being absent on the day of the visit. |

**\*** Supervision provides a forum for practitioners 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. 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. For detailed discussion of specific individuals please ensure a JAF is completed in advance.

**9. Reviewing**

In line the Code of Practice Assess, Plan, Do, Review (APDR) cycle, it is best practice for EPs to be involved in reviews of progress. These can take a variety of forms, e.g., joining SEN review meetings, discussing with SENCos during planning and review meetings, arranging separate EP facilitated review meetings.

**10. Evaluation and Feedback**

EP work in schools and other settings will be monitored and evaluated through service evaluation with key stakeholders at various time points (including children and young people, parents, schools and other settings) We welcome your suggestions to improve and develop our service delivery.

**11. Interpreters**

If families require an interpreter, we would expect schools to organize this. In rare situations the EP service can arrange for an interpreter (usually online).

**12. Absence Liability (Including Sickness and Holidays)**

Cancellation of visits by the EP service:

The EPS will endeavour to cover any short-term school-based EPS practitioner absences. Longer absences may need to be reflected in a reduction in time delivered and charged.

The EPS will endeavour to make up time ‘lost’ through adverse weather or circumstances beyond our control, but this cannot be guaranteed.

EPS practitioners are allocated to schools to cover all of the 39 weeks that schools are open.

In the case of training being cancelled by the Service it will be at the discretion of the Service to provide an alternative date for the training or to arrange a refund.

Cancellation of visits by schools:

Should a visit need to be cancelled more than two weeks ahead, this will be treated as a postponement and a “zero time used” will be recorded and therefore no charge from traded time made.

Should a visit need to be cancelled within two weeks of the visit, then the time planned will be recorded and charged at half the time, e.g. a planned 3 hour on-site visit will be charged at 1.5 hours.

Should a visit be cancelled within 24 hours of the planned visit then all of the time booked for on-site work will be recorded and charged.

**13. Assistant Educational Psychologists (AEP)**

A standard package of EP time can include work delivered by AEPs. This work will be agreed between the school and link EP. The AEP time in school will come out of the EP traded allocation, replacing EP time. AEP admin time will not be included, only their direct work in settings. The EP retains responsibility for the overview of the AEP work.

An enhanced EP package includes AEP time built into the allocation.

Examples of AEP work include:

* Resilient Me Primary whole class and group sessions
* Resilient Me/Anxiety Secondary group sessions
* Managing exam anxiety/Study skills group
* Social skills groups
* One to one intervention
* Precision Teaching training

## 14. Concerns or Complaints about the Service

Should any matters of concern about service delivery occur then the first point of contact for the school is to speak directly to the EP in the first instance. If this does not resolve the matter, then the issue should be referred to the EP’s line manager who is likely to convene a three-way meeting to try to resolve the concern.

Ann Ricketts, Principal Educational Psychologist

ann.ricketts@oxfordshire.gov.uk

Central area

Caroline Duncan, Senior Educational Psychologist, Team Leader

[caroline.duncan@oxfordshire.gov.uk](mailto:caroline.duncan@oxfordshire.gov.uk)

North area

Anne-Marie Baverstock, Senior Educational Psychologist, Team Leader

[AnneMarie.Baverstock@Oxfordshire.gov.uk](mailto:AnneMarie.Baverstock@Oxfordshire.gov.uk)

South area

Jess Chiappella, Senior Educational Psychologist [jessamine.chiappella@oxfordshire.gov.uk](mailto:jessamine.chiappella@oxfordshire.gov.uk)