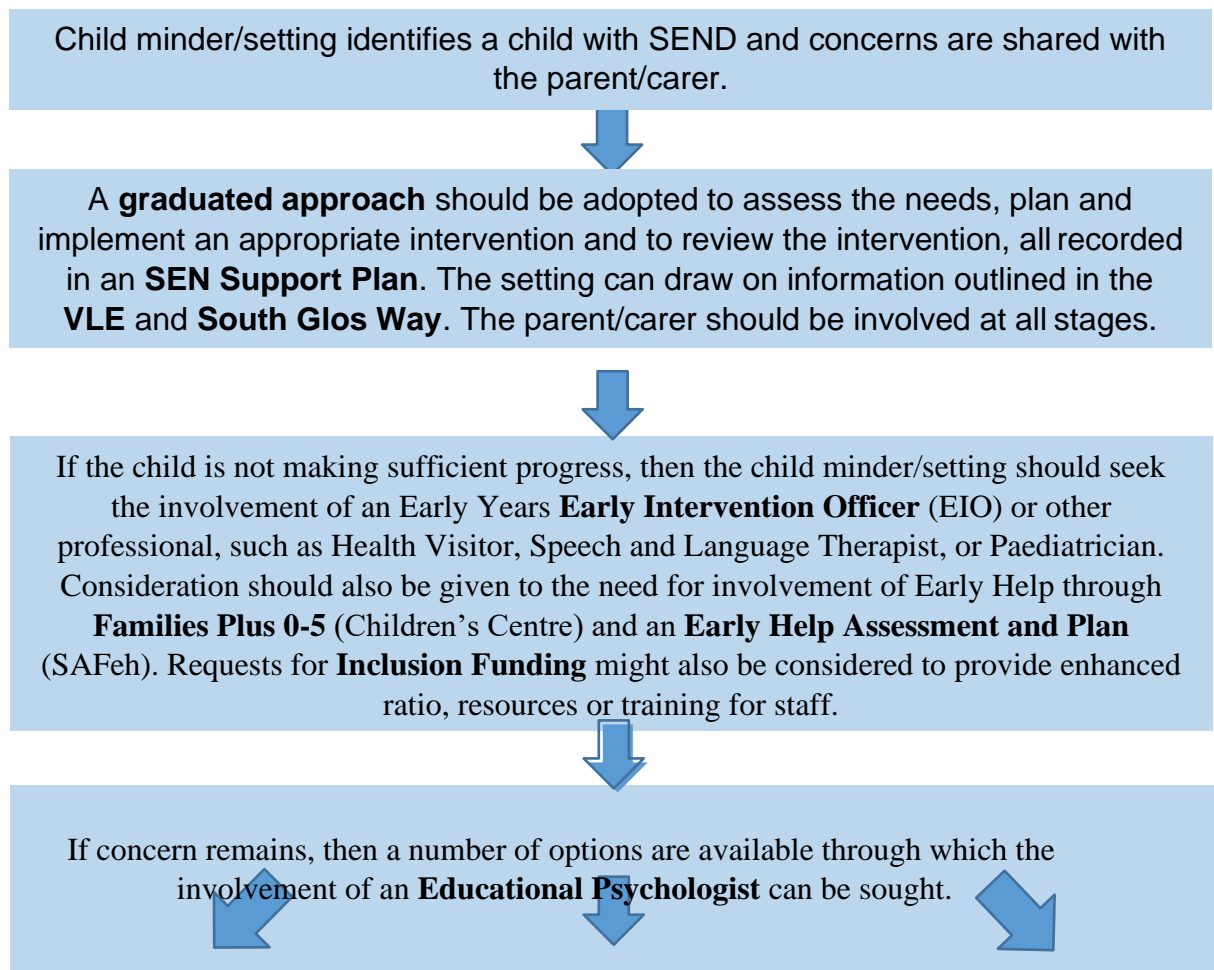


2.10 Educational Psychology Service Early Years

SEND Support Services for Child Minders and Early Years Settings

The work of the Educational Psychology Service (EPS) is embedded within the Graduated Approach to meeting children's special educational needs and disabilities (SEND), as outlined in the SEND Code of Practice. Under this umbrella, the EPS offers a range of services to Early Years (EYs) settings and child minders. The flow chart below reflects the typical process that should be followed for children with SEND.



A slot at an **EYs Consultation Meeting** can be booked to discuss the child's difficulties with an Early Years EIO and an **Educational Psychologist** to problem solve ways forward.

Please see notes below regarding booking an EYs Consultation Meeting.

Direct involvement of an **Educational Psychologist** with the child can be requested.

Please note that requests are screened for suitability of direct EP involvement, so the outcome may not always be as requested.

Please see notes below regarding requesting direct EP involvement.

The **Educational Psychology Service** is exploring further how support can be sought for staff training or joint problem solving around wider systemic issues impacting on the child, e.g. relating to the environment or curriculum experience.

Please see notes below regarding systemic setting support

Requesting an EYs Consultation Meeting

The EPS continues to offer a comprehensive programme of EYs Consultation Meetings for child minders/early years settings. They are scheduled for six times per year, roughly termly, with morning sessions on each day of the given week. Practitioners can book a slot to meet with an EP and an EIO to discuss a child's needs in detail and jointly problem solve ways forward.

Consultation meetings last up to an hour and settings are expected to secure consent from the parent/carer and to collate some preliminary information prior to the meeting. At the meeting, the EP will complete a record of agreed outcomes and actions and a copy of this will be made available to the practitioner attending the meeting. Unfortunately there is not sufficient capacity for a review through a follow-up consultation meeting and so the agreed outcomes and actions should be reviewed in settings through the normal SEN support planning and review process. This information contributes to the evidence of the graduated approach implemented by the setting.

Bookings for EYs Consultation Meetings can be made by telephone on 01454 863355 or by email at earlyyears@southglos.gov.uk. Further information is available on the VLE. Please note that priority will be given to those children who will be starting school the following year, for whom there is no current direct EP involvement. Bookings are made on a first come first served basis.

For settings with a number of children of concern, rather than make multiple bookings, please discuss the possibility of an outreach EYs Consultation Meeting with your EIO. The EIO and an EP may be able to come to your setting at an agreed time to discuss these children instead.

Requesting Direct EP Involvement

Requests for direct EP involvement should be made using the ART Request for Help form, accompanied by supporting additional information. Guidance for completing the ART form is available on the VLE.

The following should be included with the ART form:

- an appropriately signed Information Sharing Consent form
- copies of recent setting SEN Support paperwork
- if available, copies of other professional reports (e.g. from paediatrician or health therapist)
- a completed "Information to Support Request for EP Involvement in the Early Years" form.

Requests for direct EP involvement are screened by EPs and EIOs at monthly CASEY (Collaboration and Support in the Early Years) meetings. Depending on the presenting issues and severity of the needs of the child, a number of outcomes are possible:

1. the request for EP involvement may be accepted and an EP allocated to visit the setting
2. there may be a recommendation for the setting to book an EYs Consultation Meeting with an EIO and EP
3. the setting may be advised to seek systemic support and an EP or EIO will contact the setting to discuss this further

Section 7



EYFS Advice, Guidance and Templates

4. there may be a request for further information from the setting, so that a decision can be made on the best evidence available
5. the request for EP involvement may be turned down, in which case the setting will be signposted to more suitable support.

Settings are notified about the outcomes of requests for EP involvement following CASEY meetings when the requests are considered.

Please note that priority for direct EP involvement will be given to those children who will be starting school the following year. **It is recommended that setting staff discuss requests for direct EP involvement with the Early Intervention Officer**

Requesting Systemic Support

In some cases, it can be more effective to receive “systemic support” from the Educational Psychology Service. This might be for staff training activities or joint problem solving around wider systemic issues in the setting that might be impacting on the child, e.g. relating to the environment or curriculum experience.

The Educational Psychology Service is currently exploring this offer further with the Early Years Team. However, in some cases where direct involvement of an EP is requested for an individual child, there may be a recommendation that systemic support might be more effective than individual child involvement.

Over time, a training brochure will be developed outlining a range of topics on which training by EPs can be provided to EYs settings. It is hoped that settings will be able to request Inclusion Funding to access training from the EP Service. Further information will be available in due course.