

# **Priorities for Children's Services**

## **Educational Psychology: A Crucial Role**

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## The national picture

- There are more children than ever before in our country
- 27% of children in England live in poverty; 75% of whom live in households with at least one working adult
- Increasing inequalities both pre and post pandemic
- Social care activity has increased over the last decade e.g. a 76% increase in Child Protection Plans
- The number of children in care continues to rise year on year - as at 31 March 2020, 80,080 children were in care

# The current challenges

- LA funding has fallen by almost half in real terms since 2010 and a reorientation of spending to prioritise safeguarding and children in care services – at what cost?
- Growing numbers of children and families need our help and support
- Sufficiency challenges around both placements for children in our care and the workforce
- There are growing challenges around meeting the demand for children and young people's mental health services
- Continued demand for SEND services and a system that is unsustainable
- Ongoing response to Covid-19 and the impact of the pandemic
- Responding to humanitarian crises: Ukraine, Afghanistan, unaccompanied asylum seeking children

# The national response

- The government has stated its ambition to 'level up' and there was some good news in the SR settlement but it's the tip of the iceberg
- ADCS believes the wellbeing of children and families should be at the heart of the agenda with a long term plan for children and young people, which starts from universal principles and has a sharp focus on reducing inequalities
- Opportunities presented by the development of ICSs, Schools White Paper, SEND Green Paper and potentially the Independent Review of Children's Social Care must be grasped but will they provide solutions?
- We need a comprehensive, multi-year, ambitious strategy for children that recognises some of the fundamental challenges and threads all this together

## EP: A crucial partner

- EP **expertise** to assist with **EHCP assessment plus intervention**  
– revised processes will emerge through SEND Green Paper
- Growing opportunities for intervention and working as a **system partner**
- Expert support for **children** but also **wider workforce**
- EP role crucial for **emotional and mental health**
- **What can only an EP do and what can be done by trained support?**
- Current priorities offer new opportunities

## EP: Education for the future

- **Schools White Paper** – Right education to fulfil potential, right support for those who need it, focus on inclusion, attendance, partnership in place across MATS, LA, health and others
- **SEND Green Paper** – right support, right place, right time, focus on earlier help and inclusion, more consistent EHCP and education offer, 0-25 responsibilities
- **1001 days – Early Years development** – development of Family Hubs and early years settings, early identification of support needs
- **Sixteen plus offer** – greater choice, flexible to meet need, readiness for employment, SEND offer remains underdeveloped
- **Crucial work on** – attendance, inclusion, reducing anxiety and improving emotional and mental health offer, support for whole families
- **Potential for EP to move from assessing and supporting individual children to being a crucial partner in multi-agency system working around education**

# EP: Future of Children's Services

- **Recognised value of early help and support in place** – Supporting Families 3-year investment, team around the school approaches, neighbourhood support models
- **Evidence based practice models** – relationship and strengths based, with a trauma informed lens for social work and others
- **Multi-agency partnership arrangements** – new responses to children experiencing exploitation and gang involvement, plus mainstream child protection
- **Children on the edge of care** – intensive intervention systems
- **Best support for Cared for Children and Care Leavers** – care and support, relationships, education and training, right place to live
- **Increased role for the Virtual school** – all children with a social worker but a scaled up support offer to those in care
- **Independent Review of Children's Social Care due out very soon**
- **Potential for EP to have a greater role in the multi-agency support system**

## **EP: Children's Mental Health**

- **Increase in % of children with an identifiable MH need** – Covid has exacerbated an existing concern
- **Shortage of Tier 4 placements and other specialist placements** – a significant number of children without a placement that meets their needs
- **A positive roll out of Mental Health Support Teams** – but only to one third of schools nationally by 2023
- **A crucial role for EP expertise to be built into early identification of children with emotional and mental health needs and be part of whole school support systems**



## **Salford EP examples of working differently:**

- **Emotionally Friendly Schools/Settings** – a partnership with education settings and mental health
- **Emotionally Based School Avoidance** – a partnership with EWO, using learning from West Sussex
- **Route 29** – multi-agency service to support older children on the edge of care

# What is EFS

The Educational Psychology Service (EPS) in collaboration with Salford schools developed and piloted an evidence-based manual focusing on 4 key areas;

- ✓ Staff Wellbeing and School Ethos
- ✓ Assessing Children and Young People's Needs
- ✓ Whole Setting and Classroom Practice
- ✓ Supporting Individual Children and Young People

EFS was first launched at a conference held on the 18th March 2015 by the EPS and the Emotional Health and Wellbeing Partnership. The EFS includes:

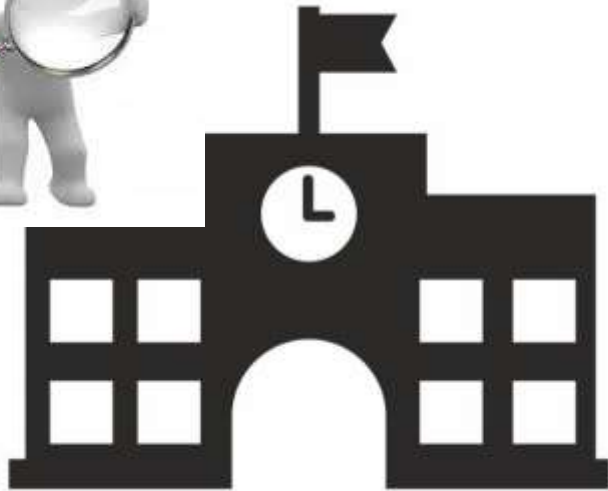
1. An Emotionally Friendly Settings manual (plus online access).
2. A whole settings awareness training (1.5 hours) to raise awareness and introduce the manual with a focus on promoting staff wellbeing.
3. Audits and an auditing tool that will help you to identify the priority needs within your setting.
4. An action planning meeting (1.5-2 hours) to plan the next steps based on the outcomes of your audits.

# Becoming an Emotionally Friendly Setting





# How it began

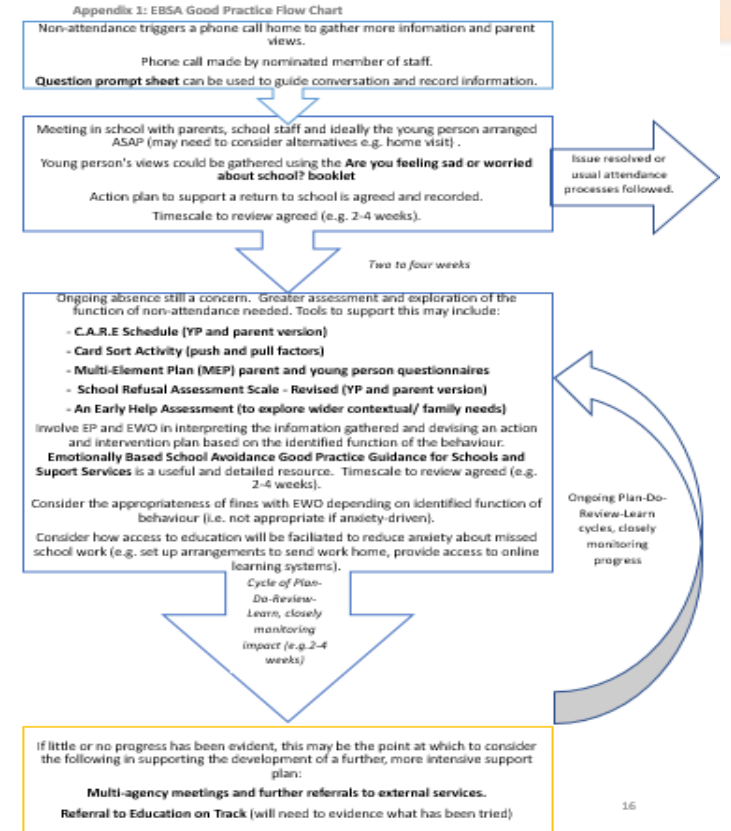


EWOs piloted West Sussex information booklets & information gathering tools.

Invited CAMHS school link to collaborate around anxiety support & referral processes

*Thank you West Sussex!*

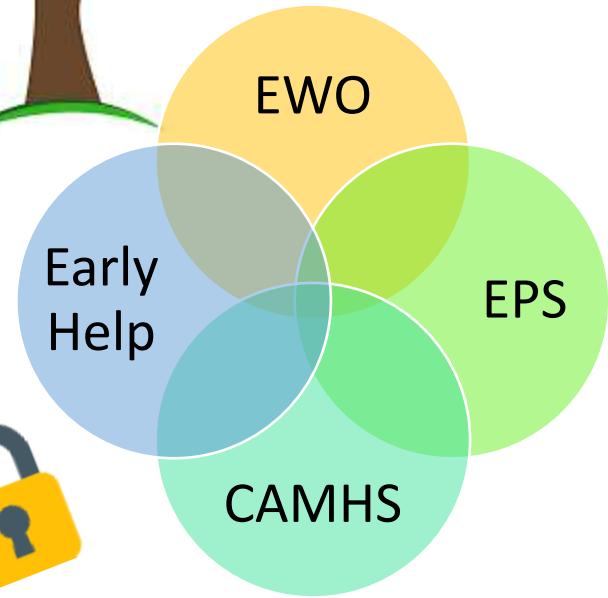
Dec '19 Started working with one secondary school around a growing need – reviewed past cases



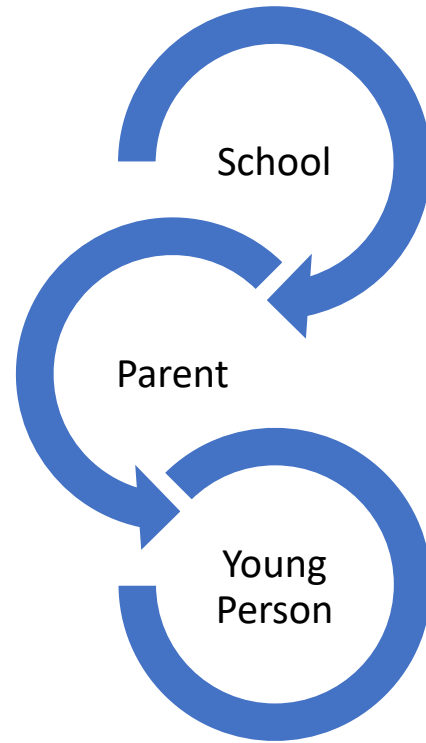
Feb '20: Developed a flow chart to help with earlier identification and information gathering to go alongside West Sussex's Good Practice Guidance.



# How it grew



Lockdown: EWOs approached EPS to work collaboratively to support the return to school. Led to regular meetings with an (ever expanding!) multiagency group



Meeting with Prof. Cathy Cresswell to discuss parent support led to an invite to participate in Co-CAT Child Anxiety Study—rolled out as part of MHST offer.



Aimed to establish co-ordinated support at three levels: school, parent and young person, using West Sussex materials and CAMHS/ EPS resources



Specialist training developed with VST for Cared for Children and PRUs relating to EBSA & gang rivalry. Working to develop YP informed autism specific training



Sept 2020



Links established with LA's PHRU to develop an outreach service to schools and support for parents (e.g. mindfulness courses, parent support group).

# Specialist Roles

## Speech & Language Therapist

- Support staff to identify communication needs within cases
- consultation with staff around communication support
- provision of speech and language assessment, intervention & communication profiles
  - feed into care, case and progression planning
- Link to education settings and carers/parents to provide Speech & Language support
- Support links to existing SALT services in Salford Services
  - Maintain accurate and professional case files

## Educational Psychologist

- To provide assessments & consultation to co-construct interventions
- Direct work with young people; this could include solution focused approaches, motivational techniques & person-centred psychology.
- To promote the use of a graduated response & support the identification of SEND
- Act as link between Educational Psychology Service, Inclusion Service and Virtual School
- Use of trauma-informed knowledge and practice throughout role and to highlight the impact of this on development and education.
- To support schools to set up and deliver group work, with ongoing facilitation and supervision when required.
- Use of psychological knowledge and approaches to support systemic work in schools.
  - Encouraging the use of reflective practise within casework
  - Use of collaborative approaches within the specialist team
  - To liaise with the Education Portfolio Lead & support schools to meet needs
  - To utilise research skills to disseminate relevant research
- Develop and deliver training to wider services.
- To support young people to attend an educational setting full time.

- Links to schools
- Collaboration of assessment, intervention and training in relation to communication and education
  - One page profiles
- Monitoring outcomes on EHCP
- Sharing of information
- Liaison with regards to social communication
  - Peer/Group Supervision
  - Communicate & collaborate around intervention & support
    - Challenge & Review
  - Observing implementation of actions
  - Aiding goals & recommendations
    - Child centred practise
    - Submitting Reports
    - Feeding into MDT meetings
    - Following clinical governance
  - Consideration of neurodevelopmental pathways
  - Collaborative assessment to inform adaptation to interventions
  - Identification of previously unmet or additional needs

- Development and delivery of trauma informed training
- Formulation around trauma informed child development
- Collaboration of cognitive assessments
  - Research

- Collaboration of assessment, intervention and training in relation to communication and mental health
- Liaison between R29 SALT and CAMS SALT

## Clinical Psychologist

- Psychological assessments, develop formulations & provide interventions focused on NWD core offer
- Direct work with YP using trauma informed therapeutic approaches, including psychodynamic and relational based therapies.
- Indirect psychological input to those caring for YP including R29 staff & other professionals.
- Develop and deliver training to wider services (CAMHS, social care) in relation to trauma, adversity & attachment.
- To provide consultation, advice & support in formulating and understanding the presentations of young people & families
- Liaison between R29, StarLAC and CAMHS to ensure effective, joined up working across multiple provisions.
- Raise and discuss practise issues and develop solutions
- Provide supervision and support to R29 staff and other professional e.g. trainee clinical psychologist, assistant psychologist and mental health practitioners.
- Facilitate reflective supervision and approaches within R29
- To utilise research skills for service evaluation/audit, service development & research.
- Operational leadership for clinical specialists
- To participate pro-actively in service practice & developments within the R29 team, reflecting local & national developments

# Thank you

Salford City Council

**ADCS**  
Leading Children's Services