**Working with the Educational Psychology Team**

Educational Psychologists can help with systemic and individual issues that impact on children and young people’s learning and progress, including specific and general learning difficulties, language and communication skills, issues relating to social, emotional and mental health and physical / sensory difficulties.

Their work can include psychological consultation, assessment, intervention, advice, and training, in order to narrow gaps in attainment, improve academic progress, promote emotional well-being, and support social inclusion.

Most work has three distinct phases:

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| Phase 1: Plan |
| Consultation is the first step of any work, during which concerns are identified, and desired outcomes collaboratively developed. It may involve parents, teachers, or other professionals. Once the desired outcomes have been agreed, the Educational Psychologist will select the most appropriate next steps, based on their professional view of the needs of the individual child or young person. Next steps may involve further information gathering, assessment or intervention carried out by school-based staff or the EP. |
| Phase 2: Do |
| This is the active phase of the work. Actions agreed during the consultation are carried out by school staff, the EP or other relevant parties. EPs can offer a comprehensive range of psychological assessments to help identify a child’s special needs. These may be formal and standardised or qualitative, for example observation or play based assessment. Assessment results in recommendations for classroom practice. EPs also able to offer a range of interventions and therapeutic approaches. Bespoke interventions can be developed and delivered as required. |
| Phase 3: Review |
| Reviewing the work allows you to evaluate the response of the young person to the intervention, to evaluate progress and to plan next steps. This may or may not involve the EP |

**Meet the Educational Psychology Team**

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| Educational Psychologists | Fully qualified and registered with HCPC | Full range of observation, assessment, consultation, training, and intervention work |
| Trainee Educational Psychologists (TEP) | Psychology graduates in second or final year of professional doctoral training. | Full range of observation, assessment, consultation, training, and intervention work. Operate independently with weekly supervision from Senior EP to ensure quality of work. All reports countersigned by Senior EP |
| Assistant Educational Psychologists (AEP) | Psychology graduates with up to 12m experience of working in schools. Awaiting place on professional training course | Work initially contracted by qualified EP. Range of observation, assessment, consultation, training, and intervention work available dependent on AEP experience and training. Qualified EP directs work but carried out by Assistant. Weekly supervision with Senior EP to ensure quality of work. All reports countersigned by Senior EP |

**Requesting EP Time**

The pre-booking window is January – July for the following academic year. In year purchase is available subject to availability.

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| Costs 2023 – 24 Academic Year | Standard Rate per session | 5% Early Bird (before 31st March 2023) | PAYG |
| Up to 18 x 3-hour sessions per year | 299 | 284 | 306 |
| Between 19- 38 x 3-hour sessions a year  | 287 | 273 | 306 |
| 39 or over x 3-hour sessions a year | 282 | 268 | 306 |

**For more information see**: [Buying Sessions from the Educational Psychology Team | Bradford Schools Online](https://bso.bradford.gov.uk/content/educational-psychology/buying-additional-services)