



Educational Psychology Service

Traded Service with Schools
Service Level Agreement
Terms & Conditions
2026-27



Service Level Agreement Terms & Conditions

This document must be read in conjunction with Enfield Local Authority Schedule 1, General Terms and Conditions for Schools Traded Services.

1. Introduction

1.1 The Educational Psychology Service (EPS) team

Educational Psychologists have a specialist qualification in educational psychology, at masters or doctoral level. They are registered as Practitioner Psychologists with the Health and Care Professions Council (HCPC) and undertake continuing professional development and receive regular supervision. They are experts at applying psychology to make sense of and support children, families and educational settings.

We maintain close links with the London training courses. Trainee Educational Psychologists are enrolled on approved training courses and work under the supervision of qualified Educational Psychologists (EPs) within the team.

The service employs Assistant Educational Psychologists who work in collaboration with experienced EPs. Assistant Educational Psychologists have at least a psychology degree and experience of working in an educational or community setting. They receive enhanced supervision and continuing professional development within the service. For the 26/27 financial year the EPS is not trading Assistant EP time.

We draw upon a small team of associate/locum EPs as and when required to support immediate increases in demands on the service.

All EPs, Trainee EPs and Assistant EPs have undergone enhanced DBS, barred lists and vetting checks, and appropriate safeguarding training. They are covered by public indemnity insurance provided by Enfield Council.

1.2 The Educational Psychology Service's offer

Our [vision and values](#) are the guiding compass for everything we do. We regularly review these in consultation with schools and other stakeholders.

The EPS has five core functions: consultation, assessment, intervention, training and research. We apply these functions for individual children, for families, for whole schools and settings, and across the local area. Examples of types of work for each function at each level are set out in Appendix A.

There are three golden threads that run through all of our work:

Psychological application of critical thinking skills

We use psychology to support school staff in improving teaching and support for children. By helping staff reflect on their practice, we enable them to make changes that not only benefit children but also make their own work more effective and rewarding. We offer practical strategies based on research and experience that fit into everyday school life. We also help staff manage stress, make sense of behaviour, and build stronger relationships with children, parents, carers and colleagues. This creates a more positive and inclusive environment for everyone in school.

Psychological application of implementation science

We help bridge the gap between research and everyday school practice by making sure interventions and policies are practical, relevant, and sustainable. We work closely with staff, children and families to understand what works and why, and to make sense of what's not working, and why not. We use real-life experiences to guide decisions. Our approach ensures that everyone feels heard and involved, making changes more meaningful and easier to implement. We use clear, jargon-free language to explain our thinking, helping staff feel confident and informed. This way, we support schools and settings in creating solutions that meet all children's needs and improve outcomes for everyone.

Psychological safety

We help school staff feel emotionally supported, especially during times of change, stress, or crisis. In every interaction, we create safe spaces for staff, parents, carers and children to make sense and meaning of their experiences, without judgement. This helps reduce stress, improve wellbeing, and build resilience in the face of challenges like caregiver burnout, compassion fatigue and moral injury. By doing this, we strengthen safeguarding practices and foster an attuned and responsive school environment.

2. Costs & Billing

2.1 Costs of service: The day rate for the service is published on the Schools Traded Services website, [the Hub](#). There is an early bird price for schools purchasing early, with deadlines determined by the Schools Traded Hub.

2.2. Day/Hours: A day is six hours.

2.3. What is chargeable: The charges cover work undertaken both on site at the school/setting (such as meetings, observations and direct assessment work with

children and young people) and off site (including written records of assessment work, associated admin and follow-up) as jointly agreed by the EP and the school/setting.

2.4 Trainee EPs and charges: Enfield EPS is committed to developing the profession of Educational Psychology and therefore pays for bursary placements for Trainee EPs in Years 2 and 3 of their doctorate courses. The service additionally funds the time to ensure that experienced EPs provide each Trainee EP with regular and high- quality supervision. Year 2 and 3 Trainee EPs are core members of the service, and their time is charged at the same rate as qualified EPs. Please refer to Appendix B for further information on Trainee EPs.

3. Purchasing the EP Service

3.1 When to request the service: In the spring term, schools are invited to buy back for the next financial year, via the Schools Traded Hub. **There is a final deadline of 15th March each year.** Advising the EPS of your purchasing intentions at an early stage helps the EPS to ensure sufficient capacity to meet the demand, and to plan for continuity of relationship with your link EPS members. For 2026/27 we advise schools to purchase all the EP time they need for the year, as we may not have capacity to fulfil ad hoc requests through the year.

3.2 Allocation of EP: During the month of March, the EPS management team allocates Educational Psychologists to schools based on this purchase information. It is therefore important that purchase requests come in in good time. The earlier you confirm your purchase, the more able we are to guarantee delivery of all sessions you request, and continuity of Educational Psychologist. The EPS aims to inform all schools of their allocated EP by 1st April.

3.3 EPS capacity: The EPS has a statutory duty to provide advice for every child undergoing an Education, Health and Care needs assessment in Enfield. This is a priority for us all, and it occasionally means that the EPS has to pause or delay its delivery of traded work. We will inform you if this is the case, and work with you to mitigate the impact for the school, children and families.

3.4 Agreement period: The agreement is to deliver the contracted EP service during the identified financial year at dates and times mutually agreed between the educational institution and EPS. There is an obligation on both parties to take all reasonable action to fulfil the contract. There can be no refund of money paid or carry over of time at the end of the financial year.

4. Planning the EPS' work with the school

4.1 Enfield Council funded services: There are services that are provided by the EPS that are funded by Enfield Council or purchased through service level agreements with our partner services. These are detailed in Appendix C.

4.2 School Link EP: The EPS will make every attempt to ensure a reliable service is provided and an allocated EP/s will be named for your setting.

4.3 Use of traded EP time: The school is responsible for planning the EP work required and contracting this with the link EP/s. The EPS nominally allocates the traded time to team members in proportion to the length of the term. There can be some flexibility between terms, with the mutual agreement of the SENCO and EPS member. There can be no carry over of time beyond the end of the financial year.

The EPS will make every effort to deliver the purchased time. Where a school is at risk of losing purchased time due to non-usage, the EP will make this clear in writing to the SENCO. Time will only be forfeited if the school has not responded to repeated efforts by the EP to plan and use the time.

The EPS monitors the use of traded time via the service tracker. At the end of each term, the link EP will send the SENCO their tracker summary, showing time used and time remaining. Where traded EP time is not being used, a meeting between the link EP, SENCO and Head Teacher may be held to discuss any concerns or issues.

4.4 Planning meetings: Schools are asked to hold a termly planning meeting with their link EPS members, to agree their priorities and map out their schedule of work. The Local Authority does not provide core funding for planning meetings, meaning that planning time comes from schools' traded time. Where a school has several members of the EPS present (e.g. EP and Trainee EP), only the EP will charge for their time. Planning meetings are crucial to the smooth running of the school/EPS partnership, and ensure the best use of the purchased time. Sufficient time should be planned for the production of written records (see Section 5.4).

For planning meetings we ask schools to think ahead with colleagues and particularly consider vulnerable children who:

- Are looked after, previously looked after, in need and/or on child protection plans, or have a social worker.
- Are at risk of permanent exclusion.

- On part-time timetables.
- Have Education, Health and Care Plans, or for whom the school is considering making a request for Intervention First Funding or Education, Health and Care Needs Assessment.
- Are refugees or seeking asylum.

All planning is recorded by the EP and a copy is shared with the school. Names of children who are not formally known to our service will not be included in this planning document.

4.5 Planning for report writing: EPS members must produce a formal written record for every child with whom they directly work, including where they carry out an observation of a child. The type of written record, and the time required, depend on the nature of the work undertaken, and the likely pathway for the child. Where the school intends to make an Education, Health and Care Needs Assessment (EHCNA) request for a child within four terms of the EP's involvement, the EPS aims to write up our traded involvement as a full Record of Involvement which can be used as a statutory advice. This aligns with the 'tell us once' spirit of the EHCNA process, and saves time for families and schools. Schools who agree to use their traded time in this way are given a three-hour refund of traded time, if/when the EHCNA is agreed at SEN Panel. This should be explicitly agreed at the time of contracting the work.

Appendix D provides an approximate guide to types of work, written records, and the time needed for each. The task of producing written records includes assessment scoring, and developing psychological formulations.

4.6 Formal request for EP involvement and consent: Members of the EPS cannot join a consultation or undertake observations or any other direct work with a child without written consent from the parent or legal guardian, via the EP Request for Involvement form. We require this for children with and without EHCPs, and for children with whom we have previously been involved, if the planned involvement represents a new episode of care. Young people aged 16 and 17 should also be asked to provide their consent alongside (not instead of) their parent or guardian's.

The school should send this form to the EP at least five working days before the planned visit, taking into account the EP and SENCO's working patterns. This allows the EP to ensure that consent is in place, and to carefully plan their work, including bringing appropriate tools for the work. EPs cannot attend planned school visits without the appropriate Request for Involvement and parental consent. We cannot accept parental consent by telephone. Where the request form and consent have not

been provided, EPS members will reschedule the visit if given the required five days' notice (see section 6.3). If fewer than five days' notice are provided, the planned time will be charged. If visits need to be repeatedly cancelled and rescheduled due to request and consent forms not being provided, the link EP will meet with the SENCO and Headteacher to problem solve together.

Schools are asked to ensure that the Request for Involvement is completed collaboratively with the parent, and/or that the parent sees the form in full when being asked to give their consent. This ensures that the parent's consent is informed and meaningful. The EPS cannot accept forms not returned in full (e.g. where only the parental consent page has been completed).

5. Consultation Model of Service Delivery and the Graduated Response

The EPS aligns with the SEND Code of Practice in supporting the graduated response for children and young people with SEND. This includes the following elements:

5.1 Initial consultation: In the first instance, the EP will usually join the child's IEP/LSP review meeting or a similar meeting with those people who hold the concerns about the child/young person, such as the parents/carers and relevant school staff. The EP joins the discussion about the progress made so far, what is working well and what needs to happen next. This might include providing psychological reflections on the needs of the child/young person and recommending interventions that would be supportive.

Next steps might include:

- Further consultation with school staff.
- Further consultation with parents/carers.
- Direct psychological assessment work. This might include observation of the child/young person in class, or undertaking assessment tasks that will provide further insight into understanding the child/young person's needs.

5.2 Feedback and action planning meetings: The EP will join a further IEP/LSP meeting, or organise a feedback and action planning meeting, to feedback their direct work with the child and work together to identify outcomes and strategies of support for the child/young person.

5.3 Review meetings: For EP input to be most effective, you should involve your EP in reviewing the implementation of the agreed support, and its impact for the child.

The EP can draw on implementation science to help make sense of what is and isn't working for the child, and why, so that the child can make progress.

5.4 Written records: In line with HCPC standards, all Educational Psychologists *'must keep full, clear and accurate records for everyone they care for, treat, or provide services to. These must be completed promptly as soon as possible after providing care, treatment or other services.'*

The EPS aims to provide written records within four weeks of their final involvement with the child/young person. The record will summarise the episode of care. Where the EPS member cannot meet this standard (e.g. because of unusually high statutory demands) they will let the SENCO know. The EPS monitors the timeliness of traded reports. Written records are sent to the SENCO, parents/carers and involved professionals (with parental consent).

5.5 Information for parents and carers

We ask schools to actively engage parents and carers in the decision to involve an EP with their child, and to explain to them what they can expect from the EPS. We have developed the following flyers which can be shared with parents and carers:

The role of an EP in [English](#), [Turkish](#) and [Somali](#)

What to expect when an EP becomes involved with their child at school in [English](#), [Turkish](#) and [Somali](#)

Each EP has a one-page profile which they will send to the SENCO ahead of visits, to introduce themselves. This can be shared with the child and parent.

6. Service Standards

6.1 EPS cancellations: There may be occasions when cancellations are unavoidable on the part of the EPS, due to illness/unforeseen circumstances. It is the responsibility of the EP or the EPS to notify the school/setting of any cancellation and the visit will be rescheduled.

6.2 EPS absence: In the case of longer term absence, the EPS will contact the school after the 10th working day of absence to agree a plan.

6.3 School cancellations: The school will give a minimum notice of five working days if they wish to cancel a session. This allows staff to reprioritise other work and deliver their allocated workload. We understand that there are times when children/young people may be unwell and suggest that schools/settings have alternative work available in these instances. Cancellations at short notice will be

charged for. This includes cancellations where the EP cannot proceed with the planned work because the school has not provided the formal Request for Involvement and signed consent (see section 4.6). If there appear to be several instances where the school/setting has cancelled sessions, the EPS will work with the school to ensure they use their purchased time.

6.4 Changes to the planned work: The SENCo will provide three days' notice to the EP if there are changes to the agreed schedule, so that the EP can be appropriately prepared for the visit. Where a child or parent is unexpectedly absent on the day of the visit, the SENCO and EPS member will work together to agree how best to use the time for other work.

6.5 Lateness: The EP will contact the designated teacher/member of school staff if running late for an appointment and vice versa. Time lost because of lateness of the EPS staff member will be made up.

7. Communication and Correspondence

7.1 Confidential information and sensitive personal data is managed through adherence to Data Protection legislation. All e-mail correspondence of sensitive personal data must be through secure means.

7.2 Use of Artificial Intelligence: The EPS uses AI tools to decrease the administrative burden on EPs and allow them to spend more time face to face with children, families and school staff. All tools are fully GDPR compliant and align with EPs' commitment to ethical practice, as per the HCPC's standards of conduct, performance and ethics. The EPS has an [AI policy and position statement](#) which schools and parents can refer to.

In particular, EPs may use:

a) Tools that record and transcribe, such as Magic Notes. The use of Magic Notes is explained in the Request for Involvement form, and the EP will ask for verbal permission from the parent and school staff members before recording any conversation. Recordings and transcripts are stored securely and temporarily while the EP completes their records, before being permanently deleted. Recordings and transcripts are for the EPS' use only, to support record keeping and report writing, and cannot be shared with parents, carers, school staff or other professionals.

b) Tools that support record keeping and report writing, such as CoPilot. The EP remains the practitioner and author of all written material. All EPS staff have training to emphasise the importance of the 'human in the loop'.

8. Feedback: complaints, concerns and compliments

8.1 Line management arrangements: All EPs and Trainee EPs are line managed by Senior EPs. The Senior Educational Psychologists are line managed by the Deputy Principal Educational Psychologist. Schools are allocated by geographical area, and there is a designated Senior EP for each area. We will inform you of the Area Senior EP for your school at the start of each financial year. Each EPS team member has the details of their Area Senior EP in their email signature.

8.2 Concerns: We aim to provide a high-quality service and are open to any feedback you may have. Where a concern is raised by the school about the EPS or by the EPS about a member of school staff, the following steps should be followed to aid a local resolution:

- Step 1: A meeting to be held between the Headteacher/SENCo and the link EP to discuss the issues and come to an agreeable way forward.
- Step 2: If the meeting(s) in Step 1 does/do not resolve the matter, the relevant line manager in the EPS will become involved who will liaise with all parties and work to find a resolution.
- Step 3: If the liaison in Step 2 does not resolve the situation, the Deputy Principal EP/Service Manager will become involved.
- Step 4: After this please refer to the dispute resolution procedure in the Schools Traded Services Terms and Conditions.

8.3 Compliments: We welcome compliments verbally and by email, since these help us to evidence the impact of the service e.g. in [our annual report](#).

8.4 Evaluating impact: We formally invite schools to share their feedback about the EPS in the spring term, via our annual traded schools feedback survey. We use this feedback to develop the service, and we feed back about these changes at Headteacher briefings and SENCO network meetings. The EPS sends a survey to parents/carers with each report sent out. As we continue to develop methods of capturing our impact, we are grateful for schools' collaboration with this.

Date: March 2026

Review date: January 2027

Appendix A EPS offer across functions and levels



National Association of Principal Educational Psychologists

Educational Psychologists (EPs) are doctorate level trained professionals and are registered with the Health and Care Professions Council. EPs work with children, families, educational & community settings and at a strategic level (local, regional and national) applying psychological expertise using consultation, assessment, intervention, training and research at all levels of the system so that children are included, achieve and have good lives.

Part 2: EPs working across the system: promoting inclusion

	5 areas of EP delivery 3 levels of EP delivery	Consultation & Review	Assessment	Intervention	Training	Research
 <p>Child and Family</p>	<p>EP Consultation is more than a meeting. It is a psychological process and is indirect assessment where the EP meets with the parent(s)/carer and teacher/practitioner to:</p> <ul style="list-style-type: none"> • Provide a safe and containing time and space that supports engagement and collaboration. • Prioritise the safety of children, families and staff. • Support and challenge implementation of a learning support plan through careful listening and skilled questioning that strives to make sense of a child's strengths/ needs and gets at the root why an intervention has worked or why it has not. • Create an opportunity to reinforce or reset the learning support plan. • Collect practice-based evidence bespoke to the child. • Support identification of teacher/wider staff continuous professional development needs. <p><small>EP consultation takes place in the setting and/or home with interpreters where needed so that parents/carers can be fully involved.</small></p>	<p>Psychological assessments enable early and accurate understanding of a child's presentation through:</p> <ul style="list-style-type: none"> • Applying a holistic, interactionist and problem-solving approach to consider the child within the context of their biological, familial, educational, community, and health environments. • Consultation (indirect assessment). • Psychological observation. • Dynamic and standardised assessment approaches that account for and respect the child's unique cultural background and lived experiences. • Having a rationale for chosen methodology (quantitative, qualitative, mixed) and subsequent methods: dynamic, standardised, personal construct psychology etc. • Adding value/insight to what is already known. • Respecting teacher/practitioner/setting's accumulation of knowledge of the child over time. • Respecting parent/carer knowledge. • Accessing and amplifying the child's voice. • Multi-agency discussions and supporting referrals onto specialist services (e.g., Early Help, CAMHS). • Triangulating and synthesising all assessment information and providing a psychological and ethically grounded formulation that is accessible, meaningful and free from jargon. 	<p>Providing psychological led/informed intervention for children with a range of needs. This can include teaching children (and staff in educational settings who work closely with them) how to understand their strengths and needs and use effective strategies to support their learning and emotional needs. EPs provide the training, supervision and coaching to sustain these approaches, e.g.,</p> <ul style="list-style-type: none"> • Psychoeducation in the areas of Autism/Attention Deficit & Hyperactive Disorder (ADHD)/Emotional Based School Non-Attendance (EBSNA) • Identity development work. • Approaches to build social and emotional resilience, e.g., Homunculi, FRIENDS, PEERS. • Strength based approaches for children and families (e.g., Tree of Life) • Mindfulness groups / techniques, e.g. to manage exam stress. • Emotional Literacy Support Assistants (ELSAs). • Mediated Learning Support Approach (MeLSA). • Metacognitive strategies/study skills for revising successfully. • Parent coaching and drop-in support. • Parenting programmes, e.g. Incredible Years. • Video Interactive Guidance (VIG). • Trauma informed practice approaches using implementation frameworks. • Supervision and coaching for staff. 	<p>EP-led training provides a reflective and enriching space for learning, grounded in the principles of andragogy. Educational Psychologists invite those who care for children to think psychologically—enhancing their knowledge, deepening compassion, and strengthening connections. This empowers them to make a greater impact across educational, community, and home settings: Training/workshops through the Early Years core offer, e.g.,</p> <ul style="list-style-type: none"> • Prioritising the importance of the wellbeing of caregivers, containing relationships, attunement, talking and playing with babies, toddlers, and nursery age children and how this helps social, emotional development, independence and readiness for learning in school. • The importance of play and outdoor play on later learning in the classroom. <p>Primary and secondary age workshops delivering training on developmental changes, e.g.,</p> <ul style="list-style-type: none"> • Developmental stages, providing care and setting boundaries. • Supporting executive function skills at home. • How to talk to your child so that they will listen and talk to you. • The stages of identity development – stepping stones to successful learning. • Puberty and SEND. 	<p>Research and action research for families</p> <p>Conducting action research with families and children to:</p> <ul style="list-style-type: none"> • Evaluate the impact of early years/ school-based interventions. • Listen to children's experiences and making sure that their feedback is acted on. • Understand the lived experiences by accessing and amplifying the voice of families and children when co-producing services/offers. • Provide families with digestible research that supports engagement, choice and uptake of interventions. 	
 <p>School or Setting</p>	<p>Whole school/setting/group/cohort using consultation skills to:</p> <ul style="list-style-type: none"> • Provide advice, guidance on programmes for individual and groups of children. • Inform decision-making on selecting/continuing with evidence-based programmes. • Review practice-based evidence with SEND, pastoral and senior leadership teams. • Inform the setting's SEND development plans & policies. • Inform future investment in workforce development ensuring efficient and effective use of resources backed by implementation science. 	<p>Assessment / Audits</p> <p>Leading on the development and/or implementation and review of audits supporting settings to undertake self-assessments on whole setting approaches to promote inclusion using psychologically informed frameworks, e.g.,</p> <ul style="list-style-type: none"> • Implementation of trauma informed practice and emotional wellbeing approaches. • Promoting Inclusion of Neurodiversity in Schools 	<p>Critical Incident Response</p> <p>EPs provide strategic support in situations that have the potential to cause disruption and distress to the community as a result of a significant loss, traumatic or sad event through:</p> <ul style="list-style-type: none"> • Supporting the setting's Senior Leadership Teams to consider the situation, develop an understanding of the support needs of individuals and groups within the community and guide planning in relation to providing the right emotional support at the right time over the short, medium and longer term. • Supporting Council staff in Children's Services. • Providing psychological containment for local area trauma. 	<p>Training, supervision & coaching for education settings</p> <ul style="list-style-type: none"> • The allocated EP develops a deep understanding of the educational setting's professional development needs through a collaborative partnership. This insight informs senior leadership decision-making around staff training, supervision, support, and supporting staff retention. • Through this scoping process, training is customised to workforce requirements and shaped by evolving thinking in education and psychology, underpinned by local and national research. 	<p>Research and action research in settings: Action research evidences and informs impact and decision making.</p> <ul style="list-style-type: none"> • Using participatory research method to place voice/experience of the child at centre of the educational setting's leadership planning, e.g., children's sense of safety in/at school/college. • Effectiveness of EP impact on outcomes for children, e.g., annual satisfaction surveys and stakeholder engagement. • Effectiveness of whole school intervention programmes. • Providing evidence for best practice, pastoral care, pedagogical approaches and resource choices by conducting brief literature reviews on relevant topics, e.g., best practice in schools to support children who are experiencing homelessness and temporary accommodation 	
 <p>Local Authority / Local Area / Regional / National (DfE)</p>	<p>EPs lead and/or are members of partnership boards, strategic planning and operational workstreams, e.g.,</p> <ul style="list-style-type: none"> • Principal EPs, Senior EPs and EPs are strategically positioned across the system to support breadth of understanding of inclusion and SEND issues and apply psychology to the group dynamics e.g., risk of 'group think' and 'power threat' dynamics, maintaining advocacy for the child. • Challenging racism in education, EBSNA, exclusion and promoting trauma informed/relational practice • SEND Partnership Board, Youth Justice Strategic Management Board, Early Help Partnership Board, Designated Safeguarding Lead network, SENCOS networks, Senior Mental Health Leads networks, etc. 	<p>EPs lead and contribute to assessment & decision making through:</p> <ul style="list-style-type: none"> • Multi-disciplinary local area teams, e.g., neurodevelopment assessment clinics. • Multi-agency local area decision making panels, quality assurance processes, e.g., SEND Panels, Placement & Provision Panels, Tribunal Panels, Fair Access Panels, sufficiency place planning based on changing cohorts, joint commissioning, etc. • Reporting on progress relating to a range of local area strategies through action plans and self-evaluation documents. • Developing and contributing to national and regional audit/benchmarking exercises providing compare and contrast data. 	<p>EPs leads on and/or are active partners in the development of local area partnership implementation programmes</p> <p>These are fully aligned with regional and national initiatives across education, health, social care and the EP profession underpinned by an evidence base, psychological theory, frameworks and implementation science, e.g.,</p> <ul style="list-style-type: none"> • Collaboration and delivery across the early years partnership, e.g., Family Hubs, parent-infant mental health, development and supervision for early years settings and partner services. • Promoting whole school approach to emotional wellbeing and mental health in schools and settings. • Leading on relational and trauma informed practice & emotional based school non-attendance (EBSNA). • Promoting understanding and inclusion of neurodiversity • Initial Teacher Training / Early Career Teaching development and supervision. 	<p>Research and action research at a local, regional and national level</p> <ul style="list-style-type: none"> • Research is conducted across all levels of the system, emerging from practice-based issues and developed through a continuous, iterative cycle. • This ground up approach highlights the most pressing and relevant issues, generating data and insight that shape and inform decision-making and best practices, guided by established research methodologies and implementation science. • This process means that the research is reliable, accessible and practical and can be utilised by parents/carers, educators and system leaders, e.g., understanding the experiences of families who 'opt for EHE' to inform local area response. 		

Appendix B Trainee Educational Psychologists

The EPS has strong training links with all London university training providers, and has a long history of proactively supporting the professional development of doctoral Trainee Educational Psychologists over the course of their three year training. Trainee EPs are full members of the EPS, and participate in all aspects of service delivery.

Trainee EPs come with a range of knowledge and experience relevant to the profession, and all have at least two years of relevant experience of working with children, schools and families prior to beginning training. They undertake a competitive and rigorous application process and are highly regarded as offering an efficient and effective service to schools/settings.

While on placement with Enfield EPS, all Trainee EPs receive a high level of supervision and guidance from an experienced Educational Psychologist who is registered with the Health Care Professions Council (HCPC). Their psychological work in schools is regularly observed and all reports are read and counter-signed by their EP supervisor.

Year 1 Trainee EPs

Our Year 1 Trainee EPs provide supported casework, training and interventions to schools/settings at no charge. This is a limited resource and we aim to distribute this fairly to meet the needs of vulnerable children and young people and their families.

Year 2 & 3 Trainee EPs

Year 2 and 3 Trainee EPs are part of the core service. They are allocated as an EPS link for schools, always alongside a qualified EP, usually their supervisor. They are supported to plan their work with their schools. We encourage Year 3 trainees EPs to develop a higher degree of autonomy, usually being the link member of the EPS for the setting. We value the role schools/settings play in continuing the development of our profession, and welcome feedback that can strengthen our collaboration and service effectiveness.

Trainees in Year 4 and beyond

Occasionally a Trainee EP is studying in Year 4 or beyond, due to delays in the research elements of their doctorate qualification. During this time, the Trainees' work under the supervision of experienced EPs, with all reports counter-signed by HCPC registered EPs.

Appendix C EPS work funded through other routes

Enfield Council continues to fund specific services from the EPS. This includes supporting the Council in delivery of its statutory duties and other agreed core priority areas. The EPS has also been commissioned to undertake specific work through service level agreements. These are detailed below:

The statutory work of the EPS includes:

- psychological consultation and assessment which contributes to the statutory assessment process for the provision of Education, Health and Care plans for the 0-25 age group.
- being an expert witness as requested by the Local Authority for Special Educational Needs and Disability Tribunals.

Please note that educational psychology input to Annual Reviews is currently under review with the SEN Service. Schools are currently requested to use their traded EP time to support children and young people with Education, Health and Care Plans.

Core priorities (that are funded by the Council or through a Service Level Agreement) include:

- Strategic support for schools in managing sad/ traumatic events ([critical incident support](#)).
- Educational psychology delivery through partner services:
 - Enfield Advisory Service for Autism ([EASA](#))
 - Enfield Trauma Informed Practice in Schools ([ETIPSS](#))
 - Youth Justice Service (YJS)
 - Virtual School for Looked After Children
 - Virtual School for Children in Need
 - SWERRL, the Primary Behaviour Support Service,
 - Admissions & Attendance Service
 - Attendance Support Unit (ASU) at West Lea
 - CAMHS Neurodevelopmental Pathway
 - My Young Mind Enfield (MYME)

Appendix D Type of written record and time required

Record type	Suitable where	Average time needed
Contributing to the school's LSP/IEP	<p>The EPS has participated in the IEP/LSP meeting or review meeting, which the school has recorded on the school's IEP/LSP document. The school may wish the EP to check the IEP, add to it as needed, and sign it.</p> <p>This is not the creation of a separate EPS document.</p>	0.5 hrs
Record of Consultation	<p>Cases where the EPS has primarily used consultation to identify the child's strengths, target areas of need, and has collaboratively agreed outcomes and support strategies.</p> <p>The EP may have observed the child and met the child to ascertain their views.</p>	4 hrs
Record of Involvement with agreed actions	<p>Cases where the EP has comprehensively assessed the child's strengths and needs using observation, consultation and direct assessment work.</p> <p>The actions have been agreed at a feedback and action planning meeting.</p> <p>This is suitable where the school does not plan to request an EHCNA within the next 12 months.</p>	6 hrs
Record of Involvement with outcomes and provision table	<p>This comprehensive report mirrors a statutory advice. It is suitable where the EP has comprehensively assessed the child's strengths and needs using observation, consultation and direct assessment work, and where the school plans to request an EHC needs assessment within three terms.</p> <p>The outcomes and provision table provides long term (2 year) targets, together with the EP's recommendations for all of the provision the child needs.</p> <p><i>If an EHCNA is agreed for the child at SEN Panel within four terms of the EP Record of Involvement, the EPS will offer the school</i></p>	9 h

<p><i>3hrs back to be used as traded time. This should be explicitly agreed at the time of contracting the work.</i></p>	
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