

Educational Psychology Service Report

2021-23



- 1:** Introduction
- 2:** Staffing: Successes, Challenges & Developments
- 3:** Overview of CYP Receiving Direct Involvement in 2021/22 & 2022/23 (YTD).
- 4:** Statutory Work – providing quality and timely advice for EHC Needs Assessments
- 5:** Traded Work with Schools – providing a quality service to schools and making a difference at SEN support
- 6:** Commissioned Work with Services – making a difference for specific groups of children
- 7:** EPS-led Programmes:
 - Critical Incident Response to schools following a sad event
 - Training & supervising ELSAs to promote emotional development
 - Providing direct access to EPS advice and signposting through Telephone Support Lines
- 8:** Partnership Work
 - Engagement with children and young people
 - Partnership at local level providing leadership and psychological input across key priority areas
 - E-TIPSS – promoting a consistent model and language to a trauma-informed approach across the local area
 - Partnership at national and regional levels
- 9:** Future Developments: Service Level
- 10:** Future Developments: LA Level

1: Introduction



The Enfield Educational Psychology Service (EPS) is the main provider of psychological services to Enfield schools and works in partnership with services across education, health and social care to promote a coordinated approach.

Educational psychologists (EPs) work with the adults who know the child or young person well to understand their strengths and areas of need. They can also carry out assessment work with the child or young person. By working together, the EP will help plan the next steps to support a child's emotional wellbeing and learning. A leaflet has been developed explaining how the service works: [What is an Educational Psychologist?](#)

Information about the EPS can also be found on [The Hub](#) (school facing website), [The Local Offer](#) (for parents and children) and the [EPS webpages](#) on the Enfield Council's main website. The EPS also maintains a presence on Twitter [@ ENFIELDEPS](#).

The EPS is commissioned by the Local Authority, Schools, Universities and other Local Area Services to deliver an Educational Psychology Service..

This report provides a highlighted overview of what is provided and the difference the EPS is making to Enfield's children and young people as well as the broader work of the service. Performance data and evaluative statements have been provided where relevant to illustrate the work and impact of the service (i.e. [What has been provided](#), [Impact](#) and [Evidence](#)).

Suzy Francis

Principal Educational Psychologist & Head of Service

2: Staffing: Successes & Challenges

Successes



The EPS has a **team of talented and committed EPs, Trainee EPs, Assistant EPs** whom we value immensely for the amazing work they do in making a difference for the children and families of Enfield through the schools and services that commission the EPS. We are fortunate in having a dedicated **Operational Support Team** who are dynamic, efficient and proactively work as part of the EPS and in partnership with key partners, especially in relation to ensuring systems are in place for statutory work.

The service is committed to supporting the development of the profession.

Three Year 3 Trainee EPs successfully completed their placements in Enfield in 2022 and were awarded their doctorate degrees.

Careers sessions are organised on an annual basis for aspiring EPs in **partnership with neighbouring EP Services**. EPs in the service provide mentoring for those interested in entering the profession from under-represented and minority ethnic groups.

The Service engaged in Enfield's **Supported Internship Programme** and has employed an adult with a learning disability for the past 4 years.

"I do the filing, shredding, collect the post and am now making resources for EASA to use in schools with autistic children. I love my job and enjoy being part of the Educational Psychology Team" (Team Assistant, Dec 22)

Following a restructure in 2021, the service has now successfully recruited to:

Deputy Principal EP/Service Manager.

Senior Lead EP for Autism

Senior Lead EP for Complex Needs

Senior Lead EP for Early Years

Challenges



Establishment is **19 FTE EPs**. The service currently has **13 FTE** team members including employed staff, locum EPs and Trainee EPs (Sept 22).

There are vacancies due to EPs leaving for a variety of reasons and maternity leave, e.g. retirement, career break to care for children, moved to NHS organisation, moved to LA closer to family home, moved to seek further career experience in an inner London borough.

There are three vacant posts within the EPS leadership & management team (from Jan 23):

- Two Senior EPs
- One Senior Lead EP for SEMH (i.e. E-TIPSS lead)

[These are currently being covered by the Principal EP/Deputy Principal EP and a Locum Senior EP - but this is not a sustainable option and we are hoping to recruit to these posts in 2023]

The service continues to seek to recruit qualified EPs and is exploring recruitment and retention initiatives.

2: Staffing Developments

9 Assistant EPs

To manage the vacancies and increased demand, Enfield EPS has recruited **6 assistant educational psychologists (AsEPs)** to join 3 existing AsEPs who have to date supported the delivery of projects. All AsEPs are provided with full induction, training and ongoing supervision so that they can support the delivery of traded and statutory work in partnership with HCPC-registered EPs. This involves both project and case work and will be undertaken in partnership with our schools, partners and EP team. The induction and training phase completed in the autumn term 2022 and we are now starting to deliver AsEP work over the course of the Spring term.

AsEPs are starting to provide a range of input through traded work which is making a difference in schools, including joint case work, training and supporting embedding interventions through EHCPs. In January 2023, AsEPs delivered 'Zones of Regulation' training to 40 primary school staff which has had a positive impact on the developing knowledge and confidence of staff to deliver this intervention with children. 27 completed post training evaluations with ratings consistently above 4/5

The EPS effectively allocates AsEPs to support the delivery of specific programmes through commissioning partnerships with other services.

The means that specific programmes are successfully delivered and evaluated with psychological input

"Our AsEP is an asset to the team and her prior teaching knowledge, coupled with her AsEP experience has enabled her to pitch the appropriate level of support when working with ECASS Target schools, parents, carers and young people. The AsEP is incredibly efficient and proactive with all tasks. She is good at supporting the team to evaluate impact. Our other AsEP is new to the team and is currently developing her role. She is particularly good with supporting parents and carers during training sessions."

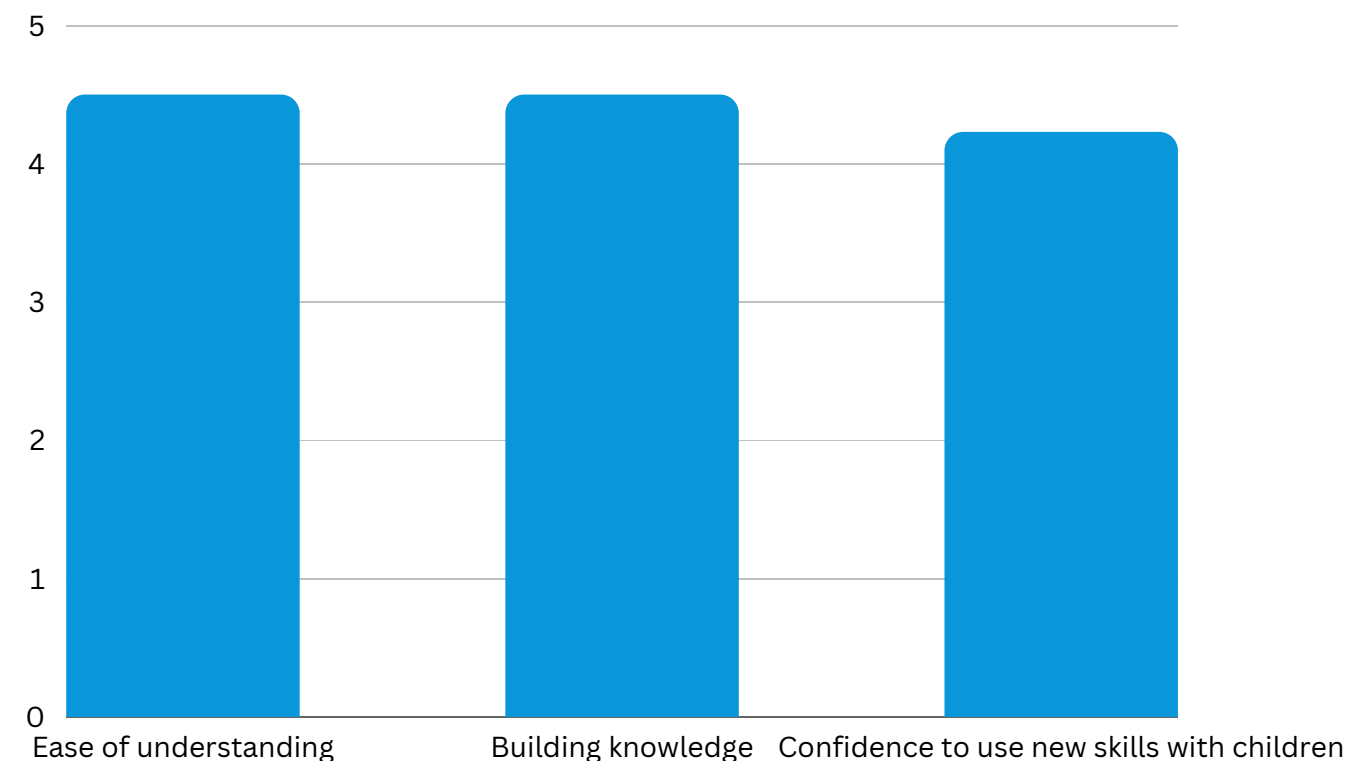
(Head of Service ECASS, Jan 2023)

Enfield EPS @ENFIELDEPS · 1h
 Hi it's Tiffany, Assistant EP! This week I delivered training on Zones of Regulation for teaching staff. I enjoyed engaging with the staff and thinking about what will work best for the children they work with! #AspiringEPs #TwitterEPs

low chart taken from book 'The Zones of Regulation' (Leah M. Coyper)

ENFIELD Council

27 school staff completed post training evaluations



2: Staffing Developments

What some of our current Assistant EPs say about their experience of working in Enfield so far

"I am happy to be a member of Enfield EPS Team. I have already widened my knowledge and understanding of the different services they provide to support CYP. Most importantly, I have been able to build my confidence and knowledge of psychological applications through opportunities to use different frameworks, training and joint work with EPs. I am excited for the opportunities to continue to learn and be supported through to this journey."
(Assistant EP, 5/1/23)

"The team of EPs in Enfield have been so friendly and supportive in helping me improve my psychological knowledge and learn more about the role of an EP. This experience is invaluable and has reconfirmed my goal to train as an EP! Over the past year I have thoroughly enjoyed supporting the Enfield Trauma Informed Practice in Schools and Settings partnership project, embedding the Attachment, Regulation and Competency (ARC model) in schools and services across Enfield. I can see how this borough-wide approach can have positive effect on young people and their families. Recently I have enjoyed supporting on Early Years statutory work and am learning so much about observation and consultation. I am looking forward to supporting EPs in traded work this term"
(Assistant EP, 9/1/23)

"Thank you for all the support from the team! I love the variety of the job and I'm definitely looking forward to some more work in schools this term!"
(Assistant EP, 4/1/23)

"I have found the Enfield EPS team very welcoming and supportive. I have especially enjoyed shadowing my link-EPs in their schools and learning how they apply psychology in everything they do. The opportunity to work with EPs in schools as well as on projects enables us to gain a better understanding of the role of EPs and the different services the EPS offers. I am really looking forward to the MYME work I am going to be doing with CAMHS this term."
Assistant EP, 9/1/23

"I have enjoyed my time at as an assistant at Enfield EPS. I have been able to do lots of observations and gained lots of knowledge around the role. I have learnt new ways to support children and young people. The team are lovely and very supportive."
Assistant EP, 10/1/23)

"Becoming an Assistant Educational Psychologist has provided me with first hand experience of the work involved in Educational Psychology. Learning about different projects the EP service run such as ELSA, E-TIPSS has been exciting as I see the potential for these projects to improve young people's experience in education settings. I have enjoyed forming relationships with SENCOs and helping them to meet the needs of children in their school."
(Assistant EP, 6/1/23)

"I have enjoyed my time as an Assistant Psychologist so far. Meeting the team has been great, and I have particularly liked my work with the EASA team, providing support to autistic young people and their families through coffee mornings and play sessions."
(Assistant EP, 6/1/23)

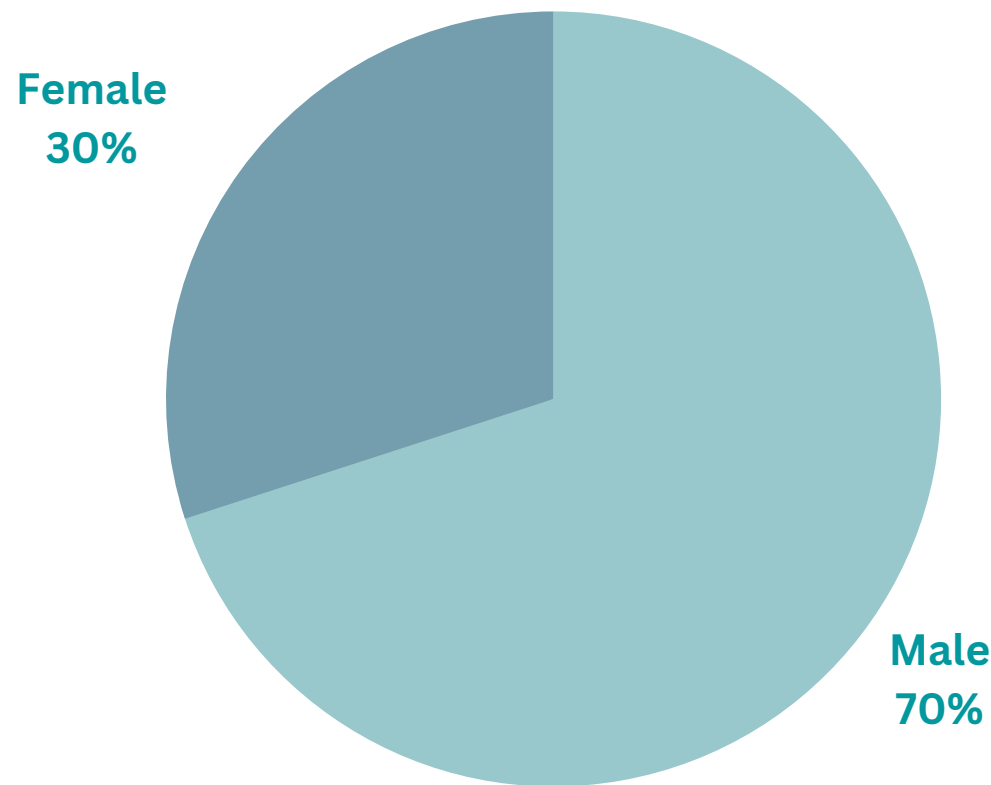
"Since starting as an Assistant EP, my experience so far has been invaluable, providing me with the knowledge and experience I need to hopefully secure a place on the doctorate. I have particularly enjoyed the work I have done with early years supporting with statutory work."
(Assistant EP, 6/1/23)

3: Overview of service productivity (2021/22)

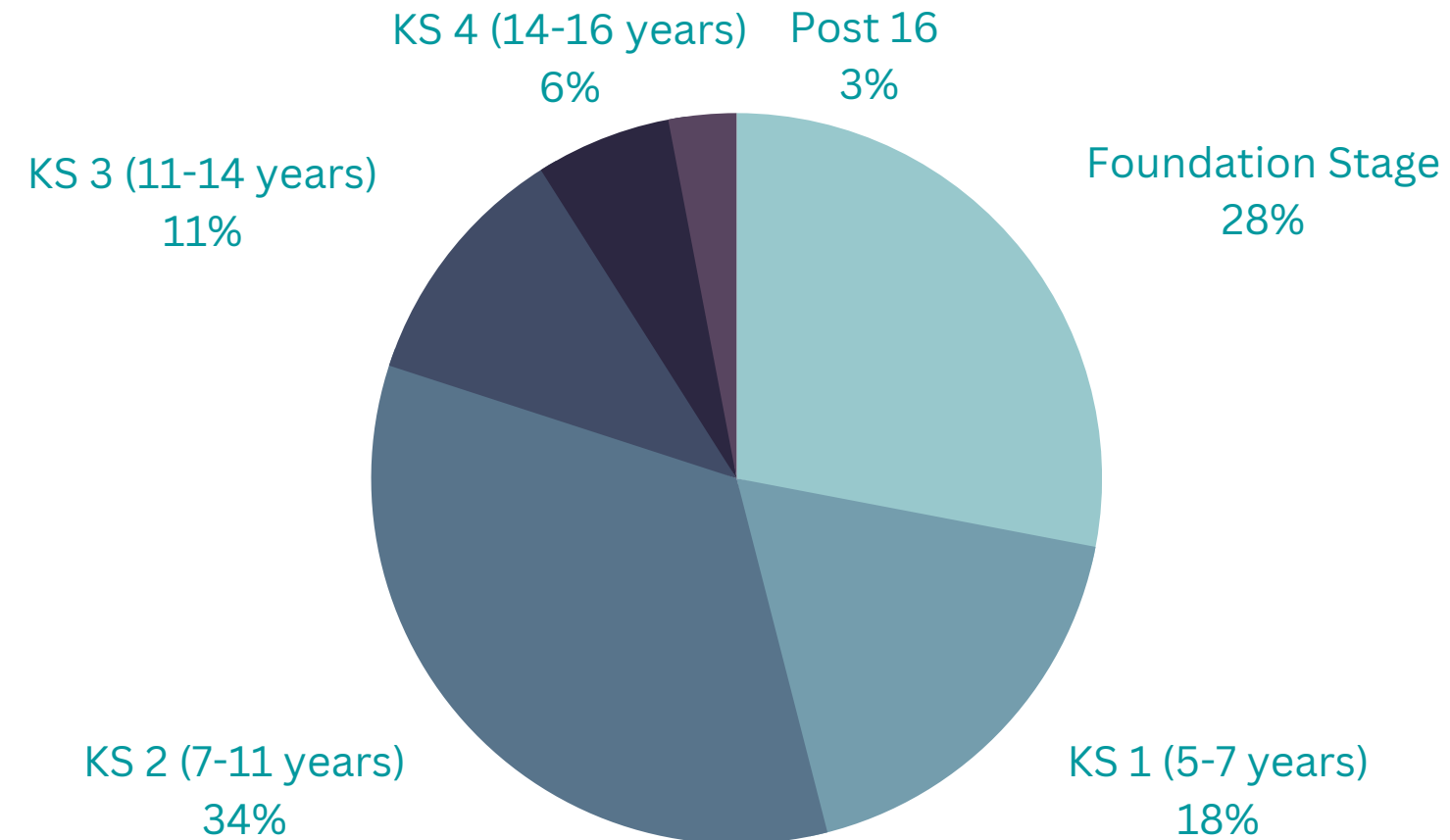


Identified children
received EP involvement
in 2021/22 (FY)

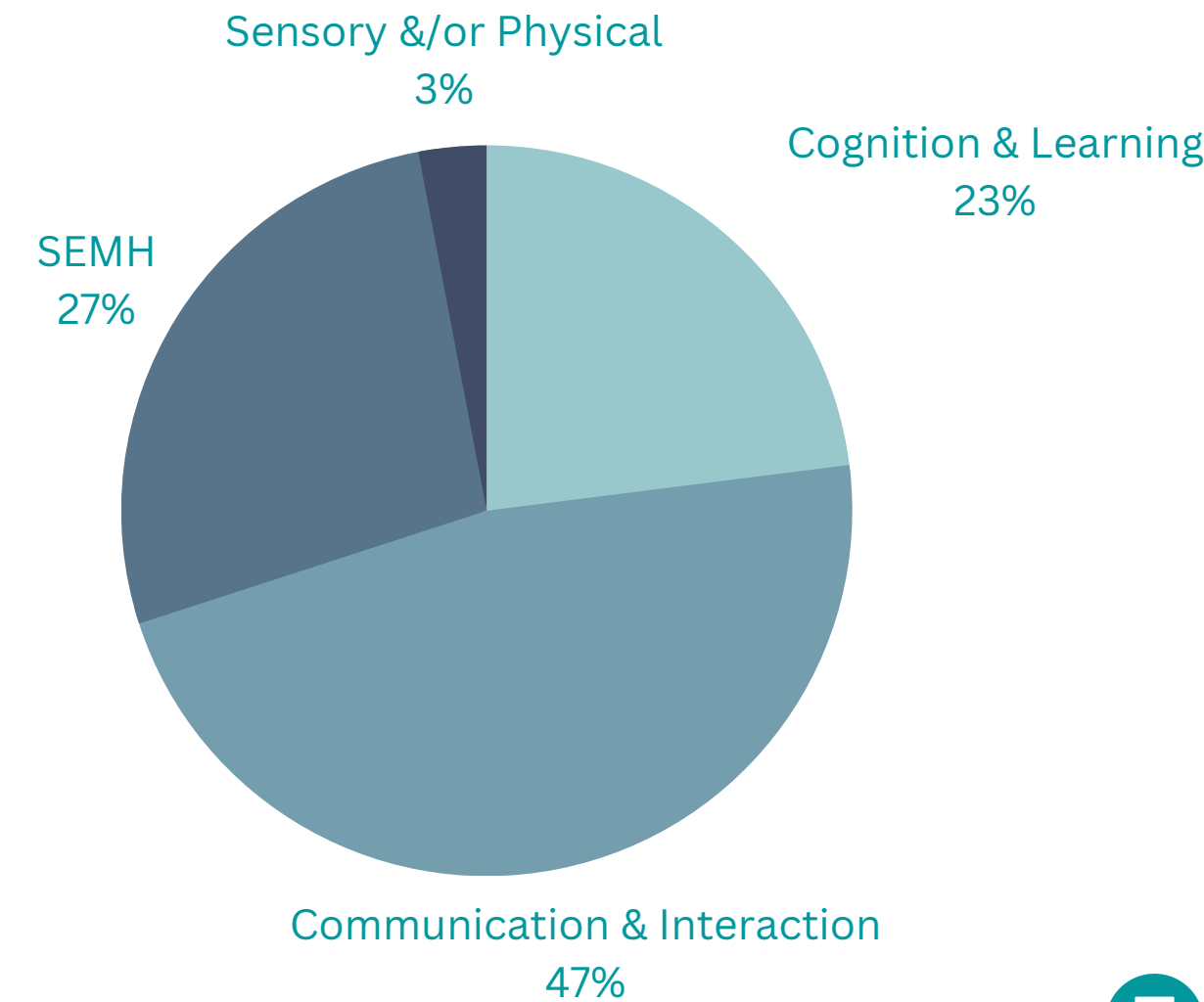
Gender as identified on request for involvement



Key Stage



Primary area of need as identified by EP



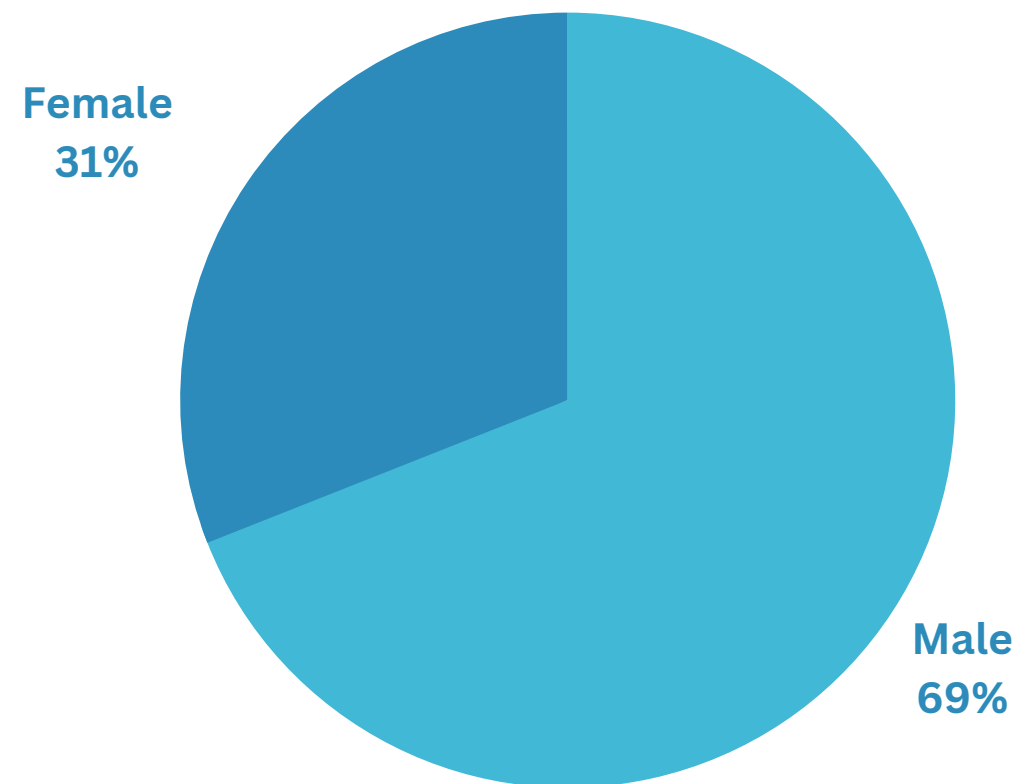
3: Overview of service productivity (2022/23)



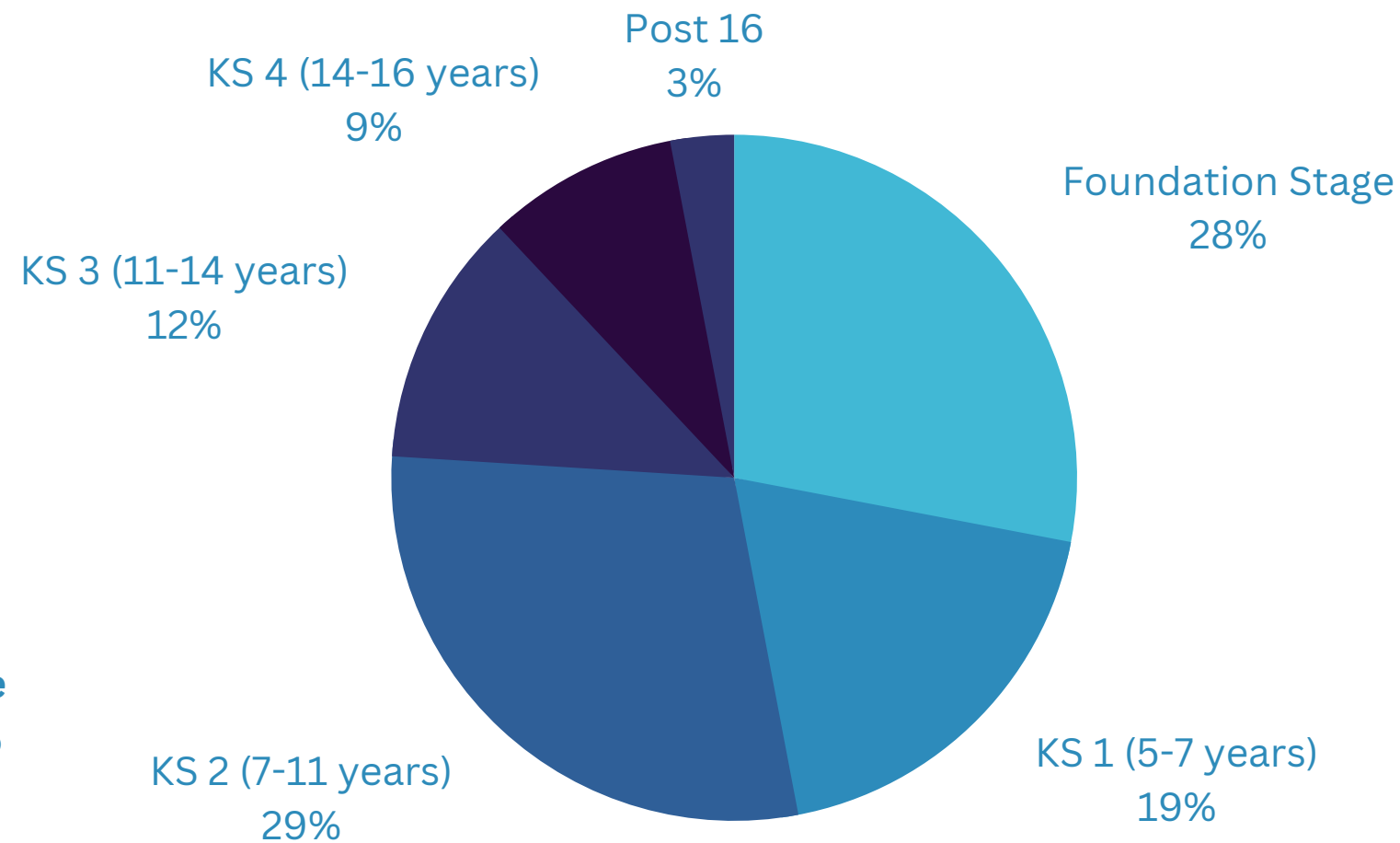
1151

Identified children have received EP involvement in 2022/23 (FY)

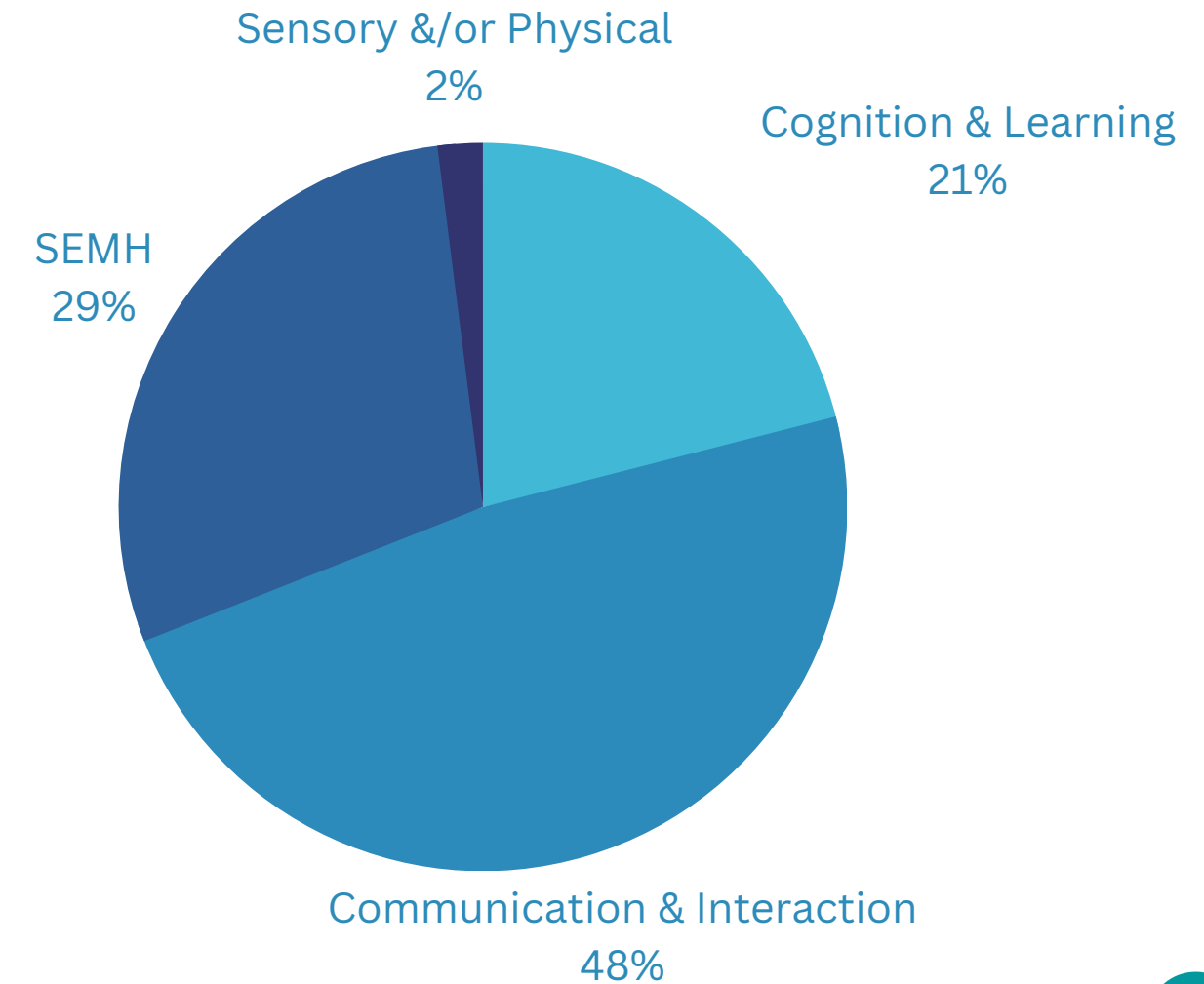
Gender as identified on request for involvement



Key Stage

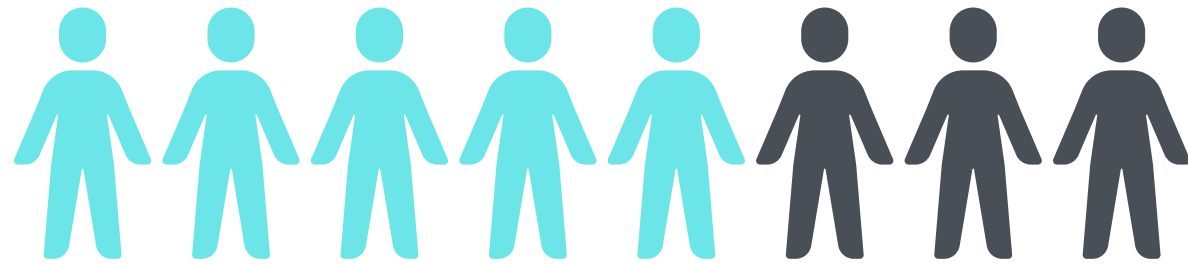


Primary Area of Need As identified by EP

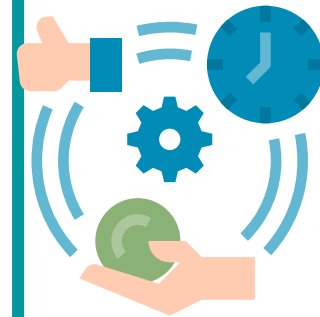


4: Statutory Work: Advices and Tribunals

Capacity of the EPS for statutory work



Due to current vacant EP posts, the service has allocated 5 FTE EPs instead of 8 FTE EPs for statutory work. The impact is the EPS has prioritised statutory assessment/re-assessment and tribunal work. Other EP work supporting decision-making for maintaining, amending or ceasing plans is currently not deliverable.



Efficiencies are made where appropriate, i.e. existing recent EP reports are submitted as EP Advice with parent/carer agreement.

The AsEPs are in post and EP/AsEPs partnerships are developing and focussed on Early Years statutory work.

The impact of these service delivery decisions is that the service predicts there will be sufficient EP capacity to ensure the Local Authority provides quality and timely EHCPs. However, there remains the ongoing challenge of meeting surges in demand. Over the coming year, it is anticipated that the capacity of the EP team will increase as the AsEP role develops so that other core tasks for the LA can resume.



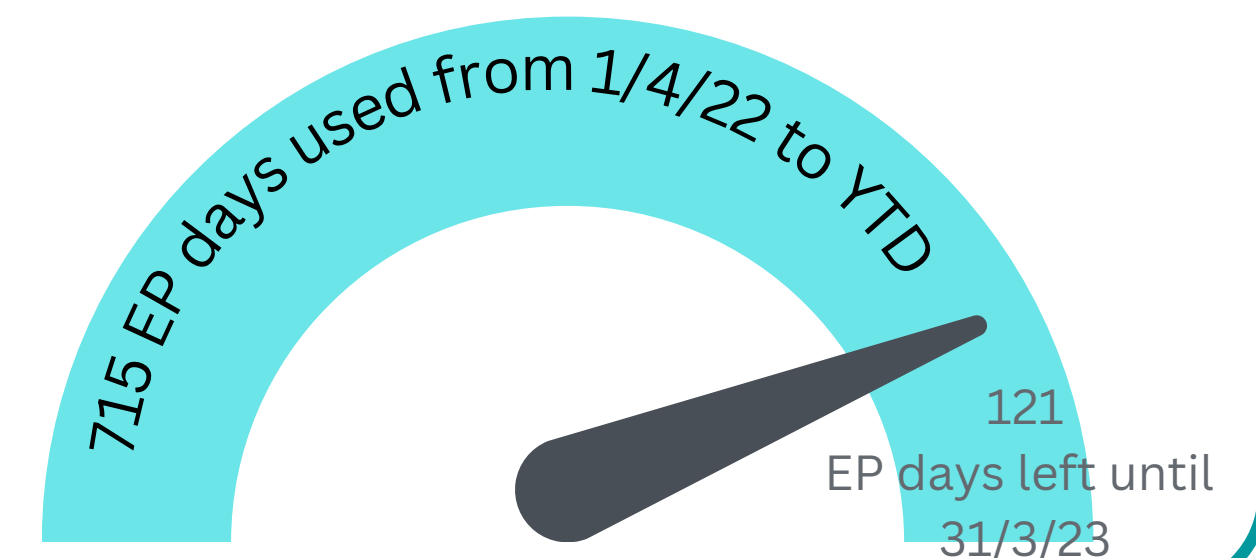
Our AsEPs are working with the the Senior EP Lead for early years on 6 cases developing the partnership model.

"I have particularly enjoyed the work I have done with early years supporting with statutory work." Assistant EP, 6/1/23)

Capacity used and current capacity remaining for 2022/23 (as of 6/1/23)



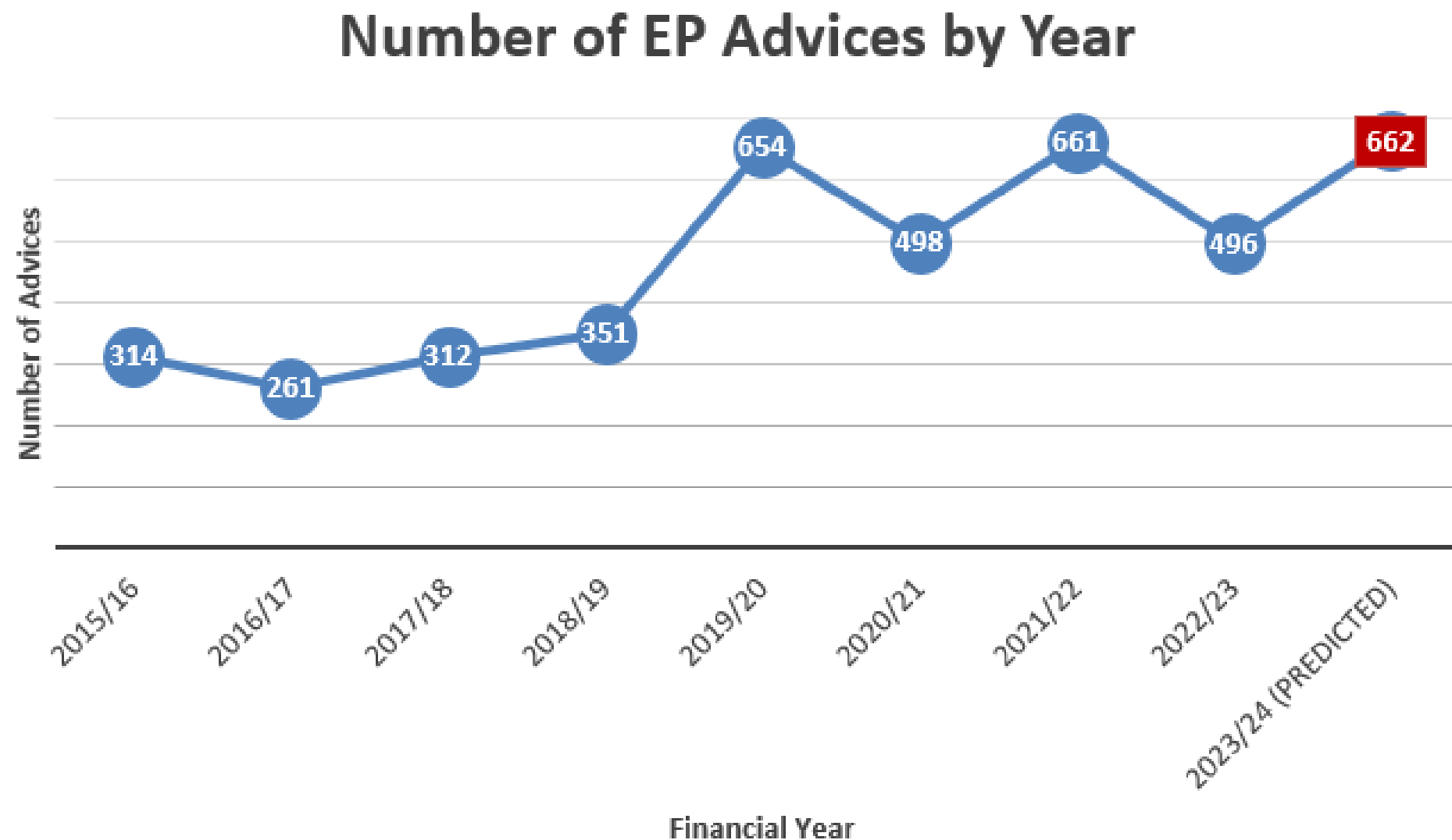
Despite not yet having a case management system, the service has systems in place to closely monitor trends of statutory demands and usage of EP time across the year, allowing dynamic decision making at pressure points. The impact is that the EPS predicts that there will be sufficient EPS capacity for 22/23 to meet the statutory demands, using waiting list initiative where appropriate. At the start of the Spring term 2023, there are 121 days remaining in this financial year for new EHC Needs Assessments. It is expected that this will cover the expected demand given the trends.



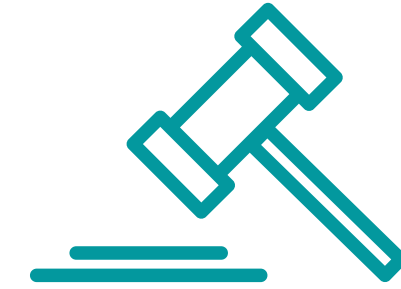
4: Statutory Work: Advices and Tribunals

Year to year trends on number of EP Advices provided

There has been an increase in demand for EP advices (new and reassessments) since 2015/16. The EPS was involved in a review of the SEN Panel criteria. This set out clear expectations of the responsibilities of schools and settings at SEN Support. This has meant a reduction of EHC Needs Assessments since Jan 2022 and has helped to manage the EPs capacity at statutory level. Number of Advices by financial year are set out in the graph below:



SENDIST Tribunals



The service has provided EP expert witness reports for 8 Tribunals as agreed through the Tribunal Multi-Agency Meeting. The service allocates an average of 5 EP days for each allocated tribunal case that goes to hearing.

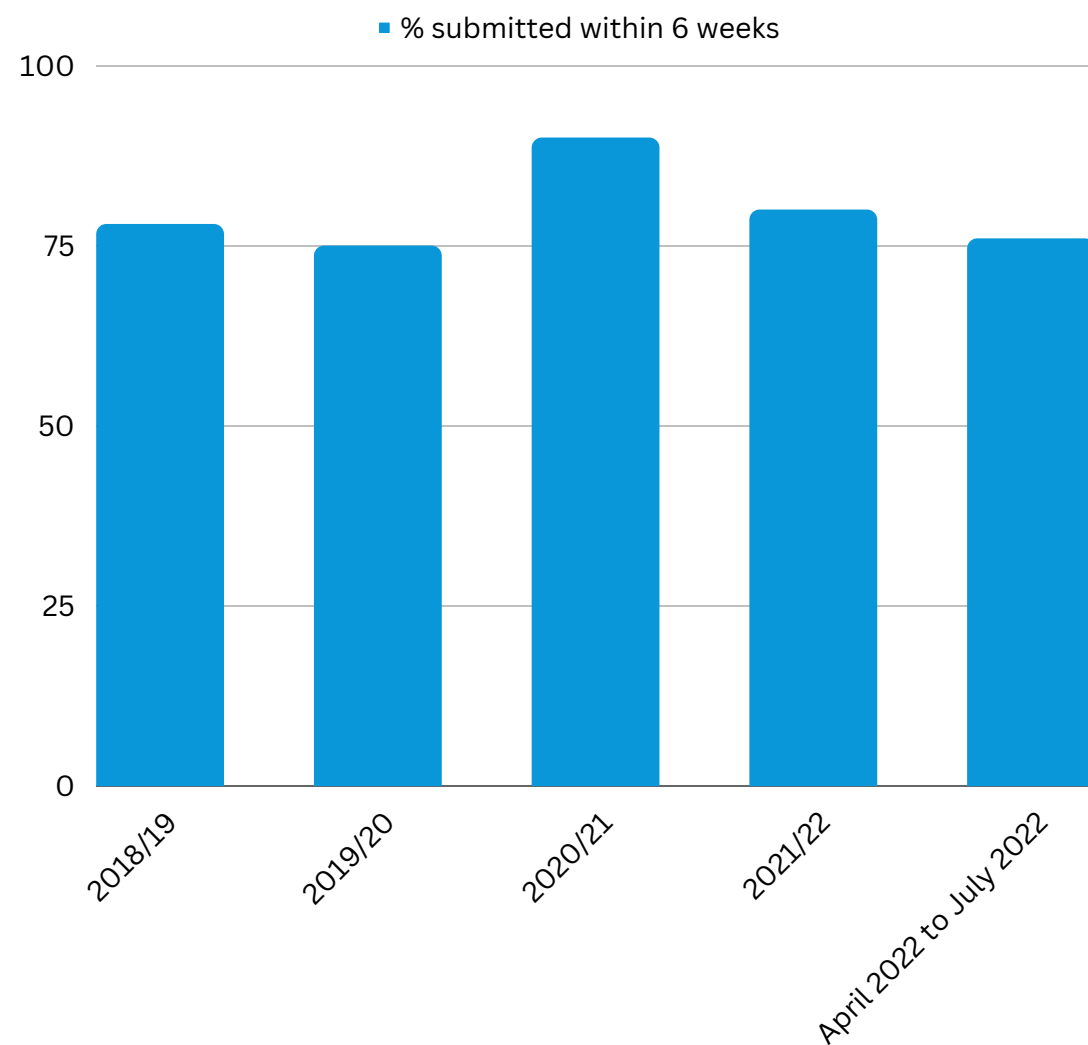
EPs are supported by Senior EPs and the SEN Tribunal Officer to ensure the EP involvement addresses the LA's questions. This means that EPs provide Tribunal reports that are sensitive, analytical and supportive.

This is recognised by parents.
"Thank you very much for forwarding the EP's excellent and insightful report." (Parent whose child was subject of a SENDIST Tribunal, 15/4/21)

4: Statutory Work: Advices

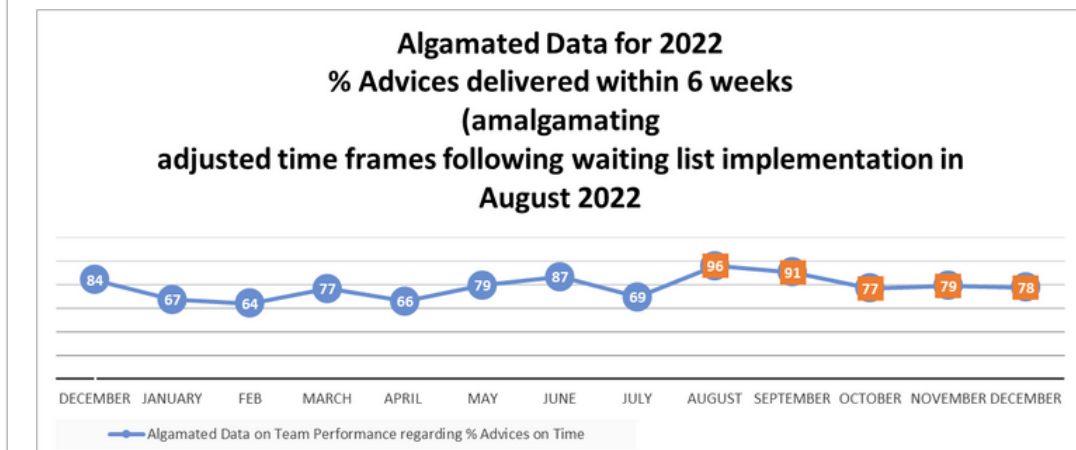
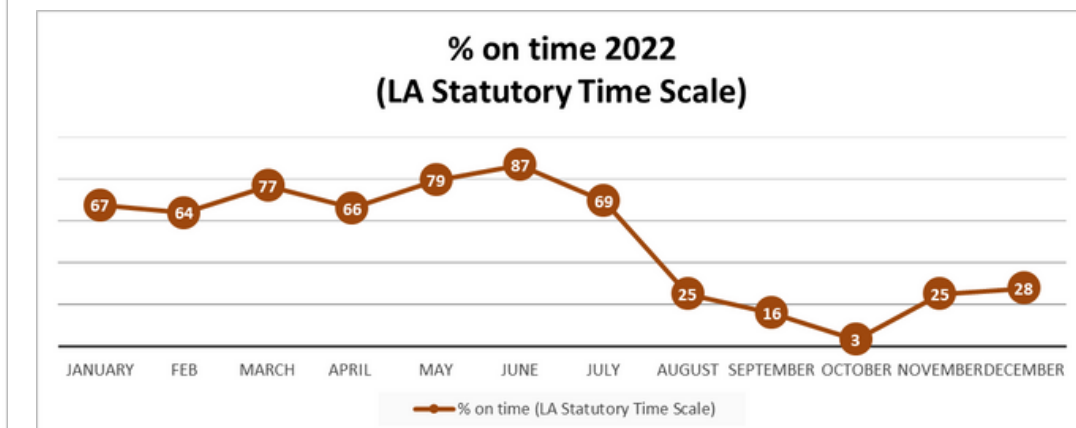
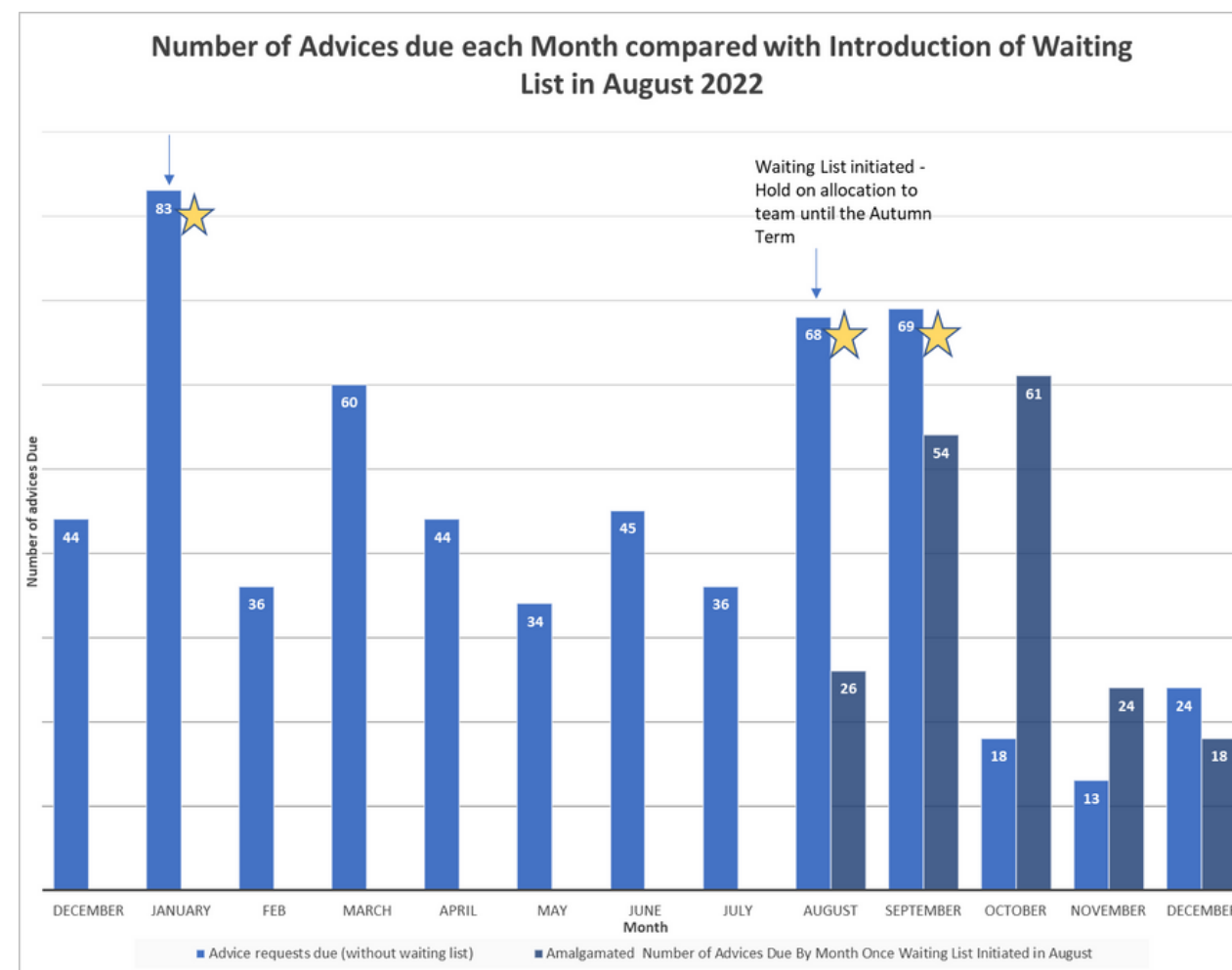
Timeliness

The EPS monitors its timeliness ensuring good performance in meeting statutory timescales. 80% of advices met statutory timescales in 2021/22 and 76% of advices for the Summer term 2022.



Surge in demand and waiting list initiative, August 2022

A surge in demand for EP advices at the end of the summer term meant that the demand exceeded the allotted capacity of the team for statutory work for the term. The service actioned a waiting list initiative with adjusted timescales for each advice request, so the work could be done in the autumn term with the new term's capacity for statutory work. This had an impact on the EPS meeting statutory 6 week timescales, although every effort was made to provide advice within 16 weeks to aid decision-making relating to issuing an EHCP, and to support the SEN Team to meet the statutory 20 week timescale in finalising each EHCP. This demonstrates a dynamic and resilient service in its approach to surges in demand. Timeliness dropped with an average of 20% of EP advices meeting statutory timescales between August and December 2022. Taking account of adjusted time scales, the team's timeliness performance remained at an average of 78% for the year.



4: Statutory Work: Advices

Quality of Advices

The EPS provides high quality advice for every child subject to an EHC Needs Assessment. The service launched its quality improvement initiative in January 2022. This has been a phased approach and included a planning period, team workshops with SEN Services, initial QA of every advice, coaching, EPs RAG rating their own advices, ongoing weekly QA meetings for senior managers, dip sampling and effective partnership working with SEN. Service standards for EP advice were revised and are aligned with National EP Guidance and LA expectations, with particular focus on outcomes and specificity of provision. **This means that the service is confident about the quality and consistency of advice. This has had a direct impact on improving the quality of EHCPs.**

Feedback collected by the EP and SEN Services indicated that the EPS quality improvement process implemented in January 2022 was successful in raising the standards across the EP team. **68% of parents/carers agreed or strongly agreed that EP advice was clear and described their child's needs well (32% of parent/carer responses were neutral)**

"We're writing to thank you for producing an amazing report on [child's name]'s needs. It's incredibly cathartic to see all of the difficulties and struggles we've been through pulled together into a structure that makes sense of the whole."
(Email from parent, 9/8/21)

"The EP was very kind and helpful. They have written a detailed report and suggestions."
(Parent comment, SEN EHCP Parent Survey, 25/10/22)

"EP reports provide comprehensive and insightful information."

(Executive Director of People Dept,
EHCP Dip Sampling Meeting, 18/8/22)

"I just wanted to let you all know that I have received some really positive feedback from my team on the EP advice that we have been receiving since the new QA process was introduced. My team are reporting that advice is set out so much clearer and is much easier to interpret which in turn has made plan writing so much quicker... I have also had officers tell me how responsive EPs have been when queries are raised about their advice either from us or from parents. I would be grateful if you could please pass on my thanks to your team for this."
(SEN Manager, 7/2/22)

"I have really enjoyed the process and QA supervisors have made me reflect on the use of my psychology in reports and thinking critically about the appropriateness of provision. I have learnt new strategies."

"I have found the support I have received to be excellent."

"I think I have better outline of how to write a report and I keep in mind the golden thread."

(Feedback from 3 EPs in the team,
March 2022)

4: Statutory Work: Quality Assurance & Dip Sampling of Advices

Phased process of Quality Assurance



- EPs/TEPs RAG Rate their own Advice to agreed Service Standards (**see Appendix A**) at all phases. Since January 2022, all EPs/TEPs have been expected to progress through each of the QA phases.
- Decision to progress EPs/TEPs to the next phase are made at the weekly EPS QA meeting. Phases described below with the % of the service at each phase. There are 29 EPs/TEPs in the service (as of March 23)

Phase



Senior EP quality assures every advice written by the EP at week 5 and provides supervision/coaching where needed to ensure the service standards are being reliably met.

Phase



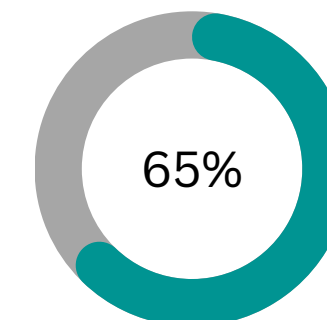
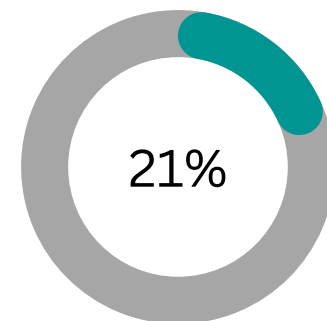
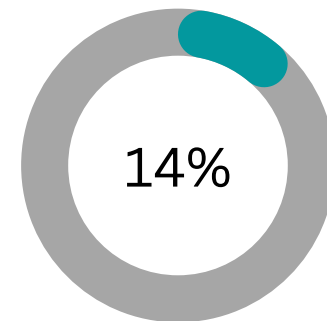
An Assistant EP is trained to quality assure the EP advice at week 5 as a light touch and refers for Senior EP Support if needed.

Phase



EP submits their advice directly to SEN and these advices are dip sampled

% of EPs at each Phase of QA

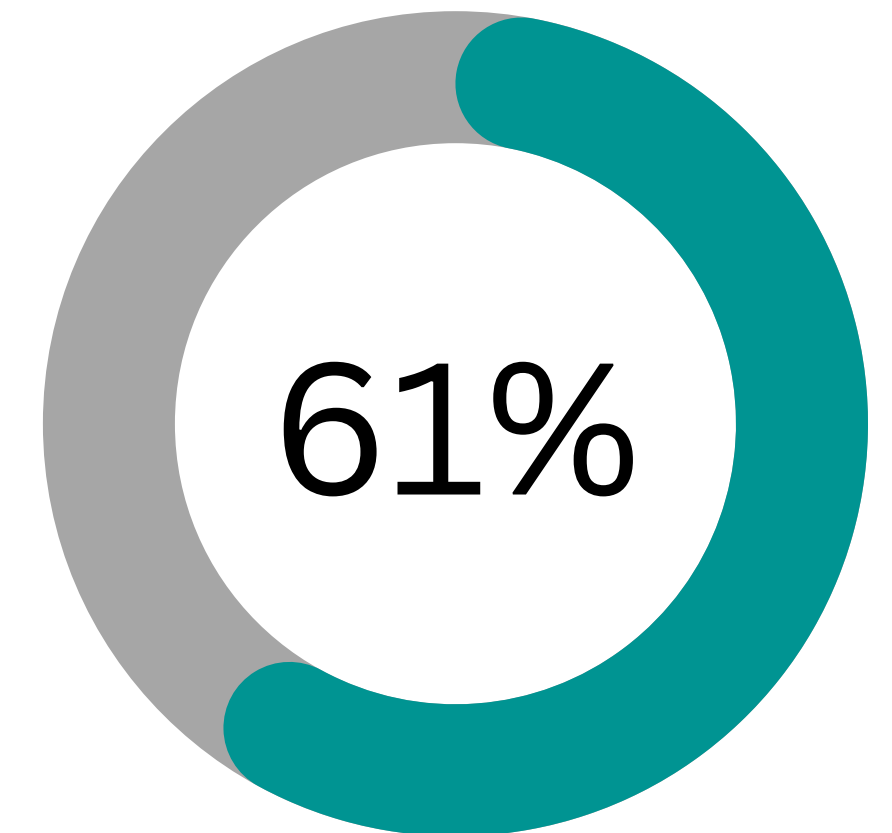


Dip Sampling of Advices



- The EPS dip sampling has been in place since January 2023
- A Senior EP (consistent member of SEN Panel) and a rota of Assistant EPs dip sample two EP advices a week
- Advices are selected from the cases at the SEN Panel (relating to decisions to issue an EHCP).
- Advices are RAG rated against the agreed service standards with qualitative data recorded. This is moderated at the weekly EPS QA meeting
- The aim is for all EPs to have their advices dip sampled on a rotational basis.
- Supportive feedback is provided to EPs following dip sampling

% of EPs on Phase 3 who have had their Advices dip sampled



4: Statutory Work: Dip Sampling Advices

A sample of the %s for the collective RAG ratings given for each standard for EP Advices across all dip sampled advices since January 2023

Golden Thread



Summary Section



Sandwiching



Timeframes



Specificity of outcome



Mapping provision to outcomes



Framing of Provision



Weasel Words



Provision is specified & quantified



Plain English



Naming of Provision



QFT and OAP



Sample of RAG ratings and qualitative feedback relating to dip sampled Advice

Strengths for EP

There is a clear description of needs and a detailed table with really clear provision outlined. The provision outlined can be easily understood by the school. I liked the way the child's views were presented in the table

Areas for development for EPS

To further consider how 'throughout the day' is considered at a service level

Particular Strengths for EPS / LA

This EP has been with Enfield since being a TEP. Their report clearly highlights the support and guidance they received to write advices according Enfield's standards

That the LA has an EPS with high standards that is ensuring processes are implemented for quality reports for its children, families and education settings

Suggested areas for development for the EPS & LA

Further look at how EP reports build into the Preparing for Adulthood /Pathway to independence agenda.

5: Traded Work with Schools

87% of Enfield Schools purchased a total of 769 EP days in 2021/22 to contribute to the APDR process at SEN Support

83% of Enfield Schools purchased a total of 857 days in 22/23 . 75% of these days were allocated to an EP. The service is working with schools on the remaining 25%, with a proportion being potentially delivered by AsEPs. This is a developing initiative with the EP team and schools.

The service evaluates its work at SEN Support/Traded work through an annual school survey, parent/carer feedback survey and acting on ongoing feedback from schools and parents/carers.



79% of schools agreed/strongly agreed that the EPs' input at SEN Support helps children and young people make progress towards agreed outcomes.

"Thank you to our EP and trainee EP for continuing to support the school to better support our pupils."

(Annual School survey, 21/22)

"I am incredibly thankful for your flexibility and for your additional time with respect to the girls and supporting our family. I think they will do well at [school name]. What you have done, what you have added and your support has mattered. I will always be thankful that it was you who walked into this, our situation. Thank you for being invested."

(E-mail from Parent 13/5/21)

"I was happy with the meeting and outcomes."

(Parent feedback survey, 2022)



83% of schools agreed/strongly agreed that the EPs offered support and advice, leading to clearly explained evidence-based interventions.

"We have a good relationship with our allocated EP, her support and advice has been invaluable."

(School survey, 21/22)

"I am very pleased with the report and hope that the activities that have been put in place to support my child's needs will be able to help him overcome all the challenges he is facing."

(Parent survey, 2022)



83% of schools agreed/strongly agreed that the EPs work collaboratively with parents & carers.

"[Name of EP] has been absolutely brilliant. She is very supportive and works really well with the school and parents."

(School survey, 21/22)

"The EPS was understanding and listened to myself very well"

"Good the translating was good + my child was happy."

(Parent survey 2022)

"Very warm and empathetic with parents in particular."

(School survey, 21/22)



66% of schools agreed/strongly agreed that the EPs increased staff confidence to support a pupil with a wide range of needs.

"I felt the EP communicated and listened well during our meeting, involving me (the parent) and the teachers effectively."

(Parent survey 21/22)

"EPs are working incredibly hard under difficult circumstances. Our EPs have always been available via email or telephone and have been a great support."

(School survey, 21/22)



77% of schools agreed/strongly agreed that the EPs worked creatively to further understand the CYP's needs.

"A massive thank you to [Name of EP] for all her support during such challenging times. Her patience, guidance and understanding have been much appreciated by the staff and the school community."

"Big thank you to [Name of EP] for all her hard work at [name of school]."

(School survey, 21/22)

"Very happy with the EPS - [EP Name] explained everything clearly in the report and the support that our child needs."

(Parent survey, 2022)

56% schools responded to 21/22 survey

Data Source: MS Forms Annual School Survey 21/22

6: Commissioned Work with Services – 2021 to 2022 FY (and 2022–23 YTD where specified)



Virtual School for LAC

Educational psychology input is provided through the Virtual School ensuring the SEND needs of children in care to Enfield are identified and met (whether they attend an Enfield school or one outside of the borough). 55 EP assessments and consultations provided for CYP (2021/22 FY).

"Our EP helps CYP make progress towards agreed outcomes... Excellent service."
(HOS Virtual School, Jan 23)



Youth Justice Service (YJS)

The service works in partnership with the YJS, speech and language therapists and other professionals increasing understanding and identification of SEND for children known to the YJS and ensuring good links with education. 56 children (21/22) and 45 children (22/23 YTD) were the subject of EP communication & liaison support.



Mental Health Support Teams (MYME)

EP supports development of the SMHL role through co-ordinating the SMHL Network, E-TIPSS Champion work and co-ordinating the Whole School Wellbeing Audit enabling schools to better meet the SEMH needs of their children in line with the key delivery functions of the MHST programme.

"The whole school wellbeing audit support helped us to reflect on where we are and focus on our priorities going forward, and to feel more confident that we are on the right path." (School linked to the MHST, reported by the HOS for MYME)



SWERRL

EP provides effective support (as part of a MDT) for primary aged children at risk of exclusion providing EP assessment, consultation/advice and training. Service feedback from the HOS of SWERRL is that the EP is highly effective in the MAC and Fair Access panel meetings and in co-running the Incredible years parent groups. 6 parents completed the IY programme in 21/22 and 8 in 22/23 (YTD). High levels of satisfaction reported, with 100% of parents stating they would 'strongly recommend' the IY programme to their friends and relatives.

"I am going to carry this experience forever and use these tools to help me." "Thank you to the team leaders, they were amazing."

(Parent feedback, IY programme, SWERRL Report 21-22)



Admissions

Educational psychology input is commissioned through the Admissions Service so that the LA can support children with unidentified SEND who are newly arrived to the borough or not on a school roll to access educational settings. The EPS provided direct assessment for 8 children in 2022/23 (YTD).

"The SLA has enabled the Admissions Service to make informed decisions about appropriate provision in a timely way."

(HOS Admissions, Jan 23)



Violence Reduction Taskforce

The EP provides CPD/staff training, weekly consultation to the Taskforce, outreach work & workshops for families in partnership with other professionals enabling children's needs to be understood through a trauma-informed lens. 8 workshops on reducing exploitation provided in 2022 for 14 parents/carers. All parents said they found the workshops helpful and said they had time to discuss the issues in a supportive space.

"I feel lighter: my burden is not so heavy now"

(Parent, Reducing Exploitation Workshop, March 2022)



Enfield Advisory Service for Autism

EPs/AsEPs work as part of a MDT providing Autism Education Trust aligned CPD for education staff, supporting parents and providing therapeutic interventions making a difference for autistic children and their families, e.g. 108 hrs of AET training delivered and a Tree of Life Group in 21/22. *"You have listened to our children, she shows us her feelings now, what's important, what's harder and what's to come... We believe that being in this group is what has made this difference."*

(Parent feedback following Tree of Life Group, Dec 2022)



Enfield Communication Advisory Support Service

EP works in a MDT providing CPD and targeted work for CYP and parents ensuring a holistic understanding of children with communication needs.

"The EP is an active member of the team who has supported our developing knowledge in the [E-TIPSS] ARC model. He is currently building an EP offer for targeted schools. His contact with schools, parents and carers has been well received."

(HOS ECASS, Jan 2023)



Supporting EBSNA through West Lea Attendance Support Unit

EP provides outreach work to parents of children experiencing EBSNA enabling emotional needs and individual challenges be understood whilst supporting re-engagement in education.

The EP has supported 16 families since Jan 22.

"Thank you to our EP for being so thoughtful, approachable and understanding. We need these services to help us parents, as we go through daily struggles. Having support is like having a lighthouse casting light for us to find the way home."

(Parent of child attending the ASU,

7: EPS initiatives



Critical Incident Response

23 Schools supported from 1st April 2021 to YTD

The EPS provides a rapid response to schools following a sad/traumatic event enabling schools to return to normality as soon as possible and ensuring affected members of the community receive the right support at the right time in the right place.

"All of your advice has been invaluable, and thank you so much for your time last week with the staff... The child has had a really successful reintegration back into school, I am pleased to say. Following all your pearls of wisdom and 'scripts' has really made this happen, so thank you. The staff have been incredible, but clear parental comms, and direction for the children has been invaluable in managing to keep this as respectful and private a matter for the family, as can be under the circumstances."
(Enfield School, July 2022)

Data Source: CIR Log Workbook/Compliments Log



Emotional Literacy Support Assistants

66 ELSAs practising in 33 Enfield Schools: 27 Primary / 5 Secondary / 1 Special

The EPS provides training, ongoing supervision and a termly network meeting enabling LSAs to work as ELSAs for their schools so that they can offer early intervention and make a difference for CYP with SEMH needs, e.g. emotional literacy or regulation; attachment; anxiety; loss and grief; friendship and play. ELSAs are taught to identify CYP, plan sessions, set targets, work with parents and the network around the child and evaluate the impact of ELSA.

Training course rating: 5/5
Confidence rating to offer ELSA interventions: 4.6/5.
Knowledge rating in each area of SEMH need: Good/excellent.

"The delivery by the EPS was excellent: informative, confident, friendly, helpful, engaging, with variety to keep us informed, to allow us to share but also to reflect. We have been given so many examples of things we can do which will help our children." (an Enfield ELSA)

Reporting what they had found most useful, responses from ELSAs included:

"That the most important thing is forming connections with the children."
"More confident about what could help every child specifically."
"The psychology behind the training."

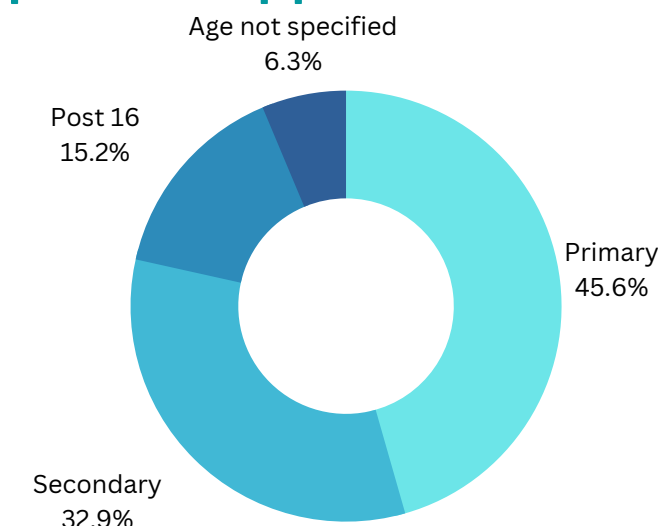
Data Source: ELSA Workbook / MS Forms ELSA Feedback



Parent/Carer Telephone Support Lines

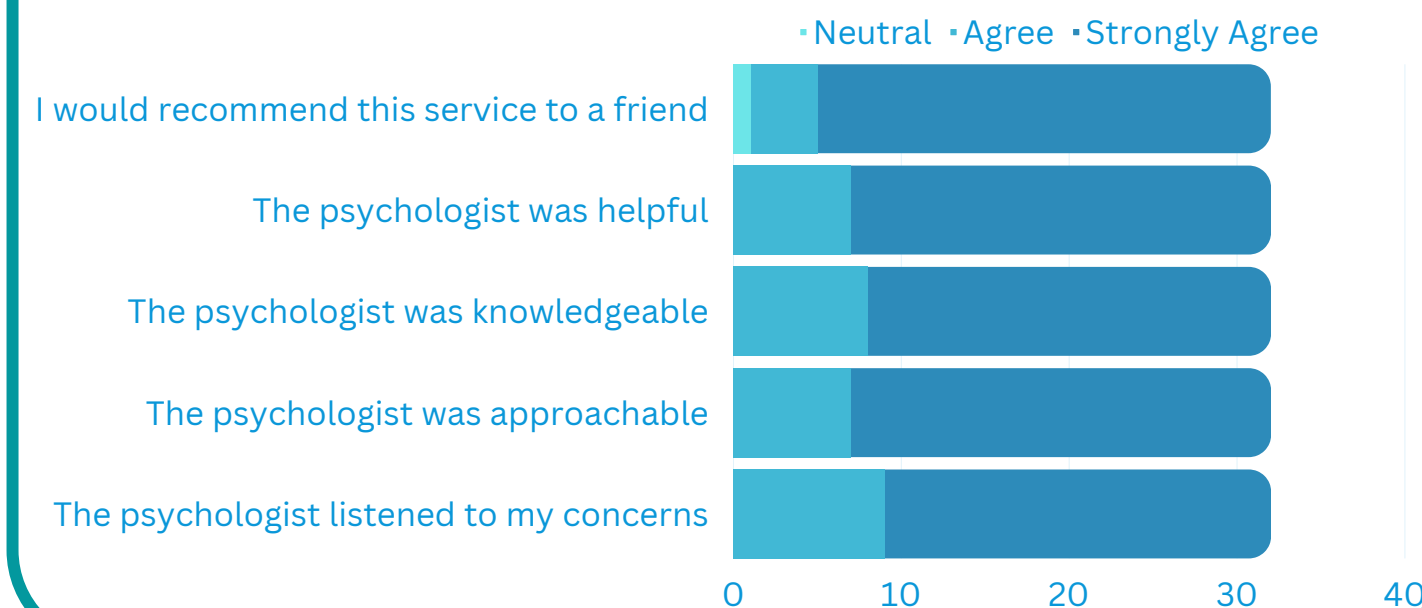
79

parents/carers accessed the service between 1st April 2021 and 31st March 2022.



The EPS provides telephone support for parents and carers enabling easy access to advice, guidance and signposting, supporting on a range of issues, e.g. anxiety and EBSNA, behaviour at home, emotional wellbeing and mental health, autism and selective mutism, accessing additional help at school. 61% of calls were responded to within 5 days of the service receiving the request. 54/72 parents were signposted to 123 services or resources.

Feedback:



Data Source: MS Form Parent Request, TSL Record Log, MS Forms TSL Feedback

8: EPS Partnership work – engagement with children and young people



The EPS proactively promotes engagement with children and young people through the direct and indirect work of the service (i.e. assessment work, CYP groups and programmes that the EPS supports school staff to deliver, e.g. ELSA, E-TIPSS whole school audit). This means that children are listened to and are involved in making things better for themselves and others.

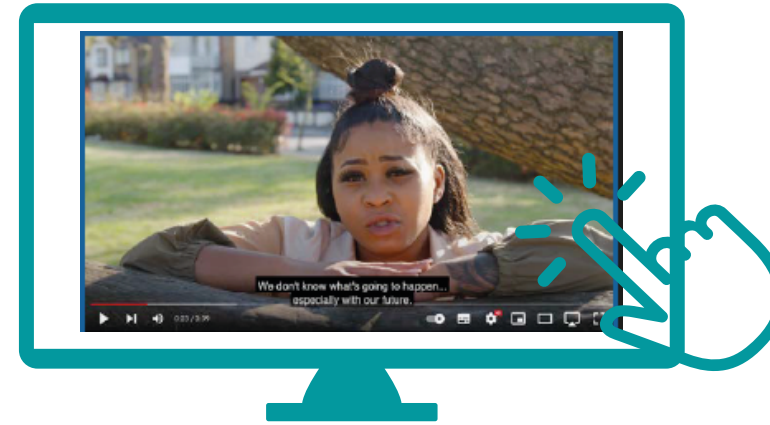
This is evidenced through Educational Psychology Records and Reports, is also captured through parent/carer feedback survey, and the ELSA Target Tracker and school audits.

85% of parents/carers agreed/strongly agreed that their child felt listened to during EP assessment work at SEN Support.

*'My child felt comfortable with the EP'
(Parent/Carer Survey, 13/1/23)*

72 targets have been collected and have been co-produced with CYP as part of the ELSA work to date (Jan 23) e.g. "Let a grown up in school know when I am worried."
"Tell an adult how I am feeling when I have strong emotions."

The EPS engages with Children and Young People to co-produce materials and resources. The impact of this partnership work is that the material is more relevant, relatable and accessible for children and young people so that it reaches them and is of benefit.



Click Here

The EPS worked collaboratively with the Young Mayor, Youth Parliament and a Child with SEND and her family to develop the [How Are You? Film](#) promoting emotional wellbeing in the context of Covid-19. This film was launched in May 2021.

*"Thank you for your email, and an additional thank you from the girls and us, for having been given this opportunity to be part of such an important film. They did both really love participating in it, and we in turn learnt lots about the "how-to's" of creating short videos, and appreciate the energy that went into making this film. It's good to have had such a positive response to it - I have shared it with my networks, via email and WhatsApp"
Parent (May 2021)*

*"This is a great film – thanks for sharing. We will most definitely be using this in our PSHE lessons."
(Enfield School, May 2021)*



Following the launch of the How Are You? film, the EPS has been working with other members of Youth Parliament and partners to develop a [Looking After Your Mental Health And Wellbeing 'Getting Advice & Signposting' Resource](#). This was launched in January 2023.

*"I'd like to thank you for your work in developing this important booklet and your work in relation to the mental wellbeing of people across Enfield.....!d be happy to see how I can continue to contribute to future projects."
(Young Person, Previous Member of Youth Parliament, Sept 2022)*

8: Partnership work – local level



Strategic Lead for Emotional Wellbeing/Mental Health

The HOS of the EPS effectively leads and promotes CYP Mental Health for Enfield Council. This means that there is good collaboration with partners across Education, Health and Social Care and VCO. Some of these are mentioned in this report elsewhere, e.g. E-TIPSS, EBSNA. The Link programme took place from Jan to March 2022 with 50 schools and partners taking part and progress made across all 3 identified outcomes and system leader rating on the CASCADE Framework



Emotionally Based School Non-Attendance

The EPS in partnership with Admissions and Educational Welfare Service set up the EBSNA Partnership Group in 2021 as a result of the impact of Covid and increasing numbers of children presenting with needs relating to EBSNA. Termly EBSNA workshops/training for parents/carers and partners were developed and delivered in the Summer and Autumn term 2022. A total of 50 parents/carers and 52 schools/partners attended these workshops. Feedback indicated high levels of satisfaction, e.g. 94% parents/carers and 89% professions agreed/strongly agreed that their knowledge in this area had developed as a result of the workshops. 81% of parents/carers and 89% of professionals agreed/strongly that the workshops had given them strategies to put in place.

'It was lovely to have two very supportive hosts who understood our situation, and it was also good to know that I'm not alone and to hear other people's experiences and what they have done to help their children. It was also encouraging to know that I've been doing the right things and to have my own actions validated with regards to my approach to EBSNA. You constantly question what to do for the best so it was good to know I'm doing the best I can!' (Parent, July 2022)

Babies in Lockdown (BiL)

BiL Partnership Group set up in Feb 2021 ensured parents could access local and national advice, signposting information and support through a [brochure](#) and widely disseminated [leaflet](#). This increased the support parents of under 2s could get for themselves and their babies. 98 parents signed up to the Coffee Morning Reach sessions run by the EPS, EPIP & ECC - 3 parents signposted to EPIP and others to ECC and HV. Parents set up their own WhatsApp group to provide peer support.



Enfield Thrives Together

The EPS has led the ETT network from the start of Lockdown in March 2020 until July 2022 (incl reps from Education, Health(CAMHS/MYME), Social Care and VCO sector e.g Our Voice being regular contributors). From September 2022, although the EPS is no longer convening the meetings, communications are still shared with the network regarding any service updates. These meetings have provided a forum for partners to come together, access mental health updates and hear about the emerging community needs from parents/carers and schools. Over 150 partners are part of the ETT partnership, joining meetings and accessing updates (including all SMHLs). Annual ETT Feedback Survey indicated high satisfaction with the organisation and meeting the aims of the network. 100% agreed that the meeting was well organised, it enabled services to communicate their usual and adapted offer to support SEMH and that useful service information was shared between meetings.



Senior Mental Health Lead Network

Senior Mental Health Lead Network meetings are open to all schools and became established in November 2021. They are co-ordinated by the EPS and jointly facilitated by the partnership. These meetings support the development of the role, ensure the DfE training grants are taken up and create space for SMHLs to share good practice in relation to identification and signposting of young people with potential SEMH or mental health needs. 85 SMHLs across Enfield have registered to the SMHL Network Meeting through the [SMHL Flyer](#). SMHL feedback in June 2022, indicated high level of satisfaction, with a rating of 4.8/5 in relation to presentations and updates with 100% agreeing that the network should continue in 22/23. From Autumn term 2022 these will be co-ordinated by the EP in the Mental Health Support Team.



Partnership with Parents/Carers

The EPS has a long standing relationship with Our Voice Parent/Carer Forum. This means that the service has parental input into the development of the service at all levels, e.g. recruitment & induction, supporting updates in reporting format, developing resources for parents/carers and CYP. In May 2021, Our Voice supported the development of the [How Are You? Film](#) promoting emotional wellbeing in the context of Covid-19



Autism Partnership Group

The EPS effectively co-ordinates the Autism Partnership Group to ensure the Autism Strategy is developed in partnership across the Local Area and includes the authentic contribution of autistic people.

"I would like to take this opportunity to thank you for having invited me to participate in and chair the group's meetings as an autistic person with lived experience. I was a bit sceptical at first as I have heard of cases where autistic people have felt that their participation in similar types of groups was tokenistic. I must stress that this has not turned out to be the case with this group, rather I am delighted to say that I have felt that I have been listened to and that my contributions to the group and the draft autism strategy have been valued and taken on board. I would like to add that this is down to yourself and the other group members. I have felt well supported in the meetings by you all and everyone has always shown interest in whatever I have had to say, This has also lowered my stress levels during the meetings. Chairing these meetings and representing the autistic community at them is a great honour."

(Chair of the Autistic Partnership Group, e-mail 12/10/22)



Strategy & Guidance Development

The EPS is a key contributor to Council Strategy, Policy and Guidance documents, working closely with the corporate team and partners. This ensures there is alignment and consistency with reference to and use of psychological approaches throughout the system from the strategic to operational level. e.g., E-TIPSS ARC Framework is referenced in 7 Enfield Council Documents (e.g. SEND Partnership Strategy, DRAFT Autism Strategy, Early Help Strategy, Fairer Enfield Strategy, Ordinarily Available Provision, Inclusion Charter) and is visible through the work of services and in schools and settings.

8: Partnership work – local level

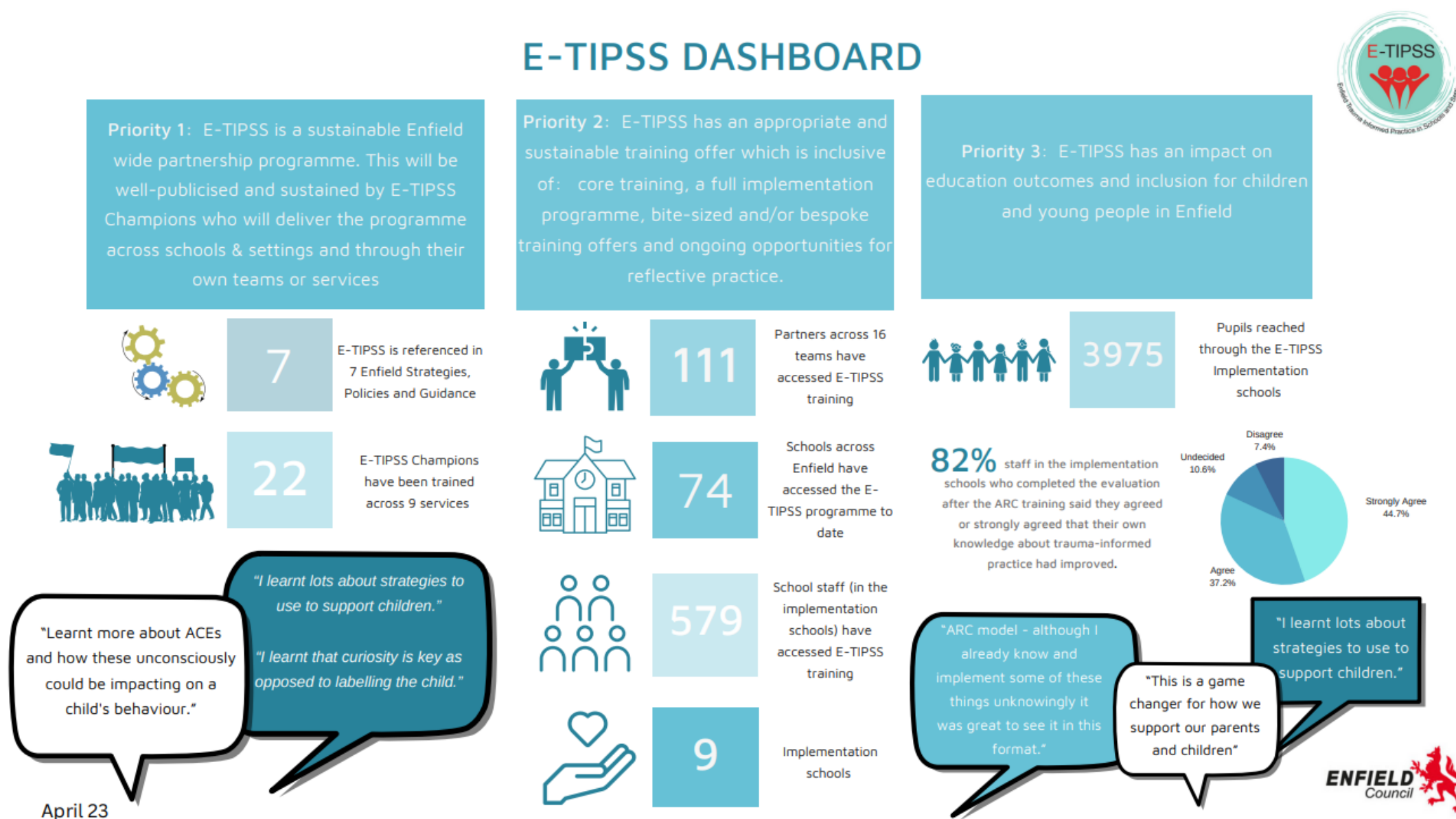


Enfield Trauma-Informed Practice in Schools and Settings

22 E-TIPSS Champions across 9 services are promoting the ARC framework for trauma-informed practice across schools and their own services

Enfield Trauma-Informed Practice in Schools and Settings (E-TIPSS) is the Local Area partnership programme to implementing trauma-informed practice through the **Attachment Regulation Competency (ARC) Framework (Blaustein & Kinniburgh, 2019)**. EPS provides leadership, project support and consultancy support, via **Kati Taunt**, to enable a system-wide transformation including development of Local Area E-TIPSS Champions, centrally organised CPD, whole school community training and implementation support for interested schools each year. This is a dynamic & developing initiative and is iterative in nature. The E-TIPSS programme has a vacant Senior EP lead for SEMH/E-TIPSS Operational Lead. The Principal EP is covering this at present with effective support provide by the AsEP. E-TIPSS is enabling a consistent structure and language to be used across Enfield when thinking about and supporting our vulnerable children & young people and the adults who care for them. Council strategies and guidance align with the E-TIPSS / ARC framework. As the programme develops, ARC-informed audit and implementation support is available for schools to develop their whole-school wellbeing approaches. Services are using ARC to transform their services and align their work, e.g. EP Advices, EHCPs, SWERRL interventions, Virtual School CPD & community reflection support (including the early years sector). The expected outcome is that children get the right support, at the right time in the right place so that they can be included in school and thrive. The vacant post is having some impact on capacity to roll out some aspects of the programme, but the E-TIPSS partnership is working collaboratively and creatively to ensure the programme is delivered and progresses.

A Partnership Steering and Implementation Group are in place and the EPS maintains a data dashboard to provide headline evidence of E-TIPSS progress:



8: Partnership work – national & regional level



- Represents LA PEPs on Stakeholder Group for UCL Doctorate Course, contributing to ensuring there is an fit-for-purpose training for a future EP workforce. *"I really am most grateful to you for your first class support and excellent input to our programme."* (Course Director, UCL Doctorate training course)
- Providing high quality trainee placements for four Year 1 trainees each year from UCL and IOE, aiming to provide positive links between Enfield and the current trainee cohorts. *"My supervisor clearly thought about the schools and cases allocated to me taking into consideration the seminars I was attending at the time, e.g. literacy cases while learning about literacy at Uni..."* (Year 1 TEP, UCL, July 2022).
- Providing an annual seminar at UCL on Mental Health Partnerships so that TEPs develop their knowledge and understanding of this area and the impact they can have as qualified EPs in the future. *"Really inspiring to hear about the partnership in Enfield and how this works/has been built up. Lots of food for thought and reflection for how to take this forward in my own practice."* (Year 1 TEP, UCL, May 2021) *"Such a great guide and really highlighted the important role EPs can play!"* (Year 1 TEP, UCL, May 2022)



National Executive Committee for Principal EPs/ London PEP Group/London Senior EPs Group: sharing good practice/ developments and ensuring the challenges facing EP services in London are raised at the right forum, e.g. development of Assistant EPs, recruitment and training placements.



- EPS represents Enfield Council on the NCL System Collaboration Group - CYP Mental Health
- EPS joins other system leaders at the NCL SEND Professionals Group



National Conference

The Enfield EPS ELSA Team shares good practice on a national platform. At the National ELSA Conference in Nov 2022 the EP & AsEPs delivered a well-received workshop on 'Developing Culturally Responsive ELSA Practice'. The aim of the workshop was to be participatory and collaborative. It was a great opportunity to listen and learn from the work of others.

Enfield EPS is on the planning group for this conference aiming to support and value the role and impact of LA EPs. EPs, TEPs & AsEPs from Enfield EPS are presenting three workshops to colleagues across London.

Our London EP Community

Sharing, Learning & Remembering the 'Why' of Local Authority Work

An Online CPD Event for Local Authority EP Services

Wednesday 21st June 2023 9.30 - 3.45



9. Future Developments at a Service Level



CPD programme for the EP Team delivered through training, workshops and coaching with a focus on the following 4 areas:

1. Equality, diversity and inclusion, focusing on developing culturally competent practice. **Progress towards this:** BLM Development Group has TOR. Anti-racist Book Group and Anti-racist Conversation Club are standing meetings for the team to discuss, reflect and learn.
2. Trauma-informed practice and the ARC framework. **Progress towards this:** The EPS has engaged with the E-TIPSS Training.
3. Autism & Autism Education Trust good practice principles. **Progress towards this:** There have been whole service training days on AET.
4. Dynamic Assessment and culturally responsive assessment. **Progress towards this:** Training, workshops and coaching in place over the last two years for the team.



Recruitment and Retention

- Our staff are our most valuable asset. We want to ensure that Enfield EPS is a good place to work and all members of our team want to come to work here and stay. **Progress towards this:** All members of the team have a varied workload with every EP having project or MDT work. There is a good CPD programme and a fair & transparent allocation system with benchmarked salaries. The EPS continues to be a trainee placement provider. Nine Assistant EPs have been employed and the service supports their progression to doctorate courses. Looking at how to use 'Stay' Interviews to support team retention.



Website and Case Management System

- EPS webpages to be developed to provide key information and showcase the work of the service. **Progress towards this:** EPS webpages are live with a structure to build on. EPS Operational Support have received website training.
- Case Management System to be scoped and implemented as a joint system for SEN by Enfield Council. **Progress towards this:** System has been selected and approved by the Council to proceed. The EPS has over 6,000 open cases and data has historically maintained on the Child Guidance Service data base. The EPS has established an 'Open Cases Working Group' to update cases and close inactive cases on the CGS data base ahead of the new system being implemented. The group includes Head of Service, Senior EP and Operational support. 235 under school age cases were successfully updated by Jan 2023. 48 cases have been closed.

9. Future Developments at a Service Level (2)



TEPS Placements

- Proactively promote team belonging for year 1 TEPs. **Progress towards this: SLT in EPS reach out to the TEPs.** *"Thank you for checking-in! [TEP name] and I are having a really positive experience in Enfield so far and are happy with all of the experiences [name of supervisor] has organised for us, including visiting lots of different settings and meeting with EPs and teams in the service. We are planning to contact the Assistant EPs to discuss their work and resources they have made this term. We would love to connect more with other members of the service too, especially if it can be on a Thursday!"* (Year 1 UCL TEP, Jan 23)
- Ensure all Year 2 TEPs have a diversity placement in another service providing a MDT experience and to closely monitor workload of Year 2 & 3 TEPs, especially where they are independently planning work in schools through traded offer. **Progress towards this:** Current Year 2 TEPs are placed in the Virtual School for LAC for 9 days in the Spring Term 2023, carrying out a piece of focussed research. EPS SLT has plans to re-establish the regular meetings with TEP supervisors and TEPs.



Statutory Work / LA Work

- The team to work consistently to the LA timescales. **Progress towards this:** working 2-4 weeks outside at present. Progress is dependent on the timing and number of requests coming through, decision making at panel and increasing the capacity of the the team for bulge months.
- Resume non-statutory work of the LA in relation to supporting maintain/amend/cease decision making process for EHCPs and promoting inclusion for children with the most complex needs in our schools. **Progress towards this:** successfully recruiting Assistant EPs which we plan will increase the capacity for service delivery.



Traded Service with schools

- Record of Involvement reports to be routinely meeting service standard of completion within 4 weeks from last point of contact. **Progress towards this:** EPS reporting format redesigned to more closely align with the Assess Plan Do Review process (Record of Consultation).
- Offering consistent EP/school relationships. **Progress towards this:** the service always aims to minimise changes where possible. The EPS is monitoring the changes for individual schools and ensuring that an established EP is allocated following frequent disruptions to service.
- Develop the EPS capacity for traded work in schools and meet demand so that children receive EPS involvement at SEN support, in collaboration with schools. This will be achieved through integrating AsEPs into the model in partnership with schools, partners and the EP team. **Progress towards this:** AsEPs are in post and have received training and induction. Planning meetings taking place in schools. EPS is holding AsEP briefings with schools and development meetings are taking place within the EPS.

10: Future Developments with the Partnership at LA Level



LA Developments

- Support the development of the Virtual School for Complex Needs in partnership with LA partners so that children, families and schools staff are effectively supported to promote inclusion. **Progress towards this:** The EPS is a key partner in the development phase, responsible for shaping offer. Focus is on offering options that draw on existing EP resource rather than increasing establishment.
- Support the development of a co-ordinated training, advice, consultancy and practice support offer for schools and settings, with expected outcomes and evidence of impact. **Progress so far:** special school outreach offer is being trialled, with outcomes and impact reporting in place.



Strategic Partnership

- CYP Emotional Well-being and Mental Health Partnership to be re-established in partnership with ICB and align with developments at NCL level. **Progress so far:** good buy-in to partnership programmes, e.g. Link programme, SMHL Network, ETIPSS, emotional wellbeing and mental health provision has been mapped by ICP and aligned with iThrive.
- Autism Partnership Group will sit within a broader neurodiversity area of work. **Progress so far:** There is agreement by members of the Autism Partnership Group in December 2022 for neurodiversity to be integrated into future meetings. MDT planning group set up to jointly co-ordinate meeting agenda (Education, Health and Social Care represented).
- The Senior Lead EP for Early Years will chair the newly established SEND Early Years Partnership Group to ensure the preschool aspects of the SEND Strategy are progressed collaboratively and there is a robust understanding of the effectiveness of SEND provision and identification of any gaps. **Progress towards this:** Terms of Reference drafted and dates set for 2023 meetings, with first meeting planned for 12/1/23.

Appendix: EPS Service Standards RAG rating for Advices

Criterion	Green descriptor	Amber descriptor	Red descriptor
Golden thread	Each broad category (L&C; C&I; SEMH; P&S) identified in the needs section features in the outcomes section. All categories featured in the outcomes section are identified in the needs section.	N/A	Categories identified in the needs section are missing from the outcomes section. OR Categories <i>not</i> identified in the needs section appear in the outcomes section.
	Each bolded need identified in needs section has an outcome mapped onto it.	Most bolded needs have an outcome mapped onto them.	It is hard for the reader to see how the outcomes map onto the identified needs.
Summary section is free of provision	Summary section focuses on formulating needs and does not refer to provision	Summary section contains general 'She will need...' 'It will be important to...'	Summary section refers to very specific provision ("X's needs must be met in a small specialist setting")
Sandwiching	Each outcome is a 'sandwich' of the time (by when), what the child will be able to do, and what it will give the child.	Most outcomes are sandwiched, or all outcomes are open sandwiches (e.g. have time-line but not the 'so what').	Outcomes are not time-bound and do not state the 'so what'.
Time-frame for outcomes	Each outcome has a specified time-period (these do not have to be the same for all outcomes) which is no closer than 12 months and no further than two years.	Outcomes have timeframes but these are not always appropriate (e.g. too close or far away in time).	Outcomes do not have timeframes or have inappropriate time frames.

Criterion	Green descriptor	Amber descriptor	Red descriptor
Outcomes are specific	Each outcome is specific about what the child will be able to and can be understood by the school and parent.	Some but not all outcomes are specific.	Outcomes are vague e.g. <i>Child will make progress in their expressive language skills.</i>
Mapping provision to outcomes	Each outcome maps onto clear provision specifically designed to meet it.	Provision maps onto area of need, but not onto individual outcomes.	It is hard for the reader to relate the provision to the outcomes.
Framing of provision	Provision clearly stated as what the child <i>needs</i> .	The need for the provision is implied but not explicit.	The provision is framed as optional or of uncertain benefit.
Weasel words	Avoids weasel words including 'may benefit from'; 'opportunities to' and 'school could consider...'	One weasel word has slipped through.	Weasels have taken charge!
Provision is specified and quantified	Provides a picture that explains exactly what the setting will do where (in class vs. additional intervention), for how long and with what frequency.	Some specificity is offered, but further quantification is needed.	Makes general statements about provision. SEN and parent would find it difficult to judge <u>whether or not</u> the provision was in place.
Plain English, Jargon Free	The advice is clearly set out in plain English, with examples and terminology explained	There are some examples, but the advice has jargon that makes it difficult to read and interpret for the family	You need to look up the terminology
Naming type of provision	Type of educational setting is not identified, e.g. special school/ARP/unit, but can refer to group work and interventions.	Refers to types of provision based on parental discussion.	Specifies special educational provision, e.g. states they need specialist provision with no more than 8 children in a class.

Criterion	Green descriptor	Amber descriptor	Red descriptor
Naming other professionals	<p>Involvement Professionals are named, and their reports/recommendations are referred to.</p> <p>Advice from other involved professionals is referred to in the provision section, e.g. <i>'Please refer to speech and language therapy advice for further detailed recommendations.'</i></p> <p>If the EP believes referral is needed, this is done outside of the remit of the advice and followed up.</p>	References that a child needs more support from another service.	Recommends a referral is made to a specific service in the provision section.
Quality first teaching and ordinarily available provision	If included, QFT and OAP are personalised rather than generic.	Some generic QFT is referred to.	All QFT referred to is generic.
Delivered by...	For each recommendation, the role and any specific training for the member of staff are specified.	The role and training of the staff member(s) are sometimes specified.	No reference to the role and training of the staff member(s).