



A Review of the Functions and Contribution of Educational Psychologists in England and Wales in light of “Every Child Matters: Change for Children’,

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A Review of the Functions and Contribution of Educational Psychologists in England and Wales in light of “Every Child Matters: Change for Children”

Peter Farrell, Kevin Woods, Sarah Lewis,
Steve Rooney, Garry Squires, Mike O’Connor

School of Education, University of Manchester

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**A REVIEW OF THE FUNCTIONS AND CONTRIBUTION OF
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OF “EVERY CHILD MATTERS: CHANGE FOR CHILDREN”**

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June 2006

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GLOSSARY OF TERMS

ADEW	Association of Directors of Education in Wales
AEP	Association of Educational Psychologists
ASBO	Anti-Social Behaviour Order
Assistant EP	Assistant Educational Psychologist
BESD	Behavioural, Emotional, Social Difficulties
BEST	Behaviour, Education, Support Team
BPS	British Psychological Society
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CBT	Cognitive Behavioural Therapy
CIRT	Critical Incident Response Team
CP	Clinical Psychologist
ECM	Every Child Matters
EP	Educational Psychologist
EPS	Educational Psychology Service
ISSP	Intensive Supervision and Surveillance Programmes
JAR	Joint Area Review
LA	Local Authority
LAC	Looked After Children
NAPEP	National Association of Principal Educational Psychologists
PCT	Personal Construct Theory
PEP	Principal Educational Psychologist
PRU	Pupil Referral Unit
RNIB	Royal National Institute for the Blind
SAF	Self Assessment Form
SALT	Speech and Language Therapist
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SENJIT	Special Educational Needs Joint Initiative for Training
SFBT	Solution Focus Brief Therapy
SIP	School Inclusion Partnership
SLI	Specific Language Impairment
TA	Teaching Assistant
YOT	Youth Offending Team
YISP	Youth Inclusion Support Programme

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EXECUTIVE SUMMARY

Background to the Review

The implementation of the 'Every Child Matters' (ECM) legislation represents, for Educational Psychologists (EPs), the most significant national strategic development since the DfEE (2000) report on the role of educational psychology services. The ECM agenda makes outcomes for children central to integrated children's services that form a team around the child and family in the context of community and school. Outcomes for children are specified through aims, targets, indicators and inspection criteria which are grouped around five main areas.

There are a number of ways in which the developments embodied within the ECM agenda have an impact on the role of EPs. Among the most significant is the restructuring of local authorities (LAs) into children's services combining educational and social services. This places EPs more centrally within community contexts where schools form only one of the settings in which they work. A further consequence is the renewed emphasis on the importance of multi agency work and the resulting restructuring of services around multi-agency teams. Within this context there are also a number of related initiatives to improve services for children such as BESTs, CAMHSs and YOTs. In addition there is ongoing concern as to whether the needs of specific groups of children and their carers are being met, for example those with low-incidence disabilities, those with BESD and those who are subject to a local authority care order ('Looked After'). These changes reflect an evolving context in which EPs' work that is markedly different from 2000 when the DfEE research on the role and good practice of educational psychology services was undertaken.

This new and rapidly changing context forms the backdrop against which this review was conducted. The overall aims are to consider the contribution that EPs can make to meeting the needs of children as set out in the Every Child Matters agenda and the extent to which they make a distinctive contribution working with, and alongside, other related services.

Objectives of the Review

The objectives of the review were to consider: -

- 1 The views of a range of stakeholders on how EPs can work within local authorities to support children aged 0-19 and their families, in the context of the ECM agenda, with a particular focus on:
 - a) SEN assessment - including the impact on the work of EPs in areas that have reduced the amount of statements and also including reference to the Common Assessment Framework;
 - b) Multi-agency working in general and in relation to CAHMS, BEST teams, and work with children entering/leaving the youth justice system;
 - c) Strategic work and capacity building with schools to promote school improvement and pupil achievement.
- 2 The views of the stakeholders about the distinctive contribution that EPs bring can bring to all of their work including the areas referred to above.

- 3 Evidence on the facilitators and barriers that have an impact on the contribution that EPs can make.

In addition the review considered specific aspects related to the role of EPs in Wales and the EP role with children/young people who have committed criminal offences and those who have been detained for that reason.

Methodology

Questionnaires were sent to headteachers in PRUs, nursery, primary, secondary and special schools, to EPs, PEPs local authority officers and to other professionals who work with EPs. A separate questionnaire was sent to parents. Telephone and face to face interviews were carried out with representatives from a range of stakeholders, including the professional associations representing EPs. Site visits were made to 8 LAs, including two from Wales. Finally interviews were carried out with a sample of young people who had recently had contact with an EP.

Main Findings

Meeting the five ECM outcomes

- The majority of respondents indicated that EPs' work is contributing to meeting each of the five ECM outcomes for children. This applies to all areas of EP work including individual assessment, consultancy, intervention and training.
- An increasing number of EP services are planning their service delivery models around the extent to which their work addresses each of the five outcomes.
- School-based respondents were less certain about the relationship of EP work to meeting the five outcomes. This may reflect the fact that, compared to other responders, school staff indicated much less frequent direct experience of EP work with individuals, groups and systems as a whole. As a result their perception of the impact of EP work may be diminished. In addition, it is possible that the work of schools is less focused than other agencies upon the ECM outcomes for children, suggesting that school-based respondents might in any event be less inclined to view EP work in terms of the ECM outcomes.

Work with children who have SEN

- There was a universally held view that EPs have been too heavily involved in statutory assessments and that this has prevented them from expanding their work so as to make more effective contributions that can maximise the added value to ECM outcomes for children.
- However, all respondent groups identified an important role for EPs to work with individual children who have severe, complex and challenging needs.
- There was evidence that where there is a reduction in EPs' work relating to statutory assessment this allows them to undertake a greater variety of effective SEN work.

Multi-agency work

- There was abundant evidence of EPs working in multi-agency contexts in all aspects of their work and reported evidence of them making an effective contribution within such contexts.

- There was also evidence of EPs working effectively in managing multi-professional teams.
- The development of EP specialisms linked with particular multi-agency services, projects and initiatives was reported as a strongly facilitative of effective EP practice.
- All respondent groups welcomed the challenges provided by the new children's services structure, the opportunities this will bring to support the improvement of services for children and the potential for EPs to play an important part in this initiative working closely with other agencies.

Strategic work and capacity building

- Evidence from all respondents indicated that EPs are making an increasing contribution in this area, both in schools and elsewhere.
- This applied to all areas of EP work including work with Looked After Children and in youth offending teams.
- In particular, respondents indicated that this work was greatly facilitated if all those involved enjoyed good working relationships and where they all recognised the need for change.

EPs' distinctive contribution

- Respondents typically referred to EPs' academic background and training in psychology as being the factors that enabled them to offer a distinctive contribution.
- The great majority of respondents were able to identify one or more of the distinctive psychological functions outlined by the British Psychological Society as being utilised by EPs within their work.
- There was a widely held view that the changes brought about by restructured initial training for EPs would enable services to discharge these psychological functions more effectively.
- When commenting on discrete examples of EP work, the majority of the school-based respondents and about half of the EPs indicated that an alternative provider might have been able to carry out the work. This could be an assistant EP, a trainee psychologist or a clinical psychologist, or, as school-based respondents tended to suggest, a specialist support teacher or a SENCO.

Facilitators and barriers to EP practice

- By far the most frequently reported facilitator of EP practice was the good working relationships and communication skills that the EP had established with all agencies involved, as well as children and parents.
- In addition, there was evidence that when EPs and other agencies were clear about the contribution that they could offer to a particular piece of work, then all agencies were more willing to contribute and positive outcomes for children resulted.
- The most commonly cited barrier to effective practice, in particular from staff in schools, was the limited contact time with EPs. Most respondent groups valued highly the contact that they had, but would have welcomed more, particularly in the area of therapy and intervention.
- EPs and local authority officers expressed concern about the future supply of EPs given the 'aging' demographic profile of the profession and the continued uncertainties about the funding of restructured initial training

EPs and the Common Assessment Framework

- PEPs and LA officers considered that EPs can have a significant role in the development, monitoring and evaluation of the Common Assessment Framework (CAF)
- Respondents also reported that, with the exception of children with complex needs, it would be inappropriate for the EP to take on the role of the Lead Professional.

EPs' work with children and young people detained.

- A significant minority of educational psychology services (EPSs) currently work alongside youth offending teams and there is willingness for considerable development of such work where it is not yet established.
- PEPs and LA officers reported that EPs can make a positive contribution to work in this area in view of their ability to facilitate work across agencies, their distinctive understanding of the complexity of the issues involved and their role in training, development and supervision of other professionals working with these young people.

The role of EPs in Wales

- Notwithstanding the different context within which educational psychologists in Wales operate, the key findings referred to above were also evident in Wales.
- In addition there were mixed views about the ability of EPSs to provide effective services in LAs where there are low child populations, a characteristic of many LAs in Wales. Some felt that this enabled multi-agency work to be more effective due to the fact that different professionals got to know each other well. Others felt that the small size of the local authority could stifle new initiatives and restrict opportunities for continuing professional development.
- Respondents also echoed previously expressed concerns about the shortage of Welsh speaking EPs.

Implications and recommendations

The main implications of the findings and associated recommendations for the evolving role of the profession centre on the following interconnected themes.

1 The impact of EP work in meeting the five ECM outcomes

Educational psychology services have made significant advances in orienting their work in relation to outcomes for children. Such developments need to be strengthened in order to bring greater clarity to the contribution that EPs can make in all aspects of their work in promoting these five outcome areas. We recommend that: -

- 1a) All EP service development plans should be based around meeting the five ECM outcomes and that annual reviews of services should assess the extent to which these plans have been successfully implemented.
- 1b) EPs and other agencies working with children should engage in joint planning around the five outcomes so that each agency can assess the potential and actual contribution that they can make.
- 1c) In all areas of day to day work EPs should actively consider how their work is contributing to meeting the five outcomes and this contribution

should be recorded and, where appropriate, communicated to other agencies involved - including, if appropriate, parents/carers and the child him/herself

2 The extent to which the role and function of EPs is distinctive

Questions about the distinctiveness of EP work have featured in the literature on educational psychology services for many years and, as referred to above, are reflected in the findings from this review. The continued uncertainty about whether an EP is the most appropriate professional to involve in a particular piece of work indicates that EPs need to liaise with the local commissioners of their services to ensure that there is clarity of purpose in their activities so that the local commissioners and users of EP services can be confident about the EPs' distinctive contribution. We recommend that: -

- 2a) Documentation about the range of work offered by an EP service should be explicit about the psychological nature of the contribution the service can make.
- 2b) When responding to a particular request for EP involvement, EPs should clarify the specific nature of the work required and the psychological contribution that they can offer and, where appropriate, clarify whether an alternative provider is available who might be able to carry out the work with the same impact.
- 2c) When requesting EP involvement commissioners or contractors should, wherever possible, be clear about the specific nature of the work required and the psychological contribution that they are expecting from the EP.

3 The impact of a reduction in EPs' role in statutory work

Evidence indicates that the reduced emphasis of the EPs' role in carrying out statutory SEN assessments is potentially liberating although many schools still considered that too much EP time was carried out in this activity. However it is important to strike a balance. Parents, in particular, appreciated the contribution that EPs had made in carrying out these assessments and hence it is likely that there will always be an important role for EPs in this area of work. We recommend that: -

- 3a) EPs should continue to have a key role in the statutory assessment of children with the most complex needs.
- 3b) They should take advantage of the trend in the reduction of statutory work to expand and develop their activities in different areas where their skills and knowledge can be used to greater effect, e.g. in group and individual therapy, staff training and in systems work.

4 EPs and multi-agency involvement

This review has re-emphasised the key impact that effective multi-agency work can have on the delivery of improved services for children. The implementation of the ECM agenda serves to emphasize the key importance of agencies working together with the collective aim of supporting the child and his/her family. However the issue of the most effective location of multi-agency teams and whether EPs should always be physically based in them remains a matter of debate. We recommend that: -

- 4a) EP services should continue to work with other agencies to see how they can enhance and develop effective multi-agency work and to co-locate their services where this seems to be appropriate and with the full agreement of all parties.

- 4b) EPs services should actively seek to extend the number of specialist EP posts and this should be accompanied by the promotion of clear negotiation of respective roles with professionals working in related services.

5 The future role and function of EPs within children's services

Educational psychology services are likely to become more community focussed within the new Children's Services with a reduced emphasis on school based work. This will coincide with the onset of restructured training for EPs and hence provide an important opportunity for educational psychology services to consider how their role should develop within this new context, including the involvement of trainee psychologists or Assistant EPs, and ways in which they could work more closely with clinical psychologists. This new context provides EPs with many challenges and opportunities and is one in which they can make a major contribution to meeting the needs of all children in line with the requirements of the ECM agenda. We recommend that: -

- 5a) Documentation about the role of local authority EP services should stress the community based nature of the work.
- 5b) EP services should consider how assistant EPs and trainee psychologists can make a contribution that complements those of fully qualified EPs.
- 5c) Educational and clinical psychologists working in the same area should continue to strengthen their professional relationships and develop plans for effective joint working where their skills could be complemented effectively
- 5d) Professional organisations representing EPs should begin discussions about the possible eventual merger of the two professions, child clinical and educational psychologists.

1 INTRODUCTION

1.1 Background

The government research report on the role and good practice of Educational Psychology Services (EPSs) in 2000 (DfEE, 2000) is the starting point for the current review. A recommendation from that report was that:

‘A further exercise should take place to map linkages between Educational Psychology Services which are developing around local and national strategies...This exercise will help confirm the validity of the core functions identified in this report...’ (DfEE, 2000, p. 47).

The implementation of the ‘Every Child Matters’ (ECM) legislation (DfES, 2004) constitutes the most significant national strategic development since the DfEE (2000) report on the role of EPSs. The ECM agenda makes outcomes for children central to integrated children’s services that form a team around the child and family in the context of community and school. Outcomes for children are specified through aims, targets, indicators and inspection criteria which are grouped around five main areas:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Criteria relating to these key outcomes for children are becoming embedded into the structures and operations of all children’s services, local authority services, NHS trusts, schools and other establishments, partly because the joint area reviews (JARs) will judge services by the extent to which they are making a difference to these outcomes for children. For these reasons it is important, in view of the scale and significance of the ECM agenda, for evaluations of the potential contributions of any professional group, such as EPs, to be focused upon the outcome areas.

In order to address these five outcomes, local authorities are being required to make substantial changes to the management and delivery of children services, for example through the development of children trusts, multi agency teams and the Common Assessment Framework. Once again it is important for any review of the role of a professional group, such as EPs, to judge the extent to which they have a distinctive contribution to make within these new arrangements.

1.2 Recent Research and Developments

Since the publication of the DfEE (2000) research report on educational psychology services’ role and good practice, further research relevant to the potential contributions of educational psychologists (EPs) within the new children’s services framework has emerged.

In Scotland, the Review of the Provision of Educational Psychology Services (The Currie Report) (Scottish Executive, 2002) identified EPs working at the levels of the individual child or family, the school or establishment and the local authority. In relation to each of these levels, EPs were seen to engage in five core activities: consultation, assessment, intervention, training and research. The Currie Report made thirty-one recommendations relating to the provision of educational psychology

services (EPSs), including the removal from psychologists of certain tasks that could be carried out by others; further work to determine EPs' contribution to providing holistic services to children and young people in the settings of home, school and community within integrated services; a review to secure standardised arrangements for the funding of trainee EPs across all local authorities. The Currie report also recommended that local authorities should employ only chartered psychologists and this is in line with the requirement for the statutory regulation of all applied psychologists that has been under discussion within the British Psychological Society (BPS, 2006). Once procedures for statutory regulation have become established all EPs, on successfully completing their professional training, will be required to join the register of chartered psychologists in order to acquire the job title "educational psychologist".

In Wales, the publication of 'Educational Psychology in Wales' (Welsh Assembly Government, 2004) highlighted a potential shortfall of EPs who are willing and able to work through the medium of Welsh, and the potential of Assistant EPs as an additional resource that can assist local authorities in providing a fully comprehensive service. It also recognised the potential role that EPs can have at a strategic level in LEAs, it urged EP services to ensure that they employed sufficient numbers of specialist EPs to work with children with severe and complex difficulties and it recommended that more allocated time be set aside for continuous professional development.

Our literature search indicates that EPs have continued to have significant involvement with children with special educational needs (SEN), their families and schools, across a variety of activities such as consultation, assessment, intervention, and training (e.g. Barrett et al., 2002; Bickford-Smith et al., 2005). A potential role for EPs is also identified in intervention and support for vulnerable groups of children such as those who may require protection or have experienced abuse (German et al., 2000; Doyle, 2003), those who are the subject of a local authority care order – 'looked after' - (Dent and Cameron, 2003), and those who have low-incidence disabilities or conditions (Brooks et al., 2003; Dettman et al., 2004; Bozic and Morris, 2005).

There is abundant evidence to suggest that EPs make a contribution to intervention and support for children and young people who present and/or experience behavioural, emotional and/ or social difficulties (BESDs) (e.g. Miller and Black, 2001; King and Kellock, 2002; Lown, 2005). Work in this area is wide-ranging including direct work with children, parents, teachers, schools and organisations, with a variety of foci including self-esteem, school absenteeism, home-school partnerships and critical incident response development (e.g. Burton, 2004; McCaffrey, 2004; Ross and Hayes, 2004).

Halsey et al. (2006) produced a report for the Department for Education and Skills (DfES) on the development of Behaviour and Education Support Teams (BESTs) and found that EPs were commonly included within them, sometimes as Co-ordinators, sometimes with principal EPs as line-managers. The report identifies the valuable contribution of EPs within BESTs and the demand for more representation of EPs within such teams. Halsey et al. (2006) identify particular tasks managed by EPs within the BEST, including the establishment of a 'nurture group' and an

‘environmental group’; delivery of psychological training emotional literacy and work with individual children with complex needs.

Several local authority EPS websites record the involvement of their service with youth offending teams (YOTs), indicating the provision of consultation, direct work with individual and groups of young people and their parents, including preventive work, as well as psychological assessment services (e.g. Luton Council, 2006). Some EPSs also indicate involvement with YOT at a ‘whole service’ level, providing team development and training (e.g. Stockport Council, 2006).

The DfEE (2000) report on EPS role and good practice identified developing links with child and adolescent mental health services (CAMHS) and subsequent literature and research has continued to emphasise the value of extending and clarifying such links (e.g. Maddern et al., 2004; Davis and Cahill, 2006; Jones, 2006). Initial evidence suggests an increased involvement of EPs within more community based rather than exclusively school-based settings (MacKay, 2006; King and Wilson, 2006). Though a DfES report on the development of extended schools does not specifically note the contribution of EPs, it was identified that schools worked more commonly with EPs than other professionals that might promote children’s mental health outcomes and that EPs were involved in action teams working for extended schools (Clemens et al., 2005). There is evidence of EPs having a central involvement in children’s fund initiatives (e.g. Wigan Council 2006; Camden Council, 2006), including a role in evaluation and development (Edwards and Fox, 2005).

There are a number of recent accounts of EPs adopting consultation as a preferred method of working with a variety of agencies, in particular schools (see for example Dennis, 2004; Farouk 2004; Larney, 2003; Farrell and Woods, in press). In essence such work helps to focus EPs’ attention on the system in which children live and work and less on the individual child. Hence effective consultation requires EPs to work with other agencies in developing collaborative problem solving strategies.

There is also an impression that EPs continue to work for a significant amount of time at the ‘systemic’ level in order to increase the capacity of schools and other organisations. This work has a very wide variety of foci including direct work, training and research on SEN and behaviour policy review; developing teaching approaches; schools in ‘special measures’; the development of emotional intelligence within an organisation; improvement of learning support centres; dealing with problem classes; reducing bullying; promoting inclusion (e.g. Bettle et al., 2001; Kelly et al., 2004; Cullen and Ramoutar, 2003; Farrell, 2004; Hodson et al., 2005; Burns and Hulusi, 2005; Atkinson et al., 2006).

A dataset compiled recently by the National Association of Principal Educational Psychologists illustrates a wide and extensive range of EP work within multi-agency teams across England and Wales at universal, targeted and specialist levels of service provision (NAPEP, 2005). It is apparent that a significant proportion of such work is actively evaluated by EPs (e.g. Howley et al., 2001; Bischof, 2002; Rees and Rees, 2002; Selfe, 2002; Jimerson et al., 2004; Halsey et al., 2005; McHugh, 2005).

The British Psychological Society (BPS) has begun the development of National Occupational Standards to describe the particular skills, knowledge and understanding

of applied psychologists, one purpose of which is to support the clarification of organisational goals and service provision. The Society presents six 'key generic roles' which may be useful in identifying with stakeholders the distinctive contribution that EPs make through activities designed to improve outcomes for children who are the focus of their work (BPS, 2006):

- Develop, implement and maintain personal and professional standards and ethical practice
- Apply psychological and related methods, concepts, models, theories and knowledge derived from reproducible research findings
- Research and develop new and existing psychological methods, concepts, models, theories and instruments in psychology
- Communicate psychological knowledge, principles, methods, needs and policy requirements
- Develop and train the application of psychological skills, knowledge, practices and procedures
- Manage the provision of psychological systems, services and resources.

It may also be significant that, from 2007 onwards, it is likely that, as part of the arrangements for restructured initial professional training of EPs, local authorities will employ a greater proportion of trainee psychologists or Assistant EPs within their service structure. Assistant EPs/ trainee psychologists will undertake some of the delivery of distinctively psychological functions of the EPS and may be one factor affecting the capacity of EPSs to deliver improved services within the new context of children's services and the ECM agenda. Other factors may also affect EPS capacity such as the service structure, models of service delivery and local authority policy relating to issuing of Statements of SEN for individual children (Norwich, 2000; Baxter and Frederickson, 2005).

1.3 The Present Study

The emergence of integrated children's services, focused upon key outcome areas for children, is a workforce context markedly different to that within which the previous DfEE research upon the role and good practice of EPSs was undertaken. Within this context there are also a number of related initiatives to improve services for children such as BESTs, CAMHSs and YOTs. In addition there is ongoing concern as to whether the needs of specific groups of children and their carers are being met such as those with low-incidence disabilities, those with BESD and those who are subject to a local authority care order – aged 0-19. ('looked after').

This new and rapidly changing context forms the backdrop against which this review was conducted. The overall aims are to consider the contribution that EPs can make to meeting the needs of children as set out in the Every Child Matters agenda and the extent to which they make a distinctive contribution working with, and alongside, other related services.

Within this context the aims and objectives of the review were to consider: -

- 1 The views of a range of stakeholders on how EPs can work within local authorities to support children aged 0-19 and their families, in the context of the ECM agenda, with a particular focus on:

- d) SEN assessment - including the impact on the work of EPs in areas that have reduced the amount of statements and also including reference to the Common Assessment Framework;
 - e) Multi-agency working in general and in relation to CAHMS, BEST teams, and work with children entering/leaving the youth justice system;
 - f) Strategic work and capacity building with schools to promote school improvement and pupil achievement.
- 2 The views of the stakeholders about the distinctive contribution that EPs bring can bring to all of their work including the areas referred to above.
 - 3 Evidence on the facilitators and barriers that have an impact on the contribution that EPs can make.

In addition the review considered specific aspects related to the role of EPs in Wales and children/young people detained.

1.4 Structure of the Report

In the next section of this report we describe the methodology, providing information on the numbers of questionnaires that were distributed and returned and the interviews and site visits that were carried out. In sections 3, 4, 5 and 6 we review the data as they relate to the first two objectives of the review. Sections 3, 4, and 5 consider the work of EPs in relation to pupils with SEN, multi-agency work and strategic work and capacity building respectively. This corresponds to objectives 1a, 1b, and 1c although we also address objective 2 (the EPs distinctive contribution) in relation to each of these areas of work. Section 6 provides a more general overview of the contribution made by EPs to meeting the five ECM outcomes. In Section 7 we address the third objective of the review and discuss evidence on key facilitators and barriers to effective EP practice. In Section 8 we summarise the main findings and discuss some of the key themes that emerged and their implications for the evolving nature of the profession as the Every Child Matters agenda and associated initiatives become embedded within local authority practice.

Short reviews of the work of EPs in Wales and of the work of EPs within youth offending teams (YOTs) on behalf of children/ young people detained, are presented in Appendices 1 and 2 respectively. In Appendix 3, there is a brief account of four of the eight site visits that were made.

At the outset it is important to point out that we received a huge amount of data from many different sources. In presenting the findings we have endeavoured to reflect the various views that were expressed and to give examples to illustrate some of the key points. Inevitably, given the volume of data, we have had to be selective in the examples we have provided and it has not been possible to quote from each person who filled in a questionnaire or who took part in an interview.

2 METHODOLOGY

2.1 Data Collection

The original DfES tender document for this review indicated the need to obtain the views of EPs work from a wide variety of stakeholders using a range of different methodologies. We therefore adopted quantitative and qualitative approaches using questionnaires, interviews, and site visits in order to maximise the opportunities for collecting different types of data and to increase the validity of the review.

Questionnaires

Questionnaires were sent to educational psychologists (EPs), principal educational psychologists (PEPs) and the following stakeholder groups during January and February 2006: schools (nursery, primary, secondary, special schools, pupil referral units); local authority officers; educational welfare officers, directors of social services; special needs services; Portage services; parent partnership; youth offending teams; social workers, speech and language therapists; school counsellors and nurses, child clinical psychologists and child and adolescent mental health services; behaviour and education support teams; and programme directors of professional training courses for educational psychologists.

The development of the questionnaires was informed by the outcomes of two focus groups with different stakeholders that took place in Manchester and London (November 30th and December 9th) each lasting approximately two hours. Information about the composition of these groups together with invitation letters is given in Appendix 4.

There were three versions of the main questionnaire (see Appendix 5), one for EPs, one for staff working in schools and one for other professionals who work with EPs. The questionnaires differed only in the identifying information required and in the introductory text. Furthermore, a list of supplementary questions accompanied the questionnaires that were distributed to PEPs, LEA officers and to directors of EP training programmes (Appendix 6). A covering letter was also included with the questionnaire (except those for EPs and PEPs) which asked the participants to distribute the questionnaire to anyone in their department that had involvement with an EP.

Respondents were asked to return completed questionnaires, in the freepost envelope provided, by 31 January 2006. Confidentiality was assured in respect of the information provided. Table 2.1 below provides information on the total number of questionnaires that were distributed and the number that were returned and Appendix 6 presents the table of these respondents by local authority and a “map” for each respondent group indicating from which area of the country responses were received.

Table 2.1 Questionnaire Distribution and Number of Questionnaires Returned

Stakeholder	Number of Questionnaires Sent	Number of Questionnaires Returned
EP	900	276
PEP	214	101
School:	2400	404
Nursery	300	53
Primary	600	83
Secondary	600	116
Special	600	120
PRU	300	34
Local Authority Officers	174	65
Programme Directors for Professional Training in Educational Psychology	12	11
Other (comprising):		152
Educational Welfare Officers	181	10
Directors of Social Services	175	4
Special Needs Services	65	0
Portage Service	188	18
Parent Partnership	177	10
Youth Offending Teams	170	5
Social Workers	200	38
Speech and Language Therapists	32	5
School Counsellors or School Nurses	25	1
Child Clinical Psychologist	Unknown	11
BEST	Unknown	4
CAMHS	Unknown	12
Other Education	Unknown	15
Other Health	Unknown	3
Other Social Services	Unknown	6

Parent questionnaire

A separate questionnaire was distributed to 300 parents from 10 local authorities who had recently met with an EP (see Appendix 8). PEPs in the 10 local authorities from different areas of the country were contacted and asked if they could select the parents and distribute the questionnaires to be returned directly to the University of

Manchester. A total of 91 parent questionnaires were returned and the distribution by local authority is presented in table 2.2 below.

Table 2.2 Number of Parent Questionnaires Returned by Local Authority

Local Authority	Number of Parent Questionnaires Returned
Birmingham	7
Blackburn with Darwen	4
Cumbria	12
Essex	5
Hampshire	13
Lambeth	3
Leicestershire	10
Sutton	9
Rhondda-Cynon-Taff	13
Wrexham	15

Pupil interviews

Four local authority PEPs agreed to contact 10 sets of parents and invite their children, who had recently seen an EP, to participate in an interview. A total of 40 parents/carers were contacted via the PEP and they were invited to return the permission slip to the research team indicating whether they wished for their child to take part in an interview. Parents/carers also indicated whether they wished to be informed when the child's interview was taking place. Once permission was received, the child's school was contacted and a date arranged to carry out the interview. A letter confirming the date arranged and a copy of the permission slip was sent to the school prior to the interview and the parent/carer was also contacted informing them of the date if they had requested this. A total of 12 child interviews were carried out in the child's school. A set of interview questions was specifically devised for these interviews. Copies of correspondence related to parent interviews together with the interview questions are in Appendix 9.

Telephone and face to face interviews

An extensive list of relevant organisations was drawn up (see Appendix 10), representing a wide range statutory and voluntary organisation that operate in both England and Wales. A representative from each organisation was invited to take part in a telephone interview. A number of organisations declined to take part because of their limited contact with, or knowledge of, the role and function of EPs. A total of 27 interviews were carried out and shown in table 2.3. The set of interview questions used were based upon the additional questions that were added to the main questionnaire for PEPs, LEA officers and programme directors (see Appendix 6).

Table 2.3 Organisations Interviewed

Organisation	England/Wales
Advisory Centre for Education (ACE)	England
Association of Educational Psychologists (AEP)	England
Association of Directors of Social Services/Children's Services (ADSS/ADECS)	England
Association of Teachers and Lecturers (ATL)	England
Children Workforce Development Council	England
Dyslexia Institute	England
Learning and Skills Council - National Officer, 14-19	England
Learning and Skills Council - Regional Officer	England
Ofsted/HMI Standards and Research Unit	England
Professional Association of Teachers (PAT)	England
Special Educational Needs Partnerships	England
(Special Educational Needs Joint Initiative for Training) SENJIT	England
National Association for Special Educational Needs (NASEN)	England
Young Offenders Institution - Her Majesty's Prison Service	England
Youth Justice Board	England
Association of School and College Leaders	England and Wales
British Dyslexia Association (BDA)	England and Wales
British Psychological Society - Division of Educational & Child Psychology (BPS-DECP)	England and Wales
Employers Organisation EP Steering Group	England and Wales
Independent Panel for Special Education Appeals (IPSEA)	England and Wales
National Association of Principal Educational Psychologists (NAPEP)	England and Wales
National Union of Teachers (NUT)	England and Wales
National Association of Principal Educational Psychologists (NAPEP)	Wales
Welsh Assembly – Pupil Support Division	Wales
RNIB (Wales)	Wales
Special Needs Advisory Panel (SNAP)	Wales
Association of Directors of Education in Wales (ADEW)	Wales
Welsh Language Board	Wales

Site visits

Eight local authorities were visited for one day in order to provide an opportunity for the research team to gain more detailed information about EP practice in a particular area. The site visits were carried out in the following local authorities: Bexley, Blaenau Gwent; Essex; Neath Port Talbot; Sandwell; Somerset; Wirral; and

Northumberland. Sites were selected where there appeared to be good prima facie evidence from questionnaire returns and other documentation, of EPs responding effectively to the emerging changes posed by the Every Child Matters Agenda. We also wished to visit LEAs from different regions of the country. The PEP for each local authority was contacted and they organised a number of interviews/focus groups with relevant EP(s) and other professional partners who had been working with EPs on particular projects or on specific areas of work.

Other documentation received

The questionnaire invited respondents to send additional information giving accounts of the work of EPs in relation to the Every Child Matters agenda. A total of 86 additional documents were received from participants sending in questionnaires and a further 37 were sent separately. These documents ranged from short accounts of a particular project, to a report on the work of a whole EP service. We also received several letters from non- EPs commenting on the questionnaire and offering their own observations about the work of EPs.

Project flyer

During the initial phase of the research a project flyer was produced which provided information about the project. This was distributed to all members of the Association of Educational Psychologists (AEP) through their weekly mailing to members, a version was put on the educational psychology list-serve, "EPNET", and was placed on the University's and a Health Professionals' websites. The flyer included a paragraph inviting people to participate in this research through requesting a questionnaire from the research team via e-mail or telephone.

2.2 Data Analysis

Quantitative data from the first two pages of the questionnaire, referring to the distinctive role of the EP and the extent their work contributes to meeting the ECM outcomes, was entered into SPSS and the data is presented as descriptive statistics in section 6. Qualitative data from the page 3 of the questionnaire, where respondents were asked to provide and comment on examples of work in the area of SEN, multi-agency work and strategic work and capacity building, were entered on to Excel and presented in sections 3, 4, and 5 respectively. The majority of the interviews - telephone and face to face - were tape recorded and transcribed before being entered onto a separate Excel spreadsheet. Where recording was not possible, detailed notes were made before being entered onto Excel. Findings from data gathered in this way are embedded within sections 3 to 7 where it is relevant to the content of each section.

The data analysis procedure was led by the need to address the research objectives. Hence, in carrying out the statistical and qualitative analysis, we deliberately looked for evidence and examples of practice that would relate to these objectives. In order to increase the trustworthiness of the analysis and to guard against selectivity and bias, all the data was analysed by at least two members of the research team.

In interpreting the data within tables it is important to bear in mind the sample composition. Although 404 responses were received from schools as a whole, the number of responses from different types of schools is less than this, in particular from nursery and primary schools and from PRUs (see table 2.1 above). Therefore, when considering the percentage figures relating to any one type of school (see

sections 3, 4, and 5 below) the actual number of responses represented by this percentage may be quite small and potentially less reliable than that which might be obtained from a larger sample. By quoting the percentages it is not suggested that the views would necessarily be replicated exactly across a complete national sample.

In relation to programme directors, we received 11 responses from the 12 questionnaires that were circulated - a high response rate. Hence, although percentage figures can look distorting for such a small number, we consider the views expressed by this group to be reliable.

Finally, the selection of the parent sample was by no means random, being chosen by EPs in each service that we contacted (see table 2.2 above). It is possible that the EPs selected parents where there was reason to believe that the responses would be favourable. Hence the sample selection may have resulted in a more positive view of EPs being presented by parents than might have been the case had we obtained a completely random sample.

3 THE WORK OF EDUCATIONAL PSYCHOLOGISTS IN RELATION TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

3.1 Overview

Traditionally EPs have had a major role in working with children who have SEN and, as a result, the statutory assessment of pupils thought to be in need of an SEN Statement has been seen as the core of EP work for many years and a function that is distinctive to the profession. However, given recent trends within local authorities to reduce the amount of pupils who receive statements, one of the aims of this research was to investigate the impact, if any, that this trend might be having on EPs work in this area and to ascertain the views of key stakeholders about the need for, extent of and benefits of this development.

In addition, given the ongoing development and implementation of the Common Assessment Framework, the research also sought the views of relevant professionals as to the potential contribution that EPs might make in this area.

This section of the report therefore focuses on the following: -

- i. the nature of SEN work that is reported and its impact on addressing the ECM five outcomes
- ii. the distinctiveness of the contribution made by EPs
- iii. The role of statutory assessments
- iv. EPs' role in the Common Assessment Framework

Although there are many examples in the data of EPs working in the SEN area where there was *also* evidence of effective multi-agency work, to avoid duplication, discussion of these examples is provided in section 4 which is devoted to multi-agency working..

3.2 The nature of educational psychologists' work in the special educational needs area and its impact on addressing the Every Child Matters five outcomes

3.2.1 General overview of EP work in the SEN field

Apart from the 11 EP programme directors, between 70% and 100% of respondents to the questionnaire were able to provide an example of EP work that illustrates their distinctive function in relation to pupils with SEN the majority of which was reported to have the potential to have a high or very impact on the ECM outcomes (see table 3.1). This is much higher than the figures in comparative tables for multi agency work and strategic work and capacity building where, in relation to non-EP respondents, far fewer were able to cite examples of EPs work in these areas (see tables 4.2 and 5.1). This might suggest that non-EP questionnaire respondents had more experience of working with EPs in the SEN area than in multi agency work or in strategic work and capacity building.

Table 3.1 Examples of distinctive EP work within the SEN area taken from the questionnaire.

Respondent group	% of respondents citing distinctive EP contribution within SEN work
Nursery schools	73
Primary schools	72
Secondary schools	72
Pupil Referral Units (PRUs)	71
Special schools	78
EPs	92
PEPs	100
Local Authority officers	80
Other professions	70
EP training programme directors	9

Table 3.2 (below) provides an overview of the range of work in the SEN area that was quoted in the questionnaires from each of the different stakeholders. In this table “I/vid Ch.wk” refers to all work that focused on assessment and indirect intervention for an individual child. This could include a statutory assessment, attending review meetings, providing advice to teachers and parents, pre-referral discussions with teachers. “Work with Parents” includes parent workshops or training programmes on specific areas. “Training” refers to inservice training to school staff and other professionals. “General consultation/systems work” includes work with schools/LAs/other organizations on general issues to do with policy and planning or on the development of new curriculum materials/guidelines. “One to one therapy” refers to direct therapeutic work from the EP and “Research” is where the EP became directly involved in evaluating the impact of provision or services for pupils with SEN. The low response rate from programme directors probably reflects the fact that their work in EP services is more limited than generic EPs on account of their primary roles as a trainers and researchers, and their EP activities may therefore be less focused on SEN work.

Table 3.2 The focus of examples of SEN work that was provided in the questionnaires

	Nursery	Prim	Sec	PRU	Special	EP	PEP	LEA	Other
I/vid ch wk	29 (74%)	47 (88%)	51 (76%)	16 (64%)	57 (66%)	103 (42%)	22 (30%)	16 (32%)	63 (67%)
Parents	5 (13%)			2 (8%)	4 (5%)	17 (7%)	4 (5%)	3 (6%)	4 (4%)
Training	5 (13%)	3 (6%)	11 (16%)	3 (12%)	6 (7%)	40 (16%)	6 (8%)	7 (14%)	5 (5%)
Consult. General		3 (6%)	3 (4%)	4 (16%)	18 (20%)	61 (25%)	25 (34%)	21 (42%)	18 (19%)
Pupil gp wk			1 (1.5%)		1 (1%)	8 (3%)	3 (4%)		2 (2%)
1/1 therapy			1 (1.5%)		1 (1%)	5 (2%)	1 (1%)		1 (1%)
Research						9 (4%)	2 (3%)	3 (6%)	1 (1%)

This table indicates that individual child work features most prominently in the cited examples of distinctive practice that had the potential to have a high or very high impact on the five ECM outcomes. This is particularly true for schools and “other respondents” where the percentage of quoted examples of this nature is over 66%. For EPs themselves this type of work is the most often quoted (42%). The only exceptions are for PEPs and LEA officers whose direct and indirect experience of EP work is likely to be of a more advisory nature.

From the examples cited, the nature of the individual work carried out by the EP was not always clear. Hence it was not possible, for example, to determine how much of this was ‘one off’ statutory assessments or whether, in contrast, it was general advice to a class teacher about a pupil. About a quarter of the teachers from all types of schools referred to ‘assessment’ but less than 1 in 10 actually used the word ‘Statutory Assessment’ or ‘Statement’, although, of course, the work could have involved this activity. The impression from the examples given by the schools was that individual work with pupils involved far more than routine assessments, that they worked in some depth and that there were tangible benefits for children themselves, the schools and their families.

In contrast to work with individual children, there were a number of examples from EPs, PEPs and LEA officers of EPs working in the area of training and consultancy on SEN issues suggesting that EPs are making a substantial contribution in this area. However this type of work was hardly mentioned by schools. This may indicate that these schools have not worked with EPs in this way or that, when comparing this type of work with seeing individual children, schools view the latter as being more distinctive and more likely to have an impact on meeting the ECM five outcomes.

3.2.2 EP work in the SEN area - some specific examples from the data

In addition to the general questionnaire findings on SEN work presented in 3.1.1 above, data from all sources, including interviews, site visits as well as the

questionnaires provided a wealth of specific examples indicating that EPs are involved in a range of different areas of SEN work all of which was reported to have the potential to have a high or very high impact on the ECM outcomes. Some examples, taken from all data sources, are presented below.

Work with individual children

The majority of examples of SEN work from the questionnaire returns refer to work with individual children. This incorporates all work that focused on assessment and on indirect intervention for an individual child. This could include a statutory assessment, attending review meetings, providing advice to teachers and parents or pre-referral discussions with teachers. Examples that are typical of the range of work include the following: -

- Observation, assessment and consultation leading to request for formal assessment of an individual (Nursery School)
- Statementing children for whom there were serious concerns about behaviour (Primary School)
- EP assessed LAC re: behaviour difficulties and worked with long term foster parents and school staff on a range of strategies to improve. (Primary School)
- Pupil with Aspergers - getting help for him and his family in a school and out of school context. (Secondary School)
- Assessment of SEN/BESD needs, advice on intervention, recommendations for placement. (PRU)
- EP was asked to assess learning potential of a particular child and to suggest strategies to improve learning/accelerate progress. (Special School)

We also received a small amount of additional material from schools where EP work with individual children was mentioned. For example a head teacher of a special school stated that EPs who work in his school make a “*valuable contributions to discussions about how best to provide for individual pupil’s needs*”. Another headteacher of a nursery school stated the “*the educational psychologist provides support to the staff in ensuring the needs of the child are met and the expertise of the psychologist is highly valued in our school*”.

Although the bulk of additional material we received from EPs did not refer to work with individual pupils with SEN, there were a few notable exceptions. For example one EP provided a detailed account of the contribution he made to the assessment of a preschool child with complex learning difficulties and of how her key role in this process helped the child to transfer to an appropriate school. In another local authority the PEP described in some detail an assessment protocol that had been used successfully with individual children whose behaviour was challenging in mainstream schools.

All the questionnaire reports from parents referred to EP work with their child who was thought to have SEN. The majority (47%) were seen because of their social, emotional and behavioural difficulties and 38% because of their learning difficulties. Typically they were seen by the EP in order to discuss possible changes to provision.

EP work with groups of parents

This work includes any activity when an EP was involved, either singly or with a colleague - not necessarily another EP, in running workshops/training programmes on specific areas, most commonly, but not exclusively, in relation to children on the autistic spectrum.

Questionnaire responses yielded a numbers of examples of this kind of work. The following is an illustration.

- Parent workshops on autism and the management of children's behaviour in the home/community - a series of 6 weekly workshops (Special School)
- Training/workshops for parents of children newly diagnosed with ASD (Primary School);
- Explaining to parents the procedures and provision for SEN in order to minimize their anxieties and illustrate benefits (Secondary School);
- Development, piloting, running training course for parents of children of SEN, to empower them in partnership work on behalf of their children with schools, the local authority, other agencies. (Parent Partnership Officer)

The telephone interviews also revealed a number of examples of EPs running training courses for groups of parents. For example a representative from SENJIT stated that EPs have knowledge of child development and can perform a vital role in training parents and carers. In addition the Chair of NAPEP referred to EPs prompting parent partnerships through the Early Support Programme.

We also received some additional material from EPs citing examples of their work with groups of parents in the area of SEN. These include the development of materials to support children and parents through the process of transferring from primary to secondary schools and a training programme developed by a BEST team aimed at helping parents to support their child at home. A further example involved EPs in training others, including other EPs, teachers, teaching assistants, learning mentors as Parent Group leaders so that they could run a range of Parent programmes.

EPs' involvement in staff training in the SEN area

This work incorporates activities where EPs are involved in planning and/or delivering training on SEN issues to staff in schools and in other agencies.

Questionnaire responses yielded a number of examples of this area of work as illustrated below.

- EPs supported staff in the use of social stories. They helped them to review progress and set new targets. (Primary School)
- EP ran a training session on learning styles for all staff (Special School)
- EPs set up and carried out training for education staff in managing and handling of children whose behaviour is challenging and dangerous. (Parent Partnership Worker)
- EP in the YOT team - providing team with training around emotional and social development (LA Officer)

We received a great deal of supplementary material from EPs which provided accounts of their being involved in training staff in schools and elsewhere. These included examples of using existing materials, e.g. Social and Emotional Aspects of

Learning (SEAL) and Webster Stratton and of running tailor made programmes, for example on behaviour managements, ADHD, Dyslexia.

EPs' involvement in general consultation on SEN issues.

There was a number of examples from all respondents to the questionnaire that referred work where EPs consulted with staff on ways of improving services and provision in the school as a whole or across the LA. Hence this form of consultation was not directly related to individual children. These examples came from all respondents, except mainstream schools, and included the following.

- The development of an anti bullying strategy (PRU);
- Management and consultation with staff using strategies to improve challenging behaviour complex difficulties including Autistic Spectrum Disorder - ASD (Special School);
- Suggested behaviour strategies for children who are emotionally disturbed. (Special School);
- Help on teaching phonics to our diverse population (“Phonics is an area of specialism of our EP”) (Special School);
- Range of projects e.g. Dyslexia guidance for local authority; advice and published materials and training on autistic spectrum, anti-bullying etc. (LA Officer);
- Consultation, support and advocacy for LAC. Autism training and system development (Special Education Review Project Manager).

The questionnaire responses from EPs contained 61 examples EPs working in a consultative capacity in the SEN area. This was supplemented by a large amount of additional material from EP services. A number of these focused on a specific area such as collaborative work with schools staff and BEST teams on the development of whole school behaviour/classroom management strategies. Others focused on developing strategies for coordinated multi-agency assessment for pre school children with complex difficulties, on working with school and health service personnel on improving assessment and intervention for pupils with Dyspraxia. There were also examples of EPs working in multi-agency settings to improve opportunities or pupils with ASD to be successfully included in mainstream settings.

EPs' involvement in group work, one to one therapy and research

Questionnaire responses suggested that EPs spend a limited amount of their time in therapy, groups work with children or on research. However the examples quoted indicated the potential for EPs to broaden the scope of their work in this area.

- Group work on anger management and emotional literacy in a special SEBD school (Special School);
- helping school to integrate SEAL into current practice (Primary School);
- Research into assessment of emotional literacy and the relationship between this and behaviour in school (Secondary School);
- research into the achievement of LAC at KS 4 linked to data on reception into care (LA Officer);
- Therapeutic work with an individual child presenting behavioural difficulties (using Cognitive Behaviour Therapy, Narrative therapy, Solution focused) (EP).

The supplementary material from EP services also refers to examples of EP work in these areas. This included an evaluation of a Comprehensive Health Assessment Team in on LEA, the evaluation of an INSET programme on Down's syndrome and an evaluation of a series of workshops for multi agency groups on assessment and intervention for pupils with Autism.

3.3 The distinctiveness of the contribution made by Educational Psychologists in the SEN area

Although data reviewed above indicates that EPs are active in a whole variety of ways in working with children thought to have SEN, and with their teachers, parents and other professionals, it has not considered the extent to which this work was distinctive. In order to explore this issue further the questionnaires, site visits and interviews contained questions that explored the distinctive nature of EP work in the SEN area.

3.3.1 Identified psychological functions in SEN work

Issues of distinctiveness are in part related to the extent to which respondents considered that EPs were utilizing one or more of the following psychological functions described in the BPS National Occupational Standards framework for applied psychologists when carrying out their work.

- Application of psychological methods, concepts, models, theories or knowledge
- Development or training in the application of psychological skills
- Communication of psychological knowledge, principles, methods or needs, and their implications for policy
- Research or development of psychological or educational methods
- Management of the provision of psychological systems.

All questionnaire responses refer to EPs utilizing at least one of these functions, the most commonly cited by schools (between 40%-50%) was "Apply psychological methods, concepts, models, theories, knowledge". The function "Communicate psychological knowledge/principles/methods/needs and their implications for policy" was also mentioned regularly by schools. Understandably, perhaps, given their background in psychology, EPs themselves referred to their utilizing these psychological functions more frequently in their work in the SEN area. For example over 88% of PEPs referred to EPs utilizing the two above functions. The function that was referred to least often was "Managing the provision of psychological systems" where the highest mention was from PEPs (51%) although schools and EPs only referred to this function for between 6% and 21% of the examples. This is not all that surprising given that work in the SEN area is intrinsically less likely to involve EPs in utilizing this particular function.

Although interview questions carried out over the phone and during the site visits did not specifically refer to BPS psychological functions, there were some interesting examples from the responses of one or more of the functions being applied by EPs in their work in the SEN area. For example: -

'The EP has a huge impact in our school on SEN pupils' achievement. She has an understanding of many disciplines and gives school good advice on use of other agencies.' Primary school teacher

'EPs can provide a quality assurance mechanism for specialist teachers. They have a professional interface across interdisciplinary areas, such as examination boards, with academic staff from Higher Education Institutions, the LA and the Voluntary sector.' British Dyslexia Association.

'EPs understand the interaction between genetic, biological and cognitive behaviours.' RNIB, Wales

'EPs understand cognitive processing - they can provide a 'psychological assessment'. They offer a 'psychological' perspective on the child - they know about child development.' LEA support staff- Blaenau Gwent

'The EP analyzed Paul's learning processes and helped us discover how he learns best.' Parent

'Excellent! Encouraging cognitive results informing us that our son's ability was greater than his achievements.' Parent

3.3.2 Who else could do the work in the SEN area.

Table 3.3 indicates the perceived uniqueness of the SEN work carried out by the EP - taken from the questionnaire. The first column indicates that an EP was named as being the *only* professional who could carry out the work and the other columns shows the other professionals who were cited as potentially being able to do the work with the same impact.

Table 3.3 Perceived Uniqueness of the EP contribution within SEN Work

	EP needed (%)	CP could do the work (%)	CAMHS staff could do the work (%)	Social Worker could do the work (%)	Specialist teacher could do the work (%)	SENCO could do the work (%)	Assistant EP could do the work (%)	Other professional could do the work (%)
Nursery	21	11	8	0	34	18	13	0
Primary	20	17	15	9	35	25	26	0
Secondary	12	23	21	11	32	38	21	1
PRU	13	0	37	21	46	58	33	0
Special	19	33	23	6	35	30	11	8
EP	58	17	6	4	9	3	5	3
PEP	40	8	3	3	3	1	2	2
LEA	42	23	11	6	25	15	15	4
Others	36	26	15	8	23	12	8	5

The figures in the first column in table 3.3 show that the respondents believed that many of the examples of EP work could have been carried out by another professional. This applies to the EPs themselves (58%) and to PEPs (40%). Hence nearly half of the EPs and over half of the PEPs appear to be claiming that the examples of SEN work that they quoted could have been carried out by someone

other than an EP. Even fewer staff in schools appear to believe that EPs were the only professional who could carry out the work. School staff tend to quote SENCOs and/or specialist teachers as being professionals who could do this activity (over a third of responders - columns 5 and 6) while EPs tend to favour clinical psychologists as alternatives.

As the bulk of examples of SEN work related to EPs working with individual children, it is clear that, in the main, it is this type of work which some respondents think could be done by someone other than an EP. This is confirmed by referring to data on the type of SEN work carried out and comparing this with the rating of whether or not an EP was considered to be needed to carry out this work. Where EP work in this area was described as involving detailed assessments of individual children with complex needs or where the EP work involves training and consultation, respondents tended to indicate that only an EP could carry out this type of work. Where EP work was described as being “routine” assessments, respondents were more likely to indicate that an EP might not have been needed.

These figures could, of course, reflect the different experiences of the respondents and the specific examples of SEN work that they quoted. It is perfectly possible that, had any of the respondents referred to a different example of EP work in this area, they would have perceived the unique role of the EPs slightly differently. However there is a suggestion in this table that EPs need to be clear about their distinctive contribution in the SEN area and that it is possible they may have been engaged in work which could be done by other professionals - in particular teachers or specialist teachers. To add greater clarity to the EP role it may be important for individual contractors of EPs services, and EPs themselves, to be clear as to what they would like from the EP work in the SEN area and the unique contribution that they will bring.

3.4 Educational psychologists and statutory work

The general view that much of the routine EP work in the SEN area may not be all that distinctive and specialized is related to a whole host of written comments in the questionnaire returns, in the interview responses and from the site visits either stating directly, or implying, that EPs still spend too much time in statutory work. Many of these comments suggested that EPs can make a more important contribution in other areas of work, especially in depth work with individuals and groups of children with severe and complex needs and in training and advisory work.

‘We lose using the EPs skills because they are tied up in Statutory Assessment - this hinders early intervention and preventative work.’ Primary school teacher

‘Our EP is great - we would love to see her in school on a regular basis during early intervention work/advising staff/setting strategies. Her whole time is taken up with statement reviews.’ Secondary school teacher

‘Have responded since I believe passionately in the need for EP services in the integrated service delivery model appropriate to early years work. Am also sure (as a head of a special school for the last special school for last 15 years) that we need to use much more widely the various skills of the EP - not purely for assessment purposes.’ Nursery School Headteacher

'The work of the EP in the PRU is almost exclusively about deploying set criteria and assess pupils statutory SEN and so securing more appropriate provision than mainstream school. Opportunities missed are: - imparting knowledge that could inform better practice; - in policy and procedural developments; - in school self review; - in school improvement planning; - in the co-ordination of multi-agency responses. Great irritation lies in: - time delays in SEN outcomes while pupils are held in limbo.' PRU Teacher

'EPs are needed by local authority to administer and evaluate the statementing process. They only get involved in pupils when there is a possibility of the statement getting changed to accommodate new placement – it's all they have time for!!!' Special School Headteacher

'In my opinion EP's in this LEA are unable to make maximum uses of their very specific skills/knowledge as they are too involved in either statutory work or individual casework. Ideally a very well skilled team of teachers/TAS could take on many of the duties the EPs are currently engaged in, thus releasing them for more research, training, strategic consultation and therapeutic work. e.g. Theraplay support for parents/carers of young children with attachments concerns.' Special school teacher

'The work of EPs is distorted by the demands of the statutory assessment process. The production of psychological reports and advice has overtaken the work of EPs to the detriment of preventive work. EP skills are often untapped.' LEA Officer

'The undue focus on the statutory assessment of children with SEN has acted as a barrier to change and development' AEP

These comments convey the impression that there is a certain degree of frustration about the EP role. Respondents would clearly like EPs to change the emphasis of their work and to spend less time in statutory assessments. All appear to value the potential skills and expertise that the EP can bring, if only they had the time.

Clearly statutory assessment work has been a contentious area of EP work for some time. However there are now opportunities for EPs to change the direction of their work and there are a number of examples where this has taken place and which indicate the evolving nature of the profession. These are discussed in section 7.

3.5 Educational Psychologists and the Common Assessment Framework

Data on the impact of the Common Assessment Framework (CAF) was mainly drawn from the additional interview questions that were sent to PEPs, LA officers and Programme Directors of EP training courses and from the interviews and site visits.

All responses to questions about the role of EPs in the CAF reflected the fact that the framework is still being developed and implemented and that LAs are at different stages in the process. However the unanimous view from all respondents was that EPs have a major role to play in contributing to the development of the CAF and in training and supporting others in how to use it. The distinctive contribution that they could make was based on their psychological skills and knowledge and on their experience and awareness of working with different agencies. The following are some examples.

‘In relation to the CAF EPs have knowledge of “a) application of psychology to the process of assessment; b) data collection; c) data analysis; d) feedback to child/young person and parents.”’ Programme Director

‘Specialist knowledge contribution, in order to build upon the CAF to develop more specialist intervention.’ LEA Officer Telford and Wrekin

‘Moderation of need, expectations, interventions across settings. Understanding of child development and this relates to educational expectations, delivery of focused individual intervention.’ PEP, Sandwell

‘To ensure assessments are co-ordinated, flexible and contribute uniquely for the child’s situation. Ensure a collaborative approach. Accept that other professionals can use same diagnostic materials. Assessment is a strength of the EPS and they should be using their skills across all services to ensure child’s needs are thorough identified.’ LEA Officer, Hillingdon.

‘Key role in developing and implementing the model. Key role in monitoring and evaluating outcomes.’ LEA Officer, Liverpool

‘Bringing together knowledge of family/school/community factors impacting on a child’s learning. Our contribution would be part of a multi-agency response. We are piloting CAF in an area of early years currently, to explore its potential more widely than child protection where it already exists.’ PEP, Somerset

‘Training, awareness raising in schools; shaping developments from it being a simple sterile recording tool to becoming an intervention in itself e.g. solution focused questions in the framework.’ PEP, Derbyshire

Despite these positive views about the contribution that the EP could make towards the development and implementation of the CAF, some comments suggested that there was uncertainty about the whole process. In a few LAs the CAF is still at early stage and so respondents were unable to comment about the EP role. For example two LA officers stated that CAF had not been developed in their LA. Another stated that *“Hopefully EPs will inject some sense into it! Get a bit of logical, imaginative thought into a tedious exercise”*. There were also some comments suggesting that there might be difficulties in coordinating the CAF with procedures used in statutory assessment. For example one PEP wrote that *“.... different requirements of assessment (notably statutory advice) mean that any reconciliation of the two needs to be done carefully so as not to lose important qualitative information.”* Another was concerned that the CAF might resemble a *“sledge hammer to crack a nut.”*

In relation to the question concerning the circumstances in which EPs might take on the role of the Lead Professional, the vast majority of responses indicated that this would depend on the individual case, and that, as a rule, this might not be a good use of EP time. The following comments illustrate this point.

‘Pre-school worker has regular contact with family. EP contact is more limited. Pre-school worker has the lead professional role until child is due to start school. The EP then takes on the role of co-ordinating information even

then EP is seen as advisor while pre-school worker is seen as main parental contact. EP reviews progress when child has started school but TA or class teacher would probably be lead professional.’ Senior Specialist EP, Bexley

‘We believe these (times when the EP could be the Lead Professional) to be limited, since the lead professional would need to be someone with very high levels of contact with the child and family.’ PEP, North Tyneside

‘EPs could take the role of LP but in the majority of circumstances this would be an inappropriate use of their time; could envisage high tariff cases already requiring supplementary work being an option.’ PEP, Wirral.

‘I doubt that this is a realistic role or an efficient use of EP time.’ LEA Officer, Gateshead.

‘EPs should only be the lead professional in complex cases’ AEP

Others suggested that there would be particular circumstances when it would be appropriate for the EP to be the Lead Professional.

‘Where a child has long term/complex needs of an educational/mental health nature. At transition points. When an EP has long term involvement with child and family.’ PEP, Darlington.

‘Only in the rare SEN cases where the EP has become the key professional, known and trusted by parents, at points of transition where decisions significantly offered future educational outcomes.’ PEP, Bracknell Forest

Given the fact that the CAF is not operating fully across the country, there are, as yet, few if any examples of its use and impact, and of the role that EPs have played in its development and implementation. Certainly all respondents considered that EPs have a crucial role to play in developing the framework, in training others in how to use it and in monitoring its effectiveness. There was more uncertainty as to whether, and in what circumstances, EPs should take on the role of the Lead Professional.

3.6 Summary

All responses from each of the data sources indicated that EP work in the SEN area is extensive and involves work in a wide range of areas including work with individual children, in training staff and parents and in consultative and advisory work. Respondents also suggested that EP work in this area has the potential to make a high or very high contribution towards meeting the five ECM outcomes. There was, however, some indication in the specific examples of EP work, referred to in the questionnaire, that another professional might have been able to carry out the work. Furthermore, respondents held strong views about the amount of time EPs have traditionally spent on SEN statutory assessments. The overall view was that this work did not represent a good use of EP time and that they could utilise their skills in other areas. Finally, in relation to the Common Assessment Framework, respondents felt that EPs had a role in supporting and monitoring its development but less as the Lead Professional.

4 THE CONTRIBUTION OF EDUCATIONAL PSYCHOLOGISTS TO MULTI-AGENCY WORK

4.1 Overview

A key theme running through the Children Act and the implementation of Every Child Matters agenda is the need for all agencies involved in working with children to develop effective strategies and procedures that will improve the quality of multi-agency work. As EPs have always worked with a wide range of different professionals an important element of this review was to consider the extent to which EPs are making an effective contribution in this area. This section therefore focuses on the following:

- i) The range of multi-agency contexts in which EP services are involved.
- ii) The nature of EP work in multi agency settings and its impact on the five ECM outcomes
- iii) EPs' distinctive contribution in multi-agency work

4.2 Multi-agency contexts in which Educational Psychology services are involved

Principal Educational Psychologists (PEP) were asked to complete supplementary questions (Appendix 5) that were attached to the main questionnaire. Some of these questions focussed on a range of specified multi-agency contexts in which EPs worked. These indicated a high level of EP involvement in areas such as Child and Adolescent Mental Health Services (CAMHS), Behavioural and Emotional Support Teams (BESTs), Services to Looked After Children (LAC), Youth Offending Teams (YOTs) and Children's Centres (see Table 4.1 below). Every PEP respondent indicated EP involvement in at least three of the specified multi-agency contexts.

Where EP involvement was not yet established within these specified multi-agency contexts/teams, this was often because such contexts were not available locally, but were seen by local authority officers as a desirable potential development. For example EPs are typically involved in BEST teams where they exist. However only 38% of PEPs indicated that EPs were involved in this area or work reflecting the fact that BEST is a targeted initiative and hence not generally available in many LEAs.

The key reasons for EP involvement in multi-agency work, as indicated in the right hand column in table 4.1, suggest that EPs bring psychological knowledge and skills, that they are involved in management position in the LA and that they are aware of the nature of provision and the work of different services in the LA.

Table 4.1 Reported extent of EP work within specified multi-agency contexts

Multi-agency forum	EPs are involved (%)	EPs should be involved (%)	Reason for EP involvement or potential involvement
BEST	38	55	<i>'Knowledge and skills of a specialist EP'</i> <i>'Implementing psychological skills within a community setting'</i> <i>'Core member of the team'</i>
CAMHS	86	76	<i>'EPs have a very valuable contribution to make by applying psychology in this area'</i> <i>'Unlike CAMHS staff in schools, EPs do engage at group and systems levels in school'</i> <i>'EPs hold a good understanding of complex children in educational settings'</i> <i>'Crucial expertise'</i>
Services to LAC	71	72	<i>'To provide an integrated LAC team'</i> <i>'Provision of psychological services'</i> <i>'To provide consultation, advice and casework support to SSD and LAC'</i>
YOTs	39	62	<i>'Involvement in strategic management'</i> <i>'Psychological input - holistic view of the child'</i> <i>'Identifying specific difficulties - particularly working on language needs of offenders'</i>
Social Services Department	57	62	<i>'To support clear decision making'</i> <i>'Contribution to the development of strategies to support initiatives'</i> <i>'To ensure a joined up approach to meeting children's needs'</i>
Children's Centre	57	69	<i>'Essential for early intervention'</i> <i>'Consultation to Early Years staff'</i>
Children's Fund Project	54	59	<i>'Specific skills required for the project'</i> <i>'Prevention and targeted work for children'</i>
Extended Schools	54	59	<i>'To support good provision'</i> <i>'To support the development of services for children with LDD'</i> <i>'EPs are at the core of the multi-agency team and extended school cluster'</i>
Development of the Common Assessment Framework	93	73 ⁵	<i>'EPCS is leading the development of the CAF'</i>

4.3 The nature of Educational Psychology work in multi agency settings and its impact on the five ECM outcomes

4.3.1 General overview of Educational Psychology work in multi-agency contexts

Table 4.2 below, drawn from the all the questionnaire responses, shows that a high percentage of respondents was able to cite an example of EP work within a multi-agency context in where the EP was considered to have made distinctive contribution and to add value to the ‘Every Child Matters’ (ECM) outcomes for children. It is likely that the respondents’ rate of citation of an example of distinctive EP contribution within multi-agency work was higher within local authority officer and EP groups than it was within school-based respondents as EPs and LA officers are more likely to work with other agencies on a regular basis.

Table 4.2 Examples of distinctive EP contributions within multi-agency work taken from the questionnaire

Respondent group	% of respondents citing distinctive EP contribution within multi-agency work
Nursery schools	50
Primary schools	40
Secondary schools	52
Pupil Referral Units (PRUs)	68
Special schools	58
EPs	94
PEPs	100
Local Authority officers	98
Other professions	83
EP training programme directors	82

The cited examples of distinctive EP contributions within multi-agency work from the different respondent groups revealed EP involvement in a wide range contexts in addition to those that were pre-specified by the research instrument, such as CAMHS and BESTs. This extended range included EP work and leadership within variously named child development teams; parent training initiatives; Sure Start; ‘I CAN’ Centres; Critical Incident Response Teams (CIRT); Portage and Early Support Teams; ‘Intensive Support’ services and initiatives; implementation teams for SEAL materials; school-based consultation and casework involving multi-agency partners. In addition, variously named multi-agency groups, teams, initiatives and programmes were also mentioned which focused upon children with autism, language difficulties, BESD and other disabilities, and those in the early years, those who are LAC, involving EP contributions to assessment, diagnosis, planning and intervention and training.

In carrying out this work EPs collaborated with a range of different partners including social workers, education welfare officers, residential support workers, child

psychiatrists, child clinical psychologists, paediatricians, a variety of CAMHS workers and therapists, speech and language therapists, YOT staff, Connexions workers, parent partnership workers, school teachers, specialist teachers and special educational needs co-ordinators (SENCOs), police officers, portage workers, specialist nurses (e.g. ASD nurse, Complex Needs Nurse), physiotherapists and occupational therapists, voluntary sector professionals.

Ninety-five percent of questionnaire responses from parents/carers indicate that at least one other agency as well as the EP had involvement with their child or young person, and of these, 95% indicated that the EP's specific involvement within the multiple agencies had a high or very high impact upon at least one of the ECM outcomes for their child. Ninety-seven percent of parent/carer respondents indicated that the EP services were a necessary part of the multi-service package they received.

'Most definitely, we would not be where we are today without this help. Other agencies are not always willing to listen to parents alone and the EPs' reports are essential to children with difficulties in a school setting' (Parent with multi-agency involvement)

'Absolutely essential because as far as we have been concerned at times she has been our anchor between us and school' (Parent with multi-agency involvement)

'The educational psychology service has been vital to understanding Paul's complex needs. This has helped us and Paul's teachers to support him' (Parent with multi-agency involvement)

4.3.2 EP work in multi-agency contexts: some specific examples from the data that were reported to have a positive impact on ECM outcomes

Questionnaire respondents were asked to provide specific examples of EPs working effectively in multi-agency contexts and to judge the impact of this work in meeting the five ECM outcomes. Further examples emerged from the interviews and from the documentation received. The specific areas of work covered by all these examples, discussed below, included work with parents and carers, with youth offending teams, in the SEN and BESD areas, with organisations and with Looked After Children. All respondents reported that the multi-agency involvement in which EPs were involved and which were related to these areas of work had a high or very high impact on the ECM outcomes for children concerned.

Work with Parents and Carers

We received a large number of examples from all stakeholder groups where EPs had been actively involved in multi-agency work where the focus was on supporting parents and carers. The following are some examples.

- An Assistant Director identified the EP's distinctive contribution within a service called Family STEPS in which the EP worked alongside primary mental health workers and specialist teachers to address concerns about children's behaviour. In particular, the Assistant Director referred to the very high impact of this work upon children's capacity to 'be healthy' and a high impact upon their capacity to 'stay safe' and to 'enjoy and achieve'.

- A social worker identified the high impact on children's capacity to 'enjoy and achieve' where the EP worked alongside staff from social services, clinical psychology, school staff and adoptive parents. Together they developed a series of training events for those working with adopted children.
- Staff in a secondary school reported the distinctive contribution of the EP within the School Inclusion Partnership (SIP) team that provided a multi-agency approach to the management of support for pupils at risk of exclusion. This project involved work with parents and carers, as well as school staff and LA specialist teachers, and required knowledge of special educational needs, BESD and LAC.

Work within Youth Offending Teams

Across the following stakeholder groups; secondary schools, LA officers, other professions, pupil referral units (PRUs), EPs, PEPs, there were several reported examples of EPs' distinctive contributions to multi-agency work involving Youth Offending Teams.

- A Clinical Psychologist referred to the EP's distinctive contribution alongside herself, social workers, school SENCOs and the YOT staff, in facilitating the engagement of young people who have offended within the education system.
- An Educational Psychologist reported on a training programme in 'core problem solving skills', working alongside a clinical psychologist, YOT manager and foster care manager. The work required a knowledge and understanding of special educational needs as well as SEBD and the experience of LAC.
- An Educational Psychologist reported on the development and delivery of an anger management programme for youth workers and school staff. The work was carried out alongside the Youth and Community Head of Training and a counsellor and was, in particular, considered to have a very high impact upon children's capacity to 'stay safe' and to 'be healthy'.

Work within the Special Educational Needs (SEN) area

Across all stakeholder groups, in particular those from nursery, primary, secondary and special school and PRUs there were very many reported examples of EPs' distinctive contributions to multi-agency work within the area of special educational needs (SEN). Many of these focussed on positive ECM outcomes when EPs work with an individual child with complex and/or additional needs, within a multi-agency network, also involving parents/ carers. The EP's contributions were highlighted as particularly valuable where there were issues about the management of student behaviour, transition, provision and placement. Some illustrative examples were as follows.

- A Deputy Headteacher of a secondary school reported on an EP's contribution to a joint training programme provided to teachers and learning support assistants. The training programme focused upon the special educational needs of children with autistic spectrum disorders and was developed and delivered in partnership with the CAMHS.
- An Educational Psychologist referred to their contribution to the multi-agency working group that has developed joint assessment, intervention and care pathways for children with autistic spectrum disorders. The group includes consultant paediatricians, a psychiatrist, a speech and language therapist, an

occupational therapist, a playgroup leader and social services; the work was initiated by the Health Trust from which the invitation for EP involvement came.

- A Clinical Psychologist referred to a distinctive contribution made by the EP to the assessments at the Child Development Centre. The EP worked alongside the clinical psychologist, paediatrician, occupational therapist and speech and language therapist, and the clinical psychologist.
- A parent indicated a very high impact of the EP's involvement upon all of the ECM outcomes for her daughter, in the context of other involvement by a clinical psychologist, a paediatrician, a speech and language therapist and an occupational therapist. The girl had difficulties associated with the autistic spectrum and her parent reported that the EP's assessment clarified the difficulties so that her school could work out what they needed to do. The EP also provided invaluable in-depth strategies and advice, as well as training to the school, so staff could understand how to support the student.

Work with Behavioural, Emotional and Social Difficulties

Across primary schools, secondary schools, LA officers, other professions, pupil referral units (PRUs), EPs and PEPs, there were several reported examples of EPs' contributions to meeting the five ECM outcomes through effective multi-agency work involving Behavioural, Emotional, and Social Difficulties.

- A Deputy Headteacher and SENCO within secondary schools reported upon the EP's distinctive contribution to anger management work within a multi-agency context carried out with pupils at risk of permanent exclusion.
- A local authority Officer identified a high impact upon children's ability to 'be healthy', 'enjoy and achieve' and 'stay safe', of the EP's contribution to the Authority's panel for anxious non-attending school children. The EP chaired and co-coordinated the work of the panel, providing *early intervention*, with partners from clinical psychology, behaviour support and social care services, as well as the pupil referral unit.
- The parent of a six and a half year old boy reported on the involvement of the EP alongside a clinical psychologist, paediatrician, speech and language therapist and specialist support teacher. The parent explained in detail the high impact of the EP's involvement upon his son's ability 'to be healthy' and the very high impact upon all other ECM outcomes. S/he identified that the EP helped the parents to understand why their son did what he did, helped them to share information with relevant helpers and gave strategies for him to cope with school and for school to cope with him. The parent considered that the EP's involvement had helped his son to be able to participate more in school life, interact more with his peers and contribute to lessons.

Work with Organisations

From across all stakeholder groups, there were many reported examples of EPs' distinctive contributions to multi-agency work at the organisational level, which were considered to have a high or very high impact upon the ECM outcomes for the children who receive services within, or from, the organisations where the Educational Psychologist makes a contribution.

- An Assistant Director of Learning and Culture cited the distinctive contribution of EPs in the development of full multi-agency teams based

around extended schools, providing *early intervention* for children and families in the local community.

- A BEST Team Manager highlighted the distinctive contribution of EPs in developing primary and secondary schools' capacities to co-ordinate and use multi-professional meetings effectively. This work involved other professionals from child and adolescent mental health, social and education welfare services in early intervention.
- An Educational Psychologist reported on an initiative in which s/he takes a lead role, alongside the education welfare officer, a clinical psychologist, a Connexions worker, a social worker and a behaviour and attendance co-ordinator, in developing *early intervention* materials for schools to support children who are avoiding school due to anxiety.

Work with Looked After Children

From across special and secondary schools, LA officers, other professions, pupil referral units (PRUs), EPs, and PEPs, there were very many reported examples of EPs' distinctive contributions to multi-agency work involving Looked After Children.

- A Director of Education and Children's Services referred to the work of the educational and child psychology service in early intervention with Looked After Children. Psychologists worked with colleagues in social services, health and education .
- A Head of Services for Children with Disabilities cited the contribution provided by dedicated EP time to a multi-agency team for Looked After Children. The initiative was designed as an early intervention programme involving a clinical psychologist, nurse, social workers and education workers, as well as the EP.
- An Educational Psychologist reported on a commission to lead a 'visioning exercise' with social workers, residential staff, education welfare officers, Connexions workers, pupil referral unit staff, LA officers and Looked After Children team members. The exercise was designed to promote multi-agency working and enhance education and life opportunities through early intervention for those Looked After Children who are in residential care and not receiving full-time education.
- The carer of a 6 year-old girl with learning and sensory difficulties reported on the involvement of an EP alongside the social worker, specialist support teacher and paediatrician. The carer highlighted the EP's role in promoting the girl's language development and in pointing out specific areas of difficulty.

Other Multi-Agency Work

A minority of questionnaire respondents from across all respondent groups reported multi-agency work categorised as 'other' in which there was a distinctive contribution from one or more EPs, which had a high or very high impact upon ECM outcomes for those children who were the focus of the work.

- The Head of an Inclusion Service highlighted the contribution of the Educational Psychology Service in responding to a request from the Local Primary Care Trust to develop a Tier 2 provision to address young people's mental health needs.
- An Education Welfare Officer reported on a school-level interventions by EPs to support children and young people following a traumatic event. The work

(as part of a Critical Incident Response Team) was carried out in partnership with other agencies including the education welfare service and teachers. Similar work was reported in many other LAs where the EPs have lead the development of a planned response to provide emotional support following critical incidents and emergencies, alongside a range of partners including social services, LA personnel, NHS accident and emergency and ambulance services, police and fire services.

4.4 How educational psychologists make a distinctive contribution within multi-agency work

In all the examples referred to above, EPs working in multi-agency contexts were reported to make a positive contribution to meeting the ECM outcomes for children across a whole range of areas and in almost all cases this contribution was described as distinctive. Through undertaking further analysis of the questionnaires, interviews and the site visits it is possible to judge the extent to which the various stakeholders consider that EPs draw on the psychological functions, outlined by the BPS and referred to in section 3 and whether there are alternative providers of services who could have undertaken this work. In addition, given the fact that multi-agency involvement draws EPs into community contexts, it is important to examine the extent to which EPs can make a distinctive contribution in building bridges between school and community

4.4.1 Identified Psychological Functions

Almost all respondents representing different stakeholder group's who cited examples of EPs' distinctive contributions to multi-agency work, were able to identify the specific and distinctive psychological functions that the EP brought to the work.

The great majority of respondents across each group discriminated between the psychological functions identified within the cited example of the EP's contribution within multi-agency work and each of the psychological functions was identified in at least some such examples. The functions of '*Application of Psychological Methods, Concepts, Models, Theories or Knowledge*' and '*Communication of Psychological Knowledge, Principles, Methods or Needs, and their Implications for Policy*' were the most commonly identified functions across all respondent groups, each being identified in over half of the cited examples within each respondent group.

This was confirmed by the site visits and interviews where all non-EP interviewees were able to identify aspects of EPs' contributions within multi-agency work that they considered to be distinctive in relation to these two functions

'The pre-school psychologists have been instrumental in setting up a multi-agency forum for the diagnosis of autistic spectrum disorder. They are part of the Children's Centre multi-agency team and in that capacity have been working with other members of the team towards linking the multi-agency assessment with the common assessment framework' (Portage Service Worker)

'There is no doubt that their involvement with children is essential and their very specialist skills are irreplaceable. Combining their holistic knowledge into a report together with a knowledgeable and considered opinion adds to the safety and accuracy of CAMHS functioning both organisationally and with individual children and families' (Child Psychiatrist)

'One LA's 'files' stemmed from multi-disciplinary work that was instigated and guided by the Educational Psychology Service (e.g. 'Autism friendly' and 'dyslexia friendly' files); work on ADHD to develop policy, linking health and education; development of Portage and Early Years Service, linked to the Psychology Service - linking individual, group and strategic levels. The answers I gave under the questionnaire section [about other providers] surprised me. I had expected the contribution of the EP to be less clearly delineated from those of others, but when the question was focussed as 'the same impact' I found the distinctions became quite clear' (Special Education Project Manager)

'The assessments they [EPs] carry out compliment ours and help fill in the missing bits of the jigsaw to help decide if a child has a general learning difficulty, specific speech and language impairment or autistic spectrum disorder. At the same time, they provide information on differentiating the curriculum across all areas and behavioural management. There is no one else within the health or education system that provides this information or advice' (Speech and Language Therapist)

'The educational psychologist's assessment provided new results and findings' (Parent with multi-agency involvement)

In a development of the EP's psychological function of 'Managing Systems', several respondents commented upon the contribution of the EP in *optimising the work of groups of workers and professionals*:

'The EPS was instrumental in establishing this team and its operational policies.' (Local Authority Officer)

'EPs have expertise from their training; they can signpost strategies for improvement in children's learning and behaviour. EPs are also a filter or conduit for the support available from other services.' (Professional Association of Teachers)

'Implicit in psychological assessment is consultation with everybody and so working across all agencies is understood by EPs who have a range of skills for it...and can involve those who need to be involved.' (NAPEP)

'I found her advice was invaluable in uniting the school staff's approach and consistency.' (Parent with multi-agency involvement)

'The psychologist improved the link between all other professionals, got involved in coordinating all aspects.' (Parent with multi-agency involvement)

4.4.2 Maximising Educational Psychologists' Distinctive Contributions within Multi-agency Work: the Scope for Investing in 'Alternative Providers'

One indication of the distinctiveness of the EP's contributions within multi-agency work may be found in the extent to which these contributions were viewed as being uniquely available from EPs, or other kinds of applied psychologists. For this reason, respondents to the questionnaire, who cited an example of an EP's distinctive contribution within multi-agency work, were also asked to indicate whether a clinical psychologist, a CAMHS worker, a social worker, a specialist teacher, a teacher, or a

SENCO (i.e. a non-psychologist) could carry out the activity carried out by the EP with the same impact. Responses to this question are summarised in Table 4.3.

Table 4.3 Perceived Uniqueness of the EP Contribution within Multi-Agency Work

Respondent group	Psychologist needed (%)	Assistant EP could do the work (%)	Clinical Psychologist could do the work (%)
Nursery Schools	26	7	7
Primary Schools	40	8	0
Secondary Schools	21	8	3
PRUs	5	0	0
Special Schools	49	2	5
EPs	59	5	18
PEPs	65	4	22
Local Authority Officers	54	12	33
Other Professions	47	4	27

The data in Table 4.3 give an indication of the degree of perceived uniqueness of the EP's contribution within multi-agency work, as well as the extent to which there may be potential inter-changeability with other psychologists such as assistant EPs or clinical psychologists. Variations between respondent groups in the perceived uniqueness of the EP contribution may, of course, be influenced in part by differences in the experiences that each group has of working with EPs. Given that no more than 65% of any respondent group to the questionnaire suggested that the psychological contribution in the cited examples of EP multi-agency work could only be carried out by an EP, it may be that in some instances, an EP could be substituted within a multi-agency activity for another kind of worker. This suggests that perhaps the added value in the psychological contribution may be one of degree rather than kind and that, at that level, another professional, subject to local availability, may be able to do the work. The data from most respondent groups indicated that, at other levels, the distinctive contribution of the EP within multi-agency contexts could not be effectively substituted by one from another professional group. This places the onus upon the local commissioner of EP services and the individual contractor of EP work to identify with some degree of accuracy the likely uniqueness of the EP contribution within a particular multi-agency context or activity, as well as the feasibility of using an alternative service provider:

'We need to look better at what bits of the assessment can be carried out by whom and sometimes it won't matter who does some of the core assessment work... but we're getting much better at working out when we do need to bring EPs into that assessment' (Children's Services Commissioner)

4.4.3 The Educational Psychologist's Contribution Bridging into School and Community

Effective multi-agency work provides opportunities for EPs and others to make connections between schools based issues and those facing children and families in the community. To reinforce this point several respondents highlight the EP's distinctive contribution within multi-agency working through the application of psychological functions within the context of the school and the community. Evidence suggests that the EP is regarded as having a detailed knowledge of different educational and community contexts and of the different demands of such contexts.

'EPs have a skill in bridging different contexts, they help us to support schools in considering different types of interventions, and help schools to think psychologically about the children they teach...I think EPs are less focused on intra-psychic and pathological elements of development and more interested in a wider systemic approach to children's development...they have an understanding of assessment in context and assessment in educational settings...whereas a Clinical Psychologist might do cognitive testing or an IQ test our EP would be looking at the child's strengths and abilities and how those could be used.' (CAMHS Area Team Manager)

'EPs have the skills to work with children across community settings.' AEP

'...Unique skills to assess/ facilitate improved working by 'bridging' other agencies into education.' (PEP)

'The child needs a professional to put their needs forward to schools. Parents are seen as biased. They also have the knowledge of where else to get support. They act as a mediator.' (Parent with multi-agency involvement)

'I've worked on some cases in schools with the clinical psychologists and they have said 'it's really great because I don't understand the education system, I don't understand the teacher's view' and that has come from the clinical psychologist because they work in clinic with the child and the parent and though they hear about school from the parents it's not a full view and the child in school is very complex and requires that understanding of the school system, and how classrooms function, as well as the child development, it just puts a whole new perspective on the case really.' (Specialist EP)

Some interviewees highlight the EP's role in using training and consultation to assist schools and other organisations and networks in *promoting a wide range of 'inclusion' issues* relating to areas such as SEN, BESD and LAC:

'Schools do vary enormously and the educational psychologist in school can filter some referrals before they arrive at the Autism Assessment Service and link up with the Autism Assessment Service EPs as need be...' (Paediatrician)

'EPs link with education systems and therefore have a key role with parents of young children in providing post diagnosis support, with an orientation towards inclusive schooling.' (EP)

Further to this, several interviewees and respondents highlighted the EP's role in *supervising and supporting other workers* within the multi-agency network, such as assistant EPs, teachers, CAMHS workers and social workers, to provide specialist

frontline services such as therapeutic interventions and diagnostic follow-up work and co-ordination. There was also a recognition of the EP's distinctive contribution to assessment of a child or young person where decisions about placement might be under consideration, or where the child may be placed 'out of district'.

'EPs are sufficiently aware of the relative levels of both emotional support and curriculum achievement that keep the relativity for special schools, whether the children need to be returned to mainstream or whether a child needs to go to a special school, because without that people will go on their own feelings, psychologists provide that bridge and consultation.' (NAPEP)

4.5 Summary

All stakeholders referred to the wide range of work and the important contribution that EPs can make within multi-agency contexts and that this is making a significant contribution to meeting the five ECM outcomes for children. Respondents also related much of this work to the distinctive psychological functions outlined by the BPS. Furthermore, EPs are seen by many to be in an ideal position to help in the coordination of different agencies and to act as a bridge between school and community. However, it is also important to note that many responders, when referring to specific examples of multi agency work involving EPs, indicated that another provider might have been able to undertake the work with the same level of impact.

5 DISTINCTIVE FUNCTIONS OF EDUCATIONAL PSYCHOLOGISTS IN RELATION TO STRATEGIC WORK AND CAPACITY BUILDING

5.1 Overview

For many years EPs, particularly those in management positions in LAs, have had a role to play at the strategic level in helping schools and organisations to develop, implement and evaluate policies and procedures. They have also been involved in working with groups of professionals and with parents in helping to build the capacity of others to respond to the needs of children and their families. Therefore, given the contexts in which EPs will now be working - following the implementation of the ECM agenda - a further aim of this review was to assess the extent to which EPs can make a distinctive contribution to strategic work and capacity building within these new and evolving working conditions.

This section therefore focuses on the following:-

- iv) Examples of EPs working in the area of strategic work and capacity building.
- v) The nature of EP work in multi agency settings and its impact on the five ECM outcomes
- vi) EPs' distinctive contribution in multi-agency work

As in section 3 and 4 data was provided from all sources, including the questionnaire, interviews and site visits.

5.2 The range of educational psychologists' contribution within strategic work and capacity building and its impact on meeting the five ECM outcomes

5.2.1 General Overview of EP work in Strategic Work and Capacity Building

In relation to the questionnaire, Table 5.1 below indicates that there was considerable variation in the percentage of respondents from each of the groups who provided an example of EP work within the strategic work and capacity building area. It can be seen that out of the five school groups, the PRU respondents were able to provide the most examples. On the whole responders did not provide as many examples as they did in relation to SEN and multi-agency work (see tables 3.1 and 4.1).

Table 5.1 Examples of a distinctive EP contribution within strategic work and capacity building by groups of questionnaire respondents

Respondent Group	Percentage of Respondents citing distinctive EP contribution within strategic work and capacity building
Nursery Schools	30
Primary Schools	19
Secondary Schools	31
Pupil Referral Units (PRUs)	53
Special Schools	36
EPs	84
PEPs	100
Local Authority Officers	74
Other Professions	42
EP training programme directors	82

A range of other professionals were also cited as being involved with EPs in strategic work and capacity building, with the majority being from schools (e.g. headteachers, school staff, teachers, teaching assistants/learning support assistants). However local authority staff (e.g. specialist teachers, advisory teachers and inclusion officers), health professionals (e.g. speech and language therapists, clinical psychologists, nurses and paediatrician) and social services were also mentioned.

The cited examples of EP contributions within strategic and capacity building work from across the respondent groups showed that EP involvement in this area was mainly with pupils with SEN, parents/carers, SEBD, schools and looked after children. Further, 65% of those respondents who provided an example of an activity or piece of work which illustrated the EPs work in this area also indicated that there was at least one other professional group involved with the EP. These other professional groups were most commonly found to be other staff in schools, advisory teachers, LA officers, behaviour support professionals, and medical professionals.

5.2.2 EP work in strategic work and capacity building: some specific examples from the data that were reported to have a positive impact on ECM outcomes

As with SEN and multi-agency work all respondent groups cited many examples of EPs' distinctive contributions to strategic and capacity building work across a range of areas including parents and carers youth offending teams, SEN and EBD, with organisations and with Looked After Children. In all these examples their work was reported to have had a high or very high impact on addressing the five ECM outcomes

Work with Parents and Carers

There were many reported examples of the contribution that EPs had made to strategic work and capacity building in relation to work with parents and carers and its positive impact on the ECM outcomes.

- An educational psychologist who worked alongside Sure Start, early years consultants and schools in early intervention work to provide frequent training

to build capacity in understanding and supporting children's social, emotional and behavioural development from 0 -19 years.

- A head teacher in a primary school reported on the distinctive contribution of the EP in running a class in behaviour management for parents/carers which also involved the ethnic minority achievement teacher. The headteacher, in particular, identified the very high impact of this work upon children's capacity to 'be healthy' and to 'stay safe'.
- A Senior Portage Supervisor identified the EP's distinctive contribution in behaviour training which is delivered jointly with a pre-school teacher (SEN) for a period of 5 weeks.

Work within Youth Offending Teams

Across all the stakeholder groups, there were a few reported examples of EPs' distinctive contributions to strategic and capacity building work with youth offending teams, which were considered to have a high impact upon the ECM outcomes for the children who are the focus of the work.

- A deputy head teacher/SENCO of a PRU reported on an individual at risk of further offending and highlighted the EPs' distinctive contribution in supporting the individual to find an alternative appropriate placement.
- A Specialist Educational Psychologist identified the distinctive contribution to ECM outcomes for children through working with 60 -70 adults in the YOT team. The specialist educational psychologist working in YOT invests time in relationships with adults and for them to book time for consultation or review cases.
- A Senior Educational Psychologist, seconded to YOT, explained the distinctive contribution to ECM outcomes for children in carrying out training on the role of EP in a YOT, alongside a YOT trainee forensic psychologist.

Work with Special Educational Needs (SEN)

Across the stakeholder groups of nursery, primary, secondary and special schools, pupil referral units (PRUs), LA officers, other professions, EPs, PEPs and programme directors of EP training, there were very many cited examples of EPs' distinctive contributions to strategic and capacity building work with special educational needs (SEN), which were considered to have a high, or very high, impact upon the ECM outcomes.

- A deputy head teacher at a special school reported the distinctive contribution of the EPs in providing workshops for teaching staff to discuss teaching and learning strategies for SEN.
- A Speech and Language Therapist identified the distinctive contribution of the EP, working alongside the specialist teacher and the speech and language therapist, in the development of training packages to facilitate setting up of new SEN provisions in the county, for example, in relation to ASD.
- A Local Authority Officer reported on 'New approaches' - a SEN funding strategy, led by EPs in the LA, alongside teachers and LA officers, which offered early allocation of SEN funds to schools in order to reduce the growth in statements.

Work with Behavioural, Emotional and Social Difficulties

There were very many reported examples of EPs' distinctive contributions to strategic and capacity building work with behavioural, emotional and social difficulties, which were considered to have a high or very high impact upon the ECM outcomes for the children.

- A Deputy Headteacher/SENCO reported on the distinctive contribution to ECM outcomes for children through the training, research and on-going support for teachers and teaching assistants in a pupil referral unit to improve individual education programmes.
- An Educational Psychologist identified a distinctive contribution to ECM outcomes for children through collaborative work with behaviour consultants, including the behaviour support manager, the PEP, a behaviour consultant, SEN inspector and SEN manager within the LA to consider ways of supporting schools in becoming more autonomous in their management of behaviour.
- An Educational Psychologist explained a research project undertaken and managed by the EP around Children Missing Education as an example of capacity building which highlighted a distinctive contribution to ECM outcomes for children. This project produced a CME handbook which was circulated to all LAs in England. Work on this policy area resulted in the production of Good Practice Guidance and ultimately led to a nationally accepted definition of what constitutes a reasonable enquiry after which a school can remove a pupil from its roll.

Work with Organisations

Not surprisingly, given the nature of the area, there were many reported examples of EPs' distinctive contributions to strategic work and capacity building at the organisational level from all stakeholder groups, which were considered to have a high or very high impact upon the ECM outcomes for the children in the organisations.

- An Educational Psychologist highlighted a distinctive contribution to ECM outcomes for children through a project on the involvement and support of the EPS for five school emotional literacy support assistants in the development of a model of individual early intervention work. This project was positively evaluated and additional schools in the LA have employed their own 'school-based' ELSAs to work in this capacity. The project is also being extended in stages.
- A head teacher of a special school highlighted the distinctive contribution to ECM outcomes through the involvement of a senior EP in strategy planning for future problems in this school.
- The Head of Inclusion Officer in a LA explained the distinctive contribution of the educational psychology service, alongside teachers and advisors, in the development of the LA's anti-bullying guidance and also the development of a website for parents and pupils.

Work with Looked After Children

A minority of respondents from across special and secondary schools, LA officers, other professions, pupil referral units (PRUs), EPs, and PEPs, reported examples of EPs' distinctive contributions to strategic and capacity building work involving

Looked After Children, which were considered to have a high impact upon the ECM outcomes.

- A Social Worker highlighted Educational Psychologists' distinctive contribution at a wider level (macro) where the focus was on building specific measures and systems that enabled and ensured all children, particularly Looked After Children, made academic progress despite any limitation.
- An Educational Psychologist reported on their work in training foster carers in the development their language skills and the impact this had on the ECM outcomes.
- The Principal Officer for Looked After Children in a LA highlighted EPs' distinctive role, by their participation in Gatsby, working alongside the education of Looked After Children team and multi-agency project group members, which contributed to strategic developments, policy making, and strategies for improving education of Looked After Children.

Other Multi-Agency Work

A minority of respondents from across all respondent groups reported on multi-agency work in which there is a distinctive contribution from one or more EPs, together with a high or very high impact upon ECM outcomes for those children who are the focus of the work.

- An EP reported being part of a multi-agency group, working alongside paediatricians, parents, private and voluntary providers, PSLA, portage, SSD, which considered ways of improving services for children and specifically those with disabilities and SEN, identifying gaps and improving referral routes and early intervention.
- A Child Clinical Psychologist highlighted EPs' involvement in multi-agency work, alongside child psychologists, child clinical psychologist, paediatricians and social workers, in the strategic planning for ADHD management at home, in school and in the production of a booklet and related training materials.
- A Principal Educational Psychologist has the strategic lead for emotional health and well being in schools and chairs a multi-agency group, with school health, healthy schools, BST, B&A consultant, school staff, and the voluntary sector (such as NSPCC). This was aimed at facilitating the co-ordination of support and the work is currently focusing on the school staff's emotional health and well being.

5.3 Educational psychologists' distinctive contribution within strategic work and capacity building

5.3.1 Identified Psychological Functions

The respondents who cited examples of EPs' distinctive contributions to strategic work and capacity building were able to identify the specific and distinctive psychological functions, outlined by the BPS and referred to in the previous two sections, which the EPs utilised in these examples.

In particular the psychological functions of '*communication of psychological knowledge, principles, methods or needs, and their implications for policy*' and '*application of psychological methods, concepts, models, theories or knowledge*' were the most commonly identified functions across the respondent groups, although it should be noted that the programme directors identified '*development or training in*

the application of psychological skills’ more commonly than the *‘application of psychological methods, concepts, models, theories or knowledge’*. The majority of the respondents group also identified a number of other functions in addition to the psychological functions stated, e.g. *‘Promotion of inclusion’*, *‘Development of processes’*, and *‘Direct support to schools’*.

There were also some respondents at site visits and non-EP interviewees who were able to identify aspects of EPs’ contributions within strategic and capacity building work that they considered to be distinctive, for example the Head of Standards and Research Unit at Ofsted/HMI commented:

‘EPs may be able to contribute in some specific ways. They may contribute at a detailed level with LAC; they might help with some direct work with young people - in ways that are specific and clinical. They may also work at a different level, in working at the strategic and direction of the service management. Their contribution might be at this macro and micro level. As for Extended Schools, EPs can contribute to the debate on the reconstruction of the traditional concept of school and can advise on the benefits and drawbacks for children.’

5.3.2 Maximising EPs’ Distinctive Contribution within Strategic Work and Capacity Building: the Scope for Investing in ‘Alternative Providers’

The distinctiveness of the EP’s contributions within strategic and capacity building work may be indicated by the extent to which these contributions were viewed as being available only from EPs, or other kinds of applied psychologists. Questionnaire respondents were also asked, for this reason, to indicate whether an alternative professional, including applied psychologists and non-psychologists, might be able to carry out the activity within strategic and capacity building work with the same impact as the EP. Table 5.2 below illustrates the perceived uniqueness of the EP contribution for those respondents who cited an example of EP work within strategic and capacity building as well as the extent to which there may be potential interchangeability with other psychologists such as assistant EPs or clinical psychologists.

Table 5.2 Perceived Uniqueness of the EP Contribution within Strategic and Capacity Building Work (% of those who cited an example)

Respondent Group	EP needed (%)	Clinical Psychologist (%)	CAMHS Worker (%)	Social Worker (%)	Specialist Teacher (%)	SENCO (%)	Assistant EP (%)	Other (%)
Nursery	40	0	0	0	40	7	7	0
Primary	6	13	6	6	38	6	31	0
Secondary	14	19	19	14	44	44	39	0
PRU	11	22	28	5	50	22	22	0
Special	23	26	19	7	33	28	7	7
Local Authorities	35	15	4	2	25	8	10	4
Other	45	17	17	9	14	11	5	0
EP	60	7	4	1	12	5	4	2
PEP	35	4	2	2	8	2	4	3

The perceived uniqueness of the EP contribution might have been influenced, in part, by the differing experiences of the variety of professional roles (cited in table 5.2). However, the table does show that there is variation between respondent groups and in the suggestions of other professional groups. Interestingly, over half of EPs (60%) identified that they were unique in this activity within strategic and capacity building work in comparison to the PEPs where just over one third (35%) rated their contribution as being unique in this work. Over half of the other respondent groups identified that another professional would be in a position to carry out the cited activity with the same impact. Indeed, closer inspection of the table indicates that, apart from nursery schools, over 80% of school respondents indicated that another professional group would be able to carry out this activity, in contrast to the 'Other' and LA respondents where only 45% and 35% respectively stated no other professional group could carry out the cited EP activity with the same impact. Of those who indicated that another professional group could carry out the cited activity, specialist teachers and clinical psychologists were most commonly identified. Interestingly, nearly one fifth of 'Other' respondents also identified CAMHS workers as a professional group who could also carry out the cited EP activity with the same impact.

Findings from this table, and the similar tables in the previous two sections, indicate that although EPs work in the examples given was perceived to have a high or very high impact on the 5 ECM outcomes, a large number of respondents, including EPs themselves, believed that another professional might have been able to carry out the work with the same impact.

A secondary school deputy headteacher and SENCO, perhaps explains why the schools in particular identify specialist teachers as an alternative professional group, but also acknowledges the work carried out by EPs:

'Since the appointment of a specialist teacher three years ago we rarely require the services of an EP. When we have used them we have found their work valuable in helping individuals.'

Further, a PEP acknowledges that there are some areas of EP work within strategic work and capacity building that do overlap with other professionals, but the contribution that EPs make is valuable:

'A number of strategic initiatives (e.g. SEAL and healthy schools) ...which overlap with the work of EPs. Therefore aspects of EP work will overlap with clinical psychologists, specialist teachers, social workers, primary health mentor, health workers. However, the contribution which EPs bring is their accredited perspective and skills, knowledge and experience as an educational psychologist.'

5.4 Summary

As in the previous two sections respondents were able to provide a large number of examples of EP work in relation to strategic work and capacity building which were reported to have a high or very high impact on meeting the five ECM outcomes. However fewer examples were provided when compared to work in the SEN area and multi-agency involvement. This might reflect the overlapping nature of EP work and that, for example, work in relation to SEN assessment could also be linked to strategic work but, rather than quote the example twice, respondents might have chosen to quote it solely as an example of SEN work. As before respondents were able to link

EPs' work in this area to the BPS psychological functions. Finally many responders considered that an alternative provider might have been able to carry out the example of EP work quoted with the same impact.

6 OVERALL VIEWS OF THE DISTINCTIVE CONTRIBUTION OF EDUCATIONAL PSYCHOLOGISTS AND THE EXTENT TO WHICH THEIR WORK ADDRESSES THE FIVE ECM OUTCOMES

6.1 Overview

The previous three sections have focussed on specific areas of EP work which the review was asked to address - SEN work, multi-agency involvement and strategic work and capacity building. This section considers respondents' *overall* views of the distinctiveness and frequency of EP work at the individual, group and systems/organisational levels and within the management of services, and on the perceived impact of this work on meeting the five ECM outcomes. Data is drawn mainly from pages 1 and 2 of the questionnaire and much of it is presented as descriptive statistics. Where appropriate the account is supplemented from additional comments on the questionnaires and from data obtained in the interviews and site visits.

For ease of reading, this section is subdivided according to the general areas of EP work on which pages 1 and 2 of the questionnaire focussed, namely: work related to individual children, work with groups of children, work at systems/organisational level and the management of specialist services. Within each sub-section we consider the following: -

- a) The frequency of EP work in the general area
- b) The reported distinctiveness of the work
- c) Responders' views on possible alternative providers
- d) The impact of EP work related to the ECM outcomes

6.2 Educational Psychology Work Related to an Individual Child

6.2.1 Reported Frequency of EP Activity Relating to an Individual Child/ Family

Data from EP work relating to individual children indicated variation in the reported frequency with which activities of assessment, intervention and consultation were carried out. Table 6.1 presents the reported frequencies of EP activity at the individual level by different groups of respondents. The majority of all respondent groups believed that individual assessment, intervention and consultation activities were carried out by EPs, with the exception of individual intervention, where over 70% of EPs indicated that this is not an activity that they carry out. Interestingly, school respondents appeared to consider that EPs carry out more interventions with individual children than do EPs, as 77% of school respondents estimated that EPs undertook individual interventions monthly and only 22% of EPs identified this as either a weekly or a monthly activity.

Table 6.1 Reported Frequency of EP Activity Relating to an Individual Child/ Family

		Individual Assessment (%)	Individual Intervention (%)	Individual Consultation (%)
None	School	2	17	2
	LA	0	5	0
	Other	3	8	1
	EP	1	72	0
	PEP	0	0	0
Weekly	School	2	1	3
	LA	80	73	81
	Other	37	26	42
	EP	81	17	93
	PEP	87	78	96
Monthly	School	13	77	21
	LA	9	11	6
	Other	10	17	15
	EP	13	5	5
	PEP	9	17	2
Termly	School	37	20	46
	LA	6	5	8
	Other	21	13	21
	EP	3	4	0
	PEP	1	1	0
Rarely	School	44	48	26
	LA	2	6	5
	Other	24	29	14
	EP	0	1	0
	PEP	0	0	0

Furthermore, school respondents also indicated that EP activities at an individual level were undertaken far less frequently than reported by other respondents. School respondents reported that assessment with individual children occurred termly (37%) or rarely (44%), consultation with individual children occurred termly (46%) and intervention with individual children occurred rarely (48%), in contrast to all other respondents who reported these activities took place more often.

Overall, all respondent groups indicated that assessment and consultation about individual children were the two main activities carried out by EPs, and school respondents give by far the most prominence to these two activities in comparison to activities at the group level and systems/organisational level.

6.2.2 Reported Distinctiveness of EP Activity Relating to an Individual Child/Family

With regard to the distinctiveness of EPs' contributions within activities at an individual child level, it was found that all respondent groups most commonly rated the distinctive role of the EPs in individual assessment and consultation as being 'high' or 'very high'; table 6.2 below presents the modal responses from different stakeholder groups about the distinctiveness of EPs' work relating to an individual child. School respondents rated individual assessment and consultation as being more distinctive than individual intervention, although nearly one quarter (23%) of school respondents did rate individual intervention as being 'high' or 'very high'. All other respondent groups rated EPs as distinctive in individual intervention as 'high' or 'very high'.

Table 6.2 The Distinctive Contribution of EP Work Relating to an Individual Child

	School	LA	Other	EP	PEP	PD
Individual Assessment	*	*	*	⊛	⊛	⊛
Individual Intervention		*	*	⊛	⊛	*/⊛
Individual Consultation	*	*	*	⊛	⊛	⊛

* high distinctiveness

⊛ very high distinctiveness

There was some evidence that lack of time for EP work and/or the inflexible nature of time allocation models of working restrict the effectiveness of the EP contribution in some cases.

'I think the EP has such little time allocation to the school it is difficult for them to make a real impact. I think the real benefit would be if the EP could assess a child and then support them directly giving the support needed as a result of assessment outcomes. They do a valuable job but need more time to do it'. (Primary Head Teacher)

'We value the input given to school by the EP service. We would value any increase in the availability of the EP. We use the majority of our allocated provision for individual consultations with students who are experiencing difficulties'. (Secondary School SENCO)

This may then account for the fact that school respondents viewed EPs' work on individual intervention as less distinctive than assessment and consultation due to the time needed to carry out interventions. In work relating to intervention for an individual child or young person, it may be particularly important for EPs to negotiate carefully and honestly with school-based partners, the agreement about respective roles and responsibilities in order to maximise the impact of the work upon outcomes for children.

Some respondents explained how they utilise limited time to best effect:

'EPs in our area are allocated their schools with a number of hours for each...She uses her time to see individual pupils for assessment rather than work with groups...Due to time she doesn't write full reports as this would make contact time with pupils and myself shortened. My EP is invaluable for

consultation, advice and recommendations and I would not want others to do the task!' (Secondary School SENCO)

The majority of parent questionnaire respondents rated the EP's overall involvement with their child as either 'very helpful' or 'helpful' to them (88%) and also to their child (75%). In relation to psychological assessment eighty-two percent of parents believed that this was either 'helpful' or 'very helpful'. Furthermore, these parents/carers commented on why the EPs' psychological assessment was helpful and included comments on how the assessment led to a new understanding of the child, for example: *'The Assessment provided new results and findings'*; *'Helped me understand where my daughter is at'*; *'Diagnosed problem'* and *'Enabled us to understand clearly'*.

Some parent respondents also commented on how the assessments confirmed their views about their child, for example: *'She had pin-pointed my son's difficulties accurately'*; and *'Gave a very accurate account and description of my child'*; and there were also parents/ carers who noted how their EPs had given strategies for the school and home, for example: *'Gave strategies to use at home and school'*; *'The assessment identified/clarified the difficulties so school could work out what they needed to do'*; and *'Very helpful for our daughter's school to implement suitable learning targets'*.

In addition, a representative from Parent Partnership stated that *'Parents generally find EPs supportive and the information they provide helpful. Schools rely on EPs for informal training around working with pupils with SEN, in addition to the formal training offered by the EPs to school staff. EPs generally have good relationships with pupils. Parent partnership has great respect for the work of EPs in involving parents and informing them. EPs are approachable and helpful.'*

6.2.3 Respondents' Views on Alternative Providers of Current EP Work Related to the Individual Child/ Family

Responders to the main questionnaire were also asked to identify other professionals who they felt could carry out some aspects of EP activities related to the individual child/ family with the same impact. Table 6.3 below presents those professions where over 20% of respondents thought a particular professional could carry out some aspects of the activity with the same impact¹. Over 90% of school respondents considered that someone else could undertake each of the EP activities at an individual level. In addition, over 80% of all non-EP respondents consider that non-EPs could undertake the activities at an individual level and over 50% of all respondents, including EPs, think that non-EPs could undertake these activities. Around one half of school respondents believe that teachers/ SENCOs and specialist teachers might be in a position to carry out some aspects of current EP activities related to individual children/ families with the same impact:

'In my opinion EP's in [Local Authority] are unable to make maximum contribution of very specific skills/ knowledge as they are too involved in either statutory work or individual casework. Ideally a very well skilled team

¹ The complete table of frequencies of all other professionals is available from the authors upon request.

of teachers/ TAs could take on many of the duties the EPs are currently engaged in this releasing them for more research, training, strategic consultation and therapeutic work.’ (Special School Head teacher)

‘Work of EP limited owing to time constraints. The school only tends to put forward students not achieving and likely to need a statement to secure additional resources. In this county, EPs were stopped from doing assessments for exam dispensations some years ago. As a result we have to ‘buy in’ a specialist teacher who has the ‘acceptable’ qualification.’ (Secondary School SENCO)

Around one half of LA respondents considered that specialist teachers and clinical psychologists might be in a position to carry out, with the same impact, some aspects of EPs’ current activities relating to individual children/families, and a similar proportion note that CAMHS workers might be able to carry out individual interventions with children. In addition, approximately half of LA officers also think that some aspects of assessment and interventions at the individual level could also be carried out with the same impact by teachers/ SENCOs and assistant EPs.

Over one third of respondents from other professions believed that specialist teachers might be able to be in a position to carry out some aspects of individual assessment and intervention with the same impact. Furthermore, half of this respondent group also stated that clinical psychologists, in particular, could do this in relation to individual assessment; over one third consider that clinical psychologists could do this in relation to individual consultation and intervention with children. It may be that in such individual cases, where inter-changeability with other psychological practitioners is considered possible, this is because such cases are thought to have stronger psychological, rather than educational or community-related, elements. Interestingly, for assessment and intervention related to an individual child/ family, a large minority of EPs and PEPs also considered that clinical psychologists, assistant EPs and specialist teachers would be in a position to carry out some aspects of these activities with the same impact. However, EPs and PEPs rated their contributions as much more distinctive with regard to consultations relating to an individual child.

Table 6.3 Respondents' Views on Alternative Providers of Current EP Work Related to Individual Child/ Family

		Individual Assessment (%)	Individual Intervention (%)	Individual Consultation (%)
No-One Else	School	7	3	6
	LA	13	13	20
	Other	17	14	17
	EP	28	26	47
	PEP	35	31	45
Clinical Psychologist	School	39	22	37
	LA	56	48	52
	Other	50	36	41
	EP	49	38	27
	PEP	45	40	26
Assistant EP	School	24	20	20
	LA	47	45	30
	Other	25	27	15
	EP	36	31	14
	PEP	37	37	15
CAMHS Worker	School	29	28	36
	LA	36	48	33
	Other	26	36	31
	EP	13	25	13
	PEP	10	28	9
Teacher/ SENCO	School	53	43	42
	LA	50	53	36
	Other	31	38	24
	EP	29	30	7
	PEP	31	28	5
Specialist Teacher	School	53	46	45
	LA	59	56	42
	Other	39	38	26
	EP	33	42	13
	PEP	37	39	12

6.1.4 Impact of EP Work related to an Individual Child on ECM Outcomes

Questionnaire respondents were also asked to rate the impact of EPs' work related to an individual child with regard to its impact upon the five Every Child Matters (ECM) outcomes for children; Table 6.4 below presents the modal responses from the different stakeholder groups. Non-school respondents indicated more often than school-based respondents that the individual level work of EPs had a high or medium impact upon each of the outcomes, although school-based respondents did identify such EP work as having a medium impact on the outcomes of 'enjoy and achieve' and

‘make a positive contribution’. Though the data in table 6.4 suggest that school staff did not rate the impact of EPs work on ECM outcomes at the individual level as highly as other respondents, a more detailed analysis of the data reveals that in relation to EPs assessment work with individual children, 72% of schools rate EPs’ individual level work as positively affecting at least one of the five outcomes to a medium or high degree. Over half of schools (58%) also rated as medium or high the impact of EPs’ individual intervention work upon at least one of the five outcomes and 70% of school-based respondents rated as medium or high the impact of EPs’ individual consultation work upon at least one of the five outcomes.

Table 6.4 Impact of EP Work related to an Individual Child on ECM Outcomes

		Individual Assessment	Individual Intervention	Individual Consultation
Be Healthy	School			
	LA	*	*	*
	Other	*	◆	◆
	EP	*	*	*
	PEP	*	*	*
	PD	*	*	*
Stay Safe	School			
	LA	◆/*	*	*
	Other	*	*	*
	EP	*	*	*
	PEP	*	*	*
	PD	*	*	*
Enjoy and Achieve	School			◆
	LA	*	*	*
	Other	*	*	*
	EP	*	*	*
	PEP	*	*	*
	PD	*	*	*
Make a Positive Contribution	School	◆		◆
	LA	*	*	*
	Other	*	*	*
	EP	*	*	*
	PEP	*	*	*
	PD	*	*	*
Achieve Economic Well-Being	School			
	LA			*
	Other	*	◆	◆
	EP	*	*	*
	PEP	◆	◆	◆
	PD	◆	◆	◆

◆ - most frequently rated as medium

* - most frequently rated as high

Significantly, all non-school based respondent groups reported that EPs' work relating to individual children had a high impact on 'staying safe', 'enjoy and achieve' and 'make a positive contribution'. With regard to the outcome 'be healthy', "Other" respondents identified the impact of EPs' work in relation to individual intervention and consultation as being medium in comparison to the remaining respondent groups (except schools) who rated it as "high". Across all respondent groups, except EPs, views about the impact of EPs' individual level work upon the ECM outcome 'achieve economic well-being' were more variable.

Nearly three-quarters of parents/carers (74%) identified EPs' involvement in relation to 'achievement and enjoyment' as being 'very helpful' or 'helpful', and commented on EPs positive contribution concerning access to statements and resources, e.g. *'By giving a good report EP has ensured my son gets all the help he needs thus he can achieve and enjoy life more'*. Referring to advice EPs give to teachers another said that *'The EP has helped the teachers develop methods for my child to participate in class'*. In relation to school attendance another parent said *'We have had the first experience of her going to school despite being ill! Miracle'*.

Sixty-eight percent (68%) of parent respondents rated EPs' involvement as 'very helpful' or 'helpful' in relation to their children's 'future prospects and life chances', e.g. *'excellent advice provided about schooling options and statement process'*; *'information towards future helpful'*; *'by the EP giving an accurate report it ensures my son will get the best possible help available now and in the future'*; *'without the involvement of the Ed psych my son would not be doing so well at school, which in turn will help his future prospects etc.'*

Sixty-five percent (65%) of parent respondents identified EPs' involvement in relation to 'health and well being' as being 'very helpful' or 'helpful' and comments from parents/carers included how EPs had a positive emotional impact on their child, e.g. *'reassured him to remain positive'*; *'emotionally much more settled'*; enabled access to statements and resources e.g. *'she has been given a statement'*, *'as part of Action Plus, necessary'*; and helped others to understand their child differently e.g. *'helping with understanding behaviour'*; *'helping staff understand [name of child] needs'*).

Sixty percent (60%) of parent respondents rated EPs' involvement as 'very helpful' or 'helpful' in relation to their child's 'capacity to get on better with others' and comments from parents/carers on EPs' positive contribution included providing advice to others, e.g. *'Gave good ideas to class teacher e.g. circle time'*; *'Monitoring his play and give ideas to progress'*; and support to parents/carers, e.g. *'She [EP] understood he found it difficult to interact with his age group. Headmaster did not'*.

Over half of parent respondents (51%) rated EPs' involvement as 'very helpful' or 'helpful' in relation helping their children to feel 'safe and secure'. These parents/carers commented on EPs' helping the child directly, e.g. *'Helped calm his anxieties and depressive suicidal feelings'*; gave strategies to others to improve management, e.g. *'assess any problems and make feel safe'*; *'Gave strategies to help him be safe'*, and highlighted any potential risks, e.g. *'EP made sure he put in his report any dangers my son could be in'*.

In relation to meeting the five outcomes a Youth Justice Board Senior Policy Adviser stated that *'EPs have a significant contribution to make to all the five outcomes. They are a powerful force for change. They can have a knowledge and understanding of the unconventional profiles of the young people that are not captured by other systems. They can be an advocate for provision within local services. EPs can add value to the understanding of the behaviour and emotional issues with young people'*.

6.3 Educational Psychology Work at Group Level

6.3.1 Reported Frequency of EP Activity at the Group Level

With regard to EPs' work relating to groups of children/families, the majority of respondents reported, with the exception of schools, that EPs regularly carry out each of the activities of assessment, intervention, consultation, research and training. Table 6.5 below shows respondents' reports on the frequency these activities.

Table 6.5 Reported Frequency of EP Activity at the Group Level

		Group Assessment (%)	Group Intervention (%)	Group Consultation (%)	Group Research (%)	Group Training (%)
None	School	49	47	39	48	36
	LA	3	3	2	3	0
	Other	16	17	14	16	13
	EP	15	3	3	5	3
	PEP	2	0	1	0	0
Weekly	School	1	0	2	1	1
	LA	38	36	50	11	16
	Other	15	15	21	5	8
	EP	10	19	29	10	10
	PEP	32	30	54	14	20
Monthly	School	2	3	5	2	1
	LA	20	30	30	19	34
	Other	14	8	18	9	18
	EP	20	22	32	14	30
	PEP	23	36	34	15	43
Termly	School	11	8	19	5	12
	LA	13	11	8	28	34
	Other	22	18	13	20	26
	EP	23	33	26	28	36
	PEP	20	27	6	40	30
Rarely	School	34	37	31	36	45
	LA	23	19	11	36	13
	Other	11	28	21	33	21
	EP	26	20	8	38	19
	PEP	22	4	4	28	5

Over half of the LA respondents (58%) and PEP respondents (55%) identified group assessment as an EP activity carried out more often than EPs actually stated (30%). This could be explained by differences between the respondent groups in their understanding of the term ‘group assessment’, where for example, an EP might record information about group functioning/behaviour as part of informal consultation and not as ‘group assessment’, whereas LA respondents might view this work in this way.

6.3.2 Reported Distinctiveness of EP Activity at the Group Level

With regard to the distinctiveness of EPs’ contributions within these types of activities at a group level, it was found that all respondent groups, with the exception of school-based respondents, most commonly rated the distinctive role of the EPs as being ‘high’ or ‘very high’.

Table 6.6 The Distinctive Role of EPs at the Group Level

	School	LA	Other	EP	PEP	PD
Group Assessment		*	*	*	⊛	⊛
Group Intervention		*	*	*	*	⊛
Group Consultation		*	*	⊛	⊛	⊛
Group Research		*/⊛	*	⊛	⊛	⊛
Group Training		*	*	⊛	⊛	⊛

* - most frequently rated as high ⊛ - most frequently rated as very high

At the same time, at least 10% of school-based respondents rated the impact of each EP group level activity as high or very high: assessment – 15%; intervention – 11%; consultation – 17%; research – 11% and training – 14%. Data from Table 6.5 indicate that, given the small number of EPs when compared to school-based staff, individual school-based respondents had less knowledge and experience of EPs working at the group level:

‘Our EP only works with individual children so there is no impact on groups of children. They have impact on individuals ‘being healthy’ by helping their emotional health and well being.’ (Head Teacher)

A Teacher-in-Charge of an Integrated Support Service (ISS) for Children Out-of-School, provided an example of EPs work with parent groups and explains its value and future development:

‘Our EP presently is skilled in choice theory, reality therapy and working directly with parents, and he has done a lot of work with parent groups which has been very successful for helping parents to focus on the child in the midst of all that’s going on around them...His report writing is different to others – it’s very parent-friendly and child-friendly. It’s written in language that they can understand and that helps them to see it more objectively...The parent groups he runs have been very successful and our TAs have been supporting alongside and that has been useful for them and for ISS. We’ve had very good feedback from parents and from staff involved alongside the EP. Now the EP is looking to set up the parent groups and support ISS staff to facilitate them, sort of rolling out of the programme, though it may be that we haven’t got the skills to do that and it is a very skilled process to facilitate these groups and we have to think about what education can do and what needs a psychologist. Perhaps we need some other professional to work alongside the psychologist like a mental health worker. I like the idea of an Assistant EP working alongside the qualified EP to do that group work that he has started - it would make such a difference’. (Teacher-in-Charge, Integrated Support Service).

6.2.3 Respondents’ Views on Alternative Providers of Current EP Work Related to Child/ Family Groups

Interestingly, 95% of EPs believed that someone else could undertake some of the work of group assessment that they currently undertake. They suggested that specialist teachers (29%), clinical psychologists (26%) and assistant EPs (26%) could be alternative providers. Table 6.7 below shows the percentage of the respondents’ perceptions on the frequency these activities and five other professional groups, where

over 20% of respondents thought a particular professional could carry out some aspects of the activity with the same impact)².

It is notable that a greater proportion of LA officer respondents than school-based respondents considered that a range of other providers, such as specialist teachers and assistant EPs, could carry out those group level activities that are currently carried out by EPs and with the same impact.

Only one third of school respondents identified specialist teachers and teacher/SENCOs as professionals who could fulfil the group work roles currently carried out by EPs. Interestingly, respondents from other professions identified clinical psychologists as being better placed than other workers to carry out group level activities that are currently carried out by EPs. These inter-respondent group differences may be attributable to differences in the recognition of the distinctive psychological functions within the group level activities that are currently carried out by EPs.

² The complete table of frequencies of all other professionals is available from the authors upon request.

Table 6.7 Respondents' Views on Alternative Providers of Current EP Work Related to Child/ Family Groups

		Group Assessment (%)	Group Intervention (%)	Group Consultation (%)	Group Research (%)	Group Training (%)
No-One Else	School	3	2	3	2	4
	LA	11	13	14	14	13
	Other	11	11	13	11	9
	EP	5	23	38	27	24
	PEP	29	28	41	24	28
Clinical Psychologist	School	15	12	20	14	18
	LA	36	38	44	52	45
	Other	32	28	32	31	30
	EP	26	29	19	36	24
	PEP	25	30	22	47	27
Assistant EP	School	12	11	12	10	14
	LA	45	45	30	41	38
	Other	16	25	13	17	16
	EP	26	32	15	26	19
	PEP	28	36	14	30	28
CAMHS Worker	School	12	16	18	11	19
	LA	34	47	39	25	44
	Other	17	26	23	11	23
	EP	8	24	9	7	16
	PEP	7	26	9	5	19
Teacher/SENCO	School	29	28	27	20	30
	LA	52	49	34	23	39
	Other	25	34	21	11	22
	EP	20	30	7	5	17
	PEP	34	30	11	5	13
Specialist Teacher	School	31	31	31	21	32
	LA	63	59	45	38	66
	Other	25	39	26	14	26
	EP	29	43	16	11	37
	PEP	38	40	14	10	37

6.3.4 Impact of EP Work Relating to Child/ Family Groups on ECM Outcomes

The impact of activities that EPs carry out at the group level in relation to meeting the five ECM outcomes was rated by respondents and table 6.8, below, presents the most frequent responses from the different stakeholder groups. All respondent groups, with the exception of school-based respondents, identified most commonly that EPs' group level work had a high impact on the outcome 'enjoy and achieve'; furthermore, LA officer respondents, EPs, PEPs and programme directors all identified most frequently

that EPs have a high impact on 'being healthy'. With regard to the outcome 'make a positive contribution', all respondent groups, with the exception of school-based respondents, most commonly rated that EPs had a high impact on these group activities, although EPs, PEPs, and programme directors rated group research more frequently as 'high' than the LA officer and other professions respondent groups. The reported impact of EPs' group level work on the outcomes of 'stay safe' and 'achieve economic well-being' was more variable.

Table 6.8 shows that school-based respondents did not rate the impact of EPs' group level work on ECM outcomes as high, which may be as a result of school staff experiencing these group activities less frequently (see table 6.5 above). However, a more detailed analysis of the data reveals that around one third of school-based respondents rated at least one of the five outcomes as medium or high in relation to EPs' group level assessment work (32%); intervention work (29%); consultation work (36%) and training work (28%), and that one quarter of school-based respondents rated at least one of the five outcomes as medium or high in relation to EPs research work at a group level.

Table 6.8 Impact of EP Work related to Child/ Family Groups on ECM Outcomes

		Group Assessment	Group Intervention	Group Consultation	Group Research	Group Training
Be Healthy	School					
	LA	*	*	*	L/*	*
	Other	◆		*		
	EP	*	*	*	*	*
	PEP	*	*	*	*	*
	PD	*	*	*	*	*
Stay Safe	School					
	LA	◆	◆	*		◆
	Other	*		*		◆
	EP	◆	*	*	*	*
	PEP	*	*	*	*	*
	PD	*	*	*	*	*
Enjoy and Achieve	School					
	LA	*	*	*	*	*
	Other	*	*	*	*	*
	EP	*	*	*	*	*
	PEP	*	*	*	*	*
	PD	*	*	*	*	*
Make a Positive Contribution	School					
	LA	*	*	*	◆	*
	Other	*	*	*		*
	EP	*	*	*	*	*
	PEP	*	*	*	*	*
	PD	*	*	*	*	*
Achieve Economic Well-Being	School					
	LA					
	Other	◆		◆		◆
	EP	*	◆/*	*		*
	PEP	◆	◆	◆	◆	◆
	PD	◆	◆	◆		◆

◆ - most frequently rated as medium * - most frequently rated as high

6.4 Educational Psychology Work at Systems/Organisational Level

6.4.1 Reported Frequency of EP Activity at Systems/ Organisational Level

With the exception of schools, the majority of respondents indicated that EPs regularly carry out systems/organisational interventions and consultations, and to a lesser extent research and training (see Table 6.9 below).

Table 6.9 Reported Frequency of EP Activity at Systems/ Organisational Level

		Systems/ Organisational Intervention (%)	Systems/ Organisational Consultation (%)	Systems/ Organisational Research (%)	Systems/ Organisational Training (%)
None	School	37	28	45	36
	LA	2	2	3	3
	Other	11	5	9	8
	EP	4	2	4	2
	PEP	0	1	0	0
Weekly	School	1	2	1	1
	LA	30	38	11	17
	Other	20	20	8	9
	EP	21	29	9	9
	PEP	37	50	13	17
Monthly	School	3	5	3	2
	LA	33	33	23	36
	Other	11	22	4	13
	EP	27	32	12	26
	PEP	25	29	21	43
Termly	School	12	24	7	10
	LA	14	18	22	27
	Other	15	16	19	28
	EP	28	27	27	39
	PEP	28	16	29	33
Rarely	School	34	32	29	38
	LA	16	8	34	13
	Other	25	24	39	24
	EP	18	8	44	20
	PEP	8	3	35	6

6.4.2 The Distinctive Role of EPs at the Systems/Organisational Level

With regard to the distinctive contribution of EPs within systems/organisational activities, all respondent groups most commonly rated EPs' consultation as being 'high' or 'very high'. All respondent groups, with the exception of schools, most commonly identified EPs as being highly or very highly distinctive in their roles in intervention, research and training at systems/organisational levels.

Table 6.10 The Distinctive Role of EPs at the Systems/Organisational Level

	School	LA	Other	EP	PEP	PD
Systems/Organisational Intervention		*	*	⊕	⊕	⊕
Systems/Organisational Consultation	*	⊕	*	⊕	⊕	⊕
Systems/Organisational Research		*	*	⊕	⊕	⊕
Systems/Organisational Training		*	*	⊕	⊕	⊕

* - most frequently rated as high ⊕ - most frequently rated as very high

Though school-based respondents were much less likely to have experience of EPs' systems/organisational work (see Table 6.9 above), 12% of school-based respondents rate intervention at this level as high or very high, 9% of schools rate research as high or very high and 15% of schools rate training as high or very high:

'Work at systems/organisational level is not relevant to EPs in schools at present. We have started to think about new strategies to enable pupils with behavioural difficulties to overcome barriers linked to ECM outcomes. Our borough Principal EP is working at a more strategic level e.g. Disability forums etc. Our school EP seems to work with individuals only. We have a learning mentor who works with individuals and small groups promoting academic ability and self-esteem' (Teacher-in-Charge, PRU)

'We have used the EP a few times for training of staff and that has usually been successful' (Secondary School Head of Year)

Notably, the Head of Standards and Research Unit at OFSTED/ HMI highlighted EPs' understanding of systems and their skills which are of benefit to this:

'EPs understand the psychological development of children, as well as their learning and social development. They also understand systems and the relationships between people and within organisations. EPs are skilled in the 'management of the moment' - they have enough confidence in their own expertise and can use that knowledge to good effect with teachers and individual children. They are also skilled in the 'management of the future' - they can anticipate the future and identify the skills that will be needed in five or ten years and then invest in these'

6.4.3 Respondents' Views on Alternative Providers of Current EP Systems/Organisational Work

EP and PEP respondents regarded as more distinctive their contribution in activities at the systems/organisational level than did the other questionnaire respondent groups (see Table 6.10 above). Table 6.11 below shows respondents' views on the potential of five other professional groups to carry out these activities with the same impact. This indicates that over 20% of respondents thought a particular professional group could carry out some aspects of this work with the same impact³.

³ The complete table of frequencies of all other professionals is available from the authors upon request.

Over one third of EPs and PEPs considered that no-one else could carry out these activities at the systems/organisational level whereas over 80% of the other respondent groups identified another professional group that would be in a position to undertake some of these activities with the same impact.

Table 6.11 Respondents' Views on Alternative Providers of Current EP Systems/ Organisational Work

		Systems/ Organisational Intervention (%)	Systems/ Organisational Consultation (%)	Systems/ Organisational Research (%)	Systems/ Organisational Training (%)
No-One Else	School	4	4	2	3
	LA	14	19	17	13
	Other	15	16	13	13
	EP	38	45	38	35
	PEP	41	45	35	36
Clinical Psychologist	School	12	15	10	13
	LA	25	33	30	31
	Other	27	30	27	25
	EP	11	8	16	13
	PEP	9	11	23	12
Assistant EP	School	11	11	8	10
	LA	27	23	33	23
	Other	8	7	9	10
	EP	11	7	16	13
	PEP	14	6	18	17
CAMHS Worker	School	12	15	7	13
	LA	19	20	20	27
	Other	15	16	8	13
	EP	3	3	3	6
	PEP	2	4	2	7
Teacher/ SENCO	School	23	22	14	19
	LA	28	22	20	27
	Other	16	14	6	12
	EP	8	7	7	11
	PEP	12	1	5	13
Specialist Teacher	School	23	25	16	23
	LA	36	28	25	36
	Other	17	15	9	18
	EP	15	11	10	23
	PEP	22	9	6	30

Between approximately one quarter and one third of LA officer respondents identified a range of other workers that might be in a position to carry out some aspects of EP work at the systems/organisational level with the same impact, including clinical psychologists, teacher/ SENCOs, specialist teachers, assistant EPs, and CAMHS workers. Furthermore, about one quarter of school-based respondents identified teachers/SENCOs and specialist teachers as other professionals who may be able to carry out some aspects of the systems intervention and consultation work that EPs currently undertake with the same impact. About a quarter of PEPs and respondents from other professions also considered that clinical psychologists might be able to carry out some of the activities that EPs currently perform at the systems/organisational level. It may be that PEPs and respondents from other professions have a greater tendency to identify distinctive psychological functions within the work that EPs currently carry out at the systems/organisational level.

One PEP identified the connection between educational psychology and working at systems/organisational level.

‘Whilst psychological theory encompasses a broad approach to the understanding of human behaviour, there is a strong intellectual tradition within psychology that emphasises the interaction between the individual and their environment. This intellectual tradition, framed contemporaneously as ‘consultation’ and related to systemic approaches in psychology, has been embraced widely in educational psychology. The power of this framework, when supplemented by specific intervention techniques (SFBT, CBT, PCT etc) lies in the way it illuminates the interacting systems in the child’s life and locates specific intervention in these systems in a way which ‘makes sense’ to participants. The distinctive contribution of the EP lies in the experience, training and understanding of practitioners about the ‘whole context’ of the child and the implications for development in the universal provision made through education. The EP is able to work at different levels (universal, targeted and specialist) in the interrelated systems of education and bring a wide perspective to shared work (‘joined-up’ work) in problem solving/solution finding for individual children. Within this broad perspective, EPs have the skills to deliver specific interventions with children and families.’ (PEP)

NAPEP (Wales) further acknowledged EPs’ involvement in systems/organisational work and several PEPs noted that their work at a systems/organisational level occurs in a number of differing contexts in the LA, including, direct services to Looked After Children and YOT.

‘EPs can be involved in the promotion of emotional well being in schools. They can be systemic and can monitor and evaluate programmes of action. They can be instrumental in the removal of barriers. They have knowledge of management systems. They can promote the well being of school staff. They can reduce the stigma of disability.’ RNIB (Wales)

An EP working in CAMHS also noted:

‘We have an aptitude to raise people’s awareness about how a system works. We have a particular overview across development and contexts. Our perspective is particularly about how systems interact and how the child is included within and across those’

A Director of EP training comments on the value and uniqueness of EPs’ work at a systems level:

‘...EPs remain/are at the core of the interacting systems of school, local authorities, children’s departments and families. Within the matrix of roles they have a privileged responsibility across these systems and are able to contribute to the lives of individual, children, and groups and at policy level’

6.4.4 Impact of EP Work Related to Systems/ Organisations on ECM Outcomes

The modal rated impact of EP activities at the systems/organisational level in relation to promoting the ECM outcomes for children is shown in Table 6.12 below. EPs, PEPs and Programme Directors rated the impact of EP systems/organisational activities as ‘high’ for the outcomes of ‘be healthy’, ‘enjoy and achieve’, ‘make a positive contribution’ and ‘stay safe’, although the programme directors most commonly considered that EPs training at the systems/organisational level has a medium impact on ‘stay safe’. With the exception of research activity, other professions and LA officer respondents most frequently rate as high the impact of EP activities on the outcome ‘enjoy and achieve’.

Table 6.12 Impact of EP Work related to Systems/ Organisations on ECM Outcomes

		Systems/ Organisational Intervention	Systems/ Organisational Consultation	Systems/ Organisational Research	Systems/ Organisational Training
Be Healthy	School				
	LA	*	*	◆	◆
	Other	◆	◆		L/*
	EP	*	*	*	*
	PEP	*	*	*	*
	PD	*	*	*	*
Stay Safe	School				
	LA	◆	◆	◆	◆
	Other		*		
	EP	*	*	*	*
	PEP	*	*	*	*
	PD	*	*	*	◆
Enjoy and Achieve	School				
	LA	*	*	*	*
	Other	*	*		*
	EP	*	*	*	*
	PEP	*	*	*	*
	PD	*	*	*	*
Make a Positive Contribution	School				
	LA	*	*	◆	◆/*
	Other		*		
	EP	*	*	*	*
	PEP	*	*	*	*
	PD	*	*	*	*
Achieve Economic Well-Being	School				
	LA				
	Other		◆		
	EP	*	*		*
	PEP	◆	◆	◆	◆
	PD				◆

◆ - most frequently rated as medium * - most frequently rated as high

6.5 Educational Psychologists' Management of a Specialist Service (e.g. Portage, BEST)

6.4.1 Reported Frequency of Educational Psychology Activity Related to Management of a Specialist Services

Table 6.13 below shows respondents' reported frequency of EPs' management of specialist services, revealing that around 50% of EPs and 97% of PEPs stated that they manage a service of some kind. Just under half of EPs and 90% of PEPs manage

a service weekly. Respondents from LAs and from other professions also reported that EPs manage a service weekly.

Table 6.13 Reported Frequency of EP Activity in the Management of Specialist Services

		Management of Services (%)
None	School	48
	LA	8
	Other	17
	EP	53
	PEP	3
<hr/>		
Weekly	School	6
	LA	69
	Other	44
	EP	36
	PEP	90
<hr/>		
Monthly	School	4
	LA	8
	Other	8
	EP	5
	PEP	3
<hr/>		
Termly	School	4
	LA	3
	Other	6
	EP	2
	PEP	2
<hr/>		
Rarely	School	19
	LA	5
	Other	9
	EP	1
	PEP	1

Forty-three percent of all respondents identified at least one service as being managed by an EP. Questionnaire respondents identified 61 differently named services which EPs manage, including the EPS, Portage, behaviour and education support teams (BESTs), critical incident response teams (CIRTs), early years services, management of advisory teachers, Area SENCOs, Parent Partnership, nurture groups, sensory support services. The two most frequently cited services being managed by an EP were the EPS (PEPs – 56%; EPs – 36%; local authorities – 51%; and other professionals – 40%) and Portage services (PEPs – 46%; EPs – 24%; local authorities – 38%; and other professionals – 54%).

6.5.2 The Distinctive Contribution of Educational Psychologists in the Management of Specialist Services

Table 6.14 The Distinctive Contribution of EPs in Management of Services

	School	LA	Other	EP	PEP	PD
Management of Services		⊕	*	⊕	⊕	⊕

* - most frequently rated as high ⊕ - most frequently rated as very high

Apart from the school-based respondent group, questionnaire respondents rated the distinctive contribution of EPs within the management of a service as ‘high or ‘very high’. It is arguable, however, that school-based respondents were much less likely to have experience of this aspect of the EP role as 46% of them indicated that this item was not applicable to them and 13% indicated that they did not know, and are therefore unaware of, any distinctive contribution of EPs in the management of services.

‘As a SENCO it is difficult for me to comment on systems/organisational level work of an EP because I do not know what they do! I deal with EPs through individual child assessment usually for placing at School Action Plus or for statement, or for a professional review meeting to discuss a specific child’s needs. I don’t feel able to comment on things I do not know about e.g. management of a specialist service or provision’ (SENCO)

6.5.3 Respondents’ Views on Alternative Providers of EPs’ Activities Relating to Management of Specialist Services

Questionnaire respondents identified other professionals whom they considered could carry out some aspects of EP activities relating to management of services with the same impact. Table 6.15 below shows respondents’ views of three other professional groups who could also do these activities at the systems/organisational level with the same impact. It indicates that 15% of respondents thought a particular professional group could carry out some aspects these with the same impact⁴.

Just over half of PEPs, and nearly one third of EPs, indicated that no-one else could carry out their service management activities with the same impact. Of those PEPs who considered that another professional could carry out some aspects of their service management activity with the same impact, 21% identified a specialist teacher as one possibility. Thirty percent of local authority respondents also suggested that a specialist teacher would be in a position to carry out some aspects of EPs service management activity. Nineteen and seventeen percent respectively of respondents from other professions identified clinical psychologists and specialist teachers as being able to carry out EPs’ service management activities, although a further 19% of such respondents stated that they were uncertain on this point.

⁴ The complete table of frequencies of all other professionals is available from the authors upon request.

Table 6.15 Respondents' Views on Alternative Providers for EPs' Management of Specialist Services

		Management of Services (%)
No-One Else	School	4
	LA	25
	Other	17
	EP	27
	PEP	51
Clinical Psychologist	School	8
	LA	14
	Other	19
	EP	6
	PEP	14
Teacher/SENCO	School	9
	LA	16
	Other	8
	EP	0
	PEP	2
Specialist Teacher	School	14
	LA	30
	Other	17
	EP	4
	PEP	21
Don't Know	School	10
	LA	8
	Other	19
	EP	3
	PEP	5

6.5.4 Impact of EP Work Related to Management of Services upon ECM Outcomes
 Questionnaire respondents rated the impact of EPs' management of various services in relation to promoting the ECM outcomes for children. Table 6.16 below shows the modal responses from each of the different stakeholder groups.

Table 6.16 Reported Impact on ECM Outcomes of EPs' Management of a Specialist Services

		Management of Services (%)
Be Healthy	School	
	LA	★
	Other	★
	EP	★
	PEP	★
	PD	★
Stay Safe	School	
	LA	★
	Other	★
	EP	★
	PEP	★
	PD	★
Enjoy and Achieve	School	
	LA	★
	Other	★
	EP	★
	PEP	★
	PD	★
Make a Positive Contribution	School	
	LA	★
	Other	★
	EP	★
	PEP	★
	PD	★
Achieve Economic Well-Being	School	
	LA	
	Other	
	EP	
	PEP	◆
	PD	★

◆ - most frequently rated as medium ★ - most frequently rated as high

Non school-based respondents indicated that the work of EPs promotes the outcomes of 'be healthy', 'staying safe', 'enjoy and achieve' and 'make a positive contribution' to a high degree. Once again, the reported impact of EPs' management of services activity upon the outcome 'achieve economic well-being' was more variable, with only programme directors rating the impact as high, and PEPs rating it as medium.

6.6 Summary

The bulk of this section has referred to the analysis of data from the first two pages of the questionnaire. This sought the views of a range of stakeholders about the work of EPs in four broad areas - related to individual work, to group work, to systems organisational work and to the management of specialist services. For each area we have reported data on a) the frequency of EP work, b) the reported distinctiveness of the work, c) the responders' views on possible alternative providers, and e) the impact of the EP work related to the ECM outcomes. Where appropriate, statistical data were supplemented with written observations on the questionnaire and from interviews and site visits.

Overall the findings indicate that there is considerable variation between school-based and other respondents in the frequency with which they view work in each area being carried out, with schools reporting much less frequent experience of EP activity than others. This is unsurprising as EPs engage in many, if not all these activities every week, whereas many schools only see their EP a few times a term and are therefore less likely to view EPs working in all these areas.

School-based respondents' have more experience of EP work in the areas of individual assessment and individual consultation and it is these areas that they rate a more distinctive contribution being made by EPs. In relation to other areas of work, school-based respondents tended to rate EPs' work as being less distinctive than did EPs and other professionals who completed the questionnaire. A substantial number of respondents considered that another professional might be able to carry out this work with the same impact as the EP.

With a few exceptions, all non school-based respondents consistently rated EP work as having medium or high impact upon promoting the ECM outcomes for children. Responses from school-based staff were generally less positive although the majority could refer to at least one of the outcomes for children as being promoted 'highly' as a result of EP work.

7 FACILITATORS AND BARRIERS TO EDUCATIONAL PSYCHOLOGISTS' EFFECTIVE CONTRIBUTIONS IN THE CONTEXT OF THE 'EVERY CHILD MATTERS' AGENDA

7.1 Overview

An objective of this review was to identify barriers and facilitators that can have an impact on the contribution that EPs make in the context of the Every Child Matters agenda and, where possible, to identify areas of EP work that indicates the positive impact that overcoming certain barriers can have on the improvement of EP services. Therefore, in this section we begin with a review of evidence concerning some of the general barriers and facilitators that were perceived to effect the contribution that EPs can make in all areas of their work. We then comment on evidence indicating that, in some key areas, EPs have begun to overcome barriers and that this has the potential to improve the quality of their work.

7.2 General facilitators of Educational Psychology work in the context of the ECM agenda

There are a number of facilitators of effective EP practice that were identified by all stakeholders and which were related to all areas of EP work, including work with individual children, group work, systems/organisational work, the management of specialist services and multi-agency work.

One of the key facilitators was the *quality of the working relationships* that EPs could establish with schools, parents and other professionals as the following comments indicate.

'Good working relationship with EP and SENCO.' (Secondary school)

'Partnership and good relationships.' (Special school)

'Close working relationship with advisors and primary school/secondary strategy and consultants.' (PEP)

'Good working relationships trust to see through a job to completion.' (PEP)

'Excellent communicator who acts as a mediator when/if difficult situation arise.' (Portage Service Worker)

'Our EPs are a wonderful team, rigorous yet supportive, warm yet challenging. They are a pleasure to learn with and the best I have ever had the privilege of learning with.' (Nursery School Headteacher)

'The psychologist was friendly and helpful.' (Parent)

Related to this were the large number of comments that stressed the importance of EPs and others with whom they work being committed to *working together with a shared vision* of what they should achieve as a team and a commitment to change.

'The EPs have a particular understanding of how groups function and a strong willingness to participate in a 'joined-up' way. There's no professional 'preciousness.'' (CAMHS Team Manager)

'Open communication/regular liaison between school, carers and Educational Psychologists.' (Primary School Headteacher)

'Team working, sharing, development of mutual respect.' (Local Authority Officer)

'All agencies keen to develop a strategy.' (Portage Service Worker)

'Commitment to change across all agencies.' (EP)

'Everyone focused upon the same goal.' (EP)

'A shared vision among managers of support agencies about how to support capacity building within universal services'. (EP)

'It's OK here to have a go and problem solve together. Delivering training together across boundaries and evaluating this has led to a very collaborative ethos, being able to have different points of view and still be friends at the end of the day.' (Senior EP)

In some complex casework, *planned joint professional assessment and report writing* were highlighted by several interviewees as adding value to the development of formulations and interventions, rather than being a duplication of professional work.

In addition to the above facilitators that relate to personal skills, team work and commitment, respondents also referred to the *specific knowledge and skills of the EP* as being key facilitators of good practice.

'EP direct clinical experience and knowledge of work across systems/agencies.' (Programme Director)

'EPs bring a quality assurance and help maintain developments rather than colluding with the 'bag of tricks' model of some schools.' (Senior EP)

'No boxes [on the questionnaire] to cover what I actually needed to convey about the excellent service this school received from our 'attached' EP. We receive staff training. We hold open forum for the EP and staff. Able to discuss staff concerns re: un-named children. Intervention and support for staff, parents, children who have SEN and require statutory assessment. EP spends time observing in the nursery to keep up to date with routine practice for 'normal children.'' Nursery School Headteacher

'They helped to confirm our concerns over our child's behaviour problems and later was diagnosed with ADHD.' Parent

'The psychology service has been vital to understanding Paul's complex needs. This has helped us and Paul's teachers to support him. The service is even more

vital with more and more children with special needs attending mainstream school.' Parent

A small number of respondents stressed that, where adequate time and resources were made available, this could greatly facilitate EP work. In relation to effective multi-agency work some interviewees emphasised the importance of a service structure that supports a *viable amount of EP time dedicated to the work of the team*. However, EPs working in multi-agency teams drew attention to the importance of retaining an amount of time to providing direct services within schools, the LA and other community settings, outside of their multi-agency team work. This enabled the EP to continue to develop their psychological focus within the school and community context and retain their ability to act as a 'bridge' between contexts. Managers of psychological services where EPs were developing work within multi-agency teams emphasised the importance of balancing this effectively with EP work within school settings.

The role of managers of psychological services in *supporting multi-agency developments* was noted by many EPs and others to be facilitative of their effective working within multi-agency settings. Also, the role of local 'Champions for Children' within various services for children was identified as having promoted multi-agency working through a professional awareness of the potential costs of neglecting the development of a 'joined-up' team around the child.

'Because it's part of the service structure, and it's understood by [EP's] manager, it provides a support structure for their work here and they don't have difficulty accounting for what they do and trying to justify it.' (CAMHS Manager)

'A high value placed on EP involvement in multi-agency work.' (Local Authority Officer)

'High profile of Every Child Matters and the understanding of the need to work together.' (EP)

The restructuring of services for children into a Single Directorate or Trust arrangement was also cited as helpful to securing effective multi-agency working where it has brought about improvements in *co-termination of administrative boundaries* and where it might assist in the appropriate prioritisation of services for children.

'Integrated children's services means that barriers between professionals can be broken down and protocols/ service guidelines changed with the child at the centre. Pooled budgets can be utilised to support vulnerable children.' (Principal Educational Psychologist)

7.3 General barriers to Educational Psychology work in the context of the ECM agenda

Questionnaire responses citing barriers to effective EP practice were almost unanimous in citing *lack of contact time with EPs* as the main barrier that affects EP practice with over 90% of all comments on barriers referring to this factor.

'I do not feel in a position to comment as I have only met with an EP once in my 20 years of working here. This was with a child who was statemented in

2003. *We have not had any further dealings with them in relation to the children we are working with at present.* (Nursery School, Headteacher)

'EPs are people we see every blue moon!!!' (Nursery School, Headteacher)

'There are so many things that EPs can contribute to there's a danger of them being spread too thin and not sufficiently strategic.' (Senior Performance Specialist, Audit Commission)

'We have very little EP input other than 2x year consultation and currently 1 student case study. There has been no developmental work regarding SEN provision as a whole.' (Secondary School Headteacher)

'We have had a different EP each year for the last 5 years so there is no continuity also our feeder primary schools have different EPs. Time is taken up each years repeating information. We are unable to use EPs as they should be used, due to lack of continuity and time constraints.' (Secondary School Headteacher)

'The amount of EP time available to this school is so low. 4 sessions per year (12hrs) that completing the form is not appropriate. Our contact with the EP team is good, their credibility as professionals is good/high but the contact time available is not anywhere near that needed to deliver anything but a minimal response.' (Special School Headteacher)

'Unfortunately we don't see our EP enough. The work load for our EP is phenomenal. I would like more regular (at least termly!) meetings and feedback from in class observations.' (Head of a Special School)

'There is a chronic shortage of EPs. It is therefore very difficult to have any kind of regular working relationship with the EP service.' (Headteacher of a Special School)

'There is a shortage of EPs. There is pressure on their time. Their time can be rationed.' (ACE Policy advisor)

'Many caseholders have caseloads that are too large and they are over-worked. This limits the amount of multi-agency work that they can engage in. They can't afford the time to set things up, think about context or preparing people, liaising afterwards - the glue that makes it work.' (Senior EP, YOT)

'We need more EP time to process the school age autism referrals, more EP time to offer follow-up to school age children; Clinical Psychologist time is just not available because they are mainly involved with CAMHS. We need different structures that emerge through Children's Trust.' (Paediatrician)

'Our experience during primary years varied...generally because of lack of continuity and insufficient follow-up because of insufficient allocation of time. Continuity and sufficient time is vital for complex needs to be met. Time needs

to be used for liaison between home and school as well as assessment.'
(Parent)

'There is a really a need for EP's -however they are limited to how much time they can spend with each child and this should be looked at.' (Parent)

A number of respondents also mentioned that some professional partners demonstrated a *resistance to change* and that this could act as a barrier to effective practice. In particular 30% of EP respondents to the questionnaire referred to school factors as being a barrier. This included the attitudes and skills of the staff and their commitment to work in a different way. No school respondent referred to this as being a barrier.

'Whole SEN approach not taken up by management.' (Secondary School)

'Initial resistance of schools to sign up to an agreed formula for SEN funding delegation.' (PEP)

'"Fear of the new" on the part of some individuals.' (PEP)

'Difficulties in partnership working with senior managers.' (EP)

'Some school staff who would prefer to pass over problems rather than become more empowered to deal with CAMHS, EWS, Youth Service, THRM effectively, connexions, school nursery, Behaviour support team.' (EP)

'Persuading schools to work strategically.' (EP)

In relation to multi-agency work there was some indication that the opportunity for this to develop a focus upon preventive, early intervention work (e.g. 'whole system' and project work) can present a tension if the EP's role, or the perception of it, is focussed on *individual, reactive work*:

'The nature of childhood problems has changed fundamentally, and we haven't changed fast enough, twenty years ago it was very different, what we have now is many complex children, and child behaviour is the main issue that our services face, and we need to do this in a multi-disciplinary way and we've not yet got up to speed with how you do that.' (Paediatrician)

'EPs need to be deployed more broadly as applied psychologists who happen to specialise in education, because the 81 Act has narrowed the role.' (Senior EP)

Also in relation to multi-agency work several respondents identified as problematic a primary *view of the EP role as a support service to schools*, rather than as one of multiple agencies within the team around the child that would be able to deliver services within a school and community context:

'All referrals going via the schools, i.e. if a school does not think that a child is a problem they may not agree to the referral. Schools are the filter to referrals and this is a barrier when, for example, a Child Psychiatrist thinks a child should be seen. Schools are crucial filters of referrals.' (Child Psychiatrist)

'Time allocation to schools is a barrier to a more broadly based Educational Psychology service.' (Social Worker)

'At the moment we are seen as assessors in school and one of the prime functions is allocating our time to school whereas a lot more of our time could be spent more usefully supporting children through a range of other organisations and supporting a range of other organisations in supporting children.' (EP with LAC role)

'I only have great praise for our educational psychologist. I sought her out myself; the school did not contact her, but once I got her on board things started to move and the school then offered help. Our school is not very accepting of 'outsiders' and from past meetings this was very obvious.' (Parent with multi-agency involvement)

Some respondents commented on the deleterious effect of *premature or sudden cessation of multi-agency project work*. Some respondents commented to the effect that much multi-agency work is funded from targeted Government initiatives which necessitates valuable projects being time limited and not part of core and sustainable funding. As a result EPs work in these initiatives is seen as an “add on” from the “normal” generic work.

Finally, some respondents referred to problems with multi-agency work, in particular *inadequate communication between agencies*, as being a barrier to EP practice.

'There is sometimes poor communication across multi-agency support and provision.' (Teacher Organisation representative)

'Initial lack of clarity of roles within the team.' (EP)

'Difficult to organise meetings that all agencies can attend.' (Secondary School SENCO)

'There is sometimes a lack of understanding of the role of an EP...and this inhibits effective multi-agency working.' (NAPEP)

'Movement of personnel within the agencies - lack of communication with certain agencies.' (Nursery School Headteacher)

'Conflicting models...had to facilitate common concepts and models.' (EP)

7.4 Overcoming barriers to effective Educational Psychology practice: some promising examples

We received evidence from a number of quarters indicating that, in some key areas of work, EP services had begun to address some of the key barriers and to promote developments and new ways of working indicating that, despite the real obstacles, EPs could make a more effective contribution to meeting the needs of all children within the context of the changes to children's services bought about by the ECM agenda.

7.4.1 Work relating to Local Authority Statutory Assessments

In Section 3 we highlight evidence indicating concern about the amount of EP time that was taken up with statutory assessment. There was a clear view, widespread amongst schools, EPs, EPS managers and their representative bodies, that EPs are able to expand the effectiveness of their contribution towards meeting the needs of children in the context of the ECM agenda when they are able to reduce the proportion of their time spent on statutory assessments and related work. We received a large number of comments in support of this view.

'Delegation of SEN funding is centrally significant in 'freeing' educational psychologists from the statutory agenda and allowing them to develop practice as described.' (PEP)

'This LEA has a very low statementing rate...Our funding mechanism removes EPs from the role of 'resources gatekeeper.' (PEP)

'Changes in statutory assessments enable EPs to do more capacity building in schools, for example for vulnerable pupil groups such as ASD, through consultation and training.' (Children's Services Deputy Commissioner)

'Delegation of SEN statement funding has meant that EPs have been freed up to use the psychology much more effectively and the evidence is that the more psychologists have been able to show what they can do the more people have wanted them to do it: people are prepared to look for extra funding to support extra psychologist work as well as expecting the normal work.' (NAPEP)

'Separation of funding from statements, thereby reducing bureaucracy and releasing EP time for earlier and prompter intervention.' (PEP)

'With reduction in statementing, EPs are able to follow work through properly. The DECP Framework for psychological assessment and intervention links explicitly intervention with psychological assessment, but EPs have not had time in high statementing areas to do this.' (DECP)

'The amount of time EP's spend assessing individual children is less than it was a few years ago and this is a good thing. Children with complex needs With this group EP's have a contribution to make in assessment and in a multi-agency context.' (Welsh NAPEP)

'The delegation of SEN funding to schools is a facilitator and lessens the gatekeeper role.' (AEP)

'Reduction in statutory work has allowed EPs to develop their role.' (LA support staff)

'Delegation of SEN funds to schools will help, as EPs won't be as often taken up with SEN statement advice writing. Offering training to schools now on how to make use of the new system, to make best use of the support services including EPs. EPs will be involved in more supervision, creative problem solving, and early intervention.' (PEP)

'EPsare separated from the statementing role and the resource provider role; - they are able to offer strategic level advice as well as child level; - they are well attuned to constructive work with a range of professionals; - they develop new roles as trainers, consultants, researchers... which are currently underdeveloped.' (LA Officer)

'My experience is of EPs working within a specialist CAMHS community setting. This role is invaluable as it provides a strong link to LEA and school 'practice'. Elements of the role are therapeutic, consulting, training and service development.' (CAMHS Manager)

Despite these strongly held concerns about the need for EPs to reduce the amount of time devoted to statutory work, there was a general view that EPs' skills and expertise would always be needed in the assessment for children with profound and complex needs and for these with who are reported to have severe and challenging behaviour problems.

'Parents and professionals value EP work with children with complex difficulties' (AEP)

7.4.2 Better time management for EP services

There was considerable evidence that the time available for EPs to work in schools and other settings together with time management structures under which EP services operate are important determinants of their distinctive impact. In some, but not all, cases adequate time availability from the EP is linked to the proportion of statutory work being undertaken.

'Protected time, flexibility to work with SENCO, parents, etc.' (Nursery teacher)

'Ability of the EP to meet with a range of individuals at a time and place to suit them.' (Local Authority Officer)

'Careful negotiation of the time needed to carry out the work effectively.' (EP Training Director)

'Our psychology service has been extremely helpful. There is always someone available and they have lots of time for you. Our future is a lot brighter thanks to their help.' (Parent)

'A move to a needs-based system of service delivery rather than a time allocation model.' (PEP)

'I'd like to see her [the EP] more often because she helped me out. I'd like to keep her till I leave school.' (Young person aged 13, looked after by the local authority)

7.4.3 The development of Specialist EP posts

An increasing number of EP services have established specialist EP posts and this was cited as allowing EPs to focus their time and energies to multi-disciplinary forums and projects more effectively. The advantage of specialist EPs maintaining some generic and/or school-based work was added as a caveat by some EP and non-EP respondents.

'Non-generic roles reduce some of the competing demands.' (Specialist EP, CAMHS)

'Without dedicated EP time, all you'd get is tapping into local EP for the statementing process so we're a lot better off for having the dedicated time from a regular EP.' (Teacher in Charge of Integrated Support Service for Children Out of School)

'Working in a project-led way makes time available and the EP specialist role reduces casework patch to allow them to do other work.' (PEP)

'Twenty years ago, EPs trained and worked as generic practitioners and there were few ASD or other specialist teachers as there are today. So now the opportunities for EPs to develop specialisms.' (DECP)

'Our work is very specialized with a range of specialists already involved. EP plays a crucial role in a specific area; while the area may seem small it is very important dimension to the work we do.' (Head of Resource Unit for hearing impaired pupils in a mainstream school).

7.4.4 Clarity of 'contact' with the EP

A consistent theme within the data from all respondent groups was the central importance of achieving clarity about the aims, processes, requirements and outcomes of the EP's work, leading in turn to greater commonality of purpose, motivation and commitment of others to support and contribute as appropriate. In some cases, the issue of clarity within the 'contracting' process was linked by respondents to the effective use of consultative approaches within EP service delivery.

'It's been important to spend time in a two-way process of clarifying respective roles and contributions.' (Senior EP)

'Teachers and parents were committed to working together and with me for benefit of child.' (EP)

'The co-operation of all adults and pupils and a willingness to achieve a positive outcome in best interest of the child.' (Primary Teacher)

'The willingness of staff to learn.' (Secondary Headteacher)

'This work is a priority in the school improvement plan.' (Primary Headteacher)

'The parents and medics were actually requesting the information that I was able to provide' (EP)

'EPs approaching multi-agency working in a positive way offering complementary contributions which, when combined, add value and promote co-ordination.' (PEP)

'The motivation of staff and parents to find ways forward was crucial.' (EP)

'The need was identified by schools and there is a willingness to undertake the work.' (EP)

'It's essential to elicit specific and clear understanding and agreement about the nature and process of the work being undertaken.' (EP Training Director)

Some perspectives on potential hindrances in achieving clarity of purpose of EP work were also given:

'There can be uncertainty about what an EP is - are they technicians or change agents? The knowledge and information they provide is often lost in the information systems that exist in schools. Knowledge and strategies on children is often blocked and not shared with others. Schools often fail to learn from the EP.' (SENJIT)

'EPs have insufficient authority to determine the scope of their work, which is largely determined by schools. The teaching profession dominates and there is professional enmity and rivalry, often subtle, usually unspoken, of the teaching profession towards EPs...schools dominate the agenda with little understanding of the wider role.' (Senior Performance Specialist, Audit Commission)

'I only have great praise for our educational psychologist. I sought her out myself, the school did not contact her, but once I got her on board things started to move and the school then offered help. Our school is not very accepting of 'outsiders' and from past meetings this was very obvious. I think schools should embrace EPs because they have a very important place in helping children with problems' (Parent)

'I'm not sure when she's coming back. I'd like to know more about whether I'll be getting the extra help or not.' (Young person aged 13, looked after by the Local Authority)

7.4.5 Co-location within children's services and EPs working across 'boundaries'

Stakeholders from a variety of groups referred to physical co-location of services, as well as multi-disciplinary steering/ management, as helpful factors, leading to more efficient role negotiation, development and joint working. This was noted particularly in local authorities where the range of specialist support teachers was well developed, where the strategic handing over of tasks that do not have a high degree of specialised psychological function had been effected (e.g. some aspects of school based assessment and intervention).

'We are a multi-disciplinary group...and so we are used to working across boundaries. There have been specific projects set up with a clear rationale and this encouraged multi-agency work. There has developed a culture of 'reflection' and that it's safe to disagree with somebody, and you can work through it.' (PEP)

The actual and conceptual expansion of the boundaries between the work of different applied psychology professionals was viewed as supporting the development of the EP role within children's services:

'We have not given unfeasible amounts of time into school visiting so that there is flexibility to respond to multi-agency developments, to develop research, within Children's Trust.' (PEP)

'The programme for September is to really push the work in Extended Schools and Children's Centres to really deliver our services with much more of a community focus.' (PEP)

'A working group is being convened to consider a review of the title of the profession so that it reflects the broader role with children and young people across the community, including of course schools.' (DECP)

'The role of generic community child psychologist is far more applicable to the Children's and Young People's services agenda...the world that children live in is bigger than school.' (PEP)

At the same time, a complex network of factors that may militate against effective co-location of the EPS, supporting an expanded role for EPs as applied psychologists within children's services, was identified. Some respondents suggested ideas for addressing such barriers where they occur.

'Schools regularly demand more EP time for individual work with pupils and the historical model of time allocation to schools is problematic for their effective role.' (Local Authority Officer)

'I am concerned that over time we will need to look more at what we don't do, and we will be challenged about the amount of time we don't spend in schools, and up to now we've not given away so much time that we lose our profile at that level across the borough.' (PEP)

'We had a very set time allocation system and we need to review that because there was a time when the school was our primary client and now in the light of ECM it is the child who is our primary client. Much effective EP work with children and families has happened through the school work but think about a child who is excluded and then in the past the EP may have lost contact with that child at that point. It's not just about severity of SEN.' (PEP)

'We need to grapple with freeing up from working with schools...there will be other commissioners and we need to start to think how the expectations of schools can be managed, with the loss of direct contact time, and it has an implication for the role in schools too; if you're there less you need to be more effective in the time that you're there, not just targeting a few - we have the potential as a Universal service.' (DECP)

'We need to look at what are the essential services that we provide and what are psychological and where are psychologists supporting administrative processes and to try to reduce some of those elements to bring the psychology back into focus...At times we do a duplication and I'm keen that we don't, for example, if a Specialist Teacher has been reviewing and monitoring a child for several years then what is wanted from an EP? We make more of an impact when we are needed than just providing a generic service...EPs' discussions with partners leads us to consider how to devolve certain tasks, not leaving others high and dry but to create a solution for those situations from which you move out.' (PEP)

'Too often there is a lack of co-ordination of services at school level, e.g. no multi-agency planning forum.' (EP Training Director)

'There are professional boundaries that people worry about though EPs are good at negotiating and linking as they have worked across professional boundaries before.' (NAPEP)

Several parent respondents mention a perception of having difficulty in accessing the involvement of an EP in a timely manner which may be to some extent and in some cases a function of differing priorities between parents and schools. Co-location of EPs within children's services may therefore lead to the development of new prioritisation protocols:

'If we had better access to EPs I feel more children would succeed. Quiet withdrawn kids are most at risk of being denied support they need.' (Parent)

'It was something of a battle to get a referral and it was a battle we could have done without.' (Parent)

'Delegation may be a problem - the interests of schools may not be in the best interests of children and families.' (NAPEP – Wales).

'We would like to spend more of our time working in a more community based way, on multi-agency projects such as PACS, because it's been very effective. Working in a more solitary way just with schools, you're not really meeting the child's and family's needs, you're meeting the child's needs within the school.' (Senior EP)

'You're also meeting only the needs of the children that the school wishes you to see.' (EP)

7.4.6 Restructured initial training for Educational Psychologists, the role of the Educational Psychologists 'paraprofessional' and Educational Psychologists' 'supervisory' role

Many EPs and PEPs observe the potentially positive effect upon an expanded EP role within children's services of the arrangements for restructured initial professional training of EPs. Such observations relate to two factors: first, the net expansion of service delivery capacity through the appointment of trainee psychologists or assistant EPs during Years 2 and 3 of the new training programmes; second, the specific strengthening of service research capacity which is a core function and frequently mentioned developmental priority of EPSs.

'The new doctoral route, as well as post-qualification doctorates, root the profession in research and up-to-date knowledge.' (PEP)

'The move to three-year training has the potential for EPs to develop clearer perspectives on the application of sophisticated models of psychology that are explicit in practice, and to support stronger skill development in the use and application of specific intervention techniques.' (PEP)

'LEAs and EPs must find more time for research in order to be able to better answer questions about outcomes of interventions. Three-year training is an opportunity to extend our capacity for intervention, training and research through working with assistant EPs during their Y2 and Y3 training. This could include larger scale collaborative research across training courses, EPSs and UK-wide on topics/ projects such as early reading research, anti-bullying, out-of-age transfer...' (PEP)

'Assistant EPs can, under supervision, help to 'plug gaps' within services and they can access the range of EPS practice...EPs are the best placed group to develop evaluative practices in relation to outcomes for children in a culture where the main focus is on assessment and provision.' (DECP)

It is also pointed out that the role of the psychology postgraduate, gaining experience prior to admission to a training programme, may be another significant element in building EP service capacity, leading, with the trainee psychologist or in-training Assistant EP role, to *'a continuum of roles towards Chartered Psychologist status'* (DECP).

Within the context of multi-agency project work, different psychology practitioner roles and the ECM agenda, the recognition of EPs' potential contribution in supervising the implementation of psychologically oriented interventions was viewed as facilitating the enhanced impact of their work:

"The profession needs to look more at using para-professionals to help children and young people possibly for example psychology assistants to help deliver some interventions under the direction of a psychologist." (AEP)

"Supervision and development of psychological methods are new key roles. There is a BPS initiative on 'new ways of working for applied psychologists' that will look at new roles for assistants and associates. We need to think creatively about the profession and how we look at the individuals working within the system delivering psychological services, within the BPS code of ethics and conduct - it will require internal restructuring." (DECP)

"Three-year training will not only bring more streamlined and better integration of theory and practical experience but Assistant Psychologists will in the training process be able to promote the research element that Local Authorities need." (NAPEP)

There is, however, a commonly voiced caution amongst EPs and PEPs relating to perceived uncertainty about the supervision demands of Year 2 and 3 trainee psychologists under the restructured initial professional training programmes.

'The supervision of Asst EPs needs to be accommodated effectively within service structures.' (DECP)

Inaccurate identification of delegated tasks and supervision requirements for those delivering psychologically oriented services is highlighted as a potential barrier to the development of a continuum of applied psychology practitioners:

‘The potential problem of ‘giving away’ psychology is that if you don’t have psychologists in a key role supporting and mentoring at the forefront a lot of the underpinnings get lost...’ (DECP)

“We need more EP time to devote to this initiative; we’ve had the time to get people trained and now would like the EP time to support the roll out.”
(Senior School Improvement Officer).

The general view was that changes to the training route will provide some challenges and opportunities for a range of stakeholders, including LA employers, service managers, higher education training providers and trainee educational psychologists themselves. Some of these are considered at other points in this report, for example, the opportunities provided by the increased availability of trainee EPs who might be able to fulfil a role similar to that presently fulfilled by pre-training assistant EPs, and may even be employed as assistant EPs whilst in training. In addition, however, several interviewees highlighted a potential barrier to the contribution of EPs relating to the security of the current funding mechanism for training EPs. The expressed views suggest concerns to identify a strategic management plan to ensure the prioritisation and utilisation of the decentralised funds for EP training.

7.5 Summary

This section has considered some of the general facilitators and barriers that impact upon effective EP practice together with some examples of work in certain key areas which indicates that EPs have begun to overcome barriers. The key general facilitators of effective EP practice centred around personal skills and commitment together with the specific knowledge and skills that an EP brings. The major barrier expressed by responders in schools was the limited amount of time that they see an EP. There were also concerns about the difficulty in achieving a balance between individual work at the school level and work in community contexts. In relation to EPs managing to overcome barriers to effective practice in certain key areas, there was evidence that the reduction of statutory assessment work in some LAs had opened up opportunities for EPs to engage in other work that was more relevant to meeting children’s needs. In addition, through better time management, the employment of specialist EPs and by ensuring greater clarity in the EPs’ contribution, it was possible for EPs to deliver a more effective service. Finally, the respondents stressed that, despite some concerns about funding, the extended training route for EPs has the potential to improve the quality of EP work in all settings.

8 CONCLUDING DISCUSSION

As the previous sections have shown, this review has generated a considerable amount of quantitative and qualitative data from a range of different sources. In this final section we begin by summarising the main findings which are also presented in the Executive Summary. We then consider the implications of the findings for the evolving role of the profession by highlighting some of the key interconnected themes that have emerged. Each of these themes offers an indication as to how the profession of educational psychology might evolve in the context of the changing structures within children's services and the implementation of the Every Child Matters agenda. We conclude the report with an overall comment about the current status and future direction of the profession and this is followed by a number of specific recommendations that relate to these interconnect themes.

8.1 Main Findings from the Review

Meeting the five ECM outcomes

- The majority of respondents indicated that EPs' work is contributing to meeting each of the five ECM outcomes for children. This applies to all areas of EP work including individual assessment, consultancy, intervention and training.
- An increasing number of EP services are planning their service delivery models around the extent to which their work addresses each of the five outcomes.
- School-based respondents were less certain about the relationship of EP work to meeting the five outcomes. This may reflect the fact that, compared to other responders, school staff indicated much less frequent direct experience of EP work with individuals, groups and systems as a whole. As a result their perception of the impact of EP work may be diminished. In addition, it is possible that the work of schools is less focused than other agencies upon the ECM outcomes for children, suggesting that school-based respondents might in any event be less inclined to view EP work in terms of the ECM outcomes.

Work with children who have SEN

- There was a universally held view that EPs have been too heavily involved in statutory assessments and that this has prevented them from expanding their work so as to make more effective contributions that can maximise the added value to ECM outcomes for children.
- However, all respondent groups identified an important role for EPs to work with individual children who have severe, complex and challenging needs.
- There was evidence that where there is a reduction in EPs' work relating to statutory assessment this allows them to undertake a greater variety of effective SEN work.

Multi-agency work

- There was abundant evidence of EPs working in multi-agency contexts in all aspects of their work and reported evidence of them making an effective contribution within such contexts.
- There was also evidence of EPs working effectively in managing multi-professional teams.

- The development of EP specialisms linked with particular multi-agency services, projects and initiatives was reported as a strongly facilitative of effective EP practice.
- All respondent groups welcomed the challenges provided by the new children's services structure, the opportunities this will bring to support the improvement of services for children and the potential for EPs to play an important part in this initiative working closely with other agencies.

Strategic work and capacity building

- Evidence from all respondents indicated that EPs are making an increasing contribution in this area, both in schools and elsewhere.
- This applied to all areas of EP work including work with Looked After Children and in youth offending teams.
- In particular, respondents indicated that this work was greatly facilitated if all those involved enjoyed good working relationships and where they all recognised the need for change.

EPs' distinctive contribution

- Respondents typically referred to EPs' academic background and training in psychology as being the factors that enabled them to offer a distinctive contribution.
- The great majority of respondents were able to identify one or more of the distinctive psychological functions outlined by the British Psychological Society as being utilised by EPs within their work.
- There was a widely held view that the changes brought about by restructured initial training for EPs would enable services to discharge these psychological functions more effectively.
- When commenting on discrete examples of EP work, the majority of the school-based respondents and about half of the EPs indicated that an alternative provider might have been able to carry out the work. This could be an assistant EP, a trainee psychologist or a clinical psychologist, or, as school-based respondents tended to suggest, a specialist support teacher or a SENCO.

Facilitators and barriers to EP practice

- By far the most frequently reported facilitator of EP practice was the good working relationships and communication skills that the EP had established with all agencies involved, as well as children and parents.
- In addition, there was evidence that when EPs and other agencies were clear about the contribution that they could offer to a particular piece of work, then all agencies were more willing to contribute and positive outcomes for children resulted.
- The most commonly cited barrier to effective practice, in particular from staff in schools, was the limited contact time with EPs. Most respondent groups valued highly the contact that they had, but would have welcomed more, particularly in the area of therapy and intervention.
- EPs and local authority officers expressed concern about the future supply of EPs given the 'aging' demographic profile of the profession and the continued uncertainties about the funding of restructured initial training

EPs and the Common Assessment Framework

- PEPs and LA officers considered that EPs can have a significant role in the development, monitoring and evaluation of the Common Assessment Framework (CAF)
- Respondents also reported that, with the exception of children with complex needs, it would be inappropriate for the EP to take on the role of the Lead Professional.

EPs' work with children and young people detained.

- A significant minority of Educational Psychology Services (EPSs) currently work alongside Youth Offending Teams and there is willingness for considerable development of such work where it is not yet established.
- PEPs and LA officers reported that EPs can make a positive contribution to work in this area in view of their ability to facilitate work across agencies, their distinctive understanding of the complexity of the issues involved and their role in training, development and supervision of other professionals working with these young people.

The role of EPs in Wales

- Notwithstanding the different context within which educational psychologists in Wales operate, the key findings referred to above were also evident in Wales.
- In addition there were mixed views about the ability of EPSs to provide effective services in LAs where there are low child populations, a characteristic of many LAs in Wales. Some felt that this enabled multi-agency work to be more effective due to the fact that different professionals got to know each other well. Others felt that the small size of the local authority could stifle new initiatives and restrict opportunities for continuing professional development.
- Respondents also echoed previously expressed concerns about the shortage of Welsh speaking EPs.

8.2 The evolving role of the profession

In analysing and synthesising the data, five interconnected themes emerged each of which is discussed below together with the associated implications for the development of the profession..

8.2.1. The perceived impact of EP work in meeting the five ECM outcomes

The data contain hundreds of examples of EP work which, according to the respondents, has a high impact on promoting the ECM outcomes for children. These examples come from all quarters, including EPs, parents, local authority officers, school and non-school respondents. All types of EP work were seen as being important in delivering each of the ECM outcomes, with slightly greater emphasis on “Enjoy and Achieve” and “Stay Safe” and slightly less emphasis on “Achieving Economic Well-being”, although these differences were marginal.

We also received several documents and brochures from educational psychology services around the country in which the aims and objectives of the services focussed on the extent to which their work addressed each of the five outcomes. This indicates that the Children Act has had a significant impact on how educational psychology

services plan, carry out and evaluate their work. Configuring their objectives around the ECM outcomes should enhance their capacity to engage in joint planning with other related services who are also engaged in meeting the five outcomes. All of this will assist the work of Joint Area Reviews (JARs) that will judge services by the extent to which they are making a difference to these outcomes for children.

Clearly, then, the evidence indicates that EPs, LAs and other agencies have begun to focus their service delivery around the extent to which they address the five ECM outcomes. However, data we received suggest that staff in schools tend not to view the success of EP work in terms of meeting the five ECM outcomes as strongly as do other agencies. Although the specific examples of EP work provided by school respondents on page 3 of the questionnaire, do refer work that promotes the five outcomes, answers on pages 1 and 2 of the questionnaire, summarised in the tables in section 6 of this report, show that, in comparison to other professional groups, schools were less likely to rate the impact of EP work on the outcomes as being high or very high.

One explanation for this might be that the Children Act has not, as yet, placed a duty on schools to focus on improving the outcomes for children. According to Doran (2006), in relation to Ofsted inspections, reference to the five ECM outcomes is only indicated in the form of tick boxes in the Self Assessment Form (SAF). Hence, schools are not actively directed to pay a full part in implementing the provisions of the Children Act in relation to the five ECM outcomes and may still be influenced by the slightly more narrowly focussed standards agenda. This being the case, it is perhaps not surprising the school respondents were less likely to rate EP work in terms of the extent to which it addresses the five ECM outcomes than respondents working outside of the schools system where ECM may have a higher profile.

Taken as a whole, educational psychology services, along with other agencies working in local authorities, have begun to develop and evaluate their services around the five outcomes. It is likely that this work will be strengthened over the next few years with the result that services can target their work effectively and provide a reliable and accepted series of benchmarks against which to evaluate the effectiveness of their services in terms of promoting these five ECM outcomes. Educational psychology service developments that focus upon the demonstrable promotion of ECM outcomes for children will support the embedding of the ECM agenda within schools and the EP's role within it.

8.2.2 The extent to which the role and function of Education Psychologists is distinctive

Questions about the distinctiveness of EP work have featured in the literature on educational psychology services for many years. Given the school and community context in which they work, and the fact that other professionals also work in these contexts, it is understandable that people might question the distinctive contribution that the EP brings. Similar questions are also asked of other professional groups, for example social workers, child psychiatrists, counsellors and speech and language therapists. Representatives from each of these professional groups, and others, would presumably claim that they bring something distinctive that identifies them as having a unique set of skills, knowledge and abilities which separates them from other related professionals. But given the range of professionals who can be involved in working in

the same area, it is not surprising that parents, teachers and others can, at times, be confused about the distinctive role and function of any one group.

This is particularly pertinent when considering the cost of involving particular groups of professionals. EP time might be viewed as relatively expensive which raises a question about whether another professional might be able to undertake some of their activities more economically and with the same impact. The issue of cost may partly explain recent trends across public services for some aspects of work that might, in the past, have been the sole province of one professional group, to be provided more efficiently through the development of a paraprofessional workforce. The rise in the role and status of teaching assistants (TAs) is one example; this relatively new group is now being given increasing roles and responsibilities in schools which hitherto might have been carried out by teachers. Similarly, nurses are carrying out work that was previously undertaken by doctors. Hence, when considering the distinctive nature of the work of a fully qualified EP, there is an underlying issue of whether their time is being used efficiently and whether it is necessary for someone with their particular combination of specialised skills, knowledge and experience, who is relatively expensive to employ, to undertake all of the range of tasks that they might be asked to do. If the answer to this last question is 'no', then it is important for EPs and commissioners of their services to decide whether, and in what circumstances, an EP should become involved.

These questions are particularly pertinent given the fact that a considerable number of EPs services around the country are still understaffed and that consequently many schools and other users of EPs may have limited access to their services. In such circumstances it is imperative that the skills, knowledge and experiences that an EP brings to a situation are known to add value to other work that has already been done. If it is not the case, then the commissioners of, or partners in, EP work may judge that the EP has added nothing that another professional, perhaps one with whom they have more frequent contact or who is cheaper to employ, could not have done equally well.

The BPS has made an important contribution to this debate by developing the National Occupational Standards framework for applied psychologists referred to at several points in this report. The key theme running through all these standards is the knowledge of, and ability to apply, psychology. The evidence provided in sections 3, 4 and 5 above indicates clearly that, where EP work was viewed as effective and distinctive, EPs and other professionals had no difficulty in identifying one or more of the psychological functions used by the EP in their work. The most commonly identified functions across all areas were: *'Application of Psychological Methods, Concepts, Models, Theories or Knowledge'* and *'Communication of Psychological Knowledge, Principles, Methods or Needs, and their Implications for Policy.'*

We also received a large number of examples in the written comments on the questionnaires and from the interviews stressing the psychological knowledge and skills that EPs utilise in their work. EPs themselves articulated this view cogently. Typically, they stressed that their background and training in psychology provides them with detailed knowledge of child development, social and organisational psychology, cognitive development, personality, individual differences, the

psychological impact of different 'conditions' upon the child, family and the community, psychological therapies and interventions, and research and evaluation.

Similar views were expressed strongly by teachers, local authority officers, other professionals and parents. There was a general view that, in promoting the ECM outcomes for children, psychology in general, and EPs in particular, have an important contribution to make and that the key factor that makes their work distinctive is their background in academic and applied psychology.

In addition to EPs' distinctive knowledge and skills in psychology, a large number of respondents commented on the distinctive nature of the EPs' contribution that relates to their role and status in the local authority. Typically, EPs have a detailed knowledge of the range of resources that exist in and outside the LEA, the procedures that are needed in order for pupils to access these, and of the role and function of other professional groups who work in the local authority. There was evidence that users of EP services draw on the EPs' distinctive knowledge they have gained through being in this position in the local authority. This knowledge is used to help agencies work together and to 'oil the wheels' of joint working and decision making. It also places EPs in an excellent position to work with others in identifying gaps in services for children and in the planning and evaluation of new initiatives.

There is a clear weight of evidence from this review to suggest that EPs' professional training and background in psychology, together with their position in local authorities, enable them to make a highly distinctive contribution within the context of the ECM agenda and development of children's services.

However it is important to point out that some of the questionnaire data provide a slightly more ambiguous picture about stakeholders' views of the distinctive contribution that EPs can make. When asked whether an alternative provider could have undertaken a piece of work that was carried out by an EP, many respondents identified one or more alternative professionals who, in their judgement, could have carried out the work with the same impact. This view was also expressed by EPs where, for example, approximately half of them stated that, with reference to the work they had carried out in relation to SEN, in a multi-agency context, or as strategic work and capacity building, involvement by another specified professional might have had the same impact. In some instances, EP respondents suggested that an assistant EP could have done the work. School respondents were more likely to refer to SENCOs or specialist support teachers as being suitable alternative providers. This is particularly noteworthy considering that many school respondents also expressed concern about the lack of EP time available to them.

The key implication is that EP services should be very clear about the nature of the distinctive contribution they can make and that commissioners should be very clear about what it is they want from their services. This was a consistent theme expressed by all respondent groups. For when EPs of achieved clarity about the aims, processes, requirements and outcomes of the their work, this resulted in a greater commonality of purpose, and in other professionals feeling motivated and committed to work with the EP and to support and contribute as appropriate. So, for example, when considering or planning EP involvement with an individual child, it is important for all parties to be explicitly specific and agreed about what work will be carried out,

what time and material resources are required, what the respective role requirements would be and, most importantly, what is the likely impact upon ECM outcomes for the child in the event that the work proceeds as planned. Similar clarity is needed in relation to other work, for example consultancy, group work, and training. There was evidence from the review that, when this level of clarity was achieved, EPs and users of their services were much more satisfied with the outcomes of the work that was undertaken and more willing to work together in helping to achieve these outcomes. The general view that the EPs' distinctive contribution lies in their psychological skills and knowledge would suggest that agreed clarity of the EP role should be focussed around the particularly psychological function within it; where a suitable alternative provider is identified but is known to be unavailable to carry out the work, this too should be explicitly acknowledged and responded to appropriately.

8.2.3 The future of statutory work

A common theme running through all the evidence received was concern about the emphasis that has been given to the EP role in statutory assessments. All respondents were unanimous in stating that too much EP time has been tied up in this activity and that local authorities' historical control over the funding for pupils with statements had contributed to this state of affairs. School respondents, in particular, felt that tying up EP work in statutory assessments was a poor use of their time particularly as they were relatively infrequent visitors. The main focus of concern was on the statutory assessments of pupils where provision would be in a mainstream school. We received no evidence suggesting the EP role in *all* statutory assessments should be abandoned. Indeed many respondents felt that that detailed statutory assessments of pupils with complex and profound difficulties should always be a key part of the EP role.

In some areas there was evidence that increased financial delegation of funds to schools to support pupils with SEN is beginning to result in a reduction of statutory work for EPs. Indeed we received several examples, from local authority officers and EPs in particular, which provided evidence of alternative and innovative projects in which EPs were now embarking with the clear indication that this was made possible because of the reduction in statutory work. A general picture emerges showing that the reduction in statutory assessment work is liberating for EP services, enabling them to focus their work activities in a way that allow them to use their psychological skills more effectively across the levels of universal, specialised and targeted service delivery. Although this is an uneven development across the country, this reshaping of the role following the reduction in levels of statutory work, appears to be expanding in a number of different directions. For example, there was evidence that EPs are now able to devote more time to working with individual children with severe and complex needs and that this was made possible with the increased appointment of specialist EPs with expertise in particular areas. In addition, some EPs are more actively engaged in therapeutic work with individuals and groups of children. Others have increased the amount of time they can devote to the development and delivery of training programmes for teachers, parents and other professionals.

It is also interesting to point out that that this reshaping of the role of EPs has not resulted in LAs making plans to reduce the capacity of their educational psychology services. Indeed, one third of officers reported that there were plans to increase the size of the EP service in their LA while the majority felt that the numbers they

employed would remain the same. Only 5% of LA officer respondents indicated that there might, in future, be a reduction in the numbers of EPs that they would employ.

8.2.4 Educational Psychologists and multi-agency involvement

There is abundant evidence from the review that EPs are extensively involved with and suited to working effectively with other agencies. In the great majority of the examples of EP work cited in the questionnaire data, EPs were reported to have worked with at least one other professional. EPs' abilities to bring coherence to work across agencies, often referred to as 'bridging', was highlighted by several respondents. The development of specialist EP posts attached to multi-agency teams was viewed as a particularly effective facilitator of the EP's distinctive contribution. In addition, many EPs are involved in managing multi-agency teams (e.g. BEST) where they have a key role in the coordinated delivery of a service involving groups of professionals with very different backgrounds. The evidence from the review suggests that EPs are well placed within local authorities to fulfil management and supervision positions that are relevant to psychologically-oriented services.

Despite the wealth of positive evidence about the contribution that EPs can make to effective multi-agency work, some potential barriers were identified. First, some respondents identified difficulties in role negotiations, illustrating the need for different agencies to develop and negotiate a shared vision and understanding about how each of them works and of the distinctive and respective contribution that they can bring. Second, some EPs and local authority officers were uncertain as to whether effective multi-agency work needs to involve different agencies in working together in the same office or building. This highlights a tension between the need for EPs to maintain their professional identity, including professional development and supervision, by being located with other EPs and the need for effective communication and working within the particular multi-agency network.

8.2.5 The future role and function of Educational Psychologists within Children's Services

The question of multi-agency work and the role of EPs is linked to the wider issue of the future role and contribution of the profession within the newly formed children's services. Increasing numbers local authorities are now establishing children's services in which the management of education and social services has been bought together under one director. The full implications of these changes have yet to be felt, including the extent to which health services can be bought into the new arrangements. But, for EPs, the changes bring new opportunities for them to develop a broader role extending across all services for children and where there may be a somewhat reduced emphasis on services to schools. Indeed there were a number of examples within the data which indicated that EPs can carry out effective work in other areas, notably in social services, early years settings, CAMHS, BESTs and YOTs.

Evidence from training programme directors, EPs and local authority officers also suggests that the restructured initial training route for EPs will provide EPs with the necessary preparation for them to carry out their work within these new arrangements. Furthermore, the predicted growth of the trainee psychologist role and/ or the in-training assistant EP role as part of educational psychology services will enable many

services to expand the range and capacity of their work, so that they can offer a varied and flexible model of service delivery, through negotiation with commissioners.

We also received some evidence suggesting that there may be some degree of overlap between services offered by clinical and educational child psychologists. Indeed, EPs themselves sometimes referred to clinical psychologists (CPs) as being a viable alternative provider of their services. The configuration of the new Children's Services and their increasingly close connection with health services provides an opportunity for EPs and CPs to reflect on their roles and functions and to explore possibility of strengthening joint working relationships, possibly through co-location of services and sharing in continuing professional development. Ultimately there might be an advantage in combining the initial training arrangements and in merging the two professions. Given their shared background in psychology, similarities in the nature of knowledge and skills needed to do the job and an increasing overlap among their client groups this would be an appropriate time to consider whether a merger would be in the best interest of providing more comprehensive services to children. Such a merger might also convey a greater sense of clarity among children, parents and other professionals about the distinctive range of services that can be provided by child psychologists.

All of these EP role developments that would ultimately promote improved ECM outcomes for children, depend on a continued supply of EPs entering the profession. Evidence in this review indicates that many local authorities have not managed to recruit their full complement of EPs and that the age profile of the EP workforce is such that it may prove difficult to do so in the future. Although there is almost universal professional support for the restructured training route for EPs, many local authority respondents, EPs and programme directors expressed concern that, unless secure funding arrangements for the new training route are established, the supply of new entrants to the profession might be severely threatened.

8.3 Conclusion and Recommendations

Findings from this study and from the review of literature indicate that the role and function of EPs has expanded considerably over the last 25 years despite the restrictions placed upon them by the requirements of SEN statutory assessments. They are now in a position to deliver psychological services through a variety of activities and contexts where change for children is the focus. This expansion in the role of EPs is also reflected in the growth in the numbers being employed and the greater profile and expansion in the number of professions in applied psychology. Indeed the growing presence of these professions has led to the imminent moves to establish statutory regulation of all professionally qualified and practicing applied psychologists through the Health Professions Council.

In the current context, brought about by the implementation of the Every Child Matters agenda, there are now opportunities for EPs to deliver psychological services more effectively for the benefit, protection and well-being of all children by becoming more community, rather than school, focussed. They will be able to demonstrate how, through collaborating closely with other agencies, their services will bring benefits for all children in terms of the five ECM outcomes. However these opportunities also provide challenges. Commissioners within children's services are required to provide the highest quality services for the best value and will identify where EPs are the most

appropriate provider of a particular service and when an alternative should or could be employed effectively. EPs should welcome the opportunity to engage in this debate in order to maximise the distinctive contribution of their work. This review strongly supports the view that the psychological functions within EPs' work are widely recognisable as being distinctive. Hence EPs and commissioners or contractors should in each case scrutinise the question: 'what exactly is the psychological contribution we require from the EP and how will that contribution contribute towards better outcomes for the children who are the focus of this work?' In this way, the distinctive contribution of EPs will become increasingly transparent.

The following recommendations, also included in the executive summary, are linked to the themes identified in the previous section and provide a series of signposts for action.

The impact of EP work in meeting the five ECM outcomes

Recommendation 1a)

All EP service development plans should be based around meeting the five ECM outcomes and that annual reviews of services should assess the extent to which these plans have been successfully implemented.

Recommendation 1b)

EPs and other agencies working with children should engage in joint planning around the five outcomes so that each agency can assess the potential and actual contribution that they can make.

Recommendation 1c)

In all areas of day to day work EPs should actively consider how their work is contributing to meeting the five outcomes and this contribution should be recorded and, where appropriate, communicated to other agencies involved - including, if appropriate, parents/carers and the child him/herself

The extent to which the role and function of EPs is distinctive

Recommendation 2a)

Documentation about the range of work offered by an EP service should be explicit about the psychological nature of the contribution the service can make.

Recommendation 2b)

When responding to a particular request for EP involvement, EPs should clarify the specific nature of the work required and the psychological contribution that they can offer and, where appropriate, clarify whether an alternative provider is available who might be able to carry out the work with the same impact.

Recommendation 2c)

When requesting EP involvement commissioners or contractors should, wherever possible, be clear about the specific nature of the work required and the psychological contribution that they are expecting from the EP.

The impact of a reduction in EPs' role in statutory work

Recommendation 3a)

EPs should continue to have a key role in the statutory assessment of children with the most complex needs.

Recommendation 3b)

They should take advantage of the trend in the reduction of statutory work to expand and develop their activities in different areas where their skills and knowledge can be used to greater effect, e.g. in group and individual therapy, staff training, research and in systems work with organisations.

EPs and multi-agency involvement

Recommendation 4a)

EP services should continue to work with other agencies to see how they can enhance and develop effective multi-agency work and to co-locate their services where this seems to be appropriate and with the full agreement of all parties.

Recommendation 4b)

EPs services should actively seek to extend the number of specialist EP posts and this should be accompanied by the promotion of clear negotiation of respective roles with professionals working in related services.

The future role and function of EPs within children's services

Recommendation 5a)

Documentation about the role of local authority EP services should stress the community based nature of the work.

Recommendation 5b)

EP services should consider how assistant EPs and trainee psychologists can make a contribution that complements those of fully qualified EPs.

Recommendation 5c)

Educational and clinical psychologists working in the same area should continue to strengthen their professional relationships and develop plans for effective joint working where their skills could be complemented effectively.

Recommendation 5d)

Professional organisations representing EPs should begin discussions about the possible eventual merger of the two professions, child clinical and educational psychologists.

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APPENDIX 1

EDUCATIONAL PSYCHOLOGY SERVICES IN WALES

Introduction

The original tender document stipulated that this review should contain a separate appendix devoted to the work of EPs in Wales. The need for this appendix in part reflects the fact there are some differences between England and Wales in the way children's services are developing in particular in relation to the ECM agenda. In Wales there is the "Children and Young People: Rights to Action" agenda which recognises the need for a fully inclusive education system which allows children with SEN full access to appropriate help and support. In addition there are concerns about the recruitment of Welsh speaking EPs and that many local authorities in Wales are smaller than their counterparts in England.

Sources of data

In preparing this appendix we have drawn on information from a number of sources. First, we had access to a number of documents that are relevant to the Welsh context. These included The National Assembly for Wales review of Educational Psychology Services (Applied Psychology Associates, 2002), the consultation document entitled "Educational Psychology in Wales" (Welsh Assembly Government, 2004a) and the Framework for Partnership document entitled "Children and Young People: Rights to Action" (Welsh Assembly Government, 2004b).

Second, we carried out site visits to Blaenau Gwent and Neath Port Talbot Educational Psychology services, who also supplied additional documentation. (There are separate accounts of the site visits to these local authorities).

Third, we received 44 questionnaire responses from professionals living in Wales. These were broken down as follows

Nursery schools	1
Primary schools	3
Secondary schools	7
Special schools	3
EPs	15
PEP	3
LEA officers	6
"Others"	5
Programme Director	1

Fourth, we carried out telephone interviews with representatives from the following organisations in Wales,

- National Association of Principal Educational Psychologists (NAPEP)
- Welsh Assembly - Pupil Support Division, RNIB (Wales)
- Special Needs Advisory Panel (SNAP)
- Association of Directors of Education in Wales (ADEW)
- Welsh Language Board.

Finally we received questionnaire replies from 13 parents in Rhondda-Cynon-Taff, and from 15 in Wrexham.

Overview of findings in relation to Wales.

At the outset it is important to point out that the key findings and implications in the main report also apply to Wales. All themes related to meeting the five ECM outcomes, SEN work, multi-agency involvement, strategic work and capacity building, the EPs' distinctive contribution and facilitators and barriers impacting on EPs' practice were equally evident in Wales. This was in data obtained from all sources including teachers, LEA officers and EPs. Hence, in relation to the key findings in the main report, there is no need to draw separate conclusions or implications that refer directly to Wales.

However a number of respondents did comment that the Welsh context was not the same as England and that this had the potential to make a difference to the work of EP services as the following quotes indicate.

“Here, in Wales, there is no explicit ECM agenda, though child protection issues are being pursued and modified. However, as we had a children's commissioner for several years the assembly is concerned about ECM issues.... They are not burdened by a national curriculum. No BEST in Wales nor CAF, nor Extended Schools (not a phrase we here in Wales)” PEP, Flintshire.

“The Welsh Language Board works closely with LAs in Wales on the drafting and approval of Welsh education schemes. These schemes have sections dealing specifically with the demand and provision of Welsh-medium provision available for pupils with SEN.” Welsh Language Board

“The Welsh Assembly has an impact on Wales being distinct in relation to education, especially in the foundation stage where the structures in Wales are different from in England. But none of this should be a barrier to effective services.” Chair of NAPEP, Wales

Furthermore, there were two specific issues relating to EP services in Wales that merit fuller discussion, one is the relatively small size of the local authorities and the second concerns the number of Welsh speaking EPs

The size of Local Authorities in Wales

According to the Chair of NAPEP in Wales there are 22 local authorities in Wales, many of which are rural, and some only have two or three EPs. Several respondents reported that this causes a number of problems for the delivery of an effective generic service where there are also EPs with specialist expertise. For example the Director of SNAP commented that *“Smaller unitary local authorities just do not have the personnel to be deployed across the many initiatives and multi agency groups. They are often involved, and this is desirable, but has minimal impact”*. In addition the Chair of the Association of Directors of Education - Wales (ADEW), referred to the *“danger in them (EPs) becoming generic workers and not bringing their specialisms to the task.*

Data from site visits to Neath Port Talbot and to Blaenau Gwent provided a slightly contrasting picture as, in both LAs, there was evidence that the small size contributed to the development of effective multi-agency working, where the different

professionals knew each other well, had faith in each others judgments and where it was possible to hold frequent meetings. For example a child psychiatrist felt that EPs had made a huge difference to effective delivery of mental health services. Another member of staff in a child development team commented that EPs were always available and accessible. In a focus group with psychiatrists and speech and language therapists the comment was made that the small size of the LA contributed to the development of trusting relationships with EPs who could always be relied upon.

A further issue linked to lower staffing levels and the relatively small size of the local authorities was the lack of a well developed child clinical psychology service. This appears to have opened up opportunities for EPs to work in multi-agency contexts with child psychiatrists and pediatricians, carrying out work, which in some LAs in England, might be carried out by clinical psychologists. This may have enabled EPs in Wales to make a more substantial contribution in child health services than they do across the border. This has implications for the development of closer working relationships between clinical and educational psychologist in the future, a point referred to in the main report.

Debates about the optimum size and structure of local authorities have been evident for many years and are reflected in the continually changing structures that have existed since local government reorganization in 1996. The outcomes of these debates have implications for all services, not just EPs. Clearly a balance has to be struck between the benefits that small LA structures can bring where the EPS can have a greater influence on developing and implementing policy and where it is possible to form close working relationships with other agencies. However, for EPs, there are advantages in being able to work within a larger team that enables members to develop specialisms and where a greater variety of services are available to meet the needs of all children. Evidence from this study indicates there is some degree of concern about the current LA structure in Wales and that, despite the advantages referred to above, considerable difficulties remain.

Recruiting Welsh speaking EPs.

An interviewee from the Welsh Language Board commented on their work on the drafting and approval of Welsh education schemes. They also note how LAs provides specialist therapies, including EPs, for pupils with SEN who wish to receive education through the medium of Welsh. From the interview it was clear that there is an immense shortage of qualified EPs able to work through the medium of Welsh and that an essential ingredient of effective practice is the ability to communicate in the chosen language of parents and children. This, it was felt, is vital to achieving the outcomes of the Every Child Matters agenda.

Almost all respondents to interviews and site visits echoed these sentiments and, on balance it was felt that the situation would become more acute as more schools become Welsh medium. This problem is well known and was highlighted by other reports on the work of EPs in Wales referred to above.

Some additional and negative consequences of the lack of Welsh speaking EPs were also mentioned. For example one support teacher felt that pupils with Dyslexia will have additional learning problems if they are taught in Welsh and that the EPs might not have the necessary skills to address this problem. In addition the Head of

Additional Needs and Inclusion Division within the Welsh Assembly Government considered that the Welsh language issue is further compounded by the lack of assessment materials for children whose first language is Welsh and that this was not simply a problem of translation. Funding has been made available to Bangor University to help address this issue.

It is difficult to envisage an easy solution to this problem which must also have an impact on all services for children in Wales. However, if the recruitment of Welsh speaking EPs is seen as a priority, then it may be necessary to undertake a number of steps. These could include employers and trainers of EPs actively encouraging Welsh speaking psychology graduates with appropriate experience of working with children to apply for EP training programmes. In addition it will be important to improve conditions of service for EPs working in LAs where Welsh is the predominant language so as to improve levels of recruitment and retention.

Conclusion

Not surprisingly data from this review related to EPs in Wales highlighted concerns about the effective delivery of EP services that were linked to the shortage of Welsh speaking EPs and to the small size of the local authorities. However there was evidence that the Welsh Assembly had worked hard to make connections with services “on the ground” and that professionals felt much more closely involved with policy making across Wales than would similar professionals working in England.

However, despite these issues, the overriding themes about the work of EPs that emerged in the report as a whole also apply to Wales and in that sense the two countries are very similar.

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APPENDIX 2

EDUCATIONAL PSYCHOLOGISTS' INVOLVEMENT WITH CHILDREN AND YOUNG PEOPLE DETAINED

Examples of educational psychologists' (EPs) distinctive contributions within good practice relating to young offenders and children and young people detained are indicated within each section of the body of this report. This appendix draws together the main findings of the research project in order to provide a general overview of the potential for EPs, working alongside others, to improve outcomes for this group of children/ young people.

Overview of EPs' actual and potential involvement with young offenders and children and young people detained for that reason

Table 1 below shows the actual and desired involvement of EPs with local youth offending teams (YOTs) as reported by principal educational psychologist (PEP) and local authority (LA) Officer questionnaire respondents.

Table 2.2.1 Actual and desired involvement of EPs with YOTs

Respondent group	Actual EP involvement with YOT (%)	Desired EP involvement with YOT (%)	Reasons given for desired EP involvement with YOT
PEPs	31	80	<i>'Psychological principles and methods underpin much good practice'</i> <i>'To provide link between offending and SEN and education'</i> <i>'To add a psychological perspective and expertise'</i> <i>'EPs understand issues around the child with respect to: attachment, relationships, general development and across the full age-range. They can create hypotheses to understand cases of particularly complex need, working with others to share that understanding and to engage them in carrying out interventions which make a difference'</i>
LA Officers	17	60	<i>'Particularly around identifying specific difficulties - involving working on language needs in offenders'</i> <i>'Contribution to the development of strategies to support initiatives'</i> <i>'Psychological input - holistic view of child'</i>

The data indicate that a significant minority of educational psychology services (EPSs) currently work alongside YOTs, and that there is willingness for considerable development of such work where it is not yet established. Response differences between PEPs and LA Officers may be attributable to differences in professional experience, opinion or understanding.

The range of EPs' distinctive contributions with children and young people detained

School teachers in secondary schools, special schools and pupil referral units (PRUs), LA Officers, YOT workers and advisors, EPs and PEPs, report examples of EPs' distinctive contributions that are viewed as having a high impact upon one or more of the ECM outcomes for children and where the focus of the work is children and

young people detained or at risk of so being. The reported range of this EP work includes:

- Anger management and therapeutic work with children and young people detained.
- Parenting skills training/ parent empowerment workshops
- Training on special educational needs, behaviour difficulties, problem solving skills, child protection issues, psychological intervention frameworks and anger management, for YOT staff, school staff and other agencies
- Delivery of DfES Social and Emotional Aspects of Learning (SEALs) materials
- Consultation and intervention activities on boundary setting and education for YOT staff, multi-agency youth offender case review teams, carers and school staff
- EP and SALT working together on social skills groups for detained children who have language disorders
- Advice to YOT and school staff on psychological aspects of offending behaviour
- Consultation to the LA placement panel for children detained and excluded from school
- Assessment, intervention and advice for school staff and youth workers for the integration of individual detained young persons from a youth offender establishment back into school
- Consultation, assessment and intervention work with a Youth Inclusion Support Programme (YISP) as part of early intervention for children at risk of offending behaviour referred through police or anti-social behaviour orders (ASBOs)
- Contribution to Intensive Supervision and Surveillance Programmes (ISSPs)
- Implementation and monitoring of ‘common intervention packages’ across agencies
- Assessments for specific diagnoses and formative pre-sentence reports
- Development of a critical incident care package with the team around a young person detained
- Critical incident policy development relevant to children/ young people detained
- Supervision of youth workers
- Management of joint training and assessment programme
- Monitoring of the effectiveness of educational and EP provision for children and young people detained in order to maximize the impact of future provision

The nature of EPs’ distinctive contributions to work for children and young people detained

Notwithstanding the psychological functions and activities of EPs’ distinctive contributions described within the body of this report, three particular emphases are evident in the data relating to children and young people detained.

First, EPs’ are considered to add value by their ability to *facilitate work across agencies*:

‘There is an advantage in the EP being part of the Local Authority system; in knowing how the system works, how statements are managed, who holds the key roles and how information is passed around. They are also better able to bridge the gaps that arise when communication breaks down due to exclusions, offending or pupil mobility’ (Head of Learning and Skills, Her Majesty’s Prison Service)

‘Implementing psychological skills within a community setting’ (LA Officer)

‘Multi-agency working in a way that ensures joined up approach to needs’ (LA Officer)

‘The work involved understanding at a systemic level of the YOI, the family and the school’ (EP)

‘They [EPs] are a powerful force for change... They can be an advocate for provision within local services’ (Senior Policy Advisor with the Youth Justice Board)

‘The EP can also take knowledge of the needs (from within the custodial system) to the outside and advocate for those needs to be addressed’ (Head of Learning and Skills, Her Majesty’s Prison Service)

‘The EP role is about helping adults to be good advocates for young people detained I help case-holders to be confident so that they don’t get put off by an ‘abrupt reply’ when they phone school or by some jargon that they don’t understand. I help people in the YOT to adjust their views about education from a negative one of “schools letting the young person down” so that they can form constructive relationships with education professionals’ (Senior Specialist EP)

‘The specialist EP ensures access for the young person to participate in education...shifting the focus from quantity of provision to the ‘coherence around that provision’ (Principal Educational Psychologist)

‘The EP has knowledge about individual schools and the processes that operate within them, the local knowledge...They facilitate a flow of information back into education from YOT, for example, identifying the need for greater specialist educational provision. The EP also identifies systemic work to be done in particular schools or with particular teachers as part of ‘capacity building’ and preventative work’ (Specialist EP)

Second, EPs are described as having a particularly distinctive ***understanding of the complexity of issues relevant to young offenders, and children and young people detained:***

‘EPs can have a knowledge and understanding of the unconventional profiles of the young people that are not captured by other systems. They can add value to the understanding of the behaviour and emotional issues with young people. EPs have a particularly valuable role to offer to young people in custodial provision -

many of whom have special educational needs' (Senior Policy Advisor with the Youth Justice Board)

'The EP also has specialist knowledge of educational assessments and behavioural assessments that can be used to help the young people in custody. The EP is able to support good communication with other professionals (including the SENCO in the institution) and support the delivery of programmed work on offending behaviour as well as educational underachievement or educational difficulties...and support for child protection issues' (Head of Learning and Skills, Her Majesty's Prison Service)

'The characteristic of this work is applying psychological theory, practice and models ...working across complex systems of Youth Justice, School, LEA, Family, Social Care; working with complex and vulnerable young people with broad areas of need (causing them to enter many of the systems above; working within a complex organisation, with colleagues from diverse backgrounds; working with complex change over time, requiring appreciation of beliefs, skills, confidence, and knowledge of the young person and of key adults; applying understanding of social, emotional and learning development'
(Principal Educational Psychologist)

'The EP helps the non-education professionals understand the implications of educational issues e.g. how schools operate...and is able to link the profile of criminal behaviour with learning difficulties. The EP has knowledge of family dynamics and is able to offer a steer to the other support worker and the EP usually has links with other colleagues and agencies' (Youth Inclusion Support Programme Worker)

Third, EPs are viewed as having a distinctive role in ***training, development and supervision for other professionals working with young offenders and children or young people detained***

'The EP has been able to work with other staff groups as well, thus developing a programme that gives a balance between individual support for young people and the strategic and capacity building necessary at all levels. This strategic work has developed the role of the Special Educational Needs Co-ordinator, provided a programme for Learning Support Assistants, training in Child Protection, anger management training to prison staff and training in suicide awareness' (Head of Learning and Skills, Her Majesty's Prison Service)

'EP colleagues provide a consultation and training role in the supervision of YOT workers' (EP)

'The person holding the case might be very competent in terms of experience, knowledge and skills, relationships with local schools etc and therefore are able to do the work themselves. Other case-holders might not be so skilled and therefore a referral to more specialist support is needed. The EP works with 60 - 70 adults in the YOT team and the EP role is to invest time in relationships with adults and to enable them to book time for consultation or review of cases' (YOT Specialist Senior EP)

Some respondents indicated that there is little or no ‘overlap’ of the EPs’ functions with those of others within the YOT.

Specific facilitators and barriers to EPs making a distinctive contribution to work for children and young people detained

The following facilitators and barriers to EPs’ contributions were highlighted as particularly relevant to the developing role with young offenders and children and young people detained

- **EP time available**

Some respondents commented that insufficiency of EP time limits opportunities for the EP to extend direct work with young people. Local authority reduction in the use of statements of special educational needs to manage provision is specifically cited as allowing release of EP time to carry out more proactive and early intervention work and respond flexibly reactive when needed. Also, some respondents highlighted the greater capacity of a larger educational psychology services to balance statutory work and direct service to schools, against the development of specialist roles such as those within a YOT.

- **Availability of role partners’ time**

Where local authority funding is clearly linked to provision that schools make, this is reported as helpful to securing provision for young offenders. Conversely, a lack of available time from non-EPs within a YOT team may limit the potential of the EP’s supervisory/ enabling role. Some respondents indicated social care staff shortages and turnover as having an adverse effect upon EP role partner availability and joint working.

- **EP monitoring of available ASSET assessment data**

This role allows the EP to target those children/ young persons who would be most likely to benefit from specific EP intervention and it works well where it operates in the context of enabled and motivated team members. At the same time, assessment data can generate an inefficient ethos of ‘screening and referring on’ to others.

- **Information co-ordination**

It was reported that data bases across education services and the youth justice board are not integrated and that this is an obstacle to effective information flow and management.

‘The most significant barrier is that the statement of special educational needs, which many young people who end up in custody have, does not automatically follow the young person. It should form part of the ASSET referral procedure completed and submitted by the YOT’ (Head of Learning and Skills, Her Majesty’s Prison Service)

Planning to improve information management within some children’s services, linking also to health services, is being undertaken in some areas.

- **Prioritising the needs of young people detained**

‘Prisons are closed organisations and operate a rigid system that dictates when young people are available for the EP to work with them’ (Head of Learning and Skills, Her Majesty’s Prison Service)

Children and young people detained may be moved between institutions at short notice which may further disrupt planning and actions to address their learning, assessment, psychological or psychiatric needs. In addition, difficulties in providing effective support to maintain the young person’s progress after completion of their sentence were identified, though EPs were regarded as particularly well placed to forge links and promote continuity through local authority EP networks.

APPENDIX 3

REPORTS ON FOUR SITE VISITS

BLAENAU GWENT SITE VISIT

The local authority of Blaenau Gwent was formed in 1996 and used to be part of a much larger LEA. It is a small authority with approximately 17,000 children aged 0-19 and 4.8 full time equivalent EPs. English is the predominant language of instruction although this is likely to change in the future if more schools become Welsh medium, although there are no immediate plans to move in this direction.. There is a Principal Educational Psychologist and three senior EPs, two of whom also hold university tutor positions on the professional training programme for educational psychologists at Cardiff University. Currently the service is fully staffed and many of the EPs have been in post for some time.

During the site visit the researcher met the PEP, Mr Tom Dyson and his team, a range of LA support staff, representatives from the Child Development Centre Team, Social Services and staff from voluntary agencies. In all there were three separate focus groups interviews, a separate interview with a child psychiatrist and a short informal meeting with the EP team.

The EP service has embraced the challenges set out in Every Child Matters and Children and Young People: Rights to Action and stresses the need to work together with other agencies to “provide and develop effective local services for children and young people”. Hence it offers support to all children aged 0-19, not solely to those who might have special educational needs, and the EPs work in a range of multi agency contexts. Indeed staff from the focus groups emphasised the success of the multi agency work in the LA and that it was facilitated by a certain degree of co-location among some of the agencies. In another focus group the comment was made that good multi agency work depends on each member of the team bringing their own distinctive expertise – “we do not want everybody to have the same expertise!” Effective multi agency work in the LA was also facilitated by what were reported to be extremely good levels of communication, trust and clear referral pathways which avoid duplication.

There was evidence of the EPs' distinctive contribution in the area of early intervention and multi agency work. In particular respondents referred to EPs' knowledge of the educational system - especially schools, their role as the link person and their skills as a team player. Others referred to the EPs' psychological skills and knowledge in cognitive assessment, child development, counselling and that they were experts in understanding the contexts – e.g. school and home and the impact they can have on children. They also have specific knowledge about the effects of psychological interventions.

Staff in all the focus groups mentioned a number of facilitators that enabled the EP services to make an effective contribution. These included the fact that the majority of EPs had been in post for some time, that they were approachable, that there was good communication between them and other agencies and that they were willing to take on new work. This was made possible as a result of a significant reduction in the amount of statutory work. In addition it was felt that the Children Act was an

important stimulus for agencies to become more open in sharing information and in breaking down confidentiality barriers. In relation to working with the Child Development Teams, a further facilitator of EPs involvement was the lack of availability of clinical psychologists who, in other authorities in England, might have been able to undertake the work currently covered by EPs.

In the analysis of responses from the focus groups only a few barriers to effective EP practice were indicated. Some of these centred on the need for more EPs (and CPs) to undertake early years work and to work in Youth Offending Teams. In addition it was felt that it was not always possible to meet the needs of children with complex and challenging needs in such a small LA. There was an interesting comment from two speech and language therapists about the work of EPs in carrying out cognitive assessments. They felt that EPs' tendency to "drift away" from straightforward cognitive assessment was a barrier to good multi agency work as they now had difficulty in using the findings to help in the diagnosis of Specific Language Impairment (SLI).

Finally there was some discussion in the focus groups about the advantages and disadvantages, in terms of delivering effective services for children, of working in a small LA. On the positive side the size of the LA had enabled the PEP to take key role in the management of services across the authority. In particular he is LA Child Protection Officer and vice Chair of Area Child Protection Committee. In addition it was evident from the discussion at the focus groups that all staff knew each other well and this helped them to work together, something that was facilitated by the small size of the authority. However some expressed concern about the problems small LAs can face in meeting the needs of children with incidence disabilities and complex needs.

BEXLEY SITE VISIT

The Educational Psychology and Assessment Service (EPAS) in Bexley includes EPs and a team of specialist teachers. There is a longstanding history of EPs being involved with multi-agency work in Bexley, which has facilitated respective understandings of potential service contributions. At present, the amount of EP time directly allocated to schools allows all EPs to be involved in work as part of integrated multi-agency teams. Some of this work is described here.

One EP is involved with partners from Behaviour Support and Education Welfare Services, Health and Social Services, in the Multi-agency Intensive Support Initiative (MAISI). The EP provides psychological consultation within the MAISI team for children where involvement by more than one agency is needed. Together with two Speech and Language Therapists (SALTs) and two Paediatricians, two EPs are involved with the Autism Assessment Service (AAS) and an initiative called Parents of Autistic Children Training and Service (PACTS). The AAS co-ordinates assessment and planning for children with complex social communication difficulties or autistic spectrum disorders and receives referrals from a range of agencies across the borough including other EPs, General Practitioners and Special Educational Needs Co-ordinators. PACTS is implemented by an Assistant Educational Psychologist who is supervised by a senior specialist EP.

The Early Years EP chairs the Child Development Co-ordination Service (CDCS) which includes a Paediatrician, SALT, Health Visitors, Occupational Therapist, Physiotherapist, Portage and Play Group workers. The CDCS co-ordinates the investigation, identification and some intervention for pre-school children's special educational needs. The Early Years EP also works with partners from other relevant agencies within the Child Development Assessment Service (CDAS) for pre-school children with complex needs, and the Child Development Opportunity Groups (CDOG) for children with delayed development. The Early Years EP's role is viewed as unique in managing these Early Years processes by its combined knowledge of child development and the full range of settings in which children may be placed and cared for.

An EP provides moderation and 'interpretation' within Bexley's Attention Deficit Hyperactivity Disorder (ADHD) Assessment Service, which also includes a Paediatrician, Child and Adolescent Mental Health Services (CAMHS), Advisory-Assessment Teachers and Social Services. The service responds to teachers', parents' or others' concerns regarding the identification and management of children showing characteristics associated with ADHD and the EP involved can also arrange liaison and support for children across all school settings through the EPAS network, as well recommending other specialist services.

The EP with responsibility for Looked-After-Children works alongside Education Liaison Officers, a designated Nurse, Social Workers, a Children's Rights Officer and a Project Officer. The EP role involves direct assessment and intervention work as well as general consultation and monitoring of children's progress, particularly where they are placed out-of-borough. It also entails a substantial planning and delivery of training across agencies and participation as a member of the borough's Adoption Panel.

An EP is linked with the Joint Communication Team (JCT) which also includes a specialist SALT, an Advisory-Assessment Teacher and Speech and Language Support Assistants (SALSAs). The JCT offers advice, support and training to nursery and school staff, parents and others who work directly with children with language difficulties.

The Principal Educational Psychologist (PEP) sits on the authority's Steering Group for development of the Common Assessment Framework (CAF) and other EPs are involved with partners from other agencies in the development and evaluation of specific aspects of CAF. EPs have taken on a particular role in relation to evaluation and the PEP is involved in evaluation of the developing Lead Professional role.

As part of capacity building work, EPs are involved in providing human resource workshops on induction, supervision, appraisal and 'moving on'; also, providing workshops on 'staying safe' and managing face-to-face violence.

In all of these multi-agency initiatives and services, stakeholders who contributed to this review place a high value upon the distinctiveness of the EP's contribution:

"EP Support is invaluable in terms of training, advisory input, adoption and fostering panel, assessment work, to improve our speed of response and our proactive approach. And now there's new work in terms of therapeutic work and because of that link we have much more contact with the psychologists in schools generally. Overall it improves the service to looked-after children and the outcomes for them...I can't praise the link highly enough and just wish that we had more" (Looked-after children social worker)

In the future, it is envisaged that delegation of funds for Special Educational Needs will facilitate development of EPs multi-agency role as they will spend less of their time in preparation of advice for the statutory assessment processes. The inception of a 'single directorate' for social and educational services to children has further promoted the imperative and facility for joint working, and the planned move towards a 'Children's Trust' is viewed as facilitating the ultimate integration of health-based services for children.

ESSEX SITE VISIT

A relatively high number of questionnaire returns was received from Essex. Responses from primary, secondary and special school Teachers, Educational Psychologists (EPs), other professionals such as Social Workers and CAMHS Workers and Managers, EP Trainers linked with Essex and the Principal Educational Psychologist, cite a range of distinctive EP work within multi-agency settings, with an identified high impact upon one or more of the ECM outcomes for children.

Educational Psychologists (EPs) in Essex are part of a multi-disciplinary team called the Special Educational Needs and Psychology Service (SENaPS), within integrated Children's Services in the County. The Educational Psychology Service (EPS) has approximately 28 fte EPs providing services direct to schools and these EPs are supported by a team of 13 Assistant EPs. All Assistant EPs receive an intensive, service level induction in order to ensure quality service to schools and to establish appropriate supervision mechanisms. Under the supervision and guidance of the qualified EPs, the Assistant EPs undertake a range of detailed work in schools, including assessment and observation, and planning and monitoring of interventions.

The Assistant EPs are supported in this work by specific EPS 'evidence based protocols', relating to areas such as interventions for autism, speech and language, literacy skills and physical/ neurological difficulties. They also carry out research work designed specifically to develop the EPS provision. The strategic development of the Assistant EP role has increased the capacity of qualified EPs to engage in integrated Children's Services, to undertake 'whole school' work, to take on specialist roles and cross-agency project management. EPs have capacity to contribute together to the County's 'Schools Causing Concern' initiative, where their distinctive contributions are highly praised by the Senior School Improvement Officer. The Assistant EP role, which is explicitly praised by schools across Essex, has been particularly important in supporting early intervention at School Action Plus, and contributing to the gathering of information for pupils who may require a statement of special educational needs, each of which requires a full psychological assessment to be drafted by a qualified EP. There are significant number of these pupils given the size of Essex with an overall 2.4% of pupils aged 5-16 with SEN.

Twenty of the posts for qualified EPs have a significant senior specialist element; the time provided to undertake the specialist work can vary but is usually between 0.3 – 0.5 of a full post. A variety of such EP specialisms has developed, forming part of multi-agency services for vulnerable groups of children such as 'Corporate Parenting Service (looked after children)', 'Integrated Support Service (children out of school)' and a 'Child and Family Consultation Service' (CFCS) within the Child and Adolescent Mental Health Service (CAMHS). Specialist EP roles are supported by research oriented 'Provision Development Groups', which also assist dissemination of specialist knowledge and practice throughout the rest of the service and with other groups of professionals. The contributions of the senior specialist posts within multi-agency work are very highly valued by other professional colleagues, and specialist EPs have developed a range of assessment, intervention, consultation, research and training activities at individual, group and organisational levels. The role of the senior specialist EPs in relation to organisational capacity building is a significant feature in all cases:

“We take an overview of all the life chances of looked after children and the psychology service has been enormously important in the development of the whole Corporate Parenting Service” (Manager of multi-agency Corporate Parenting Service)

One senior specialist EP with the CFCS also leads the County Behaviour Support Service. The important role of specialist EPs in following up training work with mentoring and supervision is highlighted by other professionals within the multi-agency networks.

Future developments for EPs in Essex are driven by the aim to reduce duplication of activity and to maximise the EPs' impact and distinctive contribution. There is to be a re-evaluation of EP roles to identify tasks where the EP contribution overlaps with that of others such as specialist teachers, e.g. attendance at some pupil Annual Reviews; strategic management of task transference where possible and more efficient role demarcations; expansion of psychological services into Extended Schools and Children's Centres; consideration of the development of supervisory roles of CFCS specialist EPs within the Behaviour Support Service.

The EPS vision for the future is that 'Every Child Matters' offers significant opportunities for the skills of psychologists and EPs are confident to work in new areas alongside a range of professionals and allied workers, as well as school staff, with children as the primary client. Service managers envisage a mixed workforce of qualified EPs, specialist posts, Assistant EPs, trainee psychologists and psychology graduates.

NEATH PORT TALBOT SITE VISIT

Neath Port Talbot, formally part of West Glamorgan, has a child population (aged 0-19) of nearly 40,000 and there are currently 6 EPs in post, a PEP, 1 senior EP and 4 main grade EPs. The service, housed in the main council offices, is part of the Education Development and Inclusion Service within the Directorate of Education, Leisure and Lifelong Learning.

During the site visit the researcher met the PEP and the EP who is part of the local authority Anti-Bullying Forum. He also held two focus groups, one containing staff who work with the anti-bullying forum and one with two child psychiatrists, 2 speech and language therapists, the head of a PRU and a support teacher for children with speech and language problems.

At both focus groups respondents had no difficulty in highlighting the EPs' distinctive contribution at a range of different levels of work. At the individual child level the comment was made repeatedly that EPs are able to carry out cognitive assessments and that they are able to interpret cognitive profiles in a way that is helpful to other professionals. Their extensive experience of working with individual children enables them to be "sensitive when dealing with schools and young people" and to be good at "teasing out the issues". In addition their broad perspective on the needs of children and of the services that are available across the LA enables them to make sound judgments as to how the most appropriate provision might be made available. This is facilitated by their close working relationships with CAMHS services and this, in particular, helps in promoting preventative work. The focus group concerned with the Anti Bullying Forum stressed the vital role that the EP had played in planning and implementing an evaluation of the initiative and that these research skills were not available elsewhere in the LA. Finally, one group member stressed the distinctive function of EPs that was related to their status in the LA - few other staff working in the LA seemed to command the same degree of status and that this greatly facilitated the work that EPs were able complete.

A number of facilitators of EP practice were identified by both focus groups. In relation to the anti-bullying forum these included the fact that EPs were wholly committed to the project and acted as the main driver. They saw it as one of their key roles and were proactive in ensuring its impact across the LA. In the second focus group staff stressed the value of the psychological assessments, their availability and willingness to attend regular meetings, the good relationships with other agencies and the stability of personnel in the LA. All members felt that they could trust the EPs to fulfil their commitments, to maintain communication and to contribute to meeting the needs of all children.

There were three barriers to effective EP practice identified by the focus groups all of which related to EPs' work in schools. First, there was concern that a Time Allocation model, whereby schools receive a specified number of visits from their EP, can be a barrier to the provision of a more broadly based service. Related to this was a concern about EP work with individual children in PRUs. Was time for this work part of the EPs allocation to the mainstream school that the child normally attended? If so, EPs would have less time to work in the mainstream school. A third barrier, raised by health service professionals, related to the fact that referrals of children to

EPs were directed through the schools. Hence, if a child psychiatrist would like an EP to see a child, the school first has to agree to this as the EP time to carry out this assessment comes out of their time allocation to the school. If schools would like another child to be seen, then the request for EP involvement from the child psychiatrist may be overlooked. All of these barriers reflect, to some extent, the shortage of educational and clinical psychologists in the local authority. However there is evidence of the EP service working actively with other professionals to find ways of overcoming them.

All those interviewed during the visits stressed the need for more Welsh speaking EPs, a problem that has been mentioned in other documents. Comment was also made about the amount of helpful guidance produced by the Welsh office and the fact that EPs and other services were able to liaise closely with the staff working in the WAG and hence were able to exert some influence over the direction of policy.

APPENDIX 4

FOCUS GROUP PARTICIPANTS

Table 4.4.1 Focus Group Participants

Participants in the Manchester Focus Group	Participants in the London Focus Group
ASPECT	Barking & Dagenham Tuition Service
Behaviour and Education Support Team Manager	EOTAS Co-Ordinator
Primary School Teacher	Head of Special Needs Assessment
Manchester Education Partnership	Inclusion and Access Advisor
School Counsellor	Group Director, Student Services
Social Worker	Local Authority Officer (Sutton)
Educational Consultant	Nursery School Head Teacher
	Reading/Behaviour and Education Support Team Manager
	Information Sharing and Assessment Project Manager

APPENDIX 5
QUESTIONNAIRE

The Department for Education and Skills (DfES) has commissioned the School of Education at the University of Manchester to review the functions and potential contribution of Educational Psychologists (EPs) in England and Wales in the light of the Government's Every Child Matters agenda for change.

In view of the significance of this review we hope that you will find time to complete this questionnaire. We are interested in the breadth of work that you undertake as an EP and would also like you to outline briefly three examples of your EP practice which you consider to demonstrate a distinctive function of the role of the EP and to add value to the Every Child Matters outcomes for children. You may use the blank space on this page and/or other paper to write any additional notes relating to these examples. If you have any documents that illustrate the detail of the work and its impact (e.g. project outline, strategy document, evaluation data, minutes of meetings, EP report), we would be grateful if you could also append these, making them anonymous where appropriate.

All information you provide will be confidential.

As part of the project we will also be carrying out some interviews, and if you would be willing to take part in these, please provide your contact details. Please return the completed questionnaire, along with any other documentation that you'd like to provide, before **31st January 2006**, in the freepost envelope provided.

Thank you for taking the time to fill out the questionnaire.

Return to: –
Freepost RLYU-KAAB-AXRC,
University of Manchester,
Shelley Darlington, School of Education,
Oxford Road, Manchester, M13 9PL

Please supply the following information:

Professional Role:

Years of experience as a qualified EP:

Which Local Authority are you based in?

Employer (please tick):

Education	<input type="checkbox"/>	Children's Services	<input type="checkbox"/>
Health Authority	<input type="checkbox"/>	Voluntary Agency	<input type="checkbox"/>
Other	<input type="checkbox"/>	Social Services	<input type="checkbox"/>

(please specify)

Name:.....

Telephone/E-mail:.....

Please note that the questionnaire contains a number of acronyms, which are as follows:

EP	Educational Psychologist
Clinical Psych.	Clinical Psychologist
Assistant EP	Assistant Educational Psychologist
CAMHS	Child and Adolescent Mental Health Services
EPS	Educational Psychology Service
CIRT	Critical Incident Response Team
YOT	Youth Offending Team
BESD	Behavioural, Emotional, Social Difficulties
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator

Inevitably the categories of EP activities listed in sections 1 and 2 are quite broad. For example, at the *systems/organisational level* you may wish to include activities such as assessment and advice-giving as part of 'consultation'. Therefore you will need to make judgements when completing these questions.

Additional Comments Box

3. Give an example of an activity or area of work which illustrates a distinctive function of the EP role and adds value to the ECM outcomes, for the following:

a) Special Educational Needs

Focus of work (Please tick):

Looked After Children YOT Other (please specify)

Parents/Carers SEBD

Please describe:

.....

What were the facilitators and barriers that affected this work?

Facilitators:.....

Barriers:.....

Other professional(s) involved:

Is/was this work 'early intervention'? YES NO

Rate the impact of this practice upon outcomes for children:

Please rate: very high 5 high 4 average 3 low 2 very low 1

	5	4	3	2	1
Be healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stay safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoy and achieve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a positive contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achieve economic well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tick the specific function(s) in this work:

- Research/ develop psychological or educational methods
- Apply psychological methods, concepts, models, theories, Knowledge
- Communicate psychological knowledge/ principles/ methods/ needs and their implications for policy
- Manage the provision of psychological systems
- Develop and train in the application of psychological skills
- Other: (Please specify)

Who else could carry out this activity with the same impact?

- Clinical CAMHS Social Specialist
- Psych. Worker Worker Teacher
- Teacher/ Assistant Don't know No-one else
- SENCo EP

Other (Please specify):

b) Multi-agency work

Focus of work (Please tick):

Parents/Carers YOT SEN SEBD Organisation

Looked After Children Other (please specify)

Please describe:

.....

What were the facilitators and barriers that affected this work?

Facilitators:.....

Barriers:.....

Other professional(s) involved:

Is/was this work 'early intervention'? YES NO

Rate the impact of this practice upon outcomes for children:

Please rate: very high 5 high 4 average 3 low 2 very low 1

	5	4	3	2	1
Be healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stay safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoy and achieve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a positive contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achieve economic well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tick the specific function(s) in this work:

- Research/ develop psychological or educational methods
- Apply psychological methods, concepts, models, theories, Knowledge
- Communicate psychological knowledge/ principles/ methods/ needs and their implications for policy
- Manage the provision of psychological systems
- Develop and train in the application of psychological skills
- Other: (Please specify)

Who else could carry out this activity with the same impact?

- Clinical CAMHS Social Specialist
- Psych. Worker Worker Teacher
- Teacher/ Assistant Don't know No-one else
- SENCo EP

Other (Please specify):

c) Strategic work and capacity building

Focus of work (Please tick):

Parents/Carers YOT SEN SEBD Schools

Looked After Children Other (please specify)

Please describe:

.....

What were the facilitators and barriers that affected this work?

Facilitators:.....

Barriers:.....

Other professional(s) involved:

Is/was this work 'early intervention'? YES NO

Rate the impact of this practice upon outcomes for children:

Please rate: very high 5 high 4 average 3 low 2 very low 1

	5	4	3	2	1
Be healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stay safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoy and achieve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a positive contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achieve economic well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tick the specific function(s) in this work:

- Research/ develop psychological or educational methods
- Apply psychological methods, concepts, models, theories, knowledge
- Communicate psychological knowledge/ principles/ methods/ needs and their implications for policy
- Manage the provision of psychological systems
- Develop and train in the application of psychological skills
- Other: (Please specify)

Who else could carry out this activity with the same impact?

- Clinical CAMHS Social Specialist
- Psych. Worker Worker Teacher
- Teacher/ Assistant Don't know No-one else
- SENCo EP

Other (Please specify):

APPENDIX 6

SUPPLEMENTARY QUESTIONNAIRE

4. Please comment on the distinctive contribution that EPs could make towards meeting the Every Child Matters five outcomes for children (be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being):

5. Identify the facilitators and barriers which can impact on the above: (e.g. delegation of funding for SEN statements, EP time on statutory work, moves to three year training including the appointment of year 2 and 3 trainee psychologists)

Facilitators:

Barriers:

6. Please identify areas of EP work which overlap with the contributions of other professionals? (e.g. specialist teacher, clinical psychologist)

7. Please indicate which of the following contexts EPs in your Local Authority (LA) work and where you think they should make a contribution:

	Does this exist in your LA?		Are EPs' in your LA involved?		Should EPs be involved in this context?		
	YES	NO	YES	NO	YES	NO	Why?
a) BEST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) YOT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) CAMHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Direct Service to Looked After Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Social Services Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Extended Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Children's fund projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Children's Centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Direct Services to Parents and Carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8a. What are the potential contributions of EPs to the operation of the Common Assessment Framework?

8b. What are the circumstances in which EPs could take the role of 'Lead Professional'?

9. With the implementation of the Every Child Matters Agenda, do you think that your Local Authority will need to employ more, the same or fewer EPs? Please give your reason.

10. Additional comments:

APPENDIX 7

TABLE OF RESPONDENTS BY LOCAL AUTHORITY AND DISTRIBUTIONS MAPS

7.7.1 Table of Respondents by Local Authority and Distributions Maps

Name of Local Authority	Schools	Local Authority	Others	EPs	PEPs	Total
Barking And Dagenham			1	2		3
Barnet	3	1		2		6
Barnsley	3		1			4
Bedfordshire	5			2	1	8
Bexley				1		1
Birmingham	6	2	4	2	1	15
Blackburn With Darwen	3	1	2	3	1	8
Blackpool				3	1	4
Bolton	1			1	1	2
Bracknell Forest		1			1	2
Bradford	7	1	1	1	1	11
Brent	8			1	2	11
Brighton & Hove	2			1		3
Bristol, City Of	2		3			5
Bromley	3		1			4
Buckinghamshire	9	1		4		14
Bury				3	1	4
Calderdale	2		1			3
Cambridgeshire	2		1	2		5
Camden	2	1	5	2		10
Cheshire	5	1	3	2		11
Cornwall	7	1	3	1		12
Coventry				2	1	3
Croydon	4		1			5
Cumbria	2		1	2	1	6
Darlington	2		1		1	4
Derby, City Of	6	3	2		1	12
Derbyshire	5	1	1	2	1	10
Devon	3		1	3		7
Doncaster	2	1		1	1	5
Dorset	2			2	2	6
Dudley	3			1		4
Durham	10		2	4	1	17
Ealing				1		1
East Riding Of Yorkshire				1	1	2
East Sussex	3		1	1		5
Enfield	6		1		1	8
Essex	5			1	1	7
Gateshead	1	1	1		1	4
Gloucestershire	3			2	1	6
Greenwich	1			3		4
Halton	1		4	1	1	7
Hammersmith and Fulham	2					2
Hampshire	8		2	4	1	15

Name of Local Authority	Schools	Local Authority	Others	EPs	PEPs	Total
Haringey	1			1		2
Harrow				3	1	4
Hartlepool	1	1	4	1		7
Havering	3		2	2		7
Herefordshire	5	1	1	4	1	12
Hertfordshire	3	1				4
Hillingdon	2	1		4		7
Hounslow	3		2	2	1	8
Humberside	3		3			6
Isle Of Wight				1	1	2
Islington	4	1				5
Kensington And Chelsea	3				1	4
Kent	11			8	1	20
Kingston Upon Hull, City Of	1			4		5
Kingston Upon Thames	1			3	1	5
Kirklees	5	1	2	1	1	10
Knowsley				3		3
Lambeth	3	1	1	1	1	7
Lancashire	4	2	2	2		10
Leeds	1	1	1	5	1	9
Leicester City	6		1	1	1	9
Leicestershire	2	1	2	6	1	12
Lewisham			1		1	2
Lincolnshire	2				1	3
Liverpool	3	1			1	5
Luton	2			2	1	5
Manchester	1	1	4	1		7
Medway	5					5
Merton				3		3
Milton Keynes	3		2	4	1	10
Newcastle Upon Tyne	3	2	1	1	1	8
Newham	3	2			1	6
Norfolk	6	3	2	5	1	17
North East Lincolnshire	1				1	2
North Lincolnshire						0
North Somerset		1	1	1	1	4
North Tyneside	1			1	1	3
North Yorkshire	7				1	8
Northamptonshire	3		2	4		9
Northumberland	2		3	2	1	8
Nottingham, City Of	1			4		5
Nottinghamshire	2	1	1	2	1	7
Oldham	1	2	1	3	1	8
Oxfordshire	7		1	2		10
Peterborough, City Of				1		1
Plymouth, City Of				2		2
Poole		1	2	1	1	5
Portsmouth	5	1	1		1	8
Reading	5	1	2	3	1	12
Redbridge	2				1	3

Name of Local Authority	Schools	Local Authority	Others	EPs	PEPs	Total
Redcar And Cleveland		1		1	1	3
Richmond Upon Thames		1	2	2	1	6
Rochdale	5			1	1	7
Rotherham				1	1	2
Rutland	1					1
Salford	1		1	5		7
Sandwell	4		1		1	6
Sefton	2			2		4
Sheffield	5		1	1	1	8
Shropshire	2			1	1	4
Slough	1	1	4	2		8
Solihull	4			5		9
Somerset	6		2	12	1	21
South Gloucestershire		1	1		1	3
South Tyneside	1		1	1		3
Southampton	1			1		2
Southend-On-Sea	4					4
Southwark				1	1	2
St Helens			1	5		6
Staffordshire	6	1	4	4	1	16
Stockport	3	1	1	1		6
Stockton-On-Tees	1				1	2
Stoke-On-Trent	1			2	1	4
Suffolk	3		3	2	1	9
Surrey	6		5	3	1	15
Sutton	3				1	4
Swindon	2	1	1	1	1	6
Tameside	2	1	2	1	1	7
Telford And Wrekin		2		2		4
Thurrock	1			1		2
Torbay	2			1	1	4
Tower Hamlets	6			1		7
Trafford	4		1		1	6
Wakefield	2			1	1	4
Walsall	4		1	1	1	7
Waltham Forest	3					3
Wandsworth	2			2	1	5
Warrington	1				1	2
Warwickshire	5	1		7	1	14
West Berkshire	1				1	2
West Sussex	2		2	3	1	8
Westminster	1				2	3
Wigan	2				1	3
Wiltshire	1		1	4		6
Windsor And Maidenhead	2		1	1		4
Wirral	1	1	1	1	1	5
Wokingham			1	1		2
Wolverhampton City Council	1		1	1		3
Worcestershire	6	1	1			8
York				1	1	2

Name of Local Authority	Schools	Local Authority	Others	EPs	PEPs	Total
Isle of Anglesey			1			1
Blaenau Gwent			1	1	1	3
Caerphilly				1		1
Colwyn Bay	2					2
Flintshire		1			1	2
Gwynedd	1	1				2
Bridgend		1		1	1	3
Cardiff	1		1	1		3
Neath Port Talbot	2	1		4	1	8
Newport	1		3			4
Powys	1				1	2
Swansea	2			2	1	5
Glamorgan	1	1			1	3
Rhondda Cynon Taff			2	3		5
Torfaen	2	1		2		5
Wrexham				2	1	3
Unknown	8	2	12	18	2	42
Total	404	64	149	276	99	983

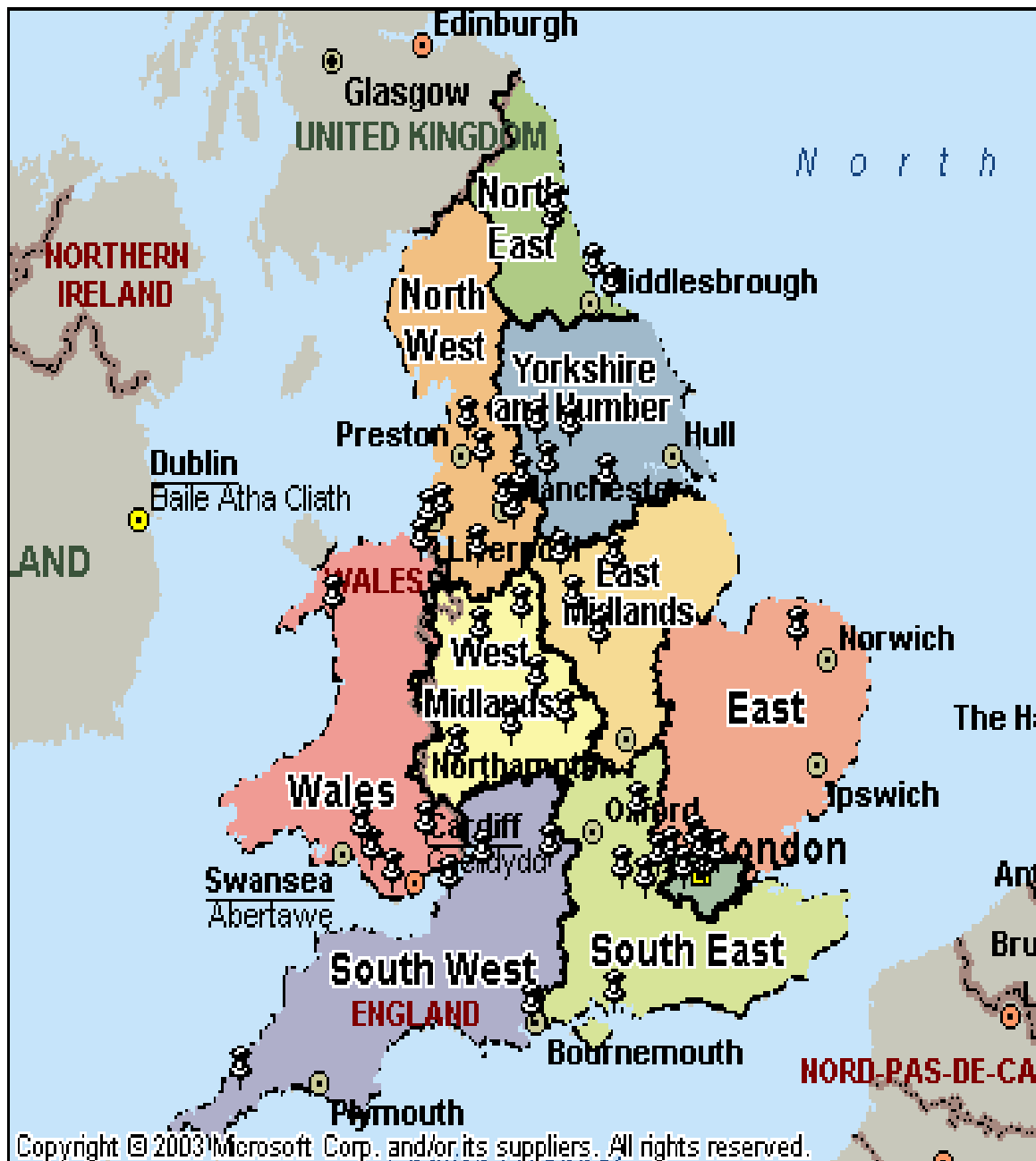
Distribution of PEP Respondents in England and Wales



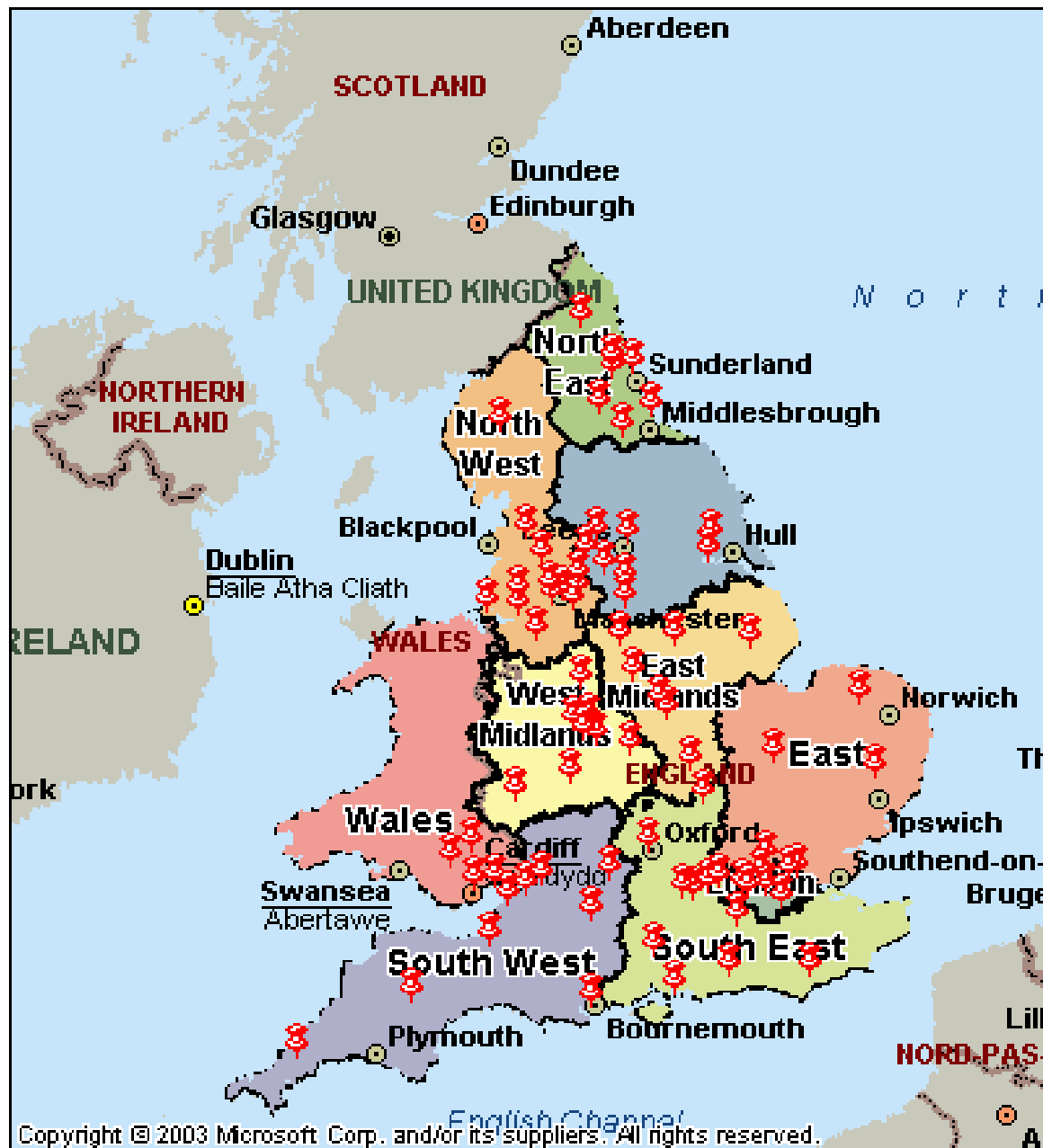
Distribution of EP Respondents in England and Wales



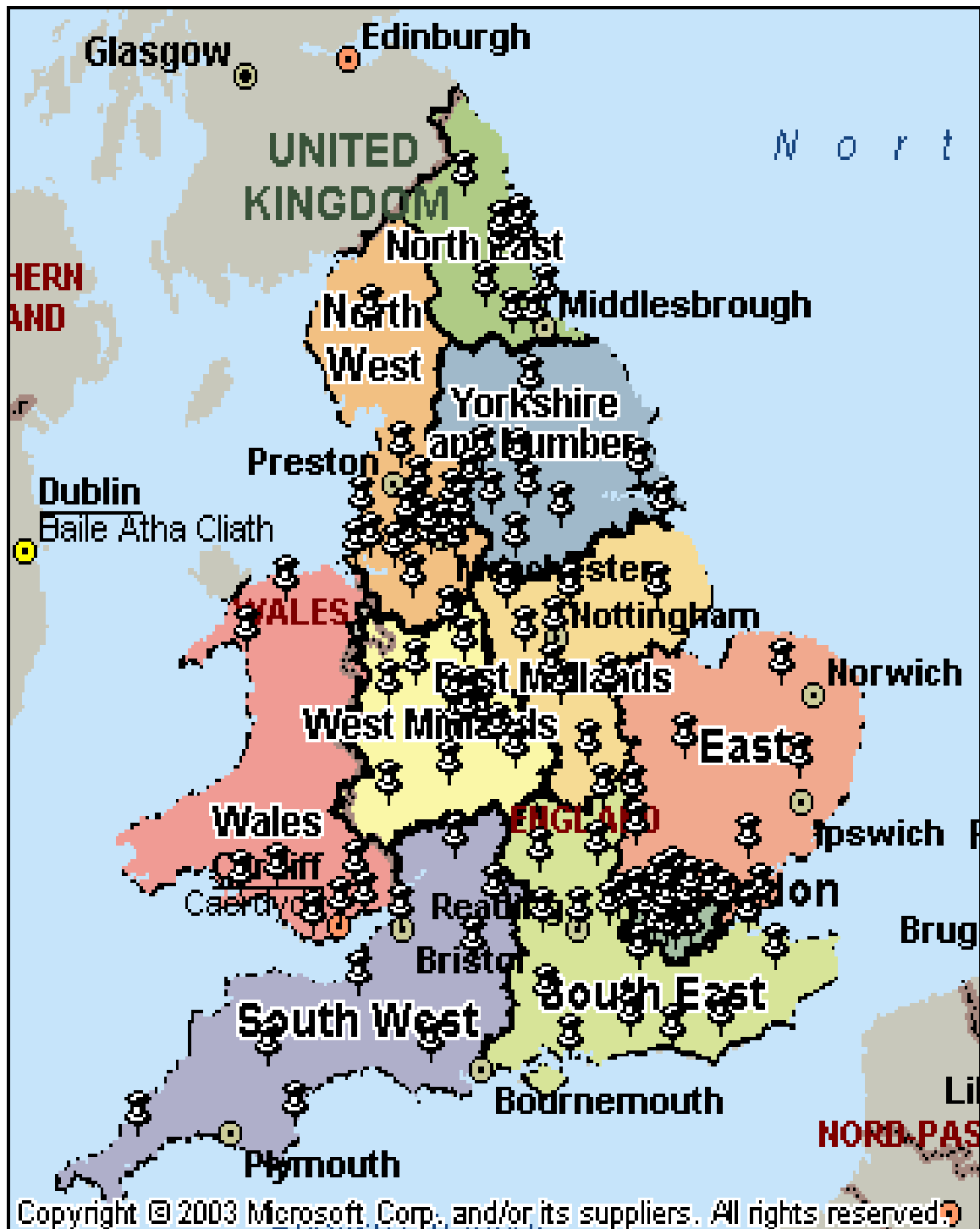
Distribution of Local Authority Respondents in England and Wales



Distribution of 'Others' Respondents in England and Wales



Distribution of School Respondents in England and Wales



APPENDIX 8

PARENT QUESTIONNAIRE

The Government's Department for Education and Skills (DfES) has commissioned the School of Education at the University of Manchester to review the contribution of Educational Psychology Services in England and Wales to children's development and achievement. As part of this review, we are seeking the views of the parents of children who have recently met an educational psychologist. Information from parents will enable us to make recommendations to the Government for the kind of educational psychology services that parents would find useful.

Your child has recently seen an educational psychologist and so the enclosed questionnaire has been passed on to you by (name of Principal), the Principal Educational Psychologist from (name of authority). We would be very grateful if you could complete the questionnaire and return it in the enclosed FREEPOST envelope (no stamp required) by **14th February 2006**.

This questionnaire has been sent directly to you from (Name of Principal) and so we do not have your name or address. No-one in your Local Authority will receive feedback about your responses. Therefore, any information you give will be confidential and anonymous.

Thank you very much for finding the time to fill in and return the questionnaire. Your views are most valuable to us and essential to the future development of the Educational Psychology Services in England and Wales.

If you have any queries concerning this project please contact:

Professor Peter Farrell (Project Director)
peter.farrell@manchester.ac.uk
or

Dr Kevin Woods (Project Manager)
kevin.a.woods@manchester.ac.uk

Return to: –
Freepost RLYU-KAAB-AXRC,
University of Manchester,
Shelley Darlington, School of Education,
Oxford Road, Manchester, M13 9PL

Please supply the following information:

1. Age of your child:yrs months

2. Gender of your child (please tick):
a boy a girl

3. Reason for your child being seen by the Educational Psychologist (please tick):
Learning Difficulties Social, emotional or behavioural difficulties

Other difficulties
(please specify).....

4. How helpful was the educational psychologist's involvement to you and to your child:

Please rate:

	<i>Very helpful</i>	<i>Helpful</i>	<i>Not particularly helpful</i>	<i>Don't know</i>
a) to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) to your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Was the educational psychologist's involvement helpful to...

Please rate:

	<i>Very helpful</i>	<i>Helpful</i>	<i>Not particularly helpful</i>	<i>Don't know</i>
a) your child's health and well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please give reason
.....

Please rate:

	<i>Very helpful</i>	<i>Helpful</i>	<i>Not particularly helpful</i>	<i>Don't know</i>
b) your child's safety and security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please give reason
.....

Please rate:

	<i>Very helpful</i>	<i>Helpful</i>	<i>Not particularly helpful</i>	<i>Don't know</i>
c) your child's achievement and enjoyment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please give reason
.....

Please rate:

	<i>Very helpful</i>	<i>Helpful</i>	<i>Not particularly helpful</i>	<i>Don't know</i>
d) your child's capacity to get on better with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please give reason
.....

Please rate:

	<i>Very helpful</i>	<i>Helpful</i>	<i>Not particularly helpful</i>	<i>Don't know</i>
e) your child's future prospects and life chances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please give reason
.....

APPENDIX 9

CORRESPONDENCE RELATING TO CHILD INTERVIEWS & INTERVIEW QUESTIONS

department for
education and skills
creating opportunity, releasing potential, achieving excellence

MANCHESTER
1824
The University of Manchester

Dear Parent,

Review of the contribution of Educational Psychology Services in England and Wales

The Government's Department for Education and Skills (DfES) has asked the School of Education at the University of Manchester to review the contribution of Educational Psychology Services in England and Wales to children's development and achievement. As part of this review, we are interviewing a selection of children who have recently met an educational psychologist. This information will enable us to make recommendations to the Government for the kind of educational psychology services that children find most helpful.

(Name of Principal), the Principal Educational Psychologist from (name of authority) hoped you may be willing to give permission for your child to take part in an interview. If you agree, they would be under no obligation to take part and could change their mind at any point. *We would be most grateful if you could complete and return the permission slip in the envelope provided by 7th February, at the end of this letter.*

The interview would be conducted by one of us in a quiet room at your child's school on a pre-arranged date in February or March and should last no longer than 25 minutes. Each interviewer is a Chartered Educational Psychologist and is known personally to (name of Principal Educational Psychologist).

Please note that we will keep all details of your child absolutely confidential. After the interview your child's name will be replaced with a number so that all their responses are anonymous. Nobody will receive any feedback about your child's responses during the interview.

The interviews with children are most valuable to us and essential to the future development of the Educational Psychology Services in England and Wales. We would be very grateful if could return the slip at the end of this letter to give permission for your child to take part.

Yours sincerely

Professor Peter Farrell
Project Director

Dr Kevin Woods
Project Manager

Please return this permission slip in the envelope provided to the University of Manchester by 7th February 2006

I do/ do not* give permission for my child to take part in an interview with a Chartered Educational Psychologist from the University of Manchester on the subject of their views about their meeting with an educational psychologist from (name of authority).

Name of Child: _____

Name of School: _____

Address of School: _____

School Class: _____

I would/would not* like to be informed of the date and time of my child's interview. If you would, please provide your name and telephone number in order that we may give you this information.

Name: _____

Telephone: _____

Signature of parent/ guardian: _____

Date: _____

If you have any queries about this project please do not hesitate to contact one of the following project team to discuss it further:

Professor Peter Farrell (Project Director)
peter.farrell@manchester.ac.uk

Dr Kevin Woods (Project Manager)
kevin.a.woods@manchester.ac.uk

* Delete as appropriate

Child Interview Schedule

Child aged Y5-Y11

Introduction

We're carrying out interviews to find out about what's helpful when educational psychologists work with children; each interview takes about 20 minutes; at random, you've been chosen to be invited to take part because you've met with an educational psychologist quite recently; I'm not going to ask you about the reasons why you met with the educational psychologist; the educational psychologist knows I'm inviting you to take part and talking to you but what we talk about and what you say will not be passed on, or available, to them in any way; we are collecting all the answers that people give in our interviews but your name will not be known by anyone other than me – we change everyone's name into a number instead, so you might be number 22, say...any questions? So, would you like to take part in the interview?; would it be OK if I take notes/ record (explain reason); is there anything you want to ask me about before we start the interview?; If there are any questions you don't want to answer just say so, that's fine.

- Do you remember meeting with (Name of educational psychologist)? (check accuracy of identification!)
- Did you meet them once, twice or more than twice?
- *Supplementary questions:*
 - *Whose idea was it for you to meet with the psychologist? Why?*
 - *Who explained the job of the psychologist to you?*
 - *What did you think about meeting with a psychologist?*
 - *What kind of things did you do with (name of educational psychologist)?*
 - *Was working with (name of psychologist) helpful in any way?*

(probe for and check ECM outcomes and psychological functions)

Health and well-being; Safety and security; Achievement and enjoyment; Getting on better with others; Improving prospects and life chances; The psychologist's assessment; What the psychologist told you; What the psychologist wrote for you; The psychologist's suggestions for help; The psychologist's support for the adults working with you

- What were the most useful/ helpful parts of what the psychologist did with you?
- Does anyone else work with you in school to help with the kinds of things that (name of psychologist) tried to help with?
- Was working with (name of psychologist) the same or different in any ways from working with them?
- From your experience, how might educational psychology services for children be improved?
- What else might you have liked/ expected the psychologist to do to help?

APPENDIX 10

ORGANISATIONS INVITED TO PARTICIPATE IN INTERVIEWS

The following 78 stakeholders were contacted and invited to participate in an interview:

- ACCAC (Wales)
- ADEW inclusion group
- Advisory Centre for Education (ACE)
- ASCL (SHA)
- Association of Directors of Education Wales (ADEW)
- Association of Directors of Social Services/Children's Services (ADSS/ADECS)
- Association of Educational Psychologists (AEP)
- Association of School and College Leaders
- Association of Teachers and Lecturers (ATL)
- Barnardos
- British Deaf Association (BDA)
- British Psychological Society - Division of Educational & Child Psychology (BPS-DECP)
- CAMHS
- Carers National Association
- Centre for Studies on Inclusive Education (CSIE)
- Childline UK
- Children and Young People: Rights to Action (Wales)
- Children Workforce Development Council
- Commission for Racial Equality
- Directors of Children's Services/ Association of Directors of Social Services
- Disability Rights Commission
- Disability Rights Commission Cymru/Wales
- Dyslexia - BDA
- Dyslexia Institute
- Equal Opportunities Commission
- Employers Organisation EP Steering Group
- Estyn (HMI Wales)
- EWS
- Head of Inclusion - Pupil Support Division
- Include
- Independent Panel for Special Education Appeals (IPSEA)
- Information for School and College Governors (ISCG)
- Kidscape
- Learning and Skills Development Agency
- Learning Skills Council
- Local Government Association and Employers' Organisation
- Mencap
- Mentoring and Befriending Foundation
- NAHT
- National Association of Principal Educational Psychologists, England (NAPEP)

- National Association of Principal Educational Psychologists, Wales (NAPEP-Wales)
- NASEN
- NASUWT
- NASWE
- National Association of Governors and Managers (NAGM)
- National Autistic Society
- National Children's Bureau/ Council for Disabled Children
- National Confederation of Parent Teacher Associations
- National Governors Council
- National Offender Management Service
- National Youth Advocacy Service
- NCVO (Vol orgs)
- NFER
- NSPCC
- National Union of Teachers (NUT)
- OFSTED/HMI Standards and Research Unit
- Parentline Plus
- Professional Association of Teachers (PAT)
- QCA
- RNIB (England)
- RNIB (Wales)
- RNID (Wales)
- RNID (England)
- Royal College of Speech and Language Therapists
- Scope
- SEN Partnerships
- Special Educational Needs Joint Initiative for Training (SENJIT)
- SNAP Cymru (Special Needs Advisory Panel)/ Parent Partnership
- TDA
- The Children's Society
- UNISON
- Welsh Assembly Government
- WELSH Language Board
- Welsh Local Govt organisation
- Who Cares Trust
- Young Minds
- Youth Justice Board for England and Wales
- Young Offenders Institution - Her Majesty's Prison Service

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