

Barnsley MBC
Educational, Child and
Community Psychology
Service (BECCPS)

Our offer to
schools



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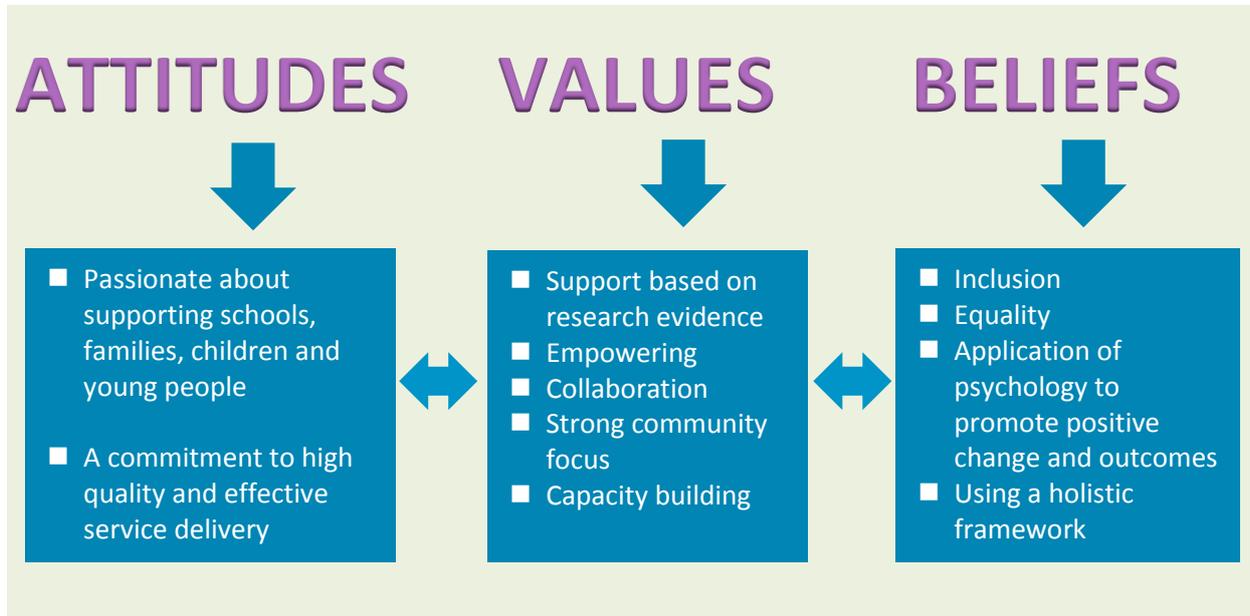
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Background

Why do we practise?



How we practise

Practice underpinned by community psychology

What is it?

Community Psychology offers a framework for working with those marginalised within society. It is a way of working that is pragmatic and holistic in how psychology is applied. Community Psychology offers an alternative to just a sole focus on individual assessment. It is *Community Psychology* because it emphasises a level of analysis and intervention beyond the individual and their immediate interpersonal context, whilst bearing in mind that the individual and his/her presentation and wellbeing are integral to a full understanding of their needs (eg group interventions, consultation work, organisation/systemic practice - see menu of support for further examples). It is *Community Psychology* because it is nevertheless concerned with how professionals, parents and children and young people (CYP) feel, think, experience, and act as they work together creating more sustained outcomes for the CYP we serve.

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Professional practice

Who we are

We are professionally trained psychologists with experience of working with children, young people, schools and families in a wide range of contexts.

We are registered with, and regulated by, the Health and Care Professions Council. Educational, Child and Community Psychologists (ECCPs) use their knowledge of psychological theory and research and their experience to develop ways of understanding and enhancing the learning and emotional wellbeing of children and young people.

What we do

ECCPs can support you to address your concerns in relation to a wide range of child and adolescent development issues, SEN and community issues. Children and young people's needs are defined by a complex interaction of systems.

Difficulties they experience do not exist in isolation from school, family and community, and this has important implications for how ECCPs work with those who seek their help.

Crucial to the work of an ECCP is collaboration with parents and with a range of other professionals, as well as engaging the voices of children and young people in relation to their needs.

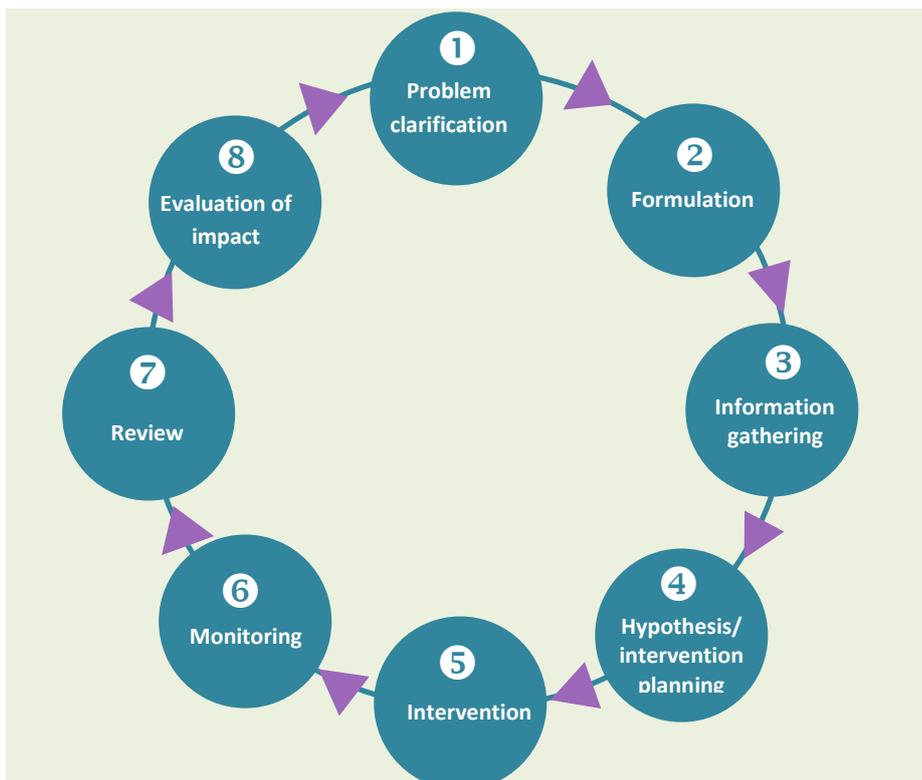
How we do it

ECCPs work across three levels of service- at the individual group, organisational/strategic and community levels. The nature of the work that is undertaken by ECCPs can include consultation, assessment, intervention and review, research, and development and training.

ECCPs not only undertake reactive work to support you with the immediate issues and needs that you may be facing, but also undertake a wide range of early intervention and preventative work.

Practice process

Our service follows the Division of Educational and Child Psychology Guidelines for best practice in that we will engage in the following process, which ensures that issues will be thoroughly explored, ways forward identified, and evaluation of impact recorded.



Unique contribution

BECCPS believes strongly that we are able to provide a type of service that is unique and cannot be replicated by other services in terms of the range of work that is delivered. Below are a number of examples:

- the application of psychology to: 1) enhance the outcomes for children and young people; 2) support school systems in developing inclusive education and enhancing pupil attainment
- we have the skills to deliver a range of interventions that can develop CYP’s thinking skills, learning capacity and emotional wellbeing
- we are trained researchers and can therefore provide important information if given an opportunity to practise in this way (see menu of support for example)
- ability to provide advice in a diverse range of areas
- we provide a distinctly holistic approach to understanding child development
- we are trained to administer and analyse specialised psychological assessments.

Structure and members

Team structure

From 1 April 2016, BECCPS will be expanding into the structure formulated below. BECCPS is currently recruiting a Lead Educational, Child and Community Psychologist and Main Grade Educational, Child and Community Psychologist. These additions will add further depth and capacity to the team.



Dr Ben Powell, Principal Educational Child and Community Psychologist

Interest areas: Supporting CYP emotional wellbeing; case-study research within schools; deaf education; literacy development, working with CYP victims of abuse and narrative therapy.

Publications: **Gibbs, S and Powell, B (2011)** Teacher efficacy and pupil behaviour: The structure of teachers' individual and collective beliefs and their relationship with numbers of pupils excluded from school.

British Journal of Educational Psychology, 82 p564-584

Joanne Patterson, Lead Educational Child and Community Psychologist

Interest areas: supporting children and young people in the youth justice system; supporting emotional wellbeing in children and young people; group work; dynamic learning assessment of children and young people; behaviour management.

Dr Leanne Staples, Educational Child and Community Psychologist

Interest areas: supporting the social, emotional and mental health needs of CYP; exploring functions of behaviour; attachment; therapeutic work eg narrative approaches, PCP, CBT; group work; working with hard to reach families; supporting vulnerable groups, eg children in care, young offenders, school refusers, new communities and ethnic minority groups; staff wellbeing; early years; systemic work; consultative approaches.

Dr Debra Marriott, Educational, Child and Community Psychologist

Interest Areas: Social Care Work (eg supporting LAC within school settings, (care settings); mindfulness approaches to supporting pupils' educational development; supporting pupils with visual/hearing impairment; effective teaching and learning, neuroscience; pupil voice; emotional literacy; memory; attachment; school phobia/refusal; collaborative learning.

Current LA practice area: Debra is a member of the Adoption Panel.

Jo Wong, Educational, Child and Community Psychologist

Interest Areas: attachment; critical incident; early years developmental work; Foetal Alcohol Syndrome disorders; gifted and talented; premature births and the changing profile of learning disorders; supervision of Trainee Educational Psychologists; supporting vulnerable groups (ethnic minority youngsters, EAL).

Lesley Godson, Educational Child and Community Psychologist

Interest Areas: speech and language development in CYP; emotional literacy; acquired brain injury; solution focused interventions/ consultation; group work; bereavement; cognitive behavioural therapeutic approaches; early years work; selective mutism; circle of friends intervention.

Mike Kruszynski, Educational, Child and Community Psychologist

Interest Areas: Supporting CYP with Autistic Spectrum Disorders within early years and school settings; cognitive development in CYP; acquired brain injury; neuro-psychology and learning development in CYP; court work including attachment issues in public and family court cases. Critical incident input.

Dr Francine Wint, Educational, Child and Community Psychologist

Interest Areas: attachment; bereavement; domestic abuse; working with hard to reach/engage families - systemic and community based work; parenting groups; schools as systems - eg research and revising policies; staff support and stress; eliciting the voice of the child and involving the child in decisions; therapeutic work eg narrative therapy, therapeutic stories, PCP, CBT; group work; selective mutism; identity of PMLD children.

Current LA Practice Area: Francine partly works within the Family Intervention Service supporting the Troubled Families programme.

Dr Catherine Hallam, Educational, Child and Community Psychologist

Interest Areas: Supporting CYP in the youth justice system; supporting emotional wellbeing in CYP; group work; dynamic learning assessment of CYP; behaviour management.

Current LA Practice Area: Cathy works one day per week for the Youth Offending Team.

Jemma Taylor, Trainee Educational, Child and Community Psychologist

Jemma works three days per week for BECCPS. Jemma is a Y2 Trainee Educational Psychologist who is studying at Nottingham University. Jemma's doctoral research thesis addresses early years and language development.

Traded services offer

Educational, Child and Community Psychology Service (ECCPS) expertise can be bought. We offer a diverse range of packages depending on the level of support which you feel you need. Your purchased time can be used for a wide range of work at the individual, group and organisational levels. Our highly skilled team will work closely with you to ensure that you receive a bespoke service which is tailored to meet the needs of all those involved in the learning community and wider community. For those purchasing additional services, we will ensure that all maternity leave is covered and that sick leave is covered if it is expected that it will be for an extended period of time. It is also worth noting that the greater the level of service that is purchased, the greater the discount we can offer due to the reduction in our 'on costs'.

You can use the Pay As You Go (PAYG) service when required, but this will be determined by capacity and cannot be guaranteed. Schools are strongly advised not to rely on this availability and to plan ahead for anticipated ECCPS support at a lower cost.

Below you will find an overview of the packages which can be purchased and a menu of the vast array of work we can deliver.

This menu can help inform how you want to use the days you purchase for ECCP support. It is important to note that ideally we would prefer you to commit to purchasing our services for the next financial year (1 April 2016- 31 March 2017) before 1 April. However, we recognise the need to be flexible and appreciate that you may wish to purchase our services during the financial year. Therefore we will endeavour to accommodate this need if required.

Costs when purchasing days

Package of service	ECCPS 1	ECCPS 2	ECCPS 3	ECCPS 4	ECCPS 5	Pay as you Go
What is included	Our specialist team provides a core offer to all maintained schools and academies in Barnsley	A total of 3 days per financial year (equivalent to 1 day per term)	A total of 6 days per financial year (equivalent to 1 day per half-term)	A total of 19 days per financial year (equivalent to 1day per fortnight)	A total of 26 days per financial year	You may wish to 'Pay As You Go' when required. Schools are strongly advised to plan ahead for anticipated ECCP support at a lower cost. A day consists of 6 hours.
Costing	N/A	£1,650 (daily rate of £550)	£3,210 (daily rate of £535)	£9,880 (daily rate of £520)	£13,520 (daily rate of £520)	£650

All costs are exempt from VAT

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As a school you may **not** wish to purchase the number of days outlined in the packages above. Thus, you have the option to buy the number of days of **your choice**. The costs for this option are tabulated below.

Number of Days	1-5 Days	7-18 Days	20-26 Days
What is included	You will negotiate with your allocated ECCP when you wish to use your purchased time	You will negotiate with your allocated ECCP when you wish to use your purchased time	You will negotiate with your allocated ECCP when you wish to use your purchased time
Costing	£550 day rate	£525 day rate	£520 day rate

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Menu of support

Learning and cognition

Example areas

- Acquired Brain Injury
- Dyslexia friendly classrooms
- Gifted and talented
- LAC
- MLD
- PMLD
- Pupils/CYP experiencing any physical/medical/sensory/developmental difficulties
- SLD

Individual level work

- Specific learning difficulty assessment (eg dyslexia assessment, literacy/numeracy based assessment)
- Cognitive functioning and ability assessment (standardised)
- Dynamic assessment of child/young person learning. Providing information regarding how a child learns
- Observational based assessment of learning capacity
- Specific memory based assessment
- Individual sessions to enhance pupil motivation, engagement, information retention, efficacy and esteem
- Individual play based learning assessment
- Exam concessions

Group level work

- Thinking skills group sessions (eg x3, x6 sessions)
- Improving memory and concentration groups (eg x3, x6 sessions)
- Enhancing motivation groups (x 3, x6)
- Enhancing self-esteem and self-efficacy in relation to learning and engaging in work (group sessions)
- Team building and collaborative learning group

Organisational and strategic work

*1 hour twilight, ½ day or full day training in the following areas:

Approaches to teaching and learning for:

- gifted and talented pupils/CYP
- pupils/CYP experiencing SLD
- pupils/CYP experiencing MLD
- looked after children
- pupils/CYP experiencing Acquired Brain Injury
- pupils/CYP experiencing numeracy and/or literacy difficulties
- dyslexia
- classroom differentiation
- precision teaching
- memory
- enhancing student motivation

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Emotional health and wellbeing

Example areas

- ADHD
- ASC
- Anger management
- Anti-social behaviour
- Attachment difficulties
- Anxious school refuser
- Bereavement and loss
- Challenging behaviour
- Developing social skills and friendships
- Emotional literacy
- Depression/low mood
- Harmful sexual behaviour
- Perceived bullying
- Risk of exclusion
- Experience of domestic abuse
- Self -efficacy
- Self-esteem
- Self -injurious behaviour

Individual level work

Working therapeutically with a pupil (eg x3 sessions; x6 sessions; x12 sessions) addressing one or more of the listed issues. Therapeutic areas include: 1) **CBT** approaches; 2) **Narrative Therapy** approaches; 3) **Therapeutic Stories**; 4) **Personal Construct** approaches; 5) **Solution Focused** approaches; 6) **Play Based** approaches; 7) **Art Based** approaches; 8) **Mindfulness** approaches

- Observation of pupil with a presenting difficulty and subsequent consultation with key people in the pupil's life
- Functional behavioural analysis of young person in context
- Individual pupil risk assessment
- Individual sessions to plan how to improve social skills
- Develop 'social stories' to enable individual pupils/CYP to access particular social situations

Group level work

Working therapeutically with a group of pupils/CYP (eg x3 sessions; x6 sessions; x12 sessions) addressing one or more of the above listed issues (see example issues). Therapeutic areas include: 1) **CBT** approaches; 2) **Narrative Therapy** approaches; 3) **Therapeutic Stories**; 4) **Personal Construct** approaches; 5) **Solution Focused** approaches.

- Delivery of nurture groups to address the development of social skills and communication/ language development
- Circle of friends group intervention

Organisational and strategic work

*1 hour twilight, ½ day or full day training/workshops in the following areas:

- Enhancing pupil self-efficacy
- Enhancing pupil self-esteem
- Enhancing pupil emotional literacy

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	<ul style="list-style-type: none"> ■ Supporting pupils/CYP experiencing bereavement ■ Supporting anxious school refusers ■ Managing/supporting pupils/CYP with ADHD ■ Managing/supporting pupils/CYP with ASC ■ Managing/supporting pupils/CYP with attachment difficulties/disorders ■ Supporting pupils/CYP who display self-injurious behaviour ■ Depression/low mood ■ Managing extreme and challenging behaviour
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Sensory difficulties

Example areas	<ul style="list-style-type: none"> ■ Hearing impairment ■ Visual impairment ■ Promoting deaf education ■ Sensory difficulties
Individual level work	<ul style="list-style-type: none"> ■ Individual assessment (cognitive, dynamic, play based, observational) to develop strategies that can enhance successful inclusion. ■ Individual sessions to develop coping strategies
Organisational and strategic work	<p>*1 hour Twilight, ½ day or full day training/workshops in the following areas:</p> <ul style="list-style-type: none"> ■ Supporting pupils/CYP who experience hearing impairment ■ Supporting pupils/CYP who experience visual impairment

Medical/physical/developmental difficulties

Example areas	<ul style="list-style-type: none"> ■ Acquired brain injury ■ Autism spectrum conditions (ASC) ■ Cerebral palsy ■ Epilepsy ■ Foetal alcohol syndrome ■ Genetic conditions
Individual level work	<ul style="list-style-type: none"> ■ Individual assessment (cognitive, dynamic, play based, observational) to develop strategies that can enhance successful inclusion. ■ In the case of Acquired Brain Injury, specific assessments conducted in line with medical and neurological research into likely areas affected by this form of injury

Group level work	<ul style="list-style-type: none"> ■ Group intervention to develop ASC pupils/CYP capacity to interact using 'role play'. ■ Group intervention to support anxiety reduction for pupils/CYP experiencing ASC.
Organisational and strategic work	<p>*1 hour Twilight, ½ day or full day training/workshops in the following areas:</p> <ul style="list-style-type: none"> ■ Educating pupils/CYP who experience Autism Spectrum Conditions (ASC) ■ Educating pupils who experience Downs Syndrome ■ Educating pupils who experience Acquired Brain Injury ■ Educating pupils who experience Foetal Alcohol Syndrome

Communication and language

Example areas	<ul style="list-style-type: none"> ■ ASD ■ Developing expressive language ■ Developing comprehension ■ Developing socialisation skills ■ English as an additional language (EAL) ■ Selective/elective mutism
Individual level work	<ul style="list-style-type: none"> ■ Individual assessment that examines what underlying psychological/cognitive/social factors contribute toward elective/selective mutism ■ Assessment to provide information as part of the ASC diagnostic process ■ Individual social communication assessment ■ Individual assessment examining to what extent the pupils/CYP difficulties are associated with EAL or cognitive functioning
Group level work	<ul style="list-style-type: none"> ■ Nurture groups (x3, x6 sessions) to develop pupil's communication and language skills ■ Intervention group to help pupils/CYP experiencing mutism develop skills to verbally communicate
Organisational and strategic work	<p>*1 hour Twilight, ½ day or full day training/workshops in the following areas:</p> <ul style="list-style-type: none"> ■ Educating pupils who experience selective/elective mutism ■ Educating pupils with English as an additional language (EAL)

Community practice

Example areas

- Working with hard to reach families
- Working with asylum seekers
- Working with traveller communities
- Contributing toward child in need, child protection and LAC casework
- Facilitating parent support groups on specific issues
- Supporting victims of domestic abuse
- Working with children who engage in harmful sexual behaviour
- Psychological interventions with the family
- Working with young offenders

Individual level work

- Individual sessions with parents (e.g. x3, x6 x12 sessions) to develop strategies to support the child/young person's difficulties within the home
- Individual sessions with parents to enhance their self-esteem and confidence regarding parenting
- Individual sessions with parents who have been subjected to domestic abuse
- Individual sessions with parents who have committed domestic abuse
- Work with parents to further develop their understanding of how abuse impacts on their child's emotional development and behaviour
- Working with young offenders and children who engage in harmful sexual behaviour to support successful re-integration into school

Group level work

- **Filming parent/child play** sessions and then reflecting with parent and child to develop more effective and constructive parenting approaches)
- Group sessions with parents (eg x3, x6 x12 sessions) to develop strategies to support the child/young person's difficulties within the home (see different example areas in the yellow boxes)
- Group sessions with parents to enhance their self-esteem and confidence regarding parenting
- Group sessions with parents who have been subjected to domestic abuse
- Group sessions with parents who have committed domestic abuse
- Work with groups of parents to further develop their understanding of how abuse impacts on their child's emotional development and behaviour
- Family intervention work (eg. therapeutic conversations, facilitating family activities) to address complex family issues (eg drug abuse, domestic violence, offending behaviour, unemployment, emotional wellbeing)

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Research and project work

Example areas	<ul style="list-style-type: none"> ■ Case-study research ■ Action research ■ School policy development
Organisational and strategic work	<p>Consultative role to develop strategy, policies and protocols within school covering the following areas:</p> <ul style="list-style-type: none"> ■ bullying ■ behaviour ■ learning support units ■ behaviour support units ■ self-harm <p>Lead/deliver action research that will investigate a particular issue within school and provide detailed explanations. Issues might include:</p> <ul style="list-style-type: none"> ■ low attainment in a particular group (eg SEN, LAC, ethnic minorities, EAL). ■ behaviour management ■ pupil attendance ■ parent aspiration ■ teacher performance and capabilities
Local area work	<p>Clusters/localities/Trusts of schools may wish to purchase a selection of training packages over the financial year</p> <p>Clusters/localities/Trusts of schools may wish to purchase a piece of research to investigate a particular issue</p>

school staff focused

Example areas	<ul style="list-style-type: none"> ■ Supervision ■ Staff 'drop- in sessions' ■ Mediation work ■ Stress management
Individual level work	<ul style="list-style-type: none"> ■ Working with individual staff members to manage stress ■ Working with individual staff members to develop strategies/ideas/ways forward regarding pupils/CYP causing concern. This can include work with teaching staff, non-teaching staff and/or pastoral staff. (Consultation Service Model) ■ Open door staff drop in sessions to discuss pupils/CYP causing concerns
Group level work	<ul style="list-style-type: none"> ■ Circle of adults problem solving session with a group of teachers to discuss a pupil causing concern ■ Solution focused group problem solving sessions regarding a pupil causing concern

	<ul style="list-style-type: none"> ■ Facilitate a mediation meeting to address issue/tension/conflict between a parent and school ■ Working with groups of staff members to manage stress
Organisational and strategic work	<p>*1 hour Twilight, ½ day or full day training/workshops in the following areas:</p> <ul style="list-style-type: none"> ■ Staff motivation ■ Staff efficacy and collective efficacy ■ Support SENCo development

I want to purchase days - what do I do?

To ensure we can effectively plan our capacity to meet demand and have appropriate levels of staffing to meet your requirements, we would prefer you to commit to purchasing our services for the next financial year (1 April 2015- 31 March 2016) before 28 February 2015.

The process we suggest if you would like to purchase our service for the next financial year is as follows:

1. decide which ECCPS day package you would like and email this information to Admin-EducationPsychologyService@barnsley.gov.uk. (if you would like to discuss this before you send your request, please contact your link ECCP or the Principal Educational Child and Community Psychologist [PECCP]).
2. a) If you have an existing contract, and you have not made contact by the end of February, our Business Support Officer or PECCP will contact you to ascertain whether you want to renew the contract for the next financial year, incorporating any amendments you wish to make.
b) If you don't have an existing contract with Barnsley ECCP services, and want to purchase our range of services, then please contact us on the email in point 1.

Once you have notified us of your requirements, a contract will be sent for you to sign.

3. When the contract is signed and returned, you will be invoiced. Payment will be required within 30 days.
4. Your allocated Educational, Child and Community Psychologist will contact you to arrange an initial meeting or phone conversation to further discuss, plan and negotiate when to deliver the work throughout the period of the contract.

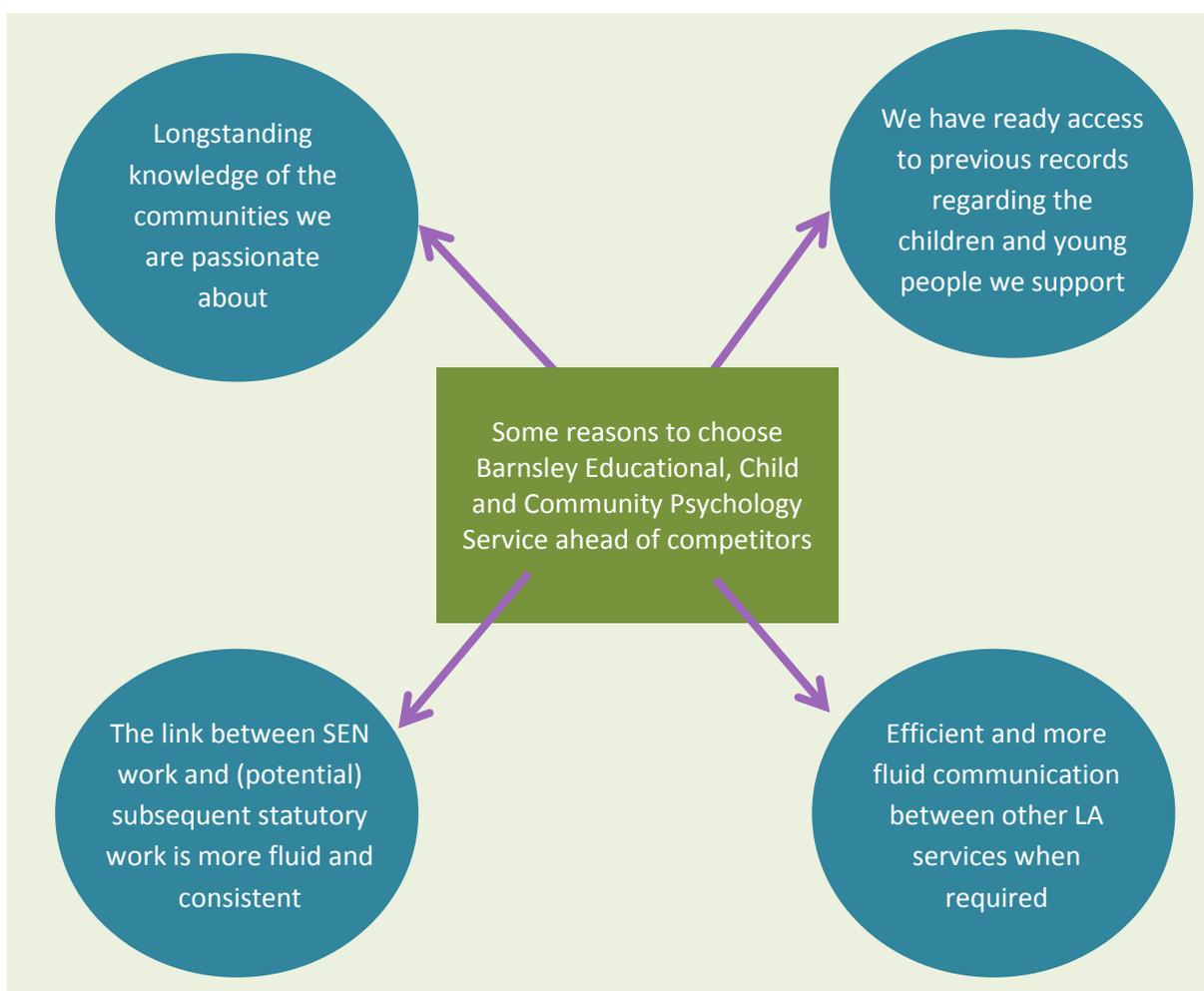
Finally, we will endeavour to fulfil your preference for a given ECCP if requested. However it may be that another ECCP has a particular specialism in the area you have chosen for an ECCP to support you with. Therefore, on some occasions, you may be allocated a different ECCP to cover specific pieces of work to ensure that you are provided with a high quality service.

Delivering training

You may wish to use some of your purchased time to access twilight, half-day or full-day training in a particular area (see tabulated menu of support for overview of areas that can be covered in training). Training in any area will be specifically tailored to meet the requirements of your school (eg age range, type of staff, and topics covered within the area). The Educational, Child and Community Psychologist will have a discussion with you about this if you choose to purchase training from our service.

Our general approach is that if you decide to access training, the allocated ECCP will wish to conduct a needs analysis within the school to fully ensure that any specific areas/topics are covered as identified in the needs analysis. For example, if a school wishes to purchase twilight training on 'Memory'. The needs analysis may identify that the focus needs to be on 'working memory' particularly in relation to literacy development as attainment in this area throughout the school has not been as productive as hoped. Essentially, the needs analysis is about ensuring that you maximise the ECCP's knowledge base and you get value for money.

Why purchase BECCPS over other service providers?



Statutory and core service offer

Work with children and young people which is directly funded by Barnsley Metropolitan Borough Council (BMBC)

BECCPS are currently able to deliver the following statutory work support to all maintained schools and academies:

- complete assessments, as appropriate, for children and young people where statutory assessment (or re-assessment) has been agreed by the local authority Needs Assessment Panel to inform the Educational Health and Care Needs assessment process, under the Children's and Family Act 2014 (see model on next page)
- attend and/or provide professional advice for SENDIST procedures

As directed by **the council**, we may also:

- provide advice on meeting the needs of a pupil with a Statement of SEN or EHCP
- provide advice (which may include assessments and reports) for Annual Review meetings
- attend Annual Review meetings
- provide advice (which may include assessments and reports) to help inform appropriate pupil educational placements

The council may direct involvement as outlined above, through Provision Panel and Resource Allocation Panel, following consideration of several of the following circumstances/criteria:

- the CYP's educational placement has broken down (mainstream or specialist) and the local authority's Provision Panel requires ECCP assessment to help inform what provision that CYP may require in the future
- the CYP has displayed prolonged absences from the educational setting
- the CYP is highly vulnerable to not being in employment, education or training
- the CYP is in Public Care or under a Child Protection Plan
- the CYP has not accessed ECCP assessment for a prolonged period of time
- there are serious and sustained concerns regarding CYP's academic development
- there are serious and sustained concerns regarding CYP's mental health/emotional wellbeing/behaviour
- the CYP is at risk of fixed term or permanent exclusion
- a change in the CYP's circumstances which has had a significant impact upon their needs

Our service provides an additional 'core offer' to schools which essentially provides up to 1 ½ hour for a 'planning meeting'. The planning meeting provides an opportunity for discussions around potential statutory work and traded work twice per financial year. Furthermore, BECCPS core offer also responds to critical incidents within service guidelines.

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General information about providing psychological advice as requested from the Needs Assessment Panel (NAP)

The purpose of a statutory assessment (or re-assessment) of special educational needs under the Children and Families Act 2014 is to gain a clear picture of the child/young person as a whole person in terms of educational and social strengths, as well as educational weaknesses and difficulties.

Section 9 of the SEN Code of Practice: 0 to 25 years stipulates that the local authority must gather advice from relevant professionals about the child or young person's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet identified needs and achieve desired outcomes.

In addition, it is stipulated that the LA must seek psychological advice and information from an educational psychologist who should normally be employed or commissioned by the LA and the educational psychologist should consult any other psychologists known to be involved with the child or young person.

The educational psychologist must provide their advice to the LA within six weeks of the request being made, unless exceptional personal circumstances affect the child/young person or the parents during a six-week period or the child/young person or the parents are away from the area for a continuous period of more than four weeks during the 6-week period.

The SEN Code of Practice: 0 to 25 also states that the Education Health and Care Needs Assessment process should be underpinned by a 'tell us once' approach and so the local authority must not seek further advice if such advice has already been provided (for any purpose) and the person providing the advice, the local authority and the child/young person's parent or the young person are all satisfied that it is sufficient for the assessment process.

Furthermore, section 9 of the SEN Code of Practice: 0 to 25 indicates that any advice provided should be clear, accessible and specific and should provide advice about outcomes relevant for the child/young person's age and phase of education, and strategies for their achievement.

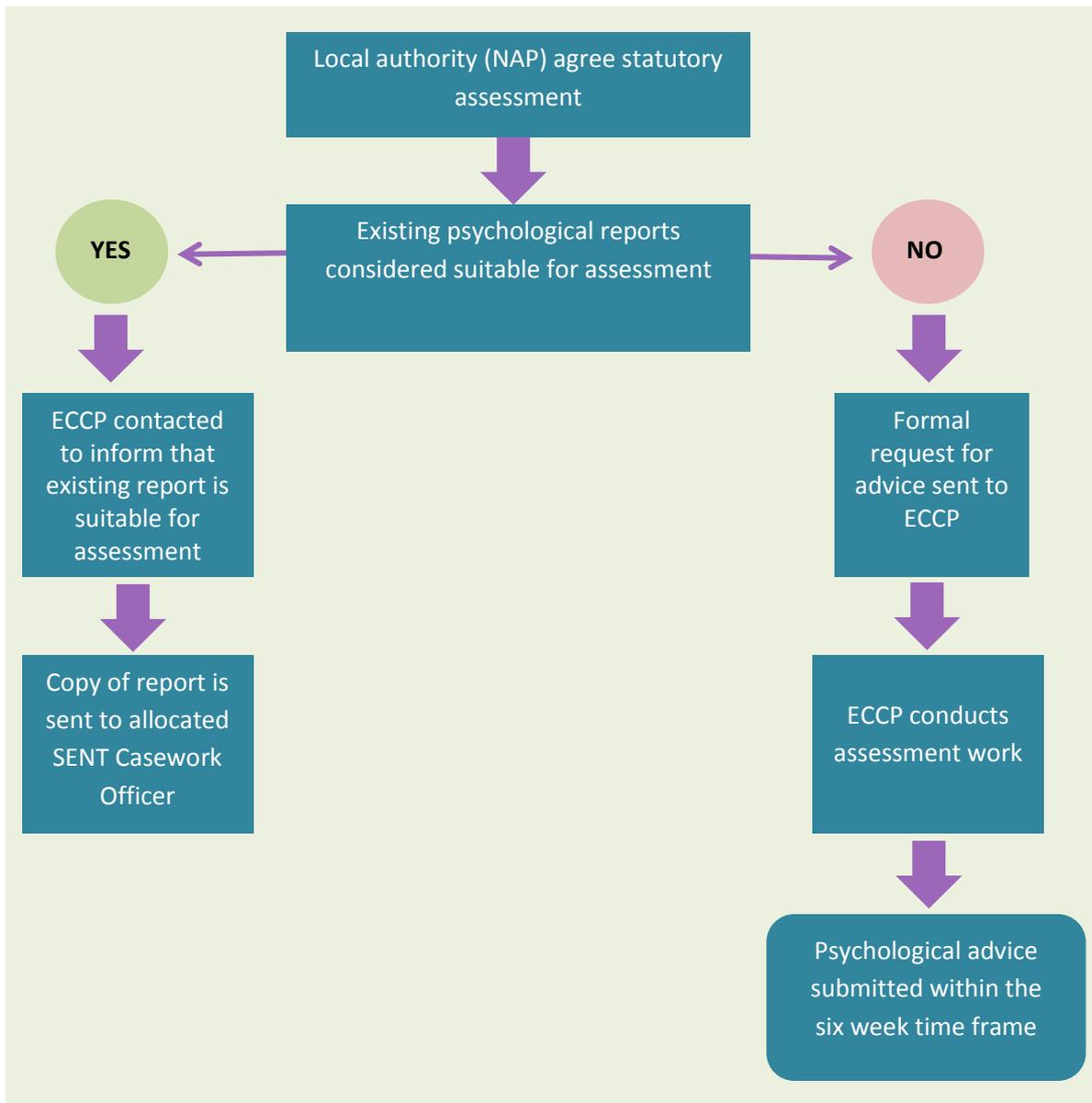
ECCP reports will therefore be written in straightforward language, avoiding the use of jargon so that they can be clearly understood. Included within the reports will be advice specifically within the professional's expertise and they may comment on the amount of provision they consider a child or young person potentially requires. Care will be taken to avoid subjective descriptions or judgements. There will also be a clear indication of the sources of information that are being used in drawing up the advice.

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At a glance model of ECCPS involvement in statutory assessment process



If you require further clarification regarding any information within this document, Please do not hesitate to contact Ben Powell, Principal Educational, Child and Community Psychologist.

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