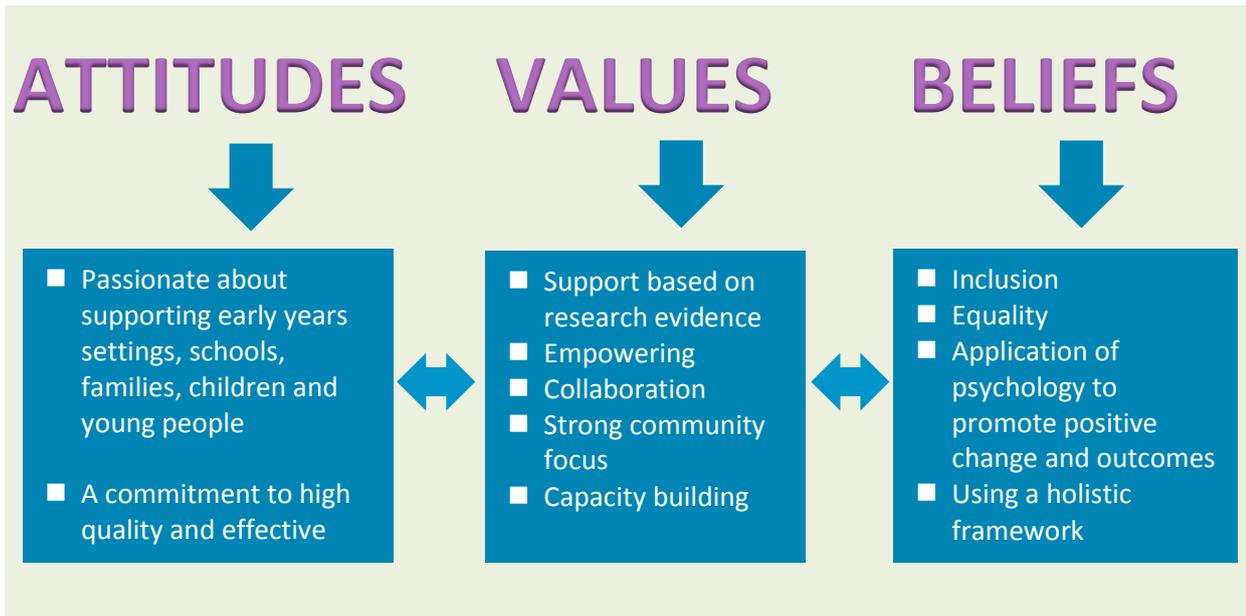


Barnsley MBC
Educational, Child and
Community Psychology
Service (BECCPS)

Our offer to
early years
settings



Why do we practise?



included

inspired

involved

Professional practice

Who we are

We are professionally trained psychologists with experience of working with children, young people 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 development issues, SEN and community issues. Children and young people's needs are defined by a complex interaction of systems.

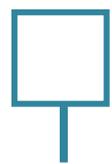
Difficulties they experience do not exist in isolation from nursery, school, family and community, and this has important implications for how ECCPs work with those who seek their help.

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.



Early Years Service Offer

Barnsley Educational Child and Community Psychology Service (BECCPS) are committed to working with Early Years settings to help children achieve the best possible educational and other outcomes. We strongly believe that we are able to provide service to support settings in meeting the needs of children with SEN. As reinforced in the 'Special educational needs and disability (SEND) code of practice: 0 to 25 years', the benefits of early identification are widely recognised. BECCPS can work in a range of ways to help settings identify need at the earliest possible point, develop understanding of that need, and plan effective inclusive practice to best meet those needs.

Below are a number of examples of the unique ways we can support settings to meet the needs of children:

- apply psychology to enhance the outcomes for children and families and support settings in developing inclusive education and enhancing child development
- deliver a range of interventions that can develop children's thinking skills, active learning skills through play and exploring, communication and language skills and personal social and emotional development
- provide specialist advice in a diverse range of areas, and support children who are struggling to access the Early Years Foundation Stage and meet their early learning goals
- provide a distinctly holistic and contextual approach to understanding child development
- administer and analyse specialised psychological assessments that may further inform observational and/or play based assessments

Menu of support

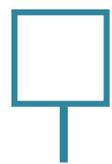
We are committed to working in line with the SEND code of practice to support settings to promote the development of confident young children with a growing ability to communicate and a readiness to transition to compulsory education.

The Educational Child and Community Psychologist (ECCP) can support settings with their implementation of the graduated approach to Special Educational Needs. The ECCP can work with the SENCO to consider practice within the cycle of **Assess Plan Do Review**, where decisions and actions are revisited, refined and revised with a growing understanding of the child's strengths and difficulties. The ECCP can work in a range of ways with the setting and families to further understanding of SEN of children, consider outcomes and develop strategies, approaches, and where needed, interventions to help children meet those outcomes. The ECCP is committed to supporting settings to develop a clear approach to identifying and responding to SEND by helping identify need at the earliest point and developing provision that maximises learning and development. Where needed the ECCP can support settings to assess emerging concerns, determine causal factors and develop and implement targeted plans within the 'assess plan do review' cycle.

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The following grid gives examples of areas we can offer psychological advice and support in, along with the sort of work we can do within those areas of need:

Early Years

Areas of Need

- Developmental delay
- Autism
- Challenging behaviours
- Enhancing self-esteem
- Attachment difficulties
- Developing nurture based approaches
- Social and Emotional difficulties
- Specific or general language and communication difficulties
- Attention and focus difficulties
- Anxious and withdrawn behaviours
- Immature play skills
- Accessing continuous provision
- Learning and progress in relation to the early learning goals
- Developing social skills and relationships
- Speech and Language difficulties
- Physical impairments
- Sensory issues
- Genetic/medical conditions

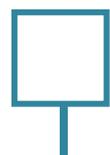
Direct work with adults working with the children

- Consultation sessions with SENCO exploring issues with individual children and planning strategies/next steps
- Support SENCO role development
- Group problem solving sessions with key staff
- Working with individual staff members to develop strategies and ways forward regarding children causing concern.
- Contributing to or facilitating multi-agency or review meetings
- Planning for transition into school
- Single page profile development for transition
- Drop in sessions for staff and/or parents
- SEN support plans or IEP development for individual children
- Consultations re. key issues within settings and developing an action plan within the context of the setting
- Training around specific areas of SEN and early years – twilights. full or half days
- Training around approaches to teaching and learning for children with particular needs
- Exploring issues with parents in their home
- Bespoke individual or small group parenting interventions
- Individual or group sessions with parents to offer support in relation to understanding and responding to their child's needs
- Planning and delivering interventions to target specific developmental areas for identified children
- Working with individual staff members to manage stress

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Direct work with children	<ul style="list-style-type: none"> ■ Observational assessment of individuals within their settings ■ Using assessment to inform approach ■ Home based observations ■ Play based assessment in setting and/or at home ■ Assessment of verbal and language skills ■ Developmental assessments ■ Assessment of non-verbal skills ■ Profile development of behaviours ■ Behaviour analysis ■ Individual or group sessions to develop language and communication skills ■ Individual or group sessions to develop social skills ■ Individual or group session to develop play skills ■ Planning and delivering interventions with staff
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Core Offer

Our core offer this financial year, is work that we are currently able to fund from within our service budget. Each of the 6 main site family centres will have a 6 day package of support delivered from Barnsley Educational Child and Community Psychology Service (BECCPS) across the 3 terms of the financial year. The family centre will work with the ECCP to consider ways of working that maximise link sites, outreach sites and reach area PVI settings in accessing BECCPS. We will endeavour to employ a named link ECCP system. In this way each setting will have a link ECCP for the full academic year who will deliver the three packages.

The core offer includes three elements:

Element 1 - SENCO support

Consultation sessions with the SENCO of each Family Centre. SENCOs can use element to discuss individual children and consider appropriate strategies and next steps.

The ECCP will be able to support the SENCO in implementing the graduated approach outlined in the SEND Code of practice of:

Assess – identify and understand what the child’s need is and engage in a review process to ensure support matches need

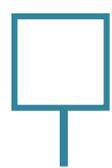
Plan - agree outcomes and identify interventions and support, to work towards outcomes with ongoing review

Do – implementation of interventions with monitoring of child’s response to the interventions

Review – evaluate and consider the effectiveness of the support and its impact within an agreed timescale

The ECCP can support the SENCO in their role of leading on the graduated approach, ensuring practitioners are informed and supported, and that the cycle of action is implemented and revisited in increased detail to maximise progress towards outcomes.

The SENCO can liaise with their linked sites, outreach sites and other reach area PVI settings to co-ordinate access to these consultation sessions for settings within their area.



Element 2 - Staff skill development

Work could involve a range of activities including

- staff training around understanding areas of SEND and developing good practice
- group problem solving sessions around including pupils with SEND in the setting
- parent support via drop-ins, workshops or group sessions in understanding and responding to specific issues related to their children,
- workshops to develop individual or group interventions to target particular areas of SEND

Again the SENCO can liaise with their linked sites, outreach sites and other reach area PVI settings to co-ordinate access to these staff skill development sessions for settings within their area.

Element 3 - Transition planning and complex needs

Working with staff to support children with complex needs. Time could be given to transition planning to other early years settings or schools, assessing need, and helping develop plans with staff and parents for meeting those needs. In addition, where a child continues to make less than expected progress, despite accessing support matched to the child's need, the ECCP may offer specialist advice.

Work within this element could involve a range of activities including:

- Developing a targeted plan with key staff to support the child
- Observation in the setting and developing strategies and approaches to meet the child's needs
- Assess and offer specialist advice around a child's need to inform practice
- Contributing to a child's transition review
- Linking with the school ECCP and school SENCO and other professionals to develop a transition plan
- Helping SENCO consider with parents a possible referral to the Early Years Resource and Information Panel or requesting an Education Health and Care plan assessment.

Barnsley Educational Child and Community Psychology Service (BECCPS) are committed to working in partnership with Early Years settings to develop early inclusive learning environments. Through all three elements of our offer we want to share and apply psychology in order to maximise good practice in identifying, planning for and responding to the needs of all children, particularly those with SEND.

Traded Offer

Barnsley Educational Child and Community Psychology (BECCP) Service are a traded service and we trade with the vast majority of schools in Barnsley. If you feel that you would like work in addition to the core offer we have funded, there is potential for you to purchase further time from our service. Additional time is dependent on capacity, but we do welcome conversations around requests for additional support. If you feel you would like to purchase additional time from BECCP then in the first instance please discuss this with your Link Educational Child and Community Psychologist.

Contact information

Dr. Ben Powell Service Strategy Manager
Barnsley Educational Child and Community Psychology Service
PO Box 634 Barnsley S70 9GG

01226 773571

07730617923

benpowell@barnsley.gov.uk

