



Enfield Educational Psychology Service

Service Level Agreement Terms & Conditions

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

1. Introduction

Enfield Psychology Service (EPS) aims to provide a high-quality traded service.

The EPS have experience of working with children and young people and have a specialist qualification in educational psychology, at masters or doctoral level. They are registered as Practitioner Psychologists with the Health and Care Professions Council (HCPC) and undertake continuing professional development and receive regular supervision.

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

The service employs assistant educational psychologists who work in project work and in collaboration with experienced educational psychologists to meet the increased demands on the service. Assistant educational psychologists are aspiring educational psychologists. They have at least a psychology degree and experience of working in an educational or community setting.

We draw upon a small team of associate educational psychologists (via an agency) as and when required to support immediate increase demands on the service.

All EPs, assistant EPs and trainee EPs have undergone DBS and vetting checks, appropriate safeguarding training and are covered by public indemnity insurance provided by Enfield Council.

The EPS approach is fully aligned with the SEND 'graduated response' to assessment and intervention of children with special educational needs/disability in your setting. Please see leaflets that describe the service:

[What to expect](#)

[What is an EP](#)

2. Costs & Billing

2.1 Costs of service: The day rate for the service is published on the Schools Traded Services website, [The HUB](#).

2.2. Day/Hours: A day is 6 hours

2.3. What is chargeable: The charges cover work undertaken both 'on site' at the school/setting (such as meetings, observations and direct assessment work with children and young people) and/or 'off site' (including written records of assessment work, associated admin and follow-up) as jointly agreed by the EP and the school/setting). The cost for EP or assistant EP is the same, due to the additional cost and time relate to the management, training and supervision of assistant EPs to ensure this is a high-quality service.

2.4 Trainee EPs and charges:

Enfield EPS is committed to developing the profession of Educational Psychology and therefore pays for bursary placements for trainee EPs in Years 2 and 3 of their doctorate course. The service additionally funds the time to ensure that experienced EPs provide each Trainee EP with regular and high- quality supervision. Please refer to **Appendix B** for further information on trainee EPs.

3. Purchasing the EP Service

3.1 When to request the service: Additional or ad hoc sessions can be requested but as our service is in high demand, we cannot guarantee availability of sessions not purchased at the start of the year.

3.2 Allocation of EP: During the month of March, the EPS Management Team allocate Educational Psychologists to schools based on this purchase information. It is therefore important that purchase requests come in in good time. The later you book the more difficult it is for the EPS to guarantee you delivery of all sessions requested or continuity of educational psychologist. The EPS aims to inform all schools of their allocated EP by 1 April 2020.

3.3 EPS Capacity: At times of substantial increased demand there may need to be a 3 month lead in time to allow for recruitment to fulfil the full number of days requested.

Should the service not be able to recruit educational psychologists, the school will be contacted to discuss options.

4. Agreement period

4.1 The agreement is to deliver the contracted EP service during the identified financial year at dates and times mutually agreed between the educational institution and EPS.

4.2 There is an obligation on both parties to take all reasonable action to fulfil the contract. There shall be no refund of money paid or carry over of service at the end of the financial year unless exceptional circumstances apply.

4.3 It will be assumed the service will continue after the current agreement period, pending a new contract being issued. The EP and school will continue to plan work for the new upcoming financial year.

4.4 The EPS and educational institutions must give 12 weeks (a minimum of one term) written notice of termination of the agreement. Settings must also give 12 weeks written notice of a significant reduction (i.e. more than 5 days) to the number of purchased days or the setting will be charged.

5. Service Delivery Process

5.1 Enfield Council funded services: There are services that are provided by the EPS that are funded by Enfield Council or purchased through service level agreements with other organisations. This is detailed in **Appendix A**.

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

5.2 Line management arrangements: All EPs and trainee EPs are line managed within the EPS. EPs and trainee EPs have an allocated Senior Educational Psychologist as the team/line manager. The Senior Educational Psychologists are line managed by the Deputy Principal Educational Psychologist.

5.3 Using Traded EP Time: The total traded time purchased will be agreed at the start of the annual contract/financial year.

The school will be provided with a running total of traded EP time used to the SENCo/Headteacher at the end of each term or at an agreed frequency. Where traded EP time is not being used in a timely way, a meeting between Link EP and Head Teacher/SEnCo may be held to discuss any concerns or issues.

The school is responsible for planning the EP work required and contracting this with the link EP/s. The EPS does not hold responsibility for 'waiting lists'. The EPS will respond as flexibly as possible to school priorities within the traded time available.

The school SENCo and link EP should ensure the traded sessions are planned and it is advised that they are spread equally over each term where possible. NB: **The EPS cannot carry traded time over into the next financial year.** Exceptional and unavoidable circumstances impacting on service delivery need to be discussed with your allocated EP and/in liaison with a member of the EPS Senior Management Team – this would usually be the Senior Educational Psychologist who is the line manager for your allocated EP.

Where the capacity of the EPS is not able to meet traded demand, the EPS will communicate directly with the school in a timely manner.

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

The task of record keeping involves assessment scoring, reflection and formulation. Time for record keeping must be factored into the time purchased even if this does not result in the provision of a formal record of consultation at this stage. The following is a guide:

- **1 hour** – Brief summary of action Points or contribution to the school's IEP review notes.
- **1- 2 hours** – formulation, scoring of assessments and record keeping for the child or young person's file (prior to providing a summary of involvement, report or statutory advice)
- **3-6 hours** – A 'Record of Consultation' or 'Summary of EP Involvement' which provides an account of the EP involvement, psychological analysis and formulation, outcomes and recommendations. This will always be discussed with the school and parents/carers so that the thinking can contribute to the child/young person's support plan. The EP will agree with the school about the amount of time required to provide the Summary of EP Involvement.
- **6 hours plus** – A Summary of EP Involvement which is highly complex – time to be agreed between the EP and the school.

5.5 Statutory EP Advice: If, at a later date, the Local Authority requests information or advice as part of the statutory Education Health and Care Assessment, the EP Summary of Involvement may be provided as the 'EP advice'. This is subject to

agreement by the school and parents that the information is a current reflection of the child/young person's strengths and needs.

6. Consultation Model of Service Delivery and the Graduated Response

Enfield EPS aligns with the Graduated Response model of working and is fully aligned with the SEND Code of Practice in supporting a gradual approach to the assessment and intervention of children and young people with SEND. This includes the following elements:

6.1 Individual Education Plan Review Meeting: In the first instance, the EP will usually join this meeting or a similar meeting with those people who hold the concerns about the child/young person, such as the parents/carers and relevant school staff. The EP would hear about the progress made so far, what is working well and support any discussion about what needs to happen next. This might include providing psychological reflections on the needs of the child/young person and recommending interventions that would be supportive.

Next steps might include:

- further consultation with school staff.
- further consultation with parents/carers.
- direct psychological assessment work and this will be contracted according to the concerns raised and as guided by the allocated EP. This might include observation of the child/young person in class or undertaking assessment tasks that will provide further insight into understanding the child/young person's needs.

6.2 Review meetings: The EP can attend review meetings to review progress made and feedback any new information from the EP assessment work. The EP will continue to support the development of the plan for the child/young person and support discussions regarding future actions

6.3 EP written record: This will always be needed if there has been direct work with a child or young person in order to provide a summary of the EP involvement. This is to comply with the HCPC code of conduct.

6.4 Formal request for EP Involvement: Before any observation or direct assessment work is carried out with a child/young person it is essential that a '**Request for EP Involvement Form**' is completed with consent from parents/carers and young people over the age of 16.

7. Service Standards

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

7.2 Longer Term Absence: In the case of longer term absence, the EPS will contact the school after the **10th working day of absence** to agree a plan.

7.3 School cancellations: The school will give a minimum of notice of **3 working days** if they wish to cancel a session.

- We require as much notice as reasonably possible in the event of a cancellation of appointments so that staff can reallocate other work and effectively manage their diaries.
- We understand that there are times when children/young people may be unwell and suggest that schools/settings have alternative children/work available in these instances. If the school has not given the minimum amount of notice resulting the in EP losing time, that cannot be allocate elsewhere the session will be charged.
- If there appears to be several instances where the school/setting has cancelled sessions the EP's line manager may become involved in order to provide support for a solution to be reached.

7.4 Changing the schedule: The school SENCo will contact the EP if there are changes to the agreed schedule so that appropriate planning can take place.

7.5 Lateness: The EP will contact the designated teacher/member of school staff if running late for an appointment and vice versa.

7.6 Planning: Schools/settings are entitled to two hour planning meetings a year with their EP(s). This is primarily to:

- Provide an overview of children/young people with EHCPs and discuss general progress, plans and any concerns.
- Consider children/young people who are Looked After
- Consider children/young people who are at risk of permanent exclusion
- Consider children/young people that the school may be considering submitting a request for statutory assessment.

Any planning activity outside of the above will be taken from the schools traded time.

All planning is recorded by the EP and a copy is shared with the school.

Names of children who are not formally known to our service will not be included in this planning document.

8. Communication and Correspondence

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

8.2 Requests for EP involvement should be made via the EP Request for Involvement Form found on [The Hub](#).

The Request for Involvement Form is completed ahead of any EP involvement to ensure that consent has been given first.

8.3 Written records: If EP involvement (e.g. consultation and/or direct EP assessment/intervention) requires any written record by the EP (e.g. Record of Consultation or Summary of Involvement), this will be jointly agreed as part of the traded package, as stated previously. Any written record/s will be sent to school staff, parents/carers and involved professionals (with parental consent). Written Records will be made available **within 4 weeks** of the last EP contact (this is regardless of whether the EP works part time) unless otherwise agreed with your EP(s).

8.4 Overview of EP work delivered: A detailed account of EP work in each school will be provided on a termly basis through the EP Planning Form and the EPS Tracking System at the request of the Inclusion Manager and/or Headteacher.

9. Feedback: complaints, concerns and compliments

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

Step 1: A meeting to be held between the Headteacher/SENCo and the link EP to discuss the issues and come to an agreeable way forward.

Step 2: If the meeting(s) in Step 1 does not resolve the matter in question, the relevant line manager in the EPS will become involved who will liaise with all parties and work to find a resolution.

Step 3: If the liaison in Step 2 does not resolve the situation, the Head of Service will become involved.

Step 4: After this please refer to the Dispute Resolution Procedure in the Schools Traded Services Terms and Conditions.

Appendix A

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

The statutory work of the EPS includes:

- psychological consultation and assessment which contributes to the statutory assessment process for the provision of **Education, Health and Care plans for the 0 – 25 age group**.
- providing consultation and assessment in relation to the Local Authority's priorities in **reviewing of EHC Plans** where there is likely to be a change in the child/young person's needs or change of placement or provision
- being an expert witness as requested by the Local Authority for **Special Educational Needs and Disability Tribunals**.

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

- 2 hours a year for a **school planning meetings for children/young people with an EHCP**.
- Strategic support for schools in **managing sad/ traumatic events**.
- Educational psychology input (consultation, assessment, intervention, training) at the request of:
 - **Enfield Advisory Service for Autism.**
 - **Enfield Communication Advisory Support Service.**
 - **Youth Justice Service.**
 - **The Virtual School for LAC.**
 - **SWERRL.**
 - **Secondary Behaviour Support Service.**
 - **Admissions & Attendance Service.**
 - **CAMHS Neurodevelopmental Pathway**
- All Enfield schools and local further education settings are allocated a named EP(s) who is the main point of contact and is responsible for planning and co-ordinating the statutory and traded work of the EPS.

Annual Reviews:

Educational psychology input to Annual Reviews is currently under review with SEN Service.

EP Advice for EHC Needs Assessment

SEN Service and the EPS work closely together in relation to the management of Education Health and Care Needs Assessments and the involvement of the EPS.

Should an EHCNA be agreed, the SEN notifies the EPS. The EPS Management team then allocates an EP to undertake any work in relation to an EHC Needs Assessment. The time allocated will depend on the existing information. Where possible it will be the educational psychologist linked to the school who will carry out any statutory work. The table below provides an overview of time required for EP involvement relating to Statutory EHC Needs Assessment.

Level	Time given	Known/ Not Known to EPS	Detail
Level 1a	0-3 hours	Known	Form 3 (indicating advice is the existing Record of Consultation) or Addendum Advice provided. EP involvement has been provided in SEN Support through an 'assess, plan, do, review cycle' which has resulted in a Record of Consultation that fully describes the child's SEN.
Level 1b	6 hours	Known	Addendum Advice provided. Additional update needed to supplement the advice, e.g. observation/consultation and/or attendance at a meeting with school and parents/carers.
Level 2	9 hours	Known	Updated assessment and Advice Report required. Record of Consultation not yet provided although up to date educational psychology records are available.
Level 3a	12 hours	Not Known	Full assessment and Advice Report required as child/young person is not previously known to the EPS.
Level 3b	18 hours	Not Known	Full assessment and Advice Report required as child/young person is not previously known to the EPS and there are additional complexities to the individual case (agreed by EPS Management/SEN Panel)

Appendix B

Doctorate Trainee Educational Psychologist Students

The EPS has strong training links with all London Universities and has a long history of proactively supporting the professional development of Doctoral Trainee Educational Psychologists over the course of their 3-year training. As a result of this the EPS will frequently allocate trainee EPs to schools/settings to provide services.

Trainee EPs, come with a range of knowledge and experience relevant to the profession and they all have a number of years of relevant experience of working with children, schools and families prior to starting their training. They undertake a competitive and rigorous application process and are highly regarded as offering an efficient and effective service to schools/settings. Some of the benefits of Trainee EPs is their up-to-date knowledge of relevant theories and research in the field.

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

Year 1 Trainee EPs

Supported casework and interventions provided to schools/settings receiving support from our Year 1 trainees, at no cost to schools.

Year 2 & 3 Trainee EPs

Like our Year 1 trainee EPs, Year 2 and 3 trainee EPs benefit from regular supervision, observations, and case formulation and support from their supervisors. Trainee EPs are supported by the experienced members of our team to set up and contract work with their schools, Year 2 trainees will usually share schools/settings with a qualified EP. We encourage Year 3 trainees EPs to develop a higher degree of autonomy and often will allocate them a school to deliver a service independently. They will continue to receive a high level of support through supervision in our service. We value the role schools/settings play in continuing the development of our profession and value feedback that can strengthen our collaboration and service effectiveness. Enfield EPS offers a 10% discount for days delivered by Trainee EPs.