

Services provided by CEPP



The Child and Educational
Psychology Practice

November 2017

Services for CEPP schools

Assessment and planning

Intervention and review

Training

Other approaches to building capacity and contextual change



Services for CEPP schools	Estimated time allocated	Description
Consultations	1/4 or 1/2 day	Indirect assessment and problem solving is based on an analysis of information gathered in consultation with those most directly involved with the individual child or young person (e.g. parents, school staff, and other professionals).
Assessment	1 day	The purpose of an assessment is to inform future intervention. Assessment involves the gathering of information from a variety of sources using a range of methods: direct or indirect work with children and young people that may include observation, analysis of work, questionnaires, curriculum-based assessment, checklists or psychometric testing.
Dynamic assessment	EP day session	<p>Dynamic assessment is based on the principle that it is possible to learn about a child's learning ability and style by interacting with them during the assessment process.</p> <p>The Educational Psychologist investigates the cognitive skills the child is using during the dynamic assessment task, noting where the child's strengths lie. This information can then be shared with others (for example class teachers) and used to inform further intervention.</p>



Services for CEPP schools	Estimated time allocated	Description
DSA Assessment and report for 6th Form students wishing to apply for Disabled Students' Allowance at HE	1.5 days	Specialised assessment for learners with dyslexia or other specific learning difficulties. CEPP assessors hold a SASC approved Assessment Practising Certificate.
Assessment in relation to social communication issues and ASD	1 day	<p>Differential diagnosis, management, curriculum planning, behaviour change.</p> <p>The objective is to build capacity and support systems for the child or young person presenting with difficulties.</p> <p>The CEPP team undertake the ADOS (Autism Diagnostic Observation Schedule).</p>



Services for CEPP schools	Estimated time allocated	Description
Pupil Review meetings	1/4 day	Attendance at reviews for pupils at SEN Support and for pupils with EHCPs to help interpret progress, problem solve and plan appropriate interventions and strategies.
PATH based solution orientated problem solving	1 day	Approaches used by CEPP include Graphic Facilitation and Circle of Adults to enable problem solving in relation to complex issues from the individual child level to whole school concerns.
Individual solution oriented therapeutic/ personal construct psychology sessions	1/2 day EP sessions (normally x 6)	An approach that enables progress for children and young people in relation to their responses to a range of psychological barriers e.g. sadness, anger or fear. The approach enables children to manage better in certain situations, such as peer relationships, school attendance or the classroom.



Services for CEPP schools	Estimated time allocated	Description
EMDR	Series of 1 to 1.5 hour therapeutic sessions	Eye Movement Desensitisation and Reprocessing (EMDR) is a therapeutic approach for children and young people with psychological difficulty with its basis in early trauma or distressing events. Recommended by The National Institute for Health and Care Excellence (NICE).
Creating Pupil Passports	Staff meeting	Using Pupil Passports to support the personalisation of teaching and learning for pupils with identified needs across the whole school in relation to provision, reasonable adjustments and expected outcomes.
Group intervention - Early Interaction	Approx. 1.5 days (6 weekly sessions)	<p>A small group intervention designed to support a range of children aged 3-6 to develop crucial foundation skills such as attention and listening, eye-contact, turn-taking etc.</p> <p>A six-week intervention programme is provided for 4-6 children, including a full 'set-up' pack and training for a member of school staff to lead further/on-going group sessions. This will include base-line assessment, initial outcome measures and specific tools to support on-going assessment of pupil progress.</p>



Services for CEPP schools	Estimated time allocated	Description
Group intervention – Narrative Skills	Approx. 1.5 days (6 weekly sessions)	<p>A small group intervention designed to support primary school children to develop narrative and abstract language skills such as sequencing, prediction, inference and verbal problem solving.</p> <p>A six-week intervention programme is provided for 4-6 children. This will include base-line assessment, initial outcome measures and specific tools to support on-going assessment of pupil progress.</p>
Individual/paired therapy – speech sound production	As clinically indicated	Following specialist assessment and/or review we can provide regular, individual and paired speech sound therapy, including individual targets, review and on-going recommendations/resources and support.
Individual/paired therapy – expressive and receptive language skills	As clinically indicated	Following specialist assessment and/or review we can provide regular, individual and paired language therapy, including individual targets, review and on-going recommendations/resources and support.

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Motivational Interviewing	-	<p>Motivational interviewing is an approach that aims to explore a person's ambivalence to facilitate motivation. This training introduces the principles of motivational interviewing and offers practical guidance to inform meaningful interactions with young people.</p>





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FREE sessions to support partner schools	1/4 day	<p>CEPP would be pleased to introduce schools to the SEND Review Guide, part-funded by the Department for Education and produced by teachers and school leaders.</p> <p>The Review Guide is based on the Pupil Premium Review and can be used by all schools to audit their own SEND provision.</p> <p>The objective is for all schools to continue to embed a culture of inclusion, collaboration and support. It's an initiative we are pleased to support you with.</p>
Bereavement training	1/2 day or twilight (1.5 hrs)	<p>A workshop session to support school teams to understand the skills, knowledge, and confidence required to support pupils who are experiencing loss and grief.</p> <p><i>“92% of young people will experience a significant bereavement before the age of 16 years”.</i></p>



Services for CEPP schools	Estimated time allocated	Description
Behaviour management	-	<p>Our specialist team can deliver whole school /team workshops and training. These include:</p> <ul style="list-style-type: none">• Seeing Through Behaviour• Behaviour management in the classroom• Tackling low-level disruptive behaviours• Identifying ‘What’s the behaviour, what’s the approach?’• Behaviour management for recently qualified teachers. <p>CEPP has successfully supported schools in knowing how to change challenging behaviour into appropriate behaviour.</p> <p>We can also offer direction in how to monitor and analyse behaviour to support behavioural systems in school.</p>
Access Arrangements	1/4 day	<p>INSET /staff meeting opportunity to present current JCQ requirements.</p> <p>This is ideal input for Cluster of schools – SENCOs and /or exam officers and /or Heads of Centre.</p>



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Neurodiversity	Staff meeting (1 hour) 1/2 day inset	Inset session(s) with an emphasis on QFT. What can teachers 'notice' in children with a range of neurodiverse characteristics? The inset will be tailored to individual school or cluster requirements.
Attachment Training	-	Twilight / half day / full day training in relation to the impact of attachment issues on learning and behaviour in the classroom.
Developing effective Teaching Assistants LASER Course L3 NQF	6 x 1/2 day sessions - or might be able to do 2 sessions per 1/2 day	Effective TA intervention in the classroom. Sessions can be tailored to best suit school / cluster requirements. For accreditation (Level 3). Session 1: Improving interactions with pupils Session 2: The TA as scaffolder Session 3: Collaborative working in the classroom Session 4: Assessment for learning Session 5: Delivering interventions Session 6: Useful resources, evaluation and planning for change (Based on Bosanquet, Radford & Webster)



Services for CEPP schools	Estimated time allocated	Description
Level 5 Diploma in Teaching Learners with Specific Learning Difficulties (Dyslexia) OCR 10218	12 days face-to-face taught sessions with additional blended learning	An accredited course for those who want to become specialist in their ability to assess for, plan and deliver programmes to pupils experiencing difficulties in their learning. CEPP is recognised as an excellent Centre by OCR. The course is delivered by experienced and skilled tutors.
Level 7 Diploma in Assessing and Teaching Learners with Specific Learning Difficulties (Dyslexia) OCR 10219	15 days taught course, blended (following successful completion of the L5 Diploma)	<p>A highly specialised Post Graduate level training course for those interested in the assessment and identification of specific learning difficulties.</p> <p>A Level 7 qualification is a requirement for those undertaking Access Arrangements, and this Diploma automatically leads to an Assessment Practising Certificate (SASC approved). The Centre works with candidates from across the region.</p>



Services for CEPP schools	Estimated time allocated	Description
Supporting Speech, Language and Communication	1/4 day to 1 day SLT	Our Specialist Paediatric Speech and Language Therapist can offer a range of bespoke training packages aimed to support staff in evaluating and developing pupil's speech, language and communication skills. Such sessions may range from specific 'training around the child' for key staff members, to whole school twilight or inset sessions, skills audit and follow-up staff supervision.
Video Interaction Guidance	-	Video Interaction Guidance (VIG) is an evidenced-based intervention that aims to enhance relationships and communication. It can be used to support parents but also school staff looking to enhance relationships with children in their care.
Supporting the implementation of social skills groups	-	Supporting school staff to develop bespoke social skills intervention based on psychological theory and current evidence, tailored to the needs of the target group. Support in setting up, planning and delivering regular sessions and evaluation of outcomes.



Services for CEPP schools	Estimated time allocated	Description
Circle of Friends	-	Training and support in setting up a Circle of Friends intervention. An inclusive formalised approach whereby children help children who are at risk of isolation. An adult in school meets on a weekly basis with a group of volunteers (peers from class) to find ways of helping the target child.
Transition Support	-	Support for schools interested in setting up a transition support programme for groups of young people identified as potentially vulnerable when transitioning from primary to secondary school.
Support for staff and individuals presenting as selectively mute	-	Assessment, training and support in setting up a behaviourally based programme supporting children presenting as selectively mute.



Services for CEPP schools	Estimated time allocated	Description
Precision Teaching	-	Precision Teaching is an evidenced-based approach that can be used to plan, monitor and evaluate a teaching programme for an individual child. The focus is on ensuring fluency in a specific skill, such as recognition of high frequency words or basic maths skills. This training is offered as an after-school INSET followed by additional workshop sessions supporting the practical application of the approach.
Level 5 Diploma in Teaching Learners with Dyslexia/ Specific Learning Difficulties	A 9 month commitment of 12 - 15 day attendance. Online resources and individual tutor time supports successful completion of the qualification	Advanced skills and knowledge in the identification and approaches to teaching learners (cross phase) with neurodiverse profiles. The focus is on literacy and numeracy and candidates will be well placed to maximise the effectiveness of provision within their schools. POA (discount for CEPP schools).



Services for CEPP schools	Estimated time allocated	Description
Level 7 Diploma in Assessment & Teaching Learners with Dyslexia/ Specific Learning Difficulties	A 12 month commitment of 12 - 15 day attendance	Advanced skills and knowledge in the diagnosis/identification of learners (cross phase) with neurodiverse profiles. This is the 'gold standard' for specialist advisors and leads to the essential Assessment Practising Certificate (SASC approved) that enables practitioners to undertake Access Arrangements and DSA assessments. Teaching learners with co-occurring difficulties and an in-depth research essay are essential parts of the course, alongside assessment and report writing. Online resources and individual tutor time supports successful completion of the qualification. POA (discount for CEPP schools).
Level 3 Award in Supporting Children and Young People with Autism (also open to parents or professionals who wish to attend but not gain the accreditation).	Exact times TBC but 8 sessions (over 16 weeks) 9:45 - 12:30 in Norwich	Accredited course that focuses on practical strategies underpinned by current evidence based research. Delivered by experienced and skilled educational psychologists, ASD specialist teachers and a speech and language therapist the course will be invaluable to practitioners supporting learners with ASD.



Services for CEPP schools	Estimated time allocated	Description
Supporting the development of Teaching Assistants	6 half day sessions	<ul style="list-style-type: none">• Overview of learning barriers - understanding learning differences• Reasonable adjustments that can be made in a classroom• Learning Styles and Multi-sensory teaching• Supporting Reading Accuracy and Comprehension• Supporting Spelling and Writing• Supporting Numeracy• Reasonable adjustments for the classroom consideration of 'Their Learner/s' and case studies.• Collaborative working in the classroom• Useful resources and how to provide purposeful evaluation for teachers• Improving interactions with pupils



Services for CEPP schools	Estimated time allocated	Description
Support via email / telephone from named EP & ST	-	For those schools holding a contract with CEPP, support via phone/email communication forms part of the personalised support we offer.
Forward planning meeting	-	CEPP values face to face discussion to ensure our work matches your needs. We offer a focused meeting, to schools, to address immediate concerns, review previous work and plan our ongoing work accordingly.
FREE sessions of one hour per term for new SENCOs	3 hours (for the academic year)	Newly qualified SENCOs, in schools that hold a contract with CEPP, can take advantage of our bespoke free sessions to support their role.
PATH	1 day	Approaches used by CEPP include Graphic Facilitation and Circle of Adults to enable problem solving in relation to complex issues from the individual child level to whole school concerns.



Services for CEPP schools	Estimated time allocated	Description
Research based approaches	-	Action based research to enable real understanding and intelligent responses to whole school /cluster issues e.g. Bullying, Exclusions, Behaviour for learning.
ELSA	6 days EP and ST time (course) 2 hours supervision per half term per supervision group.	Emotional Literacy Support Assistants who have been trained by Educational Psychologists to support the emotional development of children and young people in their setting. The benefits are that by building positive relationships the ELSA helps children and young people think about and reduce troublesome emotions and behaviour.
Critical Incident Support (either individual sessions or staff training)	Bespoke - depending on circumstances. Typical initial can be 2 hours, CI can be 2 hours - full day.	Our skilled and experienced EP team can support schools to manage critical incidents. In the event of a death, terminal illness, a fatality or suicide CEPP can support both staff and pupils. We also offer 'preparedness sessions' that develop procedures in case you suddenly need to deal with an unexpected critical incident.



Services for CEPP schools	Estimated time allocated	Description
Working memory in the classroom	Twilight session 1.5 hrs Audit of classroom provision / resources 1 day	Development of whole school understanding of the importance of working memory in learning based on current evidence based research. How to identify difficulties in this area, and strategies to support - whole school /classroom /individual.
Towards a dyslexia friendly classroom	2 x twilight training sessions: 1. Literacy acquisition skills - development and models 2. Dyslexia friendly classrooms.	Development of whole school understanding of 'normal' literacy acquisition skills and awareness of possible specific learning difficulties in terms of literacy. Guidance on whole school, classroom and individualised strategies to support pupils with dyslexia.



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Early Years Support	4 - 6 bespoke sessions	Using VIP (Venturing Into Play) as an evidence base for guiding key staff and parent /carer. Initial assessment alongside observation and play ascertains a baseline of skills and development targets within the early year's environment.
Nurture Group provision	-	Creating Outstanding Nurture groups. Time to refresh thinking on the effectiveness of your nurture provision? Interested in starting a new nurture group? Our team of experienced practitioners can support this type of initiative.
Whole school systemic work	-	Bespoke sessions to support leaders. CEPP offers a range of personalised approaches to enable the development of systems (school/family/community) that can improved outcomes for children.
NEW Monitor delivery of interventions or complete a learning walk	1/2 day	Our team can work with teachers to analyse and interpret learning and behaviour in the classroom. A proven technique for raising awareness of SEND issues and collaboratively supporting the professional development of staff teams.



Services for CEPP schools	Estimated time allocated	Description
Mentoring / Coaching for new SENCOs	-	CEPP Has success in mentoring newly appointed Sencos in relation to school systems, interventions and school based identification and assessment practises.
English as an Additional Language	-	<p>Consultation and support for teachers – to develop their understanding of how to differentiate by content, task, learning outcome and level of support.</p> <p>Development of key TAs skills and knowledge about their role and the type of support to best match the identified pupils (plus more generalise tips on EAL integration).</p> <p>Ideas to promote social integration (as this is as important as the academic development of your pupils).</p> <p>Initial assessment to ascertain the level of English vocabulary/ understanding (this can be undertaken with a small group or 1:1 for more in-depth analysis).</p> <p>Exploration of any issues that may be barriers for learning within their 1st language.</p>



Services for CEPP schools	Estimated time allocated	Description
Relationships with Parents of SEND Pupils	1/4 day	Support for classroom teachers in developing effective relationships with parents that will allow them to work together to understand the pupil and set targets that are supported by all adults involved.
Creating Pupil Passports	Staff meeting	Using Pupil Passports to support the personalisation of teaching and learning for pupils with identified needs across the whole school in relation to provision, reasonable adjustments and expected outcomes.



Services for CEPP schools	Estimated time allocated	Description
The Sandwell Well-being Charter Mark	14 days (this would reduce in actual cost as we use AEP time for 8 - 10 days) Year 1 then, Year 2... (3 days for reviews plus additional days informed by the needs of the review, for example training). Final year for chartership 8 days (for audit, reviews etc.)	The Sandwell Well-being Charter Mark is a whole school approach which works towards improving the Social, Emotional and Mental Health (SEMH) of pupils. It is comprised of an audit of SEMH provisions that are already in place within the school, involving pupils, parents and staff, resulting in an action plan to help address any gaps. This action plan is implemented and reviewed with the support of Educational and Assistant Psychologists. The Charter Mark is a process which can be utilised in primary, secondary and specialist settings.

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