



The Child and Educational
Psychology Practice

CEPP Offer

The Child and Educational Psychology Practice (CEPP) is an ethically driven, multi-professional organisation that includes Educational Psychologists, Specialist Teachers, a Specialist Speech and Language Therapist, and Occupational Therapy colleagues. CEPP works to ensure positive social, emotional, and academic progress for children. Within schools, this translates into working to ensure that children are included in all aspects of school life, that they are present, that they participate, and that they make progress. While CEPP may be commissioned from a variety of sources, it considers children as its clients and works in their best interests.

CEPP works with communities, schools, children, parents, and carers in a variety of ways to promote emotional well-being and to help develop inclusive practices. There are a number of ways that schools can commission the services that CEPP offers, and this document outlines the types of options available.

Annual Support Packages – These can be over 1, 2, or 3 years.

Settings are encouraged to have a Service Level Agreement (SLA) which outlines the sessions of time available, which they can then use as they choose to meet their needs. The SLA can also outline the number of sessions likely to be used for each professional within our multi-professional team, e.g., Specialist Teacher, Educational Psychologist, Speech and Language Therapist, or Occupational Therapist. This is a guide, and there is, of course, some flexibility within this, based on the needs presenting within any one term or school year, subject to availability (for anything over and above the SLA).

Our smallest unit of time (1 session or ¼ day) is equivalent to 90 minutes of time spent – this may include school-facing time and administrative time outside of school. Please note the time spent will include any necessary arranging and note-taking. When deciding the total number of sessions used, this will cover preparation and follow-up work, such as a report, within agreed parameters. In an SLA, purchasing more time results in a lower cost per unit of time, making it a more cost-effective option for schools/federations/MATs. This is due to the efficiencies gained from longer-term commitments.



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Pay As You Go

Should settings be unable to commit to purchasing an SLA upfront, they can purchase 'Pay as You Go' support, where payment is made as and when the support is required.

It is important to note that the level of support available through this kind of package will be dependent on capacity as diaries fill up quickly, and rates are higher to reflect the additional workload involved.

Planning Meetings

Planning meetings are an essential part of the support we offer to schools. Regular planning meetings enable us to plan ahead for the term, review the impact of our work in a meaningful way, and understand the needs of the children and young people, and the school as a whole. This means that we can be more responsive, adaptive, and efficient in our work. For example, if spotting themes within individual casework, we can talk about how our support could feed into staff continued professional development (CPD) or whole school development plans.

For every school with whom we have an SLA, we would recommend a planning meeting at the beginning of the yearly agreement period. For our larger SLAs, we typically hold termly planning meetings. We see regular planning meetings as an essential function in contracting our work and ensuring it is as effective and efficient as it can be.

Please note: Frequent additional discussions (outside of planning meetings) to understand and arrange referrals may incur additional time logged.

Parental Consent and School Referrals

As professionals registered with the Health Care and Professional Council (HCPC), it is vital that we obtain voluntary and informed consent for our work. Our consent and referral forms are key to ensuring that those with parental responsibility, and/or young people, understand the nature and purpose of our



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involvement and are able to give voluntary and informed consent. This information is provided within our referral forms. We can provide adaptations to ensure equality of access, on request.

Key aspects of ensuring voluntary and informed consent include:

- An understanding of the role of the professional and what may be included in the assessment,
- An understanding of the specific purpose of the referral and hoped-for outcomes,
- Opportunities to ask questions and gain further information prior to signing the consent form.

Therefore, we require the following key information to be noted on referral forms:

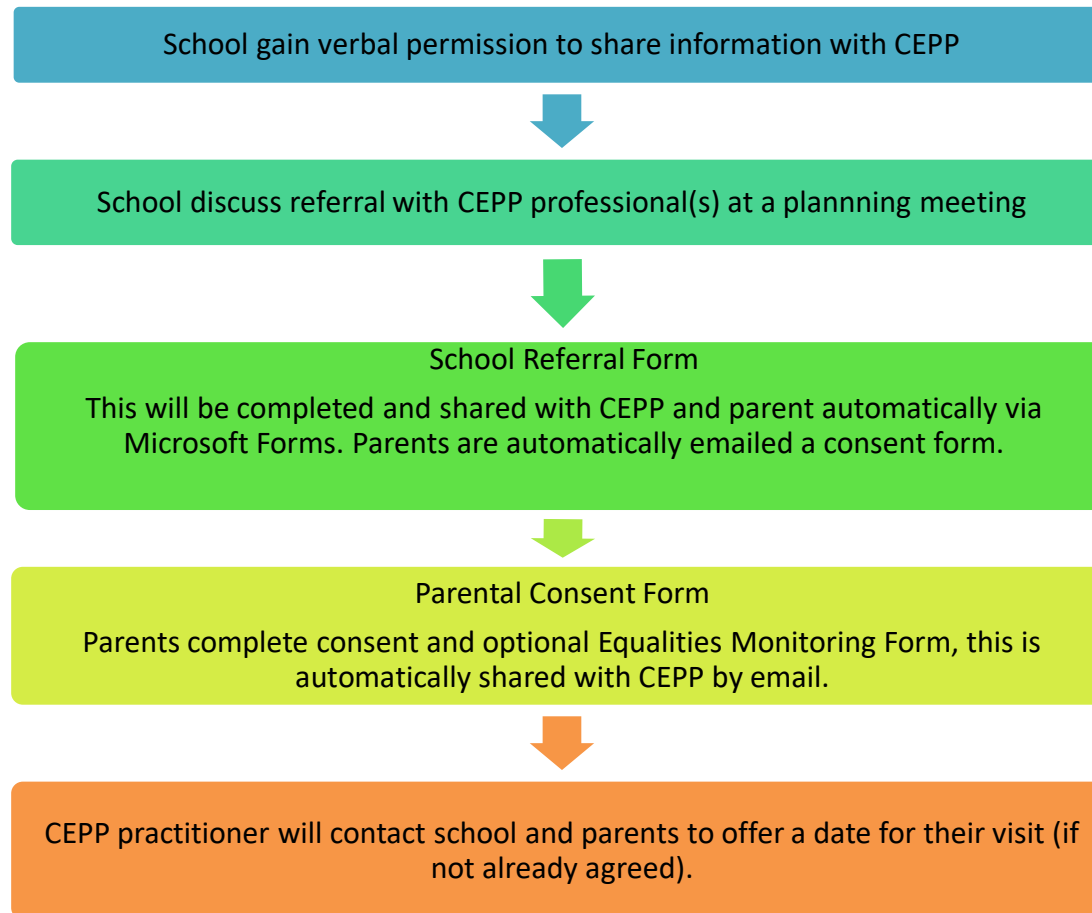
- The main area of current concern that is the reason for requesting professional involvement,
- Any other professionals involved (past/current),
- Whether there are risk assessments or safeguarding concerns that we should be made aware of (further detail can be gathered following receipt of the referral form if indicated).

It is essential that school staff have informed parents/carers and received verbal consent for any discussion at planning meetings. Informed written consent will be required once a referral is agreed. The information provided on referral forms also provides us with initial information to plan our involvement, in addition to information provided at planning meetings.

We are looking to streamline and digitise our referral forms. Therefore, referrals will now be completed online using Microsoft Forms – see flow chart below:



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CEPP Menu of Support

Whether an SLA or on a Pay as You Go basis, the table below outlines different types of work that can be available and the number of sessions this typically takes. This is just a guide, and any variation in this, for example due to unforeseen circumstances or additional complexity of the work, will be discussed with you during planning meetings or on a case-by-case basis. As mentioned above, the total number of sessions will cover preparation and follow-up work, within agreed parameters.

NB: 1 session is the equivalent of approximately 90 minutes of time spent.

Piece of work	Nature of Support	Number of sessions (Approx)	Previous SLA detail (in days)
Planning Meeting	<p>Planning meetings to problem-solve, discuss and prioritise referrals. Review previous involvement. Understand the priorities and needs of the setting and arrange ways of working within the school and at varying levels; individual, group, whole school. It can be helpful when planning meetings are attended by the different CEPP professional groups that work with the school, e.g. EP, SALT, ST or OT.</p> <p><i>Please note:</i> Frequent additional discussions (outside of planning meetings) regarding referrals may incur additional time logged.</p>	1-2 sessions	0.25-0.5
Consultation	A solution-oriented or problem-solving meeting with staff and/or parents to consult around a child or area of concern, to agree next steps/ recommendations. A summary report can be provided where applicable.		

	45 minutes to 1 hour consultation and summary report – 1 session. Please note if only one consultation is booked it is likely to be completed online. For an individual in-person consultation the session will need to be alongside another piece of work/ consultation.	1 session (online)	0.25
	Up to 90, or two 45-minute consultations in-person, plus 1-page report noting recommendations per consultation	2 sessions	0.5
	Four 45-minute consultations plus 1-page summary record per consultation	4 sessions	1
	Two 90-minute consultations plus summary record per consultation	4 sessions	1
	Multi-disciplinary consultations with 2 professionals and multi-disciplinary summary record (sessions as above doubled)		
	Group consultation (In person)		
	In depth problem-solving and/or planning discussion with staff groups or with individuals and key people. This includes PATH, Circle of Adults <i>which are facilitated by two professionals – The graphic that is created within the session is left with the setting as a record of the work.</i>	3 sessions	0.75
Observation and specialist consultation	This typically includes classroom observation (of a child or an area of concern), followed by consultation. For example, Brief Functional Analysis (to understand the function of a specific behaviour) or Specialist Teacher observation and consultation (related to a specific learning need or curriculum area).	3 sessions	0.75

	Classroom observation followed by 45-minute consultation (with summary record)	1 session (2 sessions)	0.5
Individual Assessment and Summary Report	This typically includes; direct observation, consultation with key adults, individual assessment, e.g. standardised assessment, dynamic or play-based assessment, and written feedback. If further involvement/discussions are required (e.g., multi-disciplinary discussion), or an extended report is requested, additional session(s) will be allocated on a bespoke basis.		
	Educational Psychology / Specialist Teacher/ Speech and Language/ Occupational therapy assessment with report. Please note, assessments requiring additional discussions or with additional complexity may require more sessions, reflected within an extended report.	4-8 sessions	1-2
	Exam Access Arrangement Testing for 6-8 pupils This includes completion of assessment and Form 8. All scores will be recorded in a table which will be provided to the school at the end of the sessions.	4 sessions	1
	Specialist Autism Assessments (when clinically appropriate)		
	ADIR (Autism Diagnostic Interview – Revised) interview and full ADIR report.	5 sessions	1.25
	ADOS (Autism Diagnostic Observation Schedule) assessment and full ADOS report.	6 sessions	1.5
	Social, Emotional & Mental Health: Initial Involvement/Assessment	4-6 sessions	1-1.5

	(This typically includes direct observation, consultation with key adults, individual work with the child, which might include Personal Construct Psychology, checklists, mental health and well-being assessments, and written feedback.)		
	Review with professional conducting the assessment and one page summary.	2 sessions	0.5
Therapeutic Intervention Packages	<p>If an initial assessment to ensure suitability / appropriateness of the intervention has not been completed, this will be in addition to the intervention package – see below.</p> <p>The length of intervention and number of visits may vary depending on the intervention type and the needs of the individual or group. This includes initial planning, an introductory phone call with parents, weekly preparation and delivery, clinical supervision, and a summary report at the end. Please note that therapeutic visits can be made more cost-effective if more than one is delivered on the same day, back-to-back. See the breakdown below:</p> <ul style="list-style-type: none"> ○ This might include: ○ SEMH (social emotional and mental health) targeted intervention ○ Emotional literacy and psychoeducation ○ Cognitive behavioural approaches ○ Solution-focused brief therapy ○ CATT (Children’s Accelerated Trauma Technique) ○ ACT (Acceptance and Commitment Therapy) ○ Occupational Therapy intervention ○ Speech and Language intervention ○ Lego-based therapy 		

	One child / group for 6-8 visit (45-60 minute) intervention including planning and summary report	12-14 sessions	3-3.5
	Two children / groups for 6-8 visits per child / group including planning and summary report	20-22 sessions	5-5.5
	Three children / groups for 6-8 visits per child / group including planning and summary report	24-26 sessions	6-6.5
Specialist Teaching Intervention	Specialist teaching would be agreed on a bespoke basis. Typically, this would include a block of intervention (such as half-termly, termly or annually) and would involve weekly delivery of teaching, planning, and a one-page summary report per child.		
	One hour of group specialist teaching, including preparation and 1-page progress summary per child at the end of the block of intervention.	2 sessions per visit	0.5
	Two hours of group specialist teaching, including preparation and 1-page progress summary per child at the end of the block of intervention.	3 sessions per visit	0.75
	Three hours of group specialist teaching, including preparation and 1-page progress summary per child at the end of the block of intervention.	4 sessions per visit	1
	One hour of bespoke individualised specialist teaching, including preparation and a 1-page progress report at the end of the block of intervention.	A bespoke package to be discussed	

		with the setting.	
Additional professional support	Attendance at Meetings* Statutory Review Meetings* PEP / LAC Review / TAC / CAF*	Time taken for meeting	Time taken for meeting
	Child Protection Conference / Core Group* <i>Note: Where our attendance is deemed necessary at a Child Protection Conference or Core Group meeting, for safeguarding purposes, our attendance would not incur an additional cost to schools.</i>		
Strategic Support (whole class / whole school level)	1:1 Staff Supervision (typically scheduled with other tasks or more than one supervision per visit)	1 session - online	0.25
		2 sessions (in-person)	0.5
	Review and Audit of Policy (such as review of behaviour policy)	8-10 sessions	2-2.5

	<p>This will typically include observation of setting (policy in use), review of policy documentation, consultation with key staff, review of the evidence base, feedback meeting, and summary report.</p>		
	<p>Environmental / systemic audit of an area of need:</p> <p>For example, an audit of trauma informed or early years environments including setting observations, consultations and a summary report. This can include more than one professional. The sessions listed is per professional.</p>	4 sessions	1
	<p>WOWW (working on what works) intervention (whole class input)</p> <p>Including 30–60-minute consultation pre- and post-intervention, six hour-long classroom observations, weekly email feedback, summary progress report.</p> <p>This can be made more cost effective if delivered in two classes, scheduled back-to-back.</p>	<p>12 sessions – one class</p> <p>20 sessions – two classes</p>	<p>3</p> <p>5</p>
Continuing Professional Development and Training	<p>Training / Workshops can be bespoke dependent on the needs of a school. For larger groups where more than one professional may be involved in delivery, additional charges may apply.</p>		
	<p>Full Day Training - includes bespoke research and development, preparation, and delivery time.</p>	8 sessions	2
	<p>Half Day Training - includes bespoke research and development, preparation, and delivery time.</p>	4 sessions	1
	<p>Twilight Training - includes bespoke research and development, preparation, and delivery time.</p>	2 sessions	0.5

	ELSA (emotional literacy support assistant) Training Course	6 sessions per delegate (if taken from SLA)	1
	EBSNA (emotionally based school non-attendance) Training Course		
	ELSA (emotional literacy support assistant) Supervision	2 sessions per delegate per year	0.5
	EBSNA (emotionally based school non-attendance) Supervision		

*Meetings and Therapeutic work will typically follow CEPP Assessments/ initial consultations.