



Delivering Educational Psychology Services during current COVID-19 restrictions (January 2021)

We are committed as ever to offering schools and settings the best Educational Psychology Service possible, in a continuing time of uncertainty. We are aware of the very challenging circumstances within which you are working, and we want to help and support in any way we can.

We strive to continue to apply psychology to support the wellbeing of children and young people in our schools and settings in the current climate. For the past two terms - with the support of schools and settings - we have adapted to working remotely. EPs are able to complete much of their work virtually and have worked very hard to ensure they are able to carry out the full scope of their work in a safe, physically distanced manner. We are able to work well in this way and meet the needs of children and families whilst also protecting the community by working in a socially responsible way.

Members of our team have developed skills in working remotely and creatively and have been able to complete the same work they would usually undertake. We have also submitted statutory reports for every case requested, attended meetings and consultations with staff and parents/carers/guardians, carried out assessments and continued to deliver training as well as significant critical incident support. If any face to face contact is judged to be essential, and information not attainable by virtual means, this can be discussed individually.

By having effective remote working practices established we can work without disruption at this current time as well as through any individual school closures, local lockdown, or if a member of our staff needs to quarantine but can work.

Our way of working is built around the needs of schools and settings and includes:

- ✓ Consultation with school staff, parents/carers/guardians and/or CYP via telephone/email/virtual platforms
- ✓ Continuing to provide work at a Graduated Response level, including virtual attendance at a variety of meetings and using a range of methods to ensure that the voice of the child and parent is central to processes
- ✓ Transition Support - monitoring and reviewing, promoting resilience in particular with regard to early years
- ✓ Assessment – ongoing development of approaches in line with guidance <https://www.bps.org.uk/coronavirus-resources/professional/psychological-assessment-undertaken-remotely>
- ✓ Attendance at Multi Agency Meetings and/or report – e.g. MAP meetings, Annual Reviews, TAC, CIN
- ✓ Individual/group staff support, supervision or coaching - offering SENDCos regular check-ins and wellbeing supervision
- ✓ We have reviewed topical resources and information and will continue to share weekly themed e-mails with SENDCos
- ✓ Supervision for ELSAs across schools and settings
- ✓ Group Problem Solving – e.g. Solution Circles, Circle of Adults

- ✓ Training, Advice and/or Resources – e.g. promoting recovery, attachment, resilience, emotionally based school refusal, low self-esteem/mood, autism, bereavement and loss
- ✓ On-line training modules have been developed and are still freely available for all settings which can be accessed to support staff in relation to the impact of the pandemic on themselves and the children and young people they support
<https://www.rotherham.gov.uk/downloads/download/245/training-to-support-staff-through-the-covid-19-crisis-bringing-safety-and-hope>
- ✓ Responding to how the pandemic has adversely affected particular groups for example the BAME community and developing a response as part of the Black Lives Matter movement
- ✓ Core Offer meetings will give schools and settings the chance to update us on any concerns at an organisational level with which we can help

We want to be as flexible as possible in response to schools' and CYPs' individual needs and bespoke support will be provided in consultation with your allocated EP. As always we are committed to your wellbeing as well as that of children, young people and families.