

# Shropshire Educational Psychology Services and Training Brochure

September 2023- August 2024



Welcome to the Shropshire Educational Psychology Service. This brochure gives an overview of the range of work offered. It is illustrative and doesn't include all that we can offer.

Please discuss your requirements with your link Educational Psychologist or **contact us** for further information. Anything you see in this brochure can be delivered as a whole school initiative, training or casework and will be tailored to your requirements.

In September 2023, we are delighted to welcome Specialist Senior Educational Psychologist, Dr Adele Thacker together with Trainee Educational Psychologists Laura Shaw and Hannah Land. We will continue to support the training of educational psychologists from the Doctoral training programmes and thank you for your support with this. Many of you will have met Ella during her two year placement and we are thrilled to announce that Dr Ella Cowperthwaite is now a fully qualified educational psychologist. She has joined the service on a full-time basis and will be involved in the full range of EP work.

We also continue to work with our team of Associate Educational Psychologists who have enabled all schools access to Educational Psychology. Thank you for your patience and flexibility with the changes of personnel.

To access WISH or Hopeful Futures, Shropshire's emotional health and wellbeing interventions in response to the pandemic, please email [eps@shropshire.gov.uk](mailto:eps@shropshire.gov.uk). New for 2023 - Emotionally based school avoidance training and supporting refugees.

We look forward to working with you in 2023-24.

A handwritten signature in black ink, appearing to read 'Steve Laycock'.

**Steve Laycock**  
Interim Principal Educational Psychologist

## APPLYING PSYCHOLOGY TO MAKE THE DIFFERENCE

### Contact Us

For further information on Educational Psychology Services, please [contact us](#):

**Tel:** 01743 258414 **E-mail:** [eps@shropshire.gov.uk](mailto:eps@shropshire.gov.uk)

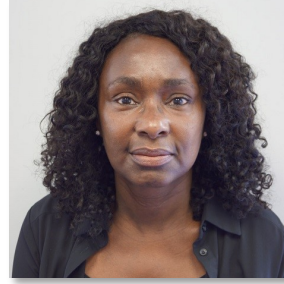
**Web:** <https://beta.shropshirelg.net/supporting-send-early-help-and-pupils-with-additional-needs/educational-psychology-service/>



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Educational Psychologist



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**Dr Jennifer Heseltine**  
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**Sheri Wright**  
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**Dr Kathryn Morgan**  
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Educational Psychologist  
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**Dr Adele Thacker**  
Specialist Senior  
Educational Psychologist  
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**Dr Chantal Goss**  
Senior Practitioner  
Educational Psychologist  
(Lead for ELSA)



**Kim Jeffries**  
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**Sue Pickering**  
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**Dr Amalia Dirnu**  
Educational Psychologist



**Adele Wright**  
Educational Psychologist



**Dr Ella Cowperthwaite**  
Educational Psychologist



**Dr Tim Bunn**  
Educational Psychologist



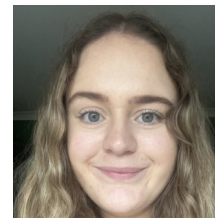
**Jez Janda**  
Trainee Educational  
Psychologist



**Laura Shaw**  
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Psychologist



**Ellie Harrison**  
Graduate Psychologist



**Hannah Parry**  
Graduate Psychologist

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## Circle of Adults

“Time to reflect and think about the full story of the child. Documenting the process visually was very helpful”  
School Staff

Circle of Adults is a detailed problem solving process intended to support teams of adults who work with children with social, emotional and mental health difficulties. The approach is designed to reach a deeper understanding of a young person in order to generate a set of hypotheses and strategies. The approach takes at least 90 minutes and is intended for use with those displaying behaviours that challenge, who may in turn be at high risk of permanent exclusion.

## Circle of Friends

Circle of Friends is a targeted intervention for children at risk of isolation. The ‘circle of friends’ approach works by mobilising the young person’s peers to provide support and engage in problem solving with the person in difficulty.

## Emotion Coaching

A training/workshop for staff designed to equip professionals with the emotion coaching technique which can be helpful in developing sensitive, consistent responses to children’s needs and challenging behaviour, and thus enhancing their capacity to respond to incidents. This can be used with children to help them understand and manage their own negative emotions.



## Multi-Element consultation approach for behaviours that challenge

A multi-professional, person centred, problem solving approach. The framework aims to support schools to develop a bespoke plan based upon a detailed understanding of a child and the factors associated with the occurrence of specific behaviours. Attention is paid to risk and protective factors, functions of the behaviour, skill development and strategies necessary to promote positive behaviour and improve wellbeing.

## Comprehensive assessment to understand behaviours that challenge

A functional behavioural assessment looks beyond the observed behaviour itself. The focus when conducting a functional behavioural assessment is on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. This broader perspective offers a better understanding of the function or purpose behind student behaviour. Behavioural intervention plans, based on an understanding of "why" a student displays behaviour that challenges, are extremely useful in addressing a wide range of behaviours.

## Mindfulness



**Mindfulness** is an evidence based approach for enhancing wellbeing across children and adult populations. It involves us learning to direct our attention to our experiences and respond skilfully to whatever is present in the moment. Members of our team are trained to deliver Mindfulness based interventions for primary and secondary pupils to the school population through classroom based curricula or group work interventions. The **.b**, **Paws b** and **Connected with Others** courses offer an understanding of Mindfulness based approaches and a toolkit of practices to support the development of social, emotional health and wellbeing for all. Focusing on attention, empathy, compassion, self-awareness and self-regulation. These curricular can sit comfortably in a school’s framework for supporting social and emotional learning/ PSHE curriculums.

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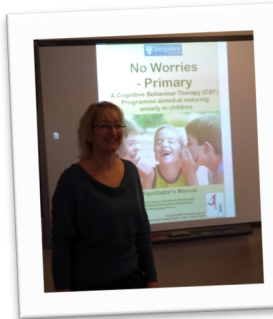
## ELSA (Emotional Literacy Support Assistants)

An **ELSA** is a teaching assistant who has received 5 days of training in psychological theory and intervention to enable them to plan and deliver individual and small group support programmes in schools to children and young people (4-16 year olds) with social, emotional and mental health needs. ELSAs are regularly supervised by Educational Psychologists to ensure the effectiveness of their work. ELSA training enables schools to have a 'go-to' person in school for providing mental health guidance and intervention, working towards the Government agenda set out in the 2017 Green Paper on 'Transforming Young People's Mental Health Provision'. ELSA training can reduce the need to refer for specialist support.

Further information can be found at [www.elsanetwork.org](http://www.elsanetwork.org)



## No Worries



This is a practical and interactive resource designed to reduce anxiety in young people. The programme uses Cognitive Behaviour Therapy (CBT) and focuses on developing strategies for life such as relaxation skills and cognitive reframing. Young people are encouraged and supported to engage in courageous behaviour, the outcome of which raises confidence and self-esteem. The programme consists of 1½ days training from the EPS together with an accompanying manual. The programme takes 8 sessions to deliver with 2 follow up sessions. It has proved to be highly successful in reducing exam anxiety.



## Managing Moods - Group work for those self-harming

Managing Moods is a school based intervention programme informed by CBT (Cognitive Behaviour Therapy) and DBT (Dialectical Behaviour Therapy) to support individuals with regard to initial self-harming behaviours. The programme consists of workshops for a group of 6-8 young people. The sessions focus on strengths using the core DBT skills of mindfulness, interpersonal effectiveness, distress tolerance and emotional regulation. The term "self-harm" is not referred to explicitly within the workshops or in the title of the programme.

"I really enjoyed the Managing Moods course and due to the strategies, I am now able to go into town without having a panic attack or worrying"  
**Year 10 Student**



## Cognitive Behaviour Therapy

Cognitive Behaviour Therapy (CBT) has been widely recognised as being extremely effective in the areas of anxiety, depression, obsessive compulsive disorder (OCD) and post-traumatic stress disorder. It can be used with children, young people and adults.

## Three Session Change Model

This is a therapeutic technique using Solution Focused approaches where staff observe the Educational Psychologist interviewing a young person and are then enabled to work with other young people themselves. The intervention raises the pupil's self-esteem allowing them to make more positive changes to their behaviour. This intervention can be school or family based.



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## Therapeutic Support and Family Interventions

We can offer a range of Cognitive Behaviour Therapy, Personal Construct Psychology (exploring children's perceptions of the world) and Solution Focused approaches. We can work on an individual or systemic level with schools and families.

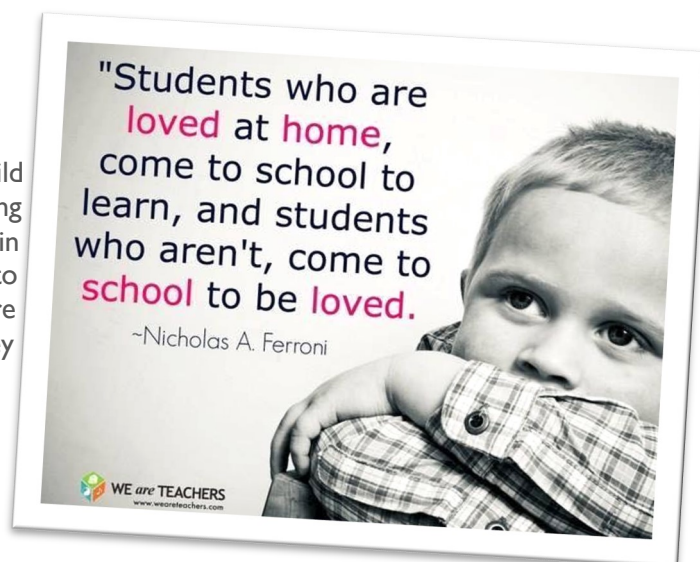


## Trauma-Focused Rewind

Trauma-focused rewinding, developed by Joe Griffin & Ivan Tyrrell (Human Givens College), is the most reliable, safe and non-intrusive technique currently available for the effective treatment of PTSD (Post Traumatic Stress Disorder) and phobias. This process can, in as little as one or two sessions, detraumatise bad memories, stop flashbacks, banish nightmares and help those who have experienced life-threatening events to move on.

## Trauma Informed Practice Raising Awareness Level 1 Training

Trauma training provides an understanding of early child development and the importance of nurture on the developing brain. It focuses on how to support teachers and key adults in understanding challenging behaviours and provides strategies to support children to regulate and manage their emotions more effectively. The training offers advice on establishing a key attachment relationship.



## Emotional Co-Regulation Level 2 Training (Supporting children and young people to manage intense emotional responses)



Using the principles of Emotion Coaching, Emotional Literacy and the development of trauma informed practice this course provides staff with a method of supporting children and young people to regulate intense emotional responses, including anger, in a supported way. The outcome of staff co-regulating pupils' emotions will be to promote and empower them to do this independently in the future.

## Trauma Informed Practice (DDP) Level 3 Training

This training is based on Dyadic Developmental Practice (DDP). It is focused on facilitating the child's ability to establish a secure attachment with their key adult. The programme actively communicates playfulness, acceptance, curiosity and empathy (PACE). This training is aimed at key adults working with traumatised children. There is a requirement to have completed Level 1 and Level 2 training prior to this training.



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## Literacy Support

The Educational Psychology Service will support schools to set up and evaluate literacy programmes building upon supportive relationships with peers, parents or the wider school team e.g. Paired Reading, Peer Tutoring.

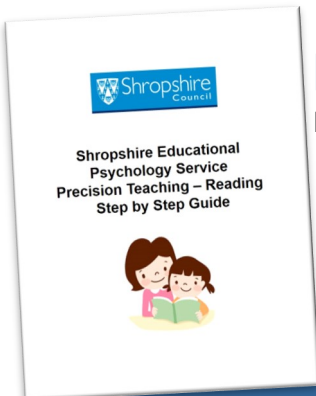


## Dyslexia Assessment and Intervention

We can advise on an appropriate intervention programme to enhance literacy skills and confidence and improve access to the curriculum.

## Dyscalculia Assessment and Intervention

Using a range of assessment tools, the EPS will advise on an appropriate intervention programme to enhance numeracy skills and confidence and improve access to the curriculum.



## Precision Teaching

Precision Teaching is used to accelerate the learning of basic skills where automatism is required i.e. the reading of high frequency words, phonological awareness and spelling. It can also be used to increase children's proficiency in number facts. The approach supports progression from accuracy to fluency to allow future maintenance and recall. Precision teaching is associated with improvements in the learning and retention of skills alongside improvements in self-esteem, confidence and attitude to learning (Downer, 2007).



## Case Study

The Educational Psychologist trained staff in school to use Precision Teaching techniques which help pupils who are finding it hard to learn something new. This way of working was unfamiliar to the school but was received with enthusiasm and quickly put into practice with one of its pupils. The work was so successful that it was used as an example of innovative and effective practice when Ofsted visited.

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## Speaking and Listening: Promoting Effective Practice

The service will work with schools who wish to develop ways of identifying and supporting pupils with speech, language and communication needs through a communication skills audit. This could be in relation to curriculum access or to social, emotional and behavioural development, and could involve work with individual pupils or work at a whole class or systems level.

## Cognitive Behaviour Therapy (CBT) for Children and Young People on the Autism Spectrum



**Cognitive Behaviour Therapy (CBT)** has been shown to be an effective approach in reducing anxiety for children and young people on the Autism Spectrum. Individual support can be provided to focus on specific difficulties for the young person in order to develop coping strategies.

## Case Study

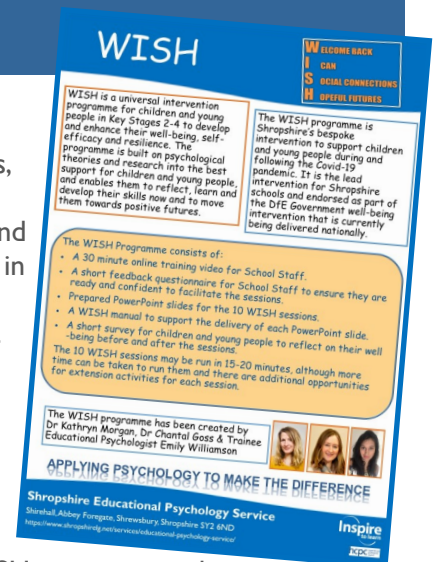
In Year 6, George was frightened to go to school. He cried and insisted his mum went in each morning. He frequently did not attend or went home "ill".

After 6 meetings with the Educational Psychologist and the 3 visits she made to talk with his parents at home, George became more confident. He was able to go into school independently, without crying, and no longer asked to go home during the school day.

## WHOLE SCHOOL Emotional Health and Wellbeing programmes for pupils and staff

### Hopeful Futures and WISH Programme

Don't miss out on our intervention for our children and young people, head teachers, teachers and support staff. A programme developed by Shropshire Educational Psychology Service in response to the impact of the pandemic- **Hopeful Futures** and **WISH**. WISH is a universal intervention programme for children and young people in Key Stages 2-4 to develop and enhance their well-being, self-efficacy and resilience. The programme is built on psychological theories and research into the best support for children and young people, and enables them to reflect, learn and develop their skills now and to move them towards positive futures. The WISH Programme consists of a 30 minute online training video for School Staff; short feedback questionnaire for School Staff to ensure they are ready and confident to facilitate the sessions; prepared PowerPoint slides for the 10 WISH sessions; manual to support the delivery of each PowerPoint slide followed by a short survey for children and young people to reflect on their well-being before and after the sessions. The 10 WISH sessions may be run in 15-20 minutes, although more time can be taken to run them and there are additional opportunities for extension activities for each session.



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## Critical Incident Support

The **Bereavement & Critical Incident Response Team** aims to support schools following a traumatic event. Support can include: Immediate (same day) phone advice to Senior Managers, a staff meeting within days of the incident to advise staff on how best to support students and one another, structured group support/debriefing and, if agreed by the team, further access to specialist individual assessment. This service continues to be free for maintained schools and can continue to be accessed by Academies via an insurance fee.

## Planning for Change, developing Mental Health Policy (PATH, 10 Element Map)

Unique consultation is offered in order to develop a bespoke package, designed to meet your school's needs in times of change. As part of this we will apply psychological research, ideas and evaluation techniques. Some examples include playground and playtime development, inclusive practice, using PATH (a visioning and planning tool), developing resilience or using the 10 Element Map to promote emotional health and wellbeing.



## Occupational Health Counselling Service

All Shropshire employees are entitled to a counselling service through Occupational Health. The Educational Psychology Service contribute to this service and offer additional Cognitive Behavioural Therapy. Academies can purchase this service directly from £116 per hour.

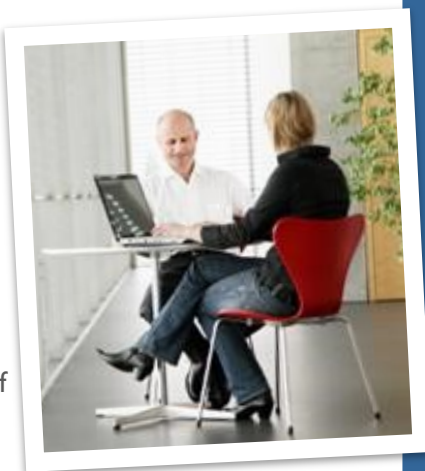
## Peer Group Supervision

A group of Head Teachers meets twice a term, issues are discussed and constructive ideas shared, using a solution focused peer support structure. The group is facilitated by a senior Educational Psychologist.

## Supervision for Staff

### Members

(e.g. designated leads, pastoral staff, mental health leads, family support workers) Increasingly schools are using part of their package time for direct supervision of staff.



Comments made by Head Teachers participating in the Head Teachers' peer group supervision include:

*"Allows reflective practice, time out to consider"*

*"Opportunity to offload in a calm, supportive manner"*

*"Experience to tap into"*

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# Packages and Pricing Information

“Not for Profit”

Package	Sessions	Cost	Session Rate
Silver	12	£3,360	£280
Bronze	6	£1,740	£290
Copper	3	£900	£300
Hourly rate	-	£100	-

Each package will be costed depending on the number of hours required to deliver the intervention. This will need to be agreed with the requesting service. Current pricing for this academic year 2023-24 is £100 per hour.

Form 1 - request for involvement can be accessed via our [website](#)

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