

Educational Psychology Service
Working in Partnership with Wigan Sure Start Quality & Inclusion Team

Educational Psychology Service Protocols
for
Nursery Schools and Schools with Nursery Classes

The following protocols aim to ensure clarity about the role of the Educational Psychology Service in supporting nursery-aged children in the maintained sector.

1. The Educational Psychology Service is deployed on an area basis. Each of the three Inclusion Areas has a lead Educational Psychologist (EP) with dedicated time for this work. Each area also has an additional allocation of EP time that can be drawn upon by the lead EP.
2. The Educational Psychologists will work in consultation with the Sure Start Quality and Inclusion Team. The work takes place at four levels;
 - Prevention \ training \ development work
 - Consultation (problem solving, action orientated discussion) about issues or groups of children
 - Consultation about individual children eg. with Inclusion worker, parents, practitioners or other agencies
 - Direct involvement with children eg. observation or assessment.
3. Where a school has a concern about an inclusion issue or about a child with additional needs the SENCo should request service involvement via the Sure Start Quality and Inclusion Team. These requests are actioned at a regular meeting (usually three weekly) with the lead EP for the area and the Sure Start Inclusion Team. The team will then contact the SENCo to negotiate the most appropriate first action eg. Inclusion Worker visits school to gather information.
4. Responsibility for each child identified remains with the school. Where it is deemed appropriate for the EP to be directly involved, the EP will liaise with the school's SENCo. The EP will work to help the school understand the child's needs, how they can be met and to help identify the barriers to child's successful inclusion. They will work with the SENCo, involving the Sure Start Inclusion Team where appropriate, to draw up an appropriate IEP. The EP will advise the SENCo when it is appropriate to seek a Statutory Assessment. Even where recourse to this action seems appropriate the EP and \ or Inclusion Worker and SENCo will continue to work together to ensure that an appropriate plan of action is in place for the child.
5. The decision to have direct involvement from the EP will be negotiated between the school SENCo, the Area SENCo (Sure Start Advisory Teacher – Inclusion) and the EP and will take account of the parental view (parental permission will always be required). It is most likely to occur as an action arising from a review of a child's IEP. The decision should involve consideration of;
 - Evidence of action at Early Years Action - the child failing to make adequate progress despite appropriate action by the school and the Sure Start Inclusion Team
 - Is the EP the most appropriate professional – are psychological skills the most relevant?

- Is the child likely to need access to additional support such that their needs will need to be assessed and described by an EP?
 - The limited amount of EP time available to each Inclusion Area.
6. The Sure Start Advisory Teacher \ Inclusion (Area SENCo) is responsible for managing the allocation of EP time to their area (as SENCOs do with the school's allocation).
 7. Where there is agreement to involve the EP directly with the child, the person who is most concerned should fill in the Educational Psychology Service's "Request for Service Involvement" form. Where SENCOs have recently requested involvement from the Sure Start Inclusion Team they will notice that the forms are similar and are welcome to use the information from one to complete the other. The necessity for a new form relates to the concept of "informed" parental consent, admin. systems and data protection \ freedom of information legislation.
 8. The EP will negotiate the nature of his/her involvement with the school's SENCo. The EP is likely to;
 - Consult with the classteacher, parent and anyone else involved. This is carried out with a view to eliciting further understanding of the situation in order to help those concerned formulate an action plan
 - Observe
 - Assess
 - Identify training and development issues and signpost accordingly.
 9. The school will need to provide;
 - Time for the staff involved to consult with the EP
 - A confidential space for the consultation to take place.
 10. When an EP is directly involved he/she will either write a record of consultation or a psychologist's report. The document will reflect the nature of the involvement. The responsibility for the completion of other documentation eg. IEP, remains with the school.
 11. Where children have been known to the Sure Start Inclusion Team, working in partnership with the Educational Psychology Service, the team will support their transition to school by;
 - Ensuring that training is available to nursery settings with regard to transition.
 - Recommend that all documentation is passed to the receiving school
 - Recommend that the receiving school is invited to the final review of the IEP by the nursery
 - Inform the receiving school of the nursery the child attended, unless there is a directly expressed parental wish that this should not happen
 - Where transition issues persist the EP and \ or Inclusion Worker will consult with the receiving school to support the child's successful inclusion. This can be arranged at the last review meeting in the nursery. If problems arise which have not been anticipated the receiving school should contact the Sure Start Inclusion Team directly and the issue will be actioned at the next meeting between the Sure Start Inclusion Team and the EP or sooner if urgent action is needed.