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EDUCATIONAL PSYCHOLOGY SERVICES

Update on Core and Traded Offers

Core Offer

The Educational Psychology Service (EPS) has experienced a period of change over the past two years which has had an impact on service delivery to schools. Factors including restructure, the increased focus on trading, personnel changes and difficulties with recruitment have combined to create a level of turbulence. As these matters are resolving, it is timely to review service delivery and specifically to define what constitutes the educational psychology core offer.

Statutory work (psychological advice for new EHC needs assessments and for transfers from statements to EHCPs) is core work for EPs.

All other core work (see bullet points below) is to be requested from the Educational Psychology Service and is subject to agreement by that service. Following a request for core work, an Educational Psychologist will make contact to discuss the request so they can determine whether further involvement is appropriate, and if so, the nature of that involvement.

Core Offer

- Statutory work
- Annual review work where there is a significant change in need
- LAC – consultation
- Early Years Inclusion requests

Core Request	Basis of consultation
Psychological advice to contribute to EHCNA	Statutory – 4 sessions
Psychological advice to support transfers	Statutory – 2-3 sessions
Annual review work where there is a significant change in need (i.e. change of placement)	Subject to agreement by EP – 2-3 sessions
LAC consultation	Subject to agreement by EP – 2 sessions
Early Years Inclusion requests	Subject to agreement by EP – 2 sessions

All other work carried out by the Educational Psychology Service will be delivered through their traded offer, which enables schools and settings to purchase packages of support.

Traded Offer

When schools and settings purchase an EPS package, the link Educational Psychologist will consult with them to plan a programme of work tailored to meet their requirements.

Consultation involving work with individual children and young people will be agreed with the psychologist before initial consultation forms can be accepted. These forms will be given/sent to schools by the Educational Psychologist once the work has been agreed and will enable schools to obtain parent/carers consent for involvement.

Note: Form 1 and Form 2 are being withdrawn as of 30th April 2017 and will no longer be in use.

These small changes will support the assess, plan, do review cycle and the graduated approach as described in the SEND Code of Practice 0-25 (January 2015) and are designed to lead to a stronger focus on positive outcomes for children and young people.