# Rhondda Cynon Taf and Merthyr Tydfil Educational Psychology Service Pathway Model August 2018

# **Objectives**

#### Nature of EP Involvement Phase of Graduated Response

#### Stage Objectives

Clarify concerns

Investigate systemic issues and investigate training needs and resources. Advise and signpost setting staff/HVs/Enhanced Play

#### Stage Objective

Assist in the clarification of the strengths difficulties and needs of individual children and work with parents, pre-school staff and partner agencies to advise on the development of appropriate 1 page profiles / play plans.

Early Years - Phase A

(EYs Action)

Early Years - Phase B

(EYs Action+)

Action Plan written by EYs setting

**Review Action Plan** 

**Statutory Assessment** 

EP Involvement (Flying start or EY EPs) Drop in sessions in EYs settings/ telephone consultation/liaison meetings with health visitors or Enhanced Play Service to discuss key themes, systemic issues and training needs or anonymous individual cases.

### **EP Involvement**

Consultation/ FY Team around the child meetings with parents / carers and all concerned. Observation of child. Developmental assessment of child

#### **EP Involvement**

Consultation with the child, parents and all relevant parties and Individual assessment as may be necessary to provide a comprehensive understanding of the child's strengths, difficulties and needs and provide advice to the LA as to how best to meet these needs.

# Stage Objective

Provide statutory psychological advice to the LA in order to identify a young persons SEN and how best to meet these needs.

Stage Objectives

Investigate systemic issues and investigate training needs and resources.

Signpost school staff with regards general strategies, information or services that may be School Age - Phase A

**Discussion and Planning** 

Notes and actions to be recorded by School

**Review Action Plan** 

## EP Involvement

Initial Consultation (Direct, Phone, Email) with HTs/SENCo

**Group Consultation** 

Solution Circles (Problem solving)
EPS referral form not required at this stage as all

discussions are with regards systemic issues or anonymous).

Consultation /Team Around the child (TAC)

Delivery of bespoke training for school.

Staff Supervision to problem solve around

concerns and assist in evaluating current strategies and the development of IEP/IBP

targets and further school based interventions to

Direct Intervention (VIG, SF, CBT, PCP, Narrative

Assessment (cognition, emotion, social, motivation,

Multi Agency Collaboration (Clinics, meetings,

Parental support and advice.

achieve these targets.

Research / Policy Advice

#### Stage Objectives

Obtain Pupil Voice

Parental Involvement / collaboration Review systemic resources

Quality Assurance

Use PCP Resources

Consider rate of progress
Explore school attendance and engagement in education

Phase B: School Based Provision

(School Action)

**Action Plan** 

Intervention

IEP/IBP/PCPs

Ensure targets are SMART, with pupil

**Systemic** Change

(School, Teacher Parent, Community)

Review

Stage Objectives
In-depth exploration of need of an individual child/young person.

Multi-Agency Collaboration

Evaluation of progress and existing plans.

**Phase C: Direct External Agency** Involvement

(School Action+)

Intervention

**Assessment** 

Supervision/

**EP Involvement** 

**EP Involvement** 

reviews)

attendance)

Therapy, MI, Mindfulness)

Action Research /Evaluation Classroom Observation

Consultation with the child, parents and all relevant parties and Individual assessment as may be necessary to provide a comprehensive understanding of the child's strengths, difficulties and needs and provide advice to the LA as to how best to meet these needs. EP may also attend annual reviews if required.

staff support

Review

Provide statutory psychological advice to the LA in order to identify a young persons SEN and how best to meet these needs.

**Statutory Assessment**