 ******

|  |
| --- |
| **EDUCATIONAL PSYCHOLOGY SERVICE**  **Remote Consultation Request**  **for a Child or Young Person who has an Education, Health and Care Plan (EHCP) November 2024**  [This form includes EPS and Annual Reviews Protocols] |

**Annual Reviews**

This form is **not** for requests to attend Annual Reviews. Please follow the Annual Review Protocols outlined at the end of this form. In summary - Protocols for Educational Settings requesting EPs to be involved in an Annual Review:

**Key question for educational settings:**

Is there enough robust evident to enable a recommendation for a change in provision or for the SEND Team to make a decision around the appropriateness of a specialist provision?

*Robust evidence would include standardised tests and other assessments carried out by educational staff, assessments by outside professionals and recent reports (under a year old) from relevant professionals*

| **YES** | **NO** | **NOT SURE** |
| --- | --- | --- |
| Carry out the Annual Review meeting process as set out in the SEND Code of Practice and in line with SEND Team checklist.  Submit paperwork to the SEND Team. | Consider where evidence can come from  Which assessments can be carried out by educational staff?  Which relevant professionals have recently been involved who can submit evidence? | Talk to the SEND Team about whether up-to-date evidence is sufficient.  If EP involvement is being considered, talk to the EPS and SEND Team to see what would be helpful.  **Please note – the EPS would not get involved solely to carry out a cognitive assessment for the reasons outlined below.**  The EPS and SEND Team will discuss potential involvement. If an EP is going to become involved, the educational setting will be informed and the SEND Team will request our involvement |

**Guidance Notes for Remote Consultation Requests**

1. This form is to be used to request a one hour remote consultation with an educational psychologist.
2. The allocated educational psychologist will use the information on this form to plan the remote consultation for a mutually convenient time with the person requesting it. Other key people could also be involved eg parents/carers. The remote consultation will be carried out via a Teams video call or a telephone call.
3. The focus of the consultation will be to explore the current situation, agree strategies and plan next steps to ensure the successful implementation of the EHCP where there are concerns or difficulties in doing this. NB discussions about funding do not involve the EPS.
4. This form is to be completed by a member of the educational setting which the child or young person attends.
5. Steps involved:
   1. A mutually convenient time is agreed to carry out the consultation – telephone or Teams.
   2. One hour consultation to explore the situation, agree strategies and plan next steps.
   3. The educational psychologist will write a brief email outlining the main points from the consultation.
   4. The setting can request a remote consultation review meeting after at least 6 weeks. This can be requested via [psychology\_service@bathnes.gov.uk](mailto:psychology_service@bathnes.gov.uk)

**REQUEST FOR A ONE HOUR REMOTE CONSULTATION**

**WITH AN EDUCATIONAL PSYCHOLOGIST**

|  |  |
| --- | --- |
| **Request from:**  *(Setting name)* |  |
| **Contact Person:** |  |
| **Phone Number and Email Address:**  (include best day/s and time/s to make contact) |  |
| **Position Held:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Child / Young Person’s Forename(s) | Family Name | Date of Birth | | Year Group(If relevant) |
| Male 🞎 | Female 🞎 | | Other 🞎 | |
| Ethnicity: |  | | | |
| Address(es): |  | | | |
| Telephone numbers: |  | | | |
| Name of Parents/Carers including relationship (and address if different from above): |  | | | |
| Who has parental responsibility? |  | | | |
| **Purpose of consultation with an Educational Psychologist from the perspective of:** | | | | |
| 1) child or young person |  | | | |
| 2) parent/carer |  | | | |
| 3) key educational setting staff |  | | | |

Please answer **all** of the following questions to help us understand what will be helpful in planning the remote consultation

|  |  |
| --- | --- |
| Category of concern – please delete appropriately | * Implementing the EHCP * Changes in need – consider holding interim Annual Review * Potential placement breakdown * Other (please specify) |
| What are the current concerns? |  |
| Who is most concerned? |  |
| What is working well? |  |
| What is not working so well? |  |
| What has already been tried? |  |
| How well has this worked? |  |
| What other information will be helpful to know? |  |

**Please ensure the form is fully completed and signed.**

|  |  |  |
| --- | --- | --- |
| **Request made by** | | **Date** |
| **Signature of person making the request:** | **I have explained the remote consultation request form and process to the child/young person and parent/carers.** |  |
| **Signature of child/young person if possible:** | **The remote consultation request form has been explained to me and any questions I had have been answered.** |  |
| **Signature of parent/carer or young person if over 16 years of age:** | **The remote consultation request form has been explained to me and I understand that if a consultation is agreed, information about my child may be shared with professionals and between professionals involved to support the consultation process.** |  |

Once **fully** completed, please send this request with signatures and any relevant supporting paperwork to:

Bath and North East Somerset Council, Educational Psychology Service, Lewis House

Manvers Street, Bath, BA1 1JG

Or email to psychology\_service@bathnes.gov.uk

Or upload to Globalscape

**What will happen once the EPS receives the fully completed form?**

The form will be checked by the EPS admin officers to ensure that it is fully completed. The request will be added to our allocations list which is reviewed by the Principal Educational Psychologist (PEP) on a weekly basis. The PEP will allocate an educational psychologist who will be in contact with the person making a request to find a mutually convenient time for a remote consultation.

**See below for EPS and Annual Reviews Protocols**

**Educational Psychology Service and Annual Reviews – Protocols**

**Jane De Ste Croix, Principal EP, December 2019**

**Rationale for Protocols**

Historically, educational psychologists (EPs) in Bath and North East Somerset have been asked to contribute to a child/young person’s Annual Review if there is to be a change in provision or a change in type of placement. For an Annual Review and Key Stage transfers, the SEND Code of Practice (January 2015) requires educational settings to document the voice of the child/young person and submit a report from the educational setting. It does not specify which other professionals have to be involved.

EPs are frequently asked to carry out a cognitive assessment to identify a child/young person’s cognitive functioning. In some cases, the evidence of the complexity and severity of a child’s SEND may be available from an educational setting or from other professionals who have been involved over a period of time.

When a change of the type of provision is being considered, EPs are frequently asked to carry out an assessment to assistthe SEN Panel in their decision around the appropriateness of a specialist provision. There are many instances where the educational setting has gathered a range of evidence and proposed an amended EHCP which clearly indicates that a consultation with a specialist provision would not be inappropriate as long as parent/carers are in agreement or if they are making the request.

The Educational Psychology Service (EPS) is committed to ensuring that high quality advice is provided for EHCNAs and that we can support educational settings to implement EHCPs and maintain placements where issues arise. If there is clear evidence to support a change in provision or type of placement which has been submitted by educational staff (including standardised tests) then an EP assessment may not be needed.

The aim of these protocols is to provide a clear system for educational settings and the SEND Team on when to involve an EP for changes in provision and type of placement. This will allow more time for the EPS to spend on providing high quality advice and assessments as well as supporting educational settings through a problem-solving/solution-finding consultation approach to maintain placements and implement EHCPs.

**Protocols for Educational Settings**

If a change of provision or type of placement is to be considered, relevant information is to be gathered.

**Key question:**

**Is there enough robust evident to enable a recommendation for a change in provision or for the SEND Team to make a decision around the appropriateness of a specialist provision?**

*Robust evidence would include standardised tests and other assessments carried out by educational staff, assessments by outside professionals and recent reports (under a year old) from relevant professionals*

| **YES** | **NO** | **NOT SURE** |
| --- | --- | --- |
| Carry out the Annual Review meeting process as set out in the SEND Code of Practice and in line with SEND Team checklist.  Submit paperwork to the SEND Team. | Consider where evidence can come from.  Which assessments can be carried out by educational staff?  Which relevant professionals have recently been involved who can submit evidence? | Talk to the SEND Team about whether up-to-date evidence is sufficient.  If EP involvement is being considered, talk to the EPS and SEND Team to see what would be helpful.  **Please note – the EPS would not get involved solely to carry out a cognitive assessment for the reasons outlined above.**  The EPS and SEND Team will discuss potential involvement. If an EP is going to become involved, the educational setting will be informed and the SEND Team will request our involvement |

**Protocols for the SEN Team**

If a request for a change of provision or type of placement comes from an educational setting to the SEND Team, the following will be considered:

* The SEND Lead Practitioner can consult with the EPS to consider the request and available evidence.
* If the SEND Lead practitioner is uncertain whether there is sufficient evidence, they will discuss the case in their POD meetings. Further discussion with the EPS can be sought.
* The EPS would not get involved solely to carry out a cognitive assessment for the reasons outlined above i.e. evidence of a child/young person’s cognitive functioning can be gained through other formal assessments, including those carried out by educational staff.
* If the outcome of the consultation between a Senior Inclusion Officer, SEND Lead Practitioner and the EPS is that EP involvement is needed, the SEND Lead Practitioner will complete a SEND Team Request for Consultation form indicating which area of need would be helpful to have EP advice about.

**Protocols for the EPS -** as above plus:

Through consultation with either the educational setting or the SEND Lead Practitioner or Senior Inclusion Officer, the EPS will decide whether to attend the Annual Review meeting if they feel it is appropriate. The purpose would be to gather information and support those present with problem-solving/solution-finding. This stage can form a key part of an EP’s assessment if an assessment has been agreed as being appropriate.