

Parental / Carer Permission

No work is undertaken with a child without the consent of the person with parental responsibility.

What happens after I have met the EP / the EP has seen my child?

The EP usually provides a written record of their involvement. They will usually plan to discuss your child's progress during a future visit to the school.

NB The needs of a small number of children or young people are complex and remain so significant that they cannot be met effectively within the school's resources. For these children and young people, the school or Early Years setting may consider requesting an Education Health and Care Needs Assessment which may lead to an Education Health and Care Plan (EHCP).

The EP Service is committed to working with schools and others to support children and young people's well-being and effective learning. We are committed to the principle of equal opportunities and aim to provide a service that is accessible and fair.

We have an ethical responsibility to engage in social justice and anti-racism action. We stand in solidarity with our Black and Minority Ethnic (BME) community members and colleagues, and pledge to do all in our power to call out, address, and dismantle the systemic inequities in our society. We must think and act in ways that affirm and support BME children and families, and confront racial biases in all educational settings.

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If you would like to receive this information in another language, or another format such as a large print, Braille or an audio tape, please contact the Educational Psychology Service, as above.

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Information for parents & carers about the role of the EP



What is an Educational Psychologist?

An Educational Psychologist (EP) works to support the well-being and development of children and young people up to 25 years of age. EPs have postgraduate training in child and adolescent learning, behaviour and mental health. They draw upon theory and research to bring about positive change by working closely with school staff, parents/carers and children/young people themselves.



Approach

EPs recognise that every child is unique and individual and we adapt our approach to meet the needs of each child. We use a consultation model - this involves talking to you and school staff to share information, problem solve, and agree actions

How does the EP become involved?

If there are concerns about your child's progress in school, school staff may have talked to you about these difficulties and have put some additional support in place.

If your child has not made progress with this support, the school may feel the need to involve the link EP for the school. Your views and knowledge of your child are important in helping to understand your child's difficulties. You will be asked by the school's Special Educational Needs Co-ordinator (SENCo) to complete a 'Request for EP Involvement' with them. You will also give your signed consent on this form for your child to be discussed and/or seen by the EP. The SENCo will then send this form to the EP Service to provide the link EP with as much as possible beforehand and also to set up a meeting date.



If you meet with the EP, you may want to think about:

- Your child's strengths and interests
- Concerns that you may have
- Questions you may want to ask
- Ways you have tried to help your child
- Other professionals that have worked with your child

How do EPs work?

An EP may gather information at the consultation meeting with parents/carers and staff about your child, including:

- Learning
- Understanding and managing emotions
- Independence and self-help skills
- Making friends and relating to others
- Expressing themselves and understanding language
- Developing play skills
- Medical or physical conditions that influence access to learning



In addition, the EP may also:

- Observe your child in their educational setting
- Look at your child's work
- Liaise with other professionals
- Monitor your child's progress and review strategies in place
- Work directly with your child to gain their views and use a range of approaches to explore their strengths and difficulties