

Southampton Psychology Service

PURCHASED SERVICES AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES



WELCOME...

To the Southampton Psychology Service training and development brochure designed to showcase services offered by the Educational Psychology service to those working with children, young people and families.

Throughout the brochure are a selection of Professional Development opportunities that Southampton Psychology Service currently provide, that your setting may wish to consider purchasing. This brochure is not an exhaustive list; Educational Psychologists (EPs) trained in applying psychology to promote the learning development and psychological wellbeing of children and young people, as such there are a wide range of areas in which we can provide training and professional development opportunities.

If there is something that is not on the list that you are interested in please discuss this with your link EP. Training sessions can be tailored to your needs as appropriate. Bespoke courses may incur additional charges if a large amount of preparation is required.

WHO ARE WE?

Educational Psychologists specialise in child development working with parents, carers, schools and other professionals to promote young people's learning and development. They can work with an individual child, a class or whole-school.

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ADDITIONAL SERVICES

Additional Services that can be purchased:

Additional EP services can be bought in for £605 per day/£303 per half day.

Academies: £630/£315

An hourly rate may be applicable for some services at £125

CASEWORK

Additional Educational Psychology time for individual casework can be purchased either on an individual school basis or by a cluster of schools in half day blocks, with a minimum purchase of 2 half-day visits to enable an initial consultation and a later review of the outcomes. Any assessments or typed reports agreed as part of the consultation will require additional time. The nature of casework will be negotiated with the link EP to meet needs. Please refer to the Educational Psychology Service Level Agreement for further information about discounted rates for bulk purchases.

CHALLENGING BEHAVIOUR CONSULTATION (CBC)

CBCs are three hour consultations, typically involving two EPs from our team in which a preventative behaviour plan based upon the multi-element model approach is drawn up providing you with practical applications to support positive behaviour within your setting. Challenging behaviour consultations are used with children who are displaying significant challenging behaviour in school on a regular basis and act as a rapid response solution to the issue.

GROUP WORK

EPs can offer a range of specialist interventions. Often these utilise the dynamics and influence of group processes in order to have a positive impact on behaviour. All group work delivered in schools will be co-delivered with school staff and will also have the aim of training up those members of staff so that they will feel confident and competent to run future groups in school.

STAFF SURGERIES

School staff can book a session with an EP to discuss a specific issue with which they would like a psychological perspective (e.g. managing the behaviour of a specific child within the classroom, meeting the needs of a specific group within the classroom, managing a child with Autism, specific literacy difficulties, etc.) This has proved to be a very effective way of meeting both staff and pupil needs, and has been added to our list of services that can be purchased by popular demand.

Staff surgeries can be booked in half day blocks.

SUPERVISION

Those in more managerial positions in schools may prefer a different approach, drawing on psychological approaches such as Solution-Focused Thinking and Coaching to develop practice and enhance skills. This can also give those in school who are frequently dealing with difficult and challenging behaviour the opportunity to debrief, and in so doing, manage the stress that such situations can induce.

RESEARCH AND EVALUATION

Educational Psychologists are applied psychologists and are trained and experienced in a range of research and evaluation methods. Schools may wish to make use of these skills in order to support them in measuring the impact of their practice or of a specific intervention. Projects will be tailored to the needs of the school.

SYSTEMIC WORK

The EP service delivers evidence based and personalised support aiming to develop systems within settings; one focus can be upon the development of psychological well-being. Previous work in this area resulted in a wide range of dynamic support for schools including development of effective policies, promotion of positive behaviour systems and enhancing community involvement. We would love to deliver more services in this dynamic, flexible way in response to your identified needs.

SPECIALIST AREAS

NURTURE GROUP

Nurture Groups are small supportive classes in mainstream schools, rooted in attachment theory, which are set up according to the 6 principles developed by Marjorie Boxall. They help support children and young people who find it difficult to settle and respond to the demands of daily life in the classroom with other children. Nurture Groups work to develop a child's needs as a whole; the aim is to provide opportunities to develop social, emotional, behaviour and learning skills, so that children can return to class and make progress with their learning. Nurture Groups can support children and young people across primary and secondary schools and colleges.

Here in Southampton, our Nurture Group Team is led by a team of Educational Psychologists. The team has extensive experience and training in all areas of Nurture Group theory and practice and has helped set up and support over 20 Nurture Groups across Southampton.

We will work with any school or college who have a Nurture Group or want to set up a Nurture Group. Settings can purchase time from the EP Service to use in a flexible way to meet their own needs. This could include:

- Support to observe and review Nurture Group practice with Nurture Group staff and senior school/college staff.
- Ongoing telephone/email support for Nurture Group staff
- Support to apply for NG Network's Boxall Quality Mark Award (The Marjorie Boxall Quality Mark Award is the Nurture Group Network's accreditation scheme for excellence in nurturing).
- Bespoke 'In-house' INSET for whole staff on a range of related topics, e.g. to raise awareness of Nurture.
- Peer supervision
- Challenging Behaviour Consultations (CBC) for Nurture Group children. See brochure for more details on CBCs.
- Individual consultation/meetings with Nurture staff and/ or senior leaders over particular issues.
- In addition, individual places can be booked onto the Nurture Group in a Nutshell 1 Day introduction/refresher training course and also termly 'Nurture Group Network' meetings facilitated by EPs.

CHALLENGING BEHAVIOUR

Promoting positive behaviour management strategies is a key area of focus for our service. A range of training is available from the development of whole school positive behaviour management systems, to managing challenging behaviour and also physical intervention training. Our physical intervention training follows the MAYBO curriculum (a BILD accredited training programme). The curriculum can be tailored to your individual needs following a detailed training needs analysis.

ELSA OFFER:

Emotional Literacy Support Assistants (ELSAs) are Learning Support Assistants who support children and young people in the development of their social and emotional skills. The role was originally conceived of and implemented in Southampton, and has since become popular nationwide. In Southampton, we assert that the ELSA:

1. Supports the child's learning of social and emotional skills;
2. Helps the child feel listened to and valued; Regular ELSA network meetings are held around the city to service a peer supervision function;
3. Advocates for the child in meetings with parents, staff and other professionals;
4. Advocates for emotional literacy within the wider organisation in which they work.

In order to be recognised as an ELSA in the city, it is necessary to have completed a recognised initial ELSA training course if you are within your first year working in this role (we run our own five day training course every year). In addition, if you have been working in this role for more than one year, you must have completed enough relevant continuing professional development (CPD) to gain entry on our ELSA register.

We offer a number of ELSA CPD experiences in the city that carry 'points' towards registration, including:

1. Regular ELSA group supervision meetings, led by an Educational Psychologist;
2. Regular ELSA network meetings are held around the city to serve a peer supervision function;
3. An annual emotional literary conference.

Additionally, a number of other courses run in the city (and relevant to ELSA work) carry registration points, and schools are welcome to purchase bespoke training and/or supervision from the Educational Psychology Service. The EP Service also offer a five day initial training programme for staff who would like to train as ELSAs.

AUTISM

Autism* is a lifelong condition that affects how a person communicates with, and relates to other people. It also affects how a person makes sense of the world around them. One in every 100 children has Autism and can have a range of complex difficulties which require understanding and tailored support in school.

Supporting children with Autism is an area of specialist interest for our team. All our Educational Psychologists have knowledge and training regarding Autism in education and we have a number of members with specialist skills in this area.

Bespoke training, casework, and support packages can be delivered on request, tailored to the needs of the setting and individual children. Areas covered may include:

- Autism awareness

- Adapting the environment to support the needs of autistic learners

- Promoting social skills and emotional wellbeing in children with Autism

- Autism and Challenging Behaviour

Support can also be offered regarding a range of interventions associated with Autism including:

- Social Stories

- Comic Strip Conversations

- Circle of Friends

- Table Top Identiplay

Centralised training courses run by the EP services are also offered in collaboration with Southampton Inclusion Partnership (and its lead school Springwell). More information can be found in the Children's Workforce Development Brochure.

**The term Autism is used to refer to all conditions on the Autism spectrum including Asperger's syndrome.*

Training Packages - Starting from £900 a day

WHOLE SCHOOL AWARENESS: SUPPORTING ATTACHMENT, TRAUMA AND LOSS



WHAT IS IT?

One in three children in school will have an insecure attachment style which will impact upon their behaviour and approach to learning. This course will provide basic awareness about attachment including a whole school approach to supporting children with insecure attachment needs including those who have experienced domestic violence, parental separation, trauma and abuse.

WHO SHOULD ATTEND?

- This training should be delivered to whole school staff groups
- Head Teachers/SENCOs/Inclusion managers
- Teachers and Teaching Assistants
- Emotional Literacy Support Assistants
- Other school staff and professionals
- Individuals who are interested in developing their own work in this area either within or outside mainstream education

SPECIFIC FEATURES/REQUIREMENTS OF THE COURSE

- Theoretical background information
- Practical strategies

BENEFITS OF THE COURSE

At the end of this course participants will have developed knowledge, skills and understanding in the following areas:

- Attachment theory
- Helping children with insecure attachments (including those who have witnessed domestic violence, parental separation, trauma and abuse) to reach their potential

DEVELOPING THE KEY ADULT ROLE: SUPPORTING ATTACHMENT TRAUMA AND LOSS



WHAT IS IT?

This is a training opportunity for adults working 1:1 with children with insecure attachment needs. For example, those who may have experienced learning or behavioural challenges resulting from trauma, loss, abuse, parental separation or witnessing domestic violence. This course is designed to follow on from the “Whole School Awareness: Supporting Attachment, Trauma and Loss” course. It has a detailed focus on attachment theory, strategies and personal resilience, to build on the previous course, followed by three further sessions across the academic year which each involve a group supervision session as well as further input around a related area.

WHO SHOULD ATTEND?

Adults working 1:1 with children with attachment needs and those who would be interested in taking a role of this type in the future

SPECIFIC FEATURES/REQUIREMENTS OF THE COURSE

- Detailed knowledge about the neuropsychological impact of insecure attachment and trauma

BENEFITS OF THE COURSE

At the end of this course participants will have developed knowledge, skills and understanding in the following areas:

- Group supervision from a psychologist for adults working in an emotionally demanding role
- Opportunities to network with peers in a similar role
- An opportunity to develop skills and knowledge about this significant area of need



WHAT IS IT?

This course explores tackling barriers to effective learning, promoting independence and confidence in all learners aiming to narrow the gap between groups within school. The specific barriers to learning which can be addressed in the training are as follows: matching teaching to children's skills to maximise access to the curriculum, communicating effectively with children, teaching children how to use effective learning behaviours, motivating children to engage with learning and helping children to recall and apply learning.

WHO SHOULD ATTEND?

- Head Teachers/SENCOs/Inclusion managers
- Teachers and Teaching Assistants, Emotional Literacy Support Assistants
- ELSAs

SPECIFIC FEATURES/REQUIREMENTS OF THE COURSE

- This could be offered as a whole package or as individual stand-alone sessions.

BENEFITS OF THE COURSE

At the end of the course participants will have developed knowledge, skills and understanding in the following areas:

- Task analysis and differentiation, learning through play
- Differentiating language demands in the classroom and using questioning to promote learning
- Developing mediated learning techniques to help children recognise how they learn and develop the skills they need to learn more effectively
- How to devise motivating tasks for children and promote a 'growth mindset' that will support children to manage challenges in their learning more effectively.
- Developing strategies to support working memory, attention and generalisation of learning across tasks and contexts.

PROMOTING RESILIENCE IN CHILDREN



WHAT IS IT?

This course explores how school-based staff can promote resilience and growth in children. It will focus on strategies for developing a supporting, nurturing environment and teaching children social and emotional skills for promoting their emotional wellbeing. This course can be adapted to meet your needs and provides an opportunity to talk about particular children. You will be provided with resources to use in your setting.

WHO SHOULD ATTEND?

- Head Teachers/SENCOs/Inclusion managers
- Teachers and Teaching Assistants
- Emotional Literacy Support Assistants
- Other school staff and professionals
- Individuals who are interested in developing their own work in this area either within or outside mainstream education

SPECIFIC FEATURES/REQUIREMENTS OF THE COURSE

- Ability to talk about specific cases
- Gives an introduction to those who know little or nothing about promoting resilience

BENEFITS OF THE COURSE

At the end of this course participants will have developed knowledge, skills and understanding in the following areas:

- Understanding of what is meant by resilience
- Knowledge of the main sources of resilience
- Knowledge of strategies for promoting resilience
- Knowledge and skills to develop an action plan for promoting resilience

GRATITUDE: HOW IT CAN IMPROVE TEACHERS AND CHILDRENS' WELLBEING



WHAT IS IT?

This training offers up an answer to common questions such as what is gratitude and what purpose does it serve? How does expressing gratitude impact on our wellbeing? And strategies for expressing gratitude at school, with the aim of improving relationships within education.

WHO SHOULD ATTEND?

- Head Teachers/SENCOs/Inclusion Managers
- Teachers and Teaching Assistants
- Emotional Literacy Support Assistants
- Other school staff and professionals
- Individuals who are interested in developing their own work in this area either within or outside mainstream education

SPECIFIC FEATURES/REQUIREMENTS OF THE COURSE

- Gives practitioners who know little about the topic a richer understanding
- Informs how theory can be put into practice

BENEFITS OF THE COURSE

At the end of this course participants will have developed knowledge, skills and understanding in the following areas:

- Gratitude research
- Classroom strategies to support gratitude
- Practice to promote gratitude



WHAT IS IT?

Precision teaching is a method of planning and carrying out a teaching programme to meet the needs of an individual child or young person who is having difficulty acquiring and maintaining skills. It is most commonly used to support the development of basic literacy and numeracy skills. It has inbuilt monitoring which allows the person running the programme to evaluate the effectiveness of what is being taught.

It is designed as an introduction or refresher for those who have previously trained.

WHO SHOULD ATTEND?

- Teaching Assistants and Learning Support Assistants
- Class teachers or SENCOs who are either running or overseeing programmes
- Individuals who are interested in developing their own work in this area either within or outside mainstream education

SPECIFIC FEATURES/REQUIREMENTS OF THE COURSE

- Capacity to set up a programme which will run for 10 minutes per day, 5 days a week with an individual child between the sessions
- Access to a member of staff who can support planning and reviewing the programme, for example, the SENCO or class teacher. It would be particularly beneficial, although not essential, if this member of staff can also attend the training.

BENEFITS OF THE COURSE

At the end of this course participants will have developed knowledge, skills and understanding in the following areas:

- The principles and learning theories that underpin the precision teaching approach
- How to set up a programme and monitor progress
- How to problem solve and adjust programmes when children do not make expected progress

MAKING THINGS HARDER: WHAT DOES PSYCHOLOGY HAVE TO TELL US ABOUT LEARNING



WHAT IS IT?

This half day course will introduce you to what Cognitive Psychology has to tell us about how we learn best. We will use a simple model of the brain to see how attention, working memory and prior knowledge work together to assist, or sometimes to prevent learning. We'll then examine the strange assertion that the teacher's job is not to make learning easier, but that it may help to make learning harder. We'll look at why performance is not the same as learning; we'll consider what Robert Bjork terms as "desirable difficulties" in learning; and we'll see how Daniel Willingham is right when he claims that "Memory is the residue of thought". Along the way, we'll look at how teachers can use spacing, interleaving, pretesting, low stakes tests, procedural and contextual variation and much more to help learners make long term connections.

WHO SHOULD ATTEND?

- Anybody interested in helping children learn!
- This course will be particularly helpful for staff in positions of leadership, who can help others as they organise their curriculum.

SPECIFIC FEATURES/REQUIREMENTS OF THE COURSE

- Just to be ready to learn, debate, challenge and be challenged.

BENEFITS OF THE COURSE

This course will encourage you to think again about how you organise learning experiences. It will give you practical ideas about how your curriculum can be developed and organised to harness the power of the human mind. And it will help you reflect on some evidence based strategies to enhance learning. What could be better?!

PERSON CENTERED PLANNING FOR ANNUAL REVIEWS (AS RECOMMENDED BY GOVERNMENT LEGISLATION/ GUIDANCE AND C OF P 2014)



WHAT IS IT?

This course aims to answer such questions as what is the historical and political background of PCP? Help to underpin the philosophy and theory of the legislation, provide tools and techniques to apply in annual reviews and focus on how to reflect wishes and views of the young person and family.

WHO SHOULD ATTEND?

- Head Teachers/SENCOs/Inclusion managers
- Anyone who runs annual reviews
- Teachers and Teaching Assistants
- Emotional Literacy Support Assistants
- Other school staff and professionals
- Individuals who are interested in developing their own work in this area either within or outside mainstream education

SPECIFIC FEATURES/REQUIREMENTS OF THE COURSE

- Interactive (use of audio & Powerpoints)
- Small group training session (maximum six people)
- Practical exercises

BENEFITS OF THE COURSE

At the end of this course participants will have developed knowledge, skills and understanding of running and delivering PCP approach in annual reviews

EMOTIONAL LITERACY



WHAT IS IT?

Emotional Literacy is the ability to recognise, understand, handle and appropriately express emotions. It further breaks down into the five 'dimensions' of *self-awareness, self-regulation, motivation, empathy and social skills*. These are key components to emotional wellbeing and good mental health.

This course is designed to introduce practitioners to emotional literacy, its composition and its relevance to schools and the world today. A key area also covered will be the importance of emotional literacy to belonging.

WHO SHOULD ATTEND?

- Headteachers/SENCOs
- LSAs/TAs
- Classroom and subject teachers
- Senior management teachers
- Others school staff and professionals who have an interest in emotional literacy

SPECIFIC FEATURES/REQUIREMENTS OF THE COURSE

A mixture of spoken input, activities and discussion.

BENEFITS OF THE COURSE

- An understanding of the term emotional literacy and its relevance to learning and mental wellbeing.
- An overview of relevant associated psychology.
- Practical ideas and strategies for promoting emotional literacy in the setting.

THE 'FIVE LAWS' OF BEHAVIOUR MANAGEMENT



WHAT IS IT?

You might be forgiven for thinking from its discussion in the media and from government guidance that punishment is the only valid response to inappropriate behaviour in schools. In fact, there is a lot that psychology has learned about behaviour over the last few decades, all too much of which is often dismissed as politically motivated in some way rather than based on hard science.

This course is designed to introduce practitioners to five basic 'laws' of behaviour management, each drawing upon important research in psychology. These are:

- What you do when things are going well is more important than what you do when things are going badly.
- People are driven to view themselves and their actions in the best possible light.
- All behaviour has a goal (and it is often connected to belonging).
- Behaviour can be taught, and is most easily changed by breaking things down into manageable steps.
- A positive relationship will make more difference than any strategy by itself.

WHO SHOULD ATTEND?

- Headteachers/SENCOs
- Classroom and subject teachers
- Senior management teachers
- TAs/LSAs/ELSAs

SPECIFIC FEATURES/REQUIREMENTS OF THE COURSE

A mixture of spoken input, activities and discussion.

BENEFITS OF THE COURSE

- A simple model of behaviour management, which takes a functional approach to behaviour and which is based on solid psychological research.
- An overview of relevant psychology.
- Practical ideas and strategies for promoting positive behaviour in school.

BESPOKE TRAINING

EPs are trained in applying psychology to promote the psychological wellbeing of children and young people, as such there are a wide range of areas in which we can provide training and professional development opportunities. The list below covers some of the specific areas of expertise that we currently have within the team:

- Attachment
- Autism
- Positive Behaviour Management
- Challenging Behaviour (including MAYBO training regarding conflict management and physical intervention)
- Emotional Literacy/Emotional Well-being (ELSA Training, developing social skills, developing self-esteem, emotional regulation)
- Nurture Group training
- Positive Psychology (Gratitude, Resilience)
- Learning Styles
- Literacy and Specific Learning Difficulties
- Precision Teaching
- Mindfulness
- Bereavement and Loss
- Feedback

CONTACT US

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