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Progressing Educational Psychology Services Post 16: So why didn't we do this before?

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Aims of the session:

1. To offer a brief overview of key UK literature and legislation
2. Overview of the local context
3. Development of post 16 services



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Recent National Legislative Context



1. Tomlinson Report (DfES, 2004) & White paper (2005)
2. Vocational Education Review: The Wolf Report (2011)
3. Raising the Participation Age (2012b) and Raising Expectations: Staying in education post 16
4. Support and Aspiration (DfE, 2011) & Children and Families Bill 2013

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Historical context: educational psychology:

The Wall reports 1948 & 1956 for UNESCO

THE MENTALLY SUBNORMAL CHILD

Report of a Joint Expert Committee Convened by WHO
with the Participation of United Nations, ILO, and UNESCO

'ideally there should be a convergence between the services' (p.114) leading to 'a comprehensive psychological service' working in close co-operation with further and higher education, with apprenticeship schemes, with community social services, with trade unions and with employers, and playing 'a dynamic role' (p.117), (Mackay, 2009, p10)

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Scottish Post –School Psychological Services (PSPSs)

1. Jimerson et al., 2007b, **only Scotland had PSPSs**
2. Broad statutory foundation – **duties mandatory** not discretionary and not restricted to schools.
3. Scottish Executive (2002, p20) **EPs work at 3 levels:**
 - Individual child/family
 - School or institution
 - Local authority
4. Boyle, Creighton and Hellier (2003): 5 core functions of EP role: **consultation, assessment, intervention, training and research**

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Educational psychology historical context in England and Wales

1. **Individual assessment** and intervention early focus
2. **Summerfield Report (1968) extended EP role**
3. **Reconstructing Educational Psychology** (Gillam, 1978) – **frustration** - individual role
4. DfEE (2000) - increase **early intervention**
5. Farrell et al (2006) review (ECM) future **educational/clinical psychology merge?**

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Studies by psychologists of Post 16 work :

1. Transition into adulthood for young people with SEN and Disability

Dovey-Pearce et al, (2012).

2 EP support for LAYP/Care leavers

- (Peake, 2011) - case consultation service
- Midgen (2011) overview of outcomes for adopted children post 16.



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Studies by psychologists of Post 16 work continued:

3. Young adults with Social, Emotional and Behavioural Difficulties

(SEBD) O'Riordan (2011):

"Many school-leavers with SEBD seem unable to maximise this chance to reinvent themselves, often leaving school ill-prepared to make the transition to training or employment...with long term outcomes that are 'dismal'..." p304



Haliwell (2008) EP work in a young offender's institute has many parallels with generic EP role

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Studies by psychologists of Post 16 work continued:

4. Young adults not in education, employment or training (NEET)

- Speilhofer, Marson-Smith & Evans (2009) overview
- Arnold and Baker (2012) developed a screening tool, which served to identify risk factors in a local context
- Work by NfER nationally now considering how to develop 'Risk of NEET indicators (RONIs) relevant to local contexts



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Insights from PSPS in Scotland

Hellier (2009, p30) described the 'degree of freedom provided by a new start' as being:

*"...an example of **opportunistic psychology** in seeking to apply psychological knowledge and skills in a context which has grown from existing work."*

MacKay & Boyle (2013, p112) note:

"...fundamentally, provision of services to adult age groups raised issues regarding the nature and scope of educational psychology itself, as a profession with a focus on children and adolescents and on models drawn from developmental psychology"

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Post 16 opportunities for EPs?

Hayton (2009, p60) argues EPs are:

"uniquely positioned to help young people and merging adults develop personal skills which they can carry with them beyond the classroom".



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Professional motivations and context



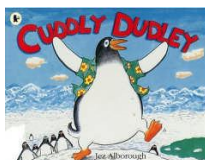
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Dudley context and contrasts

Dudley

not just any borough, this is Dudley borough



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Initial work

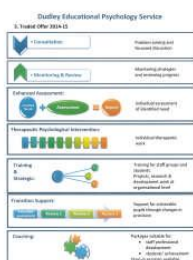
1. Literature review led to plan of potential areas of work
2. Open minded and followed up on any potential links.
3. Pro-active in approaching post 16 personnel
4. Used psychology as USP and assumed an EP could offer a useful service in all post 16 settings
5. ASD specialism and other casework examples link
6. Key link with Post 16 LACES teacher and post 16 LACES Connexions adviser



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Developing the EPS post 16 offer

1. Drafted a potential post 16 offer
2. Semi-structured interview schedule
3. Visited local providers and listened to views
4. Offered free scoping casework
5. Said "Yes we can" when offered project work/training
6. Redrafted model and conducted SLA meetings



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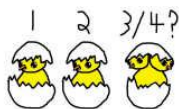
Range of work

1. Individual casework
2. Managing Exam stress Project
3. Training on 'Neuropsychological and emotional influences on achievement'
4. Strategic LA work: Connexions/EHCP/provision mapping
5. Pupil premium development and transition support



What happened and what did we learn?

1. Interested people may not be budget holders!
2. Colleges aren't squeamish about labels!
3. New stakeholder work can be demanding
4. **Don't put all your eggs**....resources in unexpected places
5. Or **count your chickens**... set backs are ok
6. Service levels agreements from unexpected providers



Whole EPS development

1. Initial uncertainty
2. Continuum of involvement of team – updates lead to familiarisation with issues
3. Interest growing
4. National context SEND agenda
5. Some in –service training and discussion re: SPLD
6. Person Centred Planning training for whole team increased confidence (SEND group)
7. Service decision to train all EPs 16 – 25: Real training programme
8. New traded services model covers 0 – 25 years



Investigating Looked after Young People's perception of the support they receive in moving forward into Post Compulsory Education.

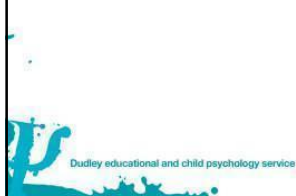
Research Questions:

- What do LAC perceive as effective support in their transition into PCE?
- What makes this transition more challenging?
- How can EPs provide effective support to LAC, and young people more widely, in PC



Traded work agreed post 16

1. Selective sixth form college ½ day fortnightly visit package
2. 1 ½ days per week post 16 LAYP/Care leavers
3. SLA meetings pending with FE colleges
4. Discussions with one alternative provider



Why didn't we do it before? And final reflections...

1. Not our responsibility or within our competence?
2. National guidelines and good practice protocols
3. EP role post 16 broader than SEND agenda
4. Post 16 work an extension of community psychology role?
5. Finally ...what will happen after young adults are over 25 years?