

Why choose us?

Educational Psychologists (EPs) are Psychology graduates with extensive experience of working with children and young people. We undertake post-graduate/doctoral training in Educational Psychology. All EPs are registered with the Health and Care Professions Council and are entitled to register for Chartered Status with the British Psychological Society.

The EPS keeps up to date with research and successful evidence based interventions and this informs our practice.

EP support is highly valued by Tower Hamlets schools, our annual evaluation report is available on request. The EPS has a strong track record of effective partnership working.



Bespoke Support to Schools

For more information please talk to your Educational Psychologist or telephone us.

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Educational Psychology Service
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Our service can be commissioned through the schools' website:

<https://secure2.sla-online.co.uk/default.aspx?logo=6>

Tower Hamlets Educational Psychology Service



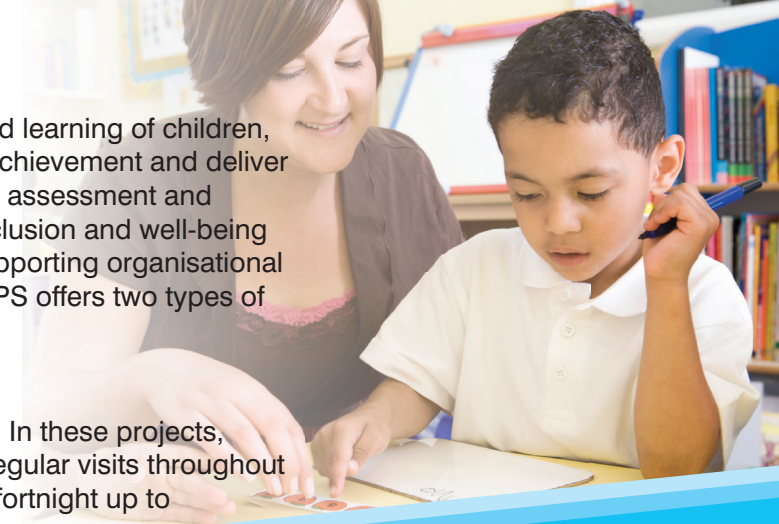


What do we offer?

The Educational Psychology Service (EPS) supports the development and learning of children, adolescents and young adults (age 0-25). We can help schools to raise achievement and deliver positive outcomes for children and young people. We offer psychological assessment and review, evidence based interventions and staff support to promote the inclusion and well-being of children and young people. We are skilled in carrying out research, supporting organisational change and delivering evidenced-based therapeutic interventions. The EPS offers two types of packages to schools; school visits and bespoke work.

Bespoke projects

We are also commissioned by many schools to carry out 'bespoke' work. In these projects, we apply psychology to address a school's individual priorities through regular visits throughout the school year. The frequency of visits varies from one 3 hour session a fortnight up to a full day each school week. This time includes planning and producing written records.



Examples of past work carried out during our bespoke time in schools:

Work with children and young people

- Individual Therapeutic interventions:
 - CBT
 - Narrative Therapy
 - Solution Focused Brief Therapy
 - Motivational Interviewing
- Group work:
 - exam stress
 - anxiety
 - social communication skills
 - transition
- Evaluating the impact of targeted interventions

Work with parents:

- Providing support to parents with children with a diagnosis
- Helping parents manage behaviour more effectively
- Joint child/teacher/parent meetings relating to key areas of children's development
- Workshops and focus groups for parents

Work with staff:

- Video Interaction Guidance (VIG) to support relationships between adults and children
- Psychological supervision
- Reflective practice groups for staff
- Consultation and action planning about specific pupils or systemic issues
- Support and training for teaching staff – whole school and group level

Systems or curriculum focused work:

- Interventions linked to aspects of learning, e.g. working memory
- Reviewing whole school support for children with SEND
- Developing whole school approaches linked to literacy, emotional wellbeing, etc.
- Implementing person-centred practices
- Innovative and applied psychological research to improve outcomes

In 2016, 86% of schools rated the bespoke work as 'excellent'.

Bespoke work is always most effective when designed, implemented and evaluated collaboratively with a named partner in school. We will, with schools, agree outcomes at the start of a project and will review the impact of our work at the end of the academic year.

'We have used the bespoke EP to provide training and development for staff. This work has been of a very high standard' (secondary SENCo)

'The EP has supported the school in guiding parents of pupils with complex needs – the work was exemplary' (primary school SENCo)

'The EP has offered some excellent advice in terms of re-structuring the department and getting effective systems in place' (secondary SENCo)

'Statemented and vulnerable pupils were supported in transition to secondary school – all pupils felt more confident at the end of the programme' (primary SENCo)

We would be more than happy to consider other areas linked to your school priorities.