

# Haringey Educational Psychology Service

## Systemic Support Offer Overview

### 2024-2025

The EPS will be providing one and half days of systemic support (development work at the whole school level) as part of our core offer. The dates for the sessions over the academic year are provided below.

This will be discussed further with your link EP(s) at the yearly review and planning meeting. SENCOs are able to choose from one of the following:

## 1. Supporting Emotionally Based School Avoidance (EBSA)- early intervention

**Aim: To develop understanding of young people experiencing EBSA, build capacity of staff to support and intervene through early intervention plans**

### Session 1

Staff training session for pastoral, medical welfare officer and SEN members of staff focusing on identifying young people potentially at risk of EBSA in school including resources to support this and how to intervene based on the findings and support the development of early intervention support plans (whole school and individual), models of parent/school meeting.

### Session 2

Staff support to review implementation of individual early intervention EBSA support plans and to support with practical next steps.

### Session 3

Review previous sessions with staff, and discuss the children identified as at risk / anxious, facilitated by EPs to support progress and identify successes.

## 2. Executive Functioning Skills

**Aim: To empower school staff with a deep understanding of Executive Functioning (EF) skills, the tools to assess these skills in young people, and the ability to design and implement effective interventions to enhance young people's EF skills.**

### Session 1

#### Understanding and Assessing EF Skills in School

Training for SENCOs/SEN staff and Teaching Assistants on understanding EF including what EF means, the different EF skills and how to assess a young person's EF skills in a school setting. After the session, each participant will assess an identified young person in their school.

### Session 2

#### Sharing Assessment Profiles and Designing Targeted EF Interventions

Sharing and discussing the assessment profiles of identified young people, learning about the key elements of EF intervention design and designing an intervention plan for the identified young people. After the session, each participant will implement the intervention for the identified young person in their school.

### Session 3

#### **Consolidating EF Intervention Essentials and Planning for Next Steps**

Sharing the impact of the interventions and delving deeper into the key elements of EF intervention design focusing on tiered intervention and tier 1 support. The session will conclude with planning for the next steps in school, ensuring a comprehensive approach to supporting all students' EF skills.

## 3. Trauma and Attachment

**Aim: To meet the needs of children who have experienced attachment difficulties and trauma using assessments, interventions and relational approaches.**

### Session 1

Understand the impact of trauma on the brain and psychological theories about attachment/patterns of relating.

### Session 2

Explore assessments and interventions to identify and support children who have experienced trauma.

Plan next steps for using these in school.

### Session 3

Review the use of assessments and interventions since the last session.

Plan next steps including systemic change and whole school relational policies.

## 4. Mediated learning (subtle targeted interactions between staff and learner)

**Aim: To develop support staff's understanding and skills so they can proactively respond to students who present with a level of additional learning needs**

### Session 1

Staff training session for TAs around implementing mediated learning approaches including growth mindset and praise, thinking about thinking including differentiation, mediation, scaffolding, memory and recall

### Session 2

Staff support to review implementation on mediated learning approaches, specific barriers in relation to both children and themselves when supporting children

### Session 3

Session with staff to review mediated learning approaches and identify successes and any further next steps

## 5. Inclusive Learning Environments

**Aim: To facilitate the development of an inclusive learning environment that is supportive of all children and young people**

### Session 1

Senior leadership and SENDCo training sessions on developing inclusive learning environments including learning walks on supporting children and young people with a range of additional needs including neurodiverse and SEMH needs.

## Session 2

Session designed to support staff to identified areas in the learning environment development plan and to provide consultation and support with practical next steps.

## Session 3

Review session with senior leadership and SENDCos to review the school learning environment and identify successes on supporting children and young people with a range of additional needs, including neurodiverse and SEMH needs and identify any further next steps forward.

## 6. Supporting staff to explore ways to reflect on emotional wellbeing in their schools

**Aim: To learn about and use a reflective framework that enables staff to reflect on the emotional impact of their work and find ways to develop wellbeing across their school.**

### Session 1

Staff training session for Senior Leaders and SENCOs on the theory behind reflective practice. An introduction to a practical reflective framework to support solution-focussed thinking in relation to wellbeing in schools.

### Session 2a and 2b

Developing understanding of the practical reflective framework through the use of real examples to support solution-focussed thinking in relation to wellbeing in schools.

### Session 3a and 3b

Developing the use of a practical reflective framework through the use of real examples to support solution-focussed thinking in relation to wellbeing in schools.

Review session with staff to identify successes and any further next steps

## Dates and Times

1	Supporting Emotionally Based School Avoidance (EBSA) – early intervention	Autumn Spring Summer	12.11.2024 10-12pm 14.01.2025 10-12pm 29.04.2025 10-12pm
2	Executive Functioning Skills	Autumn Spring Summer	13.11.2024 9.15-12.15pm 15.01.2025 9.15-12.15pm 26.03.2025 9.15-12.15pm
3	Trauma and Attachment	Autumn Spring Summer	20.11.2024 9-12pm 22.01.2025 9-12pm 30.04.2025 9-12pm
4	Mediated Learning	Autumn Spring Summer	14.11.2024 1.30-3.30pm 09.01.2025 1.30-3.30pm 20.03.2025 1.30-3.30pm
5	Inclusive Learning Environments	Autumn Spring Summer	27.11.2024 9:30-12:30pm 05.02.2025 9:30-12:30pm 07.05.2025 9:30-12:30pm
6	Supporting staff to explore ways to reflect on emotional wellbeing in their schools	Autumn Spring Summer	03.12.2024 3.30-5.00pm 28.01.2025 3.30-5.00pm 04.03.2025 3.30-5.00pm 29.04.2025 3.30-5.00pm 10.06.2025 3.30-5.00pm