Educational Psychology Service

Catalogue of interventions and training
Educational Psychologists often run interventions and training for children and young people or staff. The following are examples of the interventions and training that can be offered to settings, schools and colleges. Other courses can be developed from requests; please contact us if there is an area you would like training on which doesn’t appear in this catalogue and we can discuss your requirements.

All of our services and training can be booked anytime at [www.nyleducationservices.co.uk](http://www.nyleducationservices.co.uk)
<table>
<thead>
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| PATH/MAPS | • Planning tools that can be used to promote person-centred planning  
• The processes use graphic facilitation to communicate ideas  
• These approaches can be used to help groups of adults to support a young person to plan towards a specific goal or dream for their future  
• PATH is also a useful planning tool for organisations and groups  
• The process identifies achievable goals for the future | Staff in primary and secondary schools | Check out: half day session (3 hours) |
| Problem solving solution focused therapy approaches | • To develop problem solving skills for pastoral staff in secondary schools  
• This training models the process for key staff in two sessions (3 hours each) | Support staff and pastoral staff in secondary schools | Check out: whole day session (6 hours) |
| Solution Circles | • A collaborative solution-focused approach to finding solutions to challenging problems  
• A group is facilitated by an EP  
• To provide mutual support within a team in the context of staff meetings, supervision or multiagency working | Groups of staff in a range of organisations, including those working with identified individuals and their families | Check out: twilight session (2 hours) |
| Staff sharing scheme | • Staff have a shared language for discussing issues relating to behaviour for learning  
• The school/setting has a regular forum for discussion and planning relating to behaviour issues  
• The Staff Sharing Scheme is integrated into school systems  
• There is a ‘non-blaming’ approach in discussions between parents/care-givers and school staff  
• Increased job satisfaction  
• School staff see the effects of their own increased skills on pupil learning  

**Phase 1:** A needs analysis with the Educational Psychologist (approximately 3 hours)  
**Phase 2:** Skill Training – the Educational Psychologist delivers five skill development sessions of approximately an hour’s length.  
**Phase 3:** Setting up of the Staff Sharing group, according to the operational model. The Educational Psychologist will provide initial support to establish and to facilitate a Staff Sharing problem-solving group (for two twilight sessions) | Groups of staff in all educational settings; including year/pastoral teams in Secondary settings, whole staff groups in smaller schools/alternative provisions. | Check out: three day session (18 hours) |
<p>| Supervision | • Individual supervision sessions for staff in school | Staff in primary and secondary schools | Check out: duration and frequency to be agreed with the EP |</p>
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| **An introduction to narrative approaches to supporting young people** | • A basic understanding of the key principles of a Narrative Approach  
• An awareness of the philosophy and evidence base  
• Considers the power of language in shaping how we see ourselves and understand problems  
• To explore emotional issues in CYP  
• An understanding of a range of tools which can be practically applied in school to effect positive change in children’s lives  
• Compliments growth mindset approaches | Staff in primary and secondary schools | Check out: half day session (3 hours)                                               |
| **Attachment and early development trauma**       | • Develops participants’ understanding of attachment and early developmental trauma  
• Focus on the neuroscience of attachment  
• Considers how attachment difficulties begin and how they can present in children and young people  
• Highlights how such difficulties impact learning, educational, social and emotional development  
• Identifies how to support children and young people with these difficulties  
• Developing an attachment aware school | Staff in primary and secondary schools | Check out: half day session (3 hours)                                               |
| **Circle of Adults**                                      | • The group meets and is supported by a facilitator (the EP)  
• Emotions, personal feelings and reactions regarding the YP are explored  
• To build a team around the child/young person in order to promote understanding of the concerns held and to support relationships where there is behaviour that challenges  
• To support group work and to provide mutual support among teachers (and other workers)  
• Ways forward are identified and are reviewed in a follow up session | Groups of staff in all schools who work with an identified young person, as well as other professionals involved. | Check out: half day session (3 hours)  
(90 minutes for initial meeting and 90 minutes for review session) |
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| Developing ‘grit’ – how developing a Growth Mindset can help to support achievement and emotional wellbeing | • A basic understanding of the research and evidence base  
• An understanding of key themes, values and practical approaches linked with other psychological approaches and the development of self-regulation  
• An awareness of ideas to use in practice including consideration of local experiences including how your EP can help support development  
• How to introduce Growth Mindset with parents  
• Links to Executive Functioning and metacognition | Staff in primary and secondary schools  
A session can also be made available for parents on request | Check out: half day session (3 hours)  
Follow up session/s can be arranged to support implementation and enhance development |
| ELSA Emotional Literacy Support Assistants                          | • The 6 day course focuses upon supporting the emotional health and wellbeing of pupils in school. It is an evidence-based training course, focusing on understanding the psychology of emotions and behaviour in an educational setting  
• Delegates will be able to plan, do and review an intervention for a known child or group of children  
  Day 1: Emotional Literacy in Schools  
  Day 2: Building Resilience and Self-Esteem part 1  
  Day 3: Building Resilience and Self-Esteem part 2  
  Day 4: Managing Emotions; Social and Friendship Skills  
  Day 5: Supporting Children through Loss and Bereavement; The Use of Story in ELSA work  
  Day 6: Active Listening and Reflective Conversations; Working with Puppets | Teaching Assistants working with primary and secondary age pupils | Book places on the course as advertised on NYES |
| Emotion Coaching                                                    | • Have a deeper knowledge and understanding of one approach to supporting pupils to manage their SEMH needs  
• Understand the importance of Emotional Intelligence  
• Learn how to recognize, respond to, and validate what a child is feeling  
• Learn how to be an effective Emotion Coach using the Five Steps of Emotion Coaching with pupils of any age  
• Discover ways to express understanding and empathy  
• Learn how to set limits and problem solve with children | Staff in primary and secondary schools | Check out: half day session (3 hours) |
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| Extended non-attendance (emotional based school refusal)             | • Have a deeper understanding of Extended Non-Attendance  
• Understand that there is unlikely to be a single reason behind the non-attendance  
• There is a focus on the ecological model, looking at the systems around the pupil  
• Learn how to recognise the voice of the pupil  
• Examine the factors which affect a pupil’s resilience, independence, belonging, mastery and a sense of purpose  
• Acknowledge potential barriers to progress for the pupil, family and school/system  
• Identify where the situation is currently and create next steps | Staff in primary and secondary schools                                                                                                                                   | Check out: half day session (3 hours) |
| Loss and bereavement                                                 | • To develop understanding around the process of grief  
• How school staff can support children and young people through whole school policy and approaches  
• To support individual children at times of loss                                                                                                                       | Staff in primary and secondary schools and early years provision         | Check out: half day session (3 hours) or twilight session (2 hours) |
| Mindfulness                                                          | • To gain a basic understanding of the principles of mindfulness  
• To be aware of the evidence base for mindfulness  
• To practice some simple mindfulness activities  
• To consider how you might use this in your work  
• To know where to get further information                                                                                                                              | Staff in primary and secondary schools and early years provision         | Check out: twilight session (2 hours)                     |
| The Golden Book                                                      | • A narrative therapy approach to improving SEMH. Can be implemented as a targeted intervention for an individual, or as part of a behaviour policy for a whole class                                                                 | Staff in primary and secondary schools                                  | Check out: twilight session (2 hours)                     |
| Therapeutic Story writing                                            | • For delegates to learn how to write Therapeutic Stories to support children and young people through challenging experiences                                                                                                        | Staff in primary and secondary schools. Not recommended below KS1       | Check out: half day session (3 hours)                     |
| Working with children and young people from refugee and asylum seeking families | • To begin to understand the social, emotional and mental health needs of asylum seeking and refugee children and young people  
• To consider how these SEMH needs may be supported in the school context                                                                                       | Staff from primary and secondary schools who are new to working with children from refugee and asylum seeking families | Check out: twilight session (2 hours)                     |
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<td>Access Arrangements Key Stage 4</td>
<td>• To assess the young person with regards to access arrangements in line with published guidelines</td>
<td>KS 4 pupils, SENCo and examination officer</td>
<td>This is an individual pupil assessment and may take between 1-2 hours per pupil. Check out: to be negotiated per pupil</td>
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<td>Developing ‘grit’ – how developing a Growth Mindset can help to support achievement and emotional wellbeing</td>
<td>• A basic understanding of the research and evidence base • An understanding of key themes, values and practical approaches linked with other psychological approaches and the development of self-regulation • An awareness of ideas to use in practice including consideration of local experiences including how your EP can help support development • How to introduce Growth Mindset with parents • Links to Executive Functioning and metacognition</td>
<td>Staff in primary and secondary schools A session can also be made available for parents on request</td>
<td>Check out: half day session (3 hours) Follow up session/s can be arranged to support implementation and enhance development</td>
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<td>Executive Functioning skills</td>
<td>• To have an understanding of Executive Functioning and its importance in relation to learning • How we can improve Executive Functioning in CYP</td>
<td>Staff in schools and Early Years Provisions</td>
<td>Check out: twilight session (2 hours)</td>
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<td>Reading</td>
<td>• To develop knowledge and understanding of reading skills to support pupils with SEND</td>
<td>Primary Teaching Assistants</td>
<td>Check out: twilight session (2 hours)</td>
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<td>Utilising IT to support pupils with SEND</td>
<td>• To develop staff skills in supporting SEND pupils through the use of digital literacy</td>
<td>Primary Teaching Assistants</td>
<td>Check out: twilight session (2 hours)</td>
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<td>Working memory</td>
<td>• An introduction to working memory • Practical examples of working memory • Strategies to support the child with working memory difficulties</td>
<td>Staff in primary and secondary schools</td>
<td>Check out: half day session (3 hours) or two twilight sessions (2 hours)</td>
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# Staff Wellbeing

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<td>Adult wellbeing in schools</td>
<td>• To explore and develop teacher well-being in the context of school</td>
<td>Staff in primary and secondary schools</td>
<td>Check out: half day session (3 hours) or twilight (2 hours)</td>
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<td>Supervision/peer support for adults in school</td>
<td>• To explore the importance of support for staff in schools</td>
<td>Staff in primary and secondary schools</td>
<td>Check out: twilight session (2 hours)</td>
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To find out more about any of the services we offer and how we can support you please contact the North Yorkshire Education Services team:

- T: 01609 533222
- E: nyes@northyorks.gov.uk
- www.nyeducationservices.co.uk
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