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We apply psychology to support children and young people with special educational needs and disabilities, those who are emotionally vulnerable or have emerging mental health needs.

We support access to learning and social curriculum so they are more likely to realise their developmental potential.

Support is allocated according to need. Additional supplementary time can be purchased.

Services and Charges:

Statutory and Core functions of CEPS:

- Teacher-based consultation where needs of children and young people are discussed and action-planning devised
- Systems consultation – providing support and advice around assessment, planning and evaluation of teaching, learning and emotional well-being interventions.
- Providing support and advice to parents/carers of children with SEND.
- Training to support the school's strategic development with regard to promoting achievement for all and narrowing the gap for pupils with SEN
- Multi-agency consultation – discussing strategies, evidence based interventions and action-planning for meeting needs with those adults/agencies that work/live with children and young people.
- Providing intensive therapeutic support for children and young people with emotional well-being and mental health needs.
- Individual consultation and advice to support those with complex needs – including transition and statutory reviews of pupils with a Statement of Special Educational Needs.
- Transition planning for children and young children with SEND at phase transfer.
- Individual assessment and intervention case work as negotiated with the patch EP.
- Statutory assessment and advice as requested by the Statutory Assessment and Resources Team (START).
- Support, advice or assessments as agreed with the Statutory Assessment and Resources Team (START).

Non-statutory/supplementary functions of CEPS:

- Providing training and professional supervision to those working with children and young people with emotional well-being and mental health needs (minimum of 3 sessions).
- Support multi-family systemic interventions based in the school or community, e.g. Marlborough Programme (minimum of 3 sessions).
- Achievement for All Coaching*
- Restorative Approaches to managing behaviour and conflict (minimum of 2 sessions).
- Motivational Interviewing as an assessment and consultation tool for positive behaviour management (minimum of 2 sessions).

- Clinical supervision for professionals, including staff in schools, EYs settings and Children's Centres (minimum of 6 sessions).
- Person centred planning using P.A.T.H. (Planning Alternative Tomorrows with Hope) (minimum of 2 sessions).
- Multi-agency working to support families with complex needs (minimum of 2 sessions).
- Parent drop-ins and parent training (minimum of 4 sessions).
- Mediation for schools, families and other partners (minimum of 1 session)
- Action-intervention research projects (minimum of 6 sessions).
- Group based interventions (minimum of 6 sessions).
- Training on psychological factors of learning, teaching, well-being and development, emotional health, behaviour, attachment, mentoring and interventions (minimum of 2 sessions).
- Research-based training: For example, how to use hard and soft measures, evidence for effective deployment of TA's, learning approaches for typical and atypical development (minimum of 2 sessions).

Part-funded for Maintained schools and Academies

Statutory and core functions are provided according to the SLA with the SEN – Statutory Assessment and Resources Team (START) and are free to LA maintained schools and Academies in the 2014 – 2015 financial year.

Non-statutory and supplementary activities cost

£210 for 1 three-hour session from an Educational Psychologist. (A 10% discount is available for 6+ sessions)

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