

Cycles of Involvement

These form part of a graduated response in supporting settings, children and young people.

All our work starts with a conversation.

This is important in identifying the most useful role for the EP.



This might involve work at the individual, group and/or whole school level.



All work is reviewed together, and a record of involvement provided.

Review helps us all to identify next steps in supporting children and young people.

Who are EPs?

Educational Psychologists (EPs) are applied psychologists with in-depth knowledge of psychological theories and their practical application.

As part of their post graduate training, all EPs have undertaken research. EPs use evidence-based approaches and interventions to empower others, build staff and school capacity to support learning, and promote the social emotional wellbeing of children and young people.

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Leicestershire Educational Psychology Service



Applying psychology creatively and collaboratively to empower and inspire others to promote inclusion and learning, wellbeing, and positive futures for all.



Conversations, consultations and drop ins

Collaboration

Empowerment

Inclusivity

Adaptability

Authenticity

EPs can offer support at a group level to meet the needs of a wider number of children whilst building school capacity. The focus of this work may evolve from individual casework, for example, a 'managing anxiety' group following a high number of potential referrals regarding children presenting with raised levels of anxiety.

Working at an individual level

An EP will use a range of approaches when working with individual children and young people. This may include: person centred planning, dynamic assessment, structured observation, cognitive assessment, motivational interviewing, personal construct psychology and solution focused work with an individual.

EPs work at different levels depending on the purpose of their involvement.

Working at a group level

EPs can offer support at a whole school or strategic level. This may support school development plans and may involve staff training, action research and/or project-based work. This can be a cost-effective way of meeting the needs of a larger number of children or young people in the setting.

Working at a whole school level

Review together

