

Service Level Agreement (SLA) guidance

Kent Educational Psychology Service



Service Level Agreement (SLA) guidance.

What do we aim to achieve with our time?

Educational psychologists working for KEPS strive to use our time to promote inclusion and build schools' capacity to improve children's attainment and wellbeing. We are committed to anti-racist practice and promote equality and equity for all. All outcomes that we work on with schools, setting and other teams should in some way be commensurate with these aims. We work with the County Approach to Inclusive Education as a guiding framework.

KEPS aim to operate a sustainable model for working that eliminates unnecessary travel. We will intentionally work to reduce any unnecessary journeys or travel. Where a visit to a school or other premises is important for the quality of the work being undertaken the psychologist will always provide an 'on site' service. At the same time we will seek to offer as much of our service as we can in an inclusive and accessible way online so that we reduce the impact of travel on both the environment and maximise our own time efficiency.

Rights and responsibilities

This document serves to set out the rights and responsibilities of the school/ educational setting and Kent Educational Psychology Service (KEPS) in respect of a Service Level Agreement or other traded service.

KEPS has a duty to ensure that all practice is compliant with Health and Care Professions Council (HCPC) standards of proficiency, conduct, performance, ethics and continuing professional development. This is available online at www.hcpc-uk.org. Educational Psychologist involvement requires informed and signed consent from those with parental responsibility for the child or young person. The purchased service is commissioned by a school/educational setting not by individuals (e.g. parents). Schools/settings will not charge parents for KEPS involvement. If a charge is proposed or requested of parents by the school/setting the SLA will be withdrawn. We operate an ethical trading policy and detailed guidance on working ethically is included in the appendices.

Activities undertaken as part of the SLA will be planned in consultation with school/setting Senior Staff and practitioners as appropriate. The purchasing school is responsible for identifying a key person who is responsible for planning and agreeing what activities are undertaken in discussion with KEPS. Depending upon the level of service time commissioned, schools can decide in consultation with the Educational Psychologist whether the time is to be used flexibly across the financial year, or delivered on a regular pre-planned basis. Time not used during the academic year cannot be carried forward.

This Service Level Agreement guidance will be monitored and evaluated on a regular basis through consultation between schools/settings and KEPS, taking parent feedback and evaluation data into account. This will include information gained through the KEPS evaluation survey.

At the individual level, the Educational Psychologist will be able to:

- provide psychological consultation, intervention, assessment and advice that focuses upon narrowing gaps in attainment, improving academic progress (including emotional aspects of learning) and promoting emotional well-being and mental health at the individual level
- provide psychological consultation and interventions with families as part of the individual child interventions
- contribute towards multi-agency processes, assessments or meetings as appropriate
- Facilitate group consultations and person centred planning processes at an individual child level.

At the group and class level, the Educational Psychologist will be able to deliver services that:

- provide psychological consultation and interventions that help develop particular skills for small groups of children (e.g. social skills; literacy)
- provide psychological consultation, interventions, assessment and advice that focus upon narrowing gaps in attainment, improving academic progress and promoting emotional well-being and mental health
- provide support to groups of staff in managing a particular issue
- provide psychological supervision to staff in reflecting on their practice in defined areas of work
- provide consultation for joint problem solving at systems or organisational levels
- provide support for staff in a range of ways such as coaching, supervision and group strategies
- provide consultation or interventions for groups of adults such as parents.

At the strategic, systems and organisational levels, the Educational Psychologist will be able to:

- take part in School Based Review meetings. The SBR is a consultation meeting held in the school and chaired by the school, to which other professionals can be invited. The agenda can be around individual children, groups of children or whole school issues. The purpose of these meetings is to facilitate problem-solving discussions in order to agree ways of enhancing inclusive practice. Further guidance on running an SBR is available on our website. (School Based Reviews can be purchased separately to the SLA as a stand alone item)
- provide psychological support for schools in developing strategies and systems around whole school matters (e.g. policy development). This may include advice and recommendations with reference to current OFSTED inspection requirements
- provide Continuing Professional Development for staff on school-focused topics with a psychological basis
- provide support for and/or deliver a wide range of evaluation and research based work. This can include surveys, audits and evaluation projects as well as action research projects. Research can support schools development projects or be used to look for evidence of the impact and effectiveness of interventions used in school.

Traded services are offered on a fixed time period basis and days purchased will be completed within an academic year. SLA time can not be carried forward from one year to the next and time that is not used is lost.

Responsibilities of parties entering the agreement

Schools/settings will:

- identify a senior member or members of staff for consultation, liaison and planning of KEPS work and activities and release key staff to consult with the Educational Psychologist
- obtain informed, signed consent from parents/carers/young people as appropriate prior to Educational Psychology involvement
- ensure appropriate access to children and young people for interview and observation
- provide appropriate space for the Educational Psychologist to work
- facilitate the arrangement of appointments and promote attendance by liaising with parents/carers, child/young person as required
- provide access to relevant pupil records
- gather data to support collaborative assessment as required
- implement agreed outcomes from consultation
- engage in KEPS evaluation processes to support on-going improvement.

Kent Educational Psychology Service Psychologists will:

- agree and jointly plan the most effective and efficient use of the purchased time with an identified senior member of staff
- make arrangements for online working or arrive punctually for planned 'on site' visits, informing the school of any unavoidable delay
- consult with staff who work directly with the child or young person
- provide any written record arising from the school visit, normally within two working weeks
- be responsible for recording and storage of records and documents in accordance with KEPS policy.



Appointments (online and on-site)

KEPS requires as much notice as reasonably possible in the event of a cancellation of appointments so that staff can be reallocated to other work. We will attempt to be flexible but in the event of a cancellation within five working days we may have to charge you for the time agreed at cost. There will be no loss of allocation of your time where more than five working days notice is given. KEPS will attempt to reorganise a further visit within three weeks of the initial cancellation. Every effort will be made to provide services in accordance with the terms of the agreement. However if the Educational Psychologist is unable to fulfil the terms of the agreement on the agreed date due to illness or other unpreventable circumstances, KEPS will seek to offer an alternative member of the team in order to carry out the agreed work. If this is not possible, arrangements will be made to re-schedule carrying out of the required services with no loss of time to the educational establishment.

General service arrangements

How much time any given piece of work will need should be planned between the school and the link EP. The time needed will vary depending on factors such as the nature of the work, the complexity of the situation or the amount of preparation time that might be needed. Time for a consultation for an individual child or young person might typically take one day (typically spread over time to allow for initial consultations and reviews). Time for psychological investigations that might include more detailed assessment or information gathering and a report might typically take one and half days. For professional development events, interventions or other pieces of direct work preparation time will need to be included where the work is bespoke or unfamiliar to the link psychologist. If developing a completely new piece of training the same amount of time for preparation might be needed as for the delivery itself. Analysis of data and time for reporting the outcomes of evaluation, research, consultations or other work will need to be included in the SLA time available.

If the school/setting are concerned with any aspect of the services provided by KEPS they are encouraged initially to raise the issue with the Educational Psychologist who provides the service to your school. Most concerns can be resolved informally at this stage. If after discussion concerns are not resolved the school/ setting can raise the issue with the Educational Psychologist's line manager and/or the KEPS lead Senior for traded service delivery.

Planning and Evaluation for large SLAs

Schools with large SLAs (6 or more days) have an additional day of time provided by KEPS for the EP to spend on planning appropriate outcomes with school and evaluation of progress towards those outcomes. This should not be used to simply 'top up' work for the school but will contribute to our ongoing quality assurance process for traded work by providing information about what traded work has been able to achieve.

Planning your SLA time effectively

The following planning tool can be used to inform any planning conversations.

School or setting: Meeting date: People involved:			
Service Level Agreement for the year.	Days or half days used:	Days and half days planned:	Days and half days remaining:

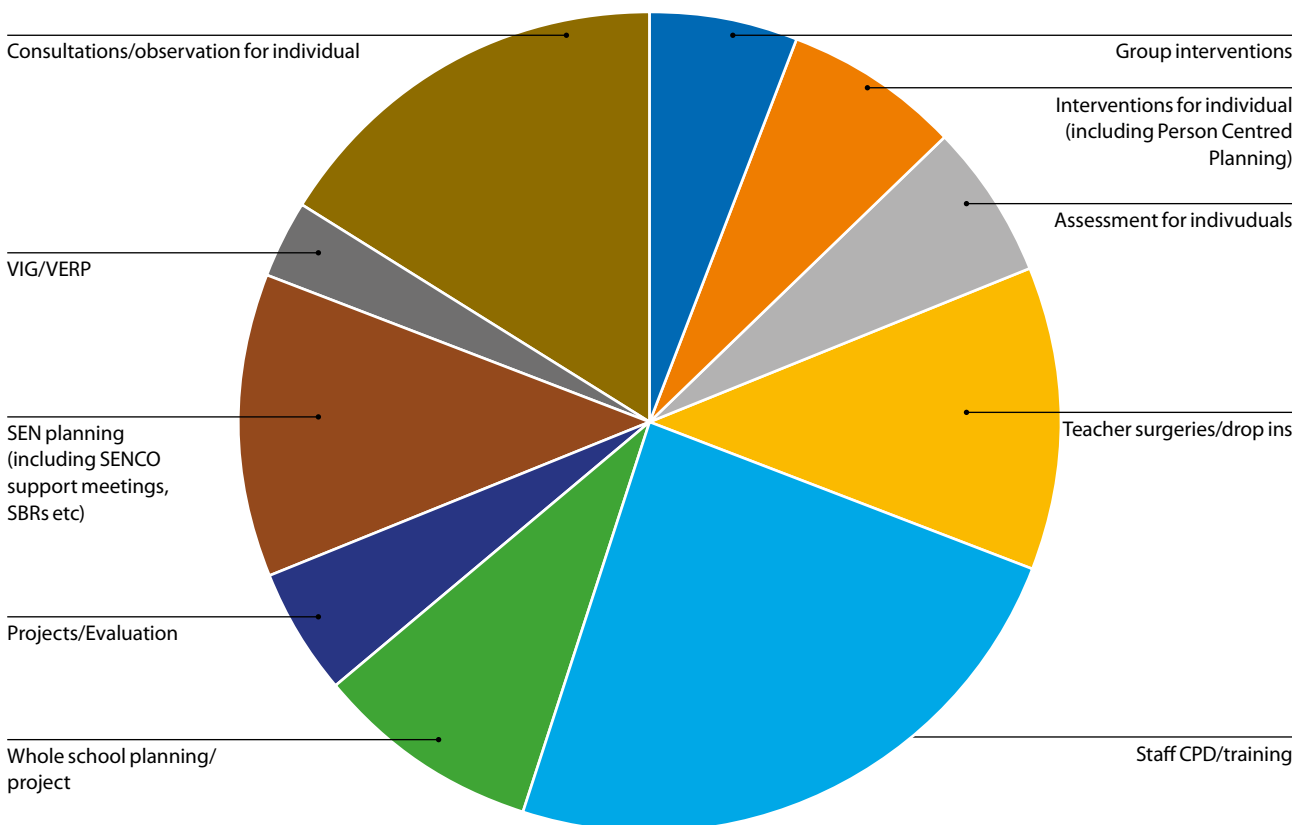
	Discussion	Plan
School priorities: (e.g. School Development Plan; response to covid-19 - visitors to school / remote work)		
Children in Care or other vulnerable groups (e.g., school refusers, Child protection):		

Planning your SLA time effectively (continued)

	Discussion	Plan
Promoting Equality and Equity		
Staff development: (e.g. training, supervision, drop in sessions)		

Appendix 1

Examples of how we spend our SLA time



Staff CPD topics include:

- Behaviour for learning
- SEMH, ASD, Anxiety
- Lego Therapy, Auditory Processing
- Mindfulness, Literacy/Dyslexia
- Precision Teaching
- Functional Behaviour Analysis
- Nurture Approaches, Metacognition
- Positive Behaviour Management
- Promoting wellbeing and mental health
- Solution Circles, Sleep training

Appendix 2

Ethical trading guidance

Why Trading? In 2011, reflecting the national and local move to services that can be directly commissioned by individual schools to meet their specific needs, KEPS offered a traded service to Kent schools and other organisations. Offering a traded service allows schools to purchase time from KEPS over and above the core service provided by the local authority.

By offering a traded service our intention is to apply psychology to improve outcomes for children and young people in as many Kent schools as choose to take up the offer. Psychology helps improve outcomes for all children and young people, although we have vulnerable children and young people particularly in mind.

Ethical Trading. Psychologists who work with KEPS undertake both core work funded by the local authority and traded work paid for by schools and so are engaged with both aspects of our service delivery. We carefully manage the practical and ethical issues that this way of delivering a service can entail.

The charges we make for traded work includes the cost of everything that is required to deliver high quality psychology. What is charged ensures that we can maintain a team of highly competent staff and also develop and expand the Service in response to local needs and demand in a planned way. We trade with schools and other organisations, we do not trade directly with parents or accept work with schools where the intention is to directly charge parents for our service.

All psychologists in KEPS are HCPC registered and abide by the four key ethical principles of the British Psychological Society of Respect, Competence, Responsibility and Integrity. Buying any service from KEPS means that you can be confident that work will be delivered in line with these professional frameworks. This is consistent across the County ensuring that the quality of the service wherever it is delivered.

Respect

Psychologists in KEPS are aware of the implicit power imbalances that can exist in traded work and we act to counter them. For example where there might be perceived pressure to deliver services in a way that meets a customer's needs rather than a child's needs this would be discussed. All EPs in Kent ensure that all ethical requirements, such as confidentiality, are adhered to.

Appendix 2 (continued)

Ethical trading guidance

Competence

We will only undertake work that we are competent to deliver. By pooling resources and optimising particular skills and expertise, the team of psychologists in Kent are able to provide a diverse range of services.

Responsibility

Psychologists in KEPS take responsibility for their own practice and for delivering a service that is fair and ethical. KEPS believes that open and honest communication between a psychologist and a customer they are working with is a key part of an effective working relationship. All psychologists in KEPS undertake the supervision and CPD required to deliver psychology responsibly.

Integrity

We won't sell you services that you don't need and what we offer you is based on the needs of your school or the situation that we identify with you through consultation. Our intention and overarching aim is to deliver what will build skills and develop capacity, not on what will make money.



Appendix 3

Outcome Monitoring and Evaluation – Planning Form

School:	
Date of meeting:	Date of review
Present:	

Outcome 1: _____

<p>Rating: 1 2 3 4 5 6 7 8 8 10</p> <p>Description of baseline level:</p> <p>How can the EPS support this outcome?</p> <p>Description of level achieved:</p>

Appendix 3 (continued)

Outcome Monitoring and Evaluation – Planning Form

Outcome 2: _____

Rating: 1 2 3 4 5 6 7 8 8 10
Description of baseline level:
How can the EPS support this outcome?
Description of level achieved:

Outcome 3: _____

Rating: 1 2 3 4 5 6 7 8 8 10
Description of baseline level:
How can the EPS support this outcome?
Description of level achieved:

Signed: _____

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