

LEARNING & WELLBEING
PSYCHOLOGY

Supporting school communities to thrive

2023/2024



THE LEARNING & WELLBEING PSYCHOLOGY DIFFERENCE

We are a team of Educational & Child Psychologists who pride ourselves on supporting your education setting on every level.

Our services are tailored to your needs and include specialist assessment, consultation, intervention and training.



RESPONSIVE

We provide a high quality service to meet the needs of your school. We simplify complexity to uncover helpful, feasible action; creating hope.



BESPOKE

We use our experience, knowledge, science and philosophy to develop personalised responses to your specific situation.



COLLABORATIVE

We proactively listen to your priorities and value the team around your school. We recognise the strengths and contribution of others.

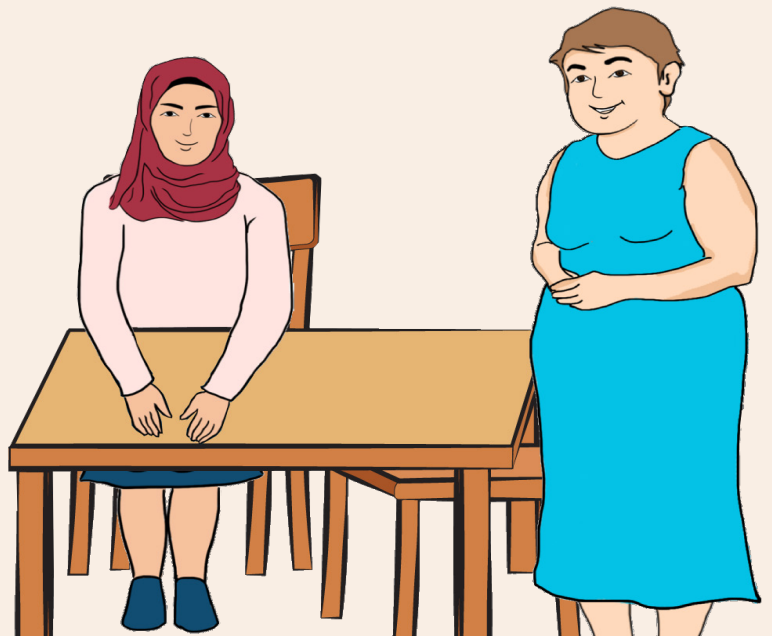


EXPERT

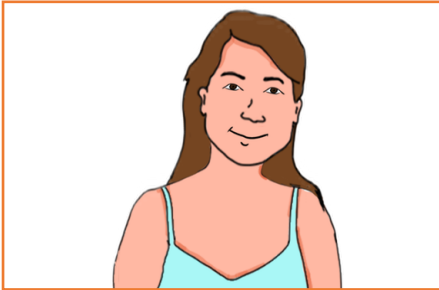
We are skilled in sensitively integrating knowledge and context. We offer scientifically informed advice and evidence-based support.

FREE DISCUSSION

For a complimentary 30-minute discussion to discover how we can help you, email contact@learningandwellbeing.org or call 0300 303 5197



Meet the Directors

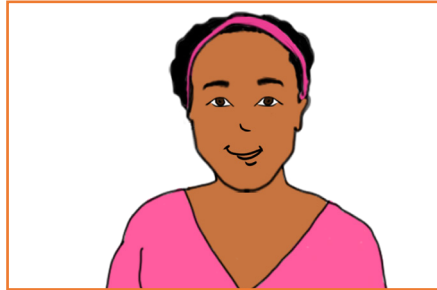


Dr. Amy Such

Director

Amy completed her doctorate in Educational and Child Psychology at the University of East London and has worked in a number of rural Local Authorities and inner city Boroughs.

Amy specialises in social communication difficulties and, alongside other publications, co-authored the award-winning 'ASD Girls' Wellbeing Toolkit'. Amy is also trained as a LEANS Champion and is in the process of completing Therapy Dog training with her dog, Hugo.

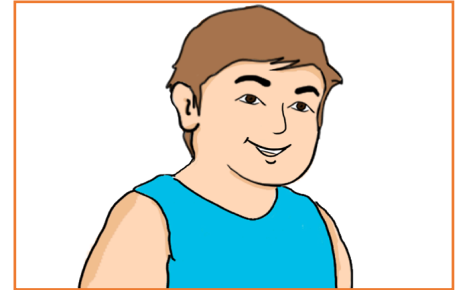


Dr. Anisa-Ree Moses

Director

Anisa-Ree completed her doctorate in Educational and Child Psychology at the University College London. She has worked in London and the Home Counties. Anisa-Ree is a strong advocate for teacher efficacy alongside working with families to create shared understanding of situations.

Anisa-Ree has developed an ongoing relationship with the BBC and has contributed to their 'Parent Toolkit' as well as their most recent wellbeing project, 'Mood Boosters'.



Dr. Kathryn Gibb

Director

Kathryn completed her doctorate in Educational and Child Psychology at the University College London. Prior to that, Kathryn was a teacher, SENCo and Specialist Teacher.

Kathryn has held many lead roles within Local Authorities, including coordinating an Anti-Bullying project and, most recently, rolling out Trauma-Informed practice within a London Borough.

Kathryn is trained in Video Interactive Guidance (VIG), Video Enhanced Reflective Practice (VERP) and Narrative Approaches.

Ethical Trading

Learning & Wellbeing Psychology CIC offers services that adhere to the British Psychological Society's Code of Ethics, Conduct and Professional Practice Guidelines (2011), and Ethical Trading: Guidelines for Practice for Educational Psychologists (2013).

This means:

- We only offer services that meet our professional standards
- We work within our level of competence
- We work with integrity ensuring that we are open and honest about where we can, and at times, cannot help
- We seek informed consent from all users of our service
- We ensure we provide clear information about our role as educational psychologists
- We follow procedures that protect privacy and adhere to confidentiality rights
- We promote open communication between all parties to assist positive change
- Our safeguarding responsibility to all children and young people will always supersede our trading activities



Packages

ASSESSMENTS

"Helped to identify triggers, behaviours and ... build support strategies at school and at home"

INITIAL ASSESSMENT

90 minutes

With this focused assessment, we carry out a home-school meeting to help you get unstuck and move forward in supporting the child, with increased clarity. We do this through proactively listening to fully understand the problem situation, identifying the child's needs, and pinpointing areas for change. We tailor our approach to each situation to gain clarity of some of the issues and put some suggestions across for your setting to implement.

Shortly after our meeting, your setting and the child's parents will receive a summary and recommendation write up.

SINGLE ASSESSMENT

One day

Our single assessments are more in-depth and include gathering the views of the parent, the child, the school and often some direct work with that child (where appropriate). It is often utilised to embed support as part of an assess, plan, do, review cycle for that child.

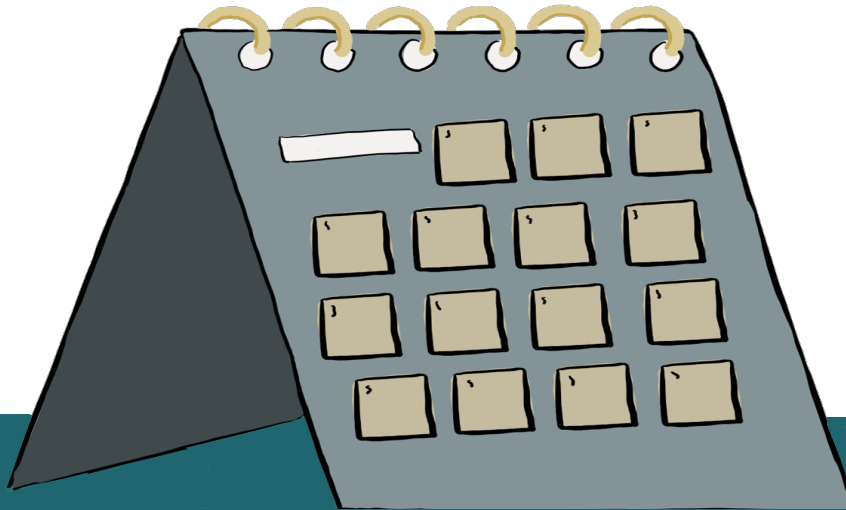
A single assessment looks at aspects of the child's learning and wellbeing, building a shared understanding of their specific needs. This is all outlined in a detailed report with deliverable, personalised actions to support the child.

COMPLEX ASSESSMENT

Variable

Our most comprehensive assessment. With a complex assessment, we evaluate multiple areas of need with the different supporting professionals and agencies involved, whether that's CAMHS, Social Care, Speech & Language Therapists etc.

This type of assessment requires a higher level of input and coordination with other specialists and is likely to include the use of specialist psychological tools and questionnaires which allows us to give a longer-term approach in assisting all involved, for the benefit of the child.



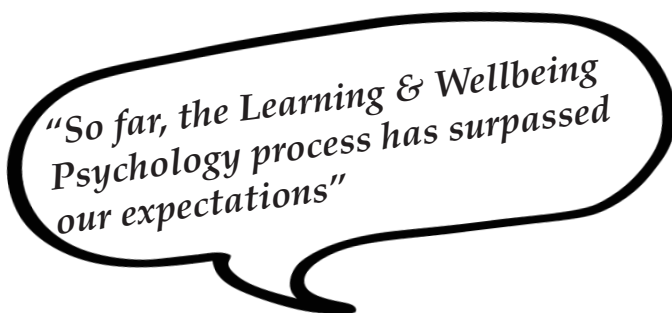
Packages

ANNUAL CONTRACTS

The better we understand your needs, the more tailored and collaborative our approach can be. Annual contracts allow you to have priority access to Learning & Wellbeing Psychology's wider range of services.

This includes assessments, consultation, our therapeutic interventions, and supervision for staff. We offer annual contracts to individual schools and Multi Academy Trusts.

Our contracts are based around a Service Level Agreement which is renewed yearly. They allow for the development of an ongoing relationship between your school and us.



Packages

EBSNA ASSESSEMENT

EMOTIONALLY BASED SCHOOL NON-ATTENDANCE (EBSNA)

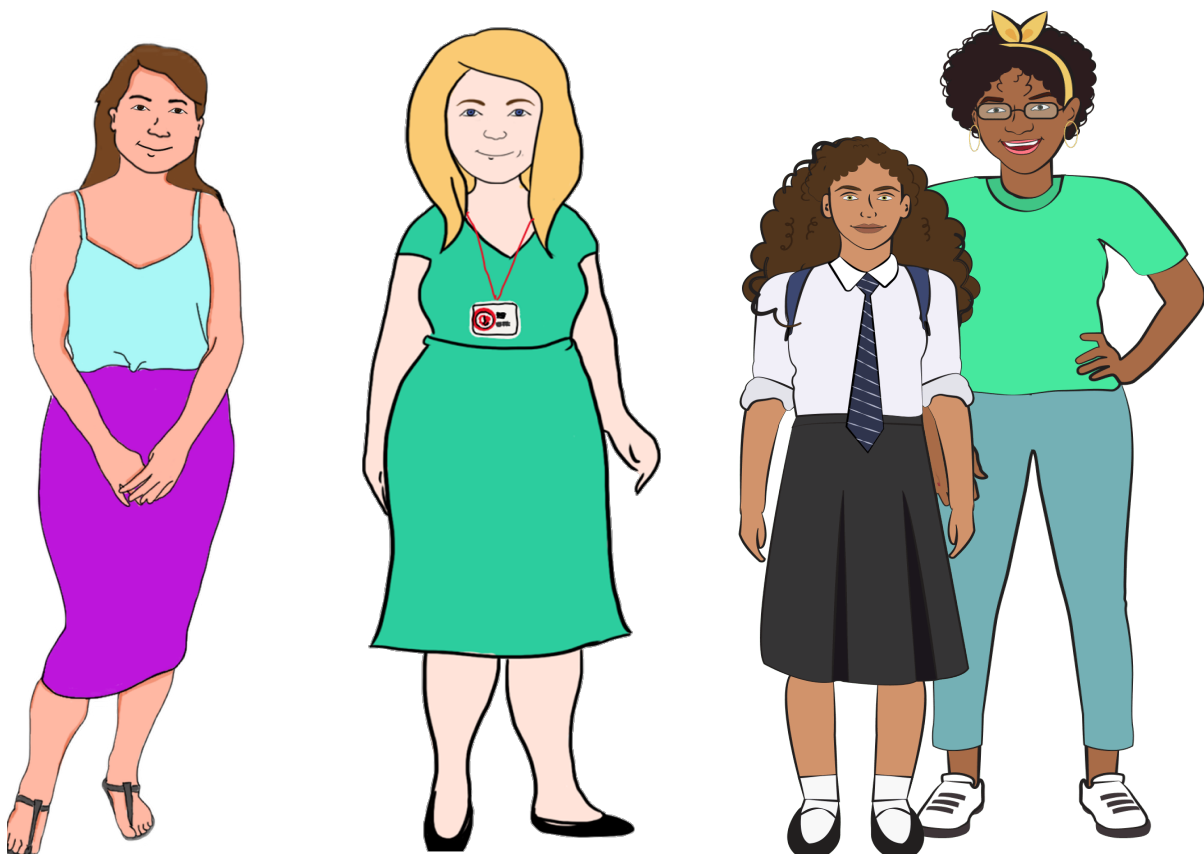
Emotionally Based School Non-Attendance (EBSNA) is a term used to describe children and young people who experience difficulties in attending school due to negative feelings which can cause emotional and/or physical distress.

We understand that EBSNA is a continuum from reduced engagement in the classroom, to entrenched and long-term absence from school.

Our EBSNA assessments are a holistic and evidence-based response to the complex and dynamic nature of attendance difficulties facing many educational settings. We bring together the views of home and school, with the pupil at the centre to establish feasible steps towards attendance and participation in education.

To support in these multi-faceted attendance issues, we offer 2 days of dedicated EP time including (where appropriate):

- Initial consultations with key school staff and parents/ carers
- Individual assessment with the child/young person
- Engaging with other professionals
- Protected time for follow up consultations/ discussions
- Joint home-school consultation (with or without pupil) to agree actions
- Report write up



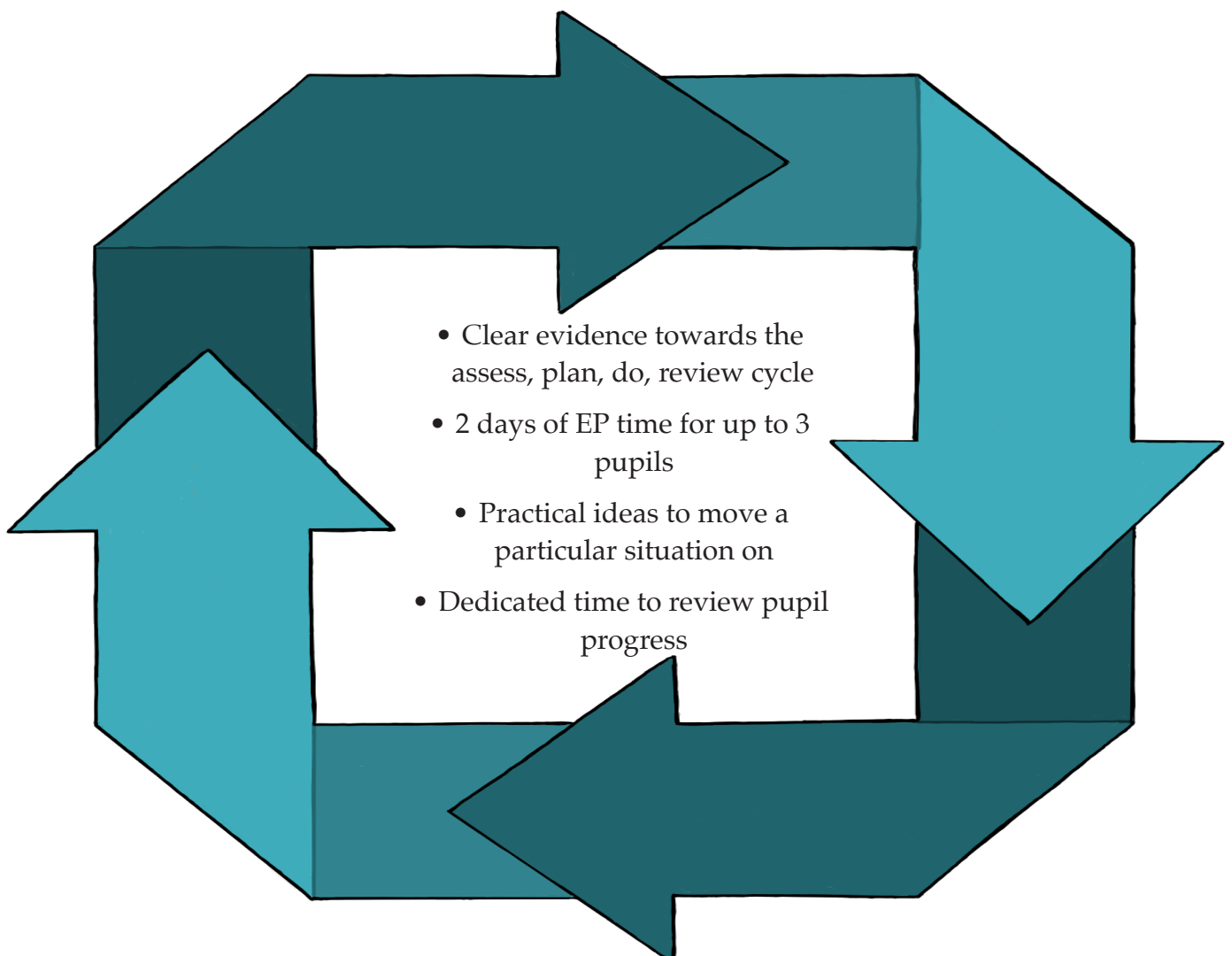
Packages

PLAN, DO, REVIEW CONSULTATIONS

"The consultations have been invaluable in preparing support plans for our children"

Many children and young people will experience difficulties at some point during their education. They may benefit from help with their learning, behaviour, social interaction, communication, emotional wellbeing, physical or sensory skills.

Plan, do, review consultations are useful to help move on the thinking of the people looking after the child at home and at school, providing some ways forward. Schools often refer to this as 'thinking more deeply about a pupil'. For some children, this approach may be sufficient to ensure adequate progress. For other children, this approach may be a first step in understanding their needs.



Supporting your graduated response process



Services

TRAINING

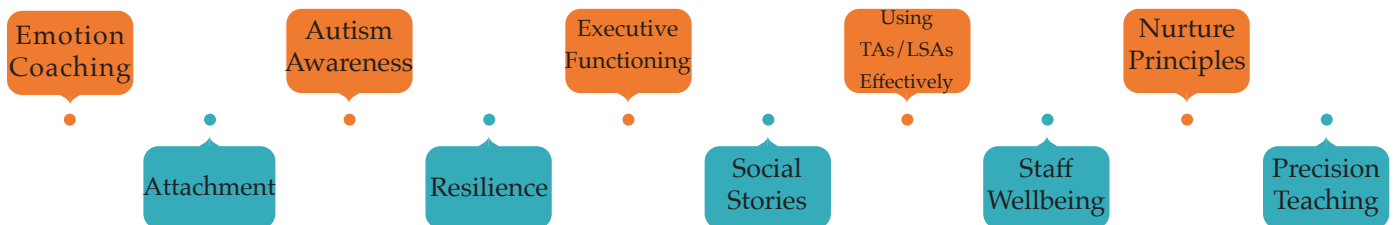
"I really liked the interactive elements... they helped make the training engaging and [feel] collaborative"

UPSKILLING STAFF

We are highly skilled in supporting school staff as well as the children in your setting. We will work with you to upskill your staff through delivering high quality Continuous Professional Development (CPD). Our training packages can be delivered face-to-face or through virtual platforms. They are interactive sessions and tailored to meet your specific needs.

We also offer group work with children, young people and parents in the form of intervention groups and workshops. These could be implemented on their own or to complement the CPD being accessed by your school staff.

POPULAR TRAINING



TRAIN FOR WHAT YOU NEED





Packages

SYSTEMS CONSULTATIONS

INTERNAL ALTERNATIVE PROVISION DESIGN

Are you seeking answers to emerging problems, especially where you have pupils who have significant difficulties with their behaviour and ability to cope in busy mainstream settings?

Are you looking for creative ways to use your SEN resources so that they meet the needs of your pupils, staff and parents?

We can provide a roadmap for developing your internal provision. We will offer you training and consultation to ensure that the scope, purpose, content and intended outcome of your internal Alternative Provision is clear for your whole school community- and that you can evidence it's positive impact.

SEND HEALTH CHECKS

Our health checks give you the confidence that you know your school inside out. Our most popular health check is the Special Educational Needs & Disability Health Check. However, we can also support your school's development in other areas.

Our SEND Health Check was developed to provide an overview of effective, inclusive practice within an educational setting.

It enables you to think about the nature and quality of your current provision and support strategic decision making.

We gather data to provide you with a clearer understanding of the areas of strength and need within your educational setting. This includes sharing positive practice and an understanding of the impact that this has on outcomes for your children and young people with SEND. You can use the data gathered to direct your ongoing service improvement where it matters the most.

Services

SUPERVISION

"They allowed me to look at issues [with] a different perspective and have time to positively reflect..."

Through our supervision sessions your staff will be able to develop knowledge, competence and confidence in their everyday practice.

They will have protected time to explore the relational aspects of their professional roles. The safety of the session will enable them to recognise and process the emotional impact of their work, facilitating understanding at the pupil, practitioner and organisational level.

With increasing responsibilities, Heads and Designated Safeguarding Leads (DSLs) have found our group and individual supervision sessions particularly useful.

We have designed our supervision offer to be flexible, so that it can be tailored to meet your settings requirements. You can choose a one-off session or ensure clarity of purpose, consistency and regularity with our 3 session, 6 session and bespoke packages.



BUILD A EFFECTIVE TEAM

- **Motivate** staff by connecting them with their competence, strengths and skills
- **Discover** the best in your staff's practice to enhance teaching and learning for all students
- **Find** ways forward in stuck situations through a collaborative approach
- **Enhance** staff wellbeing by providing connection and support

LET'S TALK

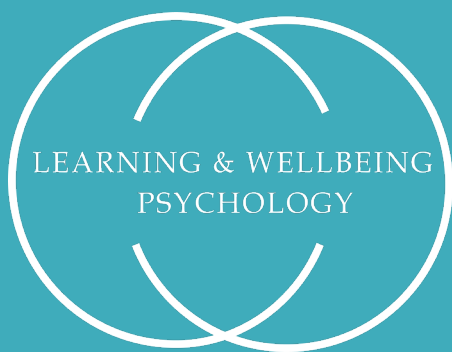
Learning & Wellbeing Psychology can help to further develop services (e.g., child protection services, schools, behaviour outreach services and virtual schools) through working at the systems or systemic level.

Educational Psychology Services should be free at point of delivery to families of children in a state-maintained school (e.g., free schools, academy trusts, church schools and grant-maintained schools etc.) who need them.

We deliver our services in Hertfordshire, Bedfordshire, Buckinghamshire, Milton Keynes, Oxfordshire, Warwickshire, Coventry, Solihull and surrounding areas.



Contact us for a FREE 30 minute discussion
contact@learningandwellbeing.org
0300 303 5197



0300 303 5197



contact@learningandwellbeing.org



www.learningandwellbeing.org



Hertfordshire, Bedfordshire, Buckinghamshire, Milton Keynes,
Oxfordshire, Northamptonshire, Warwickshire, Coventry,
Solihull and surrounding areas.