

Request for involvement Form

Important guidance on completing and submitting your request for Enfield Educational Psychology Service

This form is to be used by a school/college/educational setting to request a **new cycle** of Educational Psychologist Service (EPS) involvement for a child or young person, regardless of whether they have an Education, Health and Care Plan (EHCP) or not.

For schools, this form should only be completed following a discussion with a member of the EPS team.

Confidentiality:

This form is confidential to the child or young person, parents/carers¹ responsible for them and those professionally involved with the child/young person. The form contains private and personal information and must be kept secure.

It is your responsibility to ensure the parent/carer with parental responsibility (and where appropriate the child/young person) fully understands the purpose of the request.

Agreement for the request should also be obtained from the child/young person where they are over 16 and have the ability to understand the purpose of the request, the process to be followed and are able to give consent.

The agreement declarations on pages 4 and 5 must be signed as appropriate by the parent/carers with parental responsibility and the child/young person where they are over 16 and able to give consent.

If there is insufficient space on the form please use additional sheets and include relevant reports and other documents with your submission.

Completed forms and accompanying documents can be sent to:

Enfield EPS, Civic Centre D Block, Silver Street, Enfield EN1 3XA

Or emailed to: EPS@enfield.gov.uk

¹ For children who are looked after by the Local Authority, consent must come from the named social worker.

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This request form should be completed in collaboration with the parents/carers of the child or young person, allowing time for the parent/carer to ask any questions or add to the request form.

1. Requester details			
Name:		Position:	
Service/school/setting and address:		Phone:	
		Email:	
		Date:	

<p>Are you aware of any safeguarding issues that the a member of the EPS should be aware of? If yes, please provide details</p>	
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2. People who have parental responsibility

First and last name:	
Relationship to child/young person:	
Address & post code:	
Home phone number:	
Mobile phone:	
Email:	

First and last name:	
Relationship to child/young person:	
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3. Child/young person's details			
First name:		Family name:	
Date of birth:		Other names known by:	
Child/young person's ethnicity:		Child/young person's primary language:	
		Additional languages:	
Child/young person's sex assigned at birth:			
Child/young person's preferred pronouns (she/her; he/him; they/them):			
Child's religion:			
NHS number if known:			
UPN number if known:			
Address and postcode:			
Phone number at this address:			
Child/young person's mobile phone number if relevant:			
Name of current school or setting:			
Information that might assist the EPS (e.g. disability, interpreter needed).			
Is an interpreter needed for meetings? <i>Please indicate if you have any preferences for any characteristics of the interpreter e.g., gender.</i>			

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<p><i>Please indicate professional interpreter/member of school; staff/family member or friend.</i></p> <p><i>If you are bringing your own interpreter, please ensure that they are above the age of 18.</i></p>	
<p>Would you prefer the report in paper form or electronic form?</p>	

4. Purpose of EPS involvement

<p>What support would you like from the EPS?</p> <p>What outcomes would you like for the child or young person?</p>	
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Agreement to share information

The Educational Psychology Service aims to work collaboratively with our partners to provide the best support we can for our children/young people with SEND. This often involves sharing information with other services. Please indicate here any other services who are involved in supporting the child/young person or family. If the parent/carer with parental responsibility agrees that the EPS can liaise with the services listed, please answer *yes*. If the parent/carer with parental responsibility does not give this consent, please answer *no*.

Where the EPS has an immediate serious concern about a child’s welfare they may share information without consent. This will only be done when seeking consent would put a person at increased risk of harm, prejudice the prevention, detection or prosecution of a serious crime or lead to an unjustifiable delay in making enquiries.

Service	Name of professional	Contact details	Consent to contact? (Yes/ No)

Consent for educational psychology involvement

The information which you supply to us will be used to process your request to us, provide you with services and personalise our service to you.

A member of the EPS may work with, consult or gather information from those involved with the child or young person. They may also work with the child or young person themselves, such as observing, doing direct work or assessment, or offering intervention or therapeutic work.

As part of a professional training process or for a specific intervention (such as Video Interaction Guidance) we may wish to share information with an external educational/training provider. Where we wish to do this, we will separately explain the purposes, request your informed consent and record your response.

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Privacy Notice

Your personal information is securely stored on our IT systems at the London Borough of Enfield. We keep this information until the child or young person reaches 25 years old.

We may share information with others involved with the child or young person. The lawful basis for this is your consent.

We may wish to contact you to obtain feedback about our service or provide you with information about our services. Please indicate if you consent to us contacting you

If you have a concern about the way we are collecting or using your data, we request you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioners Office at <https://ico.org.uk>

Agreement to submission of request for involvement

I/we have understood the purpose of this request for involvement of EPS, and agree to a member of the EPS being involved with my/our child. I/we agree to relevant reports and other documents held by the school being submitted with this request.

I/We have seen the **full request for involvement form** and have had the opportunity to ask the person who completed the form any questions. I have also had the opportunity to add in my views.

Sign/type/image of signature by parent(s)/person(s) with parental responsibility		Date
Sign or type	Upload image	
Sign or type	Upload image	
Sign/type/image of signature by child/young person (if over 16 and able to give consent).		Date
Sign or type	Upload image	

For the agreement signatures do one of the following:

Sign: Consent giver signs a copy of this form which is scanned and emailed to EPS@enfield.gov.uk

Type: Type in the consent giver's name and forward an email that the consent giver has sent to you i.e. the school, confirming their consent. Forward this email to EPS@enfield.gov.uk

Image: Insert image of signature in box and email the form to EPS@enfield.gov.uk

Once completed, this form should be sent to the EPS in full. Forms not sent in full will not be valid.

Enfield Educational Psychology Service is the main provider of psychological services to Enfield schools and early years settings. We have direct links to services in education, health and social care which promotes a coordinated approach.



What is an Educational Psychologist?

An Educational Psychologist (EP) is a trained applied psychologist who has a psychology degree and a post graduate professional training in Educational Psychology at Masters or Doctorate level. They use their knowledge of psychology to promote the educational achievement and improve the life chances of children and young people.

EPs work at different levels to help make a difference. This includes applying psychology with:

- ▶ **System leaders at a national, regional or local level**, supporting policy and strategic developments. This can involve undertaking action research.
- ▶ **Whole school or educational settings** to support implementation of organisational approaches and developments, e.g. whole school approach to wellbeing; training staff on approaches for autism; training teaching assistants on programmes to support emotional wellbeing (ELSA) etc.
- ▶ **Groups of parents or carers** on common areas to provide help, e.g. workshops or intervention programmes on topics such as autism or children's emotional development.
- ▶ **Groups of children and young people** on common areas to provide help, e.g. workshops or

intervention programmes on managing their worries, preparing for exams or supporting siblings of autistic children.

- ▶ **Individual children and young people and their families** when there are concerns about their learning, development, emotional wellbeing or behaviour. They work with the other professionals working with the child or young person and the child's educational setting (i.e. preschool, nursery, mainstream schools, college or specialist provision). EPs help to identify children/young people's strengths, wishes and aspirations as well as their needs. This information is used to make sense of what is going on and find ways to help the child or young person.



Tel: 020 8379 2000

Email: EPS@enfield.gov.uk

 [@ENFIELDEPS](https://twitter.com/ENFIELDEPS)

www.enfield.gov.uk

When do EPs become involved with an individual child or young person?

Children, young people and their families are eligible for support from an Enfield Educational Psychologist when any one of the following apply:

- ▶ the child or young person goes to an Enfield School that has purchased Educational Psychology Service
- ▶ the SEN service has asked for advice from the Educational Psychology Service as part of an Educational Health and Care Needs Assessment or to support the Education Health and Care Plan of a child or young person
- ▶ the child or young person has been referred to another team which asks for support from an Educational Psychologist, for example HEART

Educational settings can usually meet the needs of most children or young people, but if parents or carers are concerned about their child's learning, wellbeing or mental health, they usually speak to the setting first. Educational settings are there to listen to the concerns of parents and carers and may set up a 'Learning Support Plan' or an 'Individual Education Plan' together with you. The plan will include areas to improve on, possible outcomes and support that will help in school and at home. You will meet with the school to review the plan and progress your child is making. During this process, the school or educational setting may want to involve the Educational Psychologist for further thinking and support. Schools purchase this service and prioritise in line with the needs of children in their school.

Enfield EPS also has a telephone support line for any parent or carer of a child living in Enfield or attending a school in Enfield. This is a confidential space for parents and carers to talk through any concerns they have about their child's wellbeing, learning or behaviour. Signposting information is also provided.

What do EPs do?

Regarding work relating to individual children or young people, EPs work with the adults who know the child or young person well to understand their strengths and areas of need. They can also carry out psychological work with the child or young person. By working together, the EP will help plan the next steps to support a child's emotional wellbeing and learning.

How do they do it?

EPs can carry out a range of work including:

- ▶ Consultation and advice to schools and settings
- ▶ Individual psychological assessments with children/young people
- ▶ Working with other agencies
- ▶ Interventions including therapeutic support
- ▶ Professional learning for education staff
- ▶ Providing parent or carer support

How will I be involved?

An EP will always gain written consent from parents or carers, and from young people over the age of 16 years, before becoming involved.

EPs are committed to involving parents & carers and children & young people in all decision making. EPs work collaboratively as it is recognised that parents and carers and education staff know the child or young person best.

A written summary/report is provided when any direct work is carried out by the EP. If EPs are joining a school review meeting, the school will usually provide the written record or the updated Individual Education Plan or Learning Support Plan.

How can I contact the EP Service?

Telephone: 020 8379 2000

Email: EPS@enfield.gov.uk

Finding out more about Enfield EPS:

Visit: [Enfield Schools Traded Services Hub](#)

 [@ENFIELDEPS](#)

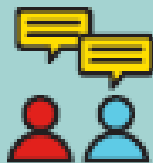
What to expect when an Educational Psychologist becomes involved with your child at school



Information for parents and carers

First Meeting

It is usual for the Educational Psychologist (EP) to meet with you to talk about your child's experiences, your concerns, what is going well at home and in school and what would be helpful to support your child with their physical and emotional wellbeing and their learning. This might be at a review meeting at your child's school.



EPs often work with you, school staff and other professionals (if they are involved) and the EP's main role is to make sense of what is happening for your child and help with planning the next steps.

Finding out more...

It might be that further information is needed to understand your child's strengths and difficulties. Together we will agree what needs to be done and who does what – it could be the school, another professional or the EP. If it is the EP, they might observe your child in school (e.g. in the classroom or playground), have more conversations with school staff or with you, or do some individual work or assessments with your child. The EP will usually meet with your child to understand their views of their situation and what they would like to help them.



Planning

Using the information that has been gathered, the EP will usually meet with you and with school staff to come to a shared understanding about your child's needs and together agree the next steps to help your child. The school will usually record this on your child's individual education plan.



Review

It may be that the EP meets again with you and the school (usually after 6 weeks) to review the plan. It may be that further thinking or information is needed to update the plan to ensure that the support in place is helping.



Written Record

A written summary/report is provided when any direct work is carried out by the EP. This sets out the work they have done, a shared sense of your child's strengths and needs and the agreed support plan. This is typically discussed with you along the way so there should be no new information. If EPs are joining a school review meeting, the school will usually provide the written record or the updated individual education plan or learning support plan.



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