



# Telford and Wrekin Educational Psychology Service Commissioned Offer

Following a period of focused service development throughout 2024/25—and bolstered by successful recruitment into the EP team—we are pleased to introduce our refreshed service delivery model for 2025/26. With increased capacity across our skilled and experienced EP team, we are now able to work even more flexibly and responsively across all levels of your setting. This includes enhanced support for whole-school initiatives, group-based work, and individual needs. Our expanded team enables us to offer more consistent and timely input, while continuing to tailor our approach to the unique priorities of each school and setting.

We remain committed to inclusive, evidence-informed EP practice across Telford and Wrekin, and will continue to actively seek feedback to ensure our service evolves in line with the needs of the community we serve.

Each educational setting will continue to be supported by a Lead Educational Psychologist, working in close partnership with a dedicated team of EPs, Trainee EPs and Assistant EPs. Together, they will co-create tailored action plans that reflect the unique context, strengths, and priorities of each setting.

To foster collaboration and shared learning, settings will again be grouped into localities - enabling peer support, the exchange of expertise, and more effective use of collective resources. This locality-based model is designed to strengthen professional networks and promote sustainable, system-wide development.

We look forward to continuing our work alongside you, supporting children, young people, and the communities around them.

Dr Jane Park

Dr Meryl Newton

*Co-Principal Educational Psychologists*



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# Meet the Teams

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*Educational Psychologist*



**Dr Lewis Field**

*Senior Educational Psychologist*



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**Dr Chloe Bissell**

*Specialist Senior Educational Psychologist*



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*Specialist Senior Educational Psychologist*

## Wrekin Locality

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*Educational Psychologist*



**Dr Kate Jobson**

*Educational Psychologist*

## Assistant Educational Psychologists



**Lara Amos-Earle**



**Charley Regan**

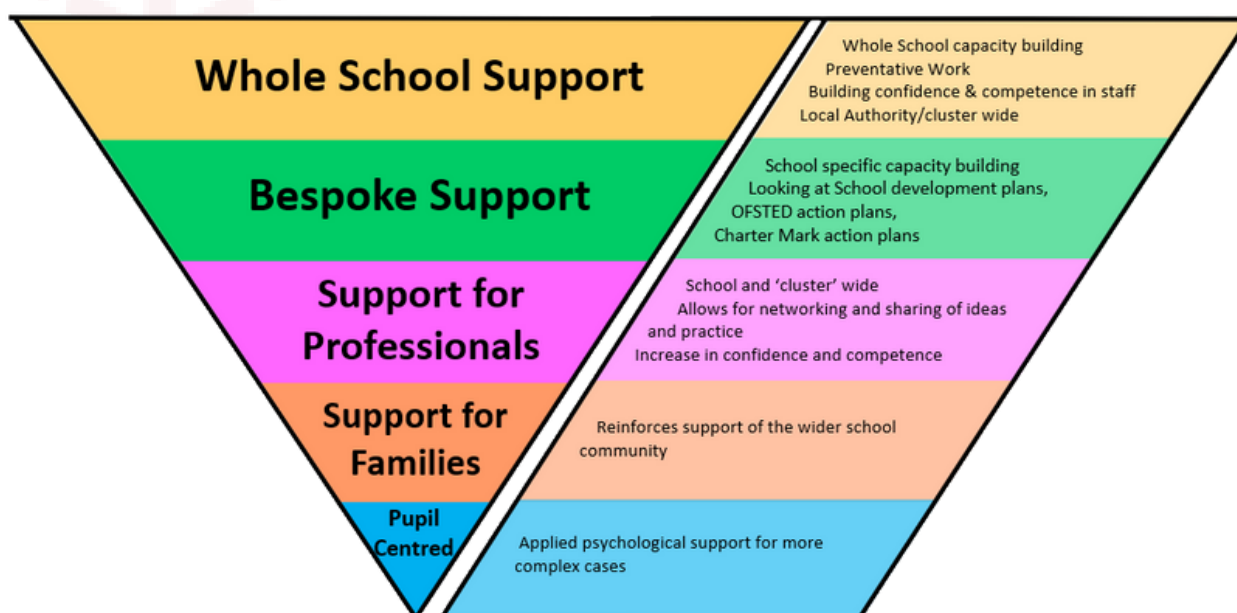


**Rhiannon Skilton**

# Service Delivery Model: An Overview

Our service delivery model is represented in the diagram below. At its core, this model endeavours to support schools, to further promote inclusion and achievement. We aim to offer a comprehensive portfolio of professional development that will empower you to support the needs of your children and young people in these complex and changing times. Our service delivery will be bespoke and will involve us working closely with you to identify your priorities and support you moving forward.

Central to our offer is the aim to support the professionals working in schools both in terms of their professional development and emotional wellbeing. We would also like to reach out to communities around your schools and offer support and advice to families and networks. Of course, there will be some children and young people who present with more complex needs, and, for those children and young people, we will support you in thinking about how to move situations forward for them and with them.

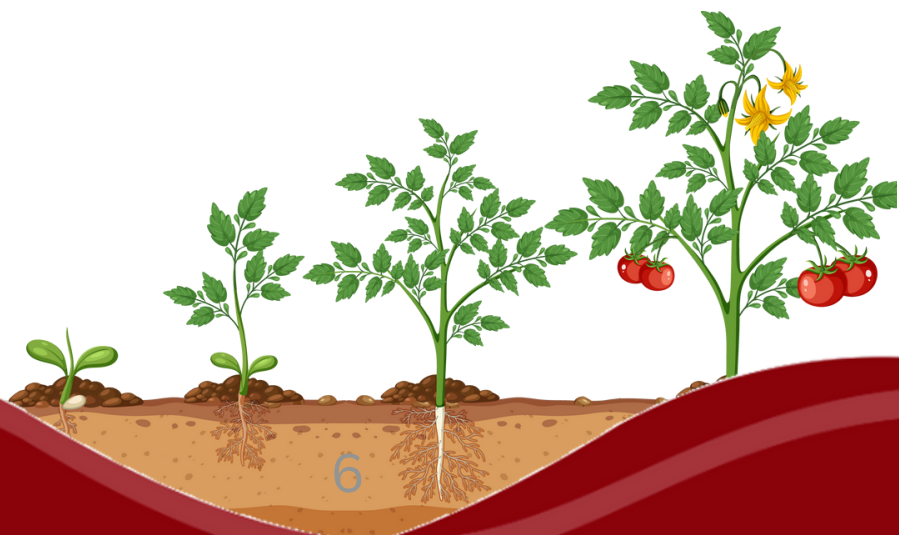


# Service Delivery Model: An Overview

Whole school support focusses on strengthening inclusive practice and building capacity across the school community. This includes a range of evidence-informed Continuing Professional Development (CPD) opportunities, training sessions, and bespoke packages tailored to the unique context of each school. As part of our contracting process, we will work in collaboration with school staff to identify key priorities and ensure that support offered is appropriate, purposeful and aligned with the needs of each setting.

Training can be delivered to whole staff teams, smaller groups, or through targeted sessions, and can cover areas such as neuro-affirming practice, barriers to education and the SCERTS framework. In addition to this, we also offer bespoke packages developed in collaboration to address specific priorities and contextual needs. Our aim is to support sustainable change and empower staff with practical tools and psychological insights that help make a meaningful difference in the classroom and beyond.

A comprehensive list of our current CPD and bespoke package options is provided on the following pages, including information about the focus, intended audience, delivery format and advised session costs. This list is not exhaustive, and these options can be discussed further during the contracting stage to support schools' planning and development.





# Whole School Support

## Trusted Adults

We know that children and young people choose who to speak to when they are worried about something. It might not be those with pastoral roles, rather anyone who is in the school. This training is aimed at all adults who are in contact with children and young people in your school. It will support you to develop the skills and confidence to have supportive conversations should a child/young person approach you.



All school staff



2 hours



1 session

This training explores how childhood experiences of attachment and trauma can shape a child's mental health, behaviour, and learning. Through an understanding of early brain development, attachment styles, and **Adverse Childhood Experiences (ACEs)**, attendees will deepen their trauma-informed practice. The session will offer practical strategies to help staff to create a 'secure base' within their setting - where children and young people feel safe, accepted, regulated, and connected. Attendees will reflect on how to build emotionally attuned environments that support resilience and meaningful relationships.

## Childhood Experiences of Attachment and Trauma



All school staff



3 hours



2 sessions

## Exploring Barriers to Education

This training explores barriers to education, often referred to as Emotionally Based School Avoidance (EBSA), through the lens of the WARMTH model: **W**elling, **A**ffirmative practice, **R**elational approaches, **M**utual understanding & partnership working, **T**imely responses to need, and **H**olistic support. By moving beyond labels and focussing on what young people need to feel safe, understood, and supported, this training offers practical strategies to foster inclusive, responsive educational environments.



All school staff



3 hours



2 sessions



# Whole School Support

## Emotion Coaching

Emotion Coaching is a relational approach that helps children and young people develop emotional literacy and regulation. By fostering secure, empathetic connections, it promotes resilience and positive outcomes through validation, engagement, and emotional understanding. This training will introduce the key principles of Emotion Coaching, explore its psychological foundations, and offer practical strategies for applying it in everyday interactions.



All school staff



2 hours



1 session

The psychology of learning focusses on how children and young people learn and develop. We will explore different theories of cognitive development, alongside strategies to support pupils with their individual learning needs. Attendees will gain an understanding of the relationship between wellbeing and our ability to engage in learning and reach our potential. We will explore the idea of 'academic self-concept' and the impact of low confidence on engagement and learning.

## The Psychology of Learning



All school staff



2 hours



1 session

## Exploring the PACE approach

This training introduces the PACE approach: **P**layfulness, **A**ceptance, **C**uriosity, and **E**mpathy; developed by clinical psychologist Dan Hughes. Widely used across UK schools, PACE helps to create emotionally safe and nurturing environments, especially for those who have experienced trauma. Attendees will explore the principles of PACE and how they can be applied in everyday classroom practice to build trust, strengthen relationships, and support emotional wellbeing. This session will offer practical strategies to help staff to foster a supportive environment where children and young people feel secure, understood and ready to thrive.



All school staff



2 hours



1 session



# Whole School Support

These CPD sessions offer an introductory overview of key psychological approaches and inclusive practices in education. Each session aims to build foundational understanding and spark reflection. Settings looking to deepen their practice can commission **bespoke** follow-up packages, which will support the embedding and application of these approaches, tailored to your context and needs, and focused on sustainable, whole-school impact.

## An Introduction to Relational and Restorative Approaches

This session offers an introductory exploration of relational and restorative approaches in education; practices that prioritise connection, empathy, and repair in response to conflict and behaviour. Grounded in psychological theory and inclusive values, these approaches help build trust, strengthen relationships, and foster a sense of belonging within school communities. Attendees will gain a foundational understanding of restorative principles and relational strategies, and consider how they can be applied to promote emotional safety.

This training also opens the door to further bespoke CPD, supporting schools to embed these approaches into their ethos and everyday practice.



All school staff



2 hours



1 session

Neurodiversity celebrates the natural variations in how our brains work (Walker, 2014). This training promotes neuroaffirming and inclusive practice, encouraging schools to value all ways of thinking and learning. Through a strengths-based, holistic lens, we will explore how to embed neuroaffirming principles across the curriculum and school culture, empowering every child and young person to thrive.

This training also opens the door to further bespoke CPD, supporting schools to embed this practice into their ethos and everyday practice.



All school staff



3 hours



2 sessions

## Neuroaffirming and Inclusive Practices



# Bespoke Support

## Precision Teaching

Precision teaching is an individualised structured programme for children and young people who are experiencing needs related to their functional skills development in literacy and numeracy. Precision teaching is an effective approach to boosting fluency and confidence in reading, writing and numeracy skills. This training will focus on the evidence-based structure, incorporating the teaching, probing and charting that will be utilised daily with a child on a 1:1 basis with an adult who has received this training.



All school staff



2 hours



1 session

These sessions are designed to support pastoral and support staff in meeting the social and emotional needs of children and young people. Delivered as part of a bespoke package, the content is shaped through consultation with the school to ensure it aligns with your setting's priorities and identified areas of need.

Topics may include:

- Emotional regulation
- Self-esteem and self-concept
- Social skills and relationship building
- Supporting feelings of anxiety

This training aims to build staff confidence in recognising and responding to emotional needs, while offering practical, evidence-informed strategies that can be embedded into everyday practice. Follow-up support can also be arranged to help sustain and embed learning.



All school staff



To be agreed with your EP



3 sessions

## Emotional Literacy in Schools



# Bespoke Support

## SCERTS Project

The SCERTS model (Social Communication, Emotional Regulation, and Transactional Supports) is a research-informed multidisciplinary framework designed to support the development of social communication and emotional regulation. Through a focus on collaborative practice, SCERTS supports staff to co-construct neuroaffirming and developmentally meaningful goals, with an emphasis on collaborative work with families, centred around a young person's unique strengths and differences.

This project aims to build staff understanding of SCERTS and support its practical application through coaching and the joint use of the SCERTS assessment forms. SCERTS is a tool which supports the developmental pathway of each child or young person and enhances inclusive support across settings. This project is ideal for small groups of key staff such as Early Years Leads, SENCo and/or Assistant SENCo.

A potential project structure could look like:

- *Session 1 - An Introduction to SCERTS*

A bespoke CPD session with key staff introducing the SCERTS model, the core principles and practical applications. We will begin to consider how staff can use the SCERTS forms within their setting.

- *Session 2 - Coaching and Collaboratively Applying SCERTS in Practice*

Staff will be supported to complete collaborative observations of a child of young person(s) using the SCERTS forms, incorporating insights that staff have gathered alongside the family. We will support with co-constructing neuroaffirming and developmentally meaningful outcomes whilst considering person-centred environmental adaptations and how staff can tailor interpersonal supports.

**Please note that parent/carers consent will be required to complete collaborative observations around a child or young person.**

- *Session 3 - Reviewing and Embedding SCERTS*

An opportunity to complete further collaborative observations to review previous outcomes. During this session, staff may consider the next best steps to further embed SCERTS in the classroom and wider setting.



To be agreed at the point of contracting



To be agreed with your EP



3 sessions



# Bespoke Support

## Relational and Restorative Approaches: PATH for Systems

Following on from our introductory professional development session (as outlined on [Page 9](#)), this bespoke package hopes to facilitate restorative and relational practice at a whole school level. With behaviour in schools/settings remaining a key national focus (DfE, 2024), it is increasingly recognised that strong relationships lie at the heart of effective behaviour support and a positive school culture. Using the **Planning Alternative Tomorrows with Hope (PATH)** process, this package aims to provide a visual and collaborative opportunity to help teams to clarify shared visions, values and next steps. This will promote a strengths-based approach whereby schools/settings are supported to foster relational systems that prioritise connection, repair, and wellbeing across the whole school community.



Key Staff/stakeholders



To be agreed with your EP



2 sessions

This bespoke project builds on our introductory CPD around neuroaffirming and inclusive practice (as outlined on [Page 9](#)), offering tailored support to help settings to embed these principles at a whole-school level. This project will focus on creating environments where neurodivergent children and young people feel safe, valued, and supported to thrive, using the Autism Education Trust's Standards and Competency Frameworks as a guiding tool to co-develop a plan that reflects your settings unique context and priorities. Key areas of focus may include:

- Environmental and sensory considerations to support regulation
- Reasonable adjustments that promote equity and access
- Review and development of neuroaffirming policies
- Staff coaching and consultation to embed inclusive strategies
- Whole-school reflection and planning to foster a neuroinclusive ethos

## Embedding Neuroinclusion: A Whole-School Approach



Key Staff/stakeholders



To be agreed with your EP



2 sessions



# Bespoke Support

## Bespoke Project Work

We offer bespoke project support for schools/settings looking to address specific, school-wide priorities through a psychologically informed and evidence-based approach. Drawing on our expertise in applied research, understanding of school improvement, and child development, we work collaboratively with schools/settings to design and deliver tailored programmes that reflect their unique context, needs, and goals.

These projects are shaped through consultation and co-planning, ensuring that the work is purposeful, responsive, and sustainable.

This could involve:

- Bespoke research and development to inform strategic planning
- Policy review and development aligned with inclusive and relational principles
- Learning walks and group observations to gather insights and inform practice
- Targeted support for early years provision, with a focus on inclusive, developmentally informed approaches
- Support for existing hub or specialist provisions, including integration and inclusive pathways
- Co-constructed CPD and coaching around identified priority areas

One current offer focusses on **behaviour and communication in the early years**, combining learning walks and classroom observations with tailored CPD. This supports staff in understanding behaviour through the lens of communication and early development, helping to foster inclusive, relationally informed practice from the earliest stages of education.

Each project is designed to be collaborative, flexible, and rooted in the priorities of your school/setting. Whether you are looking to enhance inclusive practice, strengthen early years provision, or address specific barriers to education, we will work alongside you to co-create meaningful change.



Senior Leaders/SENcos



To be agreed with your EP



3 sessions

# Support for Professionals

## Solution Circles

Solution Circles provide opportunities for structured peer problem solving sessions. Developed for Forrest, Pearpoint and colleagues in 1996, this community problem solving approach aims to help support staff to explore challenges in a safe, time-bound context. Through encouraging collaborative thinking, Solution Circles support the development of practical next steps through pooling resources and sharing ideas. This tool can be used across a diverse range of contexts and with a wide variety of professionals, including SENCos, support staff, year group leads and senior leadership teams. They are ideal for any staff teams or groups aiming to build capacity in navigating complex situations together.



All school staff



To be agreed with your EP



To be agreed

We recognise the increasing demands placed on education staff, including the emotional impact of managing complex cases and the pressures of leadership and decision-making. To support staff wellbeing and professional growth, we offer spaces for supervision and/or reflective practice for all staff. These sessions provide a safe, confidential space to reflect on practice and explore challenges, to share resources and strategies and to strengthen professional identity and resilience. Examples of current offers include:

- **Supervision for Inclusion Hub Leads**

Reflective Supervision for professionals leading Specialist Provision hubs across localities. These sessions offer a reflective space, in a 1:1 format, to explore complex cases, leadership challenges, and systemic concerns.

- **SENCo and Senior Leadership Team (SLT) Supervision**

Tailored Supervision for SENCos and SLT, focussing on the unique demands of the role. Sessions will provide a space to reflect on decision making, wellbeing, workload and strategic work.

- **Secondary SENCo Group Supervision**

Facilitated peer supervision for secondary school SENCos, offering a collaborative network for problem solving, shared reflection and professional growth.



All school staff



To be agreed with your EP



To be agreed

## Supervision and Reflective Practice



# Support for Families

Our service is committed to supporting families, and working with parents, carers and families to provide information about identified areas of concerns is a key aspect of our traded delivery offer. We provide parent/carers workshops around a variety of topic areas and/or themes, with all workshops tailored to the schools requests. Examples of workshops may include:

## Parent/Carer Workshops

- Understanding behaviour as communication
- Understanding and managing anxiety in children and young people
- Establishing habits and routines
- Supporting transitions
- Promoting emotional wellbeing and positive mental health
- Emotional Regulation
- Understanding the graduated response to SEN



Parents/Carers



To be agreed



1 session

In addition to parent/carers workshops, we provide drop ins where parent/carers can access individualised support from a member of the EP team. Parents/carers are welcome to discuss or explore any areas of concern and/or interest in this space. Examples could include:

- Advice around Special Educational Needs (SENs)
- Supporting positive relationships
- Supporting a child or young person's needs at home

## Parent/Carer drop ins



Parents/Carers



To be agreed



1 session

## Community Conversations

We can attend and/or lead coffee mornings or afternoons, which are designed to provide a welcoming space for parents/carers to connect and share experiences. Ideal for schools exploring the needs of their community, these sessions help to inform future support such as drop ins and workshops.



Parents/Carers



To be agreed



1 session

# Pupil Centred

Consultations are strengths-focused and explore areas of need or difference. They provide a psychologically informed space to co-develop supportive strategies and agree on realistic, meaningful outcomes tailored to the context of the child or young person. Group Consultation offers a space for professionals from settings within their EP locality to discuss strategies under the facilitation of an Educational Psychologist who can further advise on strategies to support as part of a Graduated Response.

## Group Consultation



SENCo/Key staff



1 session

In negotiation with settings, and following attendance at a Group Consultation, we are able to offer targeted home/school consultations to support more complex individual work. These sessions are facilitated by a member of the EP team and include collaborative discussions with staff and, where appropriate, observation of the child or young person in their learning environment.

## Home/School Consultation



All school staff, parents/carers



To be agreed



# Pupil Centred

## Neurodiversity Outreach

The EP-led Neurodiversity Outreach offer enhances the understanding and inclusion of neurodivergent children and young people in our schools/settings, regardless of diagnostic status. EP team members provide guidance to schools and to parents/carers, fostering positive relationships and enabling collaborative, solution-focused discussions. The focus is on understanding neurodivergence, making reasonable adjustments, and implementing supportive, neuroaffirming strategies. Activities in our Neurodiversity Outreach offer include:

- A collaborative environmental audit from a neurodivergent perspective
- An initial, solution-focused meeting with home and school
- Co-creating appropriate goals and an action plan of supportive strategies
- Observations through a neurodiversity lens, focussing on sensory differences, processing and communication styles to inform inclusive practice
- A review after an agreed period



SENCo/Key staff, Parents/Carers



2 sessions

The **Circle of Adults** is a collaborative problem-solving process that explores how best to meet the emotional needs that often underpin communicative behaviours. Co-facilitated by members of the EPS, this approach aims to develop a deeper understanding of a young person's experiences and context, leading to the generation of thoughtful hypotheses and supportive strategies. It is particularly valuable for use with learners whose behaviours may place them at increased risk of exclusion, helping to promote inclusion and wellbeing.

## Circle of Adults



All school staff



To be agreed



1 session

# Pupil Centred

## Pupil Workshops

We offer pupil workshops to groups and/or cohorts of pupils to support areas of identified need. The topic of the workshop can be tailored according to identified key priorities. Examples of workshops available include:

- Supporting pupils experiencing anxiety
- Friendships and building positive relationships
- Supporting transitions
- Exam stress



Identified children and young people



To be agreed



2 sessions

Dynamic assessment is a collaborative, interactive and flexible assessment tool used to identify a child or young person's skills as well as their learning potential. Through process of mediation, the child or young person is guided through the problem-solving process, helping them to apply new strategies. Through focussing on a child's strengths, dynamic assessment helps to demonstrate their capacity for growth and support the transfer of skills within the classroom.

## Dynamic Assessment



Identified children and young people



2 sessions

## Planning Alternative Tomorrows with Hope (PATH)

PATH is a collaborative and creative planning tool that uses both process and graphic facilitation to create a shared vision of a positive future for individuals. PATH draws on the ability to visualise a different future and to plan backwards from a future vision or dream and share how that can come into being. The PATH would be led by the EPS, comprising of a process facilitator who guides the team through the process and a graphic facilitator who creates a large graphic record of each step in the PATH.



Identified children and young people, key staff, parents/carers



2 sessions