



# One minute guide

## Educational Psychology team

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### What do the Educational Psychology team do?

The Educational Psychology team (EPT) supports children and young people with special and additional educational needs, and works with those children and young people, their parents/ carers, and educational settings. Educational Psychologists (EPs) are trained to understand how children and young people learn, problem solve, develop relationships, communicate with others, and understand and manage feelings. The EPT support systems around children and young people to improve their educational experience and outcomes.

### Who are the Educational Psychology team?

The EPT is led by the Principal EP, and the Deputy Principal EP. There are Senior EPs aligned to each area (wedge) of the city and they lead teams of EPs, Trainee EPs, and Assistant EPs. Each school has a named link to the EPT who supports their planning and agrees actions and the EP role in supporting next steps.

The EPT may become involved with children and young people, families and educational settings to support a range of needs including, learning, communication and interaction, social emotional and mental health, physical, sensory, and daily living skills.

The EPT supports inclusion through the application of psychology to enable children and young people to remain in their mainstream settings where appropriate, and be fully included in school and community life, improving their outcomes.

The EPT sits within wider Learning Inclusion as one of the SEND teams, alongside [SENIT](#) (Special Educational Needs and Inclusion Team; inclusion workers, early years and school age SEN officers), [STARS](#) (Specialist Training in Autism and Raising Standards), [DAHIT](#) (Deaf and Hearing Impairment Team) and [VIT](#) (Visual Impairment Team). The SEND teams work together to support inclusion and the graduated approach in schools. EPs support children and young people across all ages and the full range of needs within schools, while other SEND teams may be targeted towards specific needs or groups of children, e.g., children and young people with autism, pre-school children, etc.

SENCOs (Special Educational Needs Co-Ordinators, based in schools and settings) can request support from the SEND teams using the [One SEND](#) request form; providing the CYP is on the setting's SEN register, a graduated approach has been implemented and consent has been given by the parent/carers or young person (over 16 years). If you are unsure who to go to for support, parents and carers should talk to the setting's SENCO in the first instance and SENCOs should refer to information about the SEND teams on Leeds for Learning including the [Graduated Approach Toolkit](#), and talk to their link EP.

## How does the Educational Psychology team work?

EPs work with children and young people aged 0-25 years of age in a variety of ways, including observations, consultations and additional assessments that can take place in the home or the educational setting.

When a child or young person is identified as needing support from the team, EPs will consult with those who know the child best, for example, parents, carers, educational staff and wider professionals. Through these person-centred consultations, the EP will facilitate problem solving discussions, to agree appropriate interventions to meet need as part of a graduated approach. EPs also provide advice to contribute to the assessment and planning for [Education, Health, and Care Plans \(EHCPs\)](#) for children and young people.

EPs work with educational settings, to build their capacity to support children and young people with special educational needs. They use evidence from research to develop innovative ways of working at different levels, from individual casework to systems level work, including training and development. The EPT may also work with groups of schools and services in a variety of ways to develop the support available to children and families in the local area.

EPs may also be involved with area inclusion arrangements, where colleagues work together to improve attendance, reduce suspensions and exclusions, and facilitate support for schools to respond to students with unmet needs.

In addition to the direct work with children, young people, families and educational settings outlined above, the EPT also contribute to strategic work on behalf of the Local Authority, for example advising on and helping to develop relevant policies, procedures, and guidance.

## Where can I find further information?

There is more information available from the [Educational Psychology](#) service page on the Leeds for Learning website, which also includes contact details. Contact with the EPT is largely facilitated through schools and settings via their SENCO.

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