

Educational Psychology Service and Advisory Teams

GUIDANCE TO PLANNING & CONSULTATION MEETINGS

Strengthening collaborative service planning and delivery with schools



Overview

The established model of regular Planning and Consultation Meetings in schools is developed further through stronger collaboration between SEND services to jointly plan and review service delivery. In practice this requires:

- an understanding and strong commitment to joint service planning and delivery
- the use of high quality consultation skills
- promotion of multiple disciplinary perspectives
- an understanding of work priorities and commensurate deployment of time

The above will help us provide the right support to schools, children and families in a timely way, making best use of staffing expertise and capacity

Staffing

Each Planning & Consultation meeting will always involve an Educational Psychologist, and key members of school staff (most typically SENCo, Inclusion Lead, Safeguarding Lead). Staff from the Educational Psychology Service (EPs) and Advisory Teams (CIT, PATSS) and EWO will generally operate as named joint link staff, forming the key interface between the 'Single Service' (of LA staff) and schools. Locality team Early Help link practitioners to schools will also form part of this group. In some instances it may also be helpful to extend this group further to include other key staff for part of the meeting (e.g. SEND Officer).

Early help support from Health professionals, such as Mental Health Support Teams, CAMHS and speech and language therapists may also be invited/involved for relevant parts of the meeting.

Practice

Planning and Consultation meetings will take place at the beginning of each of the six school terms. The aim of these meetings is to consider and plan for the range of needs of CYP as part of a graduated approach. A plan, do, review model underpins the approach with arrangements for the direct involvement of parents/carers and CYP. Multi-agency involvement where appropriate is also part of the discussion. Consultation may include priorities related to:

- Individual casework including statutory work following agreement of a EHC needs assessment
 - Complex casework where there is placement breakdown through exclusion, school avoidance or developmental needs. This may include vulnerable groups such as LAC or those who have a CIN or CP plan
- And also,
- Peer group/class implications
 - Staff/school development work related to the priority areas of social emotional mental health and exceptional cohorts

In this way, SEND support for school is likely to take one (or a combination) of the following forms:

- i. Triage of priorities
- ii. Consultation advice and guidance
- iii. Assessment and intervention planning from the relevant Service and agreement for the deployment of time.
- iv. Arrangements for traded work where the school has a traded contract with the EP Service.

Recording and Evaluation

A standard recording template is used to record the key points from each Planning & Consultation meeting. Records are completed by EPs and shared with schools. PCM records provide the review agenda at the next meeting.

The model will be monitored and reviewed via:

- Direct feedback at Planning & Consultation meetings on the above process from schools
- Review of the actions recorded at subsequent Planning & Consultation meetings
- Feedback on the process from staff at team meetings and supervision sessions

Footnote: EP requests for core (i.e. non traded) involvement, usually agreed at PCMs

Criteria will include:

- Attendance at the final round of plan do review meeting from the graduated approach before imminent application for an EHC **or**
- an Education Health and care Needs assessment has been initiated
- the CYP is vulnerable due to risk of placement breakdown
- there is significant emotionally-based school non-attendance