

South East Psychology
thinking things through

South East Psychology
Service Level Agreement
for Schools and
Educational Settings

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South East Psychology CIC is a Community Interest Company registered in England & Wales, no. 9096983
Registered address: Unit E, 59 Ladywell Road, London SE13 7UT



1) Purpose of The Service Level Agreement

The purpose of this service level agreement (SLA) is to define the rights and responsibilities of the school/educational setting and South East Psychology CIC.

The SLA sets out the details of the services that will be provided, performance standards, who will provide it and how it will be monitored. It also details any responsibilities that must be met by the school/educational setting to enable the services to be provided.

Schools and groups of schools who commit funding as part of a Service Level Agreement arrangement will have their time guaranteed within the academic or financial year. Requests for additional services later in the year will be subject to availability. Schools or groups of schools are strongly advised to use the SLA arrangements to purchase the level of service needed at the beginning of the year to guarantee access to South East Psychology CIC.

2) Contact

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3) Details of service to be provided

South East Psychology CIC provides non-statutory services for schools and educational settings aimed at promoting inclusion, psychological well being and raising standards across the full range of age and abilities.

South East Psychology CIC has a duty to ensure that all practice is compliant with Health and Care Professions Council (HCPC) standards of proficiency, conduct, performance, ethics and continuing professional development. This is available online at: www.hcpc-uk.org.

Professional involvement requires informed and signed consent from those with parental responsibility for the child or young person, as well as the child or young person where appropriate.

The purchased services are commissioned by a school/educational setting not by individuals (e.g. parents). Schools/settings will not charge parents for South East Psychology CIC involvement. If a charge is proposed or requested of parents by the school/setting the SLA will be withdrawn.

Activities undertaken as part of the SLA will be planned in consultation with school/setting senior staff and practitioners as appropriate. The purchasing school is responsible for identifying a key person who is responsible for liaising, planning and agreeing what activities are undertaken in discussion with South East Psychology CIC.



Depending upon the level of service commissioned, schools can decide in consultation with South East Psychology whether the time is to be used flexibly across the school year, or delivered on a regular pre-planned basis. Time not used during the school year cannot be carried forward.

The Service Level Agreement will be monitored and evaluated on an annual basis through consultation between the school/setting and South East Psychology. This may include information gained through questionnaires and discussion between school and South East Psychology practitioners.

For each day purchased the psychologist will work in school or at other sites by agreement between 9.15am and 3.15pm. This time will predominantly be spent on direct contact with staff/ pupils or families but may include some time for administration and record keeping. Planning, research, and the writing of advice and reports may be conducted 'off-site' as appropriate after 3.15pm each day. Where a high level of research, preparation, or a full report is required, the time required for this will be taken from time bought by schools, or additional time purchased.

4) Levels of service available

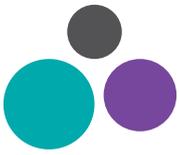
South East Psychology work is commissioned and undertaken through a process of consultation. A free annual consultation with the allocated psychologist will be provided to identify needs and the appropriate levels and types of support and intervention required to meet these.

All South East Psychology work follows a plan-do-review cycle. For further details, see section 5.

The focus of the work may be at any or all of the following levels: individual pupil level; group and class level; strategic systems and organisational level.

Work at the individual level may include:

- (i) Psychological assessment, recommendations and direct interventions, for individual children.
- (ii) Consultation, interventions, assessment and advice that focus upon narrowing gaps in attainment, improving academic progress (including emotional aspects of learning) and promoting emotional well-being at the individual level.
- (iii) Consultations and interventions with families as part of the individual child interventions.
- (iv) Attendance at multi-agency meetings (e.g. Team Around the Child/ Family) as appropriate.
- (v) Joint problem solving consultations at an individual child level.
- (vi) Collaborative work with existing outside agencies, including paediatricians, CAMHS, NHS SALT, OT and specialist teachers.
- (vii) Support or supervision for individual staff members.



Work at the group level may include:

- (i) Consultation and interventions that help develop particular skills for small groups of children (e.g. language and communication skills; social skills; literacy).
- (ii) Consultation, interventions, assessment and advice that focus on narrowing gaps in attainment, improving academic progress and promoting emotional well-being.
- (iii) Support to small groups of staff in managing a particular issue.
- (iv) Psychological supervision to staff in reflecting on their practice in defined areas of work.
- (v) Consultation for joint problem solving at systems or organisational levels.
- (vi) Consultation or interventions for groups of parents.

At the strategic, systems and organisational levels, work may include:

- (i) Attendance at School Based Review (SBR) meetings. The SBR is a consultation meeting held in the school and chaired by the school, to which other professionals can be invited. The agenda can be around individual children, groups of children or whole school issues. The purpose of these meetings is to facilitate problem solving discussions in order to agree ways of enhancing inclusive practice.
- (ii) Training and support for school staff in screening and delivering interventions for individuals or groups of children.
- (iii) Providing support for schools in developing strategies and systems around whole school matters (e.g. policy development).
- (iv) Providing Continuing Professional Development for staff.
- (v) Providing support for and/or delivering a wide range of evaluation and research based work. This can include surveys, audits and evaluation projects as well as action research projects. Research can support schools development projects or be used to look for evidence of the impact and effectiveness of interventions used in school.
- (vi) Support for staff and pupils following a critical incident or sad event.

5) Service delivery model

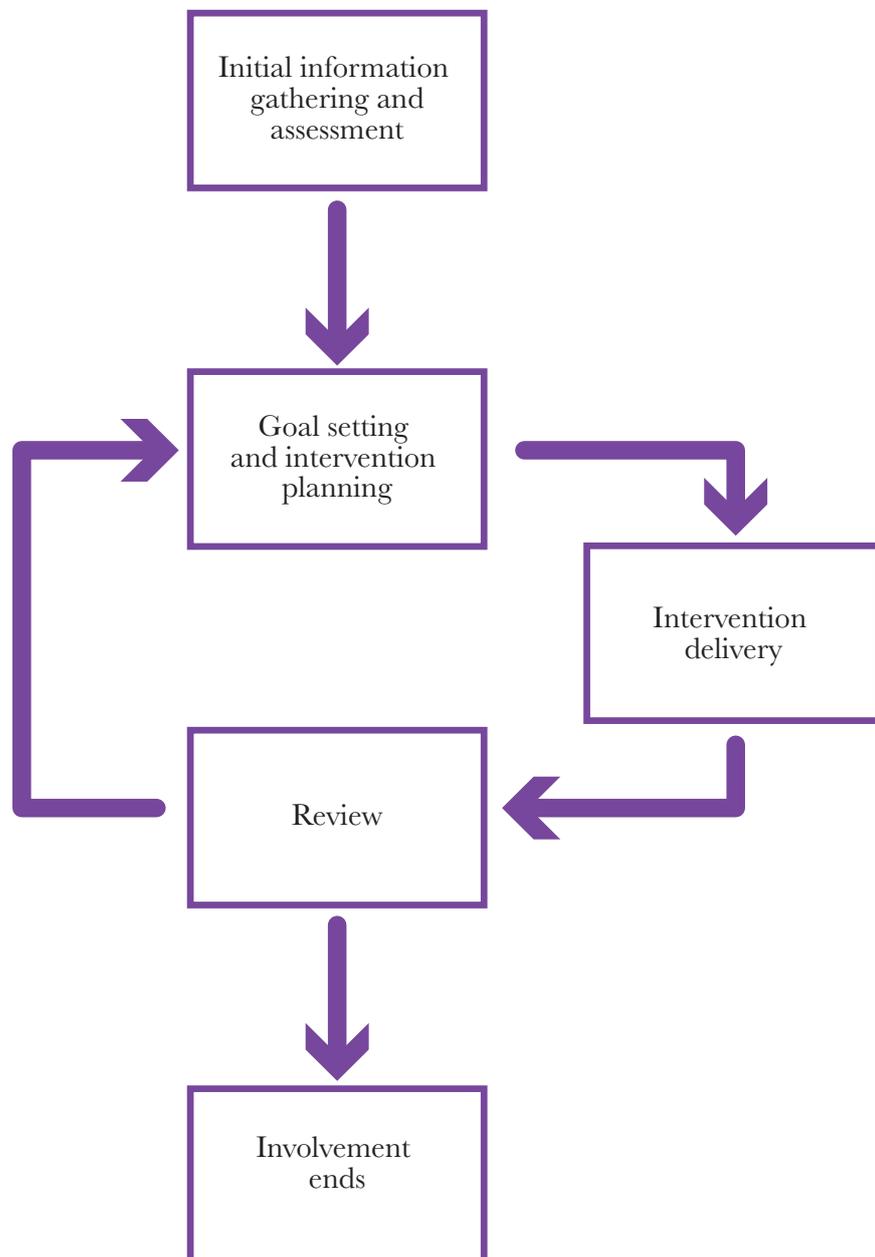
South East Psychology CIC follows a plan-do-review cycle in delivering services to schools:

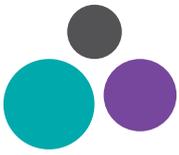
- i) Information gathering and assessment. Following an initial consultation an initial assessment will be carried out. Initial assessment may involve any combination of the following activities:
 - Information gathering from key staff members
 - Information gathering from parents
 - Classroom/ playground observations
 - Information gathering from other professionals involved
 - Direct assessment with individuals or groups of pupils



- ii) Goal setting and intervention planning. Once initial information has been gathered, the psychologist will meet with parents/ carers and school staff to agree desired outcomes and devise an intervention plan. We aim to hold the initial planning meeting within two weeks of completion of assessment.
- iii) Intervention delivery.
- iv) Review of progress. Usually between 4 and 8 weeks after an intervention begins.
- v) At the review meeting a decision is made regarding whether outcomes have been met and involvement ends, or whether to embark on another cycle. Gathering of information and assessment is continuous throughout the psychologist's involvement.

The stages of the plan-do-review cycle are shown below:





6) Remote Service Delivery

In the event of a prolonged closure, which is beyond the control of the school, services will continue to be delivered remotely. This can be done using telephone or secure video conferencing with your choice of platform. All commissioned visits will be charged but a flexible delivery model can be adopted with commissioned time being delivered in hours rather than days.

7) Costings

Annual packages are based on a minimum of one day per term (3 per year).

- Package days can be used for any activity as agreed during the planning meeting. Additional days for unplanned work or projects can be purchased as necessary, subject to availability.
- Package days can be used throughout the year as required - they do not need to be spread evenly across the year. This allows flexibility and delivery of interventions as required. However, approximate distribution of days purchased throughout the year must be agreed at the annual planning meeting (for example how many days will be allocated to each school term).

The daily rates include:

- An annual planning meeting to discuss requirements and time needed.
- A psychologist in your school or agreed location between 9.15am and 3.15pm with a lunch break (pro rata for sessions). For remote working this equates to five hours of direct contact.
- A summary of work completed and brief consultation records.

Where a high level of research, preparation, or a full report is required, the time required for this will be taken from time bought by schools, or additional time purchased.

Method and Timing of Payments

The charges to schools/educational settings will be in accordance with the level of service that is purchased. The full cost must be paid in advance for up to 6 days a year. SLAs for more than 6 days a year can either be paid in advance or through a monthly direct debit.

Annual packages are offered on a fixed time period basis and days purchased will be completed within a financial or academic year (at the school's preference).



8) Responsibilities of parties entering the agreement

Schools/settings will:

- Identify a senior member or members of staff for consultation, liaison and planning of South East Psychology work and activities and release key staff to consult with the team members.
- Obtain informed, signed consent from parents/carers/young people as appropriate prior to South East Psychology involvement.
- Ensure appropriate access to children and young people for interview/assessment and observation.
- Provide appropriate space for the professionals to work.
- Facilitate the arrangement of appointments and promote attendance by liaising with parents/carers, child/young person as required.
- Provide access to relevant pupil records.
- Be responsible for recording and storage of South East Psychology records and documents once involvement has ended.
- Gather data to support collaborative assessment as required.
- Implement agreed outcomes from consultation.
- Engage in South East Psychology CIC evaluation processes to support on-going improvement.
- Complete a risk assessment prior to South East Psychology professionals visiting family homes.
- Provide South East Psychology professionals access to wifi / broadband connections

South East Psychology CIC psychologists will:

- Agree and jointly plan the most effective and efficient use of the purchased time with an identified senior member of staff.
- Arrive punctually for planned visits, informing the school of any unavoidable delay.
- Consult with staff who work directly with the child or young person.
- Provide written records arising from the school visit, normally within two working weeks.

Both parties will meet their responsibilities in accordance with the General Data Protection Regulation (GDPR) Act 2018 and the Freedom of Information Act 2000.



9) Cancellation Procedure

South East Psychology CIC requires as much notice as reasonably possible in the event of a cancellation so that staff can be reallocated to other work. We will attempt to be flexible but in the event of a cancellation within five working days we may have to charge you for the time agreed at cost.

There will be no charge for cancellation where more than five working days' notice is given, provided that a further visit is organised within three weeks of the initial cancellation.

Every effort will be made to provide services in accordance with the terms of the agreement. However if South East Psychology is unable to fulfil the terms of the agreement on the agreed date due to illness or other unavoidable circumstances, arrangements will be made to re-schedule the required services at no additional cost to the educational establishment. In the event of rescheduling being impossible, the school will not be charged for the services.

10) General Service Arrangements

All South East Psychology CIC professionals hold public liability and professional indemnity insurance. Certificates are available if required.

All psychologists undertake to engage in any CPD and supervision activities required to maintain registration with the HCPC and other professional bodies.

If the school/setting is concerned with any aspect of the services provided by South East Psychology CIC they are encouraged initially to raise the issue with the professional concerned. Most concerns can be resolved informally at this stage. If after discussion concerns are not resolved the school/setting can raise the issue with the Principal Educational Psychologist.

If concerns persist, the Health and Care Professions Council complaints procedure should be followed:

<http://www.hcpc-uk.org/aboutregistration/standards/>