

SERVICE SPECIFICATION

Educational Psychology and Wellbeing Service (EPWS)

Educational Psychology Service (EPS)

2026 – 2027 Academic Year

What we do

Educational psychologists (EPs) are ‘applied psychologists’ who use their knowledge of psychology and child development to help people improve the learning and wellbeing of children and young (CYP) aged 0-25 years.

EPs support schools and settings to achieve the very best outcomes for CYP, with the aim of helping them progress and receive the support needed to overcome barriers including those relating to:

- Learning
- Communication
- Social and emotional wellbeing
- Physical needs
- Sensory issues

EPs work with teachers, parents, professionals, and other staff to assess and identify needs, develop skills, and design interventions to help improve educational attainment and emotional resilience, and promote inclusive practice.

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Services offered

Consultation & Assessment

The EPS offers a consultation model of service delivery, a collaborative process aimed at reaching a better understanding of the problem being discussed. This can include an organisational issue, an issue affecting groups of CYP (whole classes), or a particular CYP where there is some concern. EPs draw on psychological models and research to facilitate a better understanding of factors contributing to the issue being discussed.

EPs will gather information from a range of sources and decide what type of involvement would best address the concerns identified. This might result in the EP undertaking observations or further direct assessment work.

Intervention

Usually, EPs will work collaboratively with setting, staff, and/or parents, guardians or carers to jointly develop bespoke intervention plans that address the identified areas of concern. Actions agreed and intervention plans are typically carried out by setting staff. However, in some situations, EPs might also deliver direct interventions. For example:

- Video Interaction Guidance (VIG)
- Individual or group sessions using Cognitive Behavioural Approaches
- Motivational Interviewing
- Individual or group sessions using Solution Focused Approaches
- Multi-Family Groups
- Parent workshops and drop-in sessions



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Training & supervision

EPs can design bespoke training programmes, and support settings to apply their learning to improve practice and evaluate impact. Examples of training topics recently delivered by the EPS include:

Cognition & Learning:

- > Precision Teaching
- > Working Memory
- > Executive Functioning
- > Meta-Cognition

Specific needs:

- > ASD
- > ADHD
- > Anxiety
- > Low mood

Social, Emotional & Mental Health:

- > Zones of Regulation
- > Emotion Coaching
- > Emotionally Based School Avoidance (EBSA)
- > Raising Self-Esteem and Resilience
- > Supporting Transition
- > Trauma Informed-Approaches
- > Attachment

Other services offered include:

- > Coaching
- > Supervision
- > Delivery of development programmes
- > Emotional Literacy Support Assistant (ELSA) training and supervision
- > Mediated Learning Support Approach (MeLSA) training

Voice of the child and family:

- > Person Centred Approaches
- > Active Listening

Research & Policy Development

The EPS can support schools and settings in undertaking research projects and developing policy. Examples include:

- Supporting settings to select interventions
- Identifying pre- and post- evaluation tools to monitor impact of interventions and projects
- Supporting settings to analyse data, such as school exclusion data
- Conducting interviews with CYP, staff, and/or parents (individual or in groups) to explore their views



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Assistant EP (AEP) support

Assistant EPs are psychology graduates with experience working with CYP, and an interest in training to be an EP. Under the direct guidance and supervision of EPs, Assistants AEPs can work directly with CYP, teachers, parents, and families to support EP's work. This might include observing and meeting children to gather their views, completing selected assessments, gathering information on behalf of the EP, and helping to facilitate person-centred meetings. AEPs can run specific interventions, support implementation of interventions and deliver training including:

- > Precision teaching
- > Paired reading (for school staff and/or parents)
- > Social skills interventions
- > Social stories, comic strip conversations, social behaviour mapping & therapeutic stories
- > Circle of Friends
- > Zones of regulation
- > Solution circles
- > Person Centred Approaches – MAPS & PATHS

Non-Chargeable Services (free at the point of delivery)

- Providing psychological advice as part of a child or young person's Education, Health and Care needs assessment (EHC) or EHC re-assessment.
- Offering a rapid response to school leadership teams to support them in helping their school community following a critical incident or sad event.

Service Delivery

Please note, the commissioning agreement is with the Educational Psychology and Wellbeing Service as a whole, rather than with an individual EP. The service therefore reserves the right to reallocate EPs in accordance with operational or relational needs.



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EP visits:

EP visits may take place onsite, offsite or a combination of both and are typically 3-hours.

An additional 3-hours per visit is allocated for associated administration, data analysis and interpretation, research, and report writing.

The balance of onsite, virtual, and administrative time will be agreed between the setting and their link EP/iT(s) and will depend on the nature of work undertaken.

Assistant EPs may undertake work on behalf of the allocated EP/EPiT, under their supervision, and this will be deducted from the setting's purchased time.

Link EP/EPiT(s) will keep a clear record of how much time has been delivered to the setting so that this can be shared and reviewed with the SENCo or equivalent as necessary.

Cancellation policy:

Cancelled and/or unused traded service visits are non-refundable and time cannot be carried over across academic years. It is expected that visits are spread evenly throughout the year. We understand that sometimes short notice changes are unavoidable and where possible we will try to make up the time for any visits that require rescheduling. However, if visits are cancelled by a setting with less than 24-hours' notice we will not be able to guarantee that the time can be made up and the visit cost will not be refunded.

It is recommended that, during planning meetings, settings identify possible 'back-up' activities with the EP that can be completed should this situation arise.

During peak periods EPs may need to reschedule planned traded visits to fulfil statutory demands. Should this be the case your link EP will contact you to discuss. Where the service is unable to fulfil the terms of the service level agreement due to unavoidable circumstances, the Principal Educational Psychologist will discuss options with the setting for delivery of this time.

Complaints/Concerns:

EPs are HCPC registered, they provide autonomous advice and have a professional duty to adhere to strict professional standards within their work. This might mean that EP views do not always align with those of school staff or leaders, and EPs might supportively challenge practice to help jointly achieve the best possible outcomes for children and young people. Should your school/setting have any complaints or concerns about their traded EP service, the complaints policy can be found [here](#).

