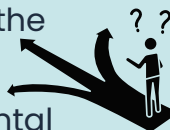


AS PARENTS/CARERS YOU MAY BE INTERESTED IN KNOWING ABOUT SOME OF OUR OTHER ACTIVITIES:


- Giving advice and support for settings dealing with Critical Incidents (sudden traumatic events)
- Genuine Partnerships, Guiding Voices and the Rotherham Charter – ensuring that parents/carers and children/young people have a genuine voice in the decisions being made about them at all levels
- Strategic work around Social, Emotional and Mental Health, including:
 - Child and Adolescent Mental Health Service (CAMHS) transformation
 - Suicide Prevention strategy
 - Trauma Informed /relational approaches and nurture group support
 - Supporting the emotional development of children/young people through use of the EPS's own REFLECT model
- Strategic work related to Autism





Contact Co-Principal Psychologists:

Carol Taylor (Principal Educational Psychologist)

Jo Askew (Acting Principal Educational Psychologist)

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Rotherham
Metropolitan
Borough Council



ROTHERHAM EDUCATIONAL PSYCHOLOGY SERVICE

INFORMATION FOR PARENTS AND CARERS

We are a friendly, diverse team of applied psychologists working with a wide range of partners.

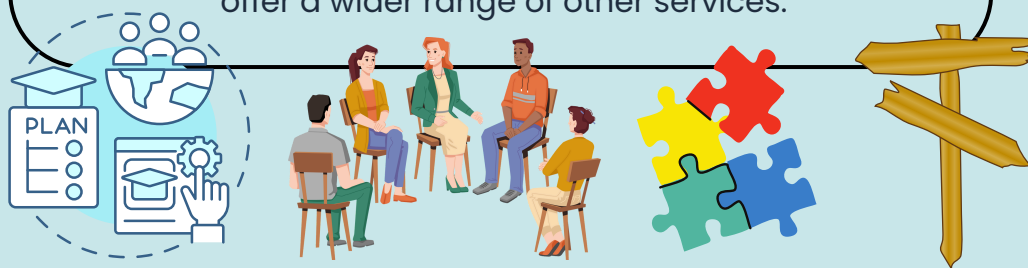
Educational Psychologists aim to use creative problem-solving approaches to enhance the lives and emotional wellbeing of children and young people.



www.rotherham.gov.uk/eps/
eps@rotherham.gov.uk

Rotherham Educational Psychology Service (EPS) supports children and young people with complex needs from birth to age 25. Our aim is to use psychological approaches that improve learning and emotional wellbeing.

We work for the Local Authority and offer a Traded Service to schools. All children and young people who have an Education, Health and Care Plan will have a report completed by an Educational Psychologist but we also offer a wider range of other services.



If your child/young person is referred to our service we will try our best to meet with you to discuss your child/young person's strengths and needs.

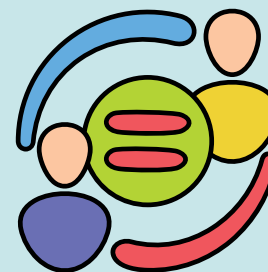
Some of the options we may suggest regarding how we can help may include:

- Having discussions with setting staff and Education, Health and Care practitioners who know your child/young person
- Making contributions to meetings and reviews
- Supporting problem-solving
- Carry out relevant assessment for example, observations, assessments of thinking and learning skills and social/emotional development
- Offering short-term pieces of work with individuals and small groups
- Giving written and verbal feedback (if written feedback has been agreed we endeavour to provide this within 8 weeks)
- Providing staff training e.g. in relation to specific special educational needs
- Suggesting helpful resources
- Signposting to other relevant sources of support

If your young person's school or setting trades with the EPS, the Educational Psychologist (EP) will meet regularly with key staff to discuss their needs and priorities.



We try our best to work in equal partnerships with educational practitioners, parents and carers, children and young people and representatives from other services.



Frequently asked questions:

When would a setting suggest involving the Educational Psychology Service ?

Because a child/young person's needs are complex, other services have already been involved, and it is still felt further advice is needed about how best to support them in the setting

Who makes the referral?

The school, setting or college. Parents/carers can contact the service directly, but formal involvement needs to be agreed with the setting

How do you get an Educational Psychologist involved?

The best thing to do is discuss your concerns with the Special Educational Needs and Disability Coordinator (SENDCo) at your child/young person's setting

Again it is possible to contact the EPS directly and the EP may discuss your concerns with the SENDCo if agreed appropriate or signpost you to other relevant sources of support