

Specialist educational psychology work that can be carried out remotely/if physical access is extremely restricted

New assessments

- Gather evidence about the strengths and needs of the individual and the current "issues"; with perspectives taken from home and school
- Get information from schools re attainments and progress in the curriculum
- Complete questionnaires (where relevant) with home and school
- Review documents e.g. EHCPs, school reports etc
- Liaison with other professionals
- Review documents about placements e.g. Ofsted Reports, School websites, School Policies
- Depending on child abilities - gain child's views about school and learning, gain some understanding of neuropsychological skills from dynamic assessment, playing games, and supporting them doing a virtual learning task.

On-going intervention work

This list is not exhaustible and will depend on each individual case; all the following are possible:

- Consultation with parents to give support/advice about providing "education" for the child at home, by the educational psychologist
- Working with schools and families to consider support for the child/YP's social, emotional and mental health during this time
- Working with schools to appropriately differentiate work in the new virtual environment, and to help them understand and to take into consideration the home environment (e.g. The ability and willingness of any parent to support the child)
- Providing mentoring and consultation for staff for new "Learning" environment.
- Providing virtual training sessions for staff.
- Provide low level emotional and mental health support for parents, careers and members of staff.
- Talking to schools about "transitions" back to education once the lockdown is lifted
- Work relating to school placements (e.g. transitions to secondary school), including liaison with the Local Authority if required
- If the child/YP is continuing to access school there would be a need for EP consultation with staff (remotely) regarding how to best meet the needs of the child in the current environment and in the future (i.e. when other children come back to school) and EP consultation with parents/carers re any difficulties that may arise (e.g. reluctance to go to school, difficulties understanding why they have to go to school, problems adapting to new routines)
- Attending MDT meetings to discuss how rehab and educational goals can be coordinated in a home (or school) education package
- Individual work with Children/YP about how they are coping with the current situation, consider any worries/anxieties they have about school and wider issues, and time to help them develop "goals" to work towards with their work/relationships/exercise etc
- Attending Annual Reviews that are held remotely