Kent Educational Psychology Service (KEPS)

Service Level Agreement
Contact us

e-mail: educationalpsychology@kent.gov.uk
or visit our website
www.kenttrustweb.org.uk?eps
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Service Level Agreement

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 Kent Educational Psychology Service (KEPS), through EduKent, in respect of this service.

The SLA sets out the details of the service 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 service to be provided.

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 financial year (April to March) to guarantee access to the Educational Psychology support.

Schools and groups of schools who commit funding as part of a Service Level Agreement arrangement will have their time guaranteed within the financial year. Requests for ‘ad hoc’ services later in the year will be subject to availability.

2. Contact:

Kent Educational Psychology Service
Sessions House
Maidstone
Kent
ME14 1XQ

Tel: 01622 221698

e-mail: educationalpsychology@kent.gov.uk
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3. Details of service to be provided

KEPS provides statutory services for the Local Authority. Some of our work, including consultation at a Group School Consultation meeting, assessment of children and young people undergoing Statutory Assessment, participation in Annual Reviews where appropriate and engagement in work arising from Annual Reviews, support for the Single Point of Access/ Common Assessment Framework and Crisis Support is undertaken within these statutory functions. Statutory functions are not charged.

A guaranteed enhanced level of service from KEPS provides schools with a range of work aimed at promoting inclusion, psychological well being and raising standards across the full range of age and abilities.

Where an enhanced level of service is purchased KEPS will be responsible for quality standards.
KEPS has a duty to ensure that all practice is compliant with Health Professions Council (HPC) standards of proficiency, conduct, performance, ethics and continuing professional development. This is available online at www.hpc-uk.org

Educational Psychologist involvement requires informed and signed consent from those with parental responsibility for the child or young person.

The purchased service is commissioned by a school/educational setting not by individuals (e.g. parents). Schools/settings will not charge parents for KEPS 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 planning and agreeing what activities are undertaken in discussion with KEPS.

Depending upon the level of enhanced service time commissioned, schools can decide in consultation with the Educational Psychologist whether the time is to be used flexibly across the financial year, or delivered on a regular pre-planned basis. Time not used during the financial 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 KEPS. This may include information gained through questionnaires and discussion between school and KEPS practitioners.

KEPS administration, record keeping, research, scoring and the writing of advice and consultation records may be conducted ‘off-site’ as appropriate and will be included as part of the time bought by schools.

4. Levels of service available

KEPS work is commissioned and undertaken through a process of consultation. Please see the KEPS Practice Framework on the website for further details (http://www.kenttrustweb.org.uk/eps).

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

At the individual level, the Educational Psychologist will be able to:

i. provide psychological interventions, assessment and recommendations for individual children.
ii. provide psychological 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. provide psychological consultation and interventions with families as part of the individual child interventions.
iv. contribute towards multi-agency meetings (e.g. Team Around the Child) as appropriate.
v. contribute psychological intervention as part of integrated working.
vi. provide Joint Problem Solving Consultations at an individual child level.

At the group and class level, the Educational Psychologist will be able to deliver services that:

i. provide psychological consultation and interventions that help develop particular skills for small groups of children (e.g. social skills; literacy).
ii. provide psychological consultation, interventions, assessment and advice that focus upon narrowing gaps in attainment, improving academic progress and promoting emotional well-being.
iii. provide support to small groups of staff in managing a particular issue.

iv. provide psychological supervision to staff in reflecting on their practice in defined areas of work (e.g. Play therapy, Nurture group work).

v. provide consultation for joint problem solving at systems or organisational levels.

vi. provide consultation or interventions for groups of parents.

At the strategic, systems and organisational levels, the Educational Psychologist will be able to:

i. engage in School Based Review 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. provide psychological support for schools in developing strategies and systems around whole school matters (e.g. policy development). This may include advice and recommendations with reference to current OFSTED inspection requirements.

iii. provide Continuing Professional Development for staff on school-focused topics with a psychological basis.

iv. provide support for and/or deliver 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.

5. Package prices:

a) 3 days per year  £1,650.00 (£137.50 per month)
b) 6 days per year  £3,000.00 (£250 per month)
c) 9 days per year  £4,500.00 (£375 per month)
d) 12 days per year  £6,000.00 (£500 per month)
e) annual package of three School Based Reviews  £825
f) items from brochure worth  £1000
g) item from brochure worth  £2500
h) items from brochure worth  £5000
i) bespoke school development project
j) bespoke evaluation or research project

Method and Timing of Payments

The charges to schools/educational settings will be in accordance with the level of service that is purchased. Payment is made by direct debit on a monthly basis.

Full details can be found in the Edu Kent Terms and Conditions.

Packages are offered on a fixed time period basis and days purchased will be completed within a financial year.

‘Ad hoc’ services will be paid in full after the receipt of the service.

All packages must be spent/used within the financial year purchased. There is no facility to roll time/money over to the next financial year.

Grouping Arrangements

Edukent will charge the lead school for the whole cost of the package. The lead school will need to re-charge the appropriate portion of the costs of the other schools in the grouping through their own internal arrangements.
6. Responsibilities of parties entering the agreement

Schools/settings will:

• Identify a senior member or members of staff for consultation, liaison and planning of KEPS work and activities and release key staff to consult with the Educational Psychologist.
• Obtain informed, signed consent from parents/carers/young people as appropriate prior to Educational Psychology involvement.
• Ensure appropriate access to children and young people for interview and observation.
• Provide appropriate space for the Educational Psychologist 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.
• Gather data to support collaborative assessment as required.
• Implement agreed outcomes from consultation.
• Engage in KEPS evaluation processes to support on-going improvement.

Kent Educational Psychology Service 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 any written record arising from the school visit, normally within two working weeks.
• Be responsible for recording and storage of records and documents. This will be organised through the usual KEPS processes in accordance with Kent County Council and KEPS policies (for details please refer to Data Management section of Service Handbook to be found at: www.kenttrustweb.org.uk?eps).

Both parties will meet their responsibilities in accordance with the Data Protection Act 1998 and the Freedom of Information Act 2000 – see EduKent Terms and Conditions for further details.

7. Appointments procedure

KEPS requires as much notice as reasonably possible in the event of a cancellation of appointments 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 loss of allocation of your time where more than five working days notice is given.

KEPS will attempt to reorganise a further visit 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 the Educational Psychologist is unable to fulfil the terms of the agreement on the agreed date due to illness or other unpreventable circumstances, KEPS will seek to offer an alternative Educational Psychologist in order to carry out the agreed work. If this is not possible, arrangements will be made to re-schedule carrying out of the required services with no loss of time to the educational establishment.
8. General service arrangements

If the school/setting is concerned with any aspect of the services provided by KEPS they are encouraged initially to raise the issue with the Educational Psychologist who provides the service to your school. 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 Educational Psychologist’s line manager.

If the issue is not resolved at this stage then the procedure for Dispute Resolution set out in the EduKent Terms and Conditions.