Next Steps...

If you are concerned about your child's progress at home or in school and feel that an educational psychologist may be able to help, you can:

1) Either:

- Speak to a member of school staff e.g. teacher, form tutor, Special Educational Needs Co-ordinator (SENCo), housemaster/mistress
- Contact me directly (see the back of this leaflet for contact details)
- You will be asked to complete a joint agreement form to summarise your child's needs and to give written consent for my involvement.
- 3) Together, we will agree a package of involvement to meet your child's needs.
- 4) Ideally, the first meeting will take place in school with myself, the parent, and a key member of staff (who knows the child well). It is sometimes appropriate to include the young person in this meeting for the whole session, or part of it.
- 5) We will co-ordinate a time to meet, preferably in a quiet room within the school. At times, this may not always be possible or appropriate so an initial meeting can also take place in my office.

KATIE ALVEY

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An independent educational psychology service



- Are you concerned about your child's progress in school?
- Are you worried about your child's well-being?
- Is your child struggling to fulfil their potential at the moment?
- Would you like to talk to someone about possible ways to help your child?



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Why choose Ed Psych Plus?

Ed Pysch Plus offers a unique educational psychology service which will be tailored to the individual needs of your child.

The psychologist facilitates collaborative working between families and schools in order to develop lasting solutions.

What is an Educational Psychologist?

An educational psychologist works closely with students, families and teaching staff to develop a shared understanding and jointly agreed solutions for a wide range of difficulties faced by children in education.

I am a psychology graduate, a qualified teacher, and have a specialist degree in educational psychology, with a great deal of classroom-based experience. I pride myself on being approachable to both adults and students alike. Being a parent of young children and having vivid recollections of my own teenage years, I feel that I am able to empathise with students of all ages, as well as have a personal understanding of the challenges we face as parents.



What does an Educational Psychologist do?

I work with children and young people up to age 19, where there is an area of need that might affect their access to education and/or their ability to fulfil their potential at school and beyond.

My work does not focus solely on the child but includes working with all those around them (parents, school staff and other professionals). My role is to help devise solutions to challenges faced by children in schools, using a psychological perspective.

Areas of need in which I can provide support include, for example:

- Learning difficulties (including dyslexia)
- Behavioural and emotional difficulties
- Speech, language and communication difficulties Specific disorders and syndromes (including ADHD, Autistic Spectrum Disorder, Asperger's Syndrome, dyspraxia)
- Social difficulties
- Self-esteem
- Sensory and physical difficulties that might affect access to education (including visual and hearing impairment)
- School transition

I can also support schools in developing systems to enhance students' learning and well-being. This might include research or staff training in partnership with the school.

How will we work together?

If your child is experiencing some kind of difficulty in any of the areas outlined above, they may benefit from working with an educational psychologist.

The assessment process

Stage 1: Initial Consultation

- We will sit down as a group (parents, teaching staff and possibly student)
- We will discuss background, key areas of strength and concern
- I will listen and ask questions to clarify information
- We will agree possible solution

Stage 2: Assessment

- A further consultation to enhance understanding
- An individual assessment of learning skills
- An observation in class to identify aspects of the environment that influence student's needs

Stage 4: Review Consultation

- We will discuss progress together
- If strategies or interventions have not been effective, we may agree further assessments
- This process helps ensure that outcomes can be sustained over time

Stage 3: Intervention Phase

- Schools and families will trial agreed strategies and interventions
- Generally lasts for 6-8 weeks following assessment

Please refer to my website for more details about this assessment process: www.edsychplus.co.uk