



CPD profile

1.1 Profession: Mid-Career Educational Psychologist

1.2 CPD number: CPD1234

2. Summary of recent work / practice

I am employed by the Local Authority as an Educational Psychologist. Since September 2012 I have been working for two days per week. For the three years prior to that I worked for three days per week. Between 2014 and 2016, I was the nominated Educational Psychologist working with the Looked After Children (LAC) Service. As part of that work I was a member of the Foster Panel and the Adoption Panel. I work as part of a team of educational psychologists in a 'traded service'. This means that schools can choose to commission work from the Educational Psychology Service. The contract between the school and the service determines the number of hours that the psychologist must deliver to that school. Until September 2012 I had responsibility for service delivery in a group of schools. Currently I undertake work in a variety of schools for whom I am not the link educational psychologist. Requests for work come mostly from schools but also from paediatricians and Local Authority Services. I work with pre-school children where there is an open referral system for Early Years children.

The work I am asked to do is wide ranging and varied. A significant proportion of the work involves individual case work with children. Schools request support regarding both children's learning and emotional well-being. In order to carry this out I operate a consultation model of service delivery. This involves, as a minimum, an observation of the child or young person in his/her educational setting, direct work with him/her, a meeting with parents/carers and teachers and a review at a time agreed with the school. A significant portion of the direct work that I carry out is involved with assessing the special educational needs of youngsters. I am committed to involving parents/carers as closely as possible and in working to encourage joint and collaborative working between home and school. Following the consultation meeting I produce a written record, a copy being sent to those present at the meeting. A copy is always sent to the parents whether or not they attend. Participants are also sent a pro forma which records the actions agreed so that this can be used at the review meeting.

My role requires that I liaise closely with any other professionals that are involved with a particular family. I am also asked to attend Common Assessment Framework meetings and other multi-professionals meetings.

Schools not only ask the EP for advice about individual children who are not making expected progress but can also request training in many aspects of education and learning. Training is a further aspect of my role and I deliver training at the request of schools and other agencies. As a result I have delivered training to professionals in education, health, social services and voluntary agencies.

As a team we have the opportunity to be part of Working Groups. Currently I am a member of a small team of three EPs researching dyscalculia. I have always retained an enthusiastic interest in psychology throughout my career.

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3. Personal statement

Standard 1: A registrant must maintain a continuous and up to date and accurate record of their CPD activity.

CPD includes both formal and informal activities. I retain a hard copy of attendance certificates, where provided, of training attended. I also keep information relating to training that I have provided in the same file.

I endeavour to keep a record of books and research papers that I have read.

Additional CPD activities for the whole team are arranged by the Senior Leadership Team and a record of these is maintained electronically.

Standard 2: A registrant must identify that their CPD activities are a mixture of learning activities relevant to current or future practice.

Supervision

My current and future learning needs are determined and informed by regular supervision with the Assistant Principal Educational Psychologist and also through Competency Based Appraisal which includes professional objectives. I take part in peer supervision both formal and informal. I keep confidential written records of any supervision in which I am involved. This allows me to regularly reflect on my learning needs as well as what is going well in my professional practice.

We are encouraged to take part in supervision at a number of levels in our team. I have had training in supervision and supervisory frameworks from the Educational Psychology Department at the University of Birmingham. This has enhanced my understanding of the different models of supervision and my ability to both provide and benefit from supervision.

Reading

CPD activities also involve regularly reading journals such as Educational Psychology in Practice and The Journal of Special Education. I also read books and a variety of research papers relating to topics that I am focussing on. I keep records as a hard copy in topic based files and a hard copy of books read. I also completed a number of on-line training courses covering a number of areas including Education and Trauma, Attachment and Loss, Transitions and Vulnerability, Resilience and Recovery, Risk Management and Safer Working and Men in Children's Services. These enabled me to have a wider awareness and understanding of some of the issues facing foster carers in their management of children in their care. I was able to use this knowledge during my time as the education representative on the Foster Panel and in my general work with LAC.

EPS whole team activities

As a member of the EPS team I have attended our regular service meetings which cover updates and training regarding a range of pertinent issues to the job. As a member of the team I have contributed to the team on a number of issues including good practice with LAC, and dyscalculia.

Personal reflection

As a part time EP I find that I have more opportunities for personal reflection and for reading. I have found this informal self-reflection very beneficial being relatively free from time restraints and able to stand back from the situation. I am also in a position to attend a wider range of training, including that relating to personal psychological interests. I have found this very informative (arranged and funded personally) for example research into the use of computers to read emotions at Cambridge University.

I have also recently completed a self-assessment questionnaire from the Centre for Applied Positive Psychology (Realise2: Discover your strengths and make the most of them). This provided me with an individual profile summary and development report which was then incorporated into a whole team Strengths Profile.

Standard 3: A registrant must seek to ensure that their CPD has contributed to the quality of their practice and service delivery

Standard 4: Registrants must seek to ensure that their CPD benefits the service user.

Developing an understanding of dyscalculia

As part of the dyscalculia working group I have needed to conduct a literature search on this subject and have attended two workshops. I meet regularly with colleagues to discuss current research, think about how the work could benefit the Local Authority, schools and children and think about the wider aspects of the research. I invited Specialist Numeracy Advisors to join our discussions on two occasions who provided further training and knowledge about current aspects of the teaching of numeracy in schools. I have been collaborating with colleagues towards producing a document for a proposed Position Statement on dyscalculia for the Local Authority. As a result of the work that has been completed, I have concluded that, at present, the evidence base for dyscalculia is not robust enough to identify children with this label. This does not prevent extensive strategies being suggested to support children experiencing numeracy difficulties.

As a result of the dyscalculia working group, school staff and parents have received training in how to support students experiencing numeracy difficulties. A reflective group occurs six weeks after the training was delivered to measure outcomes for the children and young people with whom they work. The feedback has been positive from parents and teaching staff, and colleagues not initially included within the initial working group are being provided with relevant information.

My work on dyscalculia has been beneficial; it has meant that I have been able to carry out more relevant and focussed assessments in numeracy and to provide teachers with more detailed advice about how they might increase a youngster's progress and the kind of materials to access.

Developing my role as a psychologist working with Looked After Children

By reading journals I am able to keep up to date with the latest research and developments in a number of topics about which I am likely to be asked in schools in relation to Looked After Children (LAC). These journals include the BPS's Educational and Child Psychology and the AEP's Educational Psychology in Practice. I have been working with a looked after adolescent with anger-related difficulties and my reading of these journals has enabled me to give more informed advice and contribute to interventions for this young person. For example, after reading a paper entitled 'A systematic review of cognitive-behavioural interventions for adolescents with anger-related difficulties' (Cole, 2008), it was decided that this young person would receive CBT individually rather than in a group setting as this has been found to have better outcomes for this population. In the role of LAC EP I regularly present to the EP team on research related to LAC and how the EPS might support this vulnerable group.

As a part of my role as an EP working with LAC, I developed and delivered a one-hour training package for foster carers to further their understanding of educational issues including issues surrounding exclusion from school. The evaluations showed that the training was well received and the body that commissioned it requested that it be repeated.

During my years as the nominated EP working with the LAC Service, I require specialist knowledge of attachment theory and so I read relevant books (e.g. Inside I'm Hurting by Heather Geddes) and have attended a number of local and national training events (a West Midlands CPD Event focusing upon the mental health of LAC; Attachment, Autism and Anxiety organised by XXX on behalf of the DECP; and the DECP's Annual Professional Development Event). Currently I deliver training on attachment. This year I have written and delivered two half-day training sessions for a multi-agency group of participants on Attachment and Neglect, commissioned by the Safeguarding Board. The audience included specialist teachers and mental health workers. This required not only further reading on attachment and neglect but also an understanding of the Local Authority's policy on Neglect in order that my training dovetailed with, and had relevance to participants for their study on policy. Service users interacting with the agencies and local authorities which have received my training will benefit from their service provider's developed knowledge of attachment issues. This means that their practice can be adapted to better meet looked after children's needs and enable them to achieve optimal outcomes. The Board intends to commission further training on Attachment and Emotional Abuse. This is an area which I need to further research. I have also been involved in writing and delivering training on attachment and how to promote secure attachments, to practitioners in Early Years Settings. The commissioners were pleased with the training and as a result have asked for it to be repeated next year.

Increasing my knowledge and skills in the use of psychotropic medication

I have attended training in mental health and well-being re medication of children with ADHD (i.e. the DECP's Medicalisation of Childhood Conference, old Trafford – Manchester in June 2015). I learned about the factors influencing the increased use of medication intended to help children with attention difficulties. This has enabled me to have the confidence to support and advise practitioners, particularly in schools, where medication has been sought as the first and preferred treatment option.

I have recently identified that alternative strategies to supporting children without the use of psychotropic medication is a gap in my knowledge. I have read a number of research papers on this including those by Sami Timimi and attended a training session on the Nurtured Heart Approach. I have also read widely and identified a book which would be suitable to recommend to teachers when they ask for further information. This is called 'Transforming the Difficult Child' by Howard Glasser. My research has enabled me to carry out more meaningful assessments with youngsters and provide teachers with strategies that are effective and accessible in the classroom.

(Word count: 1401)

4. Summary of supporting evidence submitted

Evidence summary

Appendix Number	Description	HCPC CPD Standards
1,3,4,5	Record of CPD activities	Standard 1
2,6,7,8,9,13	Certificates of attendance for relevant courses attended	Standard 1,2
11,12	Training delivered	Standard 3,4
10	Supervision log	Standard 1,2,3
14	Reading record	Standard 1,2,4