

Educational Psychology for Schools

An introduction to FocusPsychology & our services



Company Background

- Formed in 2006 as FocusPsychology Ltd
 - Provided psychological assessment reports to schools & parents
 - Provided expert witnesses to the Family Courts
 - Delivered training in specialist areas such as attachment & autism
- Expanded in 2012 as FocusChange Ltd with three brands



Systematic and embedded Educational Psychology services to UK schools



Organisational change management focusing on the transformation of people, processes and technology



Development of bespoke technology applications related to Education and Organisational change



FocusPsychology

- **A Educational Psychology practice embedded within schools**
 - We work with students, staff and parents\carers.
 - We take time to understand your vision, we get to know you and your pupils.
 - We build trust and can work on interventions over time.
- **Capacity Building and a whole team approach**
 - We bring expertise into your staff team and share it with you.
 - We can support strategies and the development of provisions within school.
 - Because we are in school on a regular basis we see the impact of our advice and can modify or enhance it if required.
- **Beyond the individual**
 - We don't assume the child or young person is the 'problem'.
 - Dry, repetitive reports that do little more than label are not our style.
- **Staff needs are brought to the fore**
 - We support your staff, providing real, practical, school based approaches.
 - We offer staff surgeries to allow staff time to express opinions, reflect or just to chat.

Our Focus areas



Strategic and Systemic

- **Twilights & INSET**

A focus on core knowledge such as Attachment Theory and Metacognition; delivered as twilight staff training or after school 'drop-ins', focused on a specific areas of concern or a particular initiative.

- **Staff Surgeries**

One-to-one support sessions for staff members, an opportunity to discuss topics from whole classroom management to approaches for individual pupils.

- **Intensive support and training for staff**

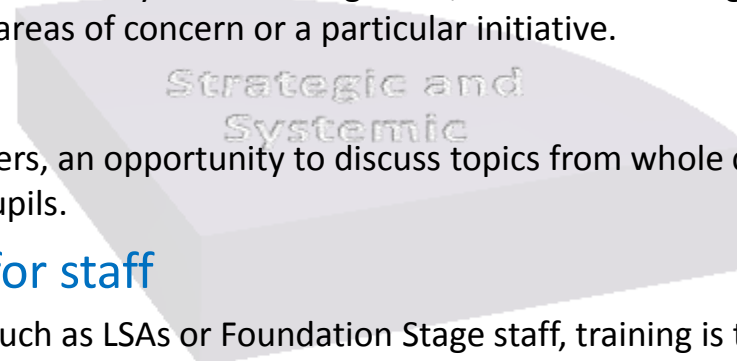
Directed support for particular staff groups such as LSAs or Foundation Stage staff, training is tied into the whole school strategy and vision as well as focusing on particular areas of need.

- **Quality First Teaching**

Hands-on and practical approaches to enhance teaching and learning, e.g. observational techniques for SENCOs, a focus on metacognition \ learning behaviours and mediation of staff to scaffold learning.

- **School provisions**

Help in establishing or embedding a nurture provision and \ or a learning provision for moderate learning difficulties. Identification of improvements in existing provisions.



Groups and Individuals

- **Support Groups**

Delivered for specific students in order to prevent escalation of needs or exclusion, also providing emotional regulation. Support groups are co-ordinated to ensure staff are supported with techniques to use in class (e.g. nurture based approach to behaviour management).

- **Dynamic Assessment**

Delivered over time the dynamic assessment provides the most comprehensive overview of a students needs. The focus is on making practical recommendations that can be implemented within the class, school and home environments to support a students wellbeing and learning capacity.

This is a formative assessment that utilises the considerable normative and learning data that the school already holds about a pupil before considering the social and environmental factors impacting on the pupil's capacity to learn (through meetings with key staff and parent/carers). Once desired outcomes are agreed, individual work is undertaken with the pupil exploring the specific area of need and the pupil's response to direct support during assessment. This provides key information about meta-cognition, the cognitive processes the pupil is using and his/her resilience, motivation, attention, task perseverance, flexible thinking and emotional capacity.

Groups and
Individuals

Projects and Evaluation

- **Target setting and baseline identification**

Understanding where a student, staff member or entire school is before embarking on an intervention or new initiative is vital if progress is to be measured. Setting a baseline involves the careful identification of the best indicators of progress (not always educational attainment) and identifying how those indicators are expected to change as a result of any intervention.

- **Ongoing evaluation of interventions**

Once a baseline is set all interventions require ongoing evaluation to make sure they are achieving the desired or expected outcomes.

- **Specific initiatives**

Identification, planning and delivery of specific initiatives such as Art Therapy and behavioural programmes. Projects of this nature are always coordinated with other efforts within the school community to ensure every intervention builds upon and helps support others.

School and wider Community

- **Family Therapy, Parent drop-ins and workshops**

Engagement with parents and carers is a vital to engender a real process of change within children and young people; the school environment is important but active collaboration of the wider family environment is often missing from school based interventions.

- **Making Action Plans**

A solution orientated approach to support a process of change MAP meetings draw extensively on the pupil and parent \ carer voice to develop interventions that are uniquely tailored to individual needs.

- **Multi-agency working**

Community Psychology works best when it can work in a true multi-agency environment. We work with health, social care and Local Authority partners as well as specialists in areas such as Speech and Language therapists.

- **Transition planning**

For many transition is a change anticipated with excitement but for some pupils it engenders feelings of fear and deep unease. Other pupils may require additional support in understanding transition and adjusting to the change in routine and expectations. We will work with the pupil/s, key school staff (from both the current and receiving school) and parent/carers to develop a bespoke person centred plan to transition using a solution focused approach.



Want to find out more?

Get in touch with our Business Manager

James Randall

A former senior Local Authority manager with an in-depth knowledge of the psychological based services we offer and first-hand experience of managing significant organisational change resulting from vision, policy, government legislation, staff moves and other external demands on schools in the complex field of Education.

James will be happy to answer any questions you have or to arrange a meeting were you can discuss your needs in more detail.

Get in touch: james.randall@focuspsychology.com





Focus Psychology

Tel: 0845 130 5837

Email: info@focuspsychology.com

Web: www.focuspsychology.com

FocusPsychology is a trading name for FocusChange limited

Registered in England No. 5645191 Registered office: 19, The Square, Retford, DN22 6DH

An Overview of the FocusPsychology Approach

