



Children and Family Services

Transformation Board

Date: 23rd. July 2014

Transformation of Leicestershire Psychology Service (LPS)

Purpose:

As a requirement of the MTFS efficiency targets, the Leicestershire Educational Psychology service is required to be redesigned to make the necessary savings.

Decisions needed by the Board:

The Board is asked to agree to;

1. Initiate an Action Plan to restructure the service in order to achieve savings identified under MTFS of £240,000 by July 31st. 2015.
2. Start a formal dialogue with schools, settings, families and partners about the future shape and function of LPS.
3. To use the transformation of LPS creatively to further develop its' traded activity, in order to extend a more flexible offer to schools and promote partnership work with other teams.

Introduction

The Leicestershire Psychology Service (LPS) is a central service providing statutory functions on behalf of the Local Authority and other activities that facilitate joint working with partners, aid decision making for individual young people and a range of preventative work with other teams.

The core purpose of LPS is to advise the LA and partners on compensatory and restorative interventions for those with complex difficulties and disabilities whose needs go beyond early intervention, to ensure that children and young people are ready for school and achieve their potential in school. Through their training and experience, educational psychologists (EPs) are uniquely placed to provide a detailed, holistic analysis of the child's/young person's additional needs, involving observation, talking to the child, individual assessments and consultation with the adults who know the child well. Distressed children, whether through attachment difficulties, trauma, loss or mental health problems will significantly underachieve in school and educational psychologists will also focus on an assessment of the executive functions which inhibit learning.

Educational Psychologists always work through other adults; empowering others and sharing skills is core business. Knowledge and experience of a wide range of conditions, whether genetic or acquired, allows EPs to support parents and schools

with their expertise regarding the child's anticipated 'journey', with a focus on positive outcomes and inclusive, practical ways forward.

Background

Children's special educational needs are becoming increasingly complex, resulting in increasing pedagogical challenge for EPs and other specialists to ensure that schools and settings make the adjustments required, in order that our most vulnerable children achieve their hoped for outcomes. An observable increase in the search for a label or 'diagnosis', amongst parents and other professionals is a key driver.

Between 2004 and 2010 the number of families with a disabled child has risen from 700,000 to 950,000 and the total number of children with severe learning difficulties has risen by 5.1% (DfE). It is well known that disability clusters with disadvantage and parental mental health problems, including drug and alcohol use. In 2004 there were 928 new requests to the LPS, 1278 in 2013 and an anticipated 1374 in 2014. The LPS has 2,677 active cases and currently 16.2 EPs (12.8 excluding management responsibilities). This is a caseload of 209 children/young people per EP.

In Leicestershire, referrals to CAMHS have risen by 47% and the number deemed 'inappropriate' is rising. These distressed children either struggle to attend school or challenge the capability of mainstream schools to meet their complex needs. These children/young people are currently a key priority for schools in discussion with their link EP.

The LPS has a link role to schools, providing a service on a locality 'patch' basis. Wherever possible, families of schools and the pre-school children referred in the area are seen by the same educational psychologist. It is now possible for a child to have the same educational psychologist from birth to 25 years. The educational psychologist is often the first point of contact between schools and the LA on SEND matters.

The LPS is divided into three area teams based around Melton/Charnwood, Harborough/Blaby/Oadby and Wigston and NWL/Hinckley and Bosworth. Due to the locality basis of their work, educational psychologists work in schools/settings, touchdowns or their homes, only attending county hall on a planned basis for meetings or supervision or face to face communication with their business support assistant.

The SEN Code of Practice 2014 is the most far-reaching programme of change for the SEND responsibilities of Local Authorities in twenty-five years. EPs link role with schools is an integral element to the success of the changes and promote equal confidence in parents and schools.

The statutory functions and other core activities of Leicestershire Psychology Service, on behalf of the LA, are as follows:

Statutory functions:

1. Providing statutory advice as part of Education and Health Care Plan Assessments (SEND Code of Practice 2014 9.47 'advice and information **must** be sought from an educational psychologist').

APPENDIX B

2. If not already available, providing statutory advice as part of converting statements of SEN to Education and Health Care Plan Assessments. 'An EHC needs assessment must be conducted as part of the transfer review'. Advice will not be sought... 'if such advice has been previously provided and it is sufficient for the purposes of an EHC needs assessment' *Transitional and Savings Provisions DfE June 2014*. The LPS has 790 active cases of children with Statements of Special Educational Needs. This is 26% of children/young people with statements where there is likely to be recent advice. 74% of children/young people will need an EHC needs assessment and EP advice **must** be sought as part of this process.
3. The statutory functions above will be the same for Colleges of FE.

Core business (a holistic assessment and analysis of needs which supports decision making and the setting of appropriate outcomes):

4. Providing updated advice/attending statutory reviews within Leicestershire in order to advise on provision/placement on behalf of the Local Authority (SEND Code of Practice 2014 9.172 'a local authority SEN officer **MUST** be invited...the school **MUST** seek advice from all parties invited').
5. To maintain and monitor the progress of the most complex children/young people placed in specialist, independent schools, in order to advise the Local Authority on provision/placement, to support placement stability and take part in multi-agency work. A focus of EP work will be to advise the LA as to whether the young person can return to local provision and to support the transition.
6. Contribute to safeguarding the most complex children/young people placed in specialist, independent schools part of multi-agency work.
7. On behalf of LA, to support schools/settings following a critical incident in partnership with Social Care and CAMHS.
8. Attending SENDIST Tribunals, Equality Act 2010 Tribunals and other legal proceedings in order to provide expert advice on behalf of the Local Authority.
9. All casework arising from the Early Years Panel (SEND Code of Practice 5.15 'support can take a number of forms including specialist support from an educational psychologist').
10. All casework allocated from SAPS for children/ young people missing education for mental health reasons. (SEND Code of Practice 10.47 'young people in alternative provision because of their health needs should have....appropriate support to meet the needs of those with SEN')
11. A new responsibility for LA's under the Children and Families Act 2014 to provide pre EHCP SEND support to young people 18-25 years in the Colleges of F.E, similar to that provided to schools.
12. As part of LLR's Autism Diagnosis Pathway, educational psychologists contribute to multi-agency diagnostic teams.

****For current preventative work please see Appendix III: LPS Progress within the Transformation Programme.***

The structure of the Leicestershire Psychology Service is attached (Appendix I a).

Remodelling LPS

The remodelling of LPS is based on the following:

1. maintaining a central psychology service where staff are deployed to work in specified areas of the county.
2. maintaining a core offer of dedicated link EP time for schools for statutory work.
3. maintaining central capacity of EP time for core activities identified by the LA namely:
 - Critical Incidents
 - Legal Work (SENDIST Tribunals, legal proceedings arising from the Equality Act)
 - Early Years referrals from Early Years Panel
 - ASD diagnosis work with FYPC (Health)
4. All other activity is traded.

The amount of time for the statutory and core work has been calculated based on the current year's activity. With regard to traded activity, there are a number of existing commissioned projects and traded work is already undertaken with schools and other partners (Appendix 1). The table provides information to the end of the financial year (2013/14). There were many more requests during the summer term as schools came to the end of their allocated sessions. Only 1.3% of service time is currently retained for training. All other traded work is supported by Locum Educational psychologists.

It is proposed that LPS trade more actively and creatively, in order to re-invest any surplus into flexible, creative, preventative work with partners (please see Appendix III: LPS Progress within the Transformation Agenda). Specifically, there will be the opportunity for more commissioned assessments and bespoke training, therapeutic work and support from two specialist teachers.

Partners in Early Help and Oakfield School are developing a commissioning strategy with schools and LPS trading will aim to join up with this. Income generation will allow additional funds to invest in building capacity within Early Help, by supporting other adults to understand and work with the most complex children. Particular areas of development are work with children missing education for mental health reasons or work with a school following a critical incident/bereavement.

Most other East Midlands Psychology Services are successfully trading. Trading will allow the exploration/development of new markets such as the independent sector, the Behaviour Partnerships, other LA's or G.Ps. Trading may also allow for the sponsorship of Trainee Educational Psychologists/interns to enhance capacity and create the opportunity to become a centre of excellence for trainee EPs (TEPs).

Predicted time needed for statutory and core functions from 1st. September 2015:

Table 1: Statutory and core functions with future estimated contact time in EP sessions (approx. half days) based on actual work 2013/14.

Statutory offer to schools/settings (including independent/non maintained special schools) i.e. total number of link EP sessions for EHC needs assessment work. In the first six months of 2014 there have been 170 statutory assessments. Prediction for full year = 340. 2.5 sessions x 340 = 850	850
Statutory work relating to transfer of Statements of Special Educational Needs (2,800 statements to be converted by April 2018) to EHC Plans. Predicted workload from SENA review plan = 428pa. Assume 74% = 317pa 317 x 2.5 sessions = 793	793
Statutory EHC needs assessments in Colleges of F.E	??
Critical Incidents (assume 2 very serious incidents x 20 sessions)	40
Legal Work (SENDIST Tribunals, Equality Act): 15 x 8	120
Casework arising from EY Panel (pre EHC needs assessment)	211
Casework arising for PME	226
ASD diagnosis: 46 x 2 sessions (direct requests from paediatricians so far in 2013/14)	92
TOTAL	2332 + FE work

- Given the available budget (please see below), a re-structure would allow the equivalent of 10 fte EPs (not including management time) for delivering link time to schools/settings.
- Service capacity will be 2443 sessions contact sessions, which allows for statutory and core work.
- There is some additional capacity (111 sessions) to provide a statutory service to the Colleges of FE and to support the delivery of some commissioned activity.
- Pre EHCP assessment/advice and preventative work will be commissioned.
- Appendix II sets out the current commissioned activity.

Achieving the MTFS Efficiency Target:

The MTFS efficiency target of £240,000 will almost entirely be achieved through a reduction of direct staffing costs and a subsequent reduction in associated indirect staffing costs. The MTFS efficiency target needs to be achieved in financial year 2015/16. The service budget target from 1st April 2016 would therefore be £1,106,566.

The LA has given schools an assurance that current levels of LPS service delivery will be maintained throughout the academic year 2014/15. Efficiency savings generated by a reduction in staffing costs cannot therefore be implemented until August 2015. The 15/16 MTFS savings target will almost entirely need to be achieved during the 8 months from 1st August 2015 to 31st March 2016. Permanent

APPENDIX B

staffing posts would be lost from August 2015. It is understood that the staffing structure in place on 1st. August 2015 may continue as a permanent reduction. The full year effect of the staffing reductions would therefore result in a saving of £391,011 with the service budget reduced to £955,555.

The following staffing structure will result in savings of £391k in 16/17:

Option 1: One PEP and two SEPs with casework

PEP (20% casework, lead on specialist area, service manager and professional lead) Soulbury B Scale 14	£76,343
2 SEPs (North/South Locality management, lead on specialist area, 40% casework) Soulbury B Scale 9	£138,387
9 fte EPs with wholly link casework responsibility (schools and early years, contribution to one specialist area). Soulbury A Scale 9-11 (one E.P is 7)	£588,741
1 Business Support Manager to include 20% casework support to PEP (LCC 24)	£28,381
3 fte Business Support Team (BST): each provides support for 4+ approx professional staff (including TEPs and Locums) LCC 14/15	£64,701
Budgets for travel, training, materials, phones, DBS checks etc	£59,000
Full Year Total Cost of new structure	£955,555
14/15 budget	£1,346,566
FULL YEAR EFFECT OF SAVINGS	£391,011

- This restructure reflects a 29% reduction of the current staffing element of the full budget. The MTFs efficiency target is 18% of the current budget.
- This model means the redundancy of two part-time specialist teachers (1.3), 4.2 EPs and 3.1 business support team.
- One SEP and 2.6 Senior Practitioner EPs will become Maingrade EPs.
- One Business Support Officer will become a Business Support Assistant.

Option 2: One PEP and one SEP with no casework

- This model achieves a further saving of £3,000.
- There will be 10 maingrade EPs instead of 9 but no difference to contact sessions available to schools/settings.

Risks:

- Criteria to access the LPS will be essential in assisting partners to differentiate between activities that are 'core' and 'commissioned'. This will be a change for schools but can be piloted in 2014/15 as part of a greater focus on trading.
- A Locum E.P costs **£520 per day**, while full cost recovery of a Local Authority E.P is **£331 per day**. Since Locum EPs are essential for traded activity, it will be hard to make any surplus in 2014/15.
- Schools may choose to go elsewhere for additional assessments and training.
- It may be difficult to source enough Locum E.Ps. The scarcity of educational psychologists nationally is likely to result in an upward direction of charges.

- Vulnerable children with challenging behaviour, poor attendance and parents who are regarded as 'uncooperative' may not be prioritised for assessment by schools when they have to pay for an EP assessment.
- Some schools may pass on charges to parents (this is usual practice in the independent sector).
- If an SEP has no casework, they may lose a unique 'on the ground' insight into issues facing locality schools/settings, which enhances management capability and credibility.
- The PEP and SEPs are fourth and fifth tier officers respectively. It would be unusual for LA officers at this level to have no casework.

Financial Implications:

Current total budget 2013/14: £1, 346, 566

Future budget following re-structure 2015/16: £955,555

Estimate of possible additional staffing-related savings arise from: travel £7.5k, mobile phones £2.4k, training £15k, conferences £3k, books and materials £2.5k and contingencies £1k.

People implications

In order to achieve the MTFs efficiency target, since the LPS budget is predominantly made up of salaries, savings can only be achieved through a loss of posts.

As this is a service for schools/settings, young people and families, these partners will need to be kept up to date with proposals and have an opportunity to contribute to shaping the Service.

An action plan will be required.

Contract/Procurement Implications:

Where using Locum Educational psychologists on an extended basis, consideration may be needed for a framework of approved providers which satisfy a set of standards. However, all practitioner psychologists must be registered with the HCPC.

Resource Implications

- Backfill from Locums will continue.
- The LPS will continue to require adequate storage space for retained paper files, test equipment and materials, training materials and resources whether centrally based or in localities.

Equalities issues/implications:

- Since there is only capacity for statutory and core work, important preventative work with other agencies and services is at risk unless it is commissioned
- There will be a reduction in support to PME due to the loss of the two specialist teachers: joint work with Early Help may ameliorate this risk.
- Health has already amended the LLR Autism diagnostic pathway to allow two health professionals (from different services) to make an ASD diagnosis but this is not considered to be ideal as it is no longer a 'multi-agency' diagnosis.

APPENDIX B

- The Association of Educational Psychologists recommends an EP to child ratio of 1:5000. The ratio in Leicestershire with 12 EPs will be 1:6568 when calculated on school age pupils but will be considerably higher when the age range 0-25 is taken into account.

Safeguarding issues/implications:

The Psychology Service undertakes a range of activities that promote safeguarding.

Environmental Implications:

None

Information Management Implications:

The LPS are part of the Local Authority's information management strategy.

ICT Implications:

- Preparation and follow up time is an essential part of EPs core work with schools and settings. For this to take place more efficiently in schools/settings or other localities, EPs need access to efficient word processing devices, access to the County Hall intranet and access to the internet.
- This requires a review by ICT and an Action Plan.

National/Local Political Implications

- The re-structure of the Leicestershire Psychology Service is politically sensitive in that these reductions are being made at the same time as the Children and Families Act (2014) has become law, with the increased expectations of children and families to have SEND recognised and supported in a timely way.
- EPs are central to the effective implementation of the new Code of Practice and the re-shaping of the Local Authority's SEND agenda.

Author: Morag Gornall and Chris Bristow

Date: 11th. July 2014

Appendix I: Traded Income 2013/14 (Financial Year)**Current Traded Income (2013/14):**

Activity	Income	Commissioner
Additional Assessments	£3,271	Schools
Bespoke Training	£2,745	Schools/Partners
Central Training	£4,225	Schools
Commissioned Projects:		
ELSA	£12,525	Schools
Thinkwise (academic year)	£35,000	Public Health
EP for ECiC	£10,000	EdCIC service
NWLeics Solihull	£16,940	NWL District Council
IAPT Systemic Family	£6,000	CAMHS
IAPT School Anxiety	£12,000	CAMHS
YOS	£11,355	Early Help
Social Worker Supervision (calendar year)	£1,248	Social Care
TOTAL	£115,309	

Staffing Costs:

2 x TEPS	£32,000
Locum Backfill	£31,184
Staff additional hours	£29,267
TOTAL	£92,451

Proposed Preventative Offer through traded activity**To Schools:**

1. Additional assessments
2. Therapeutic work with groups or individual students
3. Support from specialist teachers:
 - Further work on interventions following EP advice
 - Supporting a young person with school anxiety
4. Bespoke training
5. ELSA
6. Thinkwise
7. Training from the specialist teachers.

To Other LA Services:

1. Solihull Approach Foundation Training
2. Solihull Approach Parent Group Facilitator Training
3. Commissioned Projects

To Partners:

1. Commissioned Projects
2. Conferences:
 - Mental Health in Schools and the SEND Code of Practice
 - Learning differences: Dyslexia, ADHD, Selective Mutism, Dyspraxia, ASD

Appendix II: Questionnaire sent to Schools May 2014**Commissioning psychology services from Leicestershire Psychology Service**

Dear Colleague,

During this school year, it has been possible for schools to commission additional assessments and in-school training from Leicestershire Psychology Service. A number of schools have already used this facility and it is hoped to be able to offer a wider range of commissioned services in 2014/15. Sessions for core work (preparation and planning around SEN support and EHC Plans, work for Children in Care and other vulnerable young people and children / young people at risk of exclusion) will continue as before.

It would assist if you would indicate below what additional services/sessions you would like to buy next year and indicate a number, if at all possible. This is not a commitment to purchase but an aid to forward planning. All additional assessments and training must be backfilled by a locum Educational Psychologist and it would help if I had some indication, from the start of the year, how much locum backfill might be needed.

Please e-mail this document back to me (morag.gornall@leics.gov.uk).

Thank you for your help, it is much appreciated.

Morag Gornall

Principal Educational Psychologist

May 2014

Name of School:	
Contact Person:	
Telephone/e-mail:	

I am interested in the following additional services: **Number**

- | | |
|---|-------|
| 1) Additional E.P assessments - £500 per day (assessment plus report) | _____ |
| 2) Training for school staff: | |
| • One hour £110 | _____ |
| • Half day £300 | _____ |
| • Whole day £600 | _____ |
| 3) Therapeutic intervention for a young person or group at £70 per hour | _____ |
| 4) Support from a specialist teacher at £55 per hour: | |
| • To support intervention recommended by E.P | _____ |
| • To support a young person with school anxiety | _____ |
| • Training on relationships/emotional well-being | _____ |

Results from Questionnaire Survey June 2014

Number returned: 29

10% return

Requesting commissioned work: 16 (60%)

Assessments	Training	Therapeutic	Specialist Teacher
11	8	5	10

Appendix III

Leicestershire Psychology Service within the Corporate Transformation Programme: Progress to Date

LPS has made considerable progress in achieving the objectives of the Corporate Transformation Programme as detailed below:

a) Work The Leicestershire Pound:

- LPS has 2,677 active cases and currently 16.2 EPs (12.8 excluding management responsibilities). This is a caseload of 209 children/young people per EP. Such high caseloads are only possible through EPs level of skill and experience.
- Full cost recovery of an EP is £331 per day compared to an average of £520 per day for a locum EP.
- EP 'patches' are as close to home address as possible to reduce travelling time.
- EPs work with others to return young people to Leicestershire provision following statutory review, from specialist, independent schools out of county. This work represents a considerable saving to the Local Authority.
- Early intervention work through two EPs with a specialism in infant mental health is proving to be cost-saving for the Local Authority. Of the 90 children worked with pre-school, only 10 have been re-referred by their schools.

b) Manage Demand through Prevention:

The LPS has initiated or joined with others in a range of preventative programmes:

i) Infant Mental Health:

This programme has been developed over 3 years to reflect the principles of the cross-party manifesto 1001 Days. The first 1001 days of a child's life is a critical window of opportunity when parents are particularly receptive to offers of advice and support. By the 1001st day, a baby's brain has reached 80% of its adult weight. Investment in the first 1001 days is crucial if Leicestershire is to achieve desired learning and relationship outcomes for all children.

- Direct LPS support for families where relationship breakdown between the parent and the baby/child is evident. These cases arise from EY Panel. This is the only area of our work where the LPS works directly with parents through an individual programme of support. Of the children on the programme who have moved on to school, only 10% have been raised as a concern by their schools.
- A shared approach to parenting with Early Help through the Solihull Approach (Solihull NHS Trust). The LPS has trained other teams, primarily from Early Help, in using the Solihull Approach with families and delivering Solihull Parent Programmes. This work is on-going through a plan to share LPS's programme 'Thinking about Baby and Me' and train further Early Help cohorts in delivering Solihull Approach Parent Programmes and the Solihull Approach.
- Planned supervision of Early Help staff delivering Solihull Approach Parent Programmes.

ii) Preventative Mental Health Work

- On-going work with Early Help to develop an LLR parent strategy, to include CAMHS and the voluntary sector.
- Work with CAMHS on the Increasing Access to Psychological Therapy Programme (IAPT) to support children missing education for mental health reasons.
- LPS is part of the joint CAMHS training partnership and co-delivers Tier 1 training with CAMHS practitioners.
- Commissioned work from Public Health to deliver Thinkwise, a group work programme in schools aimed at Year 5 children at risk of depression and anxiety. This group work in schools is delivered with an LSA, in order that the school can be independent with the programme in the future.
- Promoting the Emotional Literacy Support Assistant Programme (ELSA) in schools, which trains one member of the school staff to run emotional well-being and relationship group work in schools and be a source of advice and support for other school staff. Once the course has been completed, the LSA has on-going group supervision from LPS.

c) Integrate with Partners:

Joint work with other services:

- ECIC: the head teacher of the virtual school commissions additional time from LPS for casework support and advice and to support the Attachment Aware Schools Programme. Further joint work between the teams is planned, for example on the Caring about Reading Programme and supervision through Solution Circles but also for LPS to become more integrated through the Attachment Aware Schools Programme, in order to achieve the best possible learning outcomes for children in care.
- Social Care: The Psychology Service delivers training for Foster Carers, which is delivered free of charge. Social Care has commissioned LPS to provide joint reflective supervision with FRCD.
- YOS: the YOS manager has commissioned casework support from LPS. Discussions indicate that this additional support has been highly valued and is allowing for a more holistic approach towards the additional needs of young people entering the criminal justice system.
- ASD-HOW: the LPS has been commissioned to work jointly with AOS to train Home Outreach Workers in supporting families at home where the child's ASD is proving a challenge. Parents have reported that they have had difficulty receiving any help as less specialist workers will not provide a service if the child has a diagnosis of ASD.
- Work with AOS-Intensive Support and LRI neuropsychologist (acquired brain injury) – additional time given to both services to address the complexities of successfully including young people with complex ASD/anxiety and mental health needs and young people experiencing the adverse affects of brain injury in ordinary classroom settings.
- Work with SAPS to develop a strategy for addressing the needs of young people missing school for psychological and mental health reasons, including a full assessment of additional needs and support for small steps programmes to effect a positive return to school. Without such help, this group of young people is likely to experience a poor outcome in terms of examination passes and capacity to work.

Joint work with Schools/Early Years Settings and other Partners:

- Educational psychologists always work through other adults, so empowering others and sharing skills is our core business. Psychologists are trained to ensure that joint work is a mutual reflection on the child's SEND with parents and school/setting staff, recognising the expertise of others while bringing our own specialist skills and knowledge to the table.
- Educational psychologists know that partnership working is essential to their work and will try to attend the following multi-agency meetings whenever their diaries allow.
 - IEP review meetings for EY children (LPS, EYSENIS, setting, parents, SLT)
 - Early Support Meetings (chaired by Menphys)
 - Casework reviews with CAMHS
 - Casework meeting called by the neighbourhood co-ordinators, CAF in Leicester City or FYPC Care Navigation meetings.
 - Core Group Meetings called by Social Care
 - MDT meetings for ASD diagnosis (CAMHS/Paediatrician/EP/Parents/SLT)
 - Senior EPs and PEP attend a range of multi-agency steering groups, panels and partnerships.

d) Recognise Communities and Individuals:

- Educational psychologists primarily work in the existing communities of schools and early years settings but are always willing to meet parents at home if that is preferred. Anti-discriminatory practice and valuing diversity is central to our work, through recognising the communities to which families belong.
- Contact will be made with the voluntary sector where they are involved with a child/family to ensure a joined-up approach.
- Increased capacity through trading might allow opportunities for joint preventative work with the voluntary sector in the future.
- Contact with the voluntary sector is maintained through the many steering and planning groups attended by LPS management e.g IAPT steering group, CAMHS Commissioning and Performance Group, CAMHS Joint Training Forum.

e) Work Effectively:

- LPS has a time allocation model where equity of delivery to schools is transparent.
- The LPS reviews parent satisfaction through questionnaires and through a yearly questionnaire to schools. We have a feedback form for children/young people to comment on their experience.
- All professional staff have monthly supervision and twice yearly PDR.
- The EPs are regulated by the practitioner standards of contact, performance and ethics of the HCPC.