

# The Hillingdon EPS Training and Intervention Offer

A Brochure of Our Current Training and  
Interventions



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# Introduction

The Hillingdon Educational Psychology Service is delighted to present you with our newest additions to our traded offer: a selection of high quality, thought provoking and insightful trainings, and selection of intervention opportunities. The following brochure will outline our current training offerings, which are categorised as ‘In-House’ training (i.e., delivered within your setting) and ‘Centralised’ training (i.e., delivered within the LBH Civic Centre), before presenting our current available interventions. Expression of interest in the training and/or interventions can be made on Traded Offer Purchase Form [here: Hillingdon Traded Offer Purchase Form](#)

We hope you find everything you are looking for but please do not hesitate to reach out at [educationalpsychologyservice@hillington.gov.uk](mailto:educationalpsychologyservice@hillington.gov.uk) with any questions.



*“wealth of knowledge; practical help; thought provoking; so much to take back to school - great balance of theory, research and real-life examples.” - Behaviour Training Attendee*



## Brief Overview

This sections provides a brief overview of the training provided, the duration and the costs of each. More detailed information on each training is provided in the subsequent sections; **click on the training titles to be taken to this additional information.**

### In House Training: Conditions and Areas of Need

Title	Duration	Cost
<a href="#"><u>ACEs and Trauma: From Theory to Practice</u></a>	3 hours	£450
<a href="#"><u>Down's Syndrome: From Theory to Practice</u></a>	3 hours	£450
<a href="#"><u>Bereavement and Loss: From Theory to Practice</u></a>	3 hours	£450
<a href="#"><u>EBSNA: From Theory to Practice</u></a>	6 hours	£900
<a href="#"><u>EBSNA Short Course</u></a>	3 hours	£450
<a href="#"><u>Working Memory: From Theory to Practice</u></a>	3 hours	£450



## In House Training: Practices and Techniques

Title	Duration	Cost
<u>Behaviour Training: Foundations of Basic Behaviour Management</u>	3 hours	£450
<u>Behaviour Training: Positive Behaviour Management Systems</u>	3 hours	£450
<u>Behaviour Training: Regulate</u>	3 hours	£450
<u>Behaviour Training: Relate</u>	3 hours	£450
<u>Behaviour Training: Reflect</u>	3 hours	£450
<u>Behaviour Training: Restore</u>	3 hours	£450
<u>Behaviour Training: Motivate</u>	3 hours	£450
<u>Making Connections Through PACE</u>	3 hours	£450
<u>The OAP Workshop</u>	3 hours	£250
<u>The Pragmatic Approach to SEMH</u>	*6 hours	£1,100

\*The Pragmatic Approach to SEMH also includes three 2-3 hour setting consultation visits.



“

*“I’ve already started to suggest whole school changes as a result.”  
- Behaviour Training Attendee*

”

## Centralised Training

Title	Duration	Cost
<u>Centralised OAP Workshop</u>	3 hours	FREE
<u>Enhanced EBSNA Practitioner Course</u>	2 days*	£400
<u>Enhanced Behaviour Practitioner (EBP)</u>	6 days	£1,150
<u>Inclusive Behaviour Policies</u>	3 hours	£150
<u>Mediating Learning Support Assistant (MeLSA) Training</u>	6 days	£1,149.50

\*duration of days vary, but typically are between 9.00 and 16.30

## Interventions

Title	Duration	Cost*
<u>Behaviour Mentoring</u>	Varies, often 6-10 weeks, 60 minute sessions	~£1,200
<u>Cool Connections</u>	10 weeks, 60 minute sessions	~£1,300
<u>Motivational Interviewing</u>	Varies, often 6 weeks, 45 minute sessions	~£650
<u>Solution-Focussed Brief Therapeutic Intervention</u>	Varies, often 2-3 weeks, 60 minute sessions	~£400
<u>Staff Supervision</u>	Varies, often 6-10 sessions per annum, 60 minute sessions	~£110/session
<u>Therapeutic Story Writing Group</u>	6-8 weeks, 40-60 minute sessions	~£1,100

\*interventions are flexible and costs change depending on what is commissioned, prices are an average for guidance only

# In-House Training

In-House training provides the opportunity to have a training delivered on your school site or at a location of your choosing. This training route offers the opportunity to train large numbers of staff in house for a set fee, with different durations. Please note, some training has a maximum capacity which is reflective of limits imposed by the activities/content of the session. Our current In-House training is grouped by:

1. Those on specific Conditions and Areas of Need and;
2. Those on specific Practices and Techniques.

Please find our current In-House training below.

## In House Training: Conditions and Areas of Need

### 1. ACEs and Trauma: From Theory to Practice, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**Description:** The ACEs and Trauma training explores what trauma and the Adverse Childhood Experiences (ACEs) are, what research and theory shows are the neurodevelopmental implications of trauma and ACEs and how we can respond via trauma informed approaches to support individuals who have experienced them.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450

### 2. Down's Syndrome: From Theory to Practice, with Helen Vogt (Deputy Principal Educational Psychologist [Specialist in Early Years])

**Description:** The training will cover a range of information, including an exploration of the nature of Down's Syndrome, the common psychological/medical comorbidities, how to identify needs and how to devise appropriate support plans for children through effective assessment and targeted planning.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450



***It was a really excellently developed and delivered training! The EP was a great presenter, very insightful and engaging - Attendee***



### **3. Bereavement and Loss: From Theory to Practice**, with Helen Vogt (Deputy Principal Educational Psychologist [Specialist in Early Years])

**Description:** This training explores the different forms of bereavement and loss, the theories related to the pattern of grief, an overview of the understanding of grief over the course of development, how to support children experiencing grief and loss, and provides signposting to additional resources and further information.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450

### **4. EBSNA: From Theory to Practice**, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**Description:** This training offers a deep overview of Emotional Based School Non-Attendance, including an exploration of the current context around EBSNA and attendance, the theories and research that underpin our current understanding of EBSNA, intervention practices that can help prevent children and young people from displaying EBSNA, and how to support those already displaying EBSNA from assessment of underlying needs to tailored intervention plans. Feedback from this training has highlighted that it is effective for all members of staff but has been designed to be particularly beneficial for those working in attendance, pastoral care, therapeutic practice and those working in SEND.

**Duration:** 6 hours

**Capacity:** Unlimited

**Cost:** £900

### **5. EBSNA Short Course**, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**Description:** We acknowledge that it can be difficult to secure the time needed for all staff to attend the full 'EBSNA: From Theory to Practice' course and therefore created a condensed version to support delivery to all staff. The EBSNA Short Course seeks to provide a short overview of the most fundamental information regarding the pattern of behaviour, including key theories, assessment practices and interventions.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450

“*It was a really excellently developed and delivered training!  
The EP is a great presenter, very insightful and engaging*  
- EBSNA Training Attendee”



## **6. Working Memory: From Theory to Practice**, with Helen Vogt (Deputy Principal Educational Psychologist [Specialist in Early Years])

**Description:** The Working Memory training explores the theories underpinning our current understanding of working memory, such as a Model of Information Processing and the information management journey from sensory input to embedding information in long term memory. The training will also explore the barriers/difficulties around regulating attention and short-term memory before outlining different strategies to support those with needs.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450

## **In House Training: Conditions and Areas of Need**

### **7. Behaviour Training: Foundations of Basic Behaviour Management and Establishing Routines and Rules**, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**Description:** Based on the broader 'Enhanced Behaviour Practitioner' training (see below), this training serves as an independent training that can be delivered in schools to provide all staff with fundamental training on basic behaviour management practices and how to establish routines and rules within the school setting. The training begins with an outlining of key theories before moving onto practical implications that can be applied at all levels of the school system.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450

### **8. Behaviour Training: Positive Behaviour Management Systems**, with Dr Aaron Reynolds (Senior EP and Specialist in SEMH)

**Description:** Based on the broader 'Enhanced Behaviour Practitioner' training (see below), this training serves as an independent training that can be delivered in schools to provide all staff with fundamental training on how and when to use a Positive Behaviour Management System. There are a wide range of individuals and needs which make basic behaviour management systems inappropriate for responding to their behaviour and positive behaviour management systems are a pragmatic and reasonable adjustment to support them with behaviour modification. The training begins by outlining key theories before moving onto practical implications that can be applied at all levels of the school system.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450

## 9. Behaviour Training: Regulate, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**Description:** Based on the broader 'Enhanced Behaviour Practitioner' training (see below) and the Regulate, Relate, Reflect, Restore and Motivate framework, this training serves as an independent training that can be delivered in schools to provide all staff with fundamental training on Regulate. The Regulate training explores the theory and research behind emotional regulation and difficulties with this skill, before exploring practical skills in developing emotional literacy and emotional regulation with children and young people.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450

## 10. Behaviour Training: Relate, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**Description:** Based on the broader 'Enhanced Behaviour Practitioner' training (see below) and the Regulate, Relate, Reflect, Restore and Motivate framework, this training serves as an independent training that can be delivered in schools to provide all staff with fundamental training on Relate. The Relate training explores the theory and research behind attachment and relational needs, outlining the core developmental importance of relationships, why some individuals develop resistance towards forming relationships with others, and how we can work with these individuals to build more trust in relationships.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450

## 11. Behaviour Training: Reflect, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**Description:** Based on the broader 'Enhanced Behaviour Practitioner' training (see below) and the Regulate, Relate, Reflect, Restore and Motivate framework, this training serves as an independent training that can be delivered in schools to provide all staff with fundamental training on Reflect. The Reflect training outlines the importance of children and young people to be able to reflect upon and learn from their experiences and behaviours. The training begins by recapping the importance and development of emotional literacy, before exploring a wide range of practical activities and interventions to build the capacity of children and young people to reflect on their circumstances, behaviours and their inner world.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450

## **12. Behaviour Training: Restore**, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**Description:** Based on the broader 'Enhanced Behaviour Practitioner' training (see below) and the Regulate, Relate, Reflect, Restore and Motivate framework, this training serves as an independent training that can be delivered in schools to provide all staff with fundamental training on Restore. The Restore training outlines the importance of children and young people to be able to take account of their behaviour, take actions to repair and restore situations where harm and conflict has occurred, and to learn from this process. The training outlines the key tenants of restorative practice and restorative practices all staff can employ in their practice. Please note, the training does not include training on establishing and running Restorative Conferences.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450

## **13. Behaviour Training: Motivate**, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**Description:** Based on the broader 'Enhanced Behaviour Practitioner' training (see below) and the Regulate, Relate, Reflect, Restore and Motivate framework, this training serves as an independent training that can be delivered in schools to provide all staff with fundamental training on Motivate. The Motivate training outlines the importance of human motivation in any intervention or work with children and young people. The training explores a range of theories on human motivation, before exploring practical strategies and interventions to foster motivation in children and young people, including an introduction to key tenants and practices from Motivational Interviewing and Solution Focussed Work.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450

## **14. Making Connections Through PACE**, with Helen Vogt (Deputy Principal Educational Psychologist [Specialist in Early Years])

**Description:** Based on the broader 'Enhanced Behaviour Practitioner' training (see below), this training serves as an independent training that can be delivered in schools to provide all staff with fundamental training on how and when to use a Positive Behaviour Management System. There are a wide range of individuals and needs which make basic behaviour management systems inappropriate for responding to their behaviour and positive behaviour management systems are a pragmatic and reasonable adjustment to support them with behaviour modification. The training begins by outlining key theories before moving onto practical implications that can be applied at all levels of the school system.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £450

## 25. The OAP Workshop, with Heather Casey (Specialist Language Advisor and OAP Workshop Lead)

**Description:** This interactive workshop supports settings in strengthening their Ordinarily Available Provision (OAP) practice. We'll explore what effective OAP looks like and tailor specific strategies to your setting's needs. The session includes exploring different levels of support, good practice examples, how we can review, and hands-on activities to embed learning in a practical, meaningful way.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** £250

## 26. The Pragmatic Approach to SEMH, with Dr Aaron Reynolds (Senior EP and Specialist in SEMH)

**Description:** Formerly called the 'SEMH Inclusion Commitment', the Pragmatic Approach to SEMH is an intensive systemic package of training and consultation developed by Dr Reynolds to support a setting's approach to SEMH. The approach is based on Pareto's Principle applied to the SEMH field - that is 80% of SEMH needs are caused by 20% of all possible causes - and the notion that upskilling as many staff as possible to a high level of proficiency in these smaller number of causes will have the greatest impact for the setting. Consequently, over the academic year, the setting will receive six, 1-1.5 hour training sessions, which focus on the 4 areas that underpin the majority of identified SEMH needs: Limited Motivation, Sensory Processing Differences, Executive Functions and Relational Needs. Alongside the training sessions, the setting will receive three 2-3 hour site consultations, where the EP will explore the different environments of the setting and provide advice, guidance and constructive feedback to improve the SEMH provisions from the classroom level through to the whole school's approaches, policies and procedures. The site consultations are always a unique and collaborative opportunity for the setting's staff to seek EP feedback on their setting's SEMH practice and the direction of work during these sessions is guided by the setting's preference.

**Duration:** Six 1-1.5 hour training sessions and three 2-3 hour setting consultation visits

**Capacity:** Limited availability due to capacity, priority given to settings with greatest need in first instance.

**Cost:** £1,100



***I enjoyed getting the info and what kind of support is available. I also understand how can I get help and support for my learners.***

***- OAP Workshop Attendee***



## Centralised Training

Centralised trainings are delivered at the Civic Centre and are open to all schools. This training route allows key members of staff to be sent for training on specific topics, which can be more cost effective if only a small number of staff require training. Moreover, the centralised trainings are often more advanced and in-depth than the in-house training sessions and in gathering a wide pool of attendees from different backgrounds and schools, including teams within the local authority, health and charity sectors, provide a vibrant array of insights and perspectives. Our current centralised training offer includes:

### **27. The Centralised OAP Workshop**, with Heather Casey (Specialist Language Advisor and OAP Workshop Lead)

**Description:** This interactive workshop supports settings in strengthening their Ordinarily Available Provision (OAP) practice. We'll explore what effective OAP looks like and tailor specific strategies to your setting's needs. The session includes exploring different levels of support, good practice examples, how we can review, and hands-on activities to embed learning in a practical, meaningful way.

**Duration:** 3 hours

**Capacity:** Unlimited

**Cost:** FREE

### **28. Enhanced EBSNA Practitioner Course**, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**Description:** The 'Enhanced EBSNA Practitioner Course' seeks to upskill key staff in both the knowledge and therapeutic practitioner skills required to make meaningful impact for children and young people who are displaying EBSNA. The course covers all the core theoretical and practical information contained within the 'EBSNA: From Theory to Practice' course but builds upon this information and focuses on enhancing practitioners' competence in completing holistic assessments to identify the key factors/targets for intervention and therapeutic skills to enhance parental engagement and conduct direct interventions with children and young people.

**Duration:** 2 days from 9.00 to 16.30.

**Capacity:** There are limited spaces of 20-30 candidates as it includes a high level of audience engagement, small group tasks and whole group discussions, which imposes restrictions on facilitation numbers.

**Cost:** £400

**Expected Launch:** Spring Term 2026

## 29. Enhanced Behaviour Practitioner (EBP), with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH) and Sara Abdulhadi (Restorative Justice Co-ordinator)

**Description:** Building on the success of the '2 Day Behaviour Training', the 'Enhanced Behaviour Practitioner (EBP)' course seeks to train practitioners in becoming experts in pupil behaviour, with the knowledge, insight and therapeutic skills needed to make meaningful change to pupil behaviour at both a systemic and individual level. The course covers all information from Basic Behaviour Management and Modification (BMM) principles and practices, through to the more enhanced therapeutic skills needed for Trauma Informed Practice, using the novel 'Regulate, Relate, Reflect, Restore and Motivate (RRRM)' process. A unique aspect of this training relative to many other behaviour and trauma informed trainings, is the emphasis placed on supporting practitioners to:

- Navigate the conflicting legislative, socio-political and moral demands on working with pupil behaviour within school systems;
- Embedding practices and interventions into an efficient and effective 'graduated approach' to behaviour within the school setting;
- Identify and enact reasonable adjustments to behaviour management systems for children and young people with SEND;
- Embed trauma informed practices through the RRRM process, whilst maintaining the important boundaries, expectations and practices acquired through BMM principles.

**Duration:** 6 days from 9.00 to 16.30.

**Capacity:** There are limited spaces of 20-30 candidates

**Cost:** £1,150

**Expected Launch:** Spring Term 2026

**Additional Information:** Whilst supervision of the EBP is not mandatory, it is strongly recommended that the practitioner receives at least 4 individual or small group supervisions sessions per year to:

- Provide opportunities to seek guidance and feedback on complex casework or difficulties in their role;
- Support them with the cognitive and emotional demands of the role;
- Support continuing professional development.



*What attendees of the behaviour sessions found most beneficial:*

*“So well-founded in neuroscience and research that I just would never have time to investigate, read around and select from on my own.”*

*“Breakdown of theory, putting it into practice, case studies”*

*“All of it, I have never done this before”*

*“New strategies to be used in classrooms with our pupils that are finding the environment challenging”*

*“All of it was very useful”*



### 30. Inclusive Behaviour Policies, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**Description:** The 'Inclusive Behaviour Policies' workshop explores how concepts such as inclusion, trauma informed practice and relational approaches can be incorporated into behaviour policies whilst navigating the often conflicting legislative, sociopolitical, moral and practical demands of navigating pupil behaviour across a whole school context.

**Duration:** 3 hours

**Capacity:** There are limited spaces of 20-30 candidates as it includes a high level of audience engagement, small group tasks and whole group discussions, which imposes restrictions on facilitation numbers.

**Cost:** £150

**Expected Launch:** Spring Term 2026

### 31. Mediating Learning Support Assistant (MeLSA) training, with Dr Christopher Quinton (Educational Psychologist)

**Description:** MeLSA is a six-day training and supervision programme that builds capacity of schools to support the learning needs of their pupils. MeLSAs gain the skills to assist a child or young person to be a more skilled and independent learner. MeLSA delivers learning theory and research in an accessible and interactive manner to ensure participants have a sound understanding of the psychology of learning. MeLSAs are trained to plan and deliver evidence-based interventions; monitor student progress and outcomes; adapt classroom strategies to enhance learning; share effective approaches with colleagues and parents; and create bespoke support plans for individual needs.

**Duration:** 6 days from 9.00 to 16.00.

**Capacity:** There are limited spaces of 20-30 candidates as it includes a high level of audience engagement, small group tasks and whole group discussions, which imposes restrictions on facilitation numbers.

**Cost:** £1,149.50

**Expected Launch:** Sep 2025 to Jan 2026

**Additional Information:** The course consists of 6 days of training and 4 supplementary supervision sessions. Ongoing supervision is required to maintain MeLSA status.



*96% of respondents said they were “very satisfied” with their training and 96% said they were “very likely” to recommend the training to others*

# Interventions

Our interventions offer therapeutic support for a range of different needs, via numerous therapeutic modalities. Our interventions also range from individual interventions through to small group interventions for children, young people and/or adults. Commissioning our interventions offers a timely, flexible and high-quality intervention you can trust and often via therapeutic modalities which can be hard to secure outside of the expertise of the educational psychology field and the health care sector. Please note, that due to limited capacity of our team, we are only able to offer a small number of therapeutic intervention allocations. The current interventions we are proud to offer include:

## 32. Behaviour Mentoring, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**What is it?** The behaviour mentoring is a bespoke intervention programme using a multi-modal therapeutic approach (i.e., it draws upon a range of therapeutic modalities, including restorative practice, cognitive behavioural, solution-focussed, motivational interviewing and psychotherapeutic theory and tools) to support children and young people in reflecting on their behaviour and modifying this over time. Crucially, the intervention seeks to provide a 'safe space' to process their experiences and serve as a 'lifeline' within the school setting at time the individual is likely to be at a 'low point' and lacking a sense of self-worth and belonging. The intervention's goals are to promote the individual's capacity to reflect on their behaviour and difficulties, account for their behaviour, and collaboratively identify solutions and strategies to improve their difficulties.

**Who is it for?** The intervention is for children and young people from Year 4 onwards, who are displaying behaviours that challenge and are at risk of exclusion. What is the capacity? This intervention is delivered on an individual basis.

**How long is it for?** Whilst there is not fixed duration, the typical intervention will occur over 6 to 10, 60-minute sessions.

**Cost:** Number of sessions dependent, typically in the region of £1,200 for 8-10 sessions

**Any other considerations?** An intervention summary, including recommendations/strategies can be provided to the individual and their school and family/carer.



*I found looking at the case studies particularly useful because they offered an opportunity to discuss with people from different organisations and to work collaboratively - Headteacher*





### 33. **Cool Connections**, with Dr Charlene Ramos (Educational Psychologist)

**What is it?** Cool Connections is a fun, engaging intervention that provides a cognitive behavioural therapy (CBT) approach to positively modifying the everyday thoughts and behaviours of children and young people aged 9 to 14. Combining a summary of CBT principles and step-by-step guidelines on how to use the materials appropriately with a mixture of games, handouts, home activities and therapeutic exercises, "Cool Connections" is designed to encourage resilience and self-esteem and reduce feelings of anxiety and depression.

**Who is it for?** Children and young people between the ages of 9 to 14.

How many people can be supported at once? Cool Connections is a small group intervention that can accommodate 6 to 8 children or young people.

**How long is it for?** Cool Connections consists of 10, one-hour sessions facilitated by the EP.

**Costs:** £1,300

**Any other considerations?** As with all group interventions, your EP may recommend having a member of staff (e.g., a learning support assistant) present to help facilitate and manage the group to get the greatest impact from the sessions. However, this is not essential.

### 34. **Motivational Interviewing**, with Ingrida Stankeviciene (Principal Educational Psychologist)

**What is it?** Motivational Interviewing (MI) is a collaborative, goal-oriented counselling approach designed to help individuals resolve ambivalence and strengthen their motivation for change. It is grounded in empathy, active listening, and guiding rather than directing. In schools, MI is often used to support students with behavioural, emotional, or engagement difficulties by helping them explore their own reasons for change. The pervasive goals of all MI are to: increase self-knowledge, increase concern, promote self-efficacy, promote internal attribution, and promote self esteem.

**Who is it for?** MI is suitable for students experiencing disaffection, low motivation, or behavioural challenges. Young people who are ambivalent about change, such as those struggling with attendance, engagement, or risk-taking behaviours.

**What is the capacity?** This intervention is delivered on an individual basis.

**How long is it for?** Whilst there is not fixed duration, the typical intervention will occur over 6, 45-minute sessions.

**Cost:** Number of sessions dependent, typically £650 for 6 sessions.

**Any other considerations?** An intervention summary, including recommendations/strategies can be provided to the individual and their school and family/carer.

### 35. Solution-Focussed Brief Therapeutic Intervention, with Dr Aaron Reynolds (Senior Educational Psychologist and Specialist in SEMH)

**What is it?** The Solution-Focussed Brief Therapeutic intervention (SFBT) is a strengths-based, goal-oriented therapeutic approach that focuses on building solutions rather than analysing problems. It helps children and young people identify their own resources, past successes, and future goals to bring about positive change. The psychologist uses carefully structured questions to guide the child toward envisioning a preferred future and identifying small, achievable steps to get there. SFBT is an effective intervention in building hope, motivation towards change and raising an individual's self-efficacy towards change.

**Who is it for?** SFBT is appropriate for children and young people from Year 4 onwards. SFBT is appropriate for a wide range of SEMH needs, such as students who are displaying behaviours that challenge, are ambivalent towards change, are disaffected with education, or are having difficulties attending school or engaging with learning.

**What is the capacity?** This intervention is delivered on an individual basis.

**How long is it for?** SFBT is designed to be brief and time-limited by nature, often involving 2 to 3 sessions on average, with each session lasting 50–60 minutes. Sessions can be extended or revisited depending on the individual's needs and context.

**Cost:** Number of sessions dependent, typically £400 for 3 sessions.

**Any other considerations?** An intervention summary, including recommendations/strategies can be provided to the individual and their school and family/carer.



### 36. Staff Clinical Supervision, delivered by all EPs

**What is it?** Staff clinical supervision is a structured, reflective process that provides a safe space for staff—particularly those working with vulnerable children—to discuss their work, emotional wellbeing, and professional development. It supports staff in managing the emotional demands of their roles, particularly in safeguarding, SEND, and pastoral care contexts. Ultimately, supervision seeks to increase the performance, retention and wellbeing of staff by providing them with the much needed support and therapeutically informed space needed to navigate the complex demands of the school context.

**Who is it for?** Supervision can be provided to any staff members. However, it is most often provided to staff who have notable work demands upon them, such as headteachers, those with safeguarding responsibilities (e.g. Designated Safeguarding Leads, pastoral staff etc.), SENDCos, or teachers and learning support assistants of high need individuals/classes. Supervision is also common place for staff in trauma-informed or emotionally demanding environments/settings. Please note, the setting's senior leadership staff will be supervised by senior members of Hillingdon EPS.

**What is the capacity?** Supervision can be delivered individually to specific staff members or in small groups of typically between 4 to 8 members of staff.

**Cost:** Number of sessions dependent and whether individual or group, typically £660 for 6 individual session or £900 for 6 group supervision sessions of up to 8 staff for the year.

**How long is it for?** Individual sessions typically last between 45–60 minutes, whilst group sessions typically last between 90–120 minutes. The frequency of sessions varies by role and need, for example it may be monthly for those in high-need and demanding roles or could be half-termly or termly for general staff wellbeing. In terms of duration, supervision should be an ongoing provision for those who require it but may be short term in certain circumstances (e.g., a staff member supporting a child in a crisis etc.).

### **37. Therapeutic Story Writing Group, with Dr Charlene Ramos** (Educational Psychologist)

**What is it?** A therapeutic teaching intervention that uses story metaphor and creative writing to help children express and process emotional difficulties. It integrates emotional literacy with writing skills, allowing children to explore their feelings through symbolic storytelling in a safe, structured environment

**Who is it for?** Children and young people aged 7–13 who are displaying SEMH, particularly anxiety that interferes with their learning, and are able to read and write.

**What is the capacity?** The group is designed for small groups of up to 6 children, allowing for close support and interaction.

How long is it for? The intervention typically runs for 6–8 weekly sessions, each lasting around 40–60 minutes.

**Any other considerations?** The children and young people will need to be able to read and write as a prerequisite for the intervention. As with all group interventions, your EP may recommend having a member of staff (e.g., a learning support assistant) present to help facilitate and manage the group to get the greatest impact from the sessions. However, this is not essential.

## **Didn't find what you were looking for? Packages of EP time could be the solution**

EP time can be purchased to secure EP input for the academic year and can be used flexibly for a variety of needs within your community, such as conducting consultations, assessments, training and interventions. However, here at Hillingdon EPS our involvement can take many different shapes and forms, we are skilled in working in novel and imaginative ways at individual, group or whole school levels, so if you have challenges, projects or ideas that you think EP input could help with, we will be happy to explore with you and identify how we might support. Your link EP and chosen staff member (usually the SENDCo) will determine how to use this time during their initial 'planning meeting' at the start of the academic year. At Hillingdon EPS, we offer a range of EP time packages to suit your organisation's needs, starting from a minimum buy in of 4 days. Please refer to our 'Hillingdon EPS Traded Offer' for more details and the full Terms and Conditions, which can be found here: [The Hillingdon EPS Traded Offer 2025-2026](#)

### **Contact Us**

**If you should have any questions or enquiries, please do not hesitate to contact us at [educationalpsychologyservice@hillingsdon.gov.uk](mailto:educationalpsychologyservice@hillingsdon.gov.uk) and we will be back in touch as soon as possible.**