

# Shropshire Educational Psychology Services and Training Brochure 2025-26



Welcome to the Shropshire Educational Psychology Service. This brochure gives an overview of the range of work offered. It is illustrative and doesn't include all that we can offer. Please discuss your requirements with your link Educational Psychologist or [contact us](#) for further information. Anything you see in this brochure can be delivered as a whole school initiative, training or casework and will be tailored to your requirements. Please also see the [EPS One Page Profile](#) for further information regarding our service and what we can offer. Please also see our [feedback and testimonials](#) and our Neurodiversity Practitioner [brochure and resources](#).

We are delighted to welcome Trainee Educational Psychologist Ellie Harrison from Manchester University commencing her 2-year placement with us together with welcoming back Bella Lee as she starts her final year placement. We continue to support the training of educational psychologists from the Doctoral training programmes and thank you for your support with this.

We also continue to work with our team of Associate and Locum Educational Psychologists who have enabled all schools access to Educational Psychology. Thank you for your patience and flexibility.

We look forward to working with you in 2025-26.

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# Meet The Team



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Principal Educational Psychologist  
and Preventative Lead



**Dr Jennifer Heseltine**  
Specialist Senior  
Educational Psychologist  
(Training & Development)



**Sheri Wright**  
Specialist Senior  
Educational Psychologist  
(Emotional Health & Wellbeing)



**Dr Kathryn Morgan**  
Specialist Senior  
Educational Psychologist  
(Neurodiversity)



**Dr Adele Thacker**  
Specialist Senior  
Educational Psychologist  
(Stepping Stones)



**Dr Amalia Dîrnu**  
Specialist Senior  
Educational Psychologist  
(Promoting Engagement in Learning  
& Education / Lead for ELSA)



**Sue Pickering**  
Senior Practitioner  
Educational Psychologist



**Kim Jeffries**  
Senior Practitioner  
Educational Psychologist



**Adele Wright**  
Educational Psychologist



**Dr Ella Cowperthwaite**  
Educational Psychologist



**Jez Janda**  
Trainee Educational  
Psychologist



**Bella Lee**  
Trainee Educational  
Psychologist



**Ellie Harrison**  
Trainee Educational  
Psychologist



**Ellen Parsons**  
Assistant Educational  
Psychologist



**Helen Vincent**  
Neurodiversity  
Practitioner



**Hollie Jones**  
Neurodiversity  
Practitioner



**Rachel Tomkinson**  
Neurodiversity  
Practitioner



## Bespoke Training

Contact your link Educational Psychologist or the service to discuss any training that is not listed in this brochure. Bespoke training, that is within our professional expertise, can be tailored to meet your individual school's needs. Examples are shown below.

## Action Research

An action research project to improve relationships between a class of pupils to support behaviour was delivered with a school. Steps included a consultation session to plan the project with the class teacher. Information gathering through observations with the class teacher. Pupil focus groups using the Ideal Classroom and a Social Inclusion template to explore relationships. Themes were identified and a solution focused session with key members of staff was held to create an action plan. The school embedded the actions at a whole school level to support wellbeing and resilience and a bespoke intervention for a small number of pupils was created to upskill staff to roll this out further to support inclusion. Please see our website for further information on [Action Research](#).

## Consultation

Educational Psychologists use consultation to:

- Develop insight into challenging situations, bringing an applied psychology perspective.
- Find creative and effective solutions to school-based concerns.
- Agree clear outcomes and evidence based approaches to bring about change.
- Review progress and adapt strategies to ensure effectiveness.

They facilitate the 60-90 minutes process to help all involved have a deeper understanding and come up with a realistic action plan which participants will implement and later review with the EP. It embeds quality assurance and evidence of 'Assess Plan Do Review'. It is a creative, effective and economical way to use EP time. See our website for further information on [consultation](#).

## Multi-Element consultation approach for behaviours that challenge

A multi-professional, person centred, problem solving approach. The framework aims to support schools to develop a bespoke plan based upon a detailed understanding of a child and the factors associated with the occurrence of specific behaviours. Attention is paid to risk and protective factors, functions of the behaviour, skill development and strategies necessary to promote positive behaviour and improve wellbeing.

## Fetal Alcohol Spectrum Disorder

Fetal Alcohol Spectrum Disorder (FASD) Training. This is a half-day training package offering awareness raising, including impact of alcohol consumption on the developing foetus, key features of FASD, overlap with other conditions, current policies and some support strategies although the training is predominantly theory based and awareness raising.

## Executive Skills Training

This training introduces school staff to Executive Skills and highlights their great importance in children and young people's lives and learning. The purpose of the training is to share what the Skills are before exploring how they develop, how strengths and weaknesses can be identified, and how they can be encouraged to develop to enable children and young people to flourish as independent learners. There are many opportunities for reflection and collaborative plan development to support schools / settings after the training. This training comprises of two twilight sessions, with the latter being tailored to the Executive Skills identified as being important to the school / setting.

## Solution Circles



Developed by Forrest, Pearpoint and colleagues (1996), it aims to bring together a group of people to generate ideas for solutions to a particular problem. It enables staff to pool resources,

increase their skills and understanding and find ways forward. It is a **short and powerful** tool that is effective in getting a person or team **"unstuck"** from a problem. The Educational Psychology Service can facilitate group discussions using this approach to generate insightful theory driven actions. See our website for more information on [Solution Circles](#).

## PANDAS

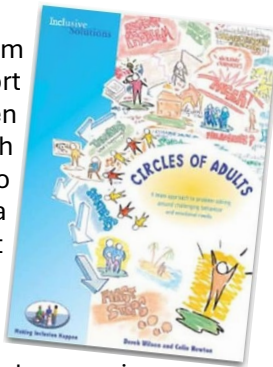
Paediatric Autoimmune Neuropsychiatric Disorder Associated with Streptococcus (PANDAS) and Paediatric Acute-Onset Neuropsychiatric Disorder (PANS). This is a half-day awareness raising session on a poorly understood condition with an evolving research base. PANS/PANDAS is recognised by the World Health Organisation (WHO) and can have a sudden and devastating impact on children and their families. Schools can play a key role in helping to support children with this immune-mediated condition.

## Supporting CYP displaced by War and conflicts

Following a successful pilot in January 2024, whole school training can be booked to support children and young people displaced by War and conflicts. The course gives an understanding of the impact of trauma in the context of conflict and war. It gives advice and learning content on trauma-informed practice, with practical therapeutic skills that can be used to have sensitive and empathetic conversations. It examines coping strategies and how to promote protective factors that facilitate coping. The course concludes with practitioner self-care and managing vicarious trauma, with sign-posting to further resources and literature. Designated time at the end of the session for evaluation and feedback from delegates.

## Circle of Adults

Circle of Adults is a detailed problem solving process intended to support teams of adults who work with children with social, emotional and mental health difficulties. The approach is designed to reach a deeper understanding of a young person in order to generate a set of hypotheses and strategies. The approach takes at least 90 minutes and is intended for use with those displaying behaviours that challenge, who may in turn be at high risk of permanent exclusion.



## Circle of Friends

Circle of Friends is a targeted intervention for children at risk of isolation. The 'circle of friends' approach works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty.

## Cognitive Behaviour Therapy

Cognitive Behaviour Therapy (CBT) has been widely recognised as being extremely effective in the areas of anxiety, depression, obsessive compulsive disorder (OCD) and post-traumatic stress disorder. It can be used with children, young people and adults.

## Cognitive Behaviour Therapy (CBT) for Children and Young People on the Autism Spectrum

Cognitive Behaviour Therapy (CBT) has been shown to be an effective approach in reducing anxiety for children and young people on the Autism Spectrum. Individual support can be provided to focus on specific difficulties for the young person in order to develop coping strategies.

## Comprehensive assessment to understand behaviours that challenge

A functional behavioural assessment looks beyond the observed behaviour itself. The focus when conducting a functional behavioural assessment is on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. This broader perspective offers a better understanding of the function or purpose behind student behaviour. Behavioural intervention plans, based on an understanding of "why" a student displays behaviour that challenges, are extremely useful in addressing a wide range of behaviours.

## Emotionally Based School Avoidance (EBSA)

EBSA can be delivered as a workshop or a half day training session. It will update schools, settings and organisations on the current research. It will help staff and professionals to recognise and understand children and young people's needs that are presenting with EBSA and to know how to work with them and their families. It will also provide a bank of resources and useful tools to identify risk and resilience factors in order to plan support. See our website for more information on [EBSA](#).

## Emotional Literacy Support Assistants (ELSA)



An **ELSA** is a teaching assistant who has received 5 days of training in psychological theory and intervention to enable them to plan and deliver individual and small group support programmes in schools to children and young people (4-16 year olds) with social, emotional and mental health needs. ELSAs are regularly supervised by Educational Psychologists to ensure the effectiveness of their work. ELSA training enables schools to have a 'go-to' person in school for providing mental health guidance and intervention, working towards the Government agenda set out in the 2017 Green Paper on 'Transforming Young People's Mental Health Provision'. ELSA training can reduce the need to refer for specialist support. Further information can be found at [www.elsanetwork.org](http://www.elsanetwork.org) **Next training dates will be Feb/March 2026, see our website for more information on ELSA Training.**

## Emotion Coaching

A training/workshop for staff designed to equip professionals with the emotion coaching technique which can be helpful in developing sensitive, consistent responses to children's needs and challenging behaviour, and thus enhancing their capacity to respond to incidents. This can be used with children to help them understand and manage their own negative emotions.

## Managing Moods



Managing Moods is a school group based intervention programme informed by CBT (Cognitive Behaviour Therapy) and Dialectical Behaviour Therapy to support individuals with regard to initial self-harming behaviours. The programme consists of workshops for a group of 6-8 young people. The sessions focus on strengths using the core DBT skills of mindfulness, interpersonal effectiveness, distress tolerance and emotional regulation. The term "self-harm" is not referred to explicitly within the workshops or in the title of the programme.

## No Worries

This is a practical and interactive resource designed to reduce anxiety in young people. The programme uses Cognitive Behaviour Therapy and focuses on developing strategies for life such as relaxation skills and cognitive reframing. Young people are encouraged and supported to engage in courageous behaviour, the outcome of which raises confidence and self-esteem. The programme consists of 1½ days training from the EPS together with an accompanying manual. The programme takes 8 sessions to deliver with 2 follow up sessions. It has proved to be highly successful in reducing exam anxiety. See website for more information on [No Worries](#). Next training dates will be in February 2026.

## Personal Construct Psychology

PCP purports that everyone holds a unique mental framework from which they see the world. PCP techniques help to elicit belief systems and explore whether they are helpful or unhelpful to the individual. Understanding our belief systems and where they come from can help with positive change and with truly understanding another person's perspective. This model is particularly helpful for eliciting child voice.

## Three Session Change Model

This is a therapeutic technique using Solution Focused approaches where staff observe the Educational Psychologist interviewing a young person and are then enabled to work with other young people themselves. The intervention raises the pupil's self-esteem allowing them to make more positive changes to their behaviour. This intervention can be school or family based.

## Therapeutic Support and Family Interventions

We can offer a range of CBT, Personal Construct Psychology (exploring children's perceptions of the world) and Solution Focused approaches. We can work on an individual or systemic level with schools and families.

## Trauma-Focused Rewind

Trauma-focused rewinding, developed by Joe Griffin & Ivan Tyrrell (Human Givens College), is the most reliable, safe and non-intrusive technique currently available for the effective treatment of PTSD (Post Traumatic Stress Disorder) and phobias. This process can, in as little as one or two sessions, detraumatise bad memories, stop flashbacks, banish nightmares and help those who have experienced life-threatening events to move on.

## Trauma Informed Practice Raising Awareness Level 1 Training

Trauma training provides an understanding of early child development and the importance of nurture on the developing brain. It focuses on how to support teachers and key adults in understanding challenging behaviours and provides strategies to support children to regulate and manage their emotions more effectively. The training offers advice on establishing a key attachment relationship.

## Emotional Co-Regulation

### Level 2 Training (Supporting children and young people to manage intense emotional responses)

Using the principles of Emotion Coaching, Emotional Literacy and the development of trauma informed practice this course provides staff with a method of supporting children and young people to regulate intense emotional responses, including anger, in a supported way. The outcome of staff co-regulating pupils' emotions will be to promote and empower them to do this independently in the future.

## Trauma Informed Practice (DDP)

### Level 3 Training

This training is based on Dyadic Developmental Practice. It is focused on facilitating the child's ability to establish a secure attachment with their key adult. The programme actively communicates playfulness, acceptance, curiosity and empathy (PACE). This training is aimed at key adults working with traumatised children. There is a requirement to have completed Level 1 and Level 2 training prior to this training.

## WISH

The WISH programme is a universal intervention programme for children and young people in Key Stages 2-4 to develop and enhance their well-being, self-efficacy and resilience. The programme is built on psychological theories and research into the best support for children and young people, and enables them to reflect, learn and develop their skills now and to move them towards positive futures. The WISH Programme consists of:

- A 30 minute online training video for School Staff
- A short feedback questionnaire for School Staff to ensure they are ready and confident to facilitate the sessions
- Prepared PowerPoint slides for the 10 WISH sessions
- A WISH manual to support the delivery of each PowerPoint slide
- A short survey for children and young people to reflect on their well-being before and after the sessions.

The 10 WISH sessions may be run in 15-20 minutes, although more time can be taken to run them and there are additional opportunities for extension activities for each session. It is currently free to access from the EPS Training / Learning Platform. See our website for further information on [WISH](#).

## Moving Towards Hopeful Futures

This training, consisting of two webinars, was developed in conjunction with MindEd, the DfE and the Anna Freud Centre. The purpose of this training is to support school staff in enhancing wellbeing in schools and to move children, young people and staff towards hopeful futures. It is ideally for groups of school staff to complete together, with many interactive activities interweaved within it. Whilst it was initially developed during the pandemic to support staff working remotely, the ethos and purpose of the training continues to be pertinent for enriching well-being within school systems. The webinars are currently free to access from the EPS Training / Learning Platform.



## Learning Assessment and Intervention



Using a range of assessment tools, the EPS will advise on an appropriate intervention programme to enhance literacy and numeracy skills and confidence and improve access to the curriculum.

## Precision Teaching

Precision Teaching is used to accelerate the learning of basic skills where automatization is required i.e. the reading of high frequency words, phonological awareness and spelling. It can also be used to increase children's proficiency in number facts. The approach supports progression from accuracy to fluency to allow future maintenance and recall. Precision teaching is associated with improvements in the learning and retention of skills alongside improvements in self-esteem, confidence and attitude to learning (Downer, 2007).

# Whole School Systemic Support

## Ten Element Mental Health Map

Unique consultation using the ten element mental health map can be offered by the Educational Psychology Service to support schools and settings to identify what promotes and denotes mental health. Ideally completed with a whole staff group including senior leaders, pupils and with parents and carers through focus groups; it enables schools and settings to develop an action plan to support mental health at a whole school level.

## Planning Alternative Tomorrows with Hope (PATH)

PATH is a visioning and planning tool that supports an organisation to develop a vision or dream for their setting. From that future vision or dream, plans are developed to work backwards so that it is clear what needs to be done to move towards the future vision or dream. A PATH session needs to be led by two trained facilitators to develop a clear collaborative action plan for the organisation to implement.



# Supporting Staff

## Critical Incident Support

**The Shropshire Bereavement and Critical Incident Response Team** aims to support schools following a traumatic event. Support can include: Immediate (same day) phone advice to Senior Managers, a staff meeting within days of the incident to advise staff on how best to support students and one another, structured group support/debriefing and, if agreed by the team, further access to specialist individual assessment. Further information [here](#).

## Occupational Health Counselling Service

All Shropshire employees are entitled to a counselling service through Occupational Health. The Educational Psychology Service contribute to this service and offer additional Cognitive Behavioural Therapy. Academies can purchase this service directly from £116 per hour.

## Peer Group Supervision

A group of Head Teachers meets twice a term, issues are discussed and constructive ideas shared, using a solution focused peer support structure. The group is facilitated by a senior Educational Psychologist.

## Supervision for Staff Members (e.g. designated leads, pastoral staff, mental health leads, family support workers)

Increasingly schools are using part of their traded time for direct supervision of staff.



# Pricing & Contact Details

The following sessions are available to purchase. A session is 3 hours. Any sessions that are purchased after 1st September 2025 will be charged at the session rate of £330 (e.g. 3 sessions will be £990). If you require a bespoke number of sessions (e.g. more than 18 or less than 3) please please contact us. Further information is available in the [Service Schedule](#).

Form 1 - request for involvement can be accessed via our [website](#) or via the Shropshire Learning Gateway

Sessions	Cost	Session Rate
13 - 18 x 3 hour sessions per year	18 sessions = £4860 17 sessions = £4590 16 sessions = £4320 15 sessions = £4050 14 sessions = £3780 13 sessions = £3510	£270
9 - 12 x 3 hour sessions per year	12 sessions = £3420 11 sessions = £3135 10 sessions = £2850 9 sessions = £2565	£285
7 - 8 x 3 hour sessions per year	8 sessions = £2400 7 sessions = £2100	£300
3 - 6 x 3 hour sessions per year	6 sessions = £1890 5 sessions = £1575 4 sessions = £1260 3 sessions = £945	£315

## Contact Us

For further information on Educational Psychology Services, please [contact us](#):

**Tel:** 01743 258414 **E-mail:** [eps@shropshire.gov.uk](mailto:eps@shropshire.gov.uk)

**Web:** [Educational Psychology Service | Shropshire Learning Gateway](#)

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