



Welcome to Doncaster!

Being inclusive!

Doncaster EPS believe that this is the reason we are here! In terms of inclusion, we practice what we preach:

- We are welcoming of members who may have additional needs or disabilities and will adapt our practice to suit those individuals.
- We have a focus on disability rights and ensuring our colleagues and co-workers adhere to the legislation that supports children and young people (CYP) and colleagues with disability.
- We expect you to advocate for inclusive practices and to be critical of practice which could be described as medicalised or deficit based.

Being supportive!

We are a small close and well connected team:

- We value and respect each other's contributions to our practice.
- We support each other through group supervision and providing containment and we will provide this to you as well.
- We feel is important to keep strong relationships between not only ourselves but the wider team and agencies that we work with: we view this as an essential skill of an EP, i.e., to build and maintain these positive working relationships. We expect you to do the same.

Being holistic!

We view CYP as a whole and as a person first:

- During consultations we consider the CYP's whole life and circumstances (e.g. environment, relationships, culture, disability and learning needs).
- We work in our Pyramid Planning Meetings (PPMs) alongside other teams so that we are connecting with teams across agencies ensuring the best outcomes for CYP are reached.
- We expect you to use reflective practice in order to consider the CYP as a whole and to use person centred approaches when working within our team and to work in a multiagency fashion.



Being consultants!

We work within a consultation model. There are many forms of consultation:

- We will help you develop the way that works for you.
- We encourage EPS members to use solution focused approaches within their consultations to help move solutions forward.
- We take the view that the school or the setting is the problem holder and we are there to assist in a systemic and individual level through the use of consultation.
- We expect you to work largely within a consultation model, however, we use assessments where the EPS member deems it appropriate (e.g. Observational Assessment, Developmental Assessment, Neuropsychological Assessment, Dynamic Assessment, Psychometric Assessment,). There is a Local Authority EPS policy around the use of assessments available for further information.
- We also seek CYP and Parent/Carer's (the term 'Parent' will be used in this document to reflect both types of caregiver) views where ever possible taking care to consider the best way of seeking these views.
- We are committed to providing you with the breadth of experiences you need to meet your university competencies.

Being advocates!

In our day to day work we advocate for CYP with SEN and Disabilities right to be educated and included:

- We advocate for our team and employer. We feel it is important to represent the pupils in our settings and be their 'voice' when needed in terms of having their needs met.
- We encourage these settings to hold high but realistic expectations of the all CYP and work alongside them with the CYP's outcomes at the heart of what we do.
- We encourage CYP to contribute to their own assessments, planning for their futures and their outcomes. We expect you to also advocate for CYP and their right to be included in education and society.

Being proactive!

We regularly share creative solutions to ensure our team runs as efficiently and effectively as possible:

- We are an ambitious and dynamic team who have a range of varied experiences to bring to our practice.
- We have a focus on prevention through the use of the Graduated Approach outlined in the Special Educational Needs and Disability: Code of Practice.
- We provide traded training to settings and engage in systemic area based working across provisions. We encourage you to bring with you your prior experiences and expertise; your contributions will be met with respect and interest.



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Being assertive!

Sometimes we have to have challenging conversations, a skill essential to the Educational Psychologist (EP) role:

- We expect you to ask for support when needed and come forward, share your ideas and observations with the team and others.
- We would support you to develop these skills have challenging conversations with colleagues.
- We expect you to ask for support or advice and to share experiences within settings; positive and negative.

Being flexible!

We work under different conditions and in different scenarios, e.g., across different schools and provisions, attending panels, multiagency meetings and 1:1. This means being flexible in your approach.

- We expect you to do the same and to reflect on your practice and be able to adapt it if necessary. From a practical perspective we are able to provide flexible working, this includes working from home, in family hubs within the locality or within schools. As a team we also evaluate our approaches and are willing to act on feedback to develop over time.