

# Psychology and Therapeutic Services updates

Supporting emotional well-being, communication and learning  
Working together to improve outcomes for children and young people



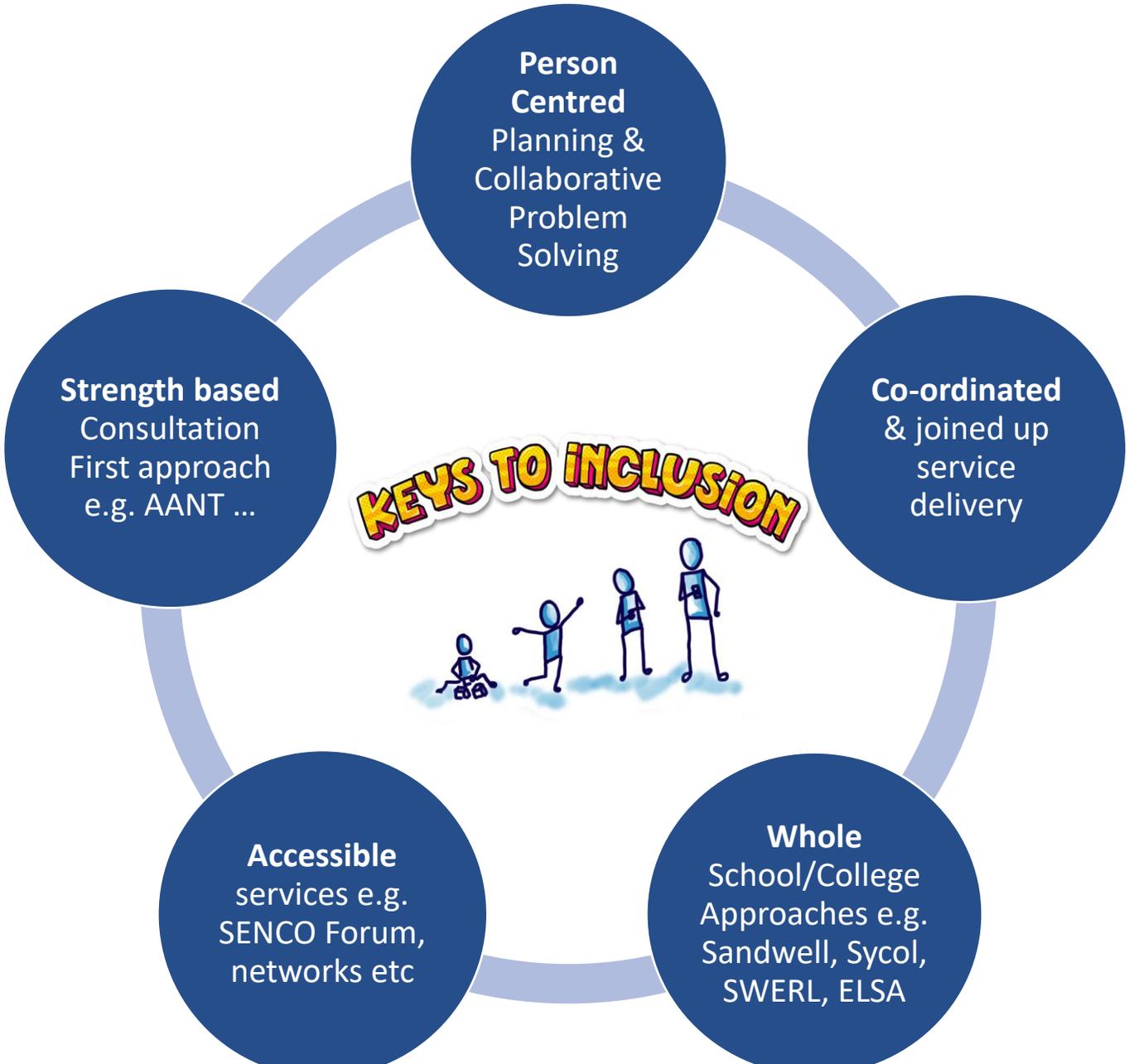
**Claire Darwin:** Principal Educational & Child Psychologist

## [Meet the Team](#)

Educational & Child Psychologists, Assistant Psychologists, Family Systemic Psychotherapist, Narrative Therapists, Advanced Paediatric Sleep Consultant & Inclusion Facilitators



# Supporting inclusion through a graduated response *Embedding psychology into everyday practice*



# Psychology and Therapeutic Services

We support emotional well-being, mental health, behaviour and learning on an individual, group and whole school or organisational basis.

The Psychology and Therapeutic Services (PTS) work with children and young people from 0 – 25 years, as well as with the adults who care for and work with them.

[Read the latest changes in relation to coronavirus](#) (COVID-19) and how they might affect you.

## Most viewed Psychology and Therapeutic Services pages



[About the PTS](#)



[PTS Key's to Inclusion](#)



[AANT - Analysis of Additional Needs Tool](#)



[Submit a referral](#)



[Contact us](#)

# Psychology and Therapeutic Services

## General Details

We are a team of person-centred Child, Adolescent, Community and Educational Psychologists, Family Systemic Psychotherapist and a team of Inclusion Facilitators.

We support emotional well-being, mental health and learning on an individual, group and whole school / organisational basis. We are qualified to work with Children and Young People from 0-25 years as well as with the adults who care for and work with them.

We may work with you and your child/young person in order to help find ways forward. This could involve us in helping find solutions to the issues they are facing. Our involvement may also include working with groups of students and working with educational and pastoral staff, e.g. in training, research and project work.

We are very keen to listen to you and ensure that the voice of your child is at the centre of our work.



## Our Core Offer via the Inclusion Services includes:

- Statutory duties (Education, Health, Care Needs Assessment, targeted annual reviews, tribunals)
- Supporting the [Graduated Response](#) at Stage 2 (early intervention) and Stage 3 of the Graduated Response
- Critical Incident / sudden bereavement support
- Supporting the SENCO Support Line and SENCO Forum

*Working together to improve outcomes for children and young people*



We work in partnership with a wide range of health, care & educational settings and services, with families, children and young people delivering services. Some examples include:



- Youth Justice Service e.g. as specialists in trauma informed approaches.
- Early Help and Social Care e.g. as part of Video Interaction Guidance [VIG] support and supervision and Inclusion Facilitators working closely with social care colleagues supporting a person centred approach.
- Virtual School and the Fostering & Adoption Services e.g. providing specialist psychology services, development of an Education Plan for Adopted Children, inclusion facilitation and family systemic psychotherapy.
- Working closely with NSFT Clinical Psychologists (NSFT Psychology in Schools team and Mental Health Support Teams) e.g. self harm project with Ipswich Hospital, NSFT & 4YP and working on the **Wellbeing in Education** support offer.
- University of Suffolk (Masters and Designated Teacher Programmes) and University of East Anglia (doctorate programme).
- Working across services e.g. psychologically informed, person centred strategy and team building, sleep workshops and mindfulness for adults.



# Suffolk County Council – AANT (Analysis of Additional Needs Screening Tool)



## Welcome to the AANT

**Claire Darwin**

Principal Educational & Child Psychologist



## Strengths based and needs led practice

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The AANT platform enables rich information to be gathered, all in one place and from a range of perspectives

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Psychologically informed questions to obtain in-depth answers

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Moving initial EP consultation to a digital 'teleconsultation' model (irrespective of Covid)

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Sharing resources at your fingertips

*"A package that provides a psychological structure for the consultation process from start to finish. The pre-consultation questionnaire that is completed enables a focused conversation from the beginning and means that outcomes are easy to co-identify."*

The AANT profile enables a rich consultation to take place and enables informed decisions to be made about inclusive next steps



## **AANT focus areas include:**

**Learning**

**Speech, Language and Social Communication**

**Attention, Motivation and Engagement**

**Sensory Needs**

**Physical Skills**

**Emotional and Social Skills**

**Sleep**

**Healthy lifestyle**

These focus areas all map onto the main categories of need:

- Cognition and Learning
- Communication & Interaction
- Sensory & Physical
- Social, Emotional & Mental Health

The AANT also contains outcome focused questions which also guide next steps planning. Progress can then be reviewed in line with the support that is put into place which then also enables the effectiveness of the strategies put into place.

# Early Years



Relevant for and applicable to younger ages (2:5 to 4:5)

Based on EYFS and practitioner feedback.



## AANT focus areas include:

### **Emotional & Social**

*“Can inhibit behaviours to respond positively and play harmoniously”*

### **Attention, Motivation & Engagement**

*“Displays high levels of curiosity, delight & involvement in a chosen activity”*

### **Social Communication**

*“Shows language play: responding to stories, actions songs, laughing at rhyme etc”*

### **Physical**

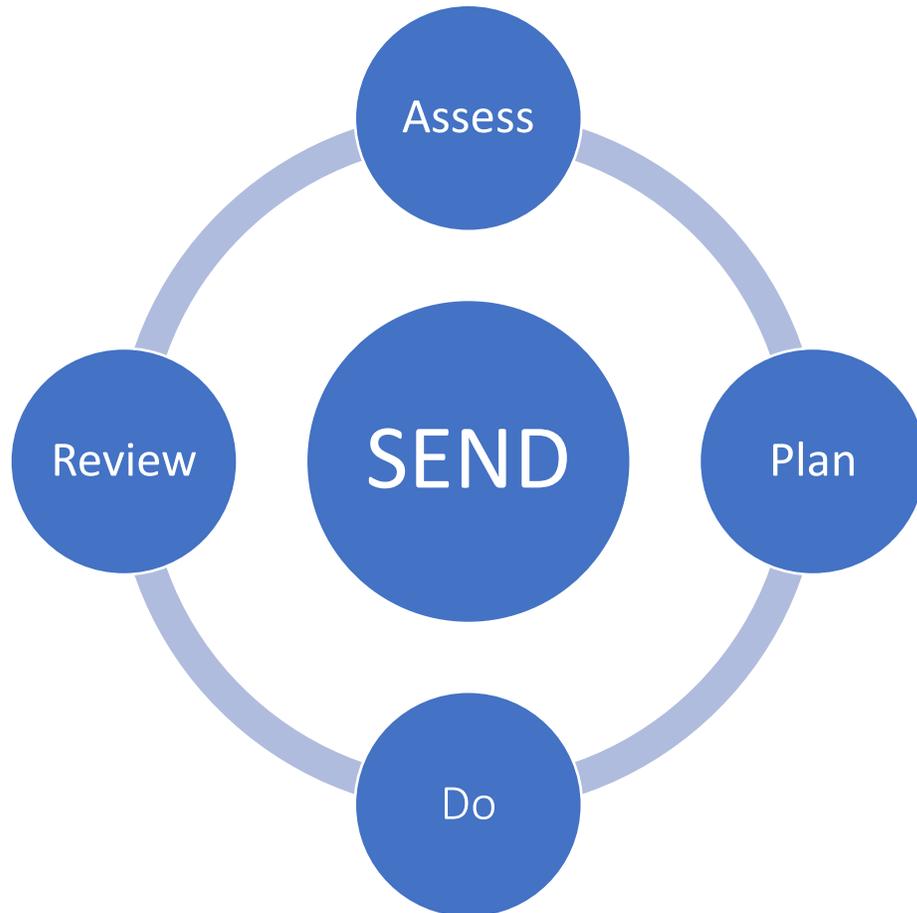
*“Has handwriting/ mark-making in line with age expectations”*

### **Learning**

*“Tells you about their 'writing': e.g. ascribing meaning to marks or making use of phonic knowledge in line with age”*

**Updates include:** Sleep, healthy lifestyle, sensory needs

# How the AANT supports a graduated approach to SEND



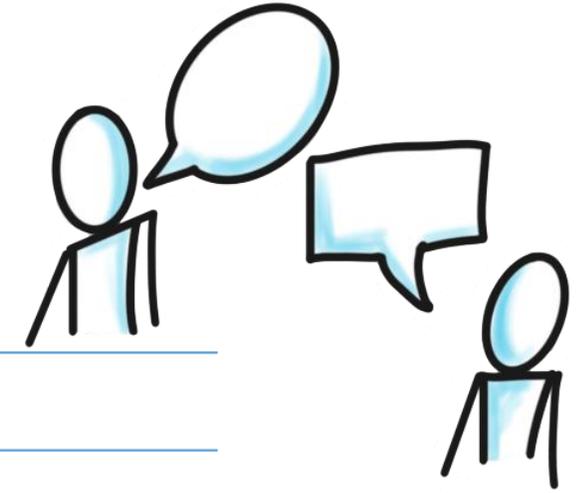
*We found the fresh pair of skilled eyes extremely beneficial. It was fabulous to have the opportunity to discuss our worries and knowledge of the child in a designated time forum. So many suggestions to try next.*

*The EP was excellent - listened and explored the comments that we had made on the form, asking for clarification etc. The experience was both reassuring for what we have already done or achieved, also insightful in helping us to guide, build and support planning with next steps.  
Many thanks!*

# Impact for children and young people

- Strengths and difficulties are considered by the needs analysis and consultation process
- The AANT builds up a rich picture of the CYP's needs and the impact for CYP is both effective and immediate
- Inclusive strategies and provision are planned collaboratively
- Able to target and track progress on areas identified for support





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*SENDCo 'I love this new system!'*

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*'The AANT process has been very efficient and really useful.'*

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*Mum, 'What's the name of this? I want it for his brother'*

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*'My child is like a different child'*

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*Class Teacher 'I felt empowered to share this message to parents with confidence!'*

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*'It's interesting to see how the information is collated.'*

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*'It is a very detailed conversation around the child'*

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*'The act of having the conversation with the EP was therapeutic in itself'*

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*'The techniques and strategies discussed for one child are really useful for many children'*



## Next steps in Suffolk

- Continuing to move the AANT into the EP core offer from 2.5 years, across all education settings.
- Working with education settings and families to evolve how the AANT is used to analyse needs and provide inclusive education plans and provision for children and young people at SEN Support.
- Working with other LA services, to ensure AANT has maximum benefit such as providing rich information via the reporting systems.
- Developing the [AANT.online](#) website with summary graphics and data analysis, and working with families to develop their access to the AANT materials and resources.



We host the Suffolk Education Settings Mental Health Leads Network and have co-produced a resource, training and support programme to support [Wellbeing in Education](#)



# WELLBEING IN EDUCATION

Staff Wellbeing



Children and Young People



Family Wellbeing



Whole School and College Approach to Wellbeing



Emotionally Based  
**EBSA**  
School Avoidance

## [Training in parent and carer engagement to reduce exclusions](#) [| Training | Anna Freud Centre](#)

The **Anna Freud Centre** has just announced that they are offering **FREE ONLINE webinars for school staff, nationally, on reducing exclusions through parental engagement** from their experience at the *Pears Family School*.

Their training is based on a model of family intervention with a 30-year track record, has been developed and codified at The Pears Family School over the last 6 years and trialed in their local AP and mainstream schools. They have now secured funding to offer the training to mainstream schools nationally.

Their training team is made up of people who have current, on-going experience of working in mainstream and Alternative Provision schools as well as psychotherapy experience in mental health and systemic family work.

The training consists of two twilight sessions (18/11/21 and 9/12/21) that run from 3:45pm to 5:30pm, as well as a drop-in consultation calls between sessions. Delegates must attend both twilight sessions.

**Please note that spaces are only available for senior staff from mainstream schools and funding is capped at 2 delegates per school attending.**



The All on Board training consists of two twilight sessions (dates as stated) that run from 3:45pm to 5:30pm, as well as a drop-in consultation calls between sessions. Delegates must attend both twilight sessions.

Please note that spaces are only available for senior staff from mainstream schools and funding is capped at 2 delegates per school attending.

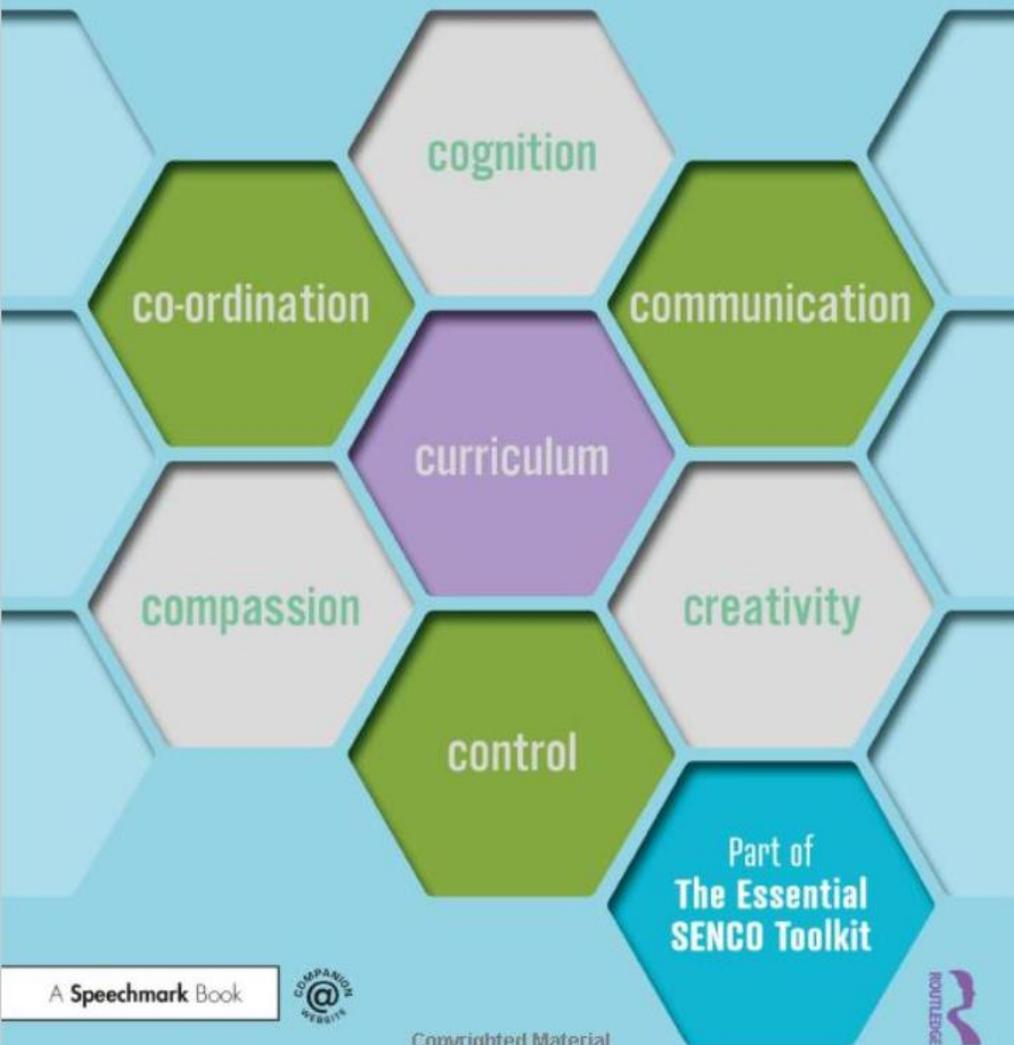
[Aims of the training](#) ✓

[Contact information](#) ✓

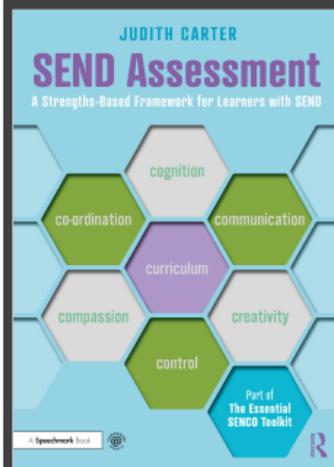
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JUDITH CARTER

# SEND Assessment

A Strengths-Based Framework for Learners with SEND



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June 2021: 8.27 x 11.69: 154pp  
4 illustrations

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eBook: 978-1-003-11864-0

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## SEND Assessment

A Strengths-Based Framework for Learners with SEND

Judith Carter, Willow Tree Learning Ltd

Series: *The Essential SENCO Toolkit*

This invaluable resource offers practical ideas and materials to allow SENCOs and SEN practitioners to capture learning, demonstrate the impact of SEN support, and analyse whether provision is effectively tackling barriers to learning. Chapters introduce a shared *language of learning* and move through seven key components: cognition, communication, creativity, control, compassion, co-ordination and the curriculum. *SEND Assessment* empowers professionals to confidently demonstrate progress for barriers to learning that are otherwise difficult to measure. It will become a vital tool for those interested in providing effective SEN provision.

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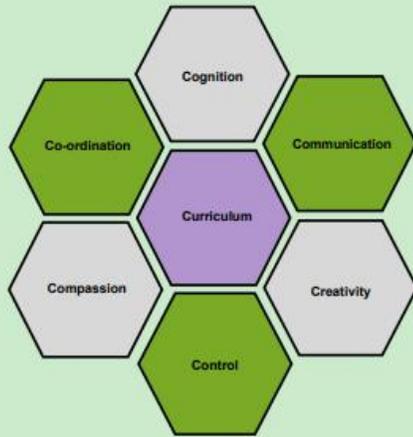
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## The 7 C's Learning Portfolio



**A Strengths based  
Approach to  
Assessment**

**Judith Carter**



The 7 C's Learning Portfolio provides a **language** of assessment. It has been written to support Staff as they identify SEN Support that is 'additional to or different from' the differentiated curriculum.

The 7 Cs's Learning Portfolio includes the curriculum as one of the 'C's' but also defines 6 additional 'C's' that are essential skills for accessing the curriculum. Within each 'C' there are 7 themes which can be explored to help identify learner strengths and areas for development. Staff are encouraged to use the portfolio with the learner and their Parents/Carers to plan next steps.

The 7 Cs Learning Portfolio includes a progress tracker which can be used to capture starting points for each theme and demonstrate progress.

## **Cognition**

- Working Memory
- Speed of Processing
- Inference
- Anticipation
- Reflection
- Evaluation
- Analysis

## **Communication**

- Expressive Vocabulary
- Articulation
- Language & Understanding
- Collaboration Conversation
- Listening
- Social Communication
- Social Interaction

## **Creativity**

- Generate ideas
- Problem solving
- Attention
- Motivation
- Making things
- Courage
- Trust

## **Control**

- Self Regulation
- Behaviour for Learning
- Anxiety Management
- Confidence
- Resilience
- Language of Emotions
- Independence

## **Compassion**

- Friendships
- Turn Taking
- Empathy
- Sense of Justice
- Self Esteem & Wellbeing
- Self Efficacy
- Support for Others

## **Co-ordination**

- Fine Motor Skills
- Gross Motor Skills
- Sensory
- Mobility
- Stability & Balance
- Posture
- Sensory Processing

## **Curriculum**

- English
- Maths
- Science
- Art & Music
- History & Geography
- Computing
- PE & Sport

The 7 Cs' Learning Portfolio is available to purchase as an electronic pack of resources at a cost of £45. This includes a full description of each theme, progress tracker, child version of the portfolio, SEN Support recording sheets and intervention ideas. If you subscribe to Pupil Asset, then all learning themes can be recorded in this format, following activation.

The 7 C's Learning Portfolio is introduced in "SEND Assessment—A Strengths Based Approach" by Judith Carter published by Routledge Speechmark in 2021.. The second book in the Essential SENCO Toolkit series "SEND Intervention: Planning Provision with Purpose" is due for publication in Jan 2022.



## The 7 C's Learning Portfolio



**A Strengths based Approach to Assessment**

**Judith Carter**



The **7 C's Learning Portfolio** helps to define barriers to learning and inform action

It provides a language of assessment that helps staff to consider 'why' a learner is having difficulties accessing the curriculum. It is not always enough to provide 'more' maths if a learner is finding maths difficult. We may need to support their language, memory or processing.

The 7 C's Learning Portfolio gives you a language to do this.

### What Users have said:

*"The structured format and simple, non-jargon, language is a real strength of this book. It doesn't just focus on what the child can't do, but instead ensures the assessors are actively looking for the child's strengths too, something that can often be overlooked when a child presents with SEND. The 7 distinct areas are all linked by the letter 'C' making them memorable. The Tracker also generates a quantifiable number, so the impact of additional support can be measured. "*

**Nadine Avenal Primary SEND Lead - Sapientia Education Trust**

*"it has immense potential for tracking and measuring progress in areas that cannot be tracked using traditional methods"*

**Cherie Pointon SENCO Dell Primary**

*"The 7C's are just wonderful! The material is so great!"*

**Hannah Powley St Nicholas Priory**



and thanks...to  
everyone



**WELLBEING  
IN EDUCATION**