#### Appendix 2: Trainee Educational Psychologist Practice Activity Checklist

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| **Activity** | **Achieved** | **Comments** |
| **Consultation, Assessment and Formulation** |  |  |
| Early years |  |  |
| A range of primary schools | 10/09/20 | Commissioned work from 3 separate primary schools to meet the needs of their students and staff. |
| A secondary school | 14/09/20 | Commissioned work from 1 secondary school to meet the needs of their students and staff. |
| Tertiary provision e.g. FE/6th Form college | 14/09/20 | Commissioned work from 1 sixth form college to meet the needs of their students and staff. |
| Special resourced provision |  |  |
| Other settings |  |  |
| **Joint activity with other professionals, parents / carers in complex casework** |  |  |
| Familiarity with range of sessions through shadowing/visits | 13/11/20 | Discussed a child with the Speech and Language Therapist (SaLT) to explore our hypotheses about this child’s needs and how to support them going forward. |
| Contributing through joint work with EP | 11/01/21 | Co-delivered remote training for schools with a fellow EP. |
| Joint activity with other professionals and parents/ carers in complex cases | 04/12/20 | I took part in a Team Around the Family meeting including an Occupational Therapist, Social Worker, as well a teacher and a parent. |
| **Direct Individual Intervention with young people** |  |  |
| e.g. CBT or another evidenced based intervention | 25/01/21 | CBA-informed 1:1 sessions with a primary school-aged child around self-esteem and sense of self. |
| **Direct work / group work with young people and other service users** |  |  |
| Primary/secondary | 18/09/20 | Direct work with a child exploring their needs in a primary school. |
| With adults, including parents/group session and individual advice | 23/11/20 | Delivered a well-being training for SENCOs (developed by the Department for Education and Anna Freud Institute) for them to cascade the information to their schools. |
| **Statutory work** |  |  |
| Completing psychological advice as part of statutory assessment of SEND, including parents / carers’ perspectives | 01/10/20 | Used consultation with parents and teachers, as well as direct work, to explore the needs of a child in preparation for their Y6 transfer (including an update for their EHCP). |
| Contribute to an Annual Review meeting | 18/01/21 | Wrote an updated EP report for a child for their annual review. |
| Attend a SEND panel |  |  |
| **Organisational change projects and research** |  |  |
| Evaluation or change project within an organisation. | 03/02/21 | Designed a pre- and post-training questionnaire to assess the efficacy of training delivered. |
| Protocol or policy development | 02/12/20 | Took part in a team meeting where we discussed our policy towards being an anti-racist EPS, attended the full day training session on anti-racism, and am part of a working group exploring culturally sensitive practices (with a mind to update our EPS approach to assessment). |
| Practice development through training | 20/01/21 | Attended lectures on play therapy |