

Appendix Three

Brent Virtual School
Educational Psychologist - Elizabeth Hanna
Part-time Post – 0.6 or 3 days

Impact of EP Work 2018-2019

A total of 27 children and young people in care received EP input. Consultations were provided as well as cognitive assessments and assessments of pupils' social and emotional difficulties. In 2018 - 2019 more direct work was carried out using Video Interaction Guidance (VIG).

VIG involves filming one-to-one interactions between a child and an adult, editing the film to show the best moments, and discussing the film clips to pinpoint what the adult and child are doing when interactions are going especially well. The idea behind VIG is that by focusing on the best moments participants can learn more about what works which in turn can have a positive impact on behaviour and relationships.

In the summer 2019, VIG was used for one child in Nursery. HM and his teacher were filmed taking part in a number of activities e.g. making playdough and building a castle. The clips highlighted the many effective strategies already being used by HM's Nursery teacher, which meant these approaches could be shared in preparation for HM's transition to Reception. Positive strategies included promoting strengths, providing opportunities for HM to take the lead in activities, and pitching activities carefully so there was the right amount of challenge. New ideas that came out of the VIG work included using film generally to capture good moments and naming emotions in interaction with HM (not only to increase awareness of emotions but also as a calming strategy).

In the autumn 2018, one Y3 pupil was seen for a cognitive assessment to address learning issues and then she was seen for VIG sessions to address some social and emotional issues. In a PEP a year later it was noted that AM was enjoying reading and reading accuracy and fluency had improved, though she was still a year behind. A new visual approach to learning spellings had been adopted and there was an improvement in her spelling, though there was still a big gap. During VIG discussions a member of the pastoral staff commented that AM was becoming more accepting of adult help in one-to-one activities and her focus was improving. The VIG work was also shared with the birth family in a meeting in the spring term 2019 and AM's Social Worker commented, "Just a quick thank you for Thursday's meeting with the M family. It was so lovely to see their responses to the children's work and also how proud the children were of their own work. It seems to be a very effective tool in building confidence and children's self-awareness. I do hope these sessions can continue for A and AM. It was very nice to be a part of that session".

In addition, training has been very well received. Carers who attended the Dyslexia and Dyscalculia session in June 2019 said the training was excellent and the presentation was described as "informative" and "helped to clear up some misconceptions". Carers said they would try out some new approaches and that they would follow up references and do some further reading on the subject.