



# **SERVICE LEVEL STATEMENT**

**2009-2010**

## **Southampton Psychological and Specialist Behaviour Services**

### **Incorporating**

**Educational Psychology (EP) Team  
Emotional Well-being Development Officers (EWDO) Team  
Speech and Language School Assistants (SALSA) Team  
Portage Team  
Specialist Behaviour Team (SBT)  
Exclusions & Reintegration Team**

**Dr JULIA KATHERINE  
Principal Educational Psychologist**

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# 1. INTRODUCTION AND OVERVIEW

This booklet provides an overview of the structure and work of Southampton Psychological and Specialist Behaviour Services for the academic year 2009-2010. It aims to help school staff and other professionals understand the services we offer and the ways in which those services can be accessed.

Psychology and Specialist Behaviour Services include :

- Educational Psychology Team
- Emotional Well-Being Development Team
- Speech & Language School Assistant Team
- Portage Team
- Specialist Behaviour Team (previously known as BIST)
- Exclusions & Reintegration Team

From September 2009, the Psychological and Specialist Behaviour Services will be operating under the professional leadership of the Principal Educational Psychologist. This is in recognition of the shared values and principles of these teams, in particular the interactionist and systemic perspective we take to understanding any difficulties a child or young person is experiencing. This means that it is not our role to label or diagnose. We aim instead to work with the child or young person, as well as the adults who support them, in their learning context in order to bring about change. Our emphasis is on early intervention and preventative work aimed at promoting learning and emotional well-being and reducing exclusions.

The Psychological and Specialist Behaviour Services form part of Inclusion within the Safeguarding division of Children's Services and Learning. Over the course of the next year there are likely to be substantial changes to the structure of the Safeguarding division in order to ensure that all services are efficient and effective and can meet the requirement for more integrated multi-professional working, with the ultimate aim of improving outcomes for Southampton's children and young people. We will aim to keep our clients and partners informed at the earliest opportunity about any further changes to the way in which we work.

## 2. VISION AND ETHOS

Southampton Psychological and Specialist Behaviour Support Services are committed to applying psychological theory to educational practice in order to make a measurable difference to the behaviour, learning, and emotional well-being of all children. We believe in the potential of psychology to help children and adults feel more positively about themselves and to bring about change for organisations and individuals.

Several key principles underpin our work:

- We take a **respectful and holistic** view of children's development, and believe that all people have the capacity for change and growth, whatever their situation. We aim to apply the principles of **Positive Psychology** and to highlight and identify strengths and resources for change as well as difficulties and barriers
- We take an **interactionist and systemic perspective** on individuals' strengths and difficulties. This means that we focus not only on children and young people, but also upon the contexts in which they live and learn. By changing these contexts (e.g. promoting emotional literacy in the classroom; by building the capacity of school staff to develop support strategies) individual children and groups of children can be helped to make progress.
- We work in **collaboration** with other professionals, parents and with children themselves. Although this booklet outlines the nature of our work, the precise nature of activities will be decided in collaboration with those involved. This approach is reflected in the **consultation** model of service delivery (rather than a traditional referral model).
- We work according to a 'Plan, Do, Review' model of service delivery where **systematic psychological problem solving** is applied in order to understand the nature of the difficulties a child or young person is experiencing, in order to identify appropriate interventions. Objectives for our involvement are agreed at the start of a piece of work and reviewed at the end.
- We aim to apply **solution-focused thinking** and principles to all our work. This means that we aim to bring about **change** for a child or young person and the context in which they are experiencing difficulties (i.e. not to label or diagnose).
- We are committed to **teamwork and support**. Team members receive regular supervision to ensure continued high standards of service delivery and we actively support continuing professional development. We believe that teamwork can enhance the quality of the service we deliver and therefore members of the service will often work together (e.g. EPs and Specialist Behaviour Teachers working jointly in schools).
- We aim to be **open and accountable** in our work. We are continuing to develop transparent models of service delivery and collect regular feedback

on the work we have carried out. We aim to evaluate our work to ensure we have made a difference. We have a commitment to evidence based practice.

- We promote **equal opportunities** and continue to develop working practices that reflect the diverse society we live in.
- Our services are **accessible** to schools, Early Years and other professionals, or pupils and parents directly.
- We aim to facilitate **pupil participation** in our work, to advocate for those with a lesser voice and to endeavour to ascertain and accurately represent the views of children, young people and their parents.
- We have a commitment to **multi-disciplinary working** and work with other agencies, and will be continuing to build and extend these links through more integrated, locality working.

## **EDUCATIONAL PSYCHOLOGY (EP) TEAM**

Educational Psychology (EP) Team currently consists of 15 qualified EPs, all of whom are eligible for Chartered Status with the British Psychological Society and are registered with the Health Professions Council. Educational psychologists are first and foremost applied psychologists and the work of the EPs conforms to the **ethical principles and professional guidelines** of the British Psychological Society and the Association of Educational Psychologists.

In addition 2 Trainee Educational Psychologists will be working with the EP team over the next year. These trainees have a degree in psychology, relevant work experience, and are in the final stages of their 3 year postgraduate doctoral training to become qualified EPs.

EPs work with school staff, parents and other professionals to promote the learning, development and emotional wellbeing of children aged 0-19. The team operates a consultation model which means that EPs respond to concerns raised by staff and work with key adults to explore issues, problem solve and jointly plan ways forward. EPs bring psychological knowledge and skills to this process, and their work falls into 2 categories:

### **1. Statutory Code of Practice Work**

This includes all individual casework and support to schools and settings for pupils at School Action Plus and with Statements of SEN, Early Years casework, Out City casework and other contributions to the LA in connection with the Code of Practice.

Schools receive support via a Link EP who makes regular visits during the year. Additional visits are allocated according to the needs of individual schools and settings in relation to Code of Practice work. EPs will work collaboratively with other professionals to meet the needs of children and young people in a locality area. This allows a flexible response which more closely meets the needs of those schools with particularly high levels of need.

### **2. Traded Services.**

The EP team are required to be income generating and have a challenging income generation target which is set for them on an annual basis. A charge will therefore be made for any work carried out by an EP that is not part of their Statutory Code of Practice work. This includes training, specialist interventions (e.g. group work), systemic and policy development, research, evaluation and project work.

Further information on all the services we offer that are available to be purchased can be found in our Traded Services brochure. Please contact us if you would like a copy.

### **Time allocation**

The time for EP Statutory Code of Practice Work remains protected, with all additional time being spent on contributing to the service's income generation requirement. EPs therefore allocate 70% of their time to statutory Code of Practice work and 30% of their time to traded services.

Each school can expect a planning meeting with their link EP to prioritise the support required. There is not a specific time allocation for each school.

All requests for EP involvement will be considered in the light of need, according to service priorities and the time available.

Where there are competing demands for EP time, these will be discussed by the EPs supporting the cluster of schools and prioritised accordingly.

### **Model of EP service delivery**

The EP team works according to a consultation model of service delivery, in line with models of good professional practice for EPs. EPs will therefore need to have time for in-depth discussions with key adults in order to jointly gain a fuller understanding of issues and decide on the next steps.

Our focus is on children within their learning environments and therefore our work will focus not only upon children's strengths and difficulties but also upon the learning and support environments in which they function.

### **Priority areas of work**

EP Statutory Code of Practice work will be taken on according to a needs-led basis. Requests for involvement come from the LA, its Panels, and other professionals, as well as from schools. All requests will be considered in the light of the following priorities.

- Statutory duties (e.g. Tribunal-related work, completion of written advice as part of the statutory assessment process, Annual Reviews where there is a specific reason for attending, review of needs/progress for children with statements where there are concerns).
- Children with severe and complex needs.
- Early identification and support within Early Years.
- Code of Practice work at School Action Plus.

We are aware of the evidence that needs often go unidentified in vulnerable children and for this reason we would take particular account of these groups in our work.

Dr Julia Katherine, Principal Educational Psychologist  
023 8083 3104, e-mail [julia.katherine@southampton.gov.uk](mailto:julia.katherine@southampton.gov.uk)

Liz Herrick, Senior Educational Psychologist  
023 8083 3105, e-mail [elizabeth.herrick@southampton.gov.uk](mailto:elizabeth.herrick@southampton.gov.uk)

Dr Julie Goodman, Senior Educational Psychologist (North/Central EP Team)  
023 8083 3104, e-mail [julie.goodman@southampton.gov.uk](mailto:julie.goodman@southampton.gov.uk)

Alyce McCourt, Act. Senior Educational Psychologist (West EP Team)  
023 8083 3106, e-mail [alyce.mccourt@southampton.gov.uk](mailto:alyce.mccourt@southampton.gov.uk)

Caitriona Scully, Act. Senior Educational Psychologist (South/East EP Team)  
023 8083 3106, e-mail [caitriona.scully@southampton.gov.uk](mailto:caitriona.scully@southampton.gov.uk)

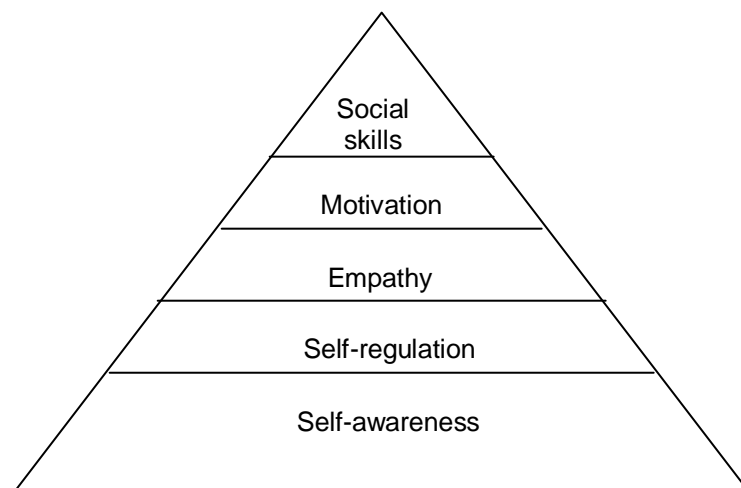
## EMOTIONAL WELLBEING DEVELOPMENT OFFICERS (EWDOs) TEAM

The Emotional Well-being Development Team are part of the Psychology Service because they deliver an explicitly psychological model.

EWDOs work closely with EPs to:

- Plan, deliver and review intervention programmes to support individual children in developing emotional literacy skills.
- Provide training, guidance and support to In-school ELSAs/Teaching Assistants and other staff, to build schools' capacity to support and develop children's emotional well-being.
- Contribute to Local Authority emotional well-being projects and strategic development work to promote emotional well-being.

'Emotional well-being' refers to the following hierarchy of emotional literacy skills:



Emotional literacy is defined as:

*"The ability to recognise, understand, handle and appropriately express emotions."*

EWDO involvement to support individual children is requested by EPs and EPs have a direct role in supervising the EWDOs' casework.

Overall management is provided by a member of the Senior Management Team within the Educational Psychology Service.

Contact :-

Caitriona Scully, Acting Senior Educational Psychologist  
023 8083 3106, e-mail [caitriona.scully@southampton.gov.uk](mailto:caitriona.scully@southampton.gov.uk)

Jill Cook, EWDO  
023 8083 3106, e-mail [jill.cook@southampton.gov.uk](mailto:jill.cook@southampton.gov.uk)

## **SPEECH & LANGUAGE SCHOOL ASSISTANTS (SALSAs) TEAM**

The SALSA Team is based in one of our City Primary schools and offers a peripatetic service which aims to assist mainstream schools in supporting children with speech and language difficulties.

The SALSA Team have close working links with Southampton City Primary Care Trust Speech and Language Therapy Service as part of their role is to help support the implementation of speech and language therapy (SLT) programmes and advice for pupils with specific speech, language and communication needs. Currently they work primarily with KS1 pupils.

In addition they liaise closely with school SENCOs and support school staff in meeting the needs of children not known to the SLT Service by running groups, modelling therapy activities / strategies, giving advice, signposting to resources, offering training and where appropriate referring into the SLT Service.

SALSAs receive clinical supervision from their SLT team leader (see below) and also have close links with the NHS SLT Service.

The team is managed by a Speech and Language Therapist. In addition to the management role the therapist provides some classroom based support across all Key Stages to encourage successful curriculum access, particularly for those with more complex needs who may have a Statement of Special Educational Needs.

Overall management is provided by a Senior Educational Psychologist. This facilitates good links with other teams within the Educational Psychology Service and promotes effective multi-agency working.

### Contact

SALSA Team, Weston Shore Infant School.  
023 8036 6373, e-mail [chrissy.hoare@westonshore.southampton.sch.uk](mailto:chrissy.hoare@westonshore.southampton.sch.uk)

## THE PORTAGE TEAM

The Portage Team are part of the Psychology Service because they deliver an explicitly psychological model.

### **Portage Home Visiting**

Portage is a home visiting service for young children who have additional educational needs. Families are visited on a weekly basis by a Portage Home Visitor who works with them to design a set of activities aimed at the stimulation and development of their child. The needs of each child are assessed individually in consultation with parents and other involved professionals and with reference to developmental checklists.

Portage is also involved in identifying children whose needs necessitate additional support within Early Years Settings when they approach their 3<sup>rd</sup> birthday. Portage home visitors will liaise with settings and provide advice and support to families during times of transition, for instance as children start at pre-school. Referrals can be made by anyone involved with the child, with the parent's permission.

### **Portage “Talk and Taste” Groups**

The Children's Centres across the city have commissioned Portage to develop and deliver in partnership with the city's Health Teams the “Talk and Taste” groups. These groups are aimed at children aged approximately 2 – 3 ½ years old. The groups promote the areas of social, communication, behaviour and feeding skills. Seven groups run across the city three times a year. The groups are run in the children's centres across the city and involve some home visiting. Referrals can be made by anyone involved with the child, with the parent's permission.

### **Portage Outreach**

Portage offers Outreach support to those Early Years Settings that request help when working with children who are having difficulties in taking part in the day to day activities within the setting.

This support can be requested by the Early Years Support Teachers/SENCOs or the settings themselves. Prior to Portage involvement the setting will have discussed the child's needs and areas of difficulties with the setting's SENCO/Early Years Support Teacher and implemented suggestions and strategies.

If further support is needed then a referral can be made to Portage Outreach. Early years settings are then asked to provide a member of staff to work in close partnership with the family and Portage worker to support the child's progress. This will include both home visits and direct work with the child in the setting. Referrals can be made by Early Years Setting and Early Years Support Teachers/SENCO's.

Contact:

Lindsey Sloan  
023 8083 4375, e-mail [Lindsey.sloan@southampton.gov.uk](mailto:Lindsey.sloan@southampton.gov.uk)

## SPECIALIST BEHAVIOUR TEAM

The team consists of 8 Specialist Behaviour Teachers and 5 trained Behaviour Support Assistants who have a wide range of experience in behaviour management.

The team work with schools to develop a strategic position with reference to behaviour management with complimentary short term intervention support. Our starting point is to acknowledge that pupils at risk of exclusion and those with behavioural emotional and social difficulties face challenges that can have a significant impact on everyone involved. We aim to work in partnership with parents/ carers, staff in schools and other professionals to promote the five outcomes of 'Every Child Matters' agenda.

The Specialist Behaviour Team focuses on:

- Providing **schools** with support on strategies for behaviour management
- Promoting **good classroom management** and best practice
- Targeting work at **classroom and department level** with staff working in tandem with teachers and school management
- **Proactive preventative work**
- Building teaching skills in schools to help **all individuals** not only those requiring direct intervention
- Prioritising pupils **at risk of exclusion** and at **School Action Plus** of the SEN Code of Practice
- Delivering interventions aimed at **building capacity** within schools
- **Jointly** planning and delivering interventions with the school management team, resulting in support plans and reviews with recommendations shared with the school as a whole
- Interventions to result in **reintegration**
- Providing schools with the experience and expertise of classroom practitioners who are able to understand educational constraints

### Criteria for SBT Involvement

The target population for SBT involvement would have all of the following characteristics:

- be from Foundation, KS1, KS2, KS3 or KS4
- have received internal school support with evidence
- have documented evidence that the pupil's behaviour may lead to fixed term exclusions
- the pupil's behaviour and/or emotional difficulties and/or social relationships are impeding his/her access to the curriculum

### And

The school has indicated that it will co-operate fully in developing and putting into place measures designed to support the pupil.

### Contact

Kalvinder Garewal, SBS Team Leader 023 8021 5322 E-mail  
[kalvinder.garewal@southampton.gov.uk](mailto:kalvinder.garewal@southampton.gov.uk)

## EXCLUSION AND REINTEGRATION TEAM

The Exclusion and Reintegration team provides an important service to schools, Governing Bodies and parents/carers on all matters relating to pupil exclusion. The Exclusion Officers ensure that schools work within the statutory timescales and take account of the relevant legislation and guidance in relation to exclusion procedures.

The team it is also responsible to oversee the reintegration of excluded pupils and offer support to pupils and schools. This includes all young people who have been permanently excluded and those coming through the In Year Fair Access panel.

The team consists of an Exclusion and Reintegration Officer, a Specialist Teacher for inclusion and an Anti Bullying Officer

As a team they provide:

- Advice, support and guidance on all matters relating to pupil exclusion.
- Advice and guidance to Governor's Discipline Committee regarding the legal framework.
- Support to pupils and schools with managing bullying issues.
- Information about alternative strategies to exclusion
- Information about local arrangements for excluded pupils
- Guidance on the use of Pastoral Support Programmes to support pupils at risk of exclusion.
- Support for the reintegration of all permanently excluded pupils.

In addition, the Exclusions and Reintegration team:

- Attends Governor Discipline Committees for pupils who have received fixed term/permanent exclusions, when possible.
- Maintains the Authority's exclusions database and regularly provides analysis of exclusions data.
- Monitors exclusions to offer direct support to schools to prevent further exclusions. This is done in an early identification model, working closely with the BIST team.

The Exclusions Officer also chairs the Inclusion Resource Panel

The Exclusions and Reintegration team works closely with other professionals including the Specialist Behaviour Teachers and Educational Psychologists in order to work proactively and preventatively to reduce exclusions.

Contact

Bryn Roberts, Exclusion and Reintegration Officer  
023 8091 7723, e-mail [bryn.roberts@southampton.gov.uk](mailto:bryn.roberts@southampton.gov.uk)

### Core and Traded Services

	<b>Core &amp; Statutory Services</b>	<b>Traded Services</b>
Educational Psychology (EP) Team	<p>Educational Psychologists fulfil a statutory function as set out in the Special Educational Needs Code of Practice. This includes:</p> <ul style="list-style-type: none"> <li>• Support to schools for individual pupils at School Action Plus</li> <li>• Statutory Assessment and support to schools for pupils with Statements of Special Educational Needs</li> <li>• Statutory Code of Practice Early Years work</li> <li>• Casework involving pupils at School Action Plus/with a Statement who are placed out of city schools</li> <li>• Statutory Code of Practice work undertaken on behalf of the Local Authority, such as attendance at LA Panels and exceptional statutory casework.</li> </ul>	<p>These include:</p> <ul style="list-style-type: none"> <li>• Training</li> <li>• Staff development and support</li> <li>• Specialist interventions such as groupwork and counselling</li> <li>• Systemic and whole school development work</li> <li>• Policy development</li> <li>• Research, evaluation and project work</li> </ul> <p>For further details please see our Traded Services brochure</p>
Emotional Wellbeing Development Officers	<p>Individual casework is provided free of charge, these include :</p> <ul style="list-style-type: none"> <li>• Planning, delivering and reviewing intervention programmes to support individual children in developing emotional literacy skills in early years settings and primary sector schools.</li> <li>• Junior to secondary transition support for pupils known to the EWDO team.</li> <li>• Planning, delivering and reviewing intervention programmes to support individual children in managing bereavement, loss, friendships (e.g. circle of friends).</li> </ul>	<p>Packages are available in 5 or 10 day blocks, these include:-</p> <ul style="list-style-type: none"> <li>• Planning and delivering ELSA/TA support packages to schools (e.g. supporting and training new ELSAs, supporting/training ELSAs/TAs to set up emotional literacy interventions, reviewing school ELSA provision).</li> <li>• Supporting ELSAs/TAs to manage bereavement and loss.</li> <li>• Supporting ELSAs/TAs to set up and run friendship interventions (e.g. circle of friends).</li> <li>• On-line Behaviour training for ELSAs/TAs.</li> <li>• Supporting ELSAs/TAs to plan and deliver group work in schools to develop childrens' emotional literacy skills (e.g. self-esteem groups, anger management groups).</li> <li>• Project work (e.g. nurture group project, SEAL, ELSA Conference, ELSA supervision).</li> </ul>

<p>Speech and Language School Assistants (SALSA) Team</p>	<p>The SALSA Team is a peripatetic service which works closely with mainstream schools to support staff in meeting the needs of children in Foundation and KS1 with speech, language and communication difficulties. They also support some children with statements identified as having specific language difficulties (SLI).</p>	<p>SALSAs can provide:</p> <ul style="list-style-type: none"> <li>• Staff training (including training to run groups)</li> <li>• Delivery of recognised SL&amp;C programmes, e.g. Makaton</li> <li>• Specialist SL&amp;C interventions</li> <li>• Modelling therapy activities/strategies</li> <li>• Devising programmes</li> <li>• Assessments</li> </ul>
<p>Specialist Behaviour (SBT) Team</p>	<p>The SBT focuses on support to schools for individual pupils at the risk of exclusion at School Action Plus. This includes:</p> <ul style="list-style-type: none"> <li>• Support to schools on strategies for behaviour management for identified pupils</li> <li>• Planning delivering and reviewing interventions programmes</li> <li>• Supporting pupils in Managed moves</li> <li>• Supporting pupils in Reintegration packages</li> <li>• Targeted behaviour support in classroom setting</li> </ul>	<p>These include</p> <ul style="list-style-type: none"> <li>• Staff training</li> <li>• Training school staff to run groups</li> <li>• Staff development and support</li> <li>• Whole school development work</li> </ul>
<p>Exclusions and Reintegration Team</p>	<ul style="list-style-type: none"> <li>• Advice, support and guidance on all matters relating to pupil exclusion.</li> <li>• Advice and guidance to Governor's Discipline Committee regarding the legal framework.</li> <li>• Support to pupils and schools with managing bullying issues.</li> <li>• Information about alternative strategies to exclusion</li> <li>• Information about local arrangements for excluded pupils</li> <li>• Guidance on the use of Pastoral Support Programmes to support pupils at risk of exclusion.</li> <li>• Support for the reintegration of all permanently excluded pupils.</li> <li>• Attending Governor Discipline Committees for pupils who have received fixed term/permanent exclusions, when possible.</li> <li>• Maintaining the Authority's exclusions database and monitoring exclusions.</li> </ul>	<p>N/A</p>

## **Delivering the Safeguarding Divisions's key objectives**

**The above objectives relate to Southampton Children and Young People's Plan and are aimed at ensuring that:**

- Children and young people in Southampton are healthy
- Children and young people in Southampton stay safe
- Children and young people in Southampton enjoy and achieve
- Children and young people in Southampton make a positive contribution
- Children and young people in Southampton achieve economic well-being

**All teams are working to the following divisional objectives:**

- To improve attendance (KP1)
- To reduce the number of permanent and fixed term exclusions (KP2)
- To meet targets for all statutory timescales for assessments (KP4)
- To establish locality teams across all professional groups within safeguarding (KP5)
- To improve outcomes for vulnerable children and young people (KP6)
- To provide earlier intervention for children and young people in need through effective joined up working to ensure they are safe (KP7)
- To promote the social, emotional and behavioural well-being of children and young people (KP8)
- Establish new structure to improve outcomes for children and deliver the business plan (KP 9)
- Undertake effective financial planning to ensure good use of resources (KP10)

**All teams contribute to the following national indicators:**

- Emotional health of children (NI 50)
- Rate of permanent exclusions from school (NI 114)

## **Quality Assurance**

We are committed to ensuring that the quality of our services is continually improving. All teams adhere to the relevant professional good practice guidelines and professional, ethical and conduct codes.

To ensure and further develop high quality Psychological and Specialist Behaviour Services, a range of internal and external quality assurance mechanisms are in place. Systems include:

- Detailed induction programmes for new team members
- Regular (monthly) individual supervision sessions
- Annual appraisals and performance review
- Regular peer supervision and support
- A programme of team meetings and professional development activities.
- Protected time for Continuing Professional Development.

### **Performance monitoring and review**

Southampton Psychological and Specialist Behaviour Service regularly monitor and annually review service performance with reference to the following data:

- Feedback from pupils and parents
- Feedback from school and setting staff and other professionals
- End of year evaluations with schools
- Review data from individual interventions with children/young people or organisations
- Diversity data
- INSET evaluations
- Data on statutory work and statutory timescales
- Quality assurance of reports
- Time recording/ activity monitoring
- Monitoring of targets set out in the Service Development Plan, Service Action Plan and Service Learning Plan.

## Compliments, Concerns & Complaints

We all like to know what we are doing well! Please let us know if you are pleased with a particular piece of work, project and/or individual's performance. We will try to do the same for you.

If you are concerned about the service you are receiving, please let us know earlier rather than later so that we can address any issues at the earliest possible opportunity. If you feel your concerns have not been resolved adequately, please provide a written outline of the difficulties you are experiencing, along with any supporting evidence. We can then work jointly with you to explore concerns and find a way forward.

If you would like to discuss any issues related to the services offered by Southampton Psychological and Specialist Behaviour Support Services, please feel free to contact us directly :-

Dr Julia Katherine, Principal Educational Psychologist  
023 8083 3104 e-mail [julia.katherine@southampton.gov.uk](mailto:julia.katherine@southampton.gov.uk)

Liz Herrick Senior Educational Psychologist  
023 8083 3015 E-mail [elizabeth.herrick@southampton.gov.uk](mailto:elizabeth.herrick@southampton.gov.uk)

Dr Julie Goodman, Senior Educational Psychologist  
North/Central EP team manager  
023 8083 3104 E-mail [julie.goodman@southampton.gov.uk](mailto:julie.goodman@southampton.gov.uk)

Alyce McCourt, Acting Senior Educational Psychologist  
West EP team manager  
023 8083 3106 E-Mail [alyce.mccourt@southampton.gov.uk](mailto:alyce.mccourt@southampton.gov.uk)

Caitriona Scully, Acting Senior Educational Psychologist  
South/East EP team manager  
023 8083 3106 E-Mail [caitriona.scully@southampton.gov.uk](mailto:caitriona.scully@southampton.gov.uk)

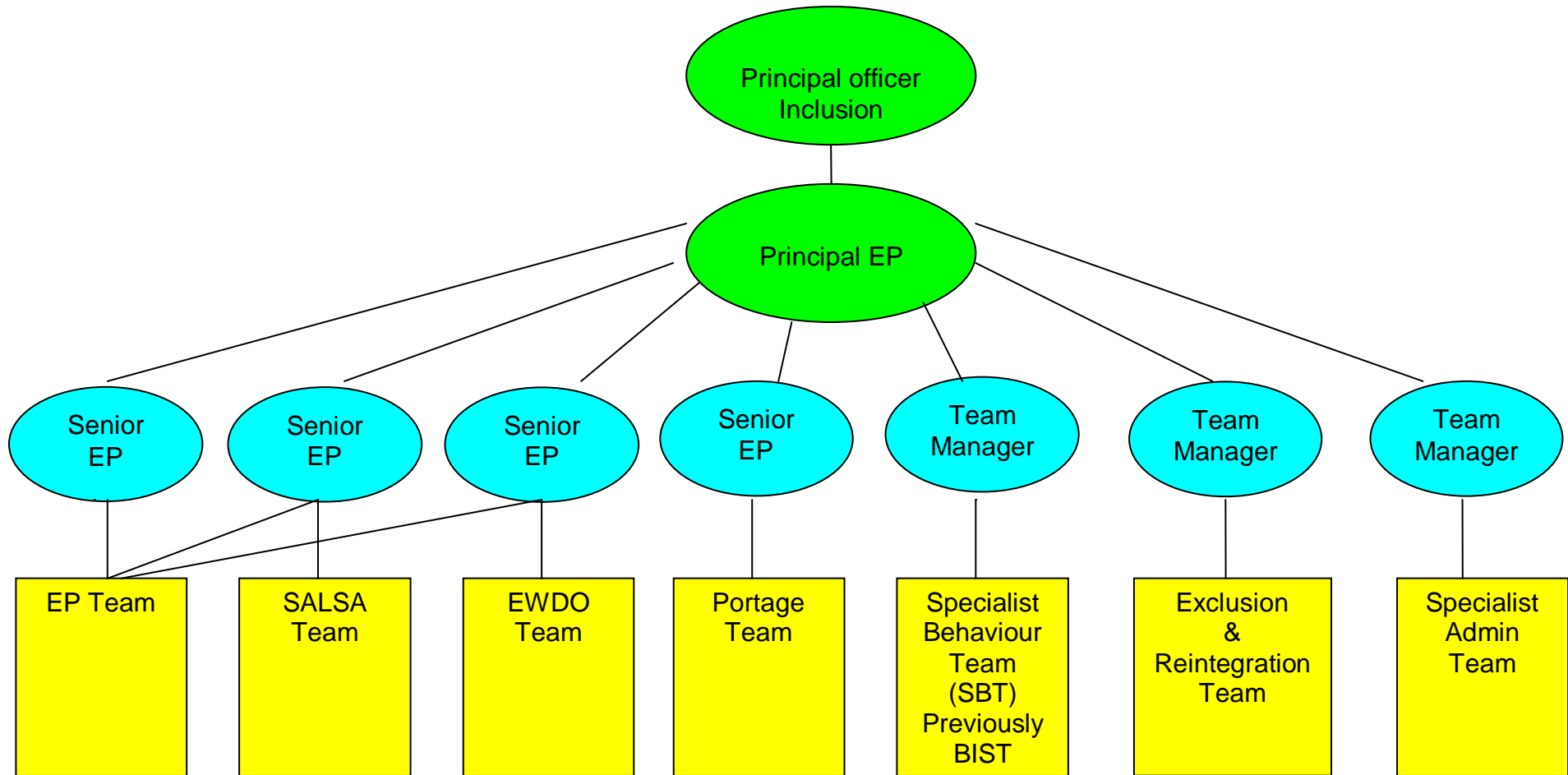
Kalvinder Garewal, Team Manager  
Specialist Behaviour Team  
023 8021 5322 E-mail [kalvinda.garewal@southampton.gov.uk](mailto:kalvinda.garewal@southampton.gov.uk)

Bryn Roberts, Team Manager  
Exclusions and Reintegration  
023 8091 7723 E-mail [bryn.roberts@southampton.gov.uk](mailto:bryn.roberts@southampton.gov.uk)

Lindsey Sloan, Portage Team Manager  
023 8083 4375, e-mail [Lindsey.sloan@southampton.gov.uk](mailto:Lindsey.sloan@southampton.gov.uk)

SALSA Team, Weston Shore Infant School.  
023 8036 6373, e-mail [chrissy.hoare@westonshore.southampton.sch.uk](mailto:chrissy.hoare@westonshore.southampton.sch.uk)

# STRUCTURE CHART



## LOCALITY TEAMS

The EP Team, Specialist Behaviour Team, EWDO Team and SALSA Team are organised on a locality basis.

### NORTH CENTRAL TEAM

Name	Title
Julie Goodman	Senior EP
Anne Rippingale	EP
Angie Barrett	EP
Rebecca Newman	Trainee EP
Jill Cook	EWDO
Alex Martin	EWDO
Pauline Hobby	SALSA
Helen O'Donovan	SALSA
Gerry Klabis	SBT
Mary Williams	SBT
Jenn Summers	SBT
Mark Earl	SBT

### SOUTH/EAST TEAM

Caitriona Scully	Acting Senior EP
Klair Norman	EP
John Clandillon	EP
Joy Boughton	EP
Caroline Carpenter	Specialist EP
Jeni Hooper	Acting Specialist EP
Annie Bigwood	EWDO
Sarah Weaver	EWDO
Liz Jones	SALSA
Helen O'Donovan	SALSA
Gill Lawrence	SBT
Dawn Fitton-James	SBT
Tricia Webber	SBT
Sandy Stewart	SBT

### WEST TEAM

Alyce McCourt	Acting Senior EP
Cate Mullen	EP
Colin Woodcock	EP
Julie Garbett	EP
Katarina Beer	Trainee EP
Debbie Mawdsley	EWDO
Chrissie Hoare	SALSA
Gill Player	SALSA
Gemma Griffiths	SBT
Sue Rosko	SBT
Janet Scott	SBT
Paul Stoddart	SBT

## CONTACT DETAILS

Locality	School	Link EP/SBA	Contact Details
North/Central  Dr Julie Goodman Senior EP	Banister Infant	Angie Barrett (EP)	023 8083 3105 <a href="mailto:angie.barrett@southampton.gov.uk">angie.barrett@southampton.gov.uk</a>
	Bassett Green Primary	Anne Rippingale (EP)	023 8083 3106 <a href="mailto:anne.ripplingale@southampton.gov.uk">anne.ripplingale@southampton.gov.uk</a>
	Bevois Town Primary	Anne Rippingale (EP)	023 8083 3106 <a href="mailto:anne.ripplingale@southampton.gov.uk">anne.ripplingale@southampton.gov.uk</a>
	<b>Cantell</b>	Anne Rippingale (EP) Gerry Klabis (SBT)	023 8083 3106 <a href="mailto:anne.ripplingale@southampton.gov.uk">anne.ripplingale@southampton.gov.uk</a>
	Freemantle C of E Infant	Anne Rippingale (EP)	023 8083 3106 <a href="mailto:anne.ripplingale@southampton.gov.uk">anne.ripplingale@southampton.gov.uk</a>
	Highfield C of E Primary	Rebecca Newman (TEP)	023 8083 3106 <a href="mailto:rebecca.newman@southampton.gov.uk">rebecca.newman@southampton.gov.uk</a>
	Hollybrook Infant	Rebecca Newman (TEP)	023 8083 3106 <a href="mailto:rebecca.newman@southampton.gov.uk">rebecca.newman@southampton.gov.uk</a>
	Hollybrook Junior	Rebecca Newman (TEP)	023 8083 3106 <a href="mailto:rebecca.newman@southampton.gov.uk">rebecca.newman@southampton.gov.uk</a>
	Mansbridge Primary	Anne Rippingale (EP)	023 8083 3106 <a href="mailto:anne.ripplingale@southampton.gov.uk">anne.ripplingale@southampton.gov.uk</a>
	Maytree Nursery & Inf	Angie Barrett (EP)	023 8083 3105 <a href="mailto:angie.barrett@southampton.gov.uk">angie.barrett@southampton.gov.uk</a>
	Mount Pleasant Junior	Angie Barrett (EP)	023 8083 3105 <a href="mailto:angie.barrett@southampton.gov.uk">angie.barrett@southampton.gov.uk</a>
	Portswood Primary	Rebecca Newman (TEP)	023 8083 3106 <a href="mailto:rebecca.newman@southampton.gov.uk">rebecca.newman@southampton.gov.uk</a>
	Springhill Cath. Primary	Angie Barrett (EP)	023 8083 3105 <a href="mailto:angie.barrett@southampton.gov.uk">angie.barrett@southampton.gov.uk</a>
	<b>St Anne's R C</b>	Angie Barrett (EP)	023 8083 3105 <a href="mailto:angie.barrett@southampton.gov.uk">angie.barrett@southampton.gov.uk</a>
	St Denys Primary	Angie Barrett (EP)	023 8083 3105 <a href="mailto:angie.barrett@southampton.gov.uk">angie.barrett@southampton.gov.uk</a>
	<b>St George Catholic College</b>	Angie Barrett (EP) Gerry Klabis (SBT)	023 8083 3105 <a href="mailto:angie.barrett@southampton.gov.uk">angie.barrett@southampton.gov.uk</a>
	St Johns Infant and Nursery	Rebecca Newman (TEP)	023 8083 3106 <a href="mailto:rebecca.newman@southampton.gov.uk">rebecca.newman@southampton.gov.uk</a>
St Mark's C of E Junior	Anne Rippingale (EP)	023 8083 3106 <a href="mailto:anne.ripplingale@southampton.gov.uk">anne.ripplingale@southampton.gov.uk</a>	
St Mary's C of E Primary	Angie Barrett (EP)	023 8083 3105 <a href="mailto:angie.barrett@southampton.gov.uk">angie.barrett@southampton.gov.uk</a>	
Swaythling Primary	Anne Rippingale (EP)	023 8083 3106 <a href="mailto:anne.ripplingale@southampton.gov.uk">anne.ripplingale@southampton.gov.uk</a>	

## CONTACT DETAILS

Locality	School	Link EP	Contact Details
South East  Caitriona Scully Act. Senior EP	Beechwood Junior	Klair Norman (EP)	023 8083 3105 <a href="mailto:klair.norman@southampton.gov.uk">klair.norman@southampton.gov.uk</a>
	Bitterne C of E Infant	Joy Boughton (EP)	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
	Bitterne C of E Junior	Joy Boughton (EP)	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
	Bitterne Manor Primary	Joy Boughton (EP)	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
	<b>Bitterne Park</b>	Klair Norman (EP) Dawn Fitton-Jones (SBT)	023 8083 3105 <a href="mailto:klair.norman@southampton.gov.uk">klair.norman@southampton.gov.uk</a> 023 8021 5322 <a href="mailto:dawn.fitten-jones@southampton.gov.uk">dawn.fitten-jones@southampton.gov.uk</a>
	Bitterne Park Infant	Klair Norman (EP)	023 8083 3105 <a href="mailto:klair.norman@southampton.gov.uk">klair.norman@southampton.gov.uk</a>
	Bitterne Park Junior	Klair Norman (EP)	023 8083 3105 <a href="mailto:klair.norman@southampton.gov.uk">klair.norman@southampton.gov.uk</a>
	<b>Chamberlayne</b>	Jeni Hooper (EP) Gill Lawrence (SBT)	023 8083 3106 <a href="mailto:jeni.hooper@southampton.gov.uk">jeni.hooper@southampton.gov.uk</a> 023 8021 5322 <a href="mailto:gill.lawrence@southampton.gov.uk">gill.lawrence@southampton.gov.uk</a>
	Glenfield Infant	Klair Norman (EP)	023 8083 3105 <a href="mailto:klair.norman@southampton.gov.uk">klair.norman@southampton.gov.uk</a>
	Harefield Primary	Caroline Carpenter (EP)	023 8083 3105 <a href="mailto:caroline.carpenter@southampton.gov.uk">caroline.carpenter@southampton.gov.uk</a>
	Heathfield Junior	Joy Boughton (EP)	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
	Hightown Primary	Caroline Carpenter (Sp.EP)	023 8083 3105 <a href="mailto:caroline.carpenter@southampton.gov.uk">caroline.carpenter@southampton.gov.uk</a>
	Kanes Hill Primary	Caroline Carpenter (EP)	023 8083 3105 <a href="mailto:caroline.carpenter@southampton.gov.uk">caroline.carpenter@southampton.gov.uk</a>
	Ludlow Infant	John Clandillon (EP)	023 8083 3105 <a href="mailto:john.clandillon@southampton.gov.uk">john.clandillon@southampton.gov.uk</a>
	Ludlow Junior	John Clandillon (EP)	023 8083 3105 <a href="mailto:john.clandillon@southampton.gov.uk">john.clandillon@southampton.gov.uk</a>
	Moorlands Primary	Joy Boughton (EP)	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
	<b>Oasis Mayfield</b>	John Clandillon (EP) Tricia Webber	023 8083 3105 <a href="mailto:john.clandillon@southampton.gov.uk">john.clandillon@southampton.gov.uk</a> 023 8021 5322 <a href="mailto:tricia.webber@southampton.gov.uk">tricia.webber@southampton.gov.uk</a>
	Sholing Infant	Joy Boughton (EP)	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
	Sholing Junior	Joy Boughton (EP)	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
	<b>Sholing Technology College</b>	Joy Boughton (EP)	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
	St Monica Infant	John Clandillon (EP)	023 8083 3105 <a href="mailto:john.clandillon@southampton.gov.uk">john.clandillon@southampton.gov.uk</a>
	St Monica Junior	John Clandillon (EP)	023 8083 3105 <a href="mailto:john.clandillon@southampton.gov.uk">john.clandillon@southampton.gov.uk</a>
	St Patrick's Cath. Primary	Joy Boughton (EP)	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
	Thornhill Primary	Joy Boughton (EP)	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
	Townhill Infant	Klair Norman (EP)	023 8083 3105 <a href="mailto:klair.norman@southampton.gov.uk">klair.norman@southampton.gov.uk</a>
	Townhill Junior	Klair Norman (EP)	023 8083 3105 <a href="mailto:klair.norman@southampton.gov.uk">klair.norman@southampton.gov.uk</a>
	Valentine Infant	Joy Boughton (EP)	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
	Weston Park Infant	Jeni Hooper (Sp.EP)	023 8083 3106 <a href="mailto:jeni.hooper@southampton.gov.uk">jeni.hooper@southampton.gov.uk</a>
	Weston Park Junior	Jeni Hooper (Sp.EP)	023 8083 3106 <a href="mailto:jeni.hooper@southampton.gov.uk">jeni.hooper@southampton.gov.uk</a>
	Weston Shore Infant	Jeni Hooper (Sp.EP)	023 8083 3106 <a href="mailto:jeni.hooper@southampton.gov.uk">jeni.hooper@southampton.gov.uk</a>
<b>Woodlands</b>	Caroline Carpenter (Sp.EP) Gill Lawrence (SBT)	023 8083 3105 <a href="mailto:caroline.carpenter@southampton.gov.uk">caroline.carpenter@southampton.gov.uk</a> 023 8021 5322 <a href="mailto:gill.lawrence@southampton.gov.uk">gill.lawrence@southampton.gov.uk</a>	
Woolston Infant	John Clandillon (EP)	023 8083 3105 <a href="mailto:john.clandillon@southampton.gov.uk">john.clandillon@southampton.gov.uk</a>	

## CONTACT DETAILS

Locality	School	Link EP	Contact Details
<b>West</b> Alyce McCourt Act. Senior EP	Fairisle Infant and Nursery	Colin Woodcock (EP)	023 8083 3106 <a href="mailto:colin.woodcock@southampton.gov.uk">colin.woodcock@southampton.gov.uk</a>
	Fairisle Junior	Colin Woodcock (EP)	023 8083 3106 <a href="mailto:colin.woodcock@southampton.gov.uk">colin.woodcock@southampton.gov.uk</a>
	Foundry Lane Primary	Julie Garbett (EP)	023 8083 3106 <a href="mailto:julie.garbett@southampton.gov.uk">julie.garbett@southampton.gov.uk</a>
	Holy Family Cath. Primary	Julie Garbett (EP)	023 8083 3106 <a href="mailto:julie.garbett@southampton.gov.uk">julie.garbett@southampton.gov.uk</a>
	Mansel Park Primary	Julie Garbett (EP) Katarina Beer	023 8083 3106 <a href="mailto:julie.garbett@southampton.gov.uk">julie.garbett@southampton.gov.uk</a> 023 8083 3105 <a href="mailto:katarina.beer@southampton.gov.uk">katarina.beer@southampton.gov.uk</a>
	Mason Moor Primary	Colin Woodcock (EP)	023 8083 3106 <a href="mailto:colin.woodcock@southampton.gov.uk">colin.woodcock@southampton.gov.uk</a>
	Newlands Primary	Colin Woodcock (EP) Katarina Beer (TEP)	023 8083 3106 <a href="mailto:colin.woodcock@southampton.gov.uk">colin.woodcock@southampton.gov.uk</a> 023 8083 3105 <a href="mailto:katarina.beer@southampton.gov.uk">katarina.beer@southampton.gov.uk</a>
	<b>Oasis Lordshill</b>	Colin Woodcock (EP) Katarina Beer (TEP) Gemma Griffiths (SBT)	023 8083 3106 <a href="mailto:colin.woodcock@southampton.gov.uk">colin.woodcock@southampton.gov.uk</a> 023 8083 3105 <a href="mailto:katarina.beer@southampton.gov.uk">katarina.beer@southampton.gov.uk</a> 023 8021 5322 <a href="mailto:gemma.griffiths@southampton.gov.uk">gemma.griffiths@southampton.gov.uk</a>
	Oakwood Infant	Colin Woodcock (EP)	023 8083 3106 <a href="mailto:colin.woodcock@southampton.gov.uk">colin.woodcock@southampton.gov.uk</a>
	Oakwood Junior	Colin Woodcock (EP)	023 8083 3106 <a href="mailto:colin.woodcock@southampton.gov.uk">colin.woodcock@southampton.gov.uk</a>
	<b>Redbridge Community</b>	Cate Mullen (EP)	023 8083 3105 <a href="mailto:cate.mullen@southampton.gov.uk">cate.mullen@southampton.gov.uk</a>
	Redbridge Primary	Colin Woodcock	023 8083 3106 <a href="mailto:colin.woodcock@southampton.gov.uk">colin.woodcock@southampton.gov.uk</a>
	<b>Regents Park</b>	Colin Woodcock (EP) Janet Scott (SBT)	023 8083 3106 <a href="mailto:colin.woodcock@southampton.gov.uk">colin.woodcock@southampton.gov.uk</a> 023 8021 5322 <a href="mailto:janet.scott@southampton.gov.uk">janet.scott@southampton.gov.uk</a>
	Shirley Infant	Cate Mullen (EP)	023 8083 3105 <a href="mailto:cate.mullen@southampton.gov.uk">cate.mullen@southampton.gov.uk</a>
	Shirley Junior	Cate Mullen (EP)	023 8083 3105 <a href="mailto:cate.mullen@southampton.gov.uk">cate.mullen@southampton.gov.uk</a>
	Shirley Warren Primary	Cate Mullen (EP)	023 8083 3105 <a href="mailto:cate.mullen@southampton.gov.uk">cate.mullen@southampton.gov.uk</a>
	Tanners Brook Infant	Cate Mullen (EP)	023 8083 3105 <a href="mailto:cate.mullen@southampton.gov.uk">cate.mullen@southampton.gov.uk</a>
	Tanners Brook Junior	Cate Mullen (EP)	023 8083 3105 <a href="mailto:cate.mullen@southampton.gov.uk">cate.mullen@southampton.gov.uk</a>
	<b>Upper Shirley High</b>	Julie Garbett (EP) Katarina Beer (TEP) Sue Rosko (SBT)	023 8083 3106 <a href="mailto:julie.garbett@southampton.gov.uk">julie.garbett@southampton.gov.uk</a> 023 8083 3105 <a href="mailto:katarina.beer@southampton.gov.uk">katarina.beer@southampton.gov.uk</a> 023 8021 5322 <a href="mailto:sue.rosko@southampton.gov.uk">sue.rosko@southampton.gov.uk</a>
	Sinclair Primary	Julie Garbett (EP)	023 8083 3106 <a href="mailto:julie.garbett@southampton.gov.uk">julie.garbett@southampton.gov.uk</a>
Wordsworth Infant	Julie Garbett (EP)	023 8083 3106 <a href="mailto:julie.garbett@southampton.gov.uk">julie.garbett@southampton.gov.uk</a>	

## CONTACT DETAILS

### Exclusions & Reintegration Team

Bryn Roberts	Team Manager	023 8091 7723 <a href="mailto:bryn.roberts@southampton.gov.uk">bryn.roberts@southampton.gov.uk</a>
Barbara Harris	Specialist Inclusion Teacher	023 8083 3327 <a href="mailto:barbara.harris@southampton.gov.uk">barbara.harris@southampton.gov.uk</a>
Dave Thorpe	Anti-bullying Officer	023 8083 4660 <a href="mailto:dave.thorpe@southampton.gov.uk">dave.thorpe@southampton.gov.uk</a>

### Special Schools

School	Link EP	Contact
Polygon	Anne Rippingale	023 8083 3106 <a href="mailto:anne.ripplingale@southampton.gov.uk">anne.ripplingale@southampton.gov.uk</a>
	Angie Barrett	023 8083 3105 <a href="mailto:angie.barrett@southampton.gov.uk">angie.barrett@southampton.gov.uk</a>
PRU	Klair Norman	023 8083 3105 <a href="mailto:klair.norman@southampton.gov.uk">klair.norman@southampton.gov.uk</a>
	Joy Boughton	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
Rosewood	Anne Rippingale	023 8083 3106 <a href="mailto:anne.ripplingale@southampton.gov.uk">anne.ripplingale@southampton.gov.uk</a>
Vermont	Cate Mullen	023 8083 3105 <a href="mailto:cate.mullen@southampton.gov.uk">cate.mullen@southampton.gov.uk</a>
Springwell	Jeni Hooper	023 8083 3106 <a href="mailto:jeni.hooper@southampton.gov.uk">jeni.hooper@southampton.gov.uk</a>
Great Oaks	Caroline Carpenter	023 8083 3105 <a href="mailto:caroline.carpenter@southampton.gov.uk">caroline.carpenter@southampton.gov.uk</a>
	John Clandillon	023 8083 3105 <a href="mailto:john.clandillon@southampton.gov.uk">john.clandillon@southampton.gov.uk</a>
Cedar	Colin Woodcock	023 8083 3106 <a href="mailto:colin.woodcock@southampton.gov.uk">colin.woodcock@southampton.gov.uk</a>
Tremona Road PRU	Julie Garbett	023 8083 3106 <a href="mailto:julie.garbett@southampton.gov.uk">julie.garbett@southampton.gov.uk</a>

### SEN Funded Settings

School	Link EP	Contact
Early Learning Group	Caroline Carpenter	023 8083 3106 <a href="mailto:jeni.hooper@southampton.gov.uk">jeni.hooper@southampton.gov.uk</a>
Maytree Nursery	Angie Barrett	023 8083 3105 <a href="mailto:angie.barrett@southampton.gov.uk">angie.barrett@southampton.gov.uk</a>
Stephen's	Cate Mullen	023 8083 3105 <a href="mailto:cate.mullen@southampton.gov.uk">cate.mullen@southampton.gov.uk</a>
Start Point	Joy Boughton	023 8083 3105 <a href="mailto:joy.boughton@southampton.gov.uk">joy.boughton@southampton.gov.uk</a>
Riverside	Klair Norman	023 8083 3105 <a href="mailto:klair.norman@southampton.gov.uk">klair.norman@southampton.gov.uk</a>
The Shore	Jeni Hooper	023 8083 3106 <a href="mailto:jeni.hooper@southampton.gov.uk">jeni.hooper@southampton.gov.uk</a>
Fairisle	Colin Woodcock	023 8083 3106 <a href="mailto:colin.woodcock@southampton.gov.uk">colin.woodcock@southampton.gov.uk</a>
Hardmoor (+ Opp. Group)	Angie Barrett	023 8083 3105 <a href="mailto:angie.barrett@southampton.gov.uk">angie.barrett@southampton.gov.uk</a>