



Ministry
of Defence

DCS Policy Directive 3.2.27

DCS Educational Psychology Service Delivery

DCS Jun 2024 v1.0

General

Authorisation	Head DCS
Senior Responsible Owner	AH SSS
Point of Contact	DCS POLRA
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Related Policy/Guidance	SEND Processes and Toolkit: Including Graduated Response Document
	DCS Service Child Assessment of Need (SCAN) Processes
	DCS Policy Directive 3.2.22 Supporting Children with SEND
	DCS Policy Directive 3.3.26 Assessment of Support Needs for Accompanied Assignments Overseas

Introduction¹

1. The aim of the Defence Children Services (DCS) Educational Psychology Service is to enable Service children to fully access education and to flourish. DCS Educational Psychologists work directly with children and in partnership with families and other professionals in a variety of settings to achieve this aim. The Service is part of DCS's Special Educational Needs and Disabilities (SEND) support within the Specialist Support Services pillar.
2. DCS Educational Psychologists (EPs) and Senior Educational Psychologists (SEPs) work in partnership with education settings (early years settings, primary and secondary schools), families, and other practitioners to help children to have a successful experience of education by supporting inclusive practice and interventions to support learning and social/emotional development.
3. For children with significant SEND, EPs/SEPs play an important role in providing statutory-comparable and non-statutory support to the child, their parent/carer and the education setting. This support can take a variety of forms based on direct and/or indirect involvement with the child. The EP will help the education setting to review the existing support that is in place, offer advice about teaching approaches, interventions and appropriate adaptations that might be needed to support the child's progress through the application of psychology to consultation, assessment, advice and interventions.

¹ An EQIA has been undertaken for this directive and is available on request.

Purpose of the service

4. The Educational Psychology Service is to provide advice to DCS on the most appropriate provision and response for children who meet the threshold set by DCS for EP involvement.
5. In relation to work within DCS Schools and Settings the EP Service operates at three levels:
 - a. With the whole School or Setting as an organisation
 - b. With professionals and parents/carers
 - c. With individuals or groups of children
6. The Educational Psychology Service undertakes statutory-comparable duties on behalf of DCS as described in the Children and Families Act (2014) and the SEND Code of Practice (2015). DCS EPs/SEPs undertake statutory-comparable assessments and monitor progress and provision including attendance at SCAN reviews for children from 0-18 within DCS Schools and Settings.
7. As part of the MASO process, the Educational Psychology Service supports DCS Schools and Settings when they are considering the supportability for children who will be educated overseas.² Alongside this, EPs will assess a child's support needs and provide a professional response as part of the MASO process.
8. The Educational Psychology Service provides training and wider support for Schools and Settings in relation to children with SEND as part of the wider DCS Schools and Settings offer.
9. The Service provides enhanced critical incident support and other essential guidance on policy and practice for school systems.
10. The Service also contributes to planning and policy associated with emotional health and well-being, inclusion, learning and SEND on a wider strategic level for DCS.
11. On rare occasions, Educational Psychologists may contribute to multi-agency meetings around the most appropriate provision for entitled children overseas, who are not educated in DCS schools.
12. DCS is committed to the fair and equal treatment of all pupils including those with protected characteristics as defined by the Equality Act 2010.

Delivery of the service

13. The Educational Psychology Service is delivered as part of the wider DCS SEND offer.
14. The Service is consultative, supporting schools to deliver the DCS graduated response, to find ways to make education better for children by focusing on their presenting strengths

² Please see SOP/03-002/2023 MASO Professional Assessments for further information.

and areas of difficulty rather than based on diagnosis such as autism or ADHD. It is not a diagnostic service.

15. For individual work, the consultative approach takes the form of 'conversations that make a difference' with those who know the child best, including their parents or carers, key school or setting staff and other services where appropriate. It allows the views and expertise of all those involved to contribute to positive change.

16. For systemic work, the EP service works in partnership with the DCS Executive (Exec), DCS Schools and Settings, DCS Specialist Support Services (SSS) and DCS Schools Interface Service (SIS) pillar professionals as appropriate to:

- a. identify priorities for training and ongoing support
- b. research and develop resources
- c. support implementation and review

Performance indicators

17. The Educational Psychology Service will contribute to the confidence of DCS Schools and Settings in inclusive practice and in providing targeted intervention for children with SEND.

18. The Educational Psychology Service will contribute to a range of outcomes for children with SEND. These include:

- a. An increase in attainment for children with SEND at all key stages commensurate with their ability and baseline levels
- b. Improved access and engagement with education for children with significant SEND
- c. Children and young people show increased resilience
- d. Children and young people show improved levels of independent learning
- e. Reduced suspension rates, for children with significant SEND

Access to the Educational Psychology Service

19. Each DCS School and Setting has a designated link EP who is the main point of contact.

20. The link EP will arrange a termly planning meeting to discuss systemic and training needs, and vulnerable groups of children. The first planning meeting of the year may be multi-professional involving teams from across DCS who are committed to promoting inclusion and equal outcomes for all children.

21. Schools and Settings will liaise with the EP prior to making a SCAN request. Following SCAN panel agreement, the School or Setting requests a contribution from the EP to the SCAN assessments.

22. The OES team request involvement from the EP in the MASO processes, however the EP will liaise with Schools and Settings prior to making contributions to the MASO processes.
23. Requests for wider development and strategic work are negotiated by SEPs together with the SEND manager.
24. As an indication, a DCS EP will be expected to undertake:
- a. 20% statutory-comparable SCAN and SCAN review work
 - b. 20% input into multi-agency assessments of support needs, as commissioned by the OES team (MASOs)
 - c. 40% core School and Setting and complex casework for vulnerable children, including early years. This may include attending multi-agency meetings for children not in DCS Schools and Settings
 - d. 10% wider training and development work
 - e. 10% CPD meetings and supervision
25. As an indication, a DCS SEP will be expected to undertake:
- a. 20% statutory-comparable SCAN and SCAN review work. (For SEPs, this will involve attendance at SCAN panels where needed)
 - b. 20% input into multi-agency assessments of support needs, including quality assurance of other EPs' assessments, as commissioned by the OES team (MASOs)
 - c. 30% core school and complex casework for vulnerable children, including early years. This may include attending multi-agency meetings for children not in DCS schools
 - d. 15% wider training and strategic development work. For SEPs, working with the SEND Manager to develop the service on a strategic level and improve delivery to DCS Schools and Settings (this may include liaison with overseas Commands)
 - e. 10% CPD meetings and supervision
 - f. 5% service management together with the SEND manager, line management and supervision for EPs

Areas of work

Statutory-comparable support

26. The EHCP is a statutory document in England, setting out a child's legal entitlement to support. However, EHCPs (and other statutory plans) lapse when children move overseas because the same level of service cannot be provided overseas, and UK educational law no

longer applies. The MOD mirrors statutory entitlement in England as closely as possible, as per JSP 342.³

27. DCS have developed SCAN as a statutory-comparable assessment process to mirror the EHC Needs Assessment process and EHCP. It is included in the SEND Code of Practice 2015.⁴

28. DCS EPs/SEPs provide formal advice for children who have SEND and are undergoing a SCAN. They will:

- a. support Schools and Settings to identify children who may meet the threshold for statutory-comparable assessment
- b. complete an assessment of the needs of an individual child once a request for this assessment has been agreed within SCAN timescales
- c. monitor progress and contribute to Annual Reviews particularly at transition times and liaison with receiving staff/other EPs/SEPs
- d. attend and contribute to multi-agency planning and review processes
- e. provide expert advice and support to staff, professionals, and parents/carers for children with a SCAN
- f. support DCS in decision making about whether a child meets the threshold for a SCAN and high needs funding

Multi-agency assessments of support needs overseas (MASOs)

29. Where Service/MOD Civilians and their families are considering an accompanied assignment and/or transfer overseas, the MOD needs to assess whether the services and support available and accessible in the overseas location can meet their individual needs.

30. Where a child has complex or a specialist level of needs, a multi-agency assessment of support needs (MASO) may be required before they can be cleared to move overseas.

31. DCS EP input is crucial to the MASO process. They provide expert advice about children's special educational needs and their supportability in different overseas locations.

32. The time allocated for EPs/SEPs to work with colleagues, review written evidence and carry out these assessments is up to one day per week. This work is mandatory and must be carried out, even when an EP is on duty overseas.⁵

³ 1.10 'The full legal context for the delivery of children's education overseas varies from location to location and will include host nation laws and/or any relevant international agreements relating to the status of UK forces. In all overseas locations the MOD seeks, wherever possible, to align its educational policy with the principles laid out in DfE policy.'

⁴ Section 10.57 'Local authorities should, when considering provision for Service children with SEN or disabilities use all relevant evidence, including...Service Children's Assessment of Need (SCAN)'

⁵ Further details about this process can be found in DCS Directive 3.2.6 Assessment of Support Needs for Accompanied Assignments Overseas.

Non-statutory advice and support

33. The EP will agree the focus of work (strategic and casework) with the DCS School or Setting in termly planning meetings. This may include:
- a. Development work for the School or Setting
 - b. Providing general advice on supporting children and young people or groups of children at both universal and targeted levels of the graduated response
 - c. Individual casework
34. The School or Setting will discuss any potential involvement for individuals with parents/carers and young people (as appropriate) in line with the SEND Code of Practice⁶ prior to the planning meeting.
35. The School or Setting will be expected to provide evidence of how the DCS graduated response has been implemented before EPs/SEPs will become directly involved with a child. Face to face involvement will normally take place when a child is at the Specialist level of the DCS graduated response. Where a SEND review and/or training has been identified as a need or has taken place.
36. Following the termly planning meeting, the School or Setting will be responsible for returning the signed parental consent form to EPSL prior to the initial visit.
37. The approach that the EP uses seeks to give clarity and develop a holistic understanding about a child's strengths and needs and should consider all the information that is already known about the child including information from the School or Setting, parents/carers, and other practitioners.
38. The initial visit will involve a consultation meeting with parents/carers and key staff, a meeting with the child or young person (where appropriate) and may include other direct involvement. The DCS EP/SEP will determine the most appropriate assessment approach, ensuring that any assessment undertaken is effective, efficient and use the least intrusive approach to gathering information. Where a SEND review and/or training has been identified as a need or has taken place, the EP will liaise with the School Improvement Team in order to align with the School Improvement Plan and future core visits.
39. DCS EPs/SEPs will also provide general advice about supporting children's needs, including advising on reasonable adjustments. This will also include multi-agency working as appropriate. DCS EPs/SEPs will also attend multi-agency meetings for children not in DCS Schools or Settings to provide SME advice.
40. DCS EPs/SEPs provide critical incident support to DCS Schools and Settings.

Management and strategic functions

⁶ para 6.59

41. In liaison with the SEND Manager, SEPs are responsible for:
- a. the development of a supervision and CPD framework to ensure the EP Service is effective
 - b. monitoring and managing Educational Psychology Service delivery for children aged 0-18 years
 - c. monitoring Educational Psychology Service contributions to statutory-comparable processes (SCAN/High Needs Funding)
 - d. working with relevant management teams and strategic groups across DCS to plan and deliver effective integrated services
42. All EPs/SEPs ensure that the services provided are of high quality, demonstrably effective and have a strong evidence base.

Practice standards

43. All EPs/SEPs are required to:
- a. be registered with the Health and Care Professions Council (HCPC) and work to their professional standards⁷ including meeting CPD requirements including equality and diversity training
 - b. obtain signed consent from parents/carers and CYP 16yrs+ for involvement. This must be obtained prior to EP involvement in accordance with HCPC Standards
 - c. quality assure casework within the EPSL team to ensure it is delivered to a high standard and according to DCS criteria and thresholds
 - d. manage and store personal data and individual pupil records in line with MOD policy
 - e. hold regular planning meetings with key staff to agree the focus and priority of work following assess, plan, do, review cycles
 - f. use EPSL recording procedures for work and ensure written records are returned promptly, within 14 working days unless there are exceptional circumstances
 - g. arrange and take part in professional supervision regularly. Depending on the needs of the children on the DCS EPs/SEPs caseload, in rare cases this may be supplemented by additional specialist supervision
44. The overall effectiveness of EP provision will be considered formally through a bi-annual stakeholder survey and internal data analysis. The survey and data analysis will be reported to the twice yearly DCS Assurance Board.

⁷ [Link](#)