

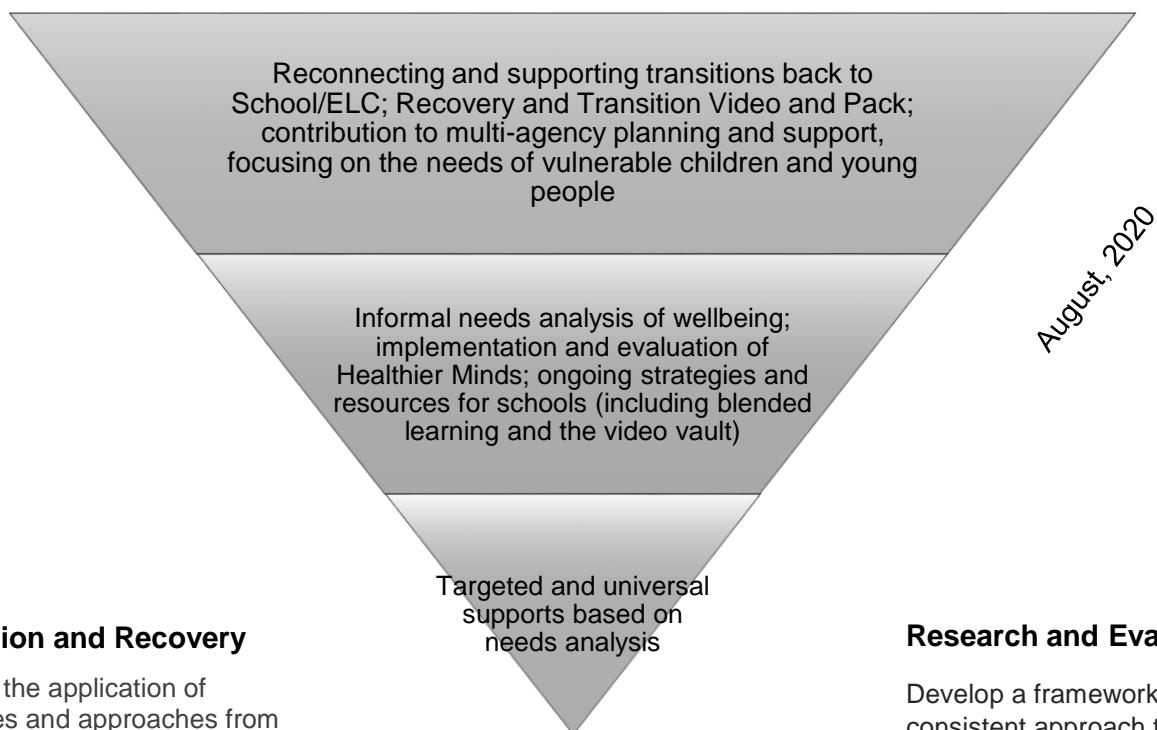


Supporting Transition and Recovery

The Educational Psychology Service is committed to supporting the post-Covid recovery period in our schools and ELC settings by focusing on three areas:

- **Transition and Recovery**
- **Staff Support and Wellbeing**
- **Research and Evaluation**

EPs will continue to carry out their core roles of consultation, assessment, intervention and research. From August onwards, priority will be placed on assessing and addressing the needs of vulnerable children and young people, and supporting staff in schools and ELC to respond to their needs during this period. Since the current situation continues to evolve, the EPS will take time to gather information from establishments throughout the course of term 1 to ensure that interventions, strategies and resources are shaped by the context and informed by needs. This means that our service delivery guidelines will be reviewed again in October and adapted and refined according to local and national guidelines. We also will work towards refining and redeveloping the inclusion CLPL programme in light of the current context.



Transition and Recovery

Support the application of strategies and approaches from the Transition and Recovery pack

Contribute to assessments of and interventions for vulnerable children and young people, taking into account their experiences during lockdown and stage of development

Facilitate ways of using online platforms and other means to support pupils who are unable to be in school

Staff Support & Wellbeing

Conduct an informal needs analysis of staff wellbeing to inform possible supports

Focus on the teachable skills of Resilience and Principles of Nurture / Compassionate Connected Communities

Research and Evaluation

Develop a framework to guide a consistent approach to a needs analysis of staff and pupil wellbeing

Evaluate Healthier Minds resources and video

Provide guidance on low-key means of tracking individual wellbeing