

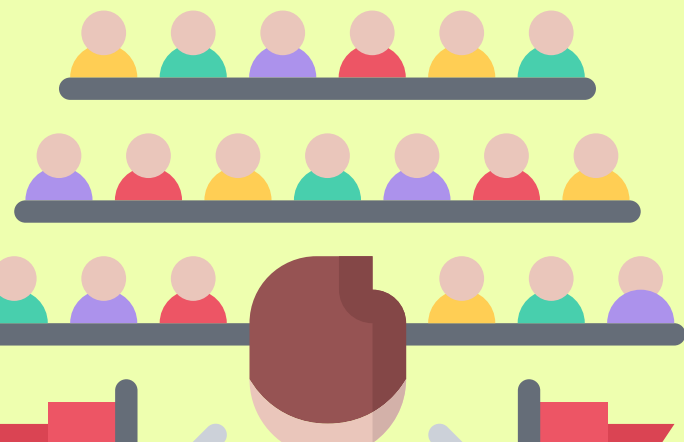


Annual Conference 2022

The AEP's diamond jubilee:

a celebration of 60 years as an association and
an exploration of 'where we should go next'

10 & 11 November 2022
Park Inn by Radisson, York



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thursday

10:00 - Coffee & networking

11:00 - Welcome & introduction

11:30 - Jim Stevenson

12:30 - Lunch break

13:30 - Workshops:
1 - 5

14:30 - Workshops:
6 - 10

15:25 - Break

15:45 - Andy Sawford

16:30 - AGM 2022

19:40 - Drinks
reception & dinner



friday

9:15 - Leon Feinstein

10:20 - Workshops: 11 - 15

11:15 - Break

11:45 - Workshops: 16 - 20

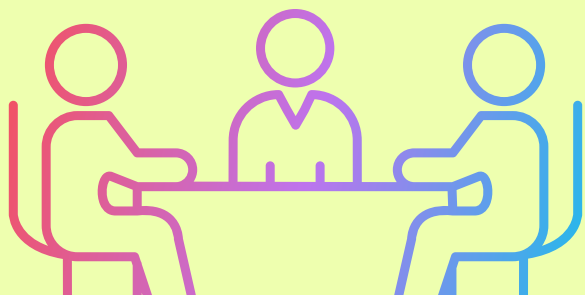
12:45 - Lunch break

13:45 - Colin Newton & Derek Wilson

15:15 - Closing remarks



introduction



Welcome to AEP Annual Conference 2022!

We are very pleased to see you all in person again - and meet some of you for the very first time!

This year is special, as we celebrate the AEP's 60th anniversary - the perfect time to reflect on the many achievements as a profession and an association - and also a time to explore what we go on to achieve next.

We hope the wide range of speakers and workshops in the programme reflect the broad and progressive profession we are and allow us to develop our knowledge and skills - as well as have a great time together!

Housekeeping

The main meeting room in the hotel will be the Henley Regatta Suite.

The seminar rooms are located as follows:

First floor: Henley Regatta / Regatta Suite,
North Riding & West Riding

Second floor: The Swale & The Derwent

(you can find the assigned room for each workshop on their page in this programme)

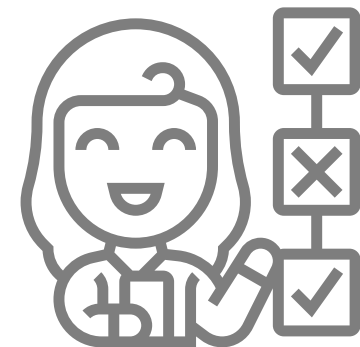
event code of conduct

The AEP is committed to organising activities at which everyone can participate in an inclusive, respectful and safe environment. The AEP will not accept any type of harassment, nor will it tolerate aggressive, offensive, intimidating, disrespectful or unacceptable behaviour or comments during any of its events or within any activities relating to AEP events.

This supports our commitment to promote equality for all and to eliminate all forms of harassment, including sexual harassment prejudice and unfair discrimination. This policy applies to all aspects of communication at or in connection with an event, including postings on social media. If you have any concerns about behaviour that you want to raise then please email us (enquiries@aep.org.uk)

You may also raise concerns about inappropriate conduct at AEP conferences with AEP members of staff/NEC members or at the AEP information desk. In the case of staff and contractors, you should raise concerns directly with their managers.

We will take all complaints seriously and act on them as set out in the [AEP Complaints Policy](#).



Meet the Keynote Speakers



Kate Fallon

AEP General Secretary



Jim Stevenson

*Professor of Psychology
Southampton University*



Andy Sawford

Connect Communications



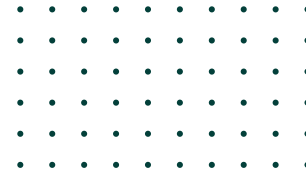
Leon Feinstein

Director, Rees Centre



Colin Newton & Derek Wilson

Director, Inclusive Solutions



Kate Fallon

**General Secretary,
Association of Educational Psychologists**

Kate has been the AEP General Secretary since 2009. She qualified as an Educational Psychologist in 1984 and went on to work within Lancashire County Council for 25 years. As General Secretary, Kate is responsible for the everyday functioning of the AEP as both a trade union and a professional association. She has forged close links with other unions, governments across the UK and a range of other organisations, to ensure that there is a platform for the wide ranging contribution EPs can make to promote positive outcomes for CYP, and to ensure that there is funding available for high quality initial training for EPs. .

Kate will be retiring from her role as AEP General Secretary in early 2023, and will be succeeded by NEC member, Cath Lowther.



Sir Michael Rutter's contributions to developmental psychology and their implications for educational psychology

Jim Stevenson

Emeritus Professor, Psychology
University of Southampton

Jim Stevenson undertook research into emotional and behaviour problems and cognitive development in young children whilst holding appointments at Great Ormond Street Hospital for Sick Children, the University of Surrey, the Institute of Child Health, UCL and the University of Southampton.

He has published over 200 papers in peer reviewed journals. He was Senior Editor of the Journal of Child Psychology and Psychiatry. He was one of the co-editors of the 5th Edition of Rutter's Child and Adolescent Psychiatry. In 2020 he produced a 107 page "Digest of the published work of Prof. Sir Michael Rutter" which is available from the [Association for Child and Adolescent Mental Health website](#).



Politics, Priorities & Persuasion

Andy Sawford

Managing Partner & Co-Owner,
Connect Communications

Andy is the Managing Partner of Connect, a leading UK communications agency specialising in political engagement and policy change. Andy's experience includes time as an MP and frontbench spokesperson, as well as roles in local government, including as a former Vice President of the Local Government Association.

At Connect, Andy has worked closely with the AEP Executive and General Secretary for six years, supporting successful campaigns to fund more EP training places and influence education policy.

At a time of significant political change across the UK, the session will overview the political scene and policies particularly in regards to children and families, then suggest priorities for AEP advocacy activity, and how EPs can be activists, persuading for policy change.

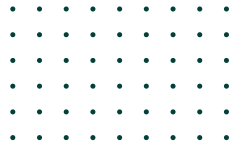




How data and evidence influence policy and practice: Lessons from 25 years of trying.



Using the ‘dream’ process from PATH - the group person centred planning process - we will co-create a shared vision for the next 60 years for EPs in the UK.



Colin Newton & Derek Wilson
Directors,
Inclusive Solutions

Leon Feinstein
Professor of Education & Children's Social Care
and Director of the Rees Centre

Leon Feinstein is Professor of Education and Children’s Social Care at the University of Oxford and Director the Rees Centre. He is undertaking work on the measurement of vulnerability, need and risk of children and working with local and national agencies to improve use of data to improve children’s lives, experiences and outcomes.

Leon was Director of Evidence at the Office of the Children’s Commissioner from 2016-2019. From 2013 to 2016 Leon was Director of Evidence at the Early Intervention Foundation, an independent charity and “What Works” centre, working to evaluate the impact of early intervention. From 2008 to 2013 Leon was a civil servant, working in the Treasury and the Cabinet Office on policy implementation and performance policy.

This creative planning process uses both process and graphic facilitation to create a shared vision of a positive future for individuals, families, teams and whole organisations. The process will draw on people’s ability to visualise different futures for the profession.

We will encourage participants to use their imaginations to the fullest and to stretch their thinking as far as they can as they describe what they would love to see happening in the future – even if they have no idea of how they could get there. The session will be led by two trained and very experienced EP/facilitators – a process facilitator who guides people through the stages and a graphic facilitator who will create a large graphic record of the shared dreams.

Workshop One

Henley Regatta Suite

When punishment doesn't work, what does? **The Power of Relationship building and Joint Problem-Solving for secondary students at risk of school exclusion**

Enrique Childress
Educational Psychologist
Buckinghamshire County Council

This seminar will present the findings from a mixed-methods empirical study exploring the impact of an empathy-driven joint-problem-solving intervention (Collaborative and Proactive Solutions) on the reduction of externalising behaviours and the enhancement of adaptive executive functions for adolescents at risk of school exclusion. The study also explored the strengths of the approach, together with barriers to implementation, which is key considering that it's the first study to implement this intervention in a British context. The qualitative data, based on interviews with four participants, indicated the positive impact of the intervention on the students, their teachers and the student/teacher relationship.. The study's strengths and limitations, directions for future research and implications for EP practice will be discussed.

Workshop Two

North Ridings

Evaluation of the Northern Ireland EPS School Staff Wellbeing Project

Carol Strahan and Sarah Finnegan,
Educational Psychologists
Education Authority, Northern Ireland

School culture is a powerful determinant of staff wellbeing and educational outcomes for children and young people. A positive school culture can lead to greater school success, increase levels of teacher self-efficacy and contribute to a reduction in stress and burnout. The aim of the current study was to examine the effectiveness of a training package which focused on developing school staff wellbeing and outlining the role of the Health and Wellbeing Lead. This training was designed and delivered by the Educational Psychology Service (EPS) in Northern Ireland (NI). A sample of 80 schools across NI were selected to participate in a series of webinars and cluster groups. Findings indicate that the EPS may have a critical role in supporting schools in managing their staff wellbeing and creating a positive school culture.

Workshop Three

West Ridings

Growth mindset: identifying the 'active ingredients' in the classroom

Nazam Hussain
Specialist Educational Psychologist
Bradford City Council

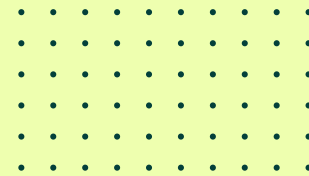
Implicit theories or self theories relate to an individual's views about their basic qualities such as intelligence and personality. In this session I will explore the usefulness of Carol Dweck's research on motivation. Carol Dweck found that what children and adults believe about their ability has a highly significant influence on their actual achievement, motivation, views of success and failure, subsequent approach to future tasks.

In the session I will try to: explore personal constructs about innate ability, intelligence and achievement; critically explore the usefulness of fixed/ growth mindset thinking in your practice; concept of ecological validity and lethal mutation, and explore ways to promote growth mindset (or is it motivation) strategies in a classroom.

Workshop Four

The Swale

Working within Care Proceedings and the Family Court: the unique contribution of educational psychology



Jagdish Kaur Barn
Educational, Child & Family Psychologist
Focus Psychology

At present, very few EPs or EP services consider 'expert' witness work for the family court, even though it is one area that our knowledge and skills can have a significant and life changing (literally) impact.

In this seminar I will explore, using case studies:

- What being an expert witness means? Debunking some myths about the family court along the way.
- Differences and similarities between this work and that of our work in schools, wider educational settings and within social care/virtual schools.
- Why it is important that more EPs engage in this work.
- Why this work is so rewarding.
- Opportunity for a discussion of the pros and cons, ways forward.

Workshop Five

The Derwent

Supporting Mindfulness in the Early Years

Erica Douglas-Osborn, Senior Specialist
Child & Educational Psychologist &
Beth Shaw, Educational Psychologist
Tameside Metropolitan Borough Council

This workshop is about how educational psychologists may be able to promote and support the use of mindfulness within early years settings. This project came about as early years practitioners were noticing an increase in young children experiences difficulties related to attention, concentration, anxiety and stress. This workshop will include up-to-date research and different resources and ideas that have been trialled with a variety of early years settings for children aged 2-6 years old. It will also include what we have found children to enjoy the most, what the staff enjoyed as well as thinking about the facilitators and barriers to implementation. We will be doing some different mindfulness techniques, such as breathing, guided imagery and mindful movement all of which have been co-created with children and staff from a pre-school and reception class.

Workshop Six

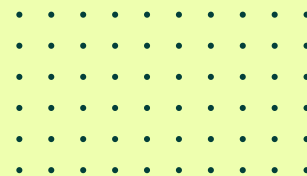
Henley Regatta Suite

Performance Management: *Using Psychology to Promote Positive Outcomes*

Morag Farley, Sean Octigan & Jawad Shah
National Officers
Association of Educational Psychologists

This session will focus on how PEPs and SEPs can develop positive performance management practices to support EPs in the workplace.

We will explore how supervisors can use psychology to support their performance management practice and engage in discussion around a variety of case-studies to help put theory into practice.



Workshop Seven

North Ridings

Joint Professional Literacy Working Group hosted by DECP

Vivian Hill
Programme Director, EdPsy
University College London

This presentation will discuss the activity of a working group set up by the DECP to support children and young people with literacy difficulties.

Aims and outcomes of the session will include:

1. Analysis of theoretical advances in the field of dyslexia and literacy difficulties over the past 30 years.
2. Describing the most effective evidence-based interventions for literacy difficulties.
3. Process of developing Professional Practice Guidance for EPs undertaking work with CYP with persistent and severe literacy delay/difficulties.
4. Providing a framework to support LAs and their EPS to develop policies that promote increased access to supportive interventions for all CYP experiencing literacy delay.
5. Providing the best possible information to assist local authorities, schools, parents, lobby groups and the public to understand the nature of literacy difficulties and the most effective approaches to assessment and intervention.

Workshop Eight

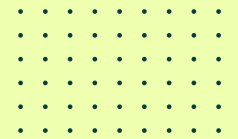
West Ridings

'You mean- not like ELSA?' **Responding to Children and Young People's emotional needs through Therapeutic Active Listening Assistance (TALA)**

Anna Doedens-Plant & Hannah Hall
Educational Psychologists -
Hampshire & Isle of Wight EPS -

In every school there are CYP who experience emotional difficulties. COVID-19 has exacerbated the situation; for many it has either brought up new emotional challenges, or aggravated existing difficulties.

The role of the Therapeutic Active Listening Assistants (TALAs) was developed within Hampshire and Isle of Wight Psychology (HIEP) to meet the needs of those who experience emotional difficulties, despite having age-appropriate emotional literacy skills. TALAs provide an emotionally safe therapeutic space, where CYP can experience being attuned and listened to at a deep level. It is a person-centred approach to helping CYP to process their emotions, to understand how they have responded so far, to uncover new ways of responding and to increase their resilience.



Workshop Nine

The Swale

Workshop Ten

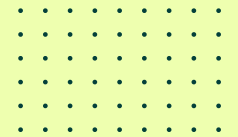
The Derwent

A structured workshop to support EPs to discuss their current practice with linguistically and culturally minoritised CYP and their families, and to draw up a plan to develop this practice.

Elaine Ratherham
Educational Psychologist
Oldham Council

Educational Psychologists are called on to work according to principles of equality and diversity and to promote inclusion in their support of all children and young people (BPS, 2019). This is a practical workshop that will use an action research framework - an adapted and necessarily truncated version of McNiff's (2002) eight-stage model - to give participants the opportunity to reflect in pairs and small groups on their current practice in this area of their work. Borrowing from appreciative inquiry (Cooperrider & Whitney, 1993) you will then 'dream', envision and debate about what might be, and use this phase to develop your own action plan to develop your practice with linguistically and culturally minoritised CYP and their families. Participants will be invited to identify a 'coach' with whom they will check in on an agreed date to share and reflect on progress.

Equine-Assisted Learning and Therapeutic Interventions



Kirsty Newbury, Educational Psychologist &
Aysun La Fontaine, Senior Educational
Psychologist - London Borough of Wandsworth

Equine-assisted learning and therapeutic interventions offer an experimental learning opportunity through interactions and participating in carefully selected activities with horses. It is through these interactions, activities and the reflective discussions, which take place during sessions with psychologists, that individuals can become more aware of their emotions, thoughts, behaviours and interactions with others.

We hope that this seminar sheds some light on this powerful way of working with CYP. This seminar will share some of the theory behind equine assisted learning and therapeutic interventions, and reflections on the impact that this work has had for young people through practice examples.

Workshop Eleven

Henley Regatta Suite

Writing, or Reviewing, for a Professional Academic Journal

Stephanie James
Editor
Educational Psychology in Practice

Participants will discuss the principles of effective writing for an international, blind peer-reviewed, evidence-based journal (such as Educational Psychology in Practice). Consideration will also be given to the role of peer reviewer, including assessing whether journal reporting- standards have been attained.

All practising EPs undertake significant research projects as part of their initial training. Many, once qualified, continue the research journey, while others put into practice, through their work, initiatives based on current research.

It is therefore essential for the profession to have access to informed, critically competent, relevant, and contemporary research, review and practice papers to assist in continuing to develop its role and expertise. This workshop will be relevant to all EPs who want to contribute to this process through publication, either as a writer or as critical reviewer.

Workshop Twelve

North Ridings

A Community Psychology Approach to the Welcoming of Refugee Families

Carrie Yavuz
Educational Psychologist
Highland Council

In recent years there has been a government commitment to resettle refugee families from some areas of conflict. Several resettlement schemes have been put in place. A Community Psychology approach has proven useful to one local authority's welcoming of families. Community Psychology asserts that the wellbeing of a community is directly related to the wellbeing of the individuals within it and vice versa.

This workshop will share the Community Psychology Approach taken by one large rural local authority drawing on the literature and approaches used to ensure a positive resettlement experience. The workshop will importantly consider the differences in the government and societal responses to the Syrian, Afghan and Ukrainian refugees

Workshop Thirteen

West Ridings

The power of supervision: reflections on providing supervision in secondary schools.

Catherine Court
Educational Psychologist
Future Hope Psychology

The recent NICE guidelines for Social, emotional and mental wellbeing recommends supporting 'staff in their pastoral roles by providing protected time for supervision'. This seminar will describe and reflect on an EP's experience of providing supervision for education staff in a large secondary school over the past four years. Over the past year, views were gathered from staff informally, about what supervision means to them, and the impact it has had on both them and their work in school. This seminar will share some of the themes emerging from these discussions about supervision. A selection of case studies will be used to provide examples.

There will be an opportunity for participants to share reflections on what they have heard and to also share their own experience of supervision with education staff with a view to further developing this work.

Workshop Fourteen

The Swale

Guidance for Developing Relational Practice and Policy: A County Wide Relational Approach to Learning, Development and Wellbeing

Catherine Dunnett
Senior Practitioner Educational
Psychologist Devon County Council

Guidance for Developing Relational Practice and Policy was commissioned jointly by the Virtual School Team and the Inclusion Team at Devon Council.

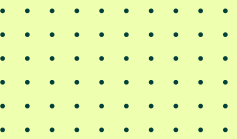
The purpose is to support schools to keep all CYP fully included, engaged with learning and participating in their school communities. The guidance aims to support schools to improve outcomes for all children and young people with a particular focus on those who are vulnerable to and at risk of exclusion. Now in its third year of implementation the guidance has drawn interest from across the country with several local authorities working with us to develop their own relational approach.

As well as providing an overview of the model, the seminar will also discuss the challenges and successes of the implementation process and the evidence to date of the impact.

Workshop Fifteen

The Derwent

Supporting homeless young people's education through charity organisations



Marc Pescod
Educational Psychologist

London Borough of Havering and Centrepont

Over the past year, I have been working with Centrepont (UK's leading youth homelessness charity) to support their young homeless people's access to education. Since completing my thesis in the field of homelessness, I have been giving time to the charity and working alongside Clinical Psychologists to implement psychology throughout the organisation.

Since joining the organisation I have been involved in two main areas of work: supporting the Information and Guidance Team and providing a psychological perspective on the development of bespoke courses. Using findings from my research, I am able to guide the team to consider the barriers that the population face when engaging in education and provide theoretical and evidence-based approaches that will benefit this often forgotten group.

Workshop Sixteen

Henley Regatta Suite

Symposium on Physical Restraint and Restrictive Practice in Schools: Voices of stakeholders and supporting future practice

Kirsty Mallowney, Katherine Stothard,
Bethany Hodgkiss & Ellen Quinn
Trainee EPs – University of Manchester

The symposium will explore children's views and experiences of physical restraint and how to access those views. In addition, it will explore current advice and guidance for schools, position practice from a human rights perspective and promote discussion around the interpretation of current guidance. The legal and ethical dilemmas that educational professionals face will be explored and we will reflect on how EPs might begin to hold reflective discussions with schools.

Finally, we will explore the use of seclusion in schools. We will consider how practice can be adapted so that relationships can be used effectively for care-seeking CYP. There will be opportunities for discussion and reflection, and we welcome ideas for how practice might be moved forward in order to promote a reduction in physical restraint and restrictive practice in schools.

Workshop Seventeen

North Ridings

Information from NAPEP-C on the ALNET, and the role of the EP

Alun Flynn, Principal EP – Powys Council &
Joy Mitchell, Principal EP - Wrexham Council

Welsh Government is transforming (since a launch in September 2021) how learners with special educational needs and disabilities are now supported in Wales.

This workshop will provide information about the role of EPs and their contribution to supporting the education and wellbeing of CYP, their families, and communities in Wales. It will be led by 3 Welsh PEPs, so a diverse range of experiences can be shared. They will provide an overview of the situation in Wales, with a concise description of the new legislation and a summary of a recent document compiled between NAPEP-C, AEP & WG entitled “Educational Psychologists in Wales” (AEP – 2022).

Attendees will be signposted to further information at the workshop.

Workshop Eighteen

West Ridings

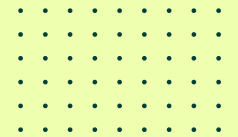
Taking a Lend or Taking the Lead? **Re-Positioning Educational Psychology.**

Christine Sketchley
Senior Educational Psychologist
Redcar and Cleveland Council

The past decade has taken its toll on our esteemed profession. It’s time for change; time to reconsider the space that we occupy, and to regain psychology’s rightful position at the centre of the stage.

This seminar describes approaches being taken within a Local Authority with courage at its heart. With reduced available resource, innovation has flourished, and evidence of impact is growing in response to this alternative model of service delivery.

This seminar confirms that it is time again to promote psychology back to its rightful place. Time again to lead with our most influential resource. Time again to recognise our worth by repositioning EPs as leaders representing collaborated voice, to inspire, motivate and achieve change.



Workshop Nineteen

The Swale

**The Psychology Elders Project:
*distilling the wisdom of
Educational Psychologists with
over 20 years' experience, to help
shape the next 20 years of practice***

Jo Taylor

Educational Psychologist

Self-employed

Educational Psychologists (EPs) are retiring quicker than they are training. This means that we face the risk of losing institutional knowledge and experience, which has been hard earned.

So, what if we could gather and distil the wisdom of colleagues who have been applying psychology for over 20 years and share it with the rest of the profession?

This is the aim of the Psychology Elders Project, to help make sure we can use our collective knowledge, skills and stories to influence our practice now and shape the coming generations of EPs.

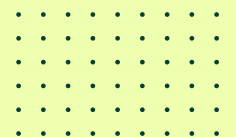
Methodology: Completing semi-structured interviews with EPs who have over 20 years of experience.

The initial findings of this research project will be shared for the first time at the AEP conference.

Workshop Twenty

The Derwent

**Celebrating 60 years of learning
ability and dynamic assessment in
the UK**



Phil Stringer

Co-Director, DEdPsy programme

University College London

In my experience we often overlook our professional history (and the rich history of the AEP). It is tempting to think that nothing much happened in educational psychology practice since the last rediscovery of attachment or resilience. There is an accumulating body of literature on dynamic assessment but there is no account that synthesises this literature from a historical perspective.

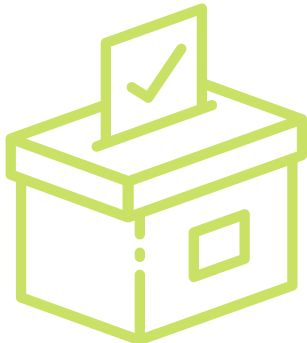
This seminar will take a tour through the challenges and themes of assessing learning ability that have interested if not preoccupied researchers and practitioners at various critical points from 1962 to 2022. There may not be celebratory games but there will be a celebration of a 60 year history that amounts to a professional manifesto for assessment in a culturally diverse context, respecting difference and inclusion.

AEP Annual General Meeting 2022

10 November at 16:30pm
Park Inn by Radisson,
York

This year's AGM will be taking place after the first day of conference business - with a prompt start at 4:30pm. The constitution states that this can be no longer than 3 hours - but typically finishes sooner. You will need to sign in to the AGM, and AEP colleagues will be there to ensure this can happen as promptly as possible - but we do ask for your co-operation in this.

The AGM is an important event, and we ask that all delegates do attend to ensure the democratic running of the organisation. The event gives you the opportunity to engage in shaping the priorities of the AEP, hear from other members, vote and have your say on key issues.



Full and Trainee members of the AEP are entitled to vote on motions at the AGM, and submit any amendments to the proposed motions at the AGM. Please contact us if there are any issues you wish to raise.



You can access all the AGM papers on our website via the link below. This includes:

- Agenda
- Motions
- Minutes of the 2021 AGM
- Annual Report 2022
- Financial statements
- Standing Orders for AEP events

Access AGM Papers

As part of our dedication to becoming paperless - we ask that you ensure you can access the AGM papers before and during the event, as hard copies will not be available on the day.

If you are having trouble logging in or accessing the AGM papers, or need a more accessible version we will be happy to help.

Please contact enquiries@aep.org.uk



Venue details: conference

Park Inn by Radisson

North Street
York
YO1 6JF



The East Coast Main Line train station is within walking distance for easy access. We encourage delegates to use public transport where possible.

By car, the hotel is easy to reach from the motorway and on-site parking is available but limited. Alternative parking is available at the NCP Tanner Row, which is only a 3-minute walk from the hotel and you can ask for a discounted ticket at the hotel reception.

From York railway station:

On foot - The walk to the hotel is only 9 minutes.

By public transport - Take buses 3, 4, 16 to Micklegate bus stop.

The hotel a few steps to the left by North Street.

If you have any additional access requirements, please let us know in advance by emailing lynn@aep.org.uk

Venue details: Thursday dinner

National Railway Museum

Leeman Road,
York
YO26 4XJ



On Thursday 10th November, we will be holding a 60th anniversary celebration for the AEP for all conference delegates, at the National Railway Museum in York.

The museum is located a 12 minute walk from the hotel and we anticipate delegates will make this journey by foot.

However, if you are not able to do so, there are the following options available:

Bus: Take the number 10 bus from stop Low Ousegate to National Railway Museum (Main Entrance).

Car: Accessible parking available for blue badge holders is free, and is located outside the main entrance

Taxis: This is approximately a 5 minute drive- taxis may be arranged by the hotel reception at your own cost.

All areas of the museum have step-free access by lifts or ramps. Station Hall has some level changes which are connected by ramps..