Educational Psychologists' Work with 19-25 Year Olds: Going from the Known to the Unknown.

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Abstract

This research explores the views of three Educational Psychologists (EPs) who have worked with 19-25 year olds, three staff who have worked with EPs around 19-25 year olds, and three young people (YP) who worked with an EP when they were aged 19-25 years old, to consider how EPs currently work with this group, and how they can work effectively with this age group in the future.

Individual, semi-structured interviews were used alongside the Grid Elaboration Method to elicit participants' views on this topic. Interview transcripts were then analysed using Braun and Clarke's six stages of thematic analysis to identify themes across the data. These themes were analysed and discussed within and across the participant groups. Six main themes were found: EP Input; Experiences/Views of EP/19-25 Input; Other Stakeholders/Partners; Challenges/Barriers; Journey to Adulthood; Personal Qualities/Reflections; and Areas for Expansion. Some subthemes were consistent across groups, whereas others varied.

The findings suggest that there are several options for EPs looking to expand their work in this area, including with: YP directly; parents; courts and tribunals; residential, further and higher education provisions. EPs may wish to embark upon further training to build confidence in this area; governing bodies and doctoral courses may also wish to consider how they promote EPs working in this area. It appears that EPs, staff and YP would all value further EP input with this age group, which could be enacted through forming service level agreements with a range of provisions that work with 19-25 year olds, and having named link EPs. This could support EPs, provisions and YP to contract a broader range of work to best support YP to access learning and transition to adulthood.

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Abbreviations

BPS: British Psychological Society

CAMHS: Child and Adolescent Mental Health Services

CHC: Cattell-Horn-Carroll (model of intelligence)

CPD: Continued Professional Development

EHCPs: Education, Health and Care Plans

EPs: Educational Psychologists

EPS: Educational Psychology Service

FEP: Further Education Provisions

GEM: Grid Elaboration Method

HE: Higher Education

IPA: Interpretative Phenomenological Analysis

LAs: Local Authorities

LEA: Local Educational Authority

LLDDs: Learners with Learning Difficulties and Disabilities

NEET: Not in Educational, Employment or Training

OT: Occupational Therapist

PCP: Personal Construct Psychology

PSPS: Post-School Psychological Services

SaLT: Speech and Language Therapist

SCERTS: Social Communication, Emotional Regulation, and Transactional Support (programme)

SEMH: Social, Emotional and Mental Health

SEND: Special Educational Needs and Disabilities

SENDCOP: Special Educational Needs and Disability Code of Practice

SENDCos: Special Educational Needs Coordinators

SLAs: Service Level Agreements

SLT: Senior Leadership Team

TEPs: Trainee Educational Psychologists

UK: United Kingdom

YP: Young People

Key Terms

Further Education Provisions – provisions for 19-25 year olds to continue their education; these are typically aimed towards young people with learning difficulties.

Higher Education – institutions of higher education, the majority of which are universities. These typically cater for those aged 18 and over, and could include undergraduate or postgraduate courses.

“Everything goes into known unknowns for me now! I realise I know I don’t know anything.”

- *Staff Interview 2*

Chapter 1: Introduction

1.1 Chapter Overview

The present study aims to explore how Educational Psychologists (EPs) work with 19-25 year olds, this being a relatively new area for EPs since its introduction in the Special Educational Needs and Disability (SEND) Code of Practice (COP) 0-25 years (Department for Education (DfE), 2015). This study has been researched through interviews exploring the experiences of: 19-25 year olds regarding their time with an EP; EPs regarding their work with 19-25 year olds; and staff who have worked with an EP in relation to 19-25 year olds. The purpose of this chapter is to outline the background and context of EP work with 19-25 year olds, alongside the research rationale and overall aims.

1.2 Background

First person will be used in this section to describe the researcher’s background in relation to the research project. Prior to starting the Child, Community and Educational Psychology doctorate I worked in a special educational needs (SEN) provision with young people (YP) aged 16-20. The support that was provided to this age group by myself and the provision’s EP, especially with 19 and 20 year olds who were transitioning into Further Education Provisions (FEPs) and independent living accommodation, struck me as being pertinent during this stage of transition. However, when on placement at various Local Authorities (LAs), I was surprised to find there were very few post-19 cases, with the few 16-25 year old cases being statutory assessments with 16-17 year olds. This motivated me to research this area with the hopes of discovering what work EPs are undertaking with 19-25 year olds; which work is valued by the YP, the staff who work with them and EPs; which types of work are not deemed

as useful; whether any barriers to EPs working with this population are identified; and how EPs can extend this work in the future.

1.3 Context of the Research

Atkinson et al. (2015) posit that one of the most significant changes to EP practice has been the extension of EP involvement to include YP in the 19-25 age group, arising from the SENDCOP (DfE, 2015). The SENDCOP outlines how LAs and their professional partners have a duty to support YP aged 0-25, both through the statutory process of Education, Health and Care Plans (EHCPs), as well as for YP without EHCPs. This change also means EPs are likely to be working with 19-25 year olds in a range of provisions they may not be familiar with. EHCPs for young adults include a section on 'Planning for Adulthood' (DfE, 2015), which involves supporting YP around education, training/employment, and independent living outcomes and provisions. In a recent ombudsman review into the implementation of EHCPs, King (2019) notes the importance of communicating directly with YP, in particular those over 18 years old. Therefore, there is a need for research to be completed into how EPs can support YP in this age group most effectively, outside of a school-based setting.

When working with YP aged 19-25, the issue of decision making and agency is crucial. The Children and Families Act (DfE, 2014) states that after compulsory school age, YP can make their own decisions and requests, although it is noted parents are likely to be involved or support with this. In the United Kingdom (UK) it is considered that YP become adults at the age of 18 (NSPCC, 2019). However, the Mental Capacity Act (Department of Health (DoH), 2005) states that despite someone being considered an adult, it may be established in some cases they do not have the capacity to make certain decisions; this can be done on a case-by-case basis, alongside clearly stating that any person without capacity must always be supported to make decisions as thoroughly as possible. Atkinson et al. (2015) note this as being a key aspect in EP work, supporting all YP, regardless of their level of need, to be able to gain their voice and opinions. They

suggest the British Psychological Society (BPS) provides guidance around the Mental Capacity Act which could support practice.

Davis (2018a; 2018b) also considers the topics of mental capacity and informed consent in relation to EP involvement with YP over 16 years old. Davis (2018a) notes the ethical position of EPs when working with this population, referring to the BPS Practice Guidelines (2017) when considering confidentiality regarding YP who should be considered Gillick competent (Griffith, 2016). He notes how whilst there may be those who wish to remain involved in a supportive manner with YP around any potential EP work, YP's decision on their involvement should always take precedence, with the exception of safeguarding concerns. Davis (2018a) outlines how YP should always be made explicitly aware of with whom any work or information would need to be shared with, and why this would be. Davis (2018b) recommends that YP should be supported to develop their own involvement in decision making circumstances; a notion that is also promoted by legislation when considering YP's involvement in their EHCPs (House of Commons, 2019). With legislation and research clearly outlining that this age group ought to be involved in decision making, it follows that further research would be beneficial with 19-25 year olds around what they find useful regarding EP involvement.

The move towards extending EPs' remit to YP up to the age of 25 comes at a time of increased financial pressures for both LAs and educational provisions, especially with regards to supporting YP with SEND (Hind et al., 2019; Lehane, 2017). Several government reviews into SEND, specialist schools and colleges (Council for Disabled Children, 2017; House of Commons, 2019) have revealed anxiety and conflict between LAs, families and provisions due to the increased financial pressures around funding placements at FEPs. In the ombudsman report into complaints about EHCP implementation, King (2019) notes that examples have been given of councils rationing resources through creating barriers to services due to financial pressures. However, the SENDCOP (DfE, 2015) cites estimations by the National Audit Office which states that

supporting YP aged 16-25 into employment and in developing skills to live in semi-independent provisions could “increase that person’s income by between 55 and 95 percent” and “reduce lifetime support costs to the public purse by around £1 million” (DfE, 2015, p.123) which suggests a long-term saving for public services. This finding appears to suggest this is a key period of time in YP’s lives where support to achieve their goals is likely to be highly valued, therefore could be a worthwhile area to research.

When considering how EPs work with the post-16 population, the majority of research appears to be focused on EP involvement with 16-19 year olds. Several papers consider the EP role in post-school transitions (Arnold & Baker, 2012; Craig, 2009; Geiger et al., 2015; Morris & Atkinson, 2018), others looking at inclusion in FEPs (Guishard, 2000; Herd & Legge, 2017), however, these are all focused around the 16-19 age group. Geiger et al.’s (2015) paper on developing quality FEPs for the ‘16+’ age group neglects to mention any specific ages within the paper, however notes the participants of their action research steering group to be: one manager for the 14-19 age group, one Senior EP, two secondary school senior leadership team (SLT) members, and the college head of supported learning. These participants indicate that the research and recommendations are focused around the 16-19 age group, as opposed to all YP aged over 16, as the title might suggest. However, it should be noted that whilst this research was published in 2015, the same year the SENDCOP (DfE, 2015) was finalised, it is likely this research took place at an earlier date, thus may not have been aware of the upcoming change of legislation to extend the EP remit to 25 year olds. Geiger et al. recommend EPs taking the opportunity to have a role in supporting with the transition to adulthood for vulnerable YP through working alongside key stakeholders. Whilst this appears to be focused around the 16-19 age group in this study, their recommendation could still be pertinent to the 19-25 age group, who are likely to also be experiencing challenges around transitions to adulthood, FEPs or employment.

Despite FEPs being more closely linked to the Local Educational Authority (LEA) before 1993, Futcher and Carroll (1994) state that EPs in Hertfordshire had little contact with colleges, which they felt reflected the national trend. Earlier studies have looked at how EPs can work with FEPs (Futcher & Carroll, 1994; Harrison & Hogg, 1989; Henry & Thatcher, 1994) and YP from rural areas (Hayton, 2009); again, whilst age is not directly mentioned in these studies, they appear to be referring to 16–19 year olds, discussing how EPs can support to bridge the gap between secondary school and FEPs, training or career opportunities. Other studies have looked more generally at literacy and dyslexia assessments for the 16-25 age range (Arnold, 2017), however these have focused more on legislation and assessment measures, as opposed to lived experiences of literacy and dyslexia within this age group.

Research completed in the late 1980's and early 1990's noted EPs could work with FEPs in a range of formats, including: individual work with students, liaising with specific contact staff, staff training, contributing to policy, lecturing to students, assessments supporting students with emotional needs, dyslexia support, and interventions (Futcher & Carroll, 1994; Harrison & Hogg, 1989; Henry & Thatcher, 1994). It is interesting to note that in two studies where FEP staff and EP views were both sought, these did not always align. Harrison and Hogg (1989) asked college staff and EPs to rank the usefulness of potential EP input; these produced widely varied results. There appeared to be a clear difference of view between the EPs and staff; whilst both groups could be seen as valuing offering support for YP, none of the top three choices of how to do so overlapped. EPs placed the highest value on: training staff, advising staff on learning programmes, and advising staff on social skills; whereas college staff placed the highest value on: counselling of students, assessment of students, and advising staff on behaviour management.

Futcher and Carroll (1994) also found differing views between college staff and EPs in their study, noting that some staff were sceptical of EPs being able to provide

interventions or give their perspective on transitions, which contrasted greatly with EP proposals. However, it was noted that some of the college staff were enthusiastic about the EP proposals, with the authors discussing how one college held a particularly negative narrative about the Educational Psychology Service (EPS), which was connected to budgetary concerns. Henry and Thatcher (1994) reflected on how they felt an essential aspect to the success of their input was developing this together with FEP staff, to ensure a "complementary and comprehensive college support system" (Henry & Thatcher, 1994, p. 230). This research suggests there may be a need for researching both EP and FEP staff views, without making the assumption that these will necessarily be the same. It is disappointing that none of these studies incorporated the views of the YP in what they would find useful from EP support.

1.4 Rationale

EP work with the 16-25 population is an emerging area in EP research, with recent interest from the BPS' Division of Educational and Child Psychology resulting in a call for articles around the topic, of which 15 articles were collated into a book focused on work in this area (Apter et al., 2018). Whilst there is some research in the broader remit of EP involvement with 16-25 year olds, with a large amount focusing on transition and those not in education, employment or training (NEET), there is still comparatively little research in the area of post-19, especially when considering the breadth and depth of research focused on early years, primary and secondary provisions. Given that working with 19-25 year olds is likely to be a new area for the majority of EPs, exploratory research could support the workforce around how to initiate or progress work with this demographic. Through including views from a range of stakeholders, there is likely to be a range of feedback which could be useful to EPs when considering what pieces of work they should undertake in order to be of best use for all involved.

1.5 Thesis Overview

This thesis describes research into how EPs can best support 19-25 year olds through investigating the views and experiences of EPs who have worked with this population, staff who have met with EPs in relation to this age group, and YP who have seen an EP when they were aged 19-25. Chapter 2 outlines the methodology utilised in this piece of research, including the epistemological and ontological assumptions, methodological position, sampling, participants, data collection method, data analysis method, reliability, validity, generalisation, reflexivity and ethical considerations. Chapter 3 is a literature review which considers previous research conducted in the UK focusing on how EPs work with the 19–25 year old population, and what key themes arose from this literature review. Chapter 4 presents the findings of the data analysis through thematic analysis. The discussion in Chapter 5 will draw together all of the previous chapters to consider the results of the research within the context of educational psychology practice today. The conclusion will discuss the aims, findings, key points, implications and recommendations for future educational psychology practice.

Chapter 2: Methodology

2.1 Chapter Overview

In this chapter, the researcher aims to outline the rationale for the approaches chosen to address the research question of: How can EPs best work with 19-25 year olds? This will be done through considering the epistemological and ontological assumptions and implications of the research, and the associated methodology. This will include information on the sampling, participant information and data collection methods of semi-structured interviews. The method of thematic analysis will be discussed, as well as the reliability, validity and generalisability of the study, reflexivity and ethical considerations.

2.2 Epistemological and Ontological Assumptions of the Research

It is important for researchers to consider what their ontological and epistemological positions are and how this might influence their research throughout their research projects. The study of ontology refers to what the nature of reality is, and in turn how we might acquire this reality through the research design; whereas the epistemological position is concerned with what knowledge is, how we obtain this knowledge, and how this is communicated through the research (Guba & Lincoln, 1994; Scotland, 2012; Tuli, 2010). A researcher's ontological and epistemological positions will influence the methodology, framing of the research question and reporting of findings due to their beliefs on what they think constitutes reality, and how knowledge of this reality can be sought. The research question can help to locate the focus of a project through being shaped by ontological and epistemological paradigms, providing boundaries and often implying what methodology may be used to answer the specific question (Silverman, 2013). It is therefore important for researchers to clearly communicate their position and perceptions with regards to where their research is situated.

2.3 Epistemological and Ontological Positions

There are several ontological and epistemological positions and paradigms that researchers can take when considering their viewpoints on reality and knowledge. When

considering ontology, there are two opposing viewpoints: realism and relativism. Realism holds the view that there is an observable reality which the researcher can investigate the existence of (Blaikie, 2007; Nola, 2012). Relativism stands on the opposing end, the creation of which was to challenge the viewpoint of there only being one observable reality; instead stating that reality is shaped by the individual, their beliefs and their previous experiences, alongside the researcher's own background and viewpoints (Hartley, 2006; Nola, 2012).

There are a diverse range of views concerning epistemology, which holds objectivism and constructivism at opposite ends of the continuum when considering what knowledge is. Objectivism holds the standpoint that an objective reality exists, which can be reliably observed and knowledge gained from this observation as it exists externally of the context; that the observed phenomena are independent of observer and time (Gray, 2013). Constructivism holds the viewpoint that knowledge is created and influenced through the interaction between the individual and their environment; thus the knowledge acquired from the same situation could vary between two different researchers or participants, depending on their backgrounds and interactions (Murphy, 1997).

2.3.1 Positivism

Researchers who may align themselves with realism and objectivism are likely to hold a positivist position, whereas researchers who feel closer aligned with relativism and constructivism are more likely to hold non-positivist positions such as transformative, constructivist, critical or pragmatic positions (Aliyu et al., 2014). The positivist paradigm is often referred to as the original scientific research position, basing its assumptions on there being fixed, causational relationships in the world which can be investigated and observed (Aliyu et al., 2014; Mackenzie & Knipe, 2006). This was updated to reflect changing world views on the topic of falsification in the 20th century to 'post-positivism,' which purports to be more tentative in nature (Shah & Al-Bargi, 2013). The investigation of reality and knowledge within a positivist paradigm frequently utilises quantitative measures so as to directly measure these potential causations (Scotland, 2012; Tuli, 2010), employing a realist

ontology and objectivist epistemology (Scotland, 2012; Shah & Al-Bargi, 2013). However, positivist paradigms have been criticised for being over-simplistic, which does little to differentiate human context from that of inanimate objects, which is especially challenging when the research area of focus is around a more social aspect, such as education (Bryman, 2008; Shah & Al-Bargi, 2013). It was therefore considered that due to this study taking place in the areas of both education and social experience, a post-positivism stance would not be appropriate.

2.3.2 Interpretivist/Constructivist

The interpretive, or constructivist, paradigm arose as a challenge to positivism, focusing more upon the individual's experience and more subjective interpretations as opposed to cause and effect (Crotty, 2003; Guba & Lincoln, 1994). Interpretivist or constructivist researchers utilise a relativist ontology and a constructivist, or subjective, epistemology. This paradigm utilises the notion of multiple realities, putting a focus on researching how language can shape these realities, suiting qualitative research methods such as narrative or grounded theory (Robson & McCartan, 2016). This paradigm has been criticised for not being generalisable due to its innate subjectivity (Shah & Al-Bargi, 2013).

2.3.3 Social Constructionism

Social constructionism holds the viewpoint that knowledge and reality are constructed between people, with the individual's personal experiences and interactions with their environment shaping their understanding of the world (Burr, 2015; Crotty, 2003). Social constructionist research will hold a focus on how people shape different versions of reality, assuming that "human experience is mediated through language" (Willig, 2013, p. 18); concentrating on the process of how this knowledge came to be constructed. The social constructionist paradigm traditionally reflects a relativist ontology and constructivist epistemology; however, it has been noted that social constructionist researchers can fall between the two poles of ontology, with some emphasising less of a relativist stance, instead

"seek to make connections between the discursive construction of a particular localised reality and the wider sociocultural context within which this takes place" (Willig, 2013, p. 19).

2.3.4 Transformative

The transformative paradigm arose as a result of discontent with the existing challenges to positivism, such as constructivism, which despite exploring a wider range of narratives, did not actively support the process of change (Mackenzie & Knipe, 2006). Transformative researchers aim to uncover underrepresented viewpoints (as opposed to white, able-bodied, heteronormative males) to expand upon our understanding of a range of knowledge and realities, as our knowledge of the world is likely to be incomplete without these potentially marginalised viewpoints (Mertens, 2014). Transformative research aims to be emancipatory, working alongside participants to produce meaningful change through the research findings and implications. The transformative paradigm believes reality is socially constructed, often due to power inequalities, with knowledge being located in a social, cultural and historical context (Mertens, 2007). As the aim of this study was exploratory, rather than effecting change, this was not deemed a suitable paradigm for this piece of research.

2.3.5 Critical Realism

With the aims and purpose of this study being to research how EPs work with 19-25 year olds, the researcher is taking the position of critical realism; thus the ontological position of realism and epistemological position of constructivism. This combines a realist ontology, which assumes there is a reality to investigate which is observable (Blaikie, 2007; Nola, 2012), with a constructivist epistemology, which believes an individual's knowledge is likely to be constructed from their experiences – however, it does not contradict the fact that this knowledge refers to and occurs in a real world, which can be observed and investigated (Maxwell, 2012). Maxwell describes a critical realist position as viewing an individual's beliefs and ideas as being "as equally real to physical objects and processes" (Maxwell,

2012, p. 8), with the physical aspects and internal thoughts and beliefs of reality influencing each other.

In keeping with this epistemological position, a qualitative research method of semi-structured interviews will be used to elicit participants' views. The participants' accounts in this study will be describing their known experiences, in this case about work between EPs and 19–25 year olds. The aim of this research is to discover the participants' realities of this work; what this work is, which aspects were beneficial, and what could be useful for future practice. The research question assumes there is a reality to know and understand around how EPs work with 19-25 year olds which can be investigated.

2.4 Methodological Position

2.4.1 Thematic Analysis

Qualitative approaches are being used more frequently in research within the UK, being regarded as providing robust evidence on which to inform theory and practice (Willig & Rogers, 2017). Qualitative research allows for knowledge to be generated and explored, examining the context and meaning people ascribe to their actions and experiences (Nowell et al., 2017; Yilmaz, 2013). This is in contrast to quantitative research, which has been lauded as having a greater focus on generalisation due to the larger numbers often garnered within sampling strategies, and can often establish correlations; however, it is considered more difficult to gain insight into experiences through quantitative methods, or investigate why things occur, which can lead to aspects of realities being missed and a lack of depth (Choy, 2014; Yilmaz, 2013). A qualitative approach was considered appropriate due to the exploratory nature of the study, as this will allow for richness in views and experiences of participants, with less constraints than a quantitative study.

The data will be analysed using thematic analysis. This aims to identify themes across a dataset, from which insight can be offered around the patterns of meaning involved; identifying and making sense of commonalities around a topic (Braun & Clarke, 2012). Due to the purpose of this study being exploratory, a thematic analysis will help to identify

prominent topics in this relatively new area of educational psychology. Thematic analysis has been identified as an appropriate tool to use when holding a critical realist position, as it is considered to be a flexible approach capable of allowing exploration around a range of topics, ontological and epistemological positions (Terry et al., 2017).

Table 1

Summary of Braun and Clarke's (2012) Six-Phase Approach to Thematic Analysis

Phase	Title
Phase 1	Familiarising Yourself With the Data
Phase 2	Generating Initial Codes
Phase 3	Searching for Themes
Phase 4	Reviewing Potential Themes
Phase 5	Defining and Naming Themes
Phase 6	Producing the Report

The interviews were analysed using Braun and Clarke's (2012) six-phase approach to thematic analysis (Table 1) to ensure a rigorous approach. This research conducted an inductive thematic analysis in accordance with the exploratory approach; thus a bottom-up approach whereby the analysis is driven by exploring what is in the data, as opposed to concepts the researcher might bring (Braun & Clarke, 2012; Terry et al., 2017). This is because the study is not a replication of any previous research, meaning there are not currently any established theories or notions around this topic on which to base the data. However, it must be noted that it would not be possible for the researcher not to bring any concepts, ideas or interpretation to the data, so this may have a smaller influence.

2.4.2 Semi-Structured Interviews

Semi-structured interviews were chosen as they can allow for an open stance, in keeping with the exploratory approach, giving the possibility for the participant to bring ideas that had not previously been considered by the researcher (Willig & Rogers, 2017). Using face-to-face, semi-structured interviews allows for social cues to support the interview process, with both interviewer and interviewee being able to gain extra information from these processes, which could help enhance the interview and enable spontaneous questions and answers (Opdenakker, 2006); for example, an interviewee understanding through body language and intonation that elaborating on an answer would be appreciated. This also allows for a high level of detail in the data that will be useful in exploring the topic area.

Another advantage of semi-structured interviews is participants having the opportunity to give honest reflections without the presence of others who might influence them, as could occur in focus groups. However, it is acknowledged that the presence of the researcher could lead to bias, with the researcher phrasing questions with particular wording or giving intonation to reflect a predetermined agenda (Chenail, 2011). To mediate this, a pilot study was implemented with feedback sought from participants with regards to question wording.

2.4.3 Other Methodologies

2.4.3.1 Interpretative Phenomenological Analysis

Interpretative Phenomenological Analysis (IPA) is a qualitative research method which focuses on how people make sense of their life experiences, most frequently through a highly detailed analysis from a small number of participant interviews (Smith et al., 2009). IPA aims to provide an understanding of people's lived experiences, as opposed to generalisable results. Whilst IPA has been noted to be applicable in educational psychology research due to the value of subjective knowledge (Eatough & Smith, 2017), it was not deemed appropriate for this study due to the aim of gaining the views of participants from a

range of groups, whereas IPA aims to gain people's experiences from one homogenous group. This study aims to compare the overarching themes of each participant group for which thematic analysis appeared most appropriate, as opposed to exploring the individual experiences of specific participants in an IPA study.

2.4.3.2 Psychosocial

Using a psychosocial approach has had a notable presence in British psychological research, aiming to consider the psychological processes which may underlie an individual's particular discursive position (Willig & Rogers, 2017). A psychosocial approach takes a narrative interview style, as opposed to set question and answers, to try and avoid any defences (Hollway & Jefferson, 2012). The dataset is interpreted as a whole, with the researcher considering any potential contradictions or connections (Hollway & Jefferson, 2012). It was felt this approach would limit the number of participants recruited due to time constraints, and may not fully answer the exploratory research question.

2.4.3.3 Discourse Analysis

Discourse analysis studies how social environments are influenced by language, considering speech to be action (Willig & Rogers, 2017), frequently holding a social constructionist outlook. Discourse analysis can investigate how some notions are given more prevalence and are viewed as more accepted than others (Jóhannesson, 2010). As the researcher took a critical realist approach, thematic analysis was chosen in order to consider the broader themes across different participant groups relating to the research questions, as opposed to focusing on the specific language used.

2.5 Method

2.5.1. Sampling

Participants were identified through a purposive sampling technique, which ensures the participants selected are relevant to the research question. This is done by means of setting parameters around participants who would be able to bring a breadth and depth of detailed information through using inclusion and exclusion criteria (Yilmaz, 2013), the

importance of which has been noted in order to fully answer the research questions (Willig & Rogers, 2017). In this instance the inclusion criteria comprised: EPs who have worked with two or more 19-25 year olds, young people who have worked with an EP between the ages of 19-25, and FEP staff who have worked with EPs around 19–25 year olds. EPs who had not worked with two or more 19–25 year olds were excluded based on feedback from the pilot study, as it was not felt they would be able to bring as much knowledge and experience to explore this area, which would be necessary to answer the research question.

Initially printed copies of the recruitment letter (Appendix A), participant information sheets (Appendix B), parent information sheet (Appendix C) consent forms (Appendix D), and emails containing electronic copies of these documents were sent to FEPs within the LA where the researcher is on placement, and FEPs with which EPs at the LA have worked specifically with YP aged 19-25. Emails were also sent to specialist FEPs within London and South-East England, as identified by Natspec (a membership for organisations offering specialist further education and training for students with learning difficulties and/or disabilities). These emails outlined the research project with electronic copies of the aforementioned documents, and asked whether any staff or YP who had worked with an EP would be happy to be interviewed about their experiences.

The recruitment letter, participant information sheets, parent information sheets and consent forms were emailed to Trainee EPs (TEPs) working in nearby boroughs and counties to pass on to EPs in their service, which outlined the research project, and asked whether they could forward on the information to any staff or YP who fit the inclusion criteria and might be interested in being interviewed about their experiences. The researcher sought to recruit participants from a range of contexts to increase the potential generalisability of the research.

Emails to recruit EPs were sent initially to EPs in the placement borough of the researcher, which returned two participants. Emails were also sent to EPs with a specific interest in working with 19-25 year olds, which was established from recent research papers

on the topic, so as to include a range of experience within the sample. EPs willing to participate contacted the researcher via email and arranged a time and public location convenient to them. This returned the final EP participant.

2.5.2 Participants

Braun and Clarke's (2012) approach to thematic analysis suggests there should be a minimum of six participants. Due to time constraints, the researcher recruited a cumulative total of nine participants. The researcher therefore aimed to recruit three EPs, three FEP staff and three YP who saw an EP when aged 19-25 to take part in individual, semi-structured interviews.

Of the three EPs who were recruited, one worked full-time for the LEA, one part-time for one LEA and part-time in a private organisation, and one in private practice. Two participants were female, one was male; all of whom worked in different areas in London. The roles of the FEP staff were: Deputy Head, Residential House Manager/Traineeship Tutor and Teaching Assistant. These were composed of one male and two female members of staff. All YP who participated were female, two aged 19 and one aged 23 when they saw an EP. All discussed having seen an EP whilst they were university students, although all three attended different universities in England.

2.6 Data Collection

2.6.1 Semi-Structured Interviews

Participants were interviewed for approximately one hour each. The apparatus used included a mobile phone for audio recording and an interview schedule (Appendix E). The data was transcribed verbatim, including direct, basic transcription of words, significant pauses and punctuation to indicate intonation and emphasis, as this is considered to be a sufficient level of detail for thematic analysis (Braun & Clarke, 2012). Using an audio recording device to record the interviews allowed the researcher to utilise active listening techniques throughout the interviews, as well as not requiring participants to slow their speech in order to take notes. The interview schedule was designed through using open-

ended questions, which remained neutral in tone and wording. This was to encourage thoughts and reflections around the topic area, provide clear links to the research question, and ultimately to garner as much relevant data as possible (Gill et al., 2008).

2.6.2 Grid Elaboration Method

The Grid Elaboration Method (GEM) activity was completed with all participants before any interview questions were asked. The GEM is a free association drawing or writing technique designed to elicit participants' thoughts and feelings around a topic without being led by the researcher (Joffe & Elsey, 2014). This was used in previous research with 19-25 year olds, where the participants described finding the experience to be positive (Park, 2018).

Participants were given a piece of paper with four empty boxes on, and asked to write or draw in each box whatever first came to mind when they thought of EPs working with 19-25 year olds. After participants finished completing the GEM, they were asked to discuss their drawings or writing as part of the interview, before any of the interview questions. It was hoped that using this at the beginning of the interview would reduce researcher bias, allowing the participant to explore their own opinions of the topic without any input from the researcher, from which they could build upon throughout the interview. It was hoped this would promote an experiential orientation to the research, whereby the reader could hold a closer alignment with the participants' stories and experiences, as the initial data could be brought entirely by the participants. This could potentially bring new areas of discussion from participants' own experiences that may not be covered by the semi-structured interview questions, which would be in-keeping with the exploratory approach of the research.

2.6.3 Pilot

A pilot study was conducted with two TEPs who had worked with one or more 19-25 year olds. Both participants reported they found using the GEM useful to help foster thinking on the topic. One participant suggested that a specific question on barriers be included,

which was reflected in the amended interview schedule. Both participants reported that they found the wording easy to understand and clearly relating to the research questions. One participant reflected that they found some of the questions challenging as they hasemantd only worked with one 19-25 year old, leading to the inclusion criteria being increased for EPs to have worked with two or more 19-25 year olds. When looking at the data gathered from the pilot study, clear themes appeared to emerge, which supported the use of thematic analysis.

2.7 Data Analysis

2.7.1 Phases of Thematic Analysis

2.7.1.1 Phase 1 – Familiarising Yourself with the Data

Braun and Clarke (2006) describe this stage as immersing yourself in the data through active formats, such as repeatedly rereading all of the data, whilst considering any patterns and implications that arise. In the current study, familiarisation took place through the researcher transcribing the data from the audio recording. The researcher then re-read these recordings several times and began making notes on emerging thoughts and themes. Links were then made from the notes to the research question.

2.7.1.2 Phase 2 – Generating Initial Codes

Phase two comprises of organising the data into groups, where Braun and Clarke (2006) note that unbiased attention ought to be given to all the data, regardless of personal interest. Braun and Clarke recommend including the context within the code, as well as coding for a broad range of potential codes, so as not to have limited data when searching for theme. In this study, codes were generated using a colour-coding system on MAXQDA.

2.7.1.3 Phase 3 – Searching for Themes

Braun and Clarke (2006) outline how this phase involves sorting the codes, considering how some may combine into potential themes. Braun and Clarke recommend this is done visually, through moving different codes into theme piles, and considering the

relationship between themes. This was done through creating initial thematic maps before consolidating this into a developed thematic map, outlining main themes and subthemes.

2.7.1.4 Phase 4 – Reviewing Potential Themes

Braun and Clarke (2006) describe how this phase is composed of critically refining which themes have enough data to support their inclusion in the analysis, whether themes need to be broken down into smaller themes, or on the contrary, whether themes should be combined. This should be considered at the level of the individual codes and themes, but also whether these accurately reflect the dataset. Braun and Clarke illustrate how themes need to be distinct and meaningful. Braun and Clarke note the difficulty in identifying an end point; recommending this should occur when alterations no longer add anything new or meaningful.

2.7.1.5 Phase 5 – Defining and Naming Themes

Braun and Clarke (2006) outline how this phase occurs when thematic maps have been produced and finalised, after which the themes will be further refined to the final themes used in the analysis. This involves considering the prominent parts of both the individual and overarching themes across the data, identifying why these themes are of interest and how they relate to the research question. Braun and Clarke note how part of this phase can be defining any sub-themes that might emerge from the main themes identified. Finally, names should be allocated to the themes, which can clearly and concisely convey what the theme is about.

2.7.1.6 Phase 6 – Producing the Report

Braun and Clarke (2006) describe producing the report in the style of a literary narrative, telling the story of your data, using extracts from the datasets to illustrate key points. This phase requires interpreting and analysing the data beyond a semantic level, reflecting on how each theme contributes to the overall narrative. Braun and Clarke (2012) also discuss how the analysis and report are conducted concurrently, in contrast to quantitative research, with analysis being involved at all levels of the research.

2.7.2 Interpretations and Reporting of the Findings

Interpretations and analysis can take place through using the thematic maps that have been created during the earlier phases. Braun and Clarke (2012) outline key areas they feel are important around how to produce a robust piece of thematic analysis when considering interpretation and reporting. They discuss how it is important to avoid: merely describing data, and not including analysis on themes; not utilising evidence from the data; and incoherence. In their earlier paper, Braun and Clarke (2006) describe elements of effective thematic analysis both through a checklist (Table 2) and through a case study as: clear themes which link to the research question, whilst remaining distinct; using both analysis and examples from the data; analyse and interpret the data through relating patterns of meaning.

Table 2

A 15 Point Checklist for Good Thematic Analysis (Braun & Clarke, 2006, p. 96)

Process	No.	Criteria
Transcription	1	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'.
Coding	2	Each data item has been given equal attention in the coding process
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.
	4	All relevant extracts for all each theme have been collated.
	5	Themes have been checked against each other and back to the original data set.
	6	Themes are internally coherent, consistent, and distinctive.

Analysis	7	Data have been analysed interpreted, made sense of rather than just paraphrased or described.
	8	Analysis and data match each other, the extracts illustrate the analytic claims.
	9	Analysis tells a convincing and well-organized story about the data and topic.
	10	A good balance between analytic narrative and illustrative extracts is provided.
Overall	11	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.
Written report	12	The assumptions about, and specific approach to, thematic analysis are clearly explicated.
	13	There is a good fit between what you claim you do, and what you show you have done i.e., described method and reported analysis are consistent.
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis.
	15	The researcher is positioned as active in the research process; themes do not just 'emerge'.

2.8 Reliability, Validity and Generalisation

Yardley (2008) outlined four principles to abide by to ensure validity in qualitative research: sensitivity to content; commitment and rigour; coherence and transparency; and impact and importance; which will each be considered further in this section alongside reliability and generalisation.

2.8.1 Sensitivity to Content

To ensure sensitivity to content was addressed, both a literature review around the topic area and considerations of the local and national contexts regarding this area are described. Sensitivity to content was also adhered to through the interview style of semi-structured questions, giving the participants the opportunity to explain and expand upon their thoughts and experiences. Reliability in regards to content was maintained through using the same interview schedule for all participants; although some questions were rephrased for different groups. For example, EPs were asked about their work with a 19-25 year old, however 19-25 year olds were asked about their work with an EP. The main point of the question remained the same, e.g.: focused around the work between an EP and 19-25 year olds. There were no leading questions used, with all questions in the interview schedule being open-ended to ensure reliability and validity.

2.8.2 Commitment and Rigour

In qualitative analysis, validity is considered to be the accuracy of inferences made from the data, rather than the data itself (Creswell & Miller, 2000). Therefore, an external personnel helped to establish validity by verifying the themes coded by the researcher (Appendix F). To try and ensure a high amount of rigour, the verifier was a fellow TEP who was familiar with the subject matter and the process of thematic analysis. Internal validity was gained by triangulating data through the use of interviewing different participant groups around the same subject matter.

Rigour was upheld through using relevant participants for the research (Yardley, 2008), in this case qualified, practicing EPs who have worked with two or more 19–25 year olds, YP who worked with an EP when they were aged 19-25, and FEP staff who have worked with an EP around 19–25 year olds. Braun and Clarke (2012) state reliability in thematic analysis can be gained through the researcher's immersion and repeated engagement with the data, alongside continued reflection and reviewing of themes. To

attempt to uphold this rigour, a research diary was kept to promote reflection and demonstrate how interpretations arose.

2.8.3 Coherence and Transparency

Professional ethics were adhered to in order to try and avoid any bias in the research (Zohrabi, 2013). Content validity was gained through using a pilot study to gain feedback on the clarity of terminology and questions, as well as investigating if there are any ineffective questions (Sue & Ritter, 2012). Open ended questions were utilised in interviews so that the participants were able to influence the data more than the researcher. However, transparency is retained around how there is still potential for the researcher to influence the situation (Yardley, 2008). Both coherence and transparency were adhered to through coding and analysing the entire dataset, from which final themes were drawn from. Quotations were used throughout the analysis to ensure transparency to support and clearly illustrate how themes were formed, alongside the use of thematic maps.

2.8.4 Impact and Importance

It is hoped the findings, whilst not necessarily being completely generalisable to the entire EP population, will be useful for the majority of EPs in their future practice with 19-25 year olds, which in turn will support 19–25 year olds and FEP staff through their work. Several papers in the literature made recommendations for further research in this area (Clark, 2014; Craig, 2009), leading to the hope that this research will impact the profession in a positive way.

2.9 Reflexivity

Berger described reflexivity as “the process of a continual internal dialogue and critical self-evaluation of researcher’s positionality” (Berger, 2015, p. 220), noting the importance of researchers being able to focus on their own role in the creation of knowledge, and monitor how their own beliefs and bias may impact the research. A research diary was used to reflect not only on the process of the research, but also on the personal characteristics of the researcher and the potential impact these might have on the research.

This was done in the hope that by making these explicit, it would allow further consideration of whether attempts to remain neutral, despite these, were successful. Through the use of supervision, reflexivity was held in mind through all stages of the research project, to ensure aspects such as the research question formulation, participant recruitment, and theme generation were not unduly influenced.

2.10 Ethical Considerations

Ethical approval was received from the Tavistock and Portman Trust Research Ethics Committee (Appendix G). This research was completed in accordance with the BPS Code of Human Research Ethics (BPS, 2014). All participants were given an information sheet outlining: the aims of the research, their right to withdraw at any time before the researcher has started to code the data, and guaranteed the anonymity of the data. As well as this being outlined on the information sheet, it was also discussed with the participant prior to the interview. All participants gave informed consent before starting the interview.

All participants had to actively consent to being part of the study, as well as having their data collected in accordance with BPS guidelines (2014) and the Data Protection Act (UK Government, 2018). At the end of the research study all participants were fully debriefed and given the opportunity for follow up support. All data was anonymised. All information gathered was stored securely through the use of encrypted data located in the LA office, as this is a secure building. Information will be confidentially destroyed when the research is complete. The research was supervised by a qualified EP who is also a university tutor, as well as support offered by qualified EPs who were available at the LA office during the data collection and analysis phases.

Chapter 3: Literature Review

3.1 Chapter Overview

In this chapter, previous literature around EP involvement with 19-25 year olds will be discussed. The systematic search strategies will be outlined, after which the research will be discussed in relation to common themes that arose across all of the papers. The review of the previous research guides this study around potential gaps in the literature base to focus the research, alongside approaches that have been well-received with previous participant groups.

3.2 Systematic Search Strategies

A systematic search was originally conducted in August 2019 (Appendix H) using the following electronic databases: Psych Info, Psych Articles, ERIC and Education Source. These were chosen due to their relevance to EP practice. Key search terms were influenced by Morris and Atkinson's (2018) literature search into how EPs can support post-16 transition, such as the use of "post-16." However, as this literature review was focused on 19–25 year olds as opposed to purely post-16, other search terms were also utilised (Appendix H). The search term "university" was trialled with various other search terms, however due to a very high number of general research projects being associated with different universities, as opposed to the research article being focused on EP work with YP in a university setting, this was ultimately not feasible to use.

The limiters included research specifically focused on how EPs work with 19-25 year olds, not simply research *with* 19–25 year olds conducted by EPs, e.g.: 19–25 year olds' opinions on alcohol consumption or dyslexia, with no mention of any involvement from an EP. Research papers that pertained to be focused on the 16-25 age group, however appeared to be focused on the 16–19 age group and made no direct reference to EP work with 19–25 year olds, were not included. Papers were screened for any mentions of 19-25 year olds and EPs. This search retrieved no papers meeting the criteria. A disappointing

number of paper titles described themselves as focusing on “16+”; however were only focused on the 16-19 age group.

A further systematic search was then conducted using the following electronic databases: Educational Psychology in Practice, British Journal of Educational Psychology, Educational and Child Psychology. These journals were chosen due to their focus on EP practice in the UK, ensuring returned articles were relevant to EP practice. There was no limitation on date published to ascertain if practice with 19-25 year olds took place prior to the changes to the SENDCOP (DfE, 2015). Considering the limited research base in this area, all EP work with this age group may add to the knowledge base, regardless of when this was conducted. This returned two relevant articles.

A recommendation from the researcher’s supervisor highlighted a book which was due to be published on EP work with 16-25 year olds more broadly, which returned five articles meeting the criteria. A further systematic search was conducted through Ethos (in the area of educational psychology theses). This returned one relevant paper, culminating in a total of eight papers (Table 3). The literature search strategy was rerun in April 2020, to ensure no new literature had been published in the subsequent months since the original search. This returned one further paper.

When reviewing the papers, Holland and Rees’ (2010) framework for critiquing qualitative research articles was utilised, with the focus of the critiques being particularly influenced by the ‘aspects’ column of this framework, as some of the topics in the ‘questions’ column are aimed more towards American, medical articles (Appendix I). This framework considers the focus, aim, methodology, sampling, findings, strengths, limitations and applications to practice (Holland & Rees, 2010). The following themes were identified across the articles: The EP Role and YP; The EP Role with Provisions; Transitions; Challenges; and Recommendations.

Table 3

Summary Table of Articles Reviewed

Title	Author, Date	Participant Group	Main Findings
Educational psychologists delivering psychological therapies to YP 16-25: Considerations for practice	Atkinson & Martin, 2018	Case Study	• Using Dunsmuir and Hardy's (2016) guidance for EPs when undertaking therapeutic work • Educational settings being appropriate places to offer mental health support for students • EPs should utilise theoretical frameworks and principles, including: systemic theories; risk and resilience frameworks; working at an organisational level with provisions to reduce stigma • EPs should promote ethical practice, especially around agency, informed consent, and participation in decision making • EPs should refer to research to inform their practice, alongside adopting a scientist-practitioner approach to therapy • Ensuring ethical practice when working therapeutically • Ensuring ongoing support is available for YP transitioning to independent life • Encouraging self-referral pathways • Empowering staff to support YP

			• Ensuring YP are always at the centre of the work
Education, Health and Care Plans for students with special educational needs in post-16 educational settings	Bason, 2018	Literature	• The importance of planning for transition to adulthood, including to further education, especially for the NEET population and YP with SEND • The need to evaluate effectiveness of EHCPs in developing the college curriculum around planning for transitions to adulthood • The need for appropriate college course placements for YP • EPs having a role in assessing YP with SEND and working with FEPs to suggest areas of focus • Promoting the early involvement of EPs and creation of EHCPs for Year 9 pupils, with a focus on transition and planning for adulthood
Students with special educational needs enrolled on a supported learning courses within a further education (FE)	Clark, 2014	EPs, College Tutors, SEN Team and Connexions service	• Recommendations were made specifically for the LA participating in the case study, however may be relevant to other LAs: • Explaining the functions of EPs to college staff, YP and their families to ensure the service is used effectively and efficiently • Using consultation to develop relationships with colleges, especially around supporting staff to develop their practice regarding

college: professionals' views of the potential contribution from educational psychologists			Learners with Learning Difficulties and Disabilities (LLDDs) • Offering training to staff around supporting LLDDs • Offering colleges a named link EP; with EPS' considering their model of service delivery in order to meet this need
Developing Post-School Psychological Services in Scotland: Fit for purpose?	Hellier, 2009	TEPs	• Post-School Psychological Services (PSPS) can be utilised to promote cultural change and promote lifelong learning • Working in partnership with other agencies to maximise effectiveness and impact • A lack of EPs has presented a challenge to developing PSPS • PSPS require collaborative and systemic models of practice, including community psychology • PSPS appear to be fit for purpose in Scotland and is welcomed by stakeholders
Using personal construct psychology with YP aged 19-25 to help them make	Hymans, 2018	Case studies	• Using constructs, laddering and pyramiding can be helpful for YP to consider and portray their beliefs and experiences of the world • Using Personal Construct Psychology (PCP) techniques can provide information for key

sense of their behaviour and the world in which they live			stakeholders with which they can support YP to achieve their goals • EPs can work with court services to support YP
Post-School Educational Psychology Services: International perspectives on a distinctive Scottish development	MacKay, 2009	Literature	• The distinctive historical and educational psychological context in Scotland supported the development of the PSPS • This was also supported by the Scottish frameworks, appropriate staffing levels, and recognition of professional roles and the function of research
From real-world research to the real world: Extending the free association Grid Elaboration Method into applied educational psychologist	Park, 2018	Six 18–25 year olds on the autistic spectrum	• Using the Grid Elaboration Method (GEM) brought rich and valuable information • The GEM can be a helpful tool to allow YP with autism to share their views • EPs can take an advocacy role with YP with autism to support them to impact their future, voice and wellbeing • Key aspects were outlined to best support YP with autism with transition: building resiliency skills, the importance of both peer and adult relationships, supporting mental wellbeing, promoting agency, understanding difference and feeling accepted

practice with older students			
Educational psychologists working with universities	Squires, 2018	Case Study	• Students may or may not be able to obtain assessments to receive reasonable adjustments to allow them to participate in higher education (HE) • Assessments should include clinical interviews, observation and task analysis alongside psychometrics • The importance for EPs of determining why referrals have been made • EPs' role in tackling inequity and supporting universities around inclusivity
Educational psychologists' responses to a post-16 service user film on their practice: a participatory research project	Giles & Rowley, 2020	Six 19-25 year olds; EPs	• EPs described feeling a range of emotions on seeing the film made by YP; feeling proud, excited about new opportunities and guilt amongst others • EPs valued hearing YP's views through the video • YP valued rapport, relationships, respect, being heard, and the wider process of EP involvement before and after assessments • EPs felt it would be beneficial for all EPs to see the film, and evaluate their input with this age range

3.3 The EP Role and YP

It is clear from the literature there is a growing interest in how EPs can work with this age group (Atkinson & Martin, 2018; Bason, 2018; Giles & Rowley, 2020; Hymens, 2018; Park, 2018; Squires, 2018), with a range of experiences and suggestions being discussed. Whilst it is noted that EPs have the knowledge and transferable skills to support YP in a range of environments regardless of age (Squires, 2018), there does not appear to be a consensus of what the EP role with 19–25 year olds should include, with no single theme being mentioned across the papers. Indeed, some papers appear to directly contradict each other, such as Hellier (2009) noting how the EP role in Scotland has been attempting to move away from individual work; however other papers outlined how the EP role should often be focused around individual assessments (Bason, 2018; Clark, 2014; Squires, 2018). Interestingly, Hellier's research was conducted five to ten years prior to the papers offering a different view on EPs assessing 19–25 year olds, which could suggest that using individual assessments may be a response to the local or national context. However, the difference in views could also be due to the range of locations the research was conducted in, potentially illustrating differences in approach between Scotland and England. Unfortunately, the only other paper conducted in Scotland (MacKay, 2009) did not discuss the role of the EP with YP, which could be considered a limitation of his paper.

Squires (2018) suggests EP work with this age group is likely to be centred around YP with specific learning difficulties or mental health difficulties. This is supported by Atkinson and Martin (2018), who suggest one EP role could focus on breaking down the stigma of mental health difficulties for YP in this age group. Research has suggested that a well-received role for EPs working with FEPs could be around delivering individual therapeutic support, as it is likely YP who required EP support during school could need this support as they progress into adulthood (Atkinson & Martin, 2018; Clark, 2014). A strength of Squires' paper is how he clearly argues the focus and background of the topic; noting how practices around supporting additional needs in universities can be unclear, as well as

locating the importance specifically for EPs in utilising their transferable skills to support in this area.

The role of parents when considering EP's direct work with YP appears to be seldom discussed in the literature. Hellier (2009) notes their EPS is named as a service which parents can refer to with regards to assessments; however there is no further information given about whether this is used frequently, or how this would work alongside his suggestion that the service is moving away from individual work. Hymans (2018) discusses how he has received referrals from parents requesting assessments as one entry route to his caseload. Hymans notes how this appeared to be prominent when parents were considering specialist post-19 residential placements, and were seeking advice on the appropriateness of different strategies and provisions. This could be a specific role for EPs working with this age group that could be further investigated. Squires (2018) found he received predominantly self-referrals from students in HE, as opposed to referrals from the university or parents. Whilst Squires does mention the barrier of fees associated with EP assessments, he does not mention the level of awareness of accessing EP support, nor does he outline how students who did self-refer were aware of this as an option.

Clark's (2014) research included the views of a range of stakeholders (Table 3), who all felt EP work should involve direct assessments, alongside psychological interventions and valuing student views. Clark linked this to the SEND reforms (DfE, 2014), where there has been an emphasis on student voice being included for EHCPs. This was echoed in the literature, where a role for EPs was noted to be around gaining and promoting the voice of YP, alongside student involvement in the EHCP process (Atkinson & Martin, 2018; Bason, 2018; Hymans, 2018; Park, 2018). Giles and Rowley's (2020) paper, which involved YP as co-researchers, highlighted that YP valued relationships with EPs, placing importance on *how* input was delivered over *what* input was delivered. Unfortunately, they do not outline what experiences with EPs the co-researchers drew upon, nor what types of input they were referring to.

Several of the papers discussed how they felt PCP techniques were one of the most appropriate tools for EPs to use, with Park (2018) outlining the positive response she had received from YP when using the GEM. Hymans (2018) also discussed how PCP techniques were useful to elicit YP's views and constructs, which led to further work around identifying what might be beneficial for them to achieve their goals. A strength of Park and Hymans' respective studies is the depth in which they describe the psychological approaches they endorse. Whilst some studies make vaguer references to using PCP more generally, it could be more useful for EPs looking to extend their practice for research to outline which specific techniques were used, alongside any adjustments and feedback from different stakeholders.

Many of the studies noted how they felt EP involvement with 19–25 year olds could occur through a range of formats (Atkinson & Martin, 2018; Bason, 2018; Squires, 2018). Bason (2018) suggested motivational interviewing as a technique for EPs to utilise. Atkinson and Martin (2018) noted how EPs could consider how environmental factors affect the maintenance of difficulties, alongside the potential for change around these for YP in FEPs; using evidence-based approaches and systemic work. Squires (2018) discusses this in the most depth, noting how EP input with students could differ broadly on a case-by-case basis. This would depend on what the student's goals of assessment were; whether these may be around gaining a more detailed understanding of their strengths and weaknesses, learning practical skills to support learning, or providing evidence that they require extra support. Squires also notes the importance of using clinical interviews and consultation to explore the hypotheses around why the student might be struggling. EPs may want to consider how YP aged 19-25 may be more likely to be able to reflect further on themselves as learners, which could provide opportunities for them to participate in reflective interviews to help triangulate information in assessments. Squires appears to give more agency to YP in his considerations of EP work with this age group; this could reflect how broad EP work with this age group can be, ranging from independent learners at university, to YP with a high level of SEN at residential provisions.

3.4 The EP Role with Provisions

MacKay (2009) notes the implications of broadening the remit of EPs to include young adults as being of great importance to the profession; both practically in affecting training and service delivery, but also philosophically, in how we understand the nature of the profession and applied psychology more broadly. MacKay questions the body's professional title focusing on education rather than specifying age, unlike equivalent titles in other countries and settings, such as 'School Psychologist' or 'Child Psychologist.' He suggests the title of PSPS has reinforced holding a psychological approach around education in adulthood, as well as childhood. However, other studies focused more on the potential for training, as opposed to the title of EP (Bason, 2018; Hellier, 2009). Bason (2018) notes professionals now working with this age group are likely to require an extension of skills, which could be an area for EPs to consider involvement in providing training. A strength of Bason's study is the consideration given to the extension of the EP role, which is relevant in the context of a number of EPS' moving towards traded services (Lee & Woods, 2017; Marsh & Higgins, 2018; Wade, 2016), thus having a need to offer a range of services relevant to different partners.

Multidisciplinary working is one of the key areas highlighted as a role for EPs when working with provisions around 19-25 year olds (Atkinson & Martin, 2018; Bason, 2018; Clark, 2014; Hellier, 2009; MacKay, 2009). MacKay (2009) and Hellier (2009) discuss how the PSPS attempts to work at a more strategic and inclusive level, using psychological services to contribute to wider contexts within LAs around the post-school age group through the use of consultation, training, and action research. Hellier notes how this has resulted in a move away from individual casework, as they have found forming positive relationships with a range of agencies has improved supportive transitions for YP. A strength of Hellier's research is the emphasis that is put on the aim of investigating whether the PSPS is fit for purpose, and evaluated by both the EPS and other agencies to ensure progression and improvement with a system that works for providers and users. Using a literature review to

investigate this fits well with Hellier's aim, as he is able to give a well-rounded, unbiased account from a range of sources.

Bason (2018) recommends EP involvement in multidisciplinary working, alongside careers advisers and FEP staff, to assess and create goals for adulthood, as well as training staff on SEND. Atkinson and Martin (2018) discuss how another benefit of EPs promoting multidisciplinary working could result in improving FEPs' links with services, which could help to support YP with mental health needs. Clark (2014) noted how stakeholders also felt the relationship between EPs and colleges could be improved due to EPs now being involved until YP are 25. A strength of Clark's study is how the research design is clearly outlined and rationalised. However, as a thesis, Clark's research cannot be considered peer reviewed in the same way a published journal article can; yet it will have gone through the Viva process and have been reviewed by two educational psychology doctoral course tutors.

Working systemically with provisions focused around 19-25 year olds is mentioned by several papers, however some extend this to recommend and reflect on using a preventative approach through systemic working (Atkinson & Martin, 2018; Clark, 2014; Hellier, 2009). Whilst Clark (2014) recommends a systemic approach due to the size of FEPs, Atkinson and Martin (2018) give a more detailed rationale, reflecting on how working systemically with FEP staff created a coordinated response to the support given to YP in all areas of their learning, as well as empowering FEP staff to provide early intervention measures. This is supported by Hellier (2009), who found EPs' focus on early intervention through targeted support and adaptive processes was valued by the different agencies in Scotland who worked with EPs. A strength of Hellier's paper is how he clearly links theory to practice when using systems theory to illustrate how the service has worked with different partners.

When considering a role for EPs to work with provisions, mental health is suggested as a key area with which EPs could support (Atkinson & Martin, 2018; Bason, 2018). Atkinson and Martin (2018) suggest this could involve EPs having a role as a keyworker for

YP with mental health difficulties and enabling multiagency work, as well as considering systemic work. Bason (2018) also notes how colleges are likely to require input from external services to help meet the social, emotional and mental health (SEMH) needs of students with additional needs. It is notable that this is only mentioned in the more recent papers, perhaps as a reflection of the national context where mental health has been raised as a key governmental and educational issue (Department for Health and Social Care (DfHaSC) & DfE, 2017). Interestingly, this is not something Squires (2018) raised in his research into the EP role in universities. Squires instead suggests one role of the EP when working with universities could be focused on HE students being referred around a query of fitness to practice. Squires is quick to clarify that the EP's role would not be to determine fitness to practice, but provide further information to support with the decision making process.

When considering the EP role with post-16 educational settings, Bason (2018) notes the variety of provisions EPs could work with to support YP in post-compulsory education, including further education, training and work. Park (2018) outlines how one FEP requested EP involvement to support a young person on the autistic spectrum around managing emotions in challenging social situations and developing coping strategies. Hymans (2018) suggests EPs could work with a key person regularly working with YP to support them in making small steps towards their aspirations. Hellier (2009) considers this more broadly, suggesting the EP role could include: supporting transition, working flexibly, providing training, promoting collaborative working, working strategically to develop policies, reducing the NEET population and promoting resilience. However, a limitation to these studies is that there is no suggestion of how their recommendations might be enacted in regards to contracting, unlike in Clark's (2014) research. When discussing what the EP role with provisions might look like with stakeholders, Clark found they placed a priority on there being a link EP for FEPs to offer support, training and consultations. This raised the question of how partnerships between the EPS and FEPs could work; Clark suggests offering three 'free at the point of delivery' consultations to FEPs over the course of the year. Whilst this could

be a useful format to raise awareness of the EP role and how this might be useful for FEPs, there is no discussion of whether this would be logistically viable for EPS' with regards to the amount of time available for EPs to deliver this work.

3.5 Transitions

The literature suggests there is a growing interest into the varied fields YP can transition to post-school, suggesting this could be a well-received role for EPs to support FEPs around (Atkinson & Martin, 2018; Bason, 2018; Hellier, 2009). Park (2018) focused her thesis on the role of EPs in supporting YP with autism around transition. In her further research, Park made use of several case studies with 19-25 year olds, with one describing transition as scary, with another viewing it as exciting and scary. This suggests this is an area YP would appreciate support around, especially YP with additional needs. A strength of Park's study is the extensive descriptions she gave of her participants, outlining the varied experiences, education and employment they have undertaken, enabling the reader to feel confident that a breadth of viewpoints and experiences were explored. Another strength of the research is Park's use of the GEM helping to ensure participants' voices were heard. However, whilst Park does clearly explain the background of the GEM tool and her reasons for using it, she does not outline whether previous studies have used the GEM.

EPs might look to expand their role around providing support to prepare for transitions to HE and independent living (Atkinson & Martin, 2018). Squires (2018) also suggests there is a role for EPs in working directly with schools and universities to increase opportunities for YP, specifically those with SEND, to widen access to HE and increase applications. Atkinson and Martin (2018) note the importance of ensuring that transition work is continued through to university, which is supported by stakeholders in Clark's (2014) research. This suggests EP input could support YP during the transition into adulthood, to ensure YP feel settled in their new environments. Bason (2018) notes the importance of considering how the NEET population are likely to benefit from support around transition, as a difficult transition is likely to be a key factor in YP becoming NEET. Bason discusses how

further research is required to investigate links between NEET status and YP's thoughts, experiences and aspirations for employment.

3.6 Challenges

The challenges of working with 19-25 year olds are outlined in detail by the majority of studies reviewed, which could suggest an anxiety in working with this population. This potential anxiety appears to be reflected in one of the most prolific challenges raised being the need for training for EPs to work with this age group (Atkinson & Martin, 2018; Bason, 2018; Clark, 2014; Hellier, 2009). Hellier (2009) suggests the need for doctoral training on working with post-school agencies and YP as part of the EP role. It is interesting that this paper was published before the SENDCOP (DfE, 2015) extending the EP remit to 25 years old, but still noting the issue of training. Whilst Hellier suggests this training being included in doctoral courses; five years after the SENDCOP, the majority of practicing EPs would have trained before the legislation came into place, so many may have had no experience in this area. An extension of Hellier's ideas could be to consider how to standardise training for EPs who qualified before the SENDCOP. Bason (2018) discusses how the need for training has been interpreted differently between training course providers and LAs. This could mean the skill set of EPs across the UK may differ, depending on when they trained and where they work, which could lead to an inequity of service.

The challenges of working with new partners are raised, where it is considered that agencies may not have an accurate idea of each other's remit and potential (Hellier, 2009; Squires, 2018). Squires (2018) outlines the frequently competing agendas in HE, which can create challenges in regards to support and inclusion. Squires illustrates this with an example of encountering resistance when attempting to remove barriers, such as a reduction of exams and students recording lectures. It is insinuated that this is a challenge not found when working with schools, however there is no research referenced around whether this is verified.

A further challenge for EPs is considered to be around assessment work with this age group (Atkinson & Martin, 2018; Bason, 2018; Squires, 2018). Squires (2018) discusses how he feels the BPS definition of dyslexia is not always functional when considering 19-25 year olds who find reading, writing and spelling more challenging than their peers. Squires reflects that individual assessments at university are not always equitable, with some students being unable to access these due to financial constraints. Whilst Squires gives extensive detail around the challenges that can occur, he could go further to portray the views of YP, whose voices can feel overlooked. Bason (2018) notes that considering assessments with this age group as challenging is not limited to EP assessments, with career professionals also not having specialist training in reliably assessing YP's skills and creating relevant goals; suggesting this could be a key role for EPs to support with. This also raises the issue of when people feel skilled enough to deliver training to others; and where training may originate if numerous agencies do not feel skilled or experienced in a particular area.

Squires (2018) notes one challenge in this area is EHCPs not applying in university, despite pertaining to cover YP aged 0-25, and applying in FEPs and apprenticeships. Universities instead base their practice upon the Equality Act (UK Government, 2010), using a medicalised model to make reasonable adjustments for disability. Squires outlines one of the tensions for universities as making reasonable adjustments for students with additional needs, whilst simultaneously maintaining high academic standards. Another challenge was raised around the referral process for EP support for 19-25 year olds not always being clear, nor standardised across provisions (Atkinson & Martin, 2018; Squires, 2018). Atkinson and Martin (2018) highlight how this did not appear to be a transparent process, and one which a young person was not aware of. Whilst this cannot be generalised due to being an isolated case study, it is important to consider whether there is a set referral process in place for 19-25 year olds across the range of education, training or employment they may be engaged with, whether this includes self-referral, and whether the YP themselves are aware of these

routes. Whilst the use of a case study in Atkinson and Martin's research gives the reader a more personalised understanding of the topic, this also limits the generalisability of their findings; whereas using a number of case studies may have been more effective in providing recommendations.

MacKay (2009) noted a challenge in interpreting surveys of educational psychology is that they focus only upon school-age services. He describes how only Scotland made any reference to developing EP services to include successful transitions to adulthood. However, it should be noted that both the surveys and MacKay's research were completed before the SENDCOP (DfE, 2015). This appears to be supported to an extent by Park's (2018) research, which notes how YP with autism moving to FEPs have not had their views heard in previous transition literature. Park notes this is potentially because of the perceived difficulty in gaining their views. A strength of Park's study is how she gives a clear rationale for the relevance of her research, using recent literature to illustrate how there is a gap in gaining the views of YP. Given the recommendations in the SENDCOP around promoting the voice of YP, this is a timely piece of research which will contribute to knowledge in the profession.

The research suggests a major challenge is the lack of clarity and boundaries around the EP role when working with this age group and FEPs, and how systems might be employed to improve this (Atkinson & Martin, 2018; Bason, 2018; Clark, 2014). Bason (2018) extends this concern, noting how the support outlined in EHCPs are viewed as less likely to help achieve outcomes for 16-25 year olds as opposed to children under 15, which she hypothesises could be around there being a lack of clarity around accountability for achievement or failure of outcomes. Atkinson and Martin (2018) also discuss how the lack of clarity of service provision could lead to different support being offered to YP with similar needs depending on what their provision might consider an effective use of EP time, thus resulting in a potential inequity of service and raising ethical issues.

The issue of consent with this age group was raised as a potential challenge of the role, with the role of parental involvement also being questioned (Clark, 2014; Park, 2018).

However, this should not be a barrier to research with this age group; Squires (2018) notes how those YP with SEND are likely to experience more challenges than those without SEND, therefore are potentially a population who would benefit from research being conducted in this area. Unfortunately Squires does not elaborate on what these challenges might be, or discuss research into this topic. Park (2018) describes the challenge of receiving fully informed consent from 19-25 year olds with additional needs, emphasising the importance of this in situations where the work has been contracted with someone else, such as the FEP. Park used free association methods to ensure the information and discussions were led by YP, with a strength of the research being the use of a range of modes of communication, and giving YP numerous chances to indicate whether they were happy to continue.

Atkinson and Martin (2018) discuss the potential challenges of EP work not being complete when YP transition to HE, paid employment or independent living. They note the importance of contracting for ongoing support through transitions, and enlisting the support of key people at the next placement who can provide ongoing support if necessary. This is an important point, as it is likely that times of transition are when support is crucial for YP. This is supported by Squires (2018), who notes a particular challenge of assessing university students is a lack of prior information about YP or reason for referral, which could be due to previous input ending prematurely.

Atkinson and Martin (2018) describe how the draft Green Paper on Transforming Children and YP's Mental Health Provision (DfHaSC & DfE, 2017) has been criticised for not putting more of an emphasis on preventative strategies. This is disappointing, for as Atkinson and Martin note, increased waiting times and budget cuts have resulted in YP being less likely to be seen by Child and Adolescent Mental Health Services (CAMHS). This in turn has put pressure upon educational establishments to provide support and early intervention; however, schools may not be aware that EPs can support around this as unfortunately EPs as a profession are not named directly in the Green Paper. This also

appears to be reflected in Clark's (2014) findings, where professionals not being aware of the role of the EP was raised as a potential issue. An implication of this could be that promoting how EPs can be involved with this age group should be part of the EP role.

Challenges with regards to funding also arose in other areas; MacKay (2009) placed importance on staffing to ensure successful post-school services. However, whilst this appears to have been possible for the PSPS, this could provide a challenge to current LEAs hoping to broaden their post-16 services given the current economic climate (Sharpe, 2018). Clark (2014) raised how one potential challenge for EPs working in this area were the alternatives FEPs could use instead, for example, Connexions. However, the funding situation has changed since this research was conducted, and Connexions are no longer available in the majority of England (Sharpe, 2018). This could suggest an increased need for EPs in this area, especially as participants in Clark's study felt most agencies do not work with 19-25 year olds; thus FEPs felt they received limited support.

Bason (2018) outlines how 11.1% of YP aged 19-23 were classified as NEET, finding that vulnerable YP accounted for the highest proportion. Whilst Bason does not list this as a challenge for EPs being able to reach this population, she does note attrition in longitudinal studies were high after YP had left school, which could be a barrier to some research projects. Clark (2014) reported how one college tutor revealed they have a six week period to decide whether they feel YP will be able to access the course, for if they are withdrawn within six weeks they would not count in the college's statistics. This could become a barrier to YP participating in FEPs and becoming NEET – and is likely to be YP with the highest needs whom this affects. These findings are important for EPs to be aware of when considering their work in this area, potentially suggesting EPs meet with FEP Special Educational Needs Coordinators (SENCos) early in September to discuss any students there are concerns about, and provide support before this six week period elapses.

A further challenge that has been raised is the issue of time (Clark, 2014; Squires, 2018). Research identified a potential gap between YP's ideals of potential EP involvement,

and what EPs feel able to provide due to time constraints (Giles & Rowley, 2020). Clark's (2014) findings include concerns about how quickly EPs would be able to respond to issues. It was also suggested that there may need to be more than one EP linked to each college due to the size of the provisions; unfortunately the feasibility of this was not explored. Squires (2018) suggests work with this age group would take longer when compared to work with schoolchildren, due to triangulating the data across a range of situations and with various stakeholders. Squires notes this is a particular concern when assessment bodies appear to be moving towards electronic assessment, which could reduce potential for observation of how YP approaches assessment questions. A strength of Squires' research is how he is able to take an unbiased point of view throughout his discussion, for example; raising ethical issues around test manufacturers' objectives.

Despite working with 19-25 year olds being a relatively new area for EPs, only Atkinson and Martin (2018) describe a potential challenge being focused around a need for further training and supervision structures. This suggests EP confidence in this area may be relatively high; however, this could reflect how there is little research into EP's views on their own practice. Squires (2018) does insinuate that challenges could arise due to this being a new area for EPs. A strength of Squires' research is how he gives relevant examples to illustrate his points, which help the reader to situate his findings; in this instance, he gives the example of how writing a report for 19-25 year old at university could need to follow set formats that EPs may not be familiar with, for example: Disabled Students' Allowances, or fitness to practice assessments.

3.7 Recommendations

A strength of the papers' reviewed is how they make recommendations for the EP profession when moving forward in their work with this age group (Atkinson & Martin, 2018; Bason, 2018; Clark, 2014; MacKay, 2009; Park, 2018; Squires, 2018). Several of the papers recommend improving support systems and structures around transition times, such as towards further education and the community (Atkinson & Martin, 2018; Bason, 2018;

MacKay, 2009; Park, 2018). Bason (2018) suggests EPs could do this through developing partnerships with post-16 settings, whilst Park (2018) places importance on arranging follow up work with YP EPs have supported previously. A strength of Atkinson and Martin's (2018) recommendations is how they link this to policy, such as their suggestion of using the Planning for Adulthood outcomes to help YP to plan for transition into adulthood.

There are also recommendations made more specifically about the type of work EPs can fulfil with this population (Atkinson & Martin, 2018; Bason, 2018; MacKay, 2009; Squires, 2018). The most prevalent piece of work recommended is motivational interviewing, alongside solution focused approaches, consultation, PCP, person centred approaches and therapeutic work (Atkinson & Martin, 2018; Bason, 2018; MacKay, 2009). A strength of Squires' (2018) paper is how he gives recommendations around overcoming specific challenges that arose in his research. Squires recommends using information processing theories, such as the Cattell-Horn-Carroll (CHC) model of intelligence when working with university students around dyslexia. He also suggests comparing university students with other university students, as opposed to the wider population, when making judgements about additional needs. Squires recommends using triangulated information of test scores, observations and reflective interview questions guided by the CHC model to form hypotheses and interpret data. These bring to light important areas for EPs to consider, which potentially should be researched in greater depth, such as what norms should be considered when assessing university students.

Only three papers mentioned recommendations around EPs improving their knowledge of policies, legislation and adult services in response to working with 19–25 year olds (Clark, 2014; Hellier, 2009; MacKay, 2009). Clark (2014) suggests EPs should focus this development around their knowledge of FEPs, as well as delivering training to FEPs about the role of the EP. Both studies were conducted before the release of the SENDCOP (DfE, 2015), which could suggest research after this may presume this training has already occurred. However, this feels unlikely due to several later papers noting a challenge to this

work being around a lack of training (Atkinson & Martin, 2018; Bason, 2018; Clark, 2014; Hellier, 2009).

In his recommendations for EPs working with universities, Squires (2018) states the importance of working within the system to understand tensions and potentially provide opportunities for change, as opposed to challenging these from the view of an outsider. Squires discusses how a more equitable system could involve universities striving to remove barriers to learning, potentially by replacing exams with a wider range of coursework or presentation assessment measures, as opposed to giving time allowance extensions for exams. Squires suggests a future role for EPs could involve supporting universities with developing inclusive practice. This could include auditing barriers to learning before working on how to remove these, considering the resistance that may arise from some stakeholders, and promoting good practice. A strength of Squires' research is how he considers the EP role based on previous research and current legislation, alongside giving an overview of contextual factors. This helps the reader to locate the research in their knowledge base, and supports EPs to be able to utilise Squires' recommendations in the climate of their current work.

The research suggests EPs should take the time to reflect the aims of their assessments with this age group, and consider how outcomes and improvements can be achieved, sustained and enhanced (Bason, 2018; MacKay, 2009; Squires, 2018). Squires (2018) specifies EP assessments should be clearly related to the future tasks YP will complete within their course or employment. Bason (2018) recommends that EPs reflect on the quality of their report writing skills, especially in regards to creating age-appropriate and SMART outcomes; which in turn can depend on the assessment methods used. Bason suggests drawing on theoretical frameworks to inform consultation sessions in these settings; however, disappointingly Bason does not suggest which theoretical frameworks she would specifically recommend.

The papers reflect the importance of ensuring the understanding and involvement of YP EPs may work with. EPs are more likely to be communicating directly with YP, as opposed to parents, carers or education staff, throughout contracting and discussing areas of progress and ongoing need (Atkinson & Martin, 2018; Squires, 2018). It is therefore essential that EP reports are accessible for the individual student, and that these can help them to understand and make progress with their learning (Squires, 2018). Park (2018) also emphasises the importance of EPs liaising directly with YP, and discusses how she feels EPs are able to take an advocacy role with YP on the autistic spectrum to ensure their views are heard, and that they are able to contribute to decisions about their future. This was reinforced in her findings, where YP reported finding the GEM to be a positive experience in sharing their views; YP in Giles and Rowley's (2020) study also valued being listened to. A strength of Giles and Rowley's study is how they utilised a participatory approach to ensure the YP's voices were truly heard, and had a high level of autonomy as co-researchers.

When considering how access to EPs for 19–25 year olds could be improved, the research focused on a number of different areas. Atkinson and Martin (2018) suggested a self-referral system for YP to ensure they were not reliant on others noticing their needs and making referrals on their behalf. Atkinson and Martin also suggested that EPs should have a role in supporting YP experiencing mental health difficulties, particularly within the student population. However, this could be a subcategory who may struggle to self-refer, due to the nature of their needs. Further research could focus on how 19-25 year olds have accessed EPs, and whether they would appreciate further autonomy in having a self-referral system, or whether they preferred having support in a referral from a professional.

One of the recommendations that arose from Clark's (2014) research was having a link EP for FEPs. Clark suggested using consultation as a starting point to build relationships, with EPs supporting FEPs with the retention and progression of YP. A Connexions manager in Clark's research suggested a more multiagency approach to supporting YP, specifically around improving involvement in the creation of EHCPs. Whilst

MacKay (2009) recommends EPs could work at different levels, with the individual child and family, educational establishments, and LAs, he does not elaborate on how EPs might try to do this. Hymans (2018) outlined how he has worked extensively with this age group around court and legal procedures, which could be an area of expansion for EPs.

MacKay (2009) notes how EPs should be using relevant psychological theory in their work, such as attachment theory and positive psychology. As this is a relatively new population for EPs to work with, it is important there is a rationale based in robust psychological theory with which to plan how to work effectively with this age group. Hymans (2018) recommended using PCP techniques to help elicit YP's views and identify areas they would like to work on during the contracting and assessment stages. A strength of Hymans' research is how he links theory to practice, and thoroughly explains the techniques he has used. This is likely to give EPs reading his research confidence in being able to replicate his work.

Chapter 4: Findings

4.1 Chapter Overview

In this chapter the themes and subthemes were developed through qualitatively analysing the data, which will be outlined. The data included individual, semi-structured interviews with participants from three different groups: three EPs who had worked with two or more 19-25 year olds, three staff who had worked with an EP around a 19-25 year old, and three YP who had seen an EP when they were aged 19-25. The participants will not be referred to by name, but will be referred to through their job titles/age when they saw an EP, to protect their confidentiality. The results will be demonstrated through thematic maps, alongside extracts from the data to illustrate the themes. The findings will be discussed further in Chapter 5.

4.2 Thematic Analysis

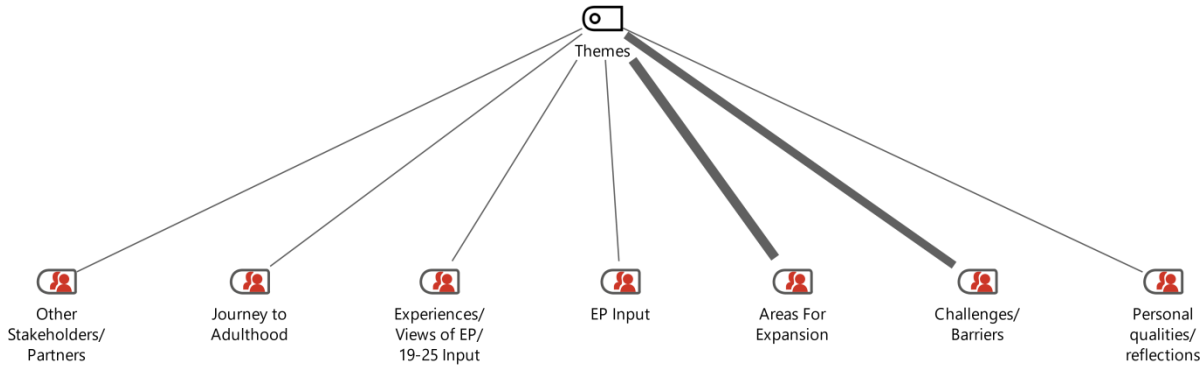
These findings were analysed through the six phases of thematic analysis (Braun & Clarke, 2012); being analysed firstly on an individual participant basis, then on a group basis, and finally across all participants. All of the themes and sub-themes arose from analysing the data, including participant's explanations of their GEM activity, as well as their responses to the interview questions.

This resulted in seven main themes (Figure 1): five themes that were common across all three groups, one that was common across EPs and Staff (Journey to Adulthood), and one that was unique to YP (Personal Qualities/Reflections). Sub-themes were included if two participants (across any participant group) mentioned the content. A sub-theme was also included if it had 10 or more individual mentions from a participant. This is to recognise that what one person may specialise in might not have been experienced by others who were interviewed, due to the small sample size. However, the frequency with which a single topic occurred during an interview could indicate it to be a vital piece of work. There were between 1-9 sub-themes for each overarching theme per group.

For any themes that garnered more than three sub-themes per group, a maximum of two themes were described in detail in the findings, with the remaining themes being discussed collectively, with quotes included in the relevant appendices. Themes that were described in more detail were chosen due to several factors: the frequency of their discussion in interviews; whether the sub-theme was discussed across different participant groups; and whether content was also included in other themes, leading to them being discussed in greater detail elsewhere in the findings.

Figure 1

Main Themes Map – Frequencies Represented Through Line Thickness

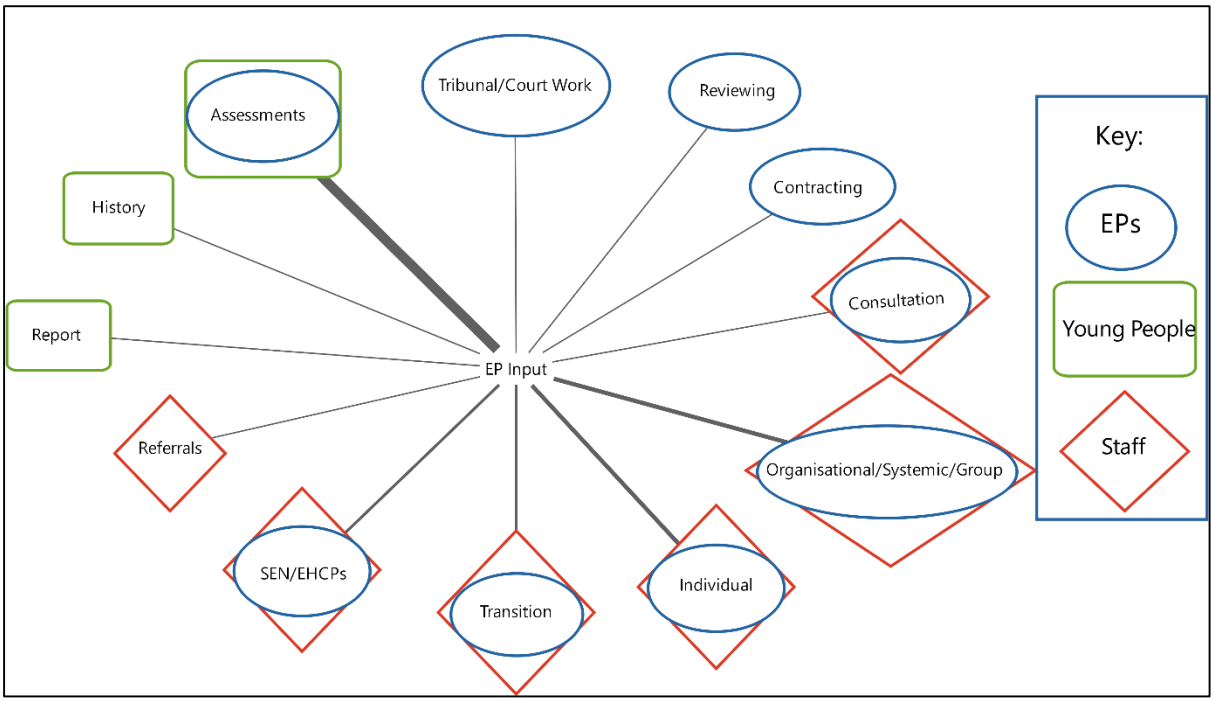


4.3 EP Input

This theme incorporates the participants' experiences of what EP input with 19-25 year olds they have been involved in thus far. There is substantial overlap between EP and Staff experiences of EP input with this age group (Figure 2), however, both EPs and YP raised the sub-theme of 'assessments', with the thickness of line reflecting the high frequency, suggesting this is a prominent theme.

Figure 2

EP Input Thematic Map



4.3.1 EPs

4.3.1.1 SEN/EHCPs

The topic of statutory work with 19–25 year olds was noted to be a point of difference between EPs working for LEAs and privately. The EPs discussed how when working for the LEA it appeared all input with this age group was purely statutory, whereas there was more freedom to negotiate different types of work privately; even when still focused around EHCPs, such as FEPs understanding how best to use these in a meaningful way.

> *"you're there to do a piece of statutory work and they're like, ooh, this will be the answer, and then when you break down, well at a college level what have you really been doing to support the young person, it's quite thin, and if you're working preventatively…then actually there could have been a whole load of work before that point."*
>
> LEA/Private EP

Both the LEA and Private EPs agreed statutory work with this age group should be approached differently than with schoolchildren. It was noted that EHCPs for this age group is a key area of growth for EPs, as well as considering the implications for the future. This could include how the new legislation will affect YP with EP support in schools when they continue on to HE.

"the area that suddenly just starting to grow, is the area in relation to parents seeking an extension of EHCPs, beyond 19."

Private EP

"if the youngsters got an EHCP, I don't know, in years, 12 and 13, what does that mean? You know, it begs the question, are we going to have university students with EHCPs?"

Private EP

4.3.1.2 Assessments

Assessments were one of the most frequently mentioned sub-themes when considering EP input, with a range of assessment tools used.

"What does someone want from me as an expert? They want an assessment. If I do an assessment, how can I justify my findings?"

Private EP

"I think this is what local authority EPs, and EPs in private practice, have to look at what areas are they gonna go into, what kinds of assessments they're gonna do, what kinds of assessments are on the market."

Private EP

"it seems much easier to lay your hands on the stuff you need [for assessing younger children]*"*

LEA EP

There were a range of opinions about the assessments available when working with 19-25 year olds, with EPs at times feeling limited by these. However, one EP described being able to use a broad spectrum of assessments through thinking more flexibly around the areas he was looking to assess; with EPs adapting certain scales and measures to become more applicable for 19-25 year olds in both LEA and private practice.

"So there were a huge amount of adult scales… that's why I get, either go online and download the catalogues…So choose your area, there's loads and loads of assessment tools, that I think, will that be useful in my world?"

Private EP

Investigating a range of assessments from different sources linked with the EP's strong views that there is a wider range of work available for EPs when working with 19-25 year olds, that is not only linked to schools and colleges, but around all other areas of preparing for adulthood.

"criminal work is predominantly capacity assessments, where the young people have the capacity to represent themselves in court."

Private EP

"they go to university, they have a bank account, they manage their money. So it's asking common sense things about young people."

Private EP

These extracts demonstrate how EPs working with this age group do not see the assessment work as an extension of working with children, instead giving a different set of considerations around what the assessment question might be; what skills they are exploring that YP can demonstrate; and what perspective, goals or aims YP might have around both the EP input and their future.

4.3.1.3 Other Themes

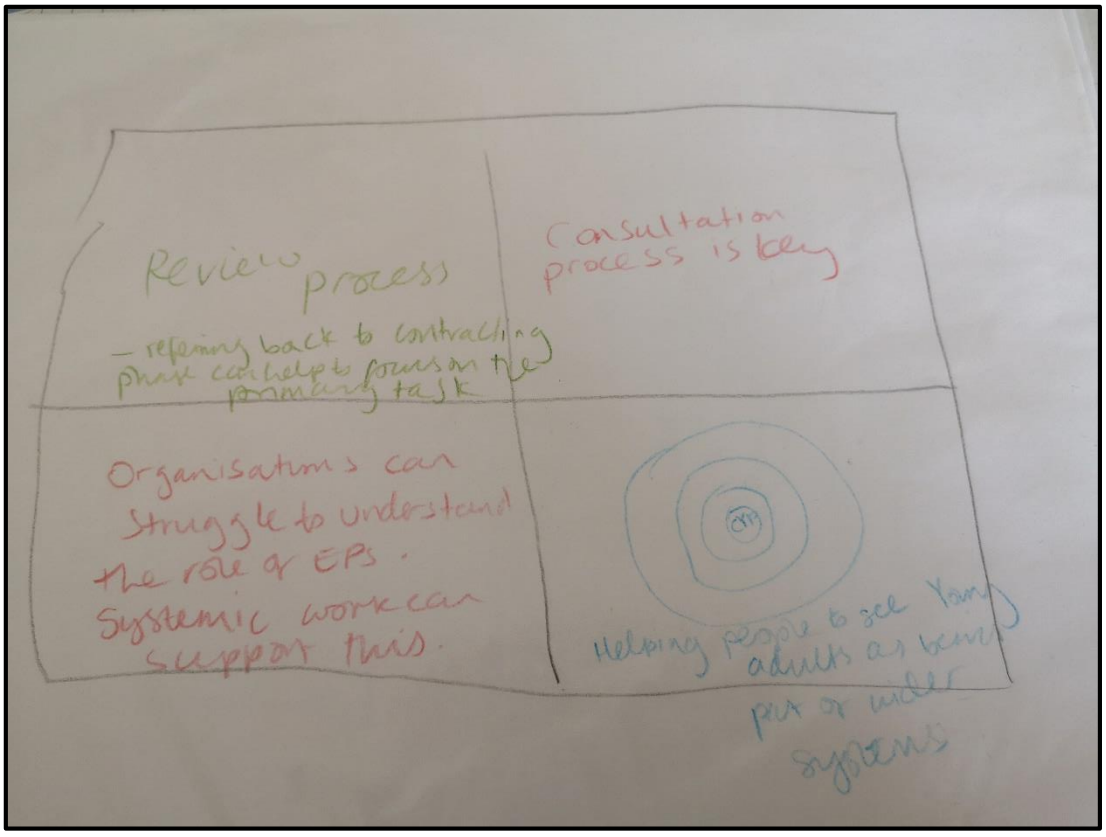
Other themes that arose during EP interviews included transition; individual input; reviewing; consultation; organisational/systemic/group input; contracting; and tribunal/court work (Appendix J). Transition was noted as a key area in which EPs can support with, especially around information gathering to ensure the most appropriate placement is agreed upon. It was also noted how transition is often considered more broadly due to the nature of the circumstances for this age group, to incorporate work, FEP and independent living.

Capturing YP's voice and views appeared to be a key aspect and priority of the EPs' input with YP. The agency of YP was consistently considered, with the input aimed around helping them to achieve their goals. EPs discussed how a variety of individual work took place, including dyslexia input; tribunals and court work; reading assessments; SEMH, such as drug use and building relationships; wanting to go to university; and general cognitive assessments. A large consideration was around the age and capacity of the YP, with one EP feeling a strong drive for them to be fully involved and happy with the process. One EP discussed how with one young person she would email the report back and forth between them several times, to ensure they was happy with the contents. Individual referrals were discussed as coming through: the EHC process, the Virtual School, parents, courts and FEPs.

Reviewing the EP input was noted to be an important topic in both LEA and private work. One participant included it as one of the first things that came to mind when thinking about EPs working with 19-25 year olds in the GEM she completed (Figure 3), suggesting she considers reviewing to be an important part of her work with this age group. The EP perspective around generating feedback, reviewing EP input, and processes in place to support 19-25 year olds appeared to be focused around the adults in the system. The reflections from the LEA/Private EP suggest that regularly reviewing processes can lead to change in the organisation, and around how EP time is best used.

Figure 3

EP GEM



When considering organisational or systemic work, the importance of collecting information about what the system says and means for YP was notable for this age group, alongside joint planning and problem solving. A range of work with the systems that support 19-25 year olds was described, including staff training; behaviour support plans; work discussion groups; staff support; and using Bronfenbrenner's (1979) ecosystemic ideas with staff. However, it appeared this work was mainly facilitated in the private sector, where service level agreements (SLAs) had been contracted with FEPs. Supporting staff in order to be able to fully meet the needs of the 19-25 year olds in FEPs was emphasised, recognising that all parts of the system required support to enable the system to work effectively.

One of the EPs interviewed specialises in court work with YP, which can encompass tribunals, family and criminal courts, and medical legal work. These pieces of work predominantly arose via direct parent referrals for private EP input, which was often through

word of mouth recommendations. This was described as a particular area of growth for EPs, which can allow EPs to engage with varied casework with important implications for the YP involved. This demonstrates the scope there is for EP involvement with this age group in areas often quite distinct, compared to those often found in EP work with schoolchildren.

The EPs interviewed had varied views on using consultation in their work with this age group, with one noting how they do not feel the need to use consultation as much as other formats. However, consultation was discussed as being useful for helping colleges to understand the EP role, and how to best utilise this. One EP noted she had used consultation predominantly with one young person to think about important topics, including subjects the EP did not expect, such as drug use and making friends. This highlights the importance of using consultation as an open space for YP to be able to bring what is important to them.

Whilst contracting was discussed as being the opening to most pieces of work, the approach appeared to vary somewhat between private and LEA organisations; with LEA contracting appearing at times to be more informal, perhaps due to the shared office space. However, within both the LEA and private contexts, contracting with multidisciplinary partners appeared to be a commonality. The contracting of EP input with multidisciplinary partners being found across different contexts suggests this could be an integral part of the process to ensure the piece of work is appropriate, meets the needs of different stakeholders, and ensures clarity about the EP role.

4.3.2 Staff

4.3.2.1 Individual

Whilst the staff all discussed EP input with individual YP, there appears to be differing viewpoints on this. The Deputy Head reflected how he felt EPs worked more with individuals when the school was ‘firefighting’, framing this more negatively. However, the Teaching Assistant felt the move away from EPs working directly with YP was more of a loss.

“when I first started here, there was more of a input from all the professionals, and it was a one-on-one input, they would come in and work with the students. Over the years is this stand back approach; they come, they observe, they give you a suggestion, and then they leave it for you to facilitate.”

Teaching Assistant

This raises the question of awareness of EP input; the Deputy Head gave numerous examples of when EPs have supported both individual YP and staff, so there is the potential that teaching assistants may not be aware of all EP involvement.

“The kid needs the input at 2-24, because if they didn't need the input they wouldn't be in education. If they didn't need support, they wouldn't be there, so while they're there they needed to have universal, targeted support, meaningful support.”

Deputy Head

“If we go back to the universal, the educational psychologist comes in and sits within our IEP setting, three times a year...So everybody has a universal offer of three a year, plus with referral, plus with drop ins.”

Deputy Head

Whilst this universal offer appears robust, the issue of number of referrals compared to EP time available to the organisation is not discussed at length. This could suggest the current input may work for the Deputy Head, however there is the potential that teaching assistants, seeing YP across the day, may feel differently.

4.3.2.2 Transition

There was a strong sense of transition being an important consideration for 19-25 year olds from a staff perspective. It was noted how transitions can often be a point of difficulty, with more preparation and handovers needed.

"There's not enough things put in place to help them for transitions … they sort of need a lot more preparation, and we don't give them that, and then we wonder why is their mental health deteriorating, because we're just flinging this stuff at them and telling them to suck it up."

Teaching Assistant

The Residential Staff described how she worked with the EP around supporting a young person with transition in his residential FEP, working specifically around providing support and resources around the lack of structure which he had been struggling with. It was also discussed how transitions can be difficult for adults in the system, as well as the YP.

"In terms of resolution, I don't know if we started earlier than 19, before this big cut off point, if Mother would have engaged…So there was something about, you can only meet people when they're willing to be met. And often that is in times of higher anxiety, like transitions"

Deputy Head

"there's a huge functional cut-off for everybody after the age of 24, for families – after the age of 19 rather – for families, everybody…And I think there is, as there is with every transition, the idea that the people before should have got it right."

Deputy Head

The notion of blame as opposed to problem-solving and support after a transition, or in a new situation, is an interesting concept, which could potentially arise as a result of attempts to project out the anxiety felt by all those in the system. This could indicate another area which EPs may be able to support with, during and after transitions.

4.3.2.3 Other Themes

Other themes that staff raised included referrals; consultation; SEN/EHCPs; and organisational/systemic/group input (Appendix K). All staff noted how they had made referrals to the EP, for example, for residential students and those with existing EHCPs. Importance was placed on having referrals which included support staff's point of view,

as they often see YP most frequently. The staff group also discussed how they felt participating in consultations with an EP was something they had found useful for their practice. Whilst the content of each of the consultations varied according to the piece of work being discussed, all participants used the word “we” when referring to actions decided within the consultation, suggesting they felt the consultations to be a collaborative process.

It was mentioned how staff can refer to EPs when YP already have an EHCP; however, this was not felt to always be an easy process. This suggests staff do not always view EHCPs as being meaningful documents. It is interesting that when talking about EP involvement in EHCPs when compared to consultation, it appeared staff valued consultation with EPs more than EHCP input.

The importance of organisational support from EPs, for both staff and YP, was recognised across different staff members. It was outlined how EP input around the Social Communication, Emotional Regulation, and Transactional Support (SCERTS) program, appreciative inquiry and other organisational training was viewed as beneficial. The Deputy Head clearly valued his staff team, and the input given by the EP for staff, noting how staff needed to be trained in order to holistically support YP in the provision. However, he noted how it could be challenging in times of difficulty to prioritise training over individual input. It was also discussed how the Deputy Head would like an EP to sit on the SLT to lead an ethos throughout the organisation, suggesting he values the viewpoint EPs can bring to the system.

4.3.3 YP

4.3.3.1 Assessments

The YP spoke at length about the assessments they completed with an EP, which included: verbal reasoning, non-verbal reasoning; working memory; processing speed; developmental background; and physical assessments, such as balance and dyspraxia.

"the first kind of, half an hour-45 minutes was all information gathering, what support I'd previously had, how I'd felt once I got the support, and what changed within my education. And how I was coping now with no support, considering my diagnosis."

23-year-old female

All the YP sought an EP assessment whilst at university for dyslexia. However, when comparing their experiences of the assessment process there appeared to be a number of differences, suggesting EPs working across different universities may have varied practice.

4.3.3.2 Reports

When talking about EP reports, what came across strongly was the sense of being treated as an adult and being involved in the process, with the EP checking and including things of interest.

"And checked with me whether I was happy with that, and all this information he was going to put in the report, if I was happy for him to do that, because I would need to share it with my university. And so I did feel really involved, in the report and everything."

23-year-old female

"she wrote up a really detailed report, and highlighted that, sort of my profile, in terms of like my visual aspects were like, 99th percentile, and then some of the phoneme recognition was like, zero percentile. And then she even linked some kind of research…you know she'd been kind of put in things that she thought would be interesting for me to read"

19-year-old female #1

The YP all noted how the reports were very detailed and specific to them, giving recommendations they could utilise in their courses, alongside giving the reports to the Disability Support teams at university.

4.3.3.3 History

Part of the EP assessment involved a history being taken, with one young person having a member of the university learning support team taking this, whilst the EP discussed this directly with two YP. This involved talking about birth, primary school, secondary school, college and university experiences.

> *"she kind of just asked me a bit about, family kind of history, in terms of growing up, and had - what sort of experiences I had … So she asked lots of questions around that, to kind of get a big sense of, not just me at university, but like all of me."*
>
> 19-year-old female #1

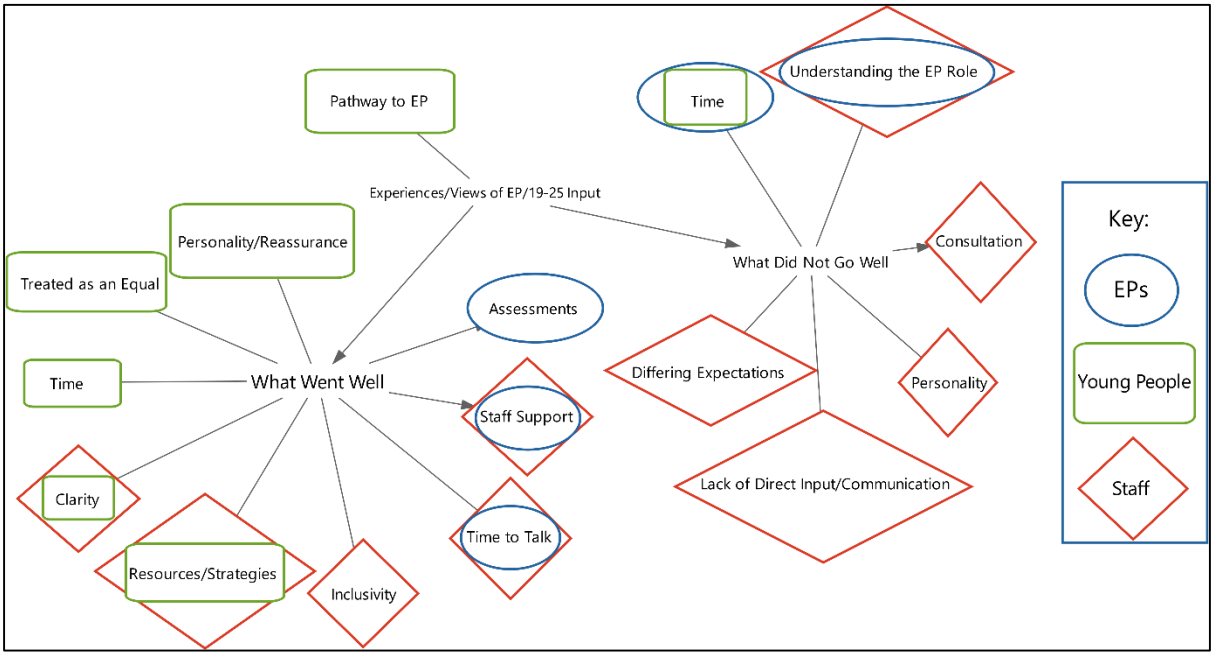
The YP reflected that the information gathering felt holistic, and helped the EP to gain an understanding of YP themselves, as well as helping YP to gain a further understanding of some of their own needs.

4.4 Experiences/Views of EP/19-25 Input

This theme incorporates the participants' views and experiences of EP input with 19-25 year olds. There were several commonalities across the groups' sub-themes (Figure 4), most notably with the vast majority of the Staff subthemes under 'What Went Well' also being subthemes of either YP or EPs. The participants discussed both positive and negative viewpoints, and the YP also discussed their pathway to seeing an EP.

Figure 4

Experiences/Views of EP/19-25 Input Thematic Map



4.4.1 EPs

4.4.1.1 What Went Well

4.4.1.1.1 Assessments

Assessments were considered to be a positive aspect of many of the EPs' experiences working with 19-25 year olds, with a range of assessments measures used, as outlined earlier. It was also discussed how these assessments helped to support YP in both their current situations, such as participating in meetings, but also for their ambitions, including university and their adult lives.

> *"I would say my bread and butter is cognition, achievement, self-image, self-esteem…you're looking beyond school. And you're looking even beyond college, university. You're looking at … their perspective of where they would like to be."*
>
> Private EP

> *"Social Care meetings for her can be quite difficult. And we talked about why that might be in the light of the findings from the assessment…one thing that came out of*

the discussion was that, perhaps it would be helpful for her to have written information prior to the meeting"

LEA EP

The EPs felt the assessments appeared to be useful for their understanding of potential strengths and needs, as well as YP's understanding of themselves, and gave tangible outcomes and provisions for how to best support them in the future.

4.4.1.1.2 Supporting Staff

It was noted how supporting staff was a key piece of input that was received positively. One EP described how she had supported staff in FEPs in a range of ways, including preventative working, supervision sessions and supporting staff to understand how to make EHCP documents meaningful in the post-19 context.

"feedback from staff just saying that the, um, supervision sessions were really helpful, and that it, enabled them to reframe the situation, they didn't feel as, you know, burdened"

LEA/Private EP

It appears that providing focused staff support was not a piece of work requested of LEA EP input, only in the private sector. This feedback could suggest this is an area for expansion for EPs.

4.4.1.1.3 Time to Talk

Another strength of the input was around providing YP with time and space to talk. It was discussed how the YP used this time in a variety of ways, to talk about their strengths, progress, concerns, histories, and what would be helpful for the future.

"So that whole conversation … she made my job easy – 'cause she just wanted - she so wanted to talk about, all that sort of stuff…she seemed to really, you know…need some space, to think about, what happened in the past, and how that was affecting her"

LEA EP

It was discussed how despite the young person appearing emotional, after having time to think and talk about what had happened for her, the young person was able to move on to the next stage of the assessment without an issue. This suggests she could have found having the time to talk cathartic, and freed up her thinking to enable her to focus on other topics.

4.4.1.2 What Did Not Go Well

4.4.1.2.1 Time

One issue that frequently arose as an aspect of the work that did not go well was around time. It was discussed how assessments and write-ups were more time consuming with 19-25 year olds, due to EPs being less familiar with the assessments, and working collaboratively with YP when report writing. There was also a lack of time to consult with multidisciplinary partners after assessing YP.

> *"often with the work it's a one off hit. And then you think to yourself, ooh, that's-that's a shame, because then it could be, could be something, that's-has more impact, if you just have more time."*

LEA EP

It was also discussed how private organisations did not always request input that could be the most effective use of EP time, such as observing all students who had additional funding, as opposed to a more effective format of completing a needs analysis, potentially through consulting the tutors.

4.4.1.2.2 Understanding of the EP Role

It was noted how organisations – both FEP and the LA - did not always understand the EP role, which created barriers to the work.

"I think there's a need for both, but more so definitely working preventatively…that organisations can have a better understanding of what we do and how we can help. As opposed to just coming in and doing one off magic assessments!"

LEA/Private EP

One suggestion that was made to combat this was having SENCo forums for post-16 provisions, so that staff working with 19-25 year olds could gain an understanding of how EPs can support.

4.4.2 Staff

4.4.2.1 What Went Well

4.4.2.1.1 Supporting Staff

Staff reflected how they found EP involvement focusing on supporting staff beneficial. It was discussed how a member of staff running an intervention alongside an EP was an effective format, as they could give support when the EP was not present. The Deputy Head reflected on how the EP was available to support staff when the YP they worked with were undergoing difficult circumstances.

"But the planning and forward planning and support from the educational psychologist, held everyone together."

Deputy Head

The Deputy Head also referred to EPs as being a moral guide for the school; using their training to support processes and expectations within provisions around this.

4.4.2.1.2 Inclusivity

EPs promoting inclusive practice was raised as an important theme for staff, especially when it was reflected on how this may not be a central point of other professionals' roles.

"the Ed Psychs are there for them. They're the only people that you can say that, they will see everybody"

Teaching Assistant

For some staff, this was linked to morality, with the EP role not only in supporting staff to plan for YP's futures, but also to hold the focus on YP and their needs.

"Their job is not to assist the SLT gambling on people is it, it's their job to keep people grounded and remind them of their responsibility to disabled young people"

Deputy Head

This could suggest that EP input in FEPs is viewed as important around promoting inclusivity, and allowing YP to feel seen and heard.

4.4.2.1.3. Other Themes

Staff felt having time to talk with the EP, and really being listened to, was valuable for their practice (Appendix L). EPs supporting staff through providing resources and strategies was discussed as being particularly successful. The EP having resources immediately available for short-term input, as well as discussing long-term plans with staff, was appreciated. Staff also discussed how they found specific resources, such as SCERTS, useful, especially when their practice of using these resources was reviewed with the EP. The Deputy Head reflected on how strategies given by the EP showed a reduction in stress and anxiety for staff.

Staff reflected how they found it beneficial when EPs were clear and honest about their role, able to explain how processes worked, and the limits of the EP role. The importance of trust and flexibility within the work was also highlighted as a key aspect of EPs' work with provisions.

4.4.2.2 What Did Not Go Well

4.4.2.2.1 Lack of Direct Input/Communication

One issue was raised around a lack of direct input or communication from EPs to staff. Some staff members felt they were being asked to do things they were not trained for, or left without enough direction or support to complete interventions.

"Over the years is this stand back approach; they come, they observe, they give you a suggestion, and then they leave it for you to facilitate."

Teaching Assistant

"Sometimes I'm emailed resources, and I find that quite difficult, because it'll, I'll just get an email that says, please can you use the attached to support the child, not how I can use those resources."

Residential Staff

It was also noted how there can be a high turnover of EPs, who often specialise in different areas, which can mean some projects are halted halfway through due to a lack of consistent EP input. Potentially linked to this, one staff member felt EPs do not always spend enough time getting to know YP and their provision, which can result in recommending unfeasible actions.

"So, they think that this round kid is gonna fit into that square hole, and it doesn't work that way!"

Teaching Assistant

4.4.2.2.2 Differing Expectations

When considering why pieces of work may not have gone well, staff felt EPs' expectations were not always aligned with staff views.

"sometimes the expectation is like unrealistic…the student may take three months to process the first thing on the list! …they don't always appreciate that…when they come once a month they wanna see a change."

Teaching Assistant

The Teaching Assistant discussed how she did not feel the EP always had a full understanding of the provision, such as how possible it was to implement certain recommendations, for example, due to staffing or training. Differing expectations also

extended to the contracting role, where the staff member, link EP and the EPS held different views on what had been commissioned, and what work had (or had not) been completed.

> *"She was very rigid ... She's blocking everything, she's putting paperwork in front … And in the end, I was so angry, the head Ed Psych, who is amazing, said, we're not charging you for today, and I was like, Of course you're f*****g not, are you on crack?! You're not doing, charging me, because this person's awful!"*
>
> Deputy Head

This suggests the importance of being clear within contracting of what expectations may be realistic, and having an open discussion with all staff members involved around their views of the recommendations. This also suggests the necessity of relationship building and open dialogue between stakeholders.

4.4.2.2.3 Other Themes

Staff noted how at times, personality clashes caused negative views and experiences of EPs (Appendix M), especially when the portrayal of the EP role appeared to be focused around the 'expert' model. Consultation was also noted to be an issue at times, with some staff not feeling listened to and commenting that only seeing a small number of people through consultation was not a good use of EP time. Staff also noted how they did not feel the EP role was clear, for post-19 as well as throughout education. This led to staff being unsure of what EPs practically can do, and in some cases buying in CAMHS instead. One staff member reflected on how she felt it was unlikely EPs would have time to explain to all staff what their role was, however she felt this would be welcomed.

4.4.3 YP

4.4.3.1 What Went Well

4.4.3.1.1 Resources/Strategies

All participants spoke about finding the resources and strategies recommended to them by the EP as one of the most useful parts of the assessment, at times over and above the diagnosis.

> *"I think even if I've gone away, and they've said, actually, no, you're, you don't have dyslexia, or whatever it is, he gave me such a thorough breakdown about how my learning style is, and it just…helps me generally now"*

23-year-old female

> *"the fact that her strategies were specific to the course that I was doing… That was really useful."*

19-year-old female #1

The familiarity of the EP with the university structure and course that the 19-year-old was taking was noted as a strength, helping the EP to give specific strategies which both the EP and young person felt confident would be of use. Another participant noted how the resources given were sometimes more emotional than physical.

> *"because he could see the areas that I struggled in, he was suggesting all the different bits of support I could have in place … I think just that kind of just accepting that that's okay … and not to feel worried about asking for more support."*

19-year-old female #2

This suggests the importance of taking the time to consider both the emotional and practical needs of YP.

4.4.3.1.2 Treated as an Equal

One theme that clearly arose when seeing an EP as a 19-25 year old was about being treated as an equal. One young person compared this to when she had seen an EP as a child:

> *"they* shared *their knowledge with me, it felt that, because you're maybe, older, they… they feel that you're more worthy of the explanation of everything. I don't feel that I got that back in school when I worked with an EP."*
>
> 23-year-old female

The YP discussed how they felt involved in the process, with EPs giving thorough explanations and guidance on how to interpret their assessment results, as well as checking the YP were happy with the content of the reports.

4.4.3.1.3 Other Themes

The YP talked about how they felt the EP's personality and reassurance helped them to experience the input positively (Appendix N). The YP discussed how they felt the EPs exuded warmth in person and through their reports, alongside giving them reassurance before and after the assessments. Several participants noted how they felt the assessment procedure was fairly quick, with one describing her surprise that the EP told her straight away that she had a specific type of dyslexia. This also linked to the theme of clarity; the YP reflected on how the EPs took the time to clearly explain the process, assessment measures, needs and recommendations, and ensure the YP fully understood.

4.4.3.2 What Did Not Go Well

4.4.3.2.1 Time

Interestingly, only one negative was brought up when participants reflected on their time with an EP, around time.

> *"I felt that one was quite rushed, I don't feel I was fairly assessed on that one…I was almost a bit unsure of the task. And I remember he cut me off a little bit too soon"*

19-year-old female #2

Whilst the young person considered it may have been the assessment guidelines that caused the abrupt ending; the feelings of anxiety, being rushed and unsure prevailed. This suggests that setting the tone for the assessment from the onset as being a more collaborative measure, checking understanding, starting and stopping points may be more appropriate.

4.4.3.3 Pathway to EP

When discussing their pathway to an EP, there were similarities and differences across the YP. The 19-year-old #1 recounted how her tutor recommended she see an EP for a dyslexia assessment, whereas the other participants approached the universities themselves through the support services.

"they spotted the problem, and how they kind of suggested that I should do something. They'd obviously had training on like, what to look out for"

19-year-old female #1

The 19-year-old #2's university had an EP who worked at the university on a termly basis who saw her at the university, which was described as a quick process; whereas the other two YP were given a list of EPs and arranged their own assessments. One young person discussed how she had seen an EP at school, and felt she had additional needs that she would like to be recognised at university, thus requesting the assessment; whereas another young person recounted how it was her flatmate, who had already been diagnosed with dyslexia, who recommended she request an assessment.

"when I approached the university for, um, to do a dyslexic assessment, and they just said they didn't offer that … And that they, I would have to - they could point me directions for private people."

23-year-old female

"there was, like emails that came through from the Disability Support Service, but …the emails seemed to be based on people that already had labels or a specific need … there wasn't a, like a really clear signposted, if you need an EP this is how you do it."

19-year-old female #1

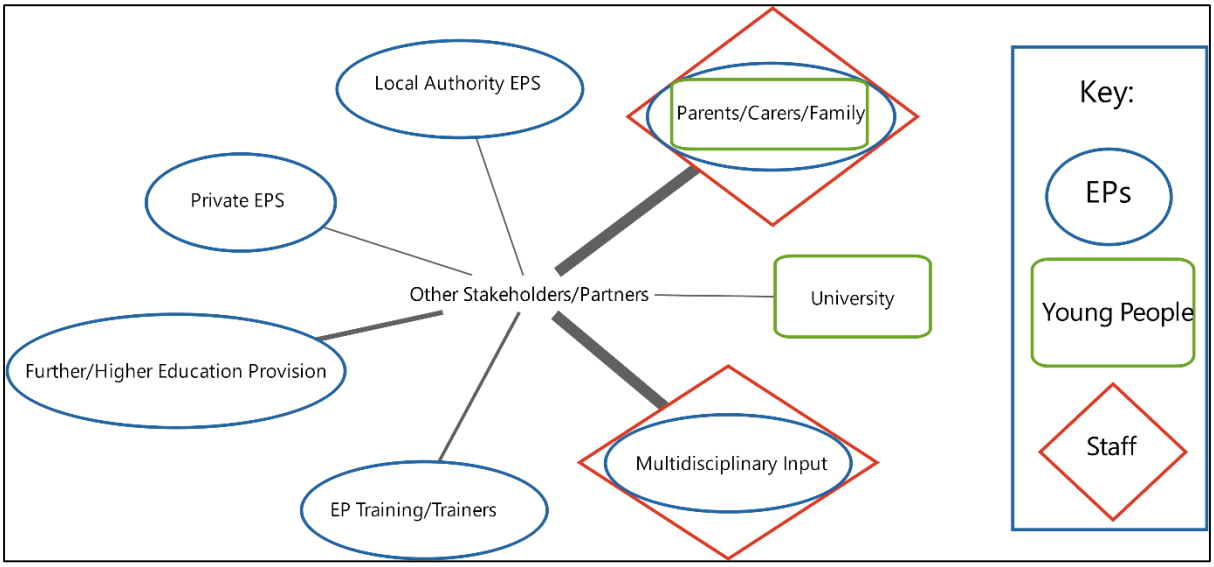
The YP discussed how there was a lack of clear information about what an EP does, when a student might need to see an EP or how to go about this. Whilst one young person found her university very proactive through the tutor system around noticing her needs, this was not experienced by the other participants, suggesting there is no set practice across different universities.

4.5 Other Stakeholders/Partners

This theme incorporates the other stakeholders and partners the participants felt were involved in their experience of EPs working with 19-25 year olds. EPs appeared to work with the widest range of other stakeholders and partners (Figure 5), with all groups noting the involvement of parents/carers/families.

Figure 5

Other Stakeholders/Partners Thematic Map



4.5.1 EPs

4.5.1.1 EP Training/Trainers

One theme arose around EP training with 19-25 year olds; one EP noted how she did not feel she had had sufficient training to work with this age group, and as such felt it took her longer to feel confident with relevant assessment measures. Whilst the Private EP discussed the additional training he has completed, including family work, attachment, ADOS and DISCO assessment training, he also felt that training is a notable topic for EPs, and should be considered with doctoral course training providers and governing bodies.

> *"the BPS need to think about how it trains psychologist for the future. 'Cause calling us educational and child psychologists can be our downfall. Going to court with a, a barrister can say, oh so, you're not, you're not qualified to, to assess adults, how come you've assessed this adult?"*
>
> Private EP

> *"if the people training you say, it's not possible to do it in all the - it comes back to the alternative model. You have a generic Applied Psychology doctorate, and specialisation. If it's not possible to do, then why try and do all of it in one go? I think that the DECP would benefit from talking to the DCP - Division of child psych-of clinical psychologists, looking at how they structure their courses. So if, if the DECP want to keep it as different from clinical, then look at the possibility of having specialisation in terms of age groups."*
>
> Private EP

Alongside promoting discussions about how EP input with this age group might occur in EP doctoral courses, he also reflected on how this might affect the current workforce.

"you're not just looking at the child in school. Much, much broader. And you have to think, I think local authority psychologists have to think, have I got the expertise to do that? And got to be prepared to say no, where am I going to get the training from?"

Private EP

This was reinforced by the LEA EP's own reflections, around being unsure where to receive training, and where to find the time to do so.

4.5.1.2 Parents/Family/Carers

All EPs mentioned the involvement of parents, carers or family in their work with 19-25 year olds. It was mentioned how parents were often the driving force behind private work, requesting involvement for extending EHCPs and tribunal cases, often around residential provisions. However, this was not echoed in other EPs' work:

"parents are, are sometimes the last to know. Which is very different to perhaps primary schools may function, in terms of working with EPs'"

LEA/Private EP

"it's striking that balance when parents may need to, sort of, let the reins go, but sometimes you find, by that point, parents have, you know, been through a battle, to have their young pers – young adult's needs met"

LEA/Private EP

It was noted how at times work needs to be done to enable parents to trust the organisation involved with their child, as a young adult, alongside organisations understanding the importance of parents being informed, potentially due to their previous experiences and needs. The LEA EP discussed how in her role within the Virtual School, it is often professionals – such as care home managers – or foster carers who are present in the parental role.

“she had a foster carer from... She wasn't living with that foster carer, but they've kind of, maintained a, a link. So she gave the, um, foster carer, the report to have a look at.”

LEA EP

However, the LEA EP noted there was not a parental figure present throughout the university dyslexia case, in contrast to the statutory involvement, where the social worker and care home manager were involved to a high level. This suggests the role of parents, carers or families within this input is likely to vary.

4.5.1.3 Other Themes

EPs also brought up themes of FEP/HE, LEA EPS’ and private EPs (Appendix O). EPs discussed their work with FEPs, which involved: helping organisations understand their own needs; linking home, provisions and YP together to jointly think about needs; visiting provisions to investigate whether they can meet YP’s needs; attending transition meetings; planning for adulthood and employability through making links in FEP; recommending support universities can give YP; and writing reports for university exam boards.

When reflecting on LEA input with this age group, EPs felt there was potential to broaden EP work by offering input to FEPs and HE; currently EPs were of the opinion that LEA input with this age group was generally limited to statutory work. When considering private EP areas of involvement, one participant estimated that approximately 70% are predominantly dyslexia cases. EPs discussed how there was more freedom with private work, which in turn presented a broader range of opportunities, including tribunal and preventative work.

EPs spoke extensively about multidisciplinary partners they work with in their practice with this age group; the Private EP discussed how he found when working privately it was useful to have a network of other professionals to learn about their practice. The LEA/Private EP also reported finding multidisciplinary team working helpful to ensure work was not

replicated, alongside working together to provide groups and outcomes for YP around a range of topics. The LEA EP reflected on finding multidisciplinary working beneficial for the YP involved, as the EP role meant she herself was not always present. She discussed how there were lots of opportunities for multidisciplinary working with this age group, often due to the topics that might arise, such as drug use.

4.5.2 Staff

4.5.2.1 Multidisciplinary Input

When considering the multidisciplinary partners EPs work with around this age group, there was a high importance placed on the involvement of a range of staff. Staff felt strongly that EP referrals and consultations should involve all members of the staff team supporting YP to gather information, so nothing is missed. When reflecting on good practice, the Residential Staff noted the EP worked with both staff and YP individually, and gave her the option to be present in sessions with the young person. However, she also reflected on how it could be more challenging to work in a multidisciplinary team in mainstream settings, due to time constraints. The Deputy Head felt one way of improving this would be having a multidisciplinary presence on SLT:

> *"let's say you have two or three SLT members. I don't understand why they need to be teachers. I think it should be, people who work either in speech and language, OT, or educational psychologists, or at least someone who's very used to working across a multidisciplinary format"*
>
> Deputy Head

The Deputy Head credited the success of some practices, such as the SCERTS framework and appreciative enquiry, to the delivery being given by a multidisciplinary team of himself, a Speech and Language Therapist (SaLT) and an EP. However, he also reflected this was not always the case.

"it can be very isolating. Especially when you are fighting against another training. And I think the main problem I have with all of the other disciplines, is they're all other disciplines."

Deputy Head

Staff reflections suggest multidisciplinary working can have benefits and cost, depending on the functionality of this, thus the importance of being able to work with other disciplines in a productive way.

4.5.2.2 Parents/Carers/Family

When considering parental input, a range of experiences were discussed. Staff described the difficulties of parents not always being on the same page as staff, and targets not always being supported at home. Staff considered how parents are often very busy, especially if their child has additional needs, which can impact communication.

"parents input across the board is poor… we fill in [a communication book] *every day about their child's day, and there's a section for the parents, and I can tell you, I've got six students, and I've been written to maybe three times this year so far, and only by two parents."*

Teaching Assistant

"I think parents from maybe more poverty stricken areas, struggle more because they don't - some of them just don't understand, again, what an educational psychologist does … there's not a huge amount of involvement."

Residential Staff

It was considered how there is not as much support for families after the age of 19. The Residential Staff described how she worked with an EP to liaise with parents around supporting their child, and noted how it could be a barrier to the work when she did not know the parents.

"Some parents really want it, because it's college, some parents don't want it, because they're going to college, some parents, you know - your anxieties and stuff don't change because your very severely disabled kid is a year older."

Deputy Head

Staff reflected on how EP involvement with parents of 19-25 year olds could be beneficial, especially around supporting areas such as parental anxiety.

4.5.3 YP

4.5.3.1 Parents/Family

The YP all discussed how the EPs did not contact their parents; whilst two of the YP chose to discuss their assessment with parents, one did not.

"I wouldn't have felt it necessary for my parents to be involved. I felt that the EP really adjusted his way of working to meet my, kind of age or ability."

23-year-old female

Two of the YP talked about how they found discussing their EP assessment with their parents helpful; one noted how she would have been unable to fill in the developmental questionnaire without her mother's input. One young person spoke about how her mother had discussed with her primary school whether she might have dyslexia.

"because my mum had obviously made the decision, a long time before, not to give me the full assessment. I didn't want her to feel guilty that I was now trying to pursue it later on, or that, I didn't want her to think I was just looking to get the label, kind of thing, and make excuses for myself or… So I had all these silly things in my head that my mum would never really be thinking."

19-year-old female #2

Parental communication was ultimately viewed by the YP as being helpful, often shedding light on family members who also had dyslexia.

4.5.3.2 University

The YP all felt the universities they were studying in were important partners in their experiences, with some helping and investing in supporting their needs. The importance of universities being aware of signs that YP may need support, and knowing how to refer on to an EP was noted. One participant felt that her university appeared very involved and invested in how they could best support her, offering her an advisor, a trainer to help set up technology, study skills seminar sessions and social outreach groups.

> *"the support at university that kind of followed on, was really good I couldn't... Yeah, I don't think, I'm, I'm not sure if everyone would have that experience, it was really helpful."*
>
> 19-year-old female #1

However, not all participants recounted their experiences as being as positive.

> *"the university itself hasn't really put much in place. Um, other than, like, a cover sheet. Um… Yeah. But the D – the DSA do provide some support that you can, um, get and access."*
>
> 23-year-old female

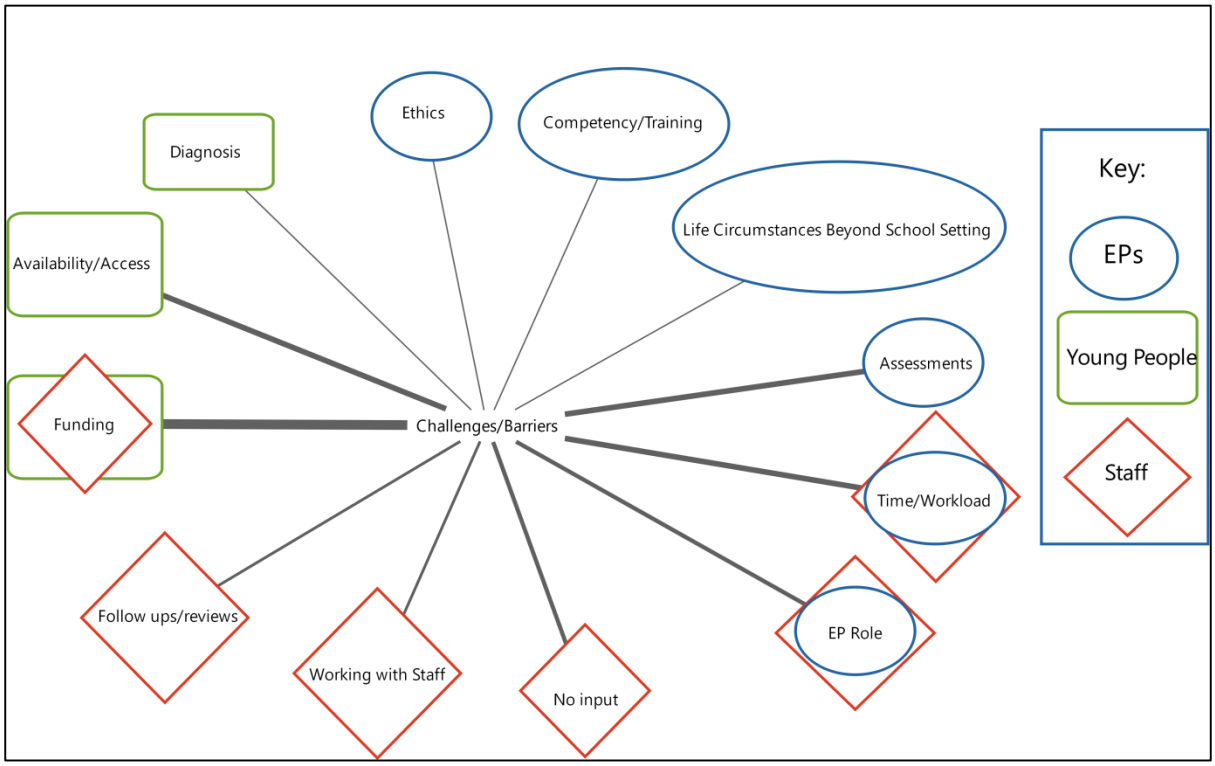
This suggests there is not an equity of service across universities, which could result in YP having vastly different HE experiences.

4.6 Challenges/Barriers

This theme incorporates the participants' views of what challenges or barriers they have experienced around EPs working with 19-25 year olds. A range of sub-themes arose between the groups, with some commonalities (Figure 6). The participants discussed how these challenges or barriers affected their personal and professional experiences, with some reflecting on how these were overcome.

Figure 6

Challenges/Barriers Thematic Map



4.6.1 EPs

4.6.1.1 Assessments

Several challenges were mentioned by EPs when considering their input with 19-25 year olds, one of which was assessments. Whilst engaging in a more collaborative report writing process with YP was perceived as a strength of the work, it was also noted this took more time, due to emailing the report back and forth. Knowing which assessment tools to use was cited a challenge by some EPs, due to a large number of assessments only going up to 18 years old. Therefore, EPs had to adapt several measures, such as the resiliency skills, and use this information qualitatively rather than quantitatively, due to the lack of norms with this age group.

"when I've looked to see … what materials are available. That, has proved a surprisingly tricky task - I don't know whether I've just been unfortunate … I've done it

twice, and both times, I haven't been… you know, it's not glaringly obvious, which, which, um, quick literacy test you would use."

LEA EP

It was discussed how the statutory assessment process could be improved; in one case, whilst a high number of professionals were involved originally, this input decreased towards the end of the statutory process, when it may have been useful to review how outcomes would be achieved together. One EP reflected on how completing assessments with this age group could have more of an emotional challenge than with younger students:

"when you're doing these assessments, you sort of try and make it, so that people feel, that they're, doing okay, and that there's sort of – you know, being successful. So that's a bit tricky, when you come back, and then you have to say, well you know, you did this really nicely…but…um, even so, there's – there's difficulty here."

LEA EP

This suggests that potentially further considerations need to be taken at all stages of the assessment when working with this age group, to allow space for a more emotional response to the assessment and feedback process.

4.6.1.2 Ethics

Ethics appeared as a prominent theme on a number of levels, with one participant suggesting guidelines would be useful around contracting with FEPs, as well as monitoring of funding to ensure equity of service. She also noted the majority of work with this age group is currently within private practice, which brings its own ethical issues.

"there is that tension between, well, you know we've employed you, and if we've employed you, you should work in this way."

LEA/Private EP

"sometimes who shouts the loudest gets the EP support, and it shouldn't really be like that."

LEA/Private EP

When considering the challenges associated with this age group, it was discussed how prominent the ethics were around considering the implications of EPs' decisions, results and recommendations; these could affect the rest of YP's lives – especially when at times some EPs may not have extensive experience working with this age group.

> *"And I was a bit worried about, you know, if she wants to be a pilot, and you're struggling with your maths... Um, that has, um, implications, for like, competency, in terms of, like, doing that particular job. So I was wondering about that whole area of, like… when it, you know, what would happen if you assess somebody, and their maths skills - according to the findings - were really poor. What, what would that mean in terms of you… You can't... That's about somebody's ability to fly a plane safely…"*

LEA EP

The LEA EP discussed how she felt slightly uncomfortable, feeling unsure whether she should take the referral, and considered perhaps an EP with a specialism in working with older students may be more appropriate, considering the potential implications.

4.6.1.3 Other Themes

Other themes that arose included: time/workload; competency/training; life circumstances beyond school; and working with staff (Appendix P). LEAs not having the workforce to be able to offer core or traded time to FEPs was noted as a prominent barrier to this work. EPs also discussed the difficulty of multidisciplinary working with other professionals in FEPs due to different timetables. Time could also be an issue for the YP EPs might see in this age group, as one EP found when a young person she worked with recently had a baby.

Whilst the Private EP stated he did not feel there were barriers to EPs engaging with this work, he felt the one exception was around EPs' own perceived competence and

confidence. This appeared to be reflected in other EPs' accounts, where a lack of training for EPs was noted as a prominent barrier. One EP also reflected she did not feel she had the experience to make decisions for complex cases with this age group, which was challenging.

When working with this age group, there were often circumstances beyond school settings that EPs would need to use their psychology for, which could present a challenge, such as family work, or YP having caring responsibilities of their own, thus splitting their focus. Challenges also arose for EPs when working with staff around 19-25 year olds; one EP recounted there being conflict with SLT about seeing the importance of EPs working to support and supervise staff. This could be due to FEPs being less familiar with the EP role, which was noted as another challenge, with staff not always understanding how EPs could take the role of a 'critical friend' within the system. It was also noted that EPs do not always have the same links with staff and provisions as they do for younger children.

4.6.2 Staff

4.6.2.1 Funding

Staff felt funding was a prevalent barrier to EP input, with the lack of government funding resulting in reduced EP time. The Deputy Head noted a lack of upfront funding was likely to be a barrier to having a SLT combined of multidisciplinary professionals, despite this potentially having a beneficial effect on funding long term. He reflected that the college has more money per student than the school, however, money was still a source of frustration.

> *"when I'm stressed, I can get quite f****d off, with hearing about, 'We spent four hours, five hours doing this,' and I'm thinking, this is why we fall back on universal measures. Because you're 500 quid a day, plus sometimes, and you're talking to two people, which may or may not have an impact."*
>
> Deputy Head

Staff also felt the cost of EP time was high, as demonstrated in one of the GEMs (Figure 7) which combined with the lack of government funding, created a barrier. This arose

particularly when considering transition points, where the issue of where to invest resources and the burden of a lack of funding was raised honestly.

"I do see, if I didn't have such a consistent system reminder of the link to the next steps, that I may use resources lower down to have a bigger impact. Because if you have limited resources and you're - and you don't know where they're going to, and you - you could say that they've got four months left, this work isn't going to continue in their next placement, why would I put essentially a couple of thousand pounds worth of resources into it?"

Deputy Head

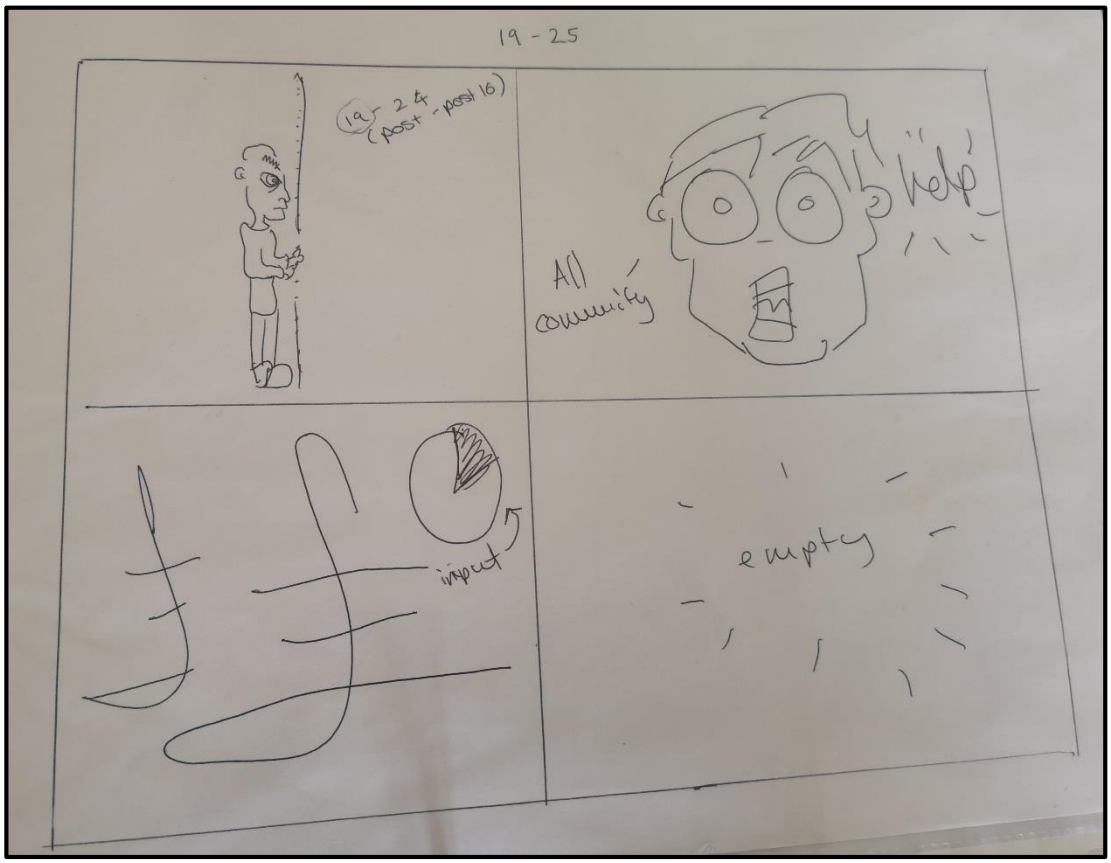
"I am honest enough to say if I thought they were just going on to another college, they would never receive our notes, I wouldn't bother. Because financially I have to invest in where I know there's gonna be more likely to be change. And, that is a hard truth."

Deputy Head

This could suggest the strain on funding and resources may lead to 19-25 year olds being less of a priority for provisions where funding is not separated between school and college. Without core time allocated to these provisions, this could leave staff with very difficult decisions to make.

Figure 7

Staff GEM



4.6.2.2 Follow Ups/Reviews

Not being able to review pieces of work with EPs was cited as a challenge for staff; it was highlighted that strategies were not always handed over or followed through after transitions.

"when they're going from primary to secondary school, it's so much easier, the transition's a lot smoother. But when they're going from school to a completely different environment or college, it could be, you know, counties away … So just more of a handover about exactly what that person needs, would make it easier to continue that into their adult life."

Residential Staff

"it would be nice to have, you know, even if it was like every three months, and progress tracked, things like that - I think after, after the age of 18 that gets lost."

Residential Staff

It was discussed how a lack of follow ups can make it difficult for staff to continue to use resources and strategies, as they can become outdated. It was noted that without regular EP presence it could be difficult to review input and receive ongoing support, especially for 19-25 year olds.

4.6.2.3 Other Themes

Other themes raised by staff included: time/workload; EP role; working with staff; and having no input (Appendix P). Waitlists and lack of EP time were mentioned as key barriers, especially when considering the increase in transitions YP may experience during this timeframe, meaning they may be in different provisions or locations.

The EP role not being clear to staff and parents was also mentioned as a barrier, especially when this may involve different specialisms. The Residential Staff commented that whilst she felt EPs' caseloads were likely too high for EPs to be able to educate staff on what their role is, it might be useful to have information on this in staff induction packs. She felt staff may not refer YP who could benefit from EP support due to a lack of staff awareness of what EPs can do.

Staff also felt that working with staff could be a barrier to EP input, giving examples of when staff have not all been on the same page with regards to YP's needs and support. The Teaching Assistant spoke about times when teachers had been reluctant to support therapy plans when these fell across their lessons. Contrasting timetables of FEP staff and EPs was also noted as a barrier.

Another challenge staff encountered was when they did not receive any EP input. It was noted how provisions for 19-25 year olds do not have designated EP input as standard, making it difficult for 19-25 year olds to access support. One instance was described where the designated EP did not feel they could work with students with SLD, leaving the provision without EP input. It was also noted that maternity cover was not always given, nor were EPs immediately replaced when they left the service.

4.6.3 YP

4.6.3.1 Funding

All YP spoke about the issue of having to self-fund their EP assessment, in what appeared to be a prominent theme for them. The fee the YP had to pay varied, as did the support universities offered for this. One young person had to contribute £100 towards the assessment, with the university paying the remainder; another had to pay £600 herself; another had to pay £400, but when raised this would be an issue, her tutor signposted her towards grants.

> *"the first one is pound signs* [Figure 8]*, because I felt that to… to access any educational psychology service was quite impossible"*
>
> 23-year-old female

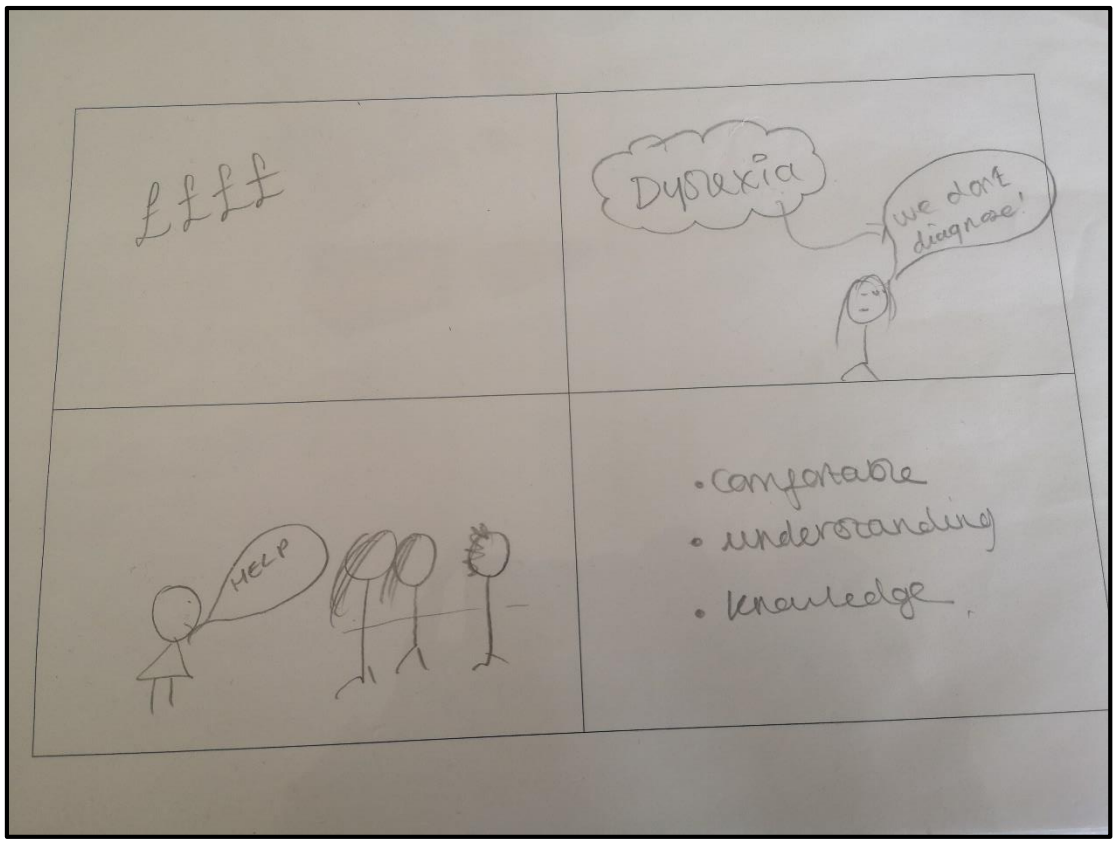
> *"at first, it was very much like how am I going to afford to have this assessment, it's £400. And I'm going to have to get the train into London as well, so that's going to add more money on."*
>
> 19-year-old female #1

> *"The only thing that did worry me as a student, was that I would have to pay £100 towards it ... And I couldn't afford that at the time … I remember thinking, right, how am I going to get £100, I'm going to have to go home and ask mum and dad."*
>
> 19-year-old female #2

It appears there is no set format for YP receiving EP support or assessments at HE, with the support, signposting and cost varying across different universities. The implications of this could be that there are YP who are unable to access EPs in HE if they do not have the funds available. This suggests an equity of service and access to this may not be in place for EP support at HE.

Figure 8

Young Person GEM



4.6.3.2 Availability/Access

The theme of availability or access was another prominent barrier for YP, which often appeared to link with the challenge of funding. The difference between accessing an EP at school compared to university was noted, with one participant explaining she was unsure how to go about this.

"I did me saying 'help!' And then lots of EPs with their backs turned, because it didn't feel that there was any space or budget for people after 18, to be seen by an educational psychologist – the service didn't seem available."

23-year-old female

"when I approached the university for, um, to do a dyslexic assessment, and they just said they didn't offer that. And that…um, yeah, pretty much that they didn't offer

it. And that they, I would have to - they could point me directions for private people. But I would have to pay for it"

23-year-old female

One young person experienced the university's lack of availability for EP assessments around additional needs as a clear barrier, with no apparent further dialogue around how they could support her to access this, or support her with any additional needs in accessing her HE course.

"it's quite unclear for 19-25 year olds, what support you're allowed, or what you can access and, and how *to do that."*

23-year-old female

"it's not kind of advertised that there might be these resources that you can go to."

19-year-old female #1

Practicalities of access and availability also created a barrier for YP; with EPs not being on site at all universities, one young person had to arrange to travel to London for her assessment, which added extra cost and logistics. Resources that were available to support YP with additional needs were not advertised or explained prior to YP directly enquiring about these, resulting in another barrier.

4.6.3.3 Diagnosis

The issue of whether or not EPs give a diagnosis of dyslexia was noted to be a challenge when trying to receive support for additional needs at university.

"I've said about dyslexia, and people saying, 'We don't diagnose,' so then you're just kind of left … a lot of EPs say, you don't need the diagnosis. And we treat the need, but, uh, like, that doesn't really work. When you turn up to university, they say, if you want support, let me see your diagnosis"

23-year-old female

"I feel that in higher education, from who I've spoken to, a lot of people who have who, who have had contact with EPs has been around dyslexia. And that just seems like something that EPs are like steering away from, but then it leads you to having to spend a lot of money."

23-year-old female

One young person discussed how EPs working in schools are reluctant to give dyslexia diagnoses, as schools can support children's' needs without a diagnosis. However, in HE this is not the case, with provisions saying they need a diagnosis to provide support. It thus appears EP involvement with YP at different age groups can be at odds with one another.

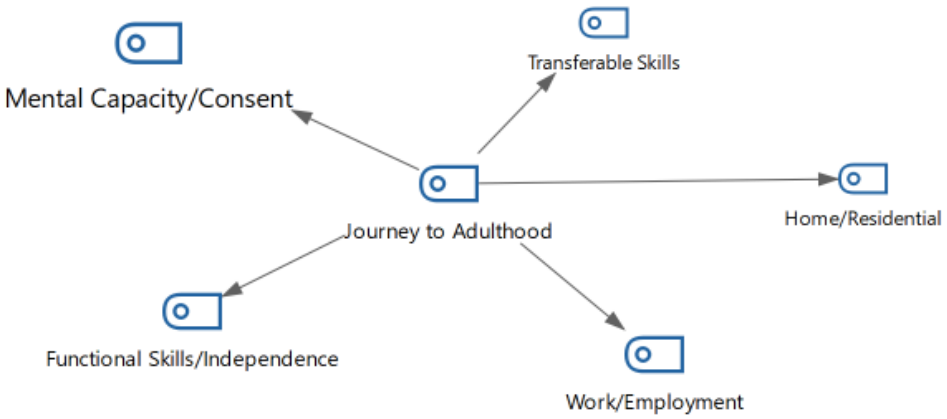
4.7 Journey to Adulthood

This theme arose from EP and staff interviews, and incorporates the participants' views of how EPs can support with 19-25 year olds' journey to adulthood. Whilst staff appeared to think of this more generally, a range of sub-themes arose from EPs' comments (Figure 9). As this sub-theme only incorporated one participant group, this allowed space to illustrate the frequency of sub-themes by size of text in the thematic map, thus is displayed in a different style to previous thematic maps that involved more than one participant group.

4.7.1 EPs

Figure 9

Journey to Adulthood – EPs Thematic Map



4.7.1.1 Mental Capacity/Consent

Mental capacity and consent were raised as a key theme when working with this age group. EPs discussed how this could differ from their work with younger children, as they tried to be more explicit. One EP discussed how she felt YP were in a difficult position, as either they scored highly in the assessment, which meant potentially not gaining the support they were looking for, or they found it difficult, which was uncomfortable. One EP reflected on how considering consent with the older age group made her want to think further about consent with all children and YP she worked with.

> *"throughout you need to be thinking about consent all the time and that you're, you're working with this person and are they happy as you progress. Are they happy with, um, how the work's going, and do they still consent, you know, they might have consented, at the outset, but do they still want to go ahead."*
>
> LEA EP

"obviously there is this idea that when you're in post-16 there's independence, and actually around um, consent as well, that notion of consent and also mental capacity, so, there's, I think there's some work to be done around mental capacity"

LEA/Private EP

"I've been on some training on that – that's got some interesting things in relation to when a decision needs to be made… If the family or a sibling can have power of attorney. That is very, very interesting concept, and what that means. How do you make that? How do you make that decision?"

Private EP

One of the EPs referred to the Mental Capacity Act (DoH, 2005) as being a relevant piece of legislation for EPs looking to work in this area, which related to legal work, and considering whose views would be privileged between YP and their parents. The Private EP discussed how his input can be focused around how YP function in adulthood in society, such as managing their own money. It was also discussed how a part of the LEA/Private EP's work can be around helping families to understand more about mental capacity, and reframing with organisations around why it's important for parents to be involved regarding capacity.

4.7.1.2 Functional Skills/Independence

EPs all discussed the need to focus on functional skills to support YP with their independence as being an important part of their role.

"EPs, us knowing what is out there, in terms of, um…what can help learners to develop life skills, develop, you know – see what training programs there are or apprenticeships there are out there that a lot of our learners can access"

LEA/Private EP

"So employability … as opposed to it just being, in essence like school, where you're learning your skills in isolation and not necessarily transferring them to the real world, and I think there is such an importance at this stage, that there is that clear link with between what's being learnt and real life experiences, so developing functional skills, preparing them for assisted living, where that's appropriate."

LEA/Private EP

"if verbal problem solving's tricky for you, and you've got this, you know, auditory memory issue … it's, it's okay to ask to, to have things in writing, and time to, think about… So there are all sorts of things about how meetings with social care could be managed, so that she properly understands what's being discussed. And, can play a full part in those meetings"

LEA EP

This input took the form of a number of ways, including individual work with YP around support to develop and manage transferable skills; assessing YP's functional skills; consulting with YP and their families around their views on independent and semi-independent living when planning for adulthood.

4.7.1.3 Other Themes

Other themes that arose from EPs included: transferable skills; home/residential; and work/employment (Appendix R). A range of topics came up when EPs discussed the input they had with YP related to work or employment. EPs noted their involvement ranged from supporting YP to utilise transferable skills, to supporting provisions to think about appropriate work experience. When considering transferable skills, EPs discussed how they supported YP and FEPs in a range of formats, including: running social skills groups; employability and work experience sessions; and problem solving techniques. Residential provision was also considered a key part of EP input, such as assessing and recommending the most appropriate placement.

4.7.2 Staff

Staff considered how EPs can support the journey to adulthood, with a focus more on wellbeing and community learning as opposed to traditional classroom based learning.

> *"college is all about them doing community stuff, work experience and things like that, so it's about their well-being"*
>
> Teaching Assistant

> *"you have to be quite brave to stand up and fight the rigour of what's important to the young person or the course at that time ... That becomes increasingly hard the older they get. Because time in education is becoming sparser. It is very sometimes difficult to advocate, as an educational psychologist, for that young person against someone like myself, who is essentially gambling using their time on every child. Especially when they get to 19."*
>
> Deputy Head

This suggests EPs have a variable and important role with this age group and the staff who support them.

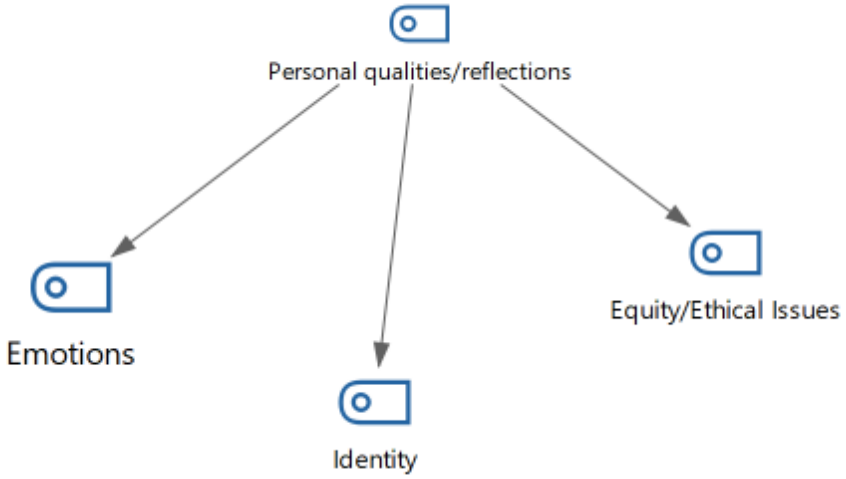
4.8 Personal Qualities/Reflections

This theme incorporates the YP's reflections on the EP input they received, as well as their thoughts on personal qualities that arose from this (Figure 10). As this sub-theme only incorporated one participant group, this allowed space to illustrate the frequency of sub-themes by size of text in the thematic map, thus is displayed in a different style to previous thematic maps that involved more than one participant group.

4.8.1 YP

Figure 10

Personal Qualities/Reflections – YP's Thematic Map



4.8.1.1 Emotions

Emotions arose as a theme across all the YP, who reflected on what seeing an EP meant for them. Feeling nervous about seeing an EP was raised as a common emotion, alongside feeling anxiety about studying. EP input was discussed as bringing with it a whole host of emotions:

> *"the reason why I put down identity, and the word anxiety, is because, is because afterwards, whilst it was great to then have this kind of image of, here's my strengths and here's my weaknesses, and yes there's this, this team to kind of support me, practically, there had been kind of an emotional impact on, on me, and the way in which I'd kind of seen myself."*
>
> 19-year-old female #1

> *"if the support stopped at college age, I do feel, would people be less, believing in themselves to want to go on and do further university and study."*
>
> 19-year-old female #2

“And the last box is significant for self-esteem, for all the reasons I've listed. I feel, if I didn't have that support, when I needed it most in higher level education, I was starting to beat myself up a little bit, and wonder why I was finding things harder than my peers.”

19-year-old female #2

One young person reflected on how one of the positive experiences from seeing an EP was improving her self-esteem during an anxiety provoking time, which was affecting her emotional state, work output and social life. It was also discussed how seeing an EP and having encouragement from them helped her to have empathy for people she works with now. This suggests the EP input was highly significant for YP on a range of levels.

4.8.1.2 Identity

Identity, and how this was impacted by the YPs’ experiences, was raised; especially their understanding of themselves and their own ways of learning.

“I put identity on there just because I was thinking about, what it means to get an assessment or work with an EP when you're 16 and 25. And how, if you’ve spent so long, maybe, with a specific difficulty that you weren't aware of, or a long time, sort of undergoing a process, you might, you might have built up sort of certain things about your identity and your self-concept.”

19-year-old female #1

This suggests identity is a complex theme for 19–25 year olds, especially when there may be additional learning needs in HE.

“in my own experience, I do think it's really helped me. I can see how going along to have that assessment and having the acknowledgement of the fact that I had dyslexia, but also the encouragement that, with the, the support that I need and understanding my own learning style”

19-year-old female #2

“I remember saying, ‘oh, does it mean I'm really stupid?’ Because I'd always felt like that compared to my peers. Like at school and everything … And I remember him saying to me, ‘you're absolutely not stupid, you just learn in a different way, and you need to be, you need to embrace that, and be shown how to learn in that way.’ And that's always stuck with me, because he was so supportive in that way, the way that he explained it to me. I remember he said it as we were walking down the stairs on the way out. He said ‘you're definitely not stupid!’ He said ‘you're doing a degree, and you're getting firsts.’ And I thought, ‘yes! Thank you for reassuring me!’”

19-year-old female #2

This suggests EPs need to be aware of the impact on identity that EP assessments and input can have for 19-25 year olds, and think about how this is raised and supported.

4.8.1.3 Equity/Ethics

Ethics and equity were considered around a range of topics, from the role of the EP being around championing equality, to the ethics around diagnoses and assessments.

“that leads me on to my next box, championing equality as well. And so for people to not just be disregarded if they struggle a little more than the average person. They just have a different way of learning, and they deserve to be supported in the way that they need to be. And to get to where they want to be.”

19-year-old female #2

“it's not fair that people have to spend a lot of money to do that, and to, to be able to access something at the same, yeah, same understanding of someone else. Yeah. So, yeah, it doesn't it doesn't feel like, equal, that I have to spend like 600 pounds to do this course, where someone doesn't have to spend anything. Because the materials are made for them, in a way that's fine.”

23-year-old female

"I did find myself questioning, well, how much of a dyslexic am I? And, is it even fair *for me to be saying, oh yes I'm dyslexic and dyspraxic, because there's people out there who are more dyslexic and more dyspraxic, and they might need extra resources and support more than what I need."*

19-year-old female #1

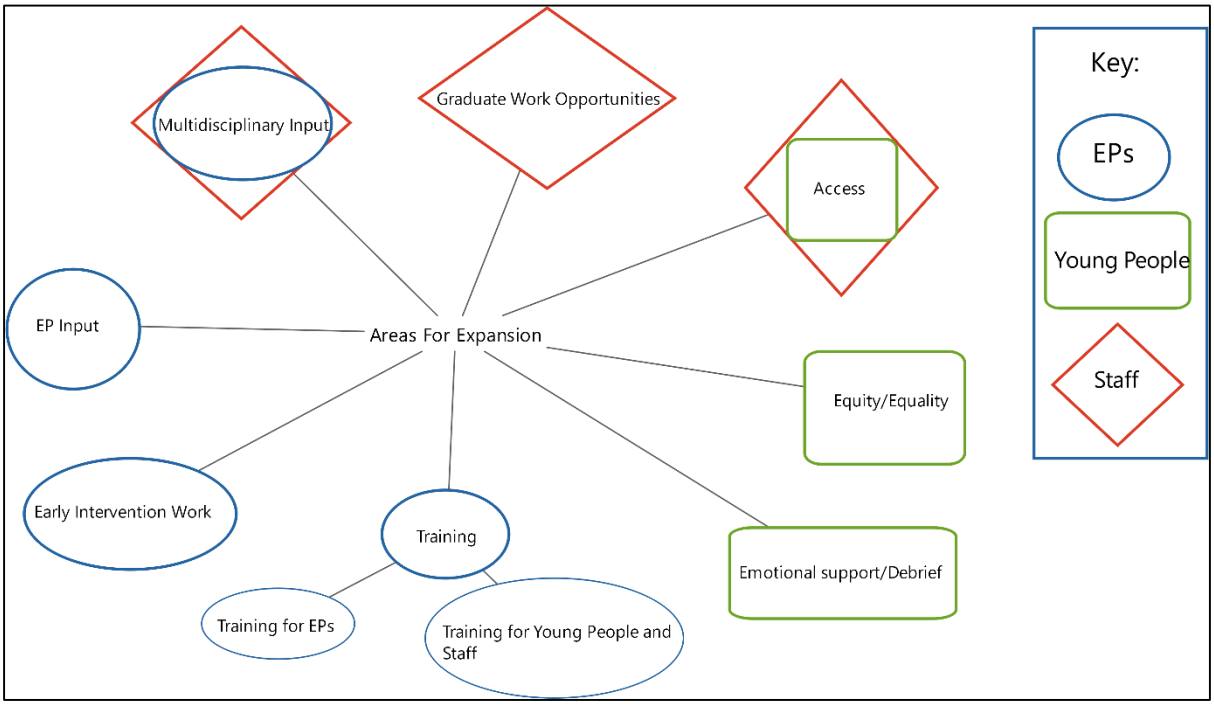
These points all raise important questions about the ethics of access and additional learning needs in HE. Whilst there is an expectation the role of the EP includes promoting equality, it feels that in practice this is not always occurring in HE, potentially due to the lack of linked EPs to universities.

4.9 Areas for Expansion

This theme incorporates the participants' views of what further input or focus could occur for EPs working with 19-25 year olds in the future. The sub-themes appeared quite varied between the groups (Figure 11), however, EPs and Staff both raised the sub-theme of 'multidisciplinary', whilst Staff and YP both raised the theme of 'access'. The participants discussed what they would like to happen in the future, at times relating this to EP work with other age groups, as well as giving suggestions from their own experiences of what they would have liked from EP input with this age group.

Figure 11

Areas for Expansion Thematic Map



4.9.1 EPs

4.9.1.1 EP Input

When considering different areas for expansion for EPs in this area, all EPs discussed how the profession could offer a wider range of input for 19-25 year olds. One EP suggested offering a range of consultations or interventions in a similar format to what is offered to schools, except with different topics, such as HE, families and drug use.

> *"you could offer all the things that you offer to the, to the younger ones. So, um… so you could do PATH meetings, and um… For this young person. She's had a baby, but she still wants to –to go to uni. So you could have a PATH meeting with all the, um, people supporting her, and-and plan. If you could invite the uni to the PATH meeting to talk about what they have."*
>
> LEA EP

"if you're a local authority that may work in college only in a statutory level, well actually there's scope for broadening that by, perhaps setting up a service level agreement … and working more preventatively, you know, using consultation, perhaps running groups"

LEA/Private EP

Suggestions for input EPs could deliver with this age group, and for provisions supporting them, included solution circles, consultation and training. It was also discussed how EPs could broaden their input so as to work more closely with parents, who frequently request involvement at this age to consider residential and FEPs. This could take the form of supporting parents directly, court or tribunal work.

4.9.1.2 Training

Whilst training was an overall subtheme when EPs considered how they could expand their work, one theme arose around offering training to support the YP when planning for adulthood. It was hypothesised this could take a number of formats, including signposting to other training programs, as well as EPs delivering this training.

"is EPs, us knowing what is out there, in terms of, um…what can help learners to develop life skills, develop, you know – see what training programs there are or apprenticeships there are out there that a lot of our learners can access, so there's something around building a resource base or a directory"

LEA/Private EP

"training with the, the young people, sort of if, if they're worried about their learning, or how they revise, or how they organise themselves."

LEA EP

The importance of EPs knowing what involvement and support is available for YP in this age group was noted to be an area for expansion, especially as this is likely to be in areas that

could potentially be novel for EPs, such as job coaches and work experience. It was also discussed how EPs could need further training in how to best support 19-25 year olds. This was noted as a key point in order for EPs to feel skilled enough to embark upon the other areas of expansion that were identified.

4.9.1.3 Other Themes

Other sub-themes EPs identified as areas for expansion included multidisciplinary input and early intervention work (Appendix S). One EP reflected on how the preventative work she had completed with a FEP was noted to have been more beneficial than statutory work, and suggested this could be an area for expansion for LEAs. It was also discussed how it may be more beneficial to promote multidisciplinary working throughout cases, as opposed to just at the initial stages. It was suggested a SENCo forum for professionals working with this age group could help EPs have an avenue to support understanding of the EP role.

4.9.2 Staff

4.9.2.1 Multidisciplinary

When staff considered areas for expansion, improving handovers and communication between different disciplines was raised. This included teachers, teaching assistants, EPs, SaLTs and Occupational Therapists (OTs), to ensure progress was not lost and all staff were aware of how to best support the YP.

> *"the referral nine times out of ten come out - come from the teacher, but I'd say* talk *to the TAs. Cause they're the ones that work with the student."*
>
> Teaching Assistant

> *"I have seen schools where therapists are senior, and I think those schools are much better."*
>
> Deputy Head

It was also discussed how EPs could be further involved in multidisciplinary working through becoming part of SLTs. A higher awareness amongst staff of the EP role was also raised, which could result in more multidisciplinary working.

4.9.2.2 Access

Staff discussed how they would value having improved access to EPs, as well as EPs being able to engage in a higher level of input with YP.

"It would be nice to have time to meet one to one myself with the Ed Psychs, plus also then with the student as well"

Residential Staff

"And them just not, sometimes not being accessible enough … I often found that if I was trying to look for the educational psychologist, she was always in a meeting in a meeting in a meeting!"

Residential Staff

"I just think the 19-24 provision needs to be rethought in terms of how people access that. I mean we had such little access to meaningful therapy for all young people, let alone the SLDs [severe learning difficulties]*"*

Deputy Head

This could link with EPs' thoughts around potentially creating SLAs with FEPs, which could enable this type of working.

4.9.2.3 Graduate Work Opportunities

When considering areas for expansion, and how to create increased EP input, the potential to increase graduate work opportunities for psychology students was suggested.

"And I'm gonna say a bigger input, um students! ... Student psychs, we did have a few, in the early days"

Teaching Assistant

"I think that there is a bottleneck of young people leaving with a psychology degree who aren't empowered to make the next step, because there isn't a good amount of jobs with therapeutic input, and they go off and do other things."

Deputy Head

It was discussed how placements in special needs provisions would be able to give students a range of experiences which they could then draw on in their future practice.

4.9.3 YP

4.9.3.1 Access

A clear theme that arose for YP was improving access to EPs, which in turn could then improve access to further support for their future. This linked with being clear about what access is currently available; it appeared a commonality of YP's experiences was not feeling informed about how to access an EP in HE.

"improving access to education/job prospects. Because, obviously, people who require an educational psychologist will be presenting with some kind of learning difficulty or learning need, whereby they maybe do need signposting, to be able to access those, and to access education or be supported to get employment."

19-year-old female #2

"I think being really clear *about the services they offer, and how to access those … there's very little on, like the access to EPs on the website. And no one actually explicitly ever says, and so then it's difficult to know what, what's actually available."*

23-year-old female

"I know that there's the research into dyslexia at the moment that is kind of questioning the use of labels ... And so there could be lots and lots of people out there with all these different neuro - what's the word? Neuro-psychological

differences. And we, and they, and they do *need support, but maybe the way the ways in which we're screening at the moment isn't picking them up."*

19-year-old female #1

Another point raised around EP access was the efficiency of screening procedures, or awareness of when YP may need support. This raises questions about whether standardised screening procedures are in place across different ages and locations.

4.9.3.2 Emotional Support/Debrief

It was discussed how the process of having additional learning needs, as well as undergoing an EP assessment, could be anxiety inducing, thus could be beneficial for EPs to be able to offer emotional support.

"I think that some form of like, emotional*, kind of support around, what does this mean to you. Because it is complex to know. If even if it is just like a little bit, if, if your brain is working differently, it's still, there's something in your brain that's working differently to what we're saying is standard. And exploring that that's ok."*

19-year-old female #1

"Just making sure that it's not just specific learning needs that colleges and universities are referring to EPs for. Because being a teenager is really, really difficult. So, this kind of social emotional things that are happening as well, that I think EPs could be involved in."

19-year-old female #1

"I think it would be very, very valuable to link up a bit more with counselling or something too. Because, sometimes, you kind of, it does affect your self-esteem a lot"

19-year-old female #2

It was also mentioned how EPs being able to offer support around employment, finances, long term prospects and mental health would be beneficial for YP. It is clear that a key area for expansion for EPs would be broadening the support offered for this age group to more than just learning needs, but also to focus on the emotional impact these learning needs may have for them.

4.9.3.3 Equity/Ethics

Equity and ethical issues arose frequently in the YPs' dialogues, suggesting this was an important topic for them across a number of themes. YP saw a particular area for expansion amongst EPs as doing more to promote equity and equality for those with additional learning needs in HE, around a number of topics.

> *"One thing that has really bothered me, is that some unis is off the extra time for coursework and others don't. Every uni will have extra time for exams, that's a given. But when it comes to coursework, for some reason some choose not to allow that."*
>
> 19-year-old female #2

> *"I feel that in higher education, from who I've spoken to, a lot of people who have who, who have had contact with EPs has been around dyslexia. And that just seems like something that EPs are like steering away from, but then it leads you to having to spend a lot of money. Which doesn't feel fair."*
>
> 23-year-old female

It appears there is disparity across universities around practice involving students with additional learning needs, and what reasonable adjustments might be to support them. In much the same way EPs promote equality in practice across schools, this could be an area EPs could work with universities. EPs may also want to consider reflecting on their own practice, and making sure this is aligned across schools and universities, for at the moment it appears there is some discordance around dyslexia, which could be to the detriment of YP.

Chapter 5: Discussion

5.1 Chapter Overview

This chapter aims to answer the research question of how EPs can best support 19-25 year olds. This chapter will discuss where viewpoints from the findings correlate and where they contrast. It will also outline these findings in relation to previous literature, as well as considering the strengths and limitations of the study, implications of the research, and areas for further research. Recommendations arising from the discussion will be included in tables.

5.2 EP Input

When considering EP input with this age group, the finding of EPs aiming to treat YP as adults, and YP valuing this, links with previous research. Bason (2018) noted the importance of involving YP in their own pathways and outcomes, linking higher motivation and personal agency with increased likelihood of gaining meaningful employment. The participants placed importance on working *with*, instead of *to*, YP, and ensuring the piece of work fit their needs and objectives. Whilst this could be due to these pieces of work being likely to be privately commissioned, potentially by YP themselves, this stance was also reported in statutory work. This suggests that this is a stance taken by the majority of EPs and YP, and should be at the forefront of future EP input with 19-25 year olds.

Despite the large focus on the involvement of YP, it was noted that reviews and feedback seem to be focused around adults in the system, as opposed to YP. This could suggest that YP are not viewed as having power or autonomy, that the control and ability to create change lies with the professionals in the situation. This contrasts with literature, where it was noted that “One EP spoke with excitement at the dynamic relationship involved, and of his sense of obligation to feed information back to the student immediately” (Futcher & Carroll, 1994. p.20), alongside discussions that students evaluating EP input themselves had been beneficial to EPs and FEPs (Futcher & Carroll, 1994). However, as this study was

conducted over 25 years ago, this could be another area that would benefit from further research, focusing on the review process.

Bronfenbrenner's ecological systems theory (1979) could guide practice in this area, by helping EPs to consider how to affect change through inclusion of stakeholders and considering situations that might occur throughout YP's systems, which naturally should involve YP themselves. Bronfenbrenner's theory notes the importance of interactions between different systems; for example, how the views and actions of friends, parents, the neighbourhood and community groups might impact on YPs views and ability to effect change, whist still retaining a focus on YP being the centre of their own system. One EP noted during the interview how she had found it useful to share Bronfenbrenner's systemic circles with staff, which could suggest that it may be beneficial to also share this theory with those involved in planning review meetings. One potentially effective way of doing this might be to use a PATH (Pearpoint et al., 1993). This could ensure YP remain at the centre of planning and reviewing, and lends itself to involving a number of people in a range of the YPs' systems who could help affect change, as well as considering what situations and experiences might be occurring throughout the different systems that may be affecting YP's goals.

Assessments arose as an issue for EP input in the findings and the literature (Bason, 2018), with some assessments not being norm-referenced for YP over 18. However, Bason suggested EPs using their transferable skills to engage in other pieces of work, such as consultation, motivational interviewing and PCP. This correlates with another EP participant's experience, where he discussed the wide range of assessments he is able to use. This suggests EPs should not feel limited to the assessments they typically use with school-aged children; instead thinking more flexibly around which input would be most beneficial for YP. Two EPs discussed customising scales or assessments to be more appropriate for 19-25 year olds, suggesting that when EPs are able to think flexibly around assessment work, there are a wider range of options available than originally may have been

thought (Table 4). This was also reinforced in the literature around the broader 16-25 age group, where it was noted that whilst the BAS and WISC were the most commonly used assessment measures, there are a wider range of resources EPs can use in their assessments (Damali & Damali, 2018).

EPs and YP also reported a variety of assessment tools used, which reinforces one EP's suggestion of using a range of tools with this age group. However, this may also suggest there is no set format for assessment, due to the range of assessments used between the YP who met with EPs regarding a dyslexia diagnosis. Whilst this could potentially result in an inequity of diagnoses, it is also consistent with how EPs practice with children, using different assessment measures to gain a further understanding of their needs. This concurs with more general literature around input with this age group, with research outlining how EPs have used a range of formats with 19-25 year olds, such as PCP and free association methods (Hymens, 2018; Park, 2018).

When considering dyslexia more specifically at university, Squires (2018) outlines how he believes EPs should potentially use the CHC model of intelligence, as this underpins adult intelligence scales that can be used in dyslexia diagnoses, such as the WIAT. Squires specifically notes EPs ought to triangulate assessment data with observations and reflective interviews. Whilst all of the YP discussed participating in a case history or reflective interview, none mentioned an EP observation as part of the assessment. Thus it could be useful for EPs to attempt to broaden their input to more than assessing in isolation, to include an observation of the environment YP are learning in, to fully triangulate their hypotheses. This could also create opportunities for EPs to work more closely with universities, and consider with them how environments could be adapted to help meet the learners' needs.

Both staff and EPs agreed that transition was an important area for EPs to offer support. EPs noted the role of information gathering, similarly, staff emphasised a handover of information and strategies, which was also valued by staff in the literature (Keegan &

Murphy, 2018). EPs put greater emphasis than staff on the range of transition work that can be offered; this was also noted in the literature, where it was recommended EPs maintain a focus on employment and education within transition times (Manning, 2018; Morris & Atkinson, 2018). However, previous literature seemed to highlight EPs supporting transition in a more strategic fashion, including promoting collaboration between agencies and providing training (Craig, 2009; Morris & Atkinson, 2018). However, this was aimed at the more general post-16 transition, as opposed to post-19. Morris and Atkinson (2018) also note EPs can support on a more individual level, especially around supporting YP with additional needs, and advising their next placement on how best to support YP, which links with the staff views generated in this study. This suggests EPs can offer a wide range of transition support across different levels, should they have the platform with FEPs and HE institutions to do so.

Parents were not mentioned by either EPs or staff regarding transition planning, which is in contrast to the literature (Fayette & Bond, 2018; Manning, 2018; Morris & Atkinson, 2018), although it should be noted that much of the literature is focused on transition from school to FEPs, which could potentially explain this discord. In Park's (2018) research into the transition experience of YP on the autistic spectrum, the majority of whom were aged 19 and over, parental involvement also did not appear to be mentioned, which correlates with this study's findings. This could suggest that whilst parental involvement may be seen as key up to the age of 19, this may not also be the case for involvement after the age of 19.

Staff discussed how during transition times, and in novel situations, discussions of the concept of blame on previous professional partners frequently arose, at times in lieu of planning future support and problem-solving. Further research into this area could be of use, to investigate whether this occurred as a way of projecting out anxiety felt by those involved in a system they may have interpreted as challenging or unstable. The notion of anxiety being felt in groups, and at times 'fight-flight' behaviour occurring as a way of avoiding this

anxiety (Bion, 1961), has been noted in psychoanalytical theory; this could be beneficial to share with staff in training around post-19 transitions, to help consider the emotions and actions at play. Anxiety was also noted by staff when thinking about parental involvement, especially at times of transition, so could be a pertinent subject. EPs also noted the importance of offering staff support, whilst staff reflected how they had found EP training helpful; this could suggest such work might be well-received by both parties. This concurs with previous literature, whereby one study outlines how work discussion groups and group supervision sessions were used to support staff in a FEP (Keegan & Murphy, 2018).

EPs raised how EHCPs with this age group was an area of growth, whereby EPs could give implications for work and further study. However, it arose that staff do not always find EHCPs helpful when trying to best understand YP's needs; the issue of staff gaining a better understanding of how to make EHCPs meaningful was noted as an important piece of input in private practice. However, without this input it seems EHCPs may not be fully utilised as they were originally intended. Bason (2018) also reflects on how some EHCP documents for post-16 year olds were not as specific as provisions and families would like. Several research papers reference the necessity of preparing and planning for adulthood (Atkinson et al., 2018; Bason, 2018; Cockerill & Arnold, 2018; Damali & Damali, 2018; Manning, 2018), for which EHCPs have a specific section included. It is therefore interesting this area was not reflected in staff's views of EP involvement, which could suggest staff are unaware EPs can provide support for this. This suggests that it could be useful for EPs to create a 'menu' of different areas and formats in which they can support, which it may be useful to discuss with provisions during planning meetings.

Staff and EPs discussed how they valued EP input around organisational and systemic support for both staff and YP. EPs discussed using Bronfenbrenner's (1979) eco-systemic circles with staff, joint planning, problem solving and staff training; whilst staff spoke of staff training and appreciative enquiry. Using Bronfenbrenner's ecological systems theory was also referenced in the literature, from which to base a service approach towards

working with 19-25 year olds (Hellier, 2009). However, it appears currently EPs are only able to offer staff support when SLAs are in place, as LEAs do not give core time to FEPs or HE provisions. This may be a consideration for how EPs can effectively support this age group in future, given that both EPs and staff noted this input was beneficial. This links to the importance of contracting EP input with multidisciplinary partners, which was found across different contexts in the EP and the staff interviews, alongside being recommended in the literature (Hellier, 2009).

The findings suggest facilitating consultations without an agenda is necessary, as there are a wide range of topics that can affect YP within this age group that they may benefit from discussing; again, giving agency to YP to raise what feels relevant for them. However, there was disparity between EPs around whether consultation was useful with this age group. There also appeared to be discord from a staff perspective, with some staff feeling consultation was useful for them, whilst also discussing how EPs seeing only a few people for consultation, and at times working with staff more than the YP, could be a detriment.

This was supported in Damali and Damali's (2018) research, where one college predominantly requested cognitive assessments as opposed to consultations; however, the EP offered consultations alongside assessments to discuss how to utilise the reports and interventions that were recommended. Unfortunately the researchers did not discuss the college's feedback or position on this. In contrast, most literature recommends using consultation with this age group, as it can utilise EPs' skills in eliciting the voice of YP in a collaborative fashion (Cockerill & Arnold, 2018; Damali & Damali, 2018; Park, 2018). The findings from this study concurred with the literature, which promoted YP defining their own position on their circumstances and situations within consultations (Hobbs, 2018; Park, 2018). However, it was discussed how consultation can focus on the system as opposed to directly involving YP, which can result in YP not having as much agency (Damali & Damali, 2018). This seems to correlate with staff views that EPs often do not see the YP directly,

which they saw as a detriment. This could suggest EPs may need to think about how they contract input with schools, and ensure transparency around the time available and how to make the best use of this.

Table 4

EP Input Recommendations

Topic	Recommendations
Working with young adults	• Treating 19-25 year olds as adults and equal partners in EP input, ensuring they are fully involving in assessment processes and decision making
Reviews	• Ensuring YP remain involved in the review process • Looking at how the systems around YP can support them • Involving a wide range of stakeholders to review meetings • Using PCP approaches • Using PATHs
Assessments and input with 19-25 year olds	• Ensuring the input offered is best suited to meet the need of YP; this could include: • Consultation – individual and group • Solution Circles • Family histories • Motivational interviewing • Strength Cards • Talking Mats • The Ideal Self • PATHs • GEM

	• Capacity assessments • Vineland • Resiliency Scales • DISCO • GARS 3 • ABAS 3 • Adult Self Image Profile • Dynamic assessments • WAIS • WRAT 4 • WIAT
Formulations	• Promoting good practice through be guided by psychological models when formulating hypotheses through assessments, e.g.: CHC model of intelligence • Triangulating assessment data with observations and reflective interviews to generate hypotheses • Working with provisions to organise observations and feedback on the learning environment
Transition	• EPs to discuss with staff the range of transition work they can offer, such as supporting with transition to: • Employment • HE • Independent living • Liaising with current and future provisions to ensure comprehensive handovers

	• Offering training to YP e.g.: around study skills, organisation, coping with change
Further research	• Further research into the views of parents of 19-25 year olds around EP input • Further research into anxiety around transition times
Staff support	• EPs offering training to staff around transition and anxiety • Staff support being offered, potentially in the format of work discussion groups or group supervision sessions
EHCPs	• Discussions with provisions around what information is useful in EHCP reports for staff • EPs to ensure recommendations are specific around how provisions can support YP to achieve their outcomes • Support offered to make EHCP information meaningful in everyday practice
Planning meetings	• Planning meetings should include discussions around the range of input EPs can offer • EPs to send over 'menus' of range of input in advance, so staff feel prepared and can ask any questions in planning meetings • Multidisciplinary partners to be included in planning meetings • Promoting joint planning, problem solving and training with multidisciplinary partners • To discuss transparently the amount of time available and how best to utilise this
Consultations	• To engage in consultations with both YP and staff • To arrive at consultations without presuppositions

- To promote free elaboration methods to allow YP further autonomy over what they want to bring to consultations
- To offer consultations alongside assessments to support provisions to be able to make practical use out of reports and recommendations
- To seek feedback from staff on their feedback about the use of consultations

5.3 Experiences/Views

5.3.1 What Went Well

There was considerable overlap between staff views and those of the YP and EPs. Both EPs and staff mentioned EPs supporting staff was beneficial, and a valued piece of work. As aforementioned, this has implications for expansion within LEA work, as it appeared this was only present in private work.

A common theme across YP and staff when thinking about what went well was around feeling listened to and having the time to talk, which was also found in the literature (Giles & Rowley, 2020). All participant groups raising this suggests this is something for EPs to reflect upon – this could suggest consultation is useful as a starting point for all EP input (Table 5). This could also link with the importance of relational factors, such as approachability and reassurance, which were also mentioned across staff and YP. Guishard (2000) researched staff consultation groups in a college, although only for YP aged 16-19, and found staff feedback to be positive about this EP support. However, the evaluation questions only referred to staff understanding and confidence, rather than staff views on their own experiences of consultation. Whilst research has promoted the importance of EPs building positive relationships with agencies they work with (Selfe et al., 2018), this does not seem to be based on staff feedback; there appears to be little previous research focusing on FEP or HE staff viewpoints, which could be an area for further research. Whilst Giles and

Rowley (2020) and Park (2018) do highlight the voice and involvement of YP, comparatively there is relatively little research available on the views of 19-25 year olds. However, the findings from this research appear to strongly suggest being given time to talk and feel heard were key aspects that led to a positive reception of EP input, thus should be offered in all involvement.

YP reflected on how they felt being treated as an equal was a particularly positive aspect of the process for them. Whilst this is clearly something that ought to be continued in work with this age group, this could also have implications for EP work with school-age children – there could be the potential to be more explicit in sharing the understanding of their strengths and needs with them directly. When thinking about what went well, YP noted the resources and strategies given were a beneficial part of the assessment. This could link with the notion of YP as being more equal partners, as the recommendations given are often specifically for YP, not the adults around them, as can be the case in school work. Staff also stated how they found resources and strategies useful from EP input, suggesting this is important for all audiences.

YP identified how they appreciated EPs' clarity around assessment measures, with EPs also noting the positive of how assessments enabled a greater understanding of YP's strengths and needs, for both the EP and YP. The findings suggest clarity is an important part of the EP role. This is also highlighted in the research, with Atkinson and Martin (2018) suggesting how the young person in their case study would have benefited from "clear and detailed information, presented in a young-person-friendly format" (Atkinson & Martin, 2018, p.101).

Interestingly, only the staff group mentioned inclusivity when considering what input went well. This could suggest EPs may need to reflect further upon how they promote inclusivity in their practice, as this is an important aspect for staff. Staff views concur with Squires' (2018) research, where it is outlined how universities may benefit from systemic input to understand differing agendas that could affect their inclusivity and the support

offered to YP. A previous project focusing on inclusion in FEPs received positive feedback (Guishard, 2000), concurring with this finding which suggests this is an important area for FEP staff. Linking the findings of this study with those from previous literature suggests this could be a poignant piece of work EPs could construct with HE staff in universities.

Table 5

What Went Well Recommendations

Topic	Recommendations
Consultation	• Starting all pieces of work with a consultation, offering consultees uninterrupted time to talk • Further research into staff and YP's experiences of consultation
Recommendations	• Giving explicit recommendations and strategies for staff and YP • EPs reviewing practice/recommendations with staff
Clarity	• Offering leaflets to staff and YP about the EP role • Clearly explaining assessment measures and giving multiple opportunities for YP to ask questions
Inclusivity	• To discuss in planning meetings how provisions promote inclusivity • Offering training and project work based around inclusion • Offering organisational and staff consultations based around inclusion

5.3.2 What Did Not Go Well

The majority of themes that arose around what did not go well came from the staff group, with EPs raising two themes, and YP only raising one theme. EPs and YP reflected

that they would have appreciated more time, which was supported in previous research (Giles & Rowley, 2020). One YP raised how she would have liked more time on one specific assessment measure. This raises the question of whether the assessment procedure should be different for this age group – potentially involving a more thorough checking of understanding of the subtests, and a more collaborative approach to starting and stopping points.

EPs and staff noted a lack of understanding of the EP role resulted in pieces of work not going well; such as not making the best use of EP time, or not knowing how to best commission EP input. This correlates with research where EP and staff views around EP input have not always aligned; whilst often both EPs and staff ranked similar items in their top three, these were not ordered identically (Clark, 2014; Harrison & Hogg, 1989). This could also link with an issue staff raised of feeling EPs could have unrealistic expectations, or make impractical recommendations. Therefore more time could be taken during the contracting stages, and increasing the involvement of all staff members involved with YP in meetings with EPs, so that all parties can gain a greater understanding of each other's roles and circumstances.

Staff raised that a lack of direct input, personality clashes, and lack of direct communication from EPs were aspects of the work that did not go well. This could suggest staff may prefer EPs to spend more time at the provision, either gaining a greater understanding of the YP they work with, or providing specific training for staff on their recommendations. It would be interesting to research further whether staff feel consultation is useful around this age group, or whether direct involvement from the EP is preferred. It appears staff would like to engage in consultation with EPs, as well as have EPs working directly with the YP. This again suggests importance could be placed on the value of contracting, and clearly explaining the EP role, so provisions can make informed decisions about how to use EP time. This also seems to suggest provisions would react positively to

having a link EP, who could become more familiar with their provision, staff and YP; rather than having a number of EPs who visit the provision sporadically.

Previous research into professionals' views of what EP input with this age group is most beneficial supports these findings. Clark (2014) found consultation, advice giving, having a named link EP, and individual work/assessments with students were ranked as being the highest priority by post-16 stakeholders. When comparing this with research from over 30 years ago into the views of EPs and FEP staff (Harrison & Hogg, 1989), similar opinions were given. Whilst staff placed a higher priority on direct input with YP, both staff and EPs rated advising and training staff highly. This suggests this could be a universal opinion across this study and previous research, that having a link EP (Table 6) would be highly valued.

Table 6

What Did Not Go Well Recommendations

Topic	Recommendations
Time	• Giving more time to explaining the different tasks, alongside giving multiple opportunities for YP to ask questions • Checking YP's understanding of assessment measures and instructions • Giving YP to opportunity to give feedback on their thoughts and experiences of the assessment process
EP Role	• Offering a leaflet about the EP role aimed at post-19 provisions, for staff and YP • Starting whole staff training sessions with a short explanation of the EP role

	• Contracting with all key members of staff and YP around individual pieces of work; ensuring perspectives and expectations are aligned
Direct Input	• Clearly outlining the range of work EPs can offer, including consultation, training and individual input • Researching with provisions what EP involvement staff feel would be beneficial • Having a link EP for provisions, so the EP can gain a deeper understanding of the provision's needs

5.3.3 Pathway to EP

When considering their experiences, all YP discussed their own pathway to becoming involved with an EP. Despite all the YP requesting EP involvement around dyslexia, this journey appeared to vary greatly between the YP, who all attended different universities. It appears having a link EP who worked with the university on a termly basis appeared to work well; this resulted in fewer delays, more clarity and no travel costs. This may be a model that EPs and universities consider going forward (Table 7). Recent literature also referred to a variation in practice across universities (Squires, 2018), with FEPs also stating they would like a link EP (Clark, 2014).

One commonality raised by all YP was that there did not appear to be clear information about how to access an EP at university. YP were not given information about additional needs, the EP role, or how to self-refer to an EP should they experience challenges in HE. One young person described how her university said they did not offer this support at all when she enquired. It appears there is a need for a standardised response or pathway for EP support in HE, to ensure equity of service and equal opportunities.

It is notable that there was no clear pathway to YP seeing an EP, as perhaps might be expected in schools. This could suggest there is still not enough clarity in HE about: the EP role; when YP might need referring; and how to refer. Some universities appear to be more knowledgeable on this than others, with only one young person's university noticing she may have additional needs. This suggests this is a key area where EPs could extend their role, working with universities and potentially training staff around this area. Currently there could be a risk of this being left to YP to raise, when they may not be aware of their own difficulties, and do not seem to be aware of who to raise this to.

Table 7

Pathway to EP Recommendations

Topic	Recommendations
Pathway to EP	• Building links with FEPs and HE provisions with the aim of creating SLAs, thus having a link EP for provisions • Time set aside for the link EP to offer on-site assessments for HE students with dyslexia queries • Offering leaflets on the EP role within HE provisions; this to be circulated to staff and students • Training for HE staff around additional needs • EPs and HE staff creating a flowchart around how YP can access an EP; this to be displayed prominently in the student support services, as well as included in university 'welcome packages'

5.4 Other Stakeholders/Partners

All EPs mentioned the involvement of parents, carers or family in some context of their work, however, all of the YP noted how the EP did not ask to contact their families, as discussed during EP Input. This is concurrent with recent research, where parents, carers

and families were not mentioned by YP (Giles & Rowley, 2020; Park, 2018). This brings a contrast between the viewpoints that may benefit from being explored further. This could be due to all of the YP interviewed being university cases, whereas EPs discussed a range of cases, such as FEP, statutory and court work, where parental involvement is naturally likely to have differed.

Staff appeared to perceive parents as difficult to engage. This contrasted from the EP viewpoint, where they found parents were often the driver behind the input. This could suggest that in some contexts, only YP with knowledgeable and motivated parents are referred to see an EP, perhaps giving EPs the impression there is generally a high level of parental involvement; whereas staff may spend more time with parents who they feel are harder to engage. This again creates potential ethical issues and barriers around access. Without core or traded EP time given to FEPs and HE, there is the potential some YP may not be able to access an EP without parental support. Staff noted parents were often anxious about their child transitioning into adulthood, which could be a key area for EPs to support parents with (Table 8). This could then increase parental engagement.

A key partner and stakeholder frequently discussed by EPs were EP doctoral training providers. It was raised how training providers need to consider how they frame the EP role now this extends to young adults, for instance, the potential for specialisms regarding different age groups, and whether they are incorporating sufficient training on this topic. Giles and Rowley (2020) note how one course invited a 16-25 year old to deliver a session to TEPs on working with this age group, which could be a format for other universities to also consider. TEPs in Scotland appeared interested in PSPS (Hellier, 2009), with evaluation from training events revealing a need to include PSPS as a topic during training; emphasis was also placed on an inclusion of working with this age group in placement experiences. The issue of whose responsibility it is to train EPs for legislation that was published after much of the workforce has finished their training also arose, with one EP noting she did not feel sufficiently trained in this area. This could be an area for further guidance around who

could provide this; the LEA, the DECP, or doctoral training providers offering training to LEA EPS'.

It appeared the most prominent stakeholder and partner in the eyes of the YP interviewed were universities. However, there was disparity around whether the YP felt their universities were an *invested* stakeholder in their education and additional needs, and whether or not they were a supportive partner in their journey. Squires (2018) notes that universities are complex systems, and are likely to have competing agendas, which could potentially have impacted this feeling from the YP. As previously discussed, it appears there is not currently an equity of service across universities around support for additional needs. This is something that could be researched further (Table 8), investigating what is or is not useful for universities specifically, and what EPs can recommend for universities to work more in partnership with YP. EPs did not mention working directly with universities; most of their input and multidisciplinary partners were focused around FEPs, families or statutory input. This could suggest there are not currently strong links between EPs and universities, therefore this could be an area for expansion.

When considering Squires' (2018) discussion of universities being complex systems, it could be beneficial for EPs to consider open systems theory when working with HE provisions, especially as these are likely to be slightly unfamiliar environments for EPs. It is therefore crucial not to consider universities as independent from their environment, as this could result in overlooking factors that may contribute to organisational change (Bastedo, 2004), such as demands placed upon course leaders by governors, or funding implications. Eloquin (2016) describes open systems theory as considering how organisations take in and transform outside elements, before releasing these back into the system. Eloquin notes the importance of clarity around the primary task so as to reduce anxiety; this theory could support EPs to think about how to approach organisational change work in HE, especially in regards to reflecting on whether there may be multiple primary aims within the system, and considering how to best align these. This in turn could help to bring new ideas into the

system, for example, meeting the needs of young people with literacy difficulties; attempting to transform these to become relevant to the university system, such as considering how to differentiate resources as standard and running study skills groups; before releasing these back into the system, potentially through updating policies and delivering training to staff.

Table 8

Other Stakeholders Recommendations

Topic	Recommendations
Further Research	• Researching views of 19-25 year olds in FEPs around parental involvement • Researching parent views of 19-25 year old EP involvement
Equitable Access	• Creation of SLAs; discussing in planning meetings which YP may benefit from EP involvement from a staff perspective
Parental Support	• Offering training to staff and parents around anxiety • Offering drop in sessions for parents
EP Training	• Principal EPs liaising with Course Directors around continued professional development (CPD) for EPs around working with 19-25 year olds • Placement providers identifying how they will ensure TEPs are given experience in this area – this could be included as an agenda item in 3 way meetings
Universities	• Research into what EP involvement HE provisions would find beneficial • EPs developing links and contacts with HE provisions • Offering systemic input

5.5 Challenges/Barriers

Funding was one of the primary barriers that arose from the interviews for YP and staff. Staff reflected that provisions may choose to use funding for younger students due to a lack of resources, and wanting to consider where input will have the most impact. This could mean 19-25 year olds are not always prioritised, despite their needs being equally high. Funding as a barrier to EP support was also noted in staff feedback within Keegan and Murphy's (2018) research, which was conducted outside of London, suggesting funding may be an issue across the UK. This suggests that it may be beneficial for EPs to approach planning meetings by separating the different age groups (Table 9), and asking what involvement would be beneficial for each group to ensure those who may be leaving the provision are not overlooked.

Funding was also noted to be the biggest barrier that YP discussed. This therefore creates the risk of only YP who can afford it being able to see an EP in HE, raising ethical and moral issues. This was reinforced in the literature, with Squires (2018) noting how individual assessments at university were not always equitable, with disadvantaged students not being able to afford these; he outlines how universities could improve this system by striving to become more inclusive through removing barriers to learning. It may be beneficial for EPs to contract more systemic work with HE institutions, to support them to be able to offer differentiated input as standard, meaning some YP may not need to pay for an EP assessment. A review of access arrangements and signposting to funds or bursaries could occur across universities, to ensure all students are aware of any financial support they could access.

A challenge that arose for staff and EPs was working with staff. EPs felt at times staff did not appreciate the breadth of work they could offer, whereas staff noted there could be conflict between staff around implementing EP recommendations. This suggests that increased staff input during earlier stages could help to plan interventions efficiently,

alongside staff being able to hear how this could benefit YP. However, this viewpoint is not reflected in literature which describes EPs working with FEP staff (Guishard, 2000; Henry & Thatcher, 1994; Keegan & Murphy, 2018).

Both staff and EPs noted one challenge was staff not having an awareness of the EP role. Potentially related to this, EPs described another challenge was around commissioners not having an awareness of the benefits of EPs supporting staff, as opposed to simply working individually with YP. The lack of ongoing EP links with staff and provisions in this age group was also noted; if this was improved, it may result in an improved awareness and understanding of the EP role. This could subsequently help to build a dialogue around how EP input could be beneficial in a myriad of different formats. Difficulties with communication with staff, a lack of links with provisions, and lack of awareness of the EP role was also noted in the literature (Harrison & Hogg, 1989), however Selfe et al. (2018) reframed this as an opportunity to promote the EP role to those less accustomed to EP services. It appears that to enact the above recommendations, it would be necessary for provisions to have a link EP, to build this understanding, relationship and dialogue around the most beneficial input.

Staff and EPs noted that a lack of time and input may be an issue due to a reduced EP workforce, with staff describing not having EP maternity cover. This could also potentially link to the issue of a lack of follow ups or reviews mentioned by staff. This was reinforced in the literature, where MacKay (2009) attributed their ability to develop the PSPS was due to funding being made available for additional staffing to fully extend their service. YP also raised how a significant barrier for them was the lack of access to an EP; this again could be linked to a reduced workforce making it difficult for link EPs to work with HE, due to a lack of capacity. It may therefore be beneficial for EPS' to promote EPs developing a specialism in post-19 input, who could offer training and group consultations to all post-19 provisions. This could also help to build links between provisions.

EPs discussed how ethical issues around recommendations and implications were a particular challenge for this age group. One EP described how she was unsure of whether

she ought to take a referral around a young person's maths ability, as this could hold important implications regarding their potential future career as a pilot, and whether they could practice safely depending on the results of the assessment. Squires (2018) notes this could be an area universities require EP input around, however he stresses it is not part of the EP role to make recommendations around fitness to practice, only to conduct an assessment to provide information for the fitness to practice board. It appears this may not be clear to EPs, and EPs may benefit from more specific training around this.

One EP raised how he felt the profession could be limited by branding itself as 'Child and Educational Psychologists'; this appears to concur with previous research in Scotland, where it was noted the service was deliberately titled 'psychological services' as opposed to 'school psychological services' (MacKay, 2009). None of the participants interviewed mentioned the role of research in EP involvement with this age group; whereas MacKay (2009) discussed how research was a core function within the Scottish PSPS. This could suggest that EPs may need to raise the profile of research with post-19 provisions, and could suggest research projects they could partner in, so provisions can see first-hand the benefits of research. This could also help EPS' to develop their links with these provisions, potentially resulting in future traded work being commissioned on the basis of successful research projects.

EPs also raised challenges within the ethics of private work more generally, deciding where to focus EP input, which could lead to disagreements between EPs and commissioners. Interestingly, EPs did not mention about the potential barrier or ethical issue of funding, which could suggest they are not aware of this issue for YP. Atkinson and Martin (2018) acknowledge ethical practice more broadly as EPs addressing the four principles of respect, competence, responsibility and integrity. Whilst they elaborate upon integrity in reference to a case study, in regards to the young person understanding which options were available to him, they do not delve into *why* certain options were and were not available, and

whether this involved funding. This again suggests further research into this area may be necessary, with EPs potentially not aware that funding is one of the biggest barriers for YP.

YP raised diagnosing, specifically around dyslexia, as being a barrier for accessing HE. They outlined how there is a lack of continuity across school to HE regarding EPs' stance on diagnosing dyslexia; EPs they saw in school stating they did not diagnose, however HE institutions requiring a diagnosis for YP to receive support. This suggests further work needs to be done on an EP level to agree a set stance across all age groups, in partnership with both school and HE provisions (Table 9). Squires (2018) reflects on how at times university EP assessments follow a more medicalised model, promoting a 'within student' assessment for students to be able to access reasonable adjustments or the Disabled Students' Allowance.

Table 9

Challenges/Barriers Recommendations

Topic	Recommendations
EP Input	• Breaking down EP input into different age groups during planning meetings, to ensure all sectors receive input
Additional Needs	• Focusing on systemic work with provisions, to attempt to remove barriers to learning and offer more differentiated work • Reviewing access arrangements • Signposting to funds and bursaries to be made available in welcome packs, and highlighted in any correspondence with student services for students seeking an EP assessment
Working with Staff	• Inclusion of all key staff during planning and consultations • Regular check ins and support from the EP

EP Role	• Provisions having a named link EP • Promoting dialogue around variety of input EPs can offer – creation of a chart with provisions, outlining different forms of input, time associated, who it would involve, what types of work it would be most useful for
Workforce	• Offering post-19 specialist EP posts • Post-19 specialist EPs to offer training and group consultations that all post-19 provisions could attend during any interim recruitment phases where provisions may not have a named link EP • Post-19 specialist EPs could offer training to EPs around this area, such as ethical issues around implications. They could also signpost relevant CPD to EPs with an interest in this area
Research	• Promoting and offering research projects linked with post-19 provisions • Discussing relevant previous research projects in planning meetings • Further research into EP involvement in HE
Dyslexia	• Working with HE provisions around differentiation and recommendations for all students, with or without dyslexia diagnoses • Work on a national level around how EPs diagnose dyslexia across all age groups • Work with HE around how students can access support for additional needs

5.6 Personal Qualities/Reflections

Emotions and identity appeared to be an important topic for all the YP interviewed, despite the reason for their initial EP assessments being dyslexia, as opposed to SEMH. This suggests emotional support is an important topic for YP, thus EPs need to consider SEMH regardless of the primary referral reason. One EP also discussed how one young person appeared to benefit from having time to talk about her emotions, suggesting that providing emotional support is something YP and EPs feel would be beneficial. This was reflected in the literature, with research outlining the benefits of EPs offering more therapeutic approaches for this age group (Atkinson & Martin, 2018; Hobbs, 2018). EPs may therefore wish to offer emotional support to 19-25 year olds with all pieces of input.

One young person reflected on how if support had stopped before university, she felt that she, and other YP, would not be able to continue to HE due to not believing in themselves. YP discussed how they experienced a whole range of emotions before, during and after seeing an EP, suggesting this is something that needs to be considered across a range of time points. This may also suggest that EPs should consider the potential for ongoing work with this age group, including a review or debrief based around emotions (Table 10).

YP also discussed the impact having additional needs and seeing an EP had on their identity and self-concept. This could suggest PCP input with YP may be beneficial to help them consider their own thoughts and sense of identity, and perhaps reframe this. One EP also noted how it must have been hard for the young person to hear how she struggled on all aspects of the assessments, suggesting the impact on identity is recognised by both EPs and YP. Research has outlined how YP should receive input around developing their own personal development and wellbeing, alongside understanding their own constructions around their world and identity (Bason, 2018; Damali & Damali, 2018; Hymens, 2018).

The challenge of equity and ethics arose for YP. They reflected on how the difference between school and HE input appears stark; in schools teachers are expected to make

differentiated resources as standard, however, this does not seem to be the case in HE. There is also the opportunity for children to see an EP without cost, however in HE YP frequently had to self-fund this input. The combination of these two factors could result in YP who are unable to pay for EP involvement not completing their courses, as reasonable adjustments are not made as standard in this setting. YP viewed a part of the EP role as championing equality, however conversely EPs are part of a system meaning YP have to pay to access the same materials as their peers. This suggests an area that EPs may wish to focus on in their recommendations around legislation, alongside their input with HE institutions, such as engaging in organisational change work.

Table 10

Personal Qualities/Reflections Recommendations

Topic	Recommendations
Emotional Support	• Offering SEMH support to all YP regardless of referral reason • Giving time for YP to talk about their emotions • Offering debriefs in the weeks following assessments
Identity	• Motivational interviewing • Utilising PCP techniques, more fully outlined in Hymans' (2018) study, such as: • The Ideal Self • Eliciting constructs • Self-portraits, portrait galleries and drawing in context • Self-Image Profile • Laddering • Pyramiding

Equity and Ethics	• Engaging in organisational change work with HE • Promoting inclusive practice • Illustrating the inequity of access to EPs in HE to relevant government bodies and legislation requests

5.7 Journey to Adulthood

Staff considered a large amount of the input that would be useful for this age group as being around their journey to adulthood, which correlated with EPs' views. A large emphasis was put on YP being able to function in society as adults. The theme of 'journey to adulthood' could indicate the SENDCOP legislation (DfE, 2015), aiming to focus on planning for adulthood, has been effective. EPs supporting YP to plan for adulthood has also been frequently referenced in previous literature (Atkinson et al., 2018; Bason, 2018; Cockerill & Arnold, 2018; Damali & Damali, 2018; Manning, 2018), again suggesting this is widely acknowledged within the profession.

Mental capacity and consent were considered crucial to this age group by EPs; participants' discussed the importance of the Mental Capacity Act (DoH, 2005), alongside potential challenges should YP's views contrast with parental views. The importance of YP being able to give fully informed consent throughout the process was highlighted by EPs and referenced in previous literature (Atkinson et al., 2015; Davis, 2018a). Davis (2018a) outlines the considerations EPs should be aware of when working with YP who can legally be considered adults. Davis also highlights how it is important for EPs to know relevant legalities, so it is reassuring that participants noted the Mental Capacity Act. This theme did not explicitly arise within the other groups, although YP mentioned appreciating being treated as adults. This could suggest staff may benefit from further training around this to raise awareness (Table 11).

Table 11

Journey to Adulthood Recommendations

Topic	Recommendations
Journey to Adulthood	• Putting an emphasis on planning for adulthood • Being aware of relevant guidance around mental capacity • Putting an emphasis on YP's voice and aligning views to create best outcomes for them • Training offered for staff around mental capacity

5.8 Areas for Expansion

A large number of ideas for areas for expansion appeared to reference the challenges the groups had experienced, suggesting participants feel some of these challenges could be reduced. Regarding areas for expansion around EP input, one staff member raised how she felt it might be useful to offer psychology graduates work placements in specialist provisions (Table 12). She described other disciplines, including SaLT, OT and clinical psychology, where students have a range of placements, thus potentially could be useful for TEPs to have more direct experience working with this age group.

Staff and YP both felt an area for expansion could be improving access to EPs, including EPs being able to complete a wider range of work with YP. This could link with the EP viewpoint of wishing to offer SLAs to FEPs and HE. This suggests all three participant groups felt strongly that EPs could have more of a role working with this age group and staff who support them, however the initial steps of forming links with provisions and contracting work would need to be taken. This was reflected in the literature, where FEPs expressed interest in creating SLAs with the EPS (Clark, 2014; Futcher & Carroll, 1994; Keegan & Murphy, 2018).

Increasing access to EP provision appeared to be a prominent theme for YP; they elaborated on this by suggesting it would be particularly beneficial if EPs could offer emotional support and debriefs when necessary. The YP also reflected that this was a time in their lives when a lot of changes occurred that they may need support with, such as around SEMH and independence. EPs concurred with this view about being able to offer a broader range of services to 19-25 year olds, much like they do with schools. This was also noted as an important area for EPs in the literature (Atkinson & Martin, 2018; Park, 2018), however at times painted a different view of the support available in school, FEPs and HE. Atkinson and Martin (2018) describe a case study where the young person felt that the support they received at university was an improvement from school and sixth form. Atkinson and Martin highlighted the importance of EPs offering psychological therapies to this population; they note that support should not end simply because YP are transitioning to a new setting, such as university. Selfe et al. (2018) also promoted EPs focusing on more relational aspects of YP's lives during transition support.

EPs discussed how they felt that they could provide training for YP around a range of topics (Table 4). This was also discussed in Stanley-Duke and Stringer's (2017) research, where they created a table outlining potential EP input around specific queries related to life skills for YP, such as motivation to be employed and problem solving skills, amongst others. Participants in this study also discussed how EPs could have further input in supporting YP, parents and carers around making informed choices for residential provision.

EPs promoted offering input to other stakeholders and in a wider range of environments to support this age group, such as working directly to support parents and engaging in court work (Table 5). This was reflected in previous literature, which outlines several areas where EPs could support 16-25 year olds, including with parents, in the community, and with other agencies such as careers services (Hayton, 2009; Hellier, 2009; MacKay, 2009; Stanley-Duke & Stringer, 2017). This suggests that there appears to be an ongoing need for expansion in this area.

When considering access to EPs, YP felt it would be helpful to be clear about what EP access is available at HE, and what support is available for them more generally, as discussed previously (Table 7). A prominent theme for YP was around equity and ethics, with YP feeling that EPs could promote equality for additional needs in HE, trying to ensure there is an equity of practice and support (Table 10). Ethics are noted in previous EP research, with literature promoting EPs as advocating for YP in this age group (Keegan & Murphy, 2018; Park, 2018), and Atkinson and Martin (2018) outlining the importance of EPs referring to the BPS (2009) 'Code of Ethics and Conduct' in their work with 16-25 year olds. However, there appears not to be a particular focus on ethics or equity as the primary topic in previous research, perhaps suggesting EPs may not be aware that YP in some HE provisions do not feel adequately supported. This also appears to be relevant for the issues raised around dyslexia diagnoses, with a need for EPs to look at how this is approached across schools, FEP and HE, as there currently appears to be a large discord, resulting in some YP being unable to access support at HE. Atkinson et al. (2015) also noted how there was a need for "greater alignment of assessment protocols across the 0-25 age range" (Atkinson et al., 2015, p.170); there could be a need for a review to see if this has improved since their recommendation was published five years ago. EPs may therefore wish to contract work with provisions around promoting equity and equality, and supporting institutions to evaluate their own ethical practice in response to additional needs.

EPs discussed how they felt they could provide further training for EPs around working with 19-25 year olds, as previously discussed (Table 8). The literature also addresses this, with Atkinson et al. (2015) proposing a specific 16-25 competency framework that could be used in the training of new EPs; writing several years later, Davis (2018b) outlines how EP training courses have responded to the extension of EP input to include YP up to the age of 25. Participants interviewed put more emphasis on training qualified EPs; Atkinson et al. suggested working with this age group may bring challenges for EPs who are unfamiliar with FEPs and HE settings, and recommended their framework

could also be used by EPS' for training and service delivery. Davis notes that EPs have CPD requirements which would include building skills in this area, however he does not outline how this could be actioned. It currently appears only a minority of EPs are engaging in work with this age group; there is the potential delivering training on this may encourage more input due to EPs feeling more skilled.

5.8.1 Summary of Next Steps

When reflecting on how EPs can move forward in this area as a result of this research, there appear to be three main findings that EPs may wish to consider: building links with provisions, SEMH input, and dyslexia diagnoses. Firstly, it appears that EPs can and are completing a range of beneficial pieces of input with 19-25 year olds across different areas, such as private work, LA work, court and legal work. However, the findings from across all participant groups suggests there is a need for EPs to build links with a range of provisions, as both YP and staff do not currently feel that it is easy to access EP support. This could include building links with universities, FEPs and in the community, potentially through SLAs, so that EPs can become more accessible to YP and those who support them, thus may be more able to offer this range of work.

Another key topic that arose was ensuring that EPs offer SEMH input to all YP they are involved with. It is notable that none of the pieces of work discussed by participants held a focal point of SEMH needs, however all participant groups noted different areas of SEMH support that had arisen, or they felt were relevant or would be appreciated. This suggests that SEMH needs may not always be recognised in referrals, but ought to be held in mind by EPs working with this age group. It was discussed how 19-25 year olds are likely to experience a high number of changes in this time and could benefit from specific SEMH support, especially if they are also experiencing additional needs.

Finally, the issue of diagnosing dyslexia appeared particularly prominent in YP's descriptions of their experiences of EP support in HE. It appears that there are vastly different viewpoints and processes regarding dyslexia diagnosis between school and

university. This research suggests that universities require a diagnosis of dyslexia for YP to access support, whereas EPs in schools promote making recommendations for the need without the diagnosis; which can then become problematic for YP when they enter HE and are unable to receive any support or reasonable adjustments. This results in YP having to pay large sums of money for a dyslexia diagnosis whilst in HE, simply to be able to access the same materials as their peers. Troublingly, this could result in YP without financial support being unable to complete their HE courses, due to not being able to afford a dyslexia assessment in order to have their needs met at university. This suggests that to promote ethical and equitable practice, EPs ought to look to engage with HE provisions and schools to agree upon *one* system going forwards, either diagnosing dyslexia throughout all education, or not diagnosing at all, but instead meeting the needs of YP with literacy difficulties across school, FEPs and HE.

Table 12

Areas for Expansion Recommendations

Topic	Recommendations
Placements	• Offering placements in post-19 specialist provisions
Access	• Building links with FEPs and HE provisions and developing SLAs, leading to link EPs • Contracting a range of work, to include: • SEMH support • Psychological therapies • Training for YP • Training for staff • Interventions • Support for parents

- Support for staff

5.9 Limitations

A number of challenges were encountered that led to limitations of the research. Participant recruitment proved difficult in a number of ways – there was no response from specialist provisions around the recruitment of YP, leading to a fairly homogenous group of YP who had seen an EP for a dyslexia assessment whilst at university. There was no response from university staff members, creating a substantial gap when gaining the views of staff who work with 19-25 year olds, which was then limited to FEP staff.

A further limitation was that parental views were not sought. This was because of time constraints, as well as the researcher's view that 19-25 year olds should be considered as autonomous adults in their own right. However, parents were mentioned in many of the interviews by staff, suggesting it would also be useful to gain their views in future research.

Using a self-selecting methodology for participant recruitment could potentially bias the viewpoints of potential interviewees, potentially leading to only recruiting those with strong views, high openness or high patience (Robinson, 2014). Whilst stringent inclusion and exclusion criteria were used to increase sample homogeneity in terms of their experiences (Robinson, 2014), it is hoped this did not limit the views of the participants, as all participants appeared to present balanced and honest viewpoints. As this was an exploratory study, the aim was not to provide vastly generalisable results, but instead to indicate a direction for practice and further research.

When using thematic analysis, it is recommended that six participants are interviewed (Braun & Clarke, 2012). Whilst this study had over six participants overall, there were only three participants per 'group.' Therefore, there is the possibility that group views could have been skewed due to the small sample size, such as all YP having seen an EP regarding dyslexia. However, due to time constraints and difficulties in recruitment, this was

deemed unavoidable in this instance. It is also hoped this research will be used as a 'jumping off point' for further research, practice and discussion.

There are further limitations when using thematic analysis, and qualitative research methods more broadly, regarding the validity of the research, often due to the inability to use representative samples and the potential for researcher bias (Yardley, 2008). The researcher tried to combat researcher bias through keeping a reflective journal, co-coding segments, and peer debriefing (Creswell & Miller, 2000), but this could still have occurred in sections that were not co-coded. It is hoped the use of multiple participants from different backgrounds with different experiences helped to triangulate the data (Creswell & Miller, 2000), and try to ensure bias did not occur, for example, with some pieces of information being privileged over others.

Due to time constraints, the researcher was unable to gain the views of the participants after analysis had occurred to check they did not feel their meanings had been misconstrued. However, all participants were given the opportunity to ask any questions at the end of the interview, and to contact the researcher at any point after the interview if they had any further questions. All participants were also sent a copy of the research, and given the opportunity to discuss it with the researcher should they wish to.

5.10 Professional Implications of the Research

A number of implications for EP practice have arisen from this research. The most prominent appears to be the enthusiasm from EPs and staff who work with 19-25 year olds to build links between EPS' and both FEPs and HE, suggesting there is plenty of scope for EPs to broaden their input with this age group. This could be achieved through building links with key stakeholders at these provisions, discussing the range of input EPs can offer, and contracting SLAs with these provisions to include having a link EP. Through building these links, there is the potential for EPs to extend the range of work they can offer 19-25 year olds, to reflect their views of what is important to them, such as SEMH and PCP input, alongside supporting staff with group and systemic input.

Another important implication is to consider how EPs work with HE institutions, and how we are promoting ethical and equitable practice. This may involve looking more broadly at how dyslexia is approached throughout the whole of education, to ensure a consistent message and support is given. EPs may also want to look into how they can support HE approaches to additional learning needs, and ensuring all YP are supported to achieve their potential.

5.11 Value of the Research

This study hopes to make a contribution to the growing body of literature emerging as a result of the change of legislation (DfE, 2015) resulting in EPs extending their remit to include YP up to the age of 25. As explored in the literature review, there is currently a dearth of research focusing on a range of stakeholder views on EP input. This piece of research therefore aimed to further extend the literature specifically around how EPs can work with 19-25 year olds.

A strength of this study is gaining the views of a range of stakeholders, and ensuring YP's voices and experiences are heard. This allows parallels to be drawn between previous research on approaches and involvement EPs have suggested with this age group, to the views of the YP around what input they would value. This research adds to the field, as it correlates the views of the three major stakeholders in 19-25 input; EPs, staff and YP, and aims to explore how EPs can promote input that can be beneficial to all three stakeholders.

A further strength of this study is that participants were recruited from a range of areas. All three YP attended different universities in England; two members of staff worked in London, whereas one member of staff worked in South-East England; all three EPs worked in different boroughs, however they were all based in London. It is therefore hoped their experiences are likely to represent a broader range of EP input with 19-25 year olds, rather than being localised to one area.

5.12 Suggestions for Further Research

A number of suggestions for further research arose during the research. It would be beneficial to extend this research through exploring the thoughts and experiences of a wider participant group; this could include a higher number of participants from a range of universities, increased EPs participating from a wider range of locations, and increased number of staff involved with 19-25 year olds. With an increase in the number of participants, it could suggest whether the results could be considered generalisable.

When increasing the number of 19-25 year old participants, it would be beneficial to recruit YP who have seen EPs for reasons other than dyslexia, to investigate if they had similar or different experiences. It would be particularly interesting to extend this research to include university staff, and to discuss whether their views correlated with those of university students, as well as EP and FEP staff views. It would also be valuable to include 19-25 year olds in FEPs or specialist provisions, to ensure their voices and views are heard. Additionally, parents, carers or families of 19-25 year olds were not included in this study. This could be another group who may benefit from having their voices heard around EP involvement with this age group.

It could be beneficial to conduct research into how universities work with EPs, and what university partners would want from EP involvement. It would also be beneficial to research further how 19-25 year olds have been able to access EPs, as this was noted to be a particular challenge for the YP interviewed. As dyslexia was a prominent topic for the YP interviewed, it could be useful to research the recommendations around dyslexia across different age groups, in different provisions. This could link with researching the reviewing process with this age group, in relation to autonomy and who recommendations are for.

5.13 Dissemination of Research

The author is eager to disseminate this research through a range of formats, in the hopes of encouraging EPs to consider extending their practice and offering further input with 19-25 year olds. The author was due to present the key findings to the Welsh Assembly,

including Welsh EPS', in May 2020. However, this has been postponed due to the Covid-19 circumstances and will occur at a later date.

The author is planning to virtually present the findings to her placement EPS and to Tavistock TEPs during the summer term. The author is hoping to publish an edited version of this thesis within an EP journal, potentially Educational Psychology in Practice. This would result in the findings being disseminated to a wide range of EPs, as this journal is delivered to all AEP members. It is also hoped the research will be published in a FEP specific journal, and the NASEN journal which has a focus on SEN. Through these journals, the findings would reach a wider audience, who may also be able to enact the recommendations, and promote further collaboration with EPs around 19-25 year olds.

5.14 Conclusion

Since the implementation of the new SENDCOP (DfE, 2015) extending the EP remit to include 19-25 year olds, there has been a small body of literature considering what psychological models might be used and outlining case studies (Atkinson & Martin, 2018; Bason, 2018; Clark, 2014; Hellier, 2009; Hymans, 2018; Park, 2018; Squires, 2018). It appears LA EPs are most frequently undertaking statutory work with this age group, whilst private EPs have been able to commission a broader range of work with FEPs, individuals and parents. However, this is based on a small sample size, so may not be representative of the wider population; as such, this area would benefit from further research. However, the current study appears to hold concordance with previous literature in this area (Atkinson & Martin, 2018; Clark, 2014; Futcher & Carroll, 1994; Giles & Rowley, 2020; Keegan & Murphy, 2018; Park, 2018; Selfe et al., 2018; Squires, 2018).

When considering the research question of how EPs can work with 19-25 year olds, it appears there is concordance across participant groups regarding EP input, challenges and barriers, and areas for expansion, amongst others. This suggests the three different groups are in relative agreement around what EP input would be beneficial for this age group. One implication of this research is that FEPs and HE would welcome and benefit from

SLAs with EPs, who can then offer a range of work, such as: assessments, PCP, SEMH, solution focused approaches, PATHs, systemic input, staff support, parent support, individual and group consultations, staff training and transition support amongst others. It seems HE in particular may benefit from EP input to offer support to staff and students around additional learning needs, equitable practice and SEMH support.

There do still appear to be several barriers to this work, including funding, a lack of awareness of the EP role, and EP confidence/training. However these could potentially be overcome through: individual or whole service CPD opportunities; promoting direct research with provisions around EP input; and creating SLAs with FEPs and HE provisions. It is hoped by increasing both EP and 19-25 year old provisions' understanding and experience of how beneficial the EP role can be in this area, this may support the creation of SLAs, which could produce beneficial EP input. It is clear from this study that EPs, staff who work with 19-25 year olds, and the 19-25 year olds themselves all promote EPs having further input with this age group, which could take a number of different formats.

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Appendix A – Example of recruitment letter

The Tavistock and Portman
NHS Foundation Trust

Dear all,

My name is Laura Newman and I am a Trainee Educational Psychologist, studying at the Tavistock and Portman NHS Clinic and working on placement in [redacted] Educational Psychology Service. As part of my doctoral training, I am conducting research in [redacted] Further Education provisions.

The research will be exploring the views of 19-25 year olds, Educational Psychologists (EPs) and Further Education staff around how EPs can best work with 19-25 year olds. There is currently very limited research around EP's work with 19-25 year olds. The vast majority of the research around young adults and EPs is centred around the 16-19 age group. Of the limited available research with 19-25 year olds, there are very few that incorporate the views of 19-25 year olds themselves. I believe that it is important for young people's voices to be heard more, in order for others to better understand how best to support them. This is important to help young people to achieve the outcomes that they want to throughout their lives. I also believe it is important to incorporate the views of those who work closely with young people, the Further Education staff, and how they feel EP's work with 19-25 year olds could be most beneficial.

I am looking to recruit 3 young people aged between 19 and 25 years old and 3 Further Education staff (in any role, for example: teaching assistant, Deputy Head, residential staff, support worker, etc.). The research will involve me individually interviewing each participant for approximately 30 minutes – 1 hour, in either their education provision, place of work or

[redacted] Civic Centre. They will begin by taking part in a short drawing/writing task, before being asked some questions (please see attached information sheets for further information). The people who take part in the research must meet the following criteria:

- Participants (19-25 year olds and Further Education Staff) must have experience of working/liaising with an Educational Psychologist
- Participants must be able to give fully informed consent

If you have anyone in mind who meet the above criteria and you think would like to be involved in the research, please contact me to let me know. The participants will be selected on a first come, first serve basis.

I have attached participant and parent information sheets which detail the research further, as well as a consent form for participants to fill out if they would like to take part.

If you have any further questions, please do not hesitate to contact me on 07776664802 or laura.newman@[redacted].gov.uk

Kind regards,

Laura Newman

Trainee Educational Psychologist

[redacted] Educational Psychology Service

[redacted] Council

Appendix B – Participant Information Sheets

Participant Information Sheet 1

The Tavistock and Portman NHS
NHS Foundation Trust

Participant Information Sheet

19 – 25 : Shaping the future. Providers' and users' views.

Who is doing the research?

My name is Laura Newman and I am studying a course in Educational Psychology. I am doing this piece of research as a part of my course.

What is the aim of the research?

The aim of the study is to find out about the views of 19-25 year olds, Educational Psychologists (EPs) and Further Education staff around how Educational Psychologists can best work with 19-25 year olds. This information will help to improve best practice for working with 19-25 year olds in the future, which in turn will help outcomes for these young people.

Who has given permission for this research?

[redacted] Educational Psychology Service has given me permission to do this research with young people who would like to take part. The training institution that I am studying at is called the Tavistock and Portman NHS Foundation Trust and they have given me ethical approval to do the research. This means that my research proposal with all the relevant details was submitted to a group of staff who decided that the research meets ethical standards to be carried out, ensuring that all the measures have been carefully considered to protect the rights, safety and well-being of participants.

Who can take part in this research?

I am looking for: 19-25 year olds who have worked with an Educational Psychologist, Further Education staff who have worked or liaised with an Educational Psychologist in regards to a 19 – 25 year old and Educational Psychologists who have worked with two or more 19-25 year olds.

Do I have to take part?

You do not have to take part, and it is entirely up to you. You are free to stop taking part in the research at any time until the very end of the interview, when I will check with you if you are happy for me to type up what we have spoken about. You do not need to give a reason if you decide not to take part.

What is involved in the research?

- We will agree on a convenient time to meet (any time between 8.30am-5pm, Monday-Friday).
- You can choose where you would like to meet - either the Further Education Provision you are associated with or [redacted] Civic Centre.
- The room that we meet in will have a sign on the door telling people not to enter.
- I will ask some questions about your experiences of working with Educational Psychologists/19-25 year olds.
- If at any time you would like to stop the interview then you are free to do so. There will be a visual stop sign provided which you can use, or you can tell me you could like to stop. You do not have to give a reason for this. At the end of the meeting I will debrief with you and reflect on how you found the session.
- The whole meeting will last up to 1 hour.
- The meeting will be audio recorded. Only I will have access to the recordings and the drawings and they will all be stored securely on a computer using password-

protected software (only I will know the password to open the files where the recordings are stored). The recordings will be deleted once I have typed them up and the drawings will be shredded once I have scanned them in.

- The information I type up will also be anonymised (participant names will be removed). However, because I am interviewing a small group of people (3 19-25 year olds, 3 Further Education staff and 3 Educational Psychologists), there is a chance that people who know you very well will be able to guess which responses are yours.

Will I need to bring anything for the meeting?

No, you will not need to bring anything or prepare in any way before meeting me.

What are the possible benefits of taking part?

There is very little research that looks at how Educational Psychologists work with 19-25 year olds. You will have the chance to discuss your thoughts and experiences about Educational Psychologists work with 19-25 year olds – what worked well, what did not work well and what you think would be good to do in the future. This will contribute to knowledge on this area which has the potential to inform future practice. You will receive a summary of the findings which could help inform your future experiences.

What will happen to the findings from the research?

The findings will be typed up and will make up my thesis which will be part of my Educational Psychology qualification. When my thesis is completed, it will be accessible by the public on the internet. A summary of the findings will be given to participants.

What will happen if I do not want to carry on with this research?

Participants can decide to stop taking part in the research at any time up until you leave the room at the end of the interview, after the debrief. During the debrief I will check with you if

you are happy for me to type up what we have spoken about. You do not need to give a reason if you decide you do not to take part.

Will my taking part in this study be kept confidential?

Yes, I will follow ethical and legal practice and all information about participants will be handled in confidence. All information that is collected will be kept strictly confidential. All records related to their participation in this research study will be handled and stored appropriately. Their identity on these records will be indicated by a pseudonym rather than by their name. The data will be kept for 5 years or more. Data collected during the study will kept in accordance with the University's Data Protection Policy.

Are there times when participant data cannot be kept confidential?

If participants tell me something that makes me concerned about the safety of them or someone else then I might have to share that information with others in order to keep them or someone else safe. However, I would always aim to discuss this with you first when possible. Because I am meeting with a small number of participants, there is a chance that people who know them very well may recognise some of the things said in my research. To protect your identity, the name of the educational provision and local authority will not be used, and your name will be replaced with a pseudonym so that others are less likely to be able to recognise them and what they said.

Further information and contact details

If you have any questions or concerns about any part of the research, please let me or the SENCo know, who can then inform me.

Email: laura.newman@[redacted].gov.uk

If you have any further questions or concerns about the research, you can contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk

Participant Information Sheet 2

Participant Information Sheet

The Tavistock and Portman NHS
NHS Foundation Trust

19 – 25 : Shaping the future. Providers' and users' views.

Who is doing the research?

- My name is Laura Newman and I am studying a course in Educational Psychology. Here is a photo of me →
- I am doing this piece of research as a part of my course.

Would you like to take part in research?

- I would like to invite you to take part in my research study.
- Before you decide whether you would like to take part, you need to understand why the research is being done and what it would involve for you.
- Please take time to read the information carefully and decide whether or not you wish to take part.

What is the aim of the research?

- The aim of the study is to find out about people's experiences of how Educational Psychologists work with 19-25 year olds.
- I would like people to understand this better so that young people can receive better support in education and even after they leave school.

- This support might help with college work and life skills.

Who has given permission for this research?

- [redacted] Educational Psychology Service (where I work) and the Tavistock and Portman NHS Foundation Trust (where I study) have given me permission to do this research.
- When I was thinking about my research idea, a committee of people at my university helped me to think about how I could carry out the research safely in order to make sure that you are okay during and after the interviews and that your rights are protected.

Who can take part in this research?

- I am looking for people aged 19-25 who have worked with an Educational Psychologist before.
- I am also going to talk to Educational Psychologists who have worked with 19-25 year olds, and Further Education staff who have worked with Educational Psychologists before.

Do I have to take part?

- You do not have to take part, and it is up to you to decide.
- You are free to withdraw (stop taking part in the research) at any time until the very end of the interview, when I will check with you if you are happy for what me to type up what we've talked about.

- You do not need to give a reason if you decide not to take part or to withdraw. You will not get into any trouble and nobody will be upset or annoyed at you if you choose not to take part or to withdraw.

What will I have to do in the research?

- You can decide when is a good time to meet with me, between 8.30am-5pm, Monday-Friday. It can be at your College/University or at [redacted] Civic Centre, whichever you would prefer.

- The room that we meet in will have a sign on the door telling people not to enter to stop anyone from entering.

- I will ask you some questions about working with an Educational Psychologist. You may also do a short drawing task. It will all last for 1 hour.

- The meeting will be audio recorded (the things that were said will be recorded; there will not be any video recordings).

- You can decide to stop taking part in the research at any time. If you decide during the meeting with me that you want to stop then you can tell me using words or you can hold up a picture
of a stop sign that will be on the side.

- You can bring someone you know and trust (like your teacher or a parent) with you if you would like to, or you can come on your own.

- Only I will have access to the recordings and drawings and they will stored securely on a computer using password-protected software (only I will know the password to open the files where the recordings are stored).

- The recordings will be deleted once I have typed them up and the drawings will be shredded once I have scanned them.

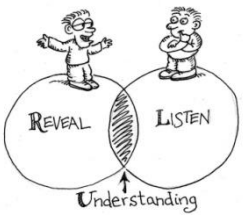
- Your names, your College/University name and the town that you are in will be removed from the information I type up so that everything you say in the interviews is kept as confidential as possible.

- However, because I am interviewing a small group of young people (3 people), there is a chance that people who know you very well (such as your family) might be able to guess which responses are yours.

Will I need to bring anything when I meet you?

- No, you will not need to bring anything or prepare in any way before you meet me.

What are the possible benefits of taking part?



- There is not much research that looks at how Educational Psychologists work with 19-25 year olds.
- Your opinions and thoughts are really important for my research because they may support people who work with you to understand what would be helpful.
- I think it would be very useful for people to understand how Educational Psychologists can helps 19 – 25 year

olds, so that young people, such as you, can receive better support at school and after school.

What will happen to the findings from the research?

- The findings will be typed up and will make up my thesis which will be part of my Educational Psychology qualification.
- When my thesis is completed, it will be accessible by the public on the internet.
- When I have finished, I will send you a summary of my findings if you would like to hear about them.

What will happen if I don't want to carry on with this research?

- You can decide to stop taking part in the research at any time until the very end of the interview, when I will check with you if you are happy for what me to type up what we've talked about.
- If you decide during the meeting with me that you want to stop then you can tell me using words or you can hold up a picture of a stop sign that will be on the side.
- You will not get into any trouble and nobody will be upset or annoyed at you if you choose to stop taking part in the research.

Will my taking part in this study be kept confidential?

- Yes. I will follow ethical and legal practice and all information about you will be handled in confidence. All information that is collected will be kept strictly confidential. All records related to your participation in this research study will be handled and stored appropriately.

- Your identity on these records will be indicated by a pseudonym (a made up name) rather than by your name.
- The data will be kept 5 years or more. Data collected during the study will kept in accordance with the University's Data Protection Policy.

Are there times when my data cannot be kept confidential?

- If you tell me something that makes me concerned about the safety of you or someone else then I might have to share that information with others in order to keep you or someone else safe. I would always aim to discuss this with you first when possible.
- Because I am meeting with 3 young people, there is a chance that you and people who know you very well (such as your family) may recognise some of the things you said in my research.
- To protect your identity, your name will be a pseudonym (a made up name) so that others are less likely to be able to recognise you and what you said.
- The name of your school and the area of your school will not be mentioned in the research to protect your identity even more.

Further information and contact details

- If you have any questions or concerns about any part of the research, please let the SENCo know and she/he will pass these concerns or questions on to me.

If you have any further questions or concerns about the research, you can contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)

Appendix C – Parent Information Sheet

The Tavistock and Portman NHS
NHS Foundation Trust

Parent Information Sheet

19 – 25 : Shaping the future. Providers' and users' views.

Who is doing the research?

My name is Laura Newman and I am studying a course in Educational Psychology. I am doing this piece of research as a part of my course.

What is the aim of the research?

The aim of the study is to find out about the views of 19-25 year olds, Educational Psychologists (EPs) and Further Education staff around how Educational Psychologists can best work with 19-25 year olds. This information will help to improve best practice for working with 19-25 year olds in the future, which in turn will help outcomes for these young people.

Who has given permission for this research?

[redacted] Educational Psychology Service has given me permission to do this research with young people who would like to take part. The training institution that I am studying at is called the Tavistock and Portman NHS Foundation Trust and they have given me ethical approval to do the research. This means that my research proposal with all the relevant details was submitted to a group of staff who decided that the research meets ethical standards to be carried out, ensuring that all the measures have been carefully considered to protect the rights, safety and well-being of participants.

Who can take part in this research?

I am looking for: 19-25 year olds who have worked with an Educational Psychologist, Further Education staff who have worked or liaised with an Educational Psychologist in regards to a 19 – 25 year old, and Educational Psychologists who have worked with 19-25 year olds.

Does my child have to take part?

Your child does not have to take part. They are free to stop taking part in the research at any time until the very end of the interview, when I will recap what we have spoken about and check with your child if they are happy for me to type this up. They do not need to give a reason if they decide not to take part.

Can my child have someone with them in the interview?

Yes, your child can have a familiar adult with them during the interview if this is something they would like, or if this would make them feel more comfortable.

What is involved in the research?

- I will agree with your child and their college staff on a convenient time to meet (any time between 8.30am-5pm, Monday-Friday).
- They can talk with their college staff about which room they would feel happy to meet in e.g.: their classroom or a therapy room they are familiar with
- The room that we meet in will have a sign on the door telling people not to enter.
- I will ask some questions about their experiences of working with Educational Psychologists.
- If at any time they would like to stop the interview then they are free to do so. There will be a visual stop sign provided which they can use, or they can tell me (verbally or through signing) that they would like to stop. We will practice using the stop card at the beginning of the interview to ensure they understand how to do this if they would

like to at any point. They do not have to give a reason for this. At the end of the meeting I will debrief with your child and reflect on how they found the session.

- The whole meeting will last up to 1 hour.
- The meeting will be audio recorded. Only I will have access to the recordings and the drawings and they will all be stored securely on a computer using password-protected software (only I will know the password to open the files where the recordings are stored). The recordings will be deleted once I have typed them up and the drawings will be shredded once I have scanned them in.
- The information I type up will also be anonymised (participant names will be removed). However, because I am interviewing a small group of people (3 19-25 year olds, 3 Further Education staff and 3 Educational Psychologists), there is a chance that people who know them very well will be able to guess which responses are theirs.

Will they need to bring anything for the meeting?

No, your child will not need to bring anything or prepare in any way before meeting me.

What are the possible benefits of taking part?

There is very little research that looks at how Educational Psychologists work with 19-25 year olds. They will have the chance to discuss their thoughts and experiences about Educational Psychologists work with 19-25 year olds – what worked well, what did not work well and what they think would be good to do in the future. This will contribute to knowledge on this area which has the potential to inform future practice. You and your child will receive a summary of the findings which could help inform future experiences.

What will happen to the findings from the research?

The findings will be typed up and will make up my thesis which will be part of my Educational Psychology qualification. When my thesis is completed, it will be accessible by the public on the internet. A summary of the findings will be given to participants.

What will happen if my child does not want to carry on with this research?

Participants can decide to stop taking part in the research at any time up until they leave the room at the end of the interview, after the debrief. During the debrief I will check with your child if they are happy for me to type up what we have spoken about. Your child does not need to give a reason if you decide you do not to take part.

Will my child taking part in this study be kept confidential?

Yes, I will follow ethical and legal practice and all information about participants will be handled in confidence. All information that is collected will be kept strictly confidential. All records related to their participation in this research study will be handled and stored appropriately. Their identity on these records will be indicated by a pseudonym rather than by their name. The data will be kept for 5 years or more. Data collected during the study will kept in accordance with the University's Data Protection Policy.

Are there times when participant data cannot be kept confidential?

If participants tell me something that makes me concerned about the safety of them or someone else then I might have to share that information with others in order to keep them or someone else safe. However, I would always aim to discuss this with your child first when possible. Because I am meeting with a small number of participants, there is a chance that people who know them very well may recognise some of the things said in my research. To protect their identity, the name of the educational provision and local authority will not be used, and their name will be replaced with a pseudonym so that others are less likely to be able to recognise them and what they said.

Further information and contact details

If you have any questions or concerns about any part of the research, please feel free to contact me on:

Email: laura.newman@[redacted].gov.uk

Thank you very much for taking the time to read this parent information sheet and discussing with your child if this is something they would like to be involved in.

If you have any further questions or concerns about the research, you can contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)

Appendix D – Participant Consent Form

The Tavistock and Portman NHS
NHS Foundation Trust

Consent Form

19 – 25 : Shaping the future. Providers' and users' views.

Please initial the statements below if you agree with them:	Initial here
1. I have read and understood the information sheet and have had the chance to ask questions.	
2. I understand that my participation in this research is voluntary and I am free to withdraw (stop taking part) at any time until my data starts to be processed (October 2019) without giving a reason.	
8. I agree for my interviews to be recorded.	
3. I understand that my data will be anonymised to reduce the chance of people linking the data to me.	
4. I understand that the information I provide will be confidential unless I say something that the researcher thinks means I may be at risk of harm to myself and/or others.	
5. I understand that my interviews will be used for this research and cannot be accessed for any other purposes.	
6. I understand that the findings from this research will be published in a thesis and available for the public to read.	
7. I would like to take part in this research.	

Your name…….....Signed……Date…../…../…..

Researcher name…….....Signed……Date…../…../…..

Thank you for your help.

Appendix E – Interview Schedule

Semi-structured interview script: Educational Psychologists
Welcome and thank you. Appreciate that everyone has busy lives, very grateful for taking the time to attend interview.

Purpose of the research: The aim of the study is to find out about the views of 19-25 year olds, Educational Psychologists (EPs) and Further Education staff around how Educational Psychologists can best work with 19-25 year olds**.** Your views will help to improve best practice for working with 19-25 year olds in the future, which in turn will help outcomes for these young people.

What led to it: My history working with a range of young adults in different settings. The Code of Practice extending EP work to young people up to the age of 25 – relatively new area, not a lot of research, especially not incorporating this range of stakeholder views. My Doctorate requiring me to conduct research – however, my own choice of area.

Why selected: Educational Psychologists who have worked with 19 – 25 year olds and/or the further education staff working with 19-25 year olds. Really appreciate your involvement.

Process: Today is about gaining your views about how EPs work with 19-25 year olds. Very interested in what you think and feel, opinions. Responses to be as rich and detailed as possible. I will be asking about your thoughts and experiences of working with 19-25 year olds and the staff who work with them. The session is being tape recorded so that I can transcribe the discussion later- I don't want to miss bits. Will be as anonymous as possible – all identifying features (e.g.: names of participants and schools will be changed). I will destroy the recording after I have transcribed. Feel free to help yourself to refreshments throughout. You are free to stop at any time during the interview.

Have you been able to read the participant information sheet and sign the consent form? Have you got any questions about this, or would you like me to go through anything with you?

Are you ready to begin?

I am interested in what you associate with experiences around working with 19-25 year olds. Please express what you associate by using images and/or word. Please put one image/word/phrase in each box. Sometimes a really simple drawing or word can be a good way of portraying your thoughts and feelings.

Thank you. Do you want to tell me a bit more about what you've put in each box, and why those things came to mind?

What experience you have had with 19-25 year olds and staff who work with them?

What was the context of this?

Who's commissioned the work? What were there expectations? How was the work measured?

What did you do?

Was there anything that you think was useful or went well?

How did you know it went well? What did other people think? Parents views? When would/wouldn't you involve parents?

Was there anything that you did not think was useful?

Who weren't they useful for? How did you know? Who told you?

Were there any barriers to the work?

Do you think there could be any areas of expansion for working with this age group?

What led you to think of that?

Is there anything else that you would like to tell me?

Do you have any questions?

Wrap up
• major themes/main points
• check accuracy

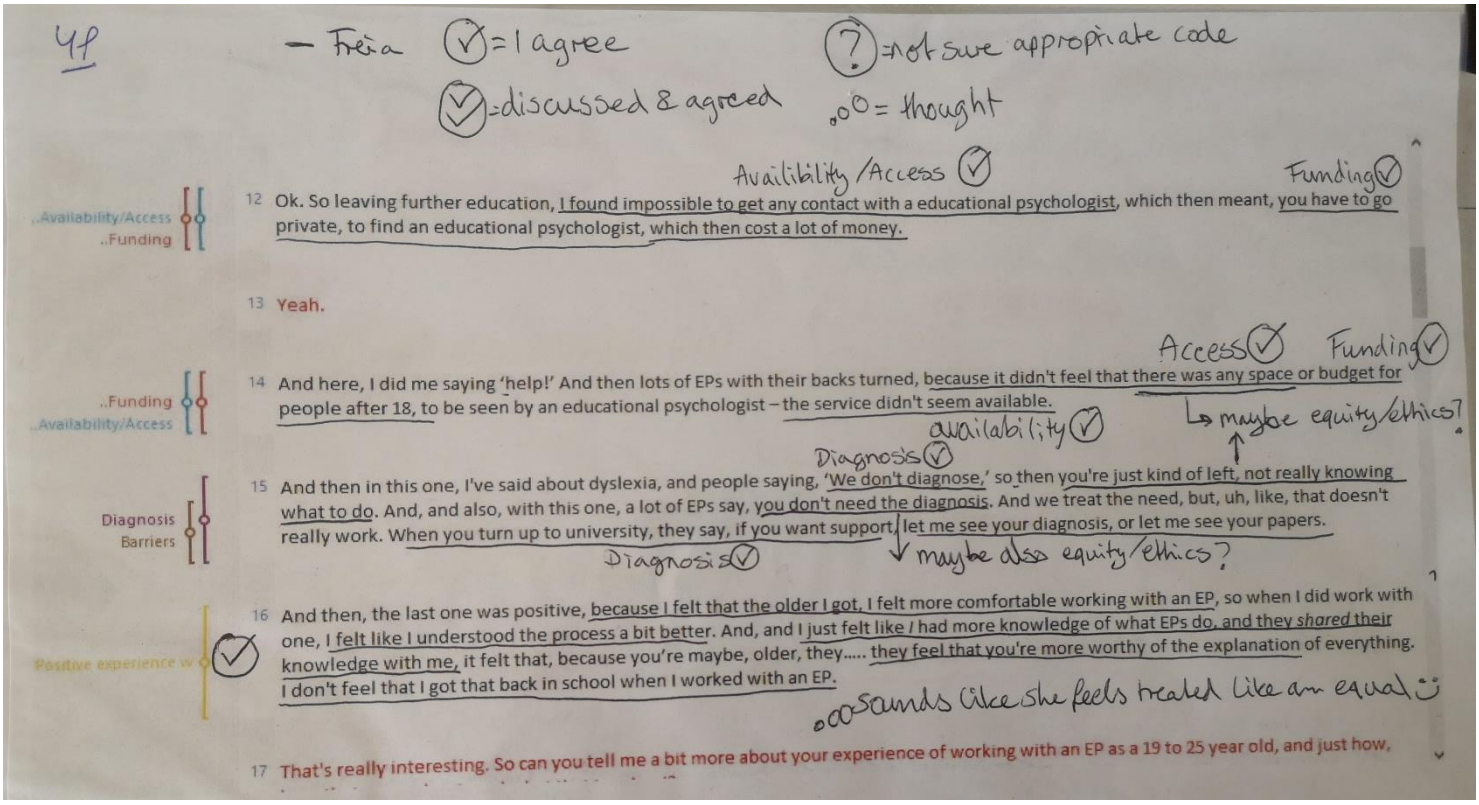
Thinking of the aims and purpose of the study (e.g. wanting to improve practice) is there anything we have missed or has not been covered? Anything you wanted to say but did not have the chance?

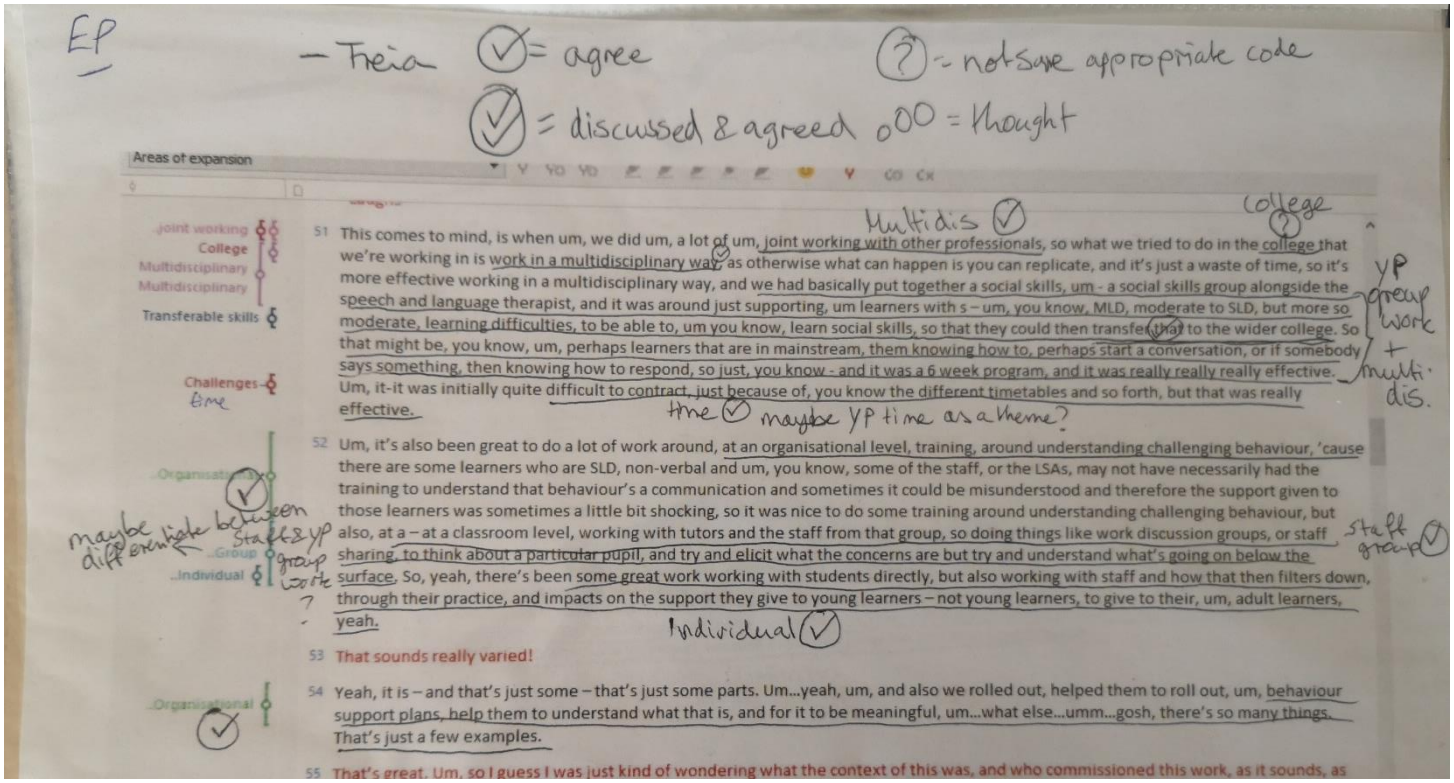
Closing
As we come to a close, I need to remind you this was audiotaped. The tape will be transcribed for later analysis. Anonymity ensured in transcripts and the tape will be

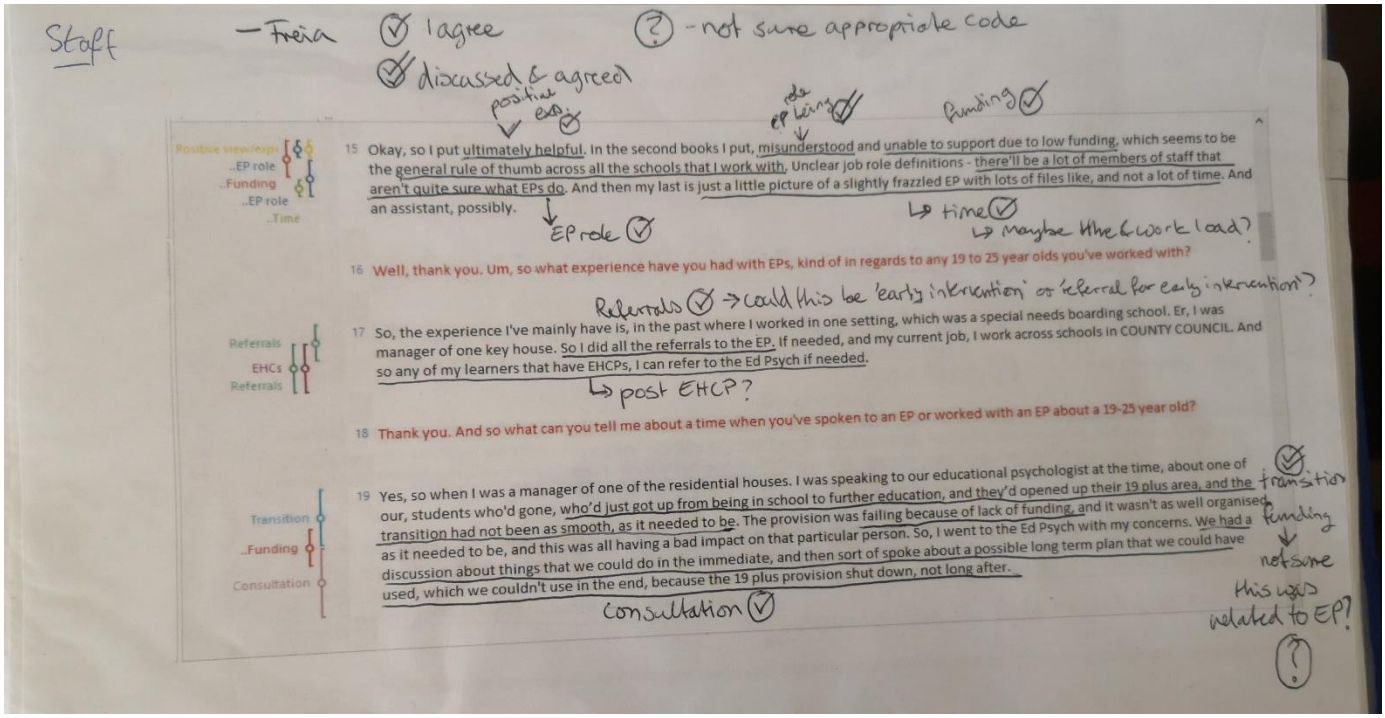
destroyed. Any questions? Are you happy for this interview to be included in my research?

Thank you and close.

Appendix F – Theme Co-Coding







Staff — Freia ✓ I agree ? - not sure appropriate code

✓✓ discussed & agreed

positive exp. ✓ — EP role ✓✓ — funding ✓

Positive view/exp
..EP role
..Funding
..EP role
..Time

15 Okay, so I put ultimately helpful. In the second books I put, misunderstood and unable to support due to low funding, which seems to be the general rule of thumb across all the schools that I work with. Unclear job role definitions - there'll be a lot of members of staff that aren't quite sure what EPs do. And then my last is just a little picture of a slightly frazzled EP with lots of files like, and not a lot of time. And an assistant, possibly.

↓ EP role ✓ — ↳ time ✓ ↳ maybe the (work load)

16 Well, thank you. Um, so what experience have you had with EPs, kind of in regards to any 19 to 25 year olds you've worked with?

Referrals ✓ → could this be 'early intervention' or 'referral for early intervention'?

Referrals
EHCs
Referrals

17 So, the experience I've mainly have is, in the past where I worked in one setting, which was a special needs boarding school. Er, I was manager of one key house. So I did all the referrals to the EP. If needed, and my current job, I work across schools in COUNTY COUNCIL. And so any of my learners that have EHCPs, I can refer to the Ed Psych if needed.

↳ post EHCP?

18 Thank you. And so what can you tell me about a time when you've spoken to an EP or worked with an EP about a 19-25 year old?

Transition
..Funding
Consultation

19 Yes, so when I was a manager of one of the residential houses. I was speaking to our educational psychologist at the time, about one of our, students who'd gone, who'd just got up from being in school to further education, and they'd opened up their 19 plus area, and the transition had not been as smooth, as it needed to be. The provision was failing because of lack of funding, and it wasn't as well organised as it needed to be, and this was all having a bad impact on that particular person. So, I went to the Ed Psych with my concerns. We had a discussion about things that we could do in the immediate, and then sort of spoke about a possible long term plan that we could have used, which we couldn't use in the end, because the 19 plus provision shut down, not long after.

consultation ✓

✓ transition
funding
↓
not sure
this was related to EP?
(?)

Appendix G – Ethics

Ethical Approval

The Tavistock and Portman NHS
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699
Fax: 020 7447 3837

Laura Newman

By Email

21 March 2019

Dear Laura

Re: Research Ethics Application

Title: 19 – 25 : Shaping the future. Providers' and users' views.

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,

Best regards,

Paru Jeram
Secretary to the Trust Research Degrees Subcommittee
T: 020 938 2699
E: academicquality@tavi-port.nhs.uk

cc. Course Lead, Supervisor, Course Administrator

Ethics Application

The Tavistock and Portman NHS
NHS Foundation Trust

Tavistock and Portman Trust Research Ethics Committee (TREC)

APPLICATION FOR ETHICAL REVIEW OF RESEARCH INVOLVING HUMAN PARTICIPANTS

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram (academicquality@tavi-port.nhs.uk)

PROJECT DETAILS

Current project title	19 – 25 : Shaping the future. Providers' and users' views.		
Proposed project start date	March 2019	**Anticipated project end date**	April 2020

APPLICANT DETAILS

Name of Researcher	Laura Newman
Email address	lnewman@tavi-port.nhs.uk
Contact telephone number	07853318316

CONFLICTS OF INTEREST

Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research? **YES** ☐ **NO** ☑ If **YES**, please detail below:
N/A
Is there any further possibility for conflict of interest? YES ☐ **NO** ☑ If **YES**, please detail below:
N/A

FOR ALL APPLICANTS

Is your research being conducted externally* to the Trust? (for example; within a Local Authority, Schools, Care Homes, other NHS Trusts or other organisations). *Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)	**YES** ☐ **NO** ☑
If **YES**, please supply details below: N/A	
Has external* ethics approval been sought for this research? **(i.e. submission via Integrated Research Application System (IRAS) to the Health Research Authority (HRA) or other external research ethics committee)** *Please note that 'external' is defined as an organisation/body which is external to the Tavistock and Portman Trust Research Ethics Committee (TREC) If **YES**, please supply details of the ethical approval bodies below **AND** include any letters of approval from the ethical approval bodies:	**YES** ☐ **NO** ☑

If your research is being undertaken externally to the Trust, please provide details of the sponsor of your research? N/A	
Do you have local approval (this includes R&D approval)?	**YES** ☑ **NO** ☐ **I have approval from my local authority.**

COURSE ORGANISING TUTOR • Does the proposed research as detailed herein have your support to proceed? **YES** ☐ **NO** ☐	
Signed	
Date	

APPLICANT DECLARATION I confirm that: • The information contained in this application is, to the best of my knowledge, correct and up to date. • I have attempted to identify all risks related to the research. • I acknowledge my obligations and commitment to upholding our University's Code of Practice for ethical research and observing the rights of the participants. • I am aware that cases of proven misconduct, in line with our University's policies, may result in formal disciplinary proceedings and/or the cancellation of the proposed research.	
Applicant (print name)	LAURA NEWMAN
Signed	
Date	18.02.19

FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY

Name and School of Supervisor/Director of Studies	

Qualification for which research is being undertaken	

Supervisor/Director of Studies –

- Does the student have the necessary skills to carry out the research?
  YES ☐ **NO** ☐
- Is the participant information sheet, consent form and any other documentation appropriate?
  YES ☐ **NO** ☐
- Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient?
  YES ☐ **NO** ☐
- Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance?
  YES ☐ **NO** ☐

Signed	
Date	

DETAILS OF THE PROPOSED RESEARCH

1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)

The research aims to gain the views of young people who saw an EP when aged 19-25, Educational Psychologists (EPs) and Further Education (FE) staff around how EPs can best work with 19-25 year olds. This will be done through semi-structured interviews. Participants will be required to spend approximately 1 hour with the researcher, discussing with them their thoughts around how they have worked with EPs previously, what worked well, what did not work well and what they think would be beneficial in future work.

Participants will undertake the Grid Elaboration Method (GEM) (Joffe & Elsey, 2014) – a grid divided into four sections drawn on a piece of paper and given to participants. The researcher will ask the participants to draw or write what EP involvement with 19-25 year olds means to them. Following this, participants will be asked to describe their GEM. After the GEM, participants will be asked a series of questions in the form of a semi-structured interview aimed at further exploring their experiences of EPs work with 19-25 year olds.

2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)

There is currently very limited research around EPs work with 19-25 year olds. The vast majority of the research around young adults and EPs is centred around the 16-19 age group. Of the limited available research with 19-25 year olds, there are very few that incorporates the views of 19-25 year olds themselves. This will extend previous research on interviews with EPs about how to work with 16-25 year olds by incorporating a wider range of views from important stakeholders (19-25 year olds, EPs and FE staff). This will support the profession by providing research which can be utilised by EPs working with this age group in the future.

3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, *tasks* assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)

Data will be collected through the use of the Grid Elaboration Method (GEM), followed by semi-structured interviews. I intend for both of these methods to be carried out within the same session. Data collection will be conducted individually with participants. One hour will be allowed for each data collection session, but if participants finish before the hour then the session can be terminated early. All sessions will be audio recorded and later transcribed by me. All data will be securely stored on a password protected laptop which only I will be able to access. The recordings will be deleted once I have typed them up. Data collection will take place between May-June 2019 and be analysed in July 2019.

For the GEM, a piece of paper divided into four empty sections will be provided to participants. They will be asked to add an image or written word to each section when asked about their experiences of EP work with 19-25 year olds. Following this, participants will be asked to describe their recordings and why they chose to include these. In keeping with the exploratory purpose of the research, the GEM elicits data that is unexpected by the researcher. Further, it allows the researcher to drill down on the particular phenomena being explored (the experience of 19-25 year olds work with EPs) and set aside any preconceptions. The concrete, visual and structured features of the GEM aim to facilitate thoughts and dialogue and alleviate any anxiety that may be associated with open-ended conversations. The tool also aims to ease participants into the process and familiarise them with the researcher before beginning the interview.

A semi-structured interview will then take place (see interview schedule attached). Once the interview has ended, participants will be debriefed. The data will be later analysed using Thematic Analysis, following procedures used by Braun and Clarke (2012). This aims to identify themes across a data set, from which insight can be offered around the patterns of meaning involved; identifying and making sense of commonalities around a topic (Braun & Clarke, 2012). Due to the purpose of this study being exploratory, a thematic analysis will help to identify prominent topics in this relatively new area of Educational Psychology.

I aim to conduct a pilot phase of the research prior to the data collection to test out the use of the GEM and the semi-structured interviews. For the pilot phase, I will aim to recruit an extra participant to be the 'pilot.' If this participant is able to access the methods employed then I will include this participant's responses in my data set. Whereas, if this person struggles to access the methods then I will adjust the process accordingly and will exclude this data. All participants, including the pilot, will be provided with the same participant information sheets and consent forms. The same ethical procedures described in this form will apply to all participants.

PARTICIPANT DETAILS

4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why this criteria is in place. (Do not exceed 500 words)

I hope to recruit 6 EPs, 6 FE staff and 6 19-25 year olds. Participants will be recruited through opportunity sampling. As this research project is supported by my Local Authority (LA), FE staff, 19-25 year olds and EPs currently working/attending educational provisions in my LA will be approached first. This will be done through: emails to the EPS, emails/phone calls to the Senior Leadership Team/Special Educational Needs Coordinators (SENCO) at FE provisions (to recruit both staff and young people) outlining the research, the participants required (based on inclusion and exclusion criteria mentioned below) and asking for interest. Participants will then be selected on a first come first serve basis, meaning that it will be a purposive sample. Participants will be given the option to be interviewed in either their education provision or at the LA Civic Centre.

Should this not garner enough participants in any of the groups, recruitment will be broadened to U.K. wide. EP's who are known to work with 19-25 year olds (e.g.: from publishing in this area) or who work in LA EPS' in the South-East of England will be approached either to participate themselves, and/or around approaching participants of staff and/or 19-25 year olds.

Inclusion and exclusion criteria are as follows:

(i) **Participants must have experience of EPs working with 19-25 year olds.** EPs interviewed must have worked with a 19-25 year old at some point during their work. FE staff and 19-25 year olds will have to have had contact with an EP. This criteria is in place so that there will be enough relevant content to discuss in the interview.

(ii) **Participants must be fluent in English.** A good grasp of the English language will support participants to provide coherent responses which accurately reflect their experiences.

5. Will the participants be from any of the following groups?*(Tick as appropriate)*

☑ Students or staff of the Trust or the University.

☑ Adults (over the age of 18 years with mental capacity to give consent to participate in the research).

☐ Children or legal minors (anyone under the age of 16 years)[1]

☐ Adults who are unconscious, severely ill or have a terminal illness.

☐ Adults who may lose mental capacity to consent during the course of the research.

☐ Adults in emergency situations.

☐ Adults[2] with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).

☐ Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).

☐ Prisoners, where ethical approval may be required from the **National Offender Management Service (NOMS).**

☐ Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).

☐ Healthy volunteers (in high risk intervention studies).

☐ Participants who may be considered to have a pre-existing and potentially dependent[3] relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).

☐ Other vulnerable groups (see Question 6).

☐ Adults who are in custody, custodial care, or for whom a court has assumed responsibility.

☐ Participants who are members of the Armed Forces.

[1]If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability[3], any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

[2] 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)

[3] Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and

detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

6. Will the study involve participants who are vulnerable? YES ☑ NO ☐

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from the participant's personal characteristics (e.g. mental or physical impairment) or from their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness). Where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable.

Adults lacking mental capacity to consent to participate in research and children are automatically presumed to be vulnerable. Studies involving adults (over the age of 16) who lack mental capacity to consent in research must be submitted to a REC approved for that purpose.

6.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?

If **YES**, the research activity proposed will require a DBS check. *(NOTE: information concerning activities which require DBS checks can be found via https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance)*

Whilst 19-25 year olds may (or may not) have some type of learning disability, to be eligible for participation in the study they must have the capacity to consent. Informed consent will be sought from participants. Any vulnerable participant will be offered to attend the interview with a familiar adult, will have the opportunity to withdraw at any point until the end of the interview (up until and including the debrief), will have the interview read back to them and will be fully debriefed.

There will be an option to be given an information sheets with simpler language and images (please see information sheets attached) for any participant with additional needs. In order to make the process as transparent and predictable as possible, the information sheets will outline the purpose of the research, what participants will be required to do and what will happen to their data after the research has finished. The information sheets will be provided to participants two weeks before the research in order to prepare them for the process and reduce anxiety about the unknown. After providing the information sheets, I will ask participants to tell me what the research entails and why, to check their understanding.

The first stage of the methodology, the GEM, is included to protect participants from feeling overwhelmed and to reduce challenging social communication tasks, including non-verbal and verbal communication. Here, participants will not be required to make eye contact or to talk, but rather will be looking at their paper and drawing or writing.

Participants will be informed of their right to withdraw from the research at any stage until data analysis begins. During data collection, participants will have the opportunity to pause or stop the interview if they become distressed. This can be either by verbally saying 'stop' or by holding up a stop card that will be provided. A visual aid here aims to be useful for young people whose communication skills may more strained during anxious moments. Participants will be informed about how to pause or stop the interview on their information sheets and again in person before beginning the interview. If I recognise that the participants seem too distressed to continue talking, then I can also stop the interview. I also have training and experience in working with vulnerable young people.

RISK ASSESSMENT AND RISK MANAGEMENT

I can draw upon such training and experience if a situation arises which I need to manage. I also have access to support and supervision within the LA and the university.

7. Do you propose to make any form of payment or incentive available to participants of the research? YES ☐ NO ☑

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

N/A

8. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)

The content on the participant information sheets will be made accessible through the use of visuals and simplified language (please see information sheet attached). After issuing the information sheets, I will check participants' understanding of the research, as outlined on the sheet. In the case of participants not understanding what is required after reading the information sheet, I will reiterate the message verbally and 1:1, before checking their understanding again. It is only when I am confident that participants understand what the research entails that I will elicit signed consent. Participants will be reminded of the research process and their rights to withdraw once they arrive for the interviews.

Any special communication needs will be accommodated as much as possible through the participant's favoured form – e.g.: questions can be provided in advance if required, in a range of font colours and/or sizes, accompanied by pictures. Questions will be explained fully in verbal format at the beginning of the interview. Questions can be signed (in Sign Supported English) to aid with understanding if necessary. Information and consent forms will be sent in advance. The researcher will be available to discuss this further with participants if required.

9. Does the proposed research involve any of the following? *(Tick as appropriate)*

☐ use of a questionnaire, self-completion survey or data-collection instrument (attach copy)

☐ use of emails or the internet as a means of data collection

☐ use of written or computerised tests

☑ interviews (attach interview questions)

☑ diaries (attach diary record form) – **my own reflexive diary**

☐ participant observation

☐ participant observation (in a non-public place) without their knowledge / covert research

☑ audio-recording interviewees or events

☐ video-recording interviewees or events

☐ access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes

☐ administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process

☐ performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction

☐ investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)

☐ procedures that involve the deception of participants

☐ administration of any substance or agent

☐ use of non-treatment of placebo control conditions

☐ participation in a clinical trial

☐ research undertaken at an off-campus location (risk assessment attached)

☐ research overseas (copy of VCG overseas travel approval attached)

10. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life? YES ☐ NO ☑
If **YES**, please describe below including details of precautionary measures.

Because of the nature of this study it is not anticipated that there will be any hazards and/or discomfort or distress. I do not anticipate that the proposed research will involve any risks to participants that are greater than those encountered daily. Participants will be able to pause or stop the interview at any time and they can withdraw entirely from the process up until the point of data collection, up until and including the debrief. Participants will also be fully debriefed after the interviews. Participants can refer to familiar adults within or after interviews if necessary. Additionally, I will be available to be contacted after data collection for participants, parents, and/or school staff if needed. Further, I will also signpost participants, parents and/or school staff towards specialist services if necessary, such as the local Educational Psychology Service.

11. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.

Because of the nature of this study it is not anticipated that there will be any hazards and/or discomfort or distress. Please see Q.13 for how this would be addressed in the unlikely event this occurs.

12. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)

NOTE: Where the proposed research involves students of our University, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

Participants will have the chance to discuss their thoughts and experiences about EPs work with 19-25 year olds, and contribute to knowledge on this area which has the potential to inform future practice. Participants who have previously explored this may benefit from further exploration with someone who is removed from their everyday system. Participants will receive a summary of the findings which could help inform their own future practice.

13. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)

Because of the nature of this study it is not anticipated that there will be any hazards and/or discomfort or distress. I do not anticipate that the proposed research will involve any risks to participants that are greater than those encountered daily. I will show flexibility in timings to suit participants' lives. Participants will be able to pause or stop the interview at any time and they can withdraw entirely from the process up until the point of data collection, up until and including the debrief. Participants will also be fully debriefed after the interviews, whereby experiences of the process can be reflected upon. Participants can refer to familiar adults within or after interviews if necessary. Additionally, I will be available to be contacted after data collection for participants,

parents, and/or FE staff if needed. Further, I will also signpost participants, parents and/or school staff towards specialist services if necessary, such as the local Educational Psychology Service.

In the event of safeguarding risks becoming apparent, whereby I deem that someone is at risk of harm, I will share this information with the provision's safeguarding officer. Participants will be aware of this measure before I begin data collection.

Participant responses, the name of the educational provision and the LA will remain confidential throughout the research to help ensure that it is not possible to identify participants. I will be the only person who will have access to the identities of the data. However, as the sample size is a small group (approximately 6), it is possible that participants and those who know the participants well (such as family members) may be able to identify responses.

14. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)

At the end of the interviews, I will provide debriefing to participants. This will involve asking participants how they found the interview process and in turn, talking through anything that arises and being reminded of their right to withdraw. Participants will have an opportunity to ask any questions. Participants will be signposted to the relevant people with whom they can speak if they wish to (SENCO and/or parents). They will be reminded of the aims of the research and that their results will be written up into a document which can be accessible to the public at a later stage. They will be thanked for taking part in the research. I will be available to be contacted after the data collection if needed. Additionally, I will signpost participants to other agencies for support if necessary. Participants will receive a summary of the findings.

PARTICIPANT CONSENT AND WITHDRAWAL

15. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials. YES ☑ NO ☐

If **NO**, please indicate what alternative arrangements are in place below:

16. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.
YES ☑ NO ☐

If **NO**, please indicate what alternative arrangements are in place below:

17. The following is a participant information sheet checklist covering the various points that should be included in this document.

☑ Clear identification of the sponsor for the research, the project title, the Researcher or Principal Investigator and other researchers along with relevant contact details.

☑ Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.

☑ A statement confirming that the research has received formal approval from TREC.

☑ If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.

☐ A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.

☑ Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.

☑ Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.

☑ A statement that the data generated in the course of the research will be retained in accordance with the University's Data Protection Policy.

☑ Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)

☑ Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

18. The following is a consent form checklist covering the various points that should be included in this document.

☑ University or Trust letterhead or logo.

☑ Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.

☑ Confirmation that the project is research.

☑ Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.

✓

☐ Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality. ✓

☐ If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.

☑ The proposed method of publication or dissemination of the research findings.

☐ Details of any external contractors or partner institutions involved in the research.

☐ Details of any funding bodies or research councils supporting the research.

☑ Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

CONFIDENTIALITY AND ANONYMITY

19. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.

☐ Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?

☐ The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).

☑ The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).

☐ Participants have the option of being identified in a publication that will arise from the research.

☑ Participants will be pseudo-anonymised in a publication that will arise from the research. (I.e. the researcher will endeavour to remove or alter details that would identify the participant.)

☐ The proposed research will make use of personal sensitive data.

☐ Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

20. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.

YES ☑ **NO** ☐

If **NO**, please indicate why this is the case below:

NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.

DATA ACCESS, SECURITY AND MANAGEMENT

21. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES ☑ **NO** ☐
If **NO**, please indicate what alternative arrangements are in place below:

22. In line with the 5th principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.

☐ 1-2 years ☑ 3-5 years ☐ 6-10 years ☐ 10> years

NOTE: Research Councils UK (RCUK) guidance currently states that data should normally be preserved and accessible for 10 years, but for projects of clinical or major social, environmental or heritage importance, for 20 years or longer.
(http://www.rcuk.ac.uk/documents/reviews/grc/grcpoldraft.pdf)

23. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.

☐ Research data, codes and all identifying information to be kept in separate locked filing cabinets.

☑ Access to computer files to be available to research team by password only.

☐ Access to computer files to be available to individuals outside the research team by password only (See **23.1**).

☐ Research data will be encrypted and transferred electronically within the European Economic Area (EEA).

☐ Research data will be encrypted and transferred electronically outside of the European Economic Area (EEA). (See **23.2**).

NOTE: Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

☐ Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.

☑ Use of personal data in the form of audio or video recordings.

☑ Primary data gathered on encrypted mobile devices (i.e. laptops). **NOTE:** This should be transferred to secure UEL servers at the first opportunity.

☑ All electronic data will undergo secure disposal.

NOTE: For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

☐ All hardcopy data will undergo secure disposal.

NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

23.1. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.

N/A

23.2. Please provide details on the regions and territories where research data will be electronically transferred that are external to the European Economic Area (EEA).

N/A

OVERSEAS TRAVEL FOR RESEARCH

24. Does the proposed research involve travel outside of the UK? YES ☐ NO ☑

24.1. Have you consulted the Foreign and Commonwealth Office website for guidance/travel advice? http://www.fco.gov.uk/en/travel-and-living-abroad/ **YES ☐ NO ☐**

24.2. If you are a non-UK national, have you sought travel advice/guidance from the Foreign Office (or equivalent body) of your country? **YES ☐ NO ☐ NOT APPLICABLE ☐**

24.3. Have you completed the overseas travel approval process and enclosed a copy of the document with this application? (For UEL students and staff only) **YES ☐ NO ☐**
Details on this process are available here http://www.uel.ac.uk/qa/research/fieldwork.htm

24.4. Is the research covered by your University's insurance and indemnity provision? **YES ☐ NO ☐**

NOTE: Where research is undertaken **by UEL students and staff** at an off-campus location within the UK or overseas, the Risk Assessment policy must be consulted:

http://dl-cfs-01.uel.ac.uk/hrservices/documents/hshandbook/risk_assess_policy.pdf.

For UEL students and staff conducting research where UEL is the sponsor, the Dean of School or Director of Service has overall responsibility for risk assessment regarding their health and safety.

N/A

24.5. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place.

N/A

24.6. Will this research be financially supported by the United States Department of Health and Human Services or any of its divisions, agencies or programs? **YES ☐ NO ☐**

N/A

PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

25. How will the results of the research be reported and disseminated? *(Select all that apply)*

- [x] Peer reviewed journal
- [ ] Conference presentation
- [x] Internal report
- [x] Dissertation/Thesis
- [ ] Other publication
- [x] Written feedback to research participants
- [ ] Presentation to participants or relevant community groups
- [ ] Other (Please specify below)

OTHER ETHICAL ISSUES

26. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?

No.

CHECKLIST FOR ATTACHED DOCUMENTS

27. Please check that the following documents are attached to your application.

- ☐ Letters of approval from ethical approval bodies (where relevant)
- ☐ Recruitment advertisement
- ☑ Participant information sheets (including easy-read where relevant)
- ☑ Consent forms (including easy-read where relevant)
- ☐ Assent form for children (where relevant)
- ☐ Evidence of any external approvals needed
- ☐ Questionnaire
- ☑ Interview Schedule or topic guide
- ☐ Risk Assessment (where applicable)
- ☐ Overseas travel approval (where applicable)

27.1. Where it is not possible to attach the above materials, please provide an explanation below.

N/A

Appendix H – Literature Review Search Strategies

Note – all searches were researched on 20.04.2020; amendments were only made to the below table if any new articles arose that met the criteria. These are clearly labelled in the search number as additions being made in April.

Search Number	Inclusion Criteria and Limiters	Exclusion Criteria	Number of Articles Returned	Total Number of Articles Meeting Criteria	Number of Articles Meeting Criteria Disregarding Duplicates From Previous Searches	Authors of Articles Meeting Criteria
Search 1	Databases searched: Psych Info, Psych Articles, ERIC and Education Source Search term: 19-25 year olds AND educational psychology	Paper not focusing on EPs working with 19-25 year olds	0	0	0	n/a
Search 2	Databases searched:	Paper not focusing on EPs	10	0	0	n/a

	Psych Info, Psych Articles, ERIC and Education Source Search term: 19 – 25 year olds OR 19 to 25 year olds	working with 19-25 year olds				
Search 3 –	Databases searched: Psych Info, Psych Articles, ERIC and Education Source Search Search term: “further education” AND “educational psychology” Limiters: paper written in English and full text available	Paper not focusing on EPs working with 19-25 year olds	85 (with duplicates removed)	0	0	n/a
Search 4	Databases searched: Psych Info, Psych Articles, ERIC and	Paper not focusing on EPs working	0	0	0	n/a

	Education Source Search term: 19 to 25 year olds AND educational psychology	with 19-25 year olds				
Search 5	Databases searched: Educational Psychology in Practice Search term: 25	Paper not focusing on EPs working with 19-25 year olds	6	0	0	n/a
Search 6	Databases searched: Educational Psychology in Practice Search term: college	Paper not focusing on EPs working with 19-25 year olds	6	0	0	n/a
Search 7	Databases searched: Educational Psychology in Practice	Paper not focusing on EPs working with 19-25 year olds	4	0	0	n/a

	Search term: further education					
Search 8 - April	Databases searched: Educational Psychology in Practice Search term: higher education	Paper not focusing on EPs working with 19-25 year olds	3	1	0	n/a
Search 9 - April	Databases searched: Educational Psychology in Practice Search term: post-16	Paper not focusing on EPs working with 19-25 year olds	3	1	1	Giles & Rowley, 2020
Search 10 - April	Databases searched: Educational Psychology in Practice Search term: 19 – 25 year olds	Paper not focusing on EPs working with 19-25 year olds	0	0	0	n/a

Search 11	Databases searched: British Journal of Educational Psychology Search term: 19-25	Paper not focusing on EPs working with 19-25 year olds	0	0	0	n/a
Search 12	Databases searched: British Journal of Educational Psychology Search term: 19	Paper not focusing on EPs working with 19-25 year olds	1	0	0	n/a
Search 13	Databases searched: British Journal of Educational Psychology Search term: 25	Paper not focusing on EPs working with 19-25 year olds	4	0	0	n/a
Search 14	Databases searched: British Journal of Educational Psychology	Paper not focusing on EPs working	7	0	0	n/a

	Search term: college	with 19-25 year olds				
Search 15	Databases searched: British Journal of Educational Psychology Search term: further education	Paper not focusing on EPs working with 19-25 year olds	0	0	0	n/a
Search 16	Databases searched: Educational and Child Psychology Search term: 19-25	Paper not focusing on EPs working with 19-25 year olds	129	2	2	Hellier, 2009; MacKay, 2009
Search 17	Databases searched: Educational and Child Psychology Search term: “further education”	Paper not focusing on EPs working with 19-25 year olds	22	2	0	n/a
Search 18	Hand search: Applied Educational Psychology With	Articles not focusing on EPs	15	5	5	Bason, 2018; Squires,

	16-25 Year Olds – book.	working with 19–25 year olds				2018; Atkinson & Martin, 2018; Park, 2018; Hymans, 2018
Search 19	Databases searched: Ethos Search term: “educational psychology” AND 25 Limiters: paper made publicly available	Paper not focusing on EPs working with 19-25 year olds	8	1	1	Clark, 2014
Search 20	Databases searched: Ethos Search term: educational psychology AND “post 16” Limiters: paper made publicly available	Paper not focusing on EPs working with 19-25 year olds	2	0	0	n/a

Search 21	Databases searched: Ethos Search term: “19 – 25” Limiters: paper made publicly available	Paper not focusing on EPs working with 19-25 year olds	2	0	0	n/a

Appendix I – Holland & Rees (2010) Framework for Critiquing Qualitative Research Articles

Aspect	Questions
Focus	What topic is the concern of this article? Is this an important topic? The focus here will be broader than that of quantitative research and may emphasise experience of a condition or situation.
Background	How does the researcher argue that the topic is worthwhile? How widespread or big a problem is it? Is the seriousness of the topic reinforced by the previous studies? Is there a thorough review of the literature outlining current knowledge on this topic? The background may make the qualitative approach a logical choice.
Aim	What is the statement of the aim of the data collection? This usually begins with the word 'to' and may concentrate on an exploration of a situation, e.g. 'The aim of this study is to explore the lived experience of chronic illness.
Methodology or Broad Approach	Within a broad qualitative approach is it phenomenological, ethnographic, grounded theory, or broad qualitative design? Does this match the statement of the aim?
Tool of data collection	What was the method used to collect the data? Had this tool been used in previous studies of this type? A qualitative tool will not be piloted to check accuracy but may be used firstly on a small scale to give the researcher experience of its use in this situation. There may be mention of credibility where the researcher attempts to give clear details on the circumstances and environment in which data gathering took place. The descriptions of such things as individual interviews may be extensive to allow you to feel almost as though you were

	there. Do you feel this tool worked well or might an alternative have been more effective?
Method of data analysis and presentation	This is one of the most important steps in qualitative approach where the researcher's understanding emerges inductively from the data and their interpretation of what is going on with those involved. To make sense of large amounts of text the researcher may mention specific systems for analysing the data either in the form of computer programs such as NUDIST and NVivo, or systems designed by other qualitative analysts such as Colaizzi or Van Manon. There may be reference to immersion in the data where the researcher reads over and over the details of what people have said or done. Codes to categorised themes may be mentioned and illustrations of the way this was done may be presented to form an 'audit trial' to allow you to follow the way the researcher managed the data from transcript to coded themes. The data will be in the form of observed descriptions or verbal comments and statements from those involved. These may be quite powerful in their description of feelings and emotions where the researcher is attempting to provide evidence of 'credibility' so we can believe in the accuracy of the findings and the interpretation of them.
Sample	Here the numbers of participants will be low, perhaps under 10 and often not more than 20. Data collection may have stopped once 'saturation' was reached, that is, where no new categories emerged from the findings. Were there inclusion and exclusion criteria stated? Were these reasonable given the research question and the nature of the sample? Do the selection criteria limit to whom the results may apply? What method was used to select who got into the study (the

	sampling strategy)? Is this appropriate for this research question and approach? Does the sample suffer from any kind of bias?
Ethical Considerations	Did an ethics committee (LREC, or in US an Institutional Review Board 'IRB') approve the study? Was informed consent gained and mention made of confidentiality? Could the study be said to be ethically rigorous?
Main findings	What themes or categories arose from the findings in answer to their aim? Was there an attempt to ensure that the accuracy of these themes was checked in some way, for example by peer checking with others not involved in the study, or more than one member of the team involved in interpretation of the findings?
Conclusion and recommendations	Did they give a clear answer to their aim? Is this well argued and supported? Were clear recommendations made (who should do what, how, now)? If grounded theory, is there an attempt to explain what might lie behind the findings?
Overall strengths and limitations	What would you say were the aspects of the study they did well? What aspects were less successful? Did they acknowledge any limitations to the study?
Application to practice	How do the findings relate to practice? Should any changes be considered?

Appendix J – EP Input – EP Quotes

Theme	Participant	Quote
Transition	Private EP	*"If we're looking at 19 plus, so what I have is, I have a round robin proforma, which is sent to all, which I ask the school to collect from all staff, its word processed, so it can be done electronically, then I systematically analyse those results"*
Reviewing	LEA/Private EP	*"the importance of reviewing back to the contracting phase, so when you are, um, you know, exploring with an organisation, how you can work together to support, um, young adults, it's always referring back to that contracting phase, and seeing, ok, are we still on – are we moving away from the primary task, or are we still focusing on that. So that just ensures that it's, fit for purpose."*
Reviewing	LEA/Private EP	*"we have regular meetings and reflect on how we're working, what needs to shift, so we're constantly in that reviewing process."*
		LEA/Private EP
Reviewing	LEA EP	*"And I wouldn't - I always, uh, do a feedback meeting to the young person. So I tend, with the virtual school work, tend to do a feedback letter. So…and-and if I do see the young person again, then I would give them a little bit of a chat about how they did. But the feedback is really focused on the adults in the organisation"*
Organisational/	LEA/Private EP	*"I've drawn, Bronfenbrenner's circles, and in the middle I've put, um, young adults, and a key role that I feel that we have is helping people to see young adults as being part of wider*

Systemic/ Group		*systems, so helping, um, people to consider well actually, you know, yes they're at college but, you know, what - how does this link in with their plan for adulthood."*
Organisational/ Systemic/ Group	LEA/Private EP	*"we'd provide, you know, one to one supervision really, just reflective supervision, um, and that for me, that was, you know, those were key pieces of work, just I suppose, helping staff, you know, to keep going, to feel that they, you know, can do it, to build their resilience really, because some of the work, it's tough, because, it's really hard, you know, on a day to day, um, supporting learners, or just balancing also organisational, um pressures."*
Tribunal/ Court Work	Private EP	*"You know, in terms of 19 to 25, the area that suddenly just starting to grow, is the area in relation to parents seeking an extension of EHCPs, beyond 19. Predominantly for tribunal work, it relates to requesting residential provision."*
Tribunal/ Court Work	Private EP	*"roughly speaking, there's been a 100% increase in requests for tribunals. So it's gone up from 3000 to 6000. In a year"*
Tribunal/ Court Work	Private EP	*"the current case I'm still working on with a lawyer, about a young man who's had an accident. And I've been asked to give an opinion about what the implications for that are in relation to the future."*
Consultation	LEA/Private EP	*"I've put consultation process is key… in order for the organisation to understand their needs, consultation has been a key process in bringing all the key players together."*
Consultation	LEA/Private EP	*"organisations can struggle to understand the role of the EP - so that links very much with why I've highlighted in –*

		consultation. Because, again, um, colleges are just, one, understanding how they can work with Educational Psychologists"
Consultation	LEA EP	*"So, you sort of come to the session, and you've, you've thought about potentially what you might talk about, but sometimes things come left field that you haven't been quite expecting. It's, it's making that conversation."*
Contracting	LEA/Private EP	*"And I think, working as a private EP, because we were employed by the college, again, you've just got more scope to do more preventative work, as opposed to working within a statutory role. Um, so it's all about a service level agreement…Um, yeah, so that was the difference really – just, it's about the work that's - was contracted."*
Contracting	LEA/Private EP	*"you know, when you're engaged with an organisation, particularly when contracting things, I think perhaps there needs to be clarity around how we as EPs, whether private or local authority, engage with those colleges"*
Contracting	LEA EP	*"So there's informal conversation, so as you're, sort of, walking through the office, or, somebody - or somebody will email you and say – you know, can we just have a quick word about this young person, so you have a bit of a chat."*
Contracting	LEA/Private EP	*"in terms of who contracted the work it was just around the planning meeting, that, again, through needs analysis, looking at what the organisation's needs are. We then as a service then said, oh, well, you know, this could be offered, and, and just jointly decided what the priorities were with um…um, with, with the head of department/curriculum lead,*

		and also as part of that planning meeting, we'd um, work with the, um, with the speech and language therapist – and was there an OT as well? And there was an OT, yeah. So it was a planning meeting, but a multidisciplinary planning meeting, which was contracting in that space, looking at what the needs are, and all of us putting our heads together and saying, oh, this might be offered, or that."
Contracting	LEA EP	*"the start of a piece of work, so that would come via social care, and the virtual school. And we'd have, um, some initial discussion about, uh, what the referral would involve… And that would be with, um, a personal advisor and the intensive personal advisor, from the virtual school"*
Individual	LEA EP	"So one was a statutory assessment, and then another piece of work was for a young person who is thinking about going to, um uni, and she's wondering whether she has dyslexia. So she wan - she wanted to explore that."
Individual	LEA EP	"So, she had spoken to, uh, the virtual school and her personal advisor about needing this assessment. She, uh, she *wants* to go to uni, but she feels that she'll need lots of support to make a success of it. So - so that's… So she wanted to know more about her learning, but also there was, maybe the, the, the biggest driver was, the kind of wanting support, when she goes to uni."
Individual	LEA EP	"the second piece of work, both have taken place at the Civic Centre, um… and, uh, the - this piece of work has involved… meeting the young person. Uh… So we had a discussion…

		we did the WAIS… we did some literacy stuff… And then, we had uh - we had a feedback meeting”
Individual	LEA EP	“So when, when she arrived, um… I asked what she would like - how she would like, um… you know, what she would like to *do* in this session. I thought we could either start with a chat, and then do, some activities together. But, you know, we could do it, whatever way she, you know, fancied, and also, about my role, and what, what the, you know, the activities would involve, and about, you know, writing it up, and wanting her to - to be happy with the, whole process,”
Individual	LEA EP	“But with both young people, the, the trickier stuff, I felt that they really wanted to, to, you know, they weren't really holding back. So, so the, the, for the statutory assessment, one of the topics was drug use. So, uh, we-we spent a chunk of time talking about that and he was quite keen to talk about that, and, um, another topic was making new connections with other young people, and those young people being, um, good to be around, and how you made those sorts of judgments. So, you sort of come to the session, and you've, you've thought about potentially what you might talk about, but sometimes things come left field that you haven’t been quite expecting. It's, it's making that conversation. You don't want to go *too* far off on a tangent. But you've got to make - you've got to think about whether it's relevant for the purpose of the meeting, but not upsetting anybody when you want to move on!”

Individual	LEA EP	"Whereas this seemed different, and…she really liked the, um, although, it must have been hard hearing that she struggled on, practically all of it. She seemed to still find it – gosh - she still found it helpful. So, when we were talking, because she had short term auditory, memory iss-working memory issues. But her, in terms of her vocabulary that was high, but verbal problem solving was really low. So, uh, when we were talking about that she was saying she finds it hard in, in meetings, like, follow what, um, some of the people are saying. And then, when outside of a meeting, she, she presents in a – she – she - she's quite smart in lots of ways. So that if, if they're talking about tough stuff in a meeting, and then she's struggling a bit, in terms of, like, has she understood the topic, and then people sometimes make judgments about her, think she's being awkward. If - if she asks for something in writing, they, they feel that she's being, *difficult.*"

Appendix K – EP Input - Staff Quotes

Theme	Participant	Quote
SEN/ECHPs	Residential Staff	“There's a lot of stress on, you know, we get somebody through with additional needs, oh we must have their EHC plan, but also we should be in contact with the people involved in that. So, it is down to us to reach out as well.”
SEN/EHCPs	Residential Staff	“I don't think there's a huge amount on EHCPS about - it doesn't go in, in depth enough, in area of their life and the support that they've needed.”
SEN/EHCPs	Deputy Head	“I think maybe there is a changing world of educational psychologist, maybe, it's an exceptionally well trained, high level course, and you could have a career in Ed Psych just churning out EHCPs. And that is not meaningful.”
Organisational/ Systemic/ Group	Deputy Head	“I think most of the work we do, by degree it's been beneficial. And it kind of would tier it to kind of a universal input. So the whole staff would understand what's going on.”
Organisational/ Systemic/ Group	Deputy Head	“we had a universal problem where staff weren’t trained. So I wish I had the experience or the bravery to say, we are not doing anything until these kind of universal expectations are met.”
Referrals	Residential Staff	“I worked in one setting, which was a special needs boarding school. Er, I was manager of one key house. So I did all the referrals to the EP.”
Consultation	Teaching Assistant	“I spoke with the Ed Psych and she came in…And I must admit, in that respect there, it really helped. Because it kind of, it was a lot better than they come with a piece of paper,

		given it to us, and, ‘okay yes!’ And it was like, I'm going to work alongside you, while you put this in place, I mean we're going to film you while you're doing it. So then we can talk back what worked, and what didn't. So then, it gave us all the strategies and ways of working, and I found that really helpful.”
Consultation	Residential Staff	“So, I went to the Ed Psych with my concerns. We had a discussion about things that we could do in the immediate, and then sort of spoke about a possible long term plan that we could have used”
Consultation	Deputy Head	“I think, we will often have a conversation around why now.”

Appendix L – Experiences/Views of EP Input Quotes – What Went Well - Staff Quotes

Theme	Participant	Quote
Time to Talk	Teaching Assistant	"Can be helpful, pending on the actual psychologist, if they're listening to what you're saying your concerns are in class, and not trying to put them in one hole."
Time to Talk	Teaching Assistant	"most of the ones that we meet, will take on board what you're saying, and even ask you to expand more if they didn't fully understand where you're coming from"
Time to Talk	Residential Staff	"it was easy to talk to her, she's a really lovely person."
Resources/ Strategies	Residential Staff	"So she had ways that I could, you - I could speak to him, and he could put in some structure into his, into his evenings, into his day, and learn his new expectations."
Resources/ Strategies	Residential Staff	"And then long term - so while I was doing that short term, she was gonna be making a long term plan, which included, not just resources, but, goals and aims, as well, and also sessions with her. Er, one to one. And then - but she did say that if he wanted me there, I could sit in with these sessions too."
Resources/ Strategies	Deputy Head	"they use kind of bringing in of specific strategies. You know SCERTS model is what we're trying to use at the moment"
Resources/ Strategies	Teaching Assistant	"they will come in and they will ask you, like say when I was doing the SCERTS programme, last year, I spoke with the Ed Psych and she came in, asked me what students I want to work with, what emotions do we want to work on? And then she gave me suggestions of things I could put on it, and then I made it person appropriate, so personal - personalised

		for each student. So in that respect, then, it was just giving me the ideas, and the input, and then coming back to see what I've done."
Resources/ Strategies	Deputy Head	"Or if it was just anxiety, but what we did see is work with the Ed Pysch, supported by the speech and language therapist, and the work within the class, meant that the strategies, no matter what, showed a reduction in stress, and a reduction in anxiety."
Honesty/ Clarity	Residential Staff	"she made everything really clear, so that the, the difference I found between that one in particular and other ones that I've worked with, is, she makes it very clear what she was able to do, and the boundaries of her job and the limits of her job."
Honesty/ Clarity	Residential Staff	"So it was really helpful for her to actually sit down and discuss *how* the process works, what she can do about it, and moving forward, even if it meant her referring this child onto somewhere else."
Honesty/ Clarity	Residential Staff	"And she was, she was very professional and very personable, and made it very easy for me to understand what her job role was."
Honesty/ Clarity	Residential Staff	"The work the EP had given me to do with him, she'd really clearly gone through what I needed to do. And, you know how to judge his reactions, which again because of that bond we already had, that was relatively easy to do. And, and I'd already had a close relationship with the parents, with that student as well."

Honesty/ Clarity	Deputy Head	“But what we did do, just as a positive, we were replaced with another person who was, who is very exceptionally, exceptionally good, challenges very strongly, pushing me to do the right thing when it’s a hard choice. And that’s improved the school. I'm not sure - I know she lies to me loads, because that's sometimes, managing someone is not telling them what you're doing. That’s fine. As long as it's for good-but also when I do that figure out what's going on, I know she's done it for the right reasons, I don't feel like she's being lazy, or she's trying to put a boundary in, I feel that she thinks she's better, often she does. So, yeah, you can rely on trust. And laugh about it.”
Honesty/ Clarity	Deputy Head	“But I think there needs to be a trust around the teamwork and the flexibility within the system.”

Appendix M - Experiences/Views of EP/19-25 Input – What Did Not Go Well - Staff Quotes

Theme	Participant	Quote
Personality	Residential Staff	"I would say there are, there are issues that I have around educational psychologists in general, but this one was an exception. So, but I think that comes down to more of her personality than anything else."
Personality	Deputy Head	"Obviously two people have to get along, two people have to respect each other, and they have to respect the way the other person's working and considerate it…The person I didn't feel was doing good work, didn't get on with executive head, the other deputy head, the…I think was questioned by the other members of the team as well, in terms of their practical application and use of practice. So I didn't feel it was just me."
Personality	Deputy Head	"when I've fallen into the idea that people are all on the same wavelength, of doing things in the same remits. Naturally, that's never the case. How can everyone be on the same page? Yeah. I don't think that - I think that was just a clash of personalities, and I'm sure she's doing great somewhere else."
Personality	Deputy Head	"It's when it's inflexible, when it's the traditional Professor role. The, I don't know, the expert. Which is pretty fucking charmless a role to play, isn't it…Rigid…"
Consultation	Deputy Head	"And when I'm stressed, I can get quite fucked off, with hearing about, 'We spent four hours, five hours doing this,' and I'm thinking, this is why we fall back on universal

		measures. Because you're 500 quid a day, plus sometimes, and you're talking to two people, which may or may not have an impact. Yeah. So it is difficult"
Consultation	Teaching Assistant	"And is sometimes not always being listened to. I find that frustrating, you'll have – most of the ones that we meet, will take on board what you're saying, and even ask you to expand more if they didn't fully understand where you're coming from. But then there are the ones that come in and say, well I'm in charge, and this is how it goes, and we're following this and this and this and this. And in reality, probably when they're chatting their plan, I'm making it go over my head because I'm thinking, that can't work, because by the time I get to step two, I've got behaviour going on now, and I'm going to get attacked. So, I kinda, try and follow it to the word as possible, but nothing can't be gospel in this type of place with these type of kids."
Understanding of the EP Role	Deputy Head	"maybe the role of the educational psychologist throughout education is not always clear, or functional. And I think the - when I was a primary school SENCO, all they would – all that would be done is come in, fill in the EHCPs. And all the idea of practical working would be maybe 20% of the job. And in the end, we ended up purchasing somebody in from CAMHS to do the role that I think the Ed Psych had probably trained for."
Understanding of the EP Role	Residential Staff	"Unclear job role definitions - there'll be a lot of members of staff that aren't quite sure what EPs do."

Understanding of the EP Role	Residential Staff	“Sometimes I think that is down, to just because of their caseload are so huge, they don't have time to go and educate the other staff, but then really if as new member of staff is coming into the school, they should be given some kind of information about what resources are available to them.”

Appendix N - Experience/Views of EP/19-25 Input – What Went Well – Young People Quotes

Theme	Participant	Quote
Personality/ Reassurance	19 year old female #2	"He said, yes, so you do have dyslexia, he said it's quite specific *kind*, he said, you're quite specific in the areas that you struggle in. But he said I've got lots of good, really good coping strategies, and lots of strengths in other areas too."
Personality/ Reassurance	19 year old female #1	"I think, she just, even her report was warm, like I just remember her being a very warm person, which I know is a personality thing, but it can make a difference, it can make you feel at ease."
Personality/ Reassurance	19 year old female #2	"it was a very it was a very, very positive experience. I came out of that feeling, so pleased that I did go along and do that, and that I'd been given the answers I wanted for so long. And… They, they, they really knew what they were doing. They knew, what they were talking about, they were very supportive."
Personality/ Reassurance	19 year old female #2	"Yeah, he was just really reassuring, he was just a really nice. Yeah, he had kind of a bit of a, I think he had a bit of a counselling approach to it too."
Personality/ Reassurance	19 year old female #2	"I remember saying, oh, does it mean I'm really stupid? Because I'd always felt like that compared to my peers. Like at school and everything. And I would never feel like that now, but at the time I did. And I remember him saying to me, you're absolutely not stupid, you just learn in a different way, and you need to be, you need to embrace that, and be shown how to learn in that way. And that's always stuck with

		me, because he was so supportive in that way, the way that he explained it to me. I remember he said it as we were walking down the stairs on the way out. He said you're definitely not stupid! He said you're doing a degree, and you're getting firsts. And I thought, yes! Thank you for reassuring me!"
Time	23 year old female	"But I think the feedback, and I think he spent, probably the same amount of time, feeding back to me as he did, like information gathering, so it was about 45 minutes, where he went through exactly what I got on each, on each assessment. And explained how that was impacting, on what I was, like the work I'm doing at the moment. Um, so I found that really helpful. And it just felt like there was like space, and he didn't, it didn't feel *rushed* at all, it felt like he'd given me a lot of time. There was a lot of time for questions as well."
Time	19 year old female #1	"I think she, she kind of said, you know, like things like, if I needed a break at any point, I could have a break. Because you don't realise how tiring those assessments are until you're kind of doing one! And I think, I think that was really good as well, that she could recognise as well, like if I looked like I was getting tired or something. That was nice."
Time	19 year old female #2	"it was all quite quick, from what I can remember"
Clarity	23 year old female	"And, and I mean, once I found someone the EP was amazing, but I was paying a lot of money for it, so! And, and

		he was great. He really understood what I was doing, and what support I would need, and explained everything really well."
Clarity	19 year old female #1	"During, so like, during the report and during the conversations that we had, she very much took time to make sure that I understood the processes that were, were happening. And what that would mean, and when something, you know, when a result is something that you should pay attention to or not, you actually kind of get some guidance on how to interpret things. I think the fact that she did spend so long, kind of gathering a really big picture, helped, because it made me feel like, she wasn't just going through the process of administering an assessment, she was really considering how things fit together. Which was good"
Clarity	23 year old female	"I think maybe the…mm…I think the information gathering at the start…made me feel that it was a really holistic assessment. And it wasn't just based on, a cognitive assessment that I was completing."

Appendix O – Other Stakeholders/Partners - EP Quotes

Theme	Participant	Quote
Further/ Higher Education Provisions	Private EP	"The other thing that happens with the tribunal work, and let's keep it on 19 Plus, is that parents will express a preference, I would go and visit it, and one of the questions I'm going to say is, if this young person were to come here, what, what group would they go into, can I and observe it? And, and as well as collecting data about the provision, I look at Ofsted reports. And so I've got a good idea - and also, if the local authorities is suggesting a provision, I'll go and look at that as well."
Further/ Higher Education Provisions	Private EP	"writing reports for the exam boards for concessions. And in the case of 19 plus, that would be in relation to universities"
Further/ Higher Education Provisions	Private EP	"So what kind of, you know, if the youngsters got any EHCP, I don't know, in years, 12 and 13, what does that mean? You know, it begs the question, are we going to have University students with EHCPs."
Further/ Higher Education Provisions	LEA/ Private EP	"people to consider well actually, you know, yes they're at college but, you know, what - how does this link in with their plan for adulthood. So employability – you know, what links might their courses have with that, you know, work experience whilst they're at college, what links are there with that, the wider community, as opposed to it just being, in essence like school, where you're learning your skills in isolation and not necessarily transferring them to the real world, and I think there is such an importance at *this stage,*

		that there is that clear link with between what's being learnt and real life experiences"
Further/ Higher Education Provisions	LEA/ Private EP	"I've put consultation process is key, and the reason I've written that is because I've found when working with um, colleges, and learners that are 19 to 25 that, um, in order for the organisation to understand *their* needs, consultation has been a key process in bringing all the key players together. So linking home and college together and the young person, in one space so that we can jointly think together about the support, or you know, or what's already working for that young person."
Further/ Higher Education Provisions	LEA EP	"So I've been, when people have been leaving school, and going on to FE colleges, I've gone to the transition meeting, uh, for some of the young people."
Further/ Higher Education Provisions	LEA EP	"So, she had spoken to, uh, the virtual school and her personal advisor about needing this assessment. She, uh, she *wants* to go to uni, but she feels that she'll need lots of support to make a success of it. So - so that's… So she wanted to know more about her learning, but also there was, maybe the, the, the biggest driver was, the kind of wanting support, when she goes to uni."
LEA	LEA/ Private EP	"initially the local authority was offering support, and that EP was working for the local authority at that time, and then I think her contract had come to an end, and then the college were quite interested in commissioning their own EP, and at that point her – yeah, as I said, her contract had come to an end, so it just seemed that a natural fit given

		that she knew the organisation, and yeah, so that's how that link was, was made."
LEA	LEA/ Private EP	"it depends on - how organisations, or how EPS' are working with colleges, and I think that looks very different in every local authority, so, if for example if you're a local authority that may work in college only in a statutory level, well actually there's scope for broadening that by, perhaps setting up a service level agreement, which I'll refer to as an SLA – it's a lot easier! – and working more preventatively, you know, using consultation, perhaps running groups,"
Private EP services	Private EP	"Secondly, to allow you, to move away from a local authority and do a broader range of work"
Private EP services	Private EP	"there are some EPs in private practice, you know, the group that I belong to, okay, there are 10 of us, I'd say 70% do dyslexia work."
Private EP services	LEA/ Private EP	"Yeah, so the college had commissioned um, a private EP service which I worked – which I work, um, as part of, um, and yeah, in terms of who contracted the work it was just around the planning meeting, that, again, through needs analysis, looking at what the organisation's needs are. We then as a service then said, oh, well, you know, this could be offered, and, and just jointly decided what the priorities were,"
Private EP services	LEA/ Private EP	"And I think, working as a private EP, because we were employed by the college, again, you've just got more

		scope to do more preventative work, as opposed to working within a statutory role”
Multidisciplinary Input	Private EP	“in doing the tribunal work I’ve built up I professional group of Speech and Language Therapists who I tend to work with quite a lot, because the solicitor, or the SEN expert, who’s representing the parents will put together a team.”
Multidisciplinary Input	LEA/ Private EP	“we all agreed on goals, because, again, because of the nature of our work … we don’t focus on just one area … they [SaLTs] had greater knowledge which added to that, so it just really complimented, we had, built really good relationships so I think that plays a key role”
Multidisciplinary Input	LEA EP	“the intensive personal advisor attended because I thought it would be good for the young person to - because I'm not always around … you know she wanted to chat some more, and check out what she'd heard and understood, then she had that person to go to.”

Appendix P – Challenges/Barriers – EP Quotes

Theme	Participant	Quote
Time/ Workload	LEA/ Private EP	"because, I think they were, that authority were still getting their heads around what role EPs play in this process, and, I think, I don't know whether they necessarily had the work force to be able to, um, offer, offer a service level agreement to post-16 colleges just because of the - the workforce, there not being enough"
Competency/ Training	Private EP	"the BPS need to think about how it trains psychologist for the future. Cause calling us educational and child psychologists can be our downfall. Going to court with a, a barrister can say, oh so, you're not, you're not qualified to, to assess adults, how come you've assessed this adult?
Competency/ Training	Private EP	"[Barriers?] None whatsoever. The only barrier is, do you feel competent enough to do it?"
Competency/ Training	Private EP	"I don't know what they're doing at the Tavi, but I know at **** that they're starting to, as part of the assessment training, it's looking at 19 plus as well."
Competency/ Training	Private EP	"I mean, the fact that you've done the WISC, you still should be trained in the WAIS!"
Life Circumstances Beyond School Settings	Private EP	"And I struggled a bit with family work, because, you know, how did you switch from being an Ed psych, to looking at broader issues beyond applying the psychology to the school setting."

Life Circumstances Beyond School Settings	LEA EP	“the young person wants, uh, the dys-dyslexia assessment. I th… If I was in a differe - if there was more, uh, s-s-time, but also she, she had - she's just had a baby. So, her focus I'm, I'm sure is elsewhere at the minute”
Work with Staff	LEA EP	“So I've been, when people have been leaving school, and going on to FE colleges, I've gone to the transition meeting, uh, for some of the young people. Um, I think that's, that's, basically it. Uh… I don't think we have the same, links. The - you know, we've, we've historically we've worked with schools, so it feels easier to, to work with them.”
Work with Staff	LEA/ Private EP	I think a lot of it is the organisation, you know, colleges understanding, the role of the EP, and, and also accepting as a critical friend, and not necessarily always an alliance, that we’re better to a system.
Work with Staff	LEA EP	“So I've been, when people have been leaving school, and going on to FE colleges, I've gone to the transition meeting, uh, for some of the young people. Um, I think that's, that's, basically it. Uh… I don't think we have the same, links. The - you know, we've, we've historically we've worked with schools, so it feels easier to, to work with them.”

Appendix Q - Challenges/Barriers - Staff Quotes

Theme	Participant	Quote
Time/ Workload	Teaching Assistant	“Or, he needs more help, but I just can't get the right organisations or people all to look at him at the right time. Yeah, and that's especially coming up to 19…So, it's like, as they're going out the door, you're trying to get all these things together, and no one's moving fast enough for that you can get in place then, so that by the time to go to the college at 19, it’s there.”
Time/ Workload	Teaching Assistant	“So by the time - I had a student last year, and as I said he only got the assessment, June, July, and then he’s gone college in September, so now they're still having issues, but in theory, if he had it before, it would be embedded and then that would be helping him.”
Time/ Workload	Residential Staff	“And then my last is just a little picture of a slightly frazzled EP with lots of files like, and not a lot of time”
EP Role	Teaching Assistant	“So in that respect there, it's not always consistent, and then we will get one person in, and she may specialise in feeding. Yeah, so in retrospect, it's all good but you're not actually helping us with behaviour. So it's also not the right fit person”
EP Role	Residential	“Unclear job role definitions - there'll be a lot of members of staff that aren't quite sure what EPs do.”
EP Role	Residential	“So there's a lot of children and young adults that are missing out on the help that they could potentially get, just because other staff members don't realise, what, is there for them.”

EP Role	Residential	“but then really if as new member of staff is coming into the school, they should be given some kind of information about what resources are available to them.”
Working with Staff	Teaching Assistant	“And it's this, it’s like, no one's on the same page… And I find that's frustrating, because the psychs will put the plan in place, I'll be trying to implement the plan, or even just understand the plan, but then there’s the teacher who says the plan can’t work for me, because it's interrupting our timetable.”
Working with Staff	Teaching Assistant	“But, if the Ed Psychs come in and put this plan in place, but it's taken across the teacher’s lesson. They'll be asking you. Can you not do this a bit later - especially if they're not your teacher then. So they'll be asking me, can’t we do this later, or they'll be complaining that the child was there lesson for 15 minutes of the lesson, and the lesson was only 45 minutes.”
Working with Staff	Teaching Assistant	“And if you get a teacher who doesn't want to carry it on, because as I said I'm only a HLTA, so if a teacher says oh, I've had teachers say oh, they're asking for too much, I don't want them to use their communication aid.”
No Input	Deputy Head	“I'd say in the fourth one I just say, it’s completely empty. There is literally no input from my understanding, um… and no real guidance around that.”
No Input	Deputy Head	“I just think the 19 to 24 provision needs to be rethought in terms of how people access that. I mean we had such little access to meaningful therapy for all young people, let alone the SLDs”

No Input	Teaching Assistant	“So we had eight members of staff working with these eight kids, one to one, and rotating in. And we had no input that year from any Ed Psych. We had a Ed Psych in, she came in, she couldn't work with those students, and we were just left to our own devices.”

Appendix R – Journey to Adulthood – EP Quotes

Theme	Participant	Quote
Work/ Employment	Private EP	"this is a young man … who had a car accident. And the so- the lawyer wants to know, what will be the impacts, on that accident, in terms of future apprenticeship, future employment"
Work/ Employment	LEA/ Private EP	"So employability … as opposed to it just being, in essence like school, where you're learning your skills in isolation and not necessarily transferring them to the real world, and I think there is such an importance at this stage, that there is that clear link with between what's being learnt and real life experiences, so developing functional skills, preparing them for assisted living, where that's appropriate."
Transferable Skills	LEA/ Private EP	"a social skills group alongside the speech and language therapist, and it was around just supporting, um learners with s – um, you know, MLD, moderate to SLD, but more so moderate, learning difficulties, to be able to, um you know, learn social skills, so that they could then transfer that to the wider college. So that might be, you know, um, perhaps learners that are in mainstream, them knowing how to, perhaps start a conversation, or if somebody says something, then knowing how to respond, so just, you know - and it was a 6 week program, and it was really really really effective."
Transferable Skills	LEA/ Private EP	"helping, um, people to consider well actually, you know, yes they're at college but, you know, what - how does this link in

		with their plan for adulthood. So employability – you know, what links might their courses have with that, you know, work experience whilst they're at college, what links are there with that, the wider community, as opposed to it just being, in essence like school, where you're learning your skills in isolation and not necessarily transferring them to the real world, and I think there is such an importance at *this stage,* that there is that clear link with between what's being learnt and real life experiences, so developing functional skills, preparing them for assisted living, where that's appropriate."
Transferable Skills	LEA EP	"And I was saying, why-you know, if, if, if verbal problem solving's tricky for you, and you've got this au-you know, auditory memory issue. Plus it's, you know, in these meetings you're talking about *emotional* stuff, then following what's going on, will-will be tricky. And, you know, it's, it's okay to ask to, to have things in writing, and time to, think about… And maybe within the meeting you need a bit of space to think about questions that are put to you, so you don't have to respond... So there are all sorts of things about how meetings with social care could be managed, so that she properly understands what's being discussed. And, can play a full part in those meetings. So that was an unexpected outcome. And, she was. She felt that the, the assessment findings made sense to her."
Home/ Residential	LEA EP	"there didn't feel like there was a parent figure that was involved with the dyslexia case, whereas the social worker

		and that manager, was very involved in the statutory assessment"
Home/ Residential	Private EP	"parents seeking an extension of EHCPs, beyond 19. Predominantly for tribunal work, it relates to requesting residential provision"
Home/ Residential	Private EP	"The other thing that happens with the tribunal work, and let's keep it on 19 Plus, is that parents will express a preference, I would go and visit it, and one of the questions I'm going to say is, if this young person were to come here, what, what group would they go into, can I and observe it? And, and as well as collecting data about the provision, I look at Ofsted reports. And so I've got a good idea - and also, if the local authorities is suggesting a provision, I'll go and look at that as well."

Appendix S – Areas for Expansion – EP Quotes

Theme	Participant	Quote
Early Intervention Work	LEA/ Private EP	"but I do think working preventatively is so important, rather than just working at a statutory level, which is also important, 'cause, you know, students need their plans, and, and in that process you can help staff to understand what the needs may be, but I think there's, there's work that comes before that, you know, because sometimes you can go into a college and you're there to do a piece of statutory work and they're like, ooh, this will be the answer, and then when you break down well at a college level what have you really been doing to support the young person, it's quite thin, and if you're working preventatively, if you've got that permission to work preventatively, then actually there could have been a whole load of work before that point."
Multidisciplinary	LEA EP	"I suppose, uh, the way we do statutory assessments in ****, it could be, it-could be better, so at the assessment, it was great that there were a number of people involved, but then it would have been good to have come back, um, with the social worker there with it, and the young person, and really think one - now we've done the assessment and we've got to this, this point, right in the tail end of the report, we could have done that better."
Multidisciplinary	LEA/ Private EP	"I would say…you know, just as there are SENCO forums, you know, where they come together and talk about the

needs of learners, and you know, EPs may deliver information at those, I almost feel there needs to be one for post 16 provisions. You know, where they can gain an overarching understanding of what we do, what consultation is”