

Editorial

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Welcome to Volume 7, Number 2 of EPRaP!

As ever, we are pleased to have papers from early-career colleagues, including those in training, as well as more established researchers and practitioners. Often, they have worked in partnership, and it is pleasing to see this collaboration in EP practice and research. The papers address important areas, including some which are rarely examined. We hope you find something of interest that challenges your understanding and practice in positive ways.

Covid has impacted us all, but more so vulnerable groups including children with SEN. It is therefore unsurprising to see submissions to EPRaP reflecting the radically different context Covid has created. The Editorial Board had a good discussion about the running order of the articles in this issue. There is not really a hierarchy, but we do try to introduce some sort of coherence. This is easier when we have a theme, but, for issues like the current one, we also look back at our aims as a periodical. Part of our remit is to give voice to service users, so we thought that the contribution from Irvine Gersch and colleagues should be foregrounded. Their paper focuses on listening to children and young people's experiences during "the period of COVID-19" and offers insights for school staff.

The paper from Carmen Li, a Year-3 trainee, was adapted from an academic submission in Year 2 of her Doctoral training. The assignment encourages trainees to critically explore work with diverse groups in community contexts. She explored work with Gypsy, Traveller and Roma groups and was encouraged to share what she had written because it contributes to contemporary EP work. Well done Carmen!

The papers that follow include a welcome focus on "off-rolling" from Elizabeth Done and her colleagues in Plymouth and Devon. Illegal exclusionary practices are ubiquitous, and our profession needs to be clearer about the ethical issues involved in service delivery, particularly in "traded" contexts.

This paper shines a spotlight on an important area and should help readers push back against collusion.

We have another paper that explores Covid. Reiss Greenblatt et al. looks at virtual adaptations to practice and positives resulting from the challenges faced. The paper also comes from trainee EPs (with input from their tutor) who undertook a group project in Year 1. Well done to all of them for this!

In recent years, I have enjoyed, and learned from, the sequence of papers examining the role of observation in EP practice inspired by Speed's critical examination in Volume 5, Number 2 of EPRaP. The paper from Jennifer Leatherbarrow and colleagues in Manchester adds to another ubiquitous area of practice that needs greater exploration. Finally, the paper from Louise Jones and Cathy Atkinson proposes a framework for developing educational psychologists' consultation practice. This is a timely synthesis of a key area of practice, and it provides a useful overview.

We would all like to send congratulations to EPRaP Co-Editor Pandora Giles on the birth of her daughter Ada. Congratulation also to Ada's dad Dan and brother Finn. We wish them great happiness during this special time. We have missed Pan and look forward to having her back for the next issue.

Speaking of future issues, EP training at UEL is in its 50th year, and we are seeking information about the early years of training (1970s and '80s). If you were at NELP (as UEL was then) during this period, or know anything about it, please could you contact us via this email Psychologyarchive@uel.ac.uk.

We are planning various events so would love to see pictures of TEPs, tutors and EPs in their flared finery and hear stories from this time.

Miles