

Editorial

Welcome to the latest edition of EPRaP. It comes out during a time of uncertainty due to the ongoing negotiations regarding “Brexit”. Whatever the outcome of those negotiations, we can be sure there will be children and young people with complex needs requiring support from educational psychologists. Government has recognised this in the recent announcement of additional SEN funding, with a specific commitment to increasing funded training places in England from 160 to 206 for three cohorts of trainee EPs from 2020 to 2022. This is welcome but is clearly a response to a crisis in local authorities due, at least in part, to changes in legislation, staffing and funding. We need long-term strategic planning to implement a sustainable model of training without the repeated need for tenders. This diverts resources away from the day-to-day support of trainee EPs and is not required from equivalent professional training providers. Is it also too much to expect that legislation is introduced with sufficient consideration of operational implications and the necessary resources needed undertaken in advance?

In this issue we have papers looking at participatory approaches, the contribution of assistant educational psychologists and critical reviews of assessment and intervention approaches. All have important things to say about the role and function of our profession. We hope you enjoy them.

Calls for papers for 2019 are going out as we “go to press”. Please look at the guidelines for authors and contact us if you are interested in contributing. It would be really good to receive some polemic pieces about critical issues such as those alluded to in the first paragraph of this editorial. We are also particularly keen to receive submissions from service users.

Miles Thomas