



Dr Patrick Halcrow
DEdPsy, BSc
Chartered Educational Psychologist



Health Professions Council Registration: **PYL30969**

Dr Patrick Halcrow is a qualified Child and Educational Psychologist registered with The Health and Care Professionals Council (HCPC). He has over 7 years of experience working in Local Authorities, delivering psychological services to children, families and educational settings.

Patrick completed professional doctoral training focussed in Child, Community and Educational Psychology from the Tavistock and Portman NHS Foundation. He is skilled in child development, assessment (0-25), delivering psychotherapeutic interventions, consultation, training and professional supervision. He is experienced in writing psychological reports for statutory purposes and Special Educational Needs and Disability tribunals. He is an AVIGuk accredited Video Interaction Guidance Practitioner and has regularly supported the relationships of children in care or the relationships of children and parents during parenting assessments.

PROFESSIONAL QUALIFICATIONS

- 2019** Accredited Practitioner in Video Interaction Guidance AVIGuk:
- 2014** Doctorate in Child, Community and Educational Psychology, The Tavistock and Portman NHS Trust
- 2008** BSc Psychology - University of Wales Institute, Cardiff.

SPECIALIST TRAINING AND PROFESSIONAL DEVELOPMENT

- 2020** Becoming an Expert Witness (12 hours) - British Psychological Society (e-learning).
- 2020** Video Enhanced Reflective Practice workshop. Suffolk Psychology and Therapeutic Services.
- 2020** Rorschach Annual Case Presentation. British Rorschach Society.
- 2019** Safeguarding Children Training Best Practice Event. Norfolk Safeguarding Children Partnership.
- 2019** Improving mental health and wellbeing outcomes for LGBT children and young people. Stonewall training day.
- 2019** Level 1 training in the Rorschach Comprehensive System (32 hours of lectures & seminars, plus practice and supervision). Kari Carstairs, President of the British Rorschach Society.
- 2016** Reflective supervision in a Changing Educational Landscape (12 hrs) - Therapeutic Consultancy Services – BPS approved.

WORK HISTORY

- 2016 – Present** Educational Psychologist - Educational Psychology and Specialist Support

01273 381468

admin@psychologyexperts.org

www.psychologyexperts.org

Providing psychological advice for children and young people with special educational needs (SEN), contributing towards Local Authority statutory assessment processes. This included providing professional witness reports for SEN tribunal cases.

Delivering direct psychological services to a group of schools and other educational settings, including child assessment, consultation, staff training and direct therapeutic work with children and young people. This included providing a coordinating role and liaising with other professional groups.

Providing psychological input in liaison with the Looked After Children (LAC) advisory service.

Delivering a strength-based relational intervention called Video Interaction Guidance with vulnerable children and families, commissioned by social care and advisory services for looked after children.

Delivering CBT-based small group interventions in schools to develop social-emotional skills and resilience.

Supervising Trainee Educational Psychologists.

Contributing towards the training of Educational Psychologists at the University of East Anglia – facilitating sessions on peer supervision.

Contributing towards team meetings and service days (e.g. delivering sessions on consultation skills).

Contributing towards service development through project work (e.g. strategically explore ways the different professional groups within the service can jointly be involved in delivering early intervention and therapeutic work directly to children, schools and families).

2014 – 2016

Educational Psychologist - Thurrock Educational Psychology Service

Providing psychological advice for children and young people with special educational needs (SEN), contributing towards Local Authority statutory assessment processes. This included providing professional witness reports for SEN tribunal cases.

Delivering direct psychological services to a group of schools and other educational settings, including child assessment, consultation, staff training and direct therapeutic work with children and young people. This included providing a coordinating role and liaising with other professional groups.

Managing a caseload of Early Years work, providing initial assessments and bi-annual reviews, and supporting children with SEN transition into a primary school setting with appropriate support and resources. This reflected an early intervention, person-centred model of service delivery.

Facilitating a regular work discussion group (group consultation model) in a secondary school resource base to support staff working with children with hearing and visual impairments, often with comorbid complex needs.

- 2012 – 2014** Trainee Educational Psychologist - Westminster Educational Psychology Service
- 2012** Trainee Educational Psychologist - Cambridge Education, Islington.
- 2011 – 12** Trainee Educational Psychologist - North Camden Community CAMHS Child and Family Department
- 2011** Applied Behaviour Analysis Therapist - Treetops Specialist School and College, Essex. Autism, MLD and PMLD.
- 2010** Learning Support Assistant - Mainstream Primary Schools and Primary SEBD unit. Protocol Education, Essex.
- 2008 – 10** Senior Learning Support Assistant - Special School and Residential for Autism. Orbis Education, Cardiff.

PROFESSIONAL MEMBERSHIPS

Health and Care Professionals Council: Registration number: PYL30969.

Association of Educational Psychologists.

The British Rorschach Society.

RESEARCH

- 2014** Doctoral Thesis: “Some children, you know, physically so deformed, that it’s scary”: an interpretative approach to exploring the experiences of Teaching Assistants working in a special school for pupils with severe, profound and multiple learning difficulties
- 2008** Research Dissertation: Parents’ experiences of having a ‘befriender’ for their autistic child.