

**EDUCATIONAL PSYCHOLOGY SERVICE
STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN
2020-2021**

PART 1: INTRODUCTION

1. The Aberdeenshire Context

Aberdeenshire represents 8% of Scotland's landmass. Traditionally, Aberdeenshire was economically dependent upon the primary sector (agriculture, fishing, and forestry) and related processing industries. The development of the oil and gas industry and associated service sector in the 1970's significantly broadened Aberdeenshire's economic base and contributed to a rapid population growth. In 2016 Aberdeenshire's population numbered 262,190, representing roughly 5% of Scotland's total population. By 2041 this is projected to rise to 295,760, an increase of almost 13%, and the fifth highest projected growth amongst all Scottish local authorities. Between 2016 and 2026, the number of children is projected to increase by 6.4 %, while the 16-24 age group is expected to decrease by 1.5%. While Aberdeenshire is still expected to experience continued population growth over the next 20 years, this is now 5.6% lower than earlier (2014 based) projections suggested. These figures reflect an impact on North East population trends due to economic pressures resulting from a fall in the oil price.

In broad terms the age profile of Aberdeenshire is similar to that of Scotland, with a slightly higher proportion of people aged 0–15 (18.7% compared to 17.3%). The Scottish Index of Multiple Deprivation indicates that Aberdeenshire is generally one of the least disadvantaged council areas in Scotland. However, there are pockets of deprivation in some of the northern towns as well as less easily defined issues of rural disadvantage. Aberdeenshire is less ethnically diverse than Scotland as a whole. White ethnic groups make up 98.5% of Aberdeenshire's population (Census, 2011).

Aberdeenshire Council delivers education to approximately 40,000 children across 166 Early Learning and Childcare Centres, 150 primary schools, 17 secondary schools, and 4 freestanding special schools.

The Educational Psychology Service (EPS) is part of the Inclusion, Equity & Wellbeing Team within the council's Education and Children's Services (ECS). The Principal Educational Psychologist has strategic responsibility for Additional Support Needs, Inclusion, Equity and Wellbeing and is line managed by the Head of Service for Education. There are 16.2fte maingrade Educational Psychologists in total, based across 3 area teams. Each area team is managed by a Depute Principal Educational Psychologist. The Principal is based in council headquarters in Aberdeen.

Aberdeenshire EPS has a vision of psychology being at the heart of learning, teaching and wellbeing, enabling all children and young people to develop the skills, confidence and resilience to flourish throughout life. Our vision, model of service delivery and core areas of work are encapsulated in appendix 1.

Aberdeenshire EPS has a Consultation Model of Service Delivery (Wagner, 2000). The overarching principles of the model are:

- Consultation is the framework for all aspects of service delivery
- Emphasis on least intrusive assessment and intervention
- Collaboration with those in direct, regular contact with children & young people

- Focus on contextual assessment, intervention and change.

During lockdown as a result of the COVID-19 pandemic the EPS continued to offer a service to schools and families remotely via telephone, Skype for Business, Microsoft Office Teams and the EPS website.

2. Legislative and Strategic Context

All Educational Psychology practice in Scotland is guided by and framed within:

- Standards in Scotland's Schools Etc. Act 2000
- Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)
- Getting It Right for Every Child (GIRFEC).
- Children and Young People Act 2014
- Curriculum for Excellence
- Equality Act 2010
- National Improvement Framework in the Education Scotland Act 2016
- National initiatives such as the Scottish Attainment Challenge and the Pupil Equity Fund
- Mental Health Strategy for Scotland 2017-2020

The strategic context of Educational Psychology Service delivery is detailed in appendix 2. Our work is informed by the Scottish Government National Outcomes and at a local level contributes to:

- Aberdeenshire Education and Children's Services Priorities
- Aberdeenshire Children's Services Plan
- Aberdeenshire National Improvement Framework Plan

PART 2: STANDARDS & QUALITY REPORT 2019-2020

3. Strengths of Aberdeenshire Educational Psychology Service

(Emerging from our self-evaluation processes).

Whilst traditionally there have been difficulties associated with recruiting Educational Psychologists to the North East of Scotland, Aberdeenshire EPS enjoys a relatively good record of staff retention. Feedback from Educational Psychologists about their experience of working in the service is sought in a variety of ways. The "Team Wheel" activity, for example, requires them to rate and comment on different aspects of their role. This activity took place post-lockdown. Job Satisfaction and Clarity of Role were given the highest overall scores. Educational Psychologists attributed lower scores (<6 on a scale of 1-10) to the COVID-19 Pandemic and resultant remote working. Leadership opportunities showed an improvement from last year with most Educational Psychologists giving a score of above 7. Support was slightly lower than last year –

those who rated it lower attributed this to there being less opportunity for informal support as a result of remote working. However, there was a general feeling that the virtual local team informal 'catch-ups' are helpful, and that Educational Psychologists appreciate the peer support and informal check-ins that are taking place with individual members of staff.

In May 2019 the Educational Psychology Service was awarded Customer Service Excellence re-accreditation by SGS. The service was described as having a deep understanding of, and commitment to, Customer Service Excellence at all levels of the organisation. Staff were commended for their insight into customer needs, and their enthusiasm and commitment to continuous improvement. The professionalism, politeness and friendliness of the team was noted to be consistently high. The service continues to be accredited but the annual visit has been postponed until November 2020 due to the COVID-19 pandemic.

Formal opportunities for leadership are embedded within the service improvement plan, and evidence of individual staff members demonstrating leadership initiative is clear through supervision and PRD (Professional Review and Development) processes.

Review and Planning meetings are usually used as an opportunity to collect feedback from schools on their levels of satisfaction with the Educational Psychology Service. These meetings did not take place during 2019/20 due to the COVID-19 pandemic. An alternative survey was issued to all Head Teachers in September 2020 inviting feedback on the support offered by the Educational Psychology Service during lockdown. The mean satisfaction rating was 8.5 (n=42). Head Teachers indicated that staff and parents had accessed a wide variety of supports from the service during lockdown, including virtual Informal and Formal Consultations, attendance at multi-agency action planning meetings, informal support and advice, virtual training, information via the EPS website (<https://blogs.glowscotland.org.uk/as/aberdeenshireeps/>) and access to the EPS Telephone helpline.

An informal consultation is a professional dialogue between an Educational Psychologist and another professional with the aim of supporting reflective practice and identifying strategies that the member of staff can use to bring about positive change. Often Educational Psychologists can help move a situation on through an informal consultation alone without the requirement for the Educational Psychologist to become formally involved with a child or young person. Whilst our usual self-evaluation activity did not take place during 2019/20, informal virtual consultations were identified as helpful by Head Teachers in the September 2020 school survey.

A Formal Consultation explores and assesses concerns with the people who know a child or situation best, with a view to creating a shared understanding of the individual child or young person's needs and jointly creating a support plan. 412 Formal Consultations and 205 Follow up consultations were carried out during 2019/2020. The top three reasons for Educational Psychology involvement were: Emotional wellbeing (158), Self-Regulation (105) and Engagement in learning (84). Feedback on Formal Consultations could not be sought through the usual end-of-year review and planning process this year, but the school survey in September 2020 indicated that those schools who had participated in virtual Consultations during lockdown had found them to be helpful. Feedback was also sought from parents who had participated in virtual formal consultations during the lock-down period (n=21 respondents). On scale of 1-10 (1=extremely dissatisfied, 10=extremely satisfied) the mean rating was 8.8. The majority of parents/carers also indicated that they felt at ease during the meeting, had a chance to contribute and participated in decision-making about their child. A sampling exercise of Follow-Up Consultations (n=18) indicated that 81% had a positive impact for the child or young person. Impact is measured against the aims and objectives collaboratively agreed at the initial Formal Consultation.

A commitment to joined-up working with other agency partners was noted as an area of “compliance-plus” in the 2019 Customer Service Excellence Re-accreditation. This commitment is reflected in EPS Service Improvement groups, and in the visible presence of the Educational Psychology Service across the breadth of GIRFEC (Getting It Right for Every Child) and Child Protection multi-agency children’s services planning landscape, including

- 17 local GIRFEC groups,
- Co-ordination and Support Hub
- Learning and Development Group
- 4 of the 5 GIRFEC Thematic Groups
- Strategic Group

4. Improvements in Performance

(a) Improvements in raising attainment and closing the poverty related attainment gap in literacy, numeracy, and health and wellbeing

The National Improvement Framework (NIF) is the main driver in raising attainment and closing the poverty related attainment gap. At a local level, the EPS contributes to the Aberdeenshire’s NIF plan across all 4 themes:

1. Improvement in attainment (particularly literacy and numeracy)
2. Closing the gap between the most and least disadvantaged children
3. Improvement in Children and Young People’s Health and Wellbeing
4. Improvement in employability skills and sustained positive leaver destinations for all young people.

Progress against the NIF plan is reported on an annual basis. The EPS leads on a number of actions under each theme, most notably in relation to Nurture, Mental Health and Autism-friendly practice improvements.

The Aberdeenshire Joint Strategic Needs Assessment identified 5 multi-agency strategic priorities, each of which is taken forward by a GIRFEC Thematic Group. There is EPS representation within the following thematic groups:

1. Children and Young People’s Mental Health (EPS-led)
2. Children with Disabilities
3. Early Years
4. Corporate Parenting Group.

The Action Plan for each group can be found within the Aberdeenshire Children’s Services Plan. Progress against the plan is reported on an annual basis.

(b) Impact of professional learning on improving outcomes

The EPS provides Career Long Professional Learning (CLPL) opportunities to schools on a wide range of topics, which is evidenced by the EPS Training and Project database. In the last year, 53 training events were recorded on the database. These ranged from bespoke sessions to a school or cluster around an identified need, to delivering authority-wide training on approaches which support strategic aims and objectives. The EPS has also delivered training sessions to parents and partner agencies, to the Dundee University MSc Educational Psychology course, and to the Aberdeen Undergraduate Psychology degree course, as well as to Aberdeenshire's Probationer Teachers. During 2019/20 the EPS continued to refine its service wide CLPL offer to schools, placing a greater focus on topics which contribute to Aberdeenshire strategic priorities. For example:

- ECS Promoting Inclusion through Positive Relationships Strategy identifies Nurture, Solution-Oriented Practice, Restorative Practice and Resilience-building approaches as the foundations of universal inclusive practice. The EPS offers CLPL to schools on Universal Nurture, and Solution-Oriented Approaches, and continues to support the roll out of Restorative Practice training. During 2019/20 the main focus was on the roll-out of Nurture training. To-date, 9 Academies and 33 Primary Schools have accessed the training. There was a statistically significant increase in participants' self-perceived knowledge, understanding and competence in relation to nurturing approaches following training, and a significantly significant difference in their self-perceived ability to apply these approaches in context three months after they attended the training. Longer-term evaluation of impact is ongoing.
- ECS (Education and Children's Services) Enhanced Provision Model sets out the vision that all schools will be Dyslexia Friendly, Autism Friendly and Nurturing. The EPS offers CLPL to schools on Universal and Targeted Nurture. The EPS established multi-agency working group has continued to develop universal training materials for autism which aims to support and improve autism friendly practices in schools. Previous work as focused on the development of Dyslexia Friendly schools.

There continues to be a greater emphasis on more clearly measuring the impact of EPS CLPL activity. Progress has been made in this regard in terms of embedding more effective short and longer term evaluation methods within the Nurture training, and Understanding Sensory Behaviours training modules.

COVID-19 has resulted in the requirement to offer CLPL via virtual means. Online learning modules were created to support Childcare Hub staff to support vulnerable children during lockdown, and a series of online modules were developed through ALDO (Aberdeenshire Learning and Development Online) to support staff wellbeing during and after lockdown. The delivery of Nurture training via Microsoft Teams was trialled and work is ongoing to develop virtual approaches to delivering CLPL.

Area for improvement

A key focus for evaluation of CLPL work will continue to be, where possible, to measure the impact of changes to participants' practice on the experiences and outcomes of children and young people. It would also be beneficial for the EPS to make greater use of shared data sets within schools and Education and Children's Services in order to establish baselines and triangulate change with EPS-led evaluation activity.

A further focus is to continue to improve staff knowledge and skills in creative use of a variety of platforms to ensure the service can offer high quality virtual CLPL within the context of COVID-19 restrictions.

Further work is required to review and consolidate a core service-wide CLPL offer to schools, and to ensure that new Educational Psychologists are aware of the range of training materials that exists within the service and feel confident in delivering and evaluating these courses. This should also encompass a core offer to Early Learning and Childcare Centres.

(c) Impact of strategic aims and objectives on families and communities

An EPS telephone helpline was set up in March 2020 in response to the COVID-19 lockdown. The helpline was available to both professionals and parents but was predominantly used by parents who were seeking advice regarding an education or wellbeing concern about their child. The helpline was initially available Tuesdays and Thursdays. This was extended to include Wednesdays as the volume of calls increased. The helpline was anonymous; details of individual children and young people were not recorded. However, a few parents independently contacted the service afterwards to express their gratitude for the support. Examples include,

“Thank you again for the support you were able to offer via telephone conversations. Attached (photo) is the smile of a child that the service has made a real difference to”

“It’s a really great service you guys are providing. Thank you for being an anchor in the storm”

The main themes emerging from the helpline were used to create “Frequently Asked Questions” factsheets which were available to parents via the EPS website and publicised via Aberdeenshire Council and individual school social media channels. A series of short film clips were also created in order to make the information as accessible as possible. These film clips were widely viewed, with one receiving over 20,000 hits.

The EPS also used its website (<https://blogs.glowscotland.org.uk/as/aberdeenshireeps/>) to publicise a wide range of materials and resources to support families during the COVID-19 pandemic. Since the website was launched in April 2020 it has received over 5000 hits and many of our resources have been widely shared via social media.

Area for improvement

Further work is required to continue to promote the family nurture materials that were launched during lockdown to ensure they reach as wide an audience as possible. This should include collaboration with partners and parent groups.

Further collaboration with Social Work is required to explore how Video Interaction Guidance (VIG) work may be delivered to identified families within the context of COVID-19 restrictions. The work is intended to support positive relationships and attachments within families of pre-school aged children. Pilot work was postponed due to lockdown and will now need to be reviewed within this new context.

Ongoing development of EPS website.

5. Leadership of Improvement and Change

(a) Strategic planning for improvement, innovation and creativity

Evidence of strong leadership of improvement and change comes from a well-planned and systematic programme of self-evaluation, increasingly high levels of success during Customer Service Excellence assessment, and high levels of staff retention. Leadership opportunities were rated highly by Educational Psychologists during the September 2020 Team Wheel activity. Creativity and innovation are nurtured throughout the service, with a strong emphasis on distributed leadership. Examples of distributed leadership within the EPS include:

- All Educational Psychologists have a role in shaping the Service Improvement Plan through team meetings, service development days, supervision structures, and their own self-evaluation activities (e.g., Review and Planning with schools)
- Educational Psychologists are encouraged to lead elements of the Service Improvement Plan. This includes chairing working groups, developing action plans and leading on quality assurance and evaluation. Guidance has been issued to Educational Psychologists to support them in this leadership role.
- Educational Psychologists are encouraged to seek external development opportunities. Examples include, supervising a Trainee or Probationer Educational Psychologist; becoming an Assessor for the Qualification in Educational Psychology (QEP); joining the *Educational Psychology in Scotland* Editorial Board; contributing to the Scottish Division of Educational Psychologists (SDEP) Executive Committee, and being a guest lecturer at the MSc in Educational Psychology at Dundee University.
- There is a service-wide emphasis on peer supervision, including area team group supervision, and cross-service reflective practice on triads.
- All Educational Psychologists are supported to prepare for their PRD meeting with their line manager using a person-centred planning process facilitated by two peers. Themes emerging from PRD meetings are collated and used to inform service development activities.
- Informal and formal opportunities are available to provide feedback to Senior Leaders in a safe and open climate. This includes formal line management, supervision and PRD structures, and discussions at team meetings. An open-door policy is encouraged by Senior Leaders.
- The “Team Wheel” activity provides an opportunity for Educational Psychologists to provide measurable feedback to the Senior Leadership Team on the climate of the service. It can also be used within an individual’s PRD to look at their individual strengths and how these are supported and developed by the service.

The EPS demonstrated creativity and innovation at all levels during lockdown, with existing services continuing in a different format (e.g., virtual consultation meetings, online and virtual training courses), and new ways of offering support being developed (e.g., Telephone helpline, website, use of social media).

Areas for improvement

Recent follow up activity from the Team Wheel indicated that further exploration of the leadership role within the Service Improvement Plan would be beneficial to provide more clarity on the role and to ensure the leadership element is fully realised.

6. Self-evaluation to secure self-improvement

- (a) Approaches to self-evaluation
- (b) Analysis and evaluation of intelligence and data

Overview

The EPS is committed to ongoing self-evaluation and service improvement. There is an established Self-Evaluation Framework to ensure a wide variety of data is used to inform short- and long-term service improvements. Some self-evaluation processes are ongoing through everyday practice, whilst others take place at punctuated points throughout the year.

Key EPS self-evaluation processes are:

- Management and Supervision: A variety of line management and peer supervision activities take place to support both practitioner and whole service level evaluation and improvement.

- Review and Planning with schools: The Review and Planning process provides a cyclical framework for individual Educational Psychologists to work collaboratively with schools to evaluate and plan their joint work at three key points throughout the academic year. The timescale for completion marries with the school improvement planning cycle, providing a platform for Educational Psychologists to explore and negotiate with School Leaders how they can support systemic change. The EPS usually reviews quantitative and qualitative data emerging from all end of session Review and Planning meetings on an annual basis and uses this as a measure of school satisfaction, however this did not take place due to the COVID-19 pandemic.
- Gathering stakeholder feedback: parental feedback was previously gathered through a telephone survey however this is now been replaced with an email survey to be sent out following a Formal Follow up Consultation. The EPS will create other stakeholder surveys as required- e.g., a HT survey was created to gather feedback on the service delivered to schools during COVID-19 lockdown.
- Informal Consultations: The effectiveness of informal consultations is explored through structured questions asked of schools during Review and Planning meetings. There are also sampling periods where consultees are asked to rate the helpfulness of the informal consultation and give reasons for this rating. The results of these sampling exercises are analysed to explore emerging themes and areas for service improvement.
- Formal Consultation: Evaluation of the impact of Formal Consultation on the learning and wellbeing of children and young people is embedded within the consultation process. The aims and actions of the formal consultation are clearly articulated then used as the basis for evaluation during a follow-up consultation meeting. This is a collaborative process involving the child or young person where appropriate, parents, and relevant school staff. When consent has been given, feedback from parents is also sought via a telephone survey after the follow-up consultation. An annual sampling exercise of Formal Consultations are also analysed to review impact and how this relates to the data relating to Reasons for EPS involvement.
- CLPL support and Project Work: The EPS has a CLPL evaluation framework to support the evaluation of training and project work. The framework provides guidance to Educational Psychologists for gathering qualitative and quantitative information about impact at five levels.
- Customer Service Excellence: Aberdeenshire EPS is Customer Service Excellence (CSE) accredited. CSE accreditation requires an organisation to assess its own capability and set challenging targets in relation to customer focused service delivery, at the same time as implementing processes to identify areas and methods for improvement. The EPS has been successfully assessed against the criteria of the CSE on an annual basis since 2007. Through this process we engage with different partners and seek feedback and identify areas for improvement. The CSE assessment was postponed from May 2020 to Nov 2020 due to COVID.

Key Strengths

- The embedded and cyclical nature of the EPS self-evaluation framework enables self-evaluation to be integrated within the culture and practice of the EPS. This fosters an improvement mindset and involves all Educational Psychologists within the service.
- There is a CLPL Framework to support Educational Psychologists to measure and evaluate the impact and effectiveness of training and project work.
- Results from parents and carers surveys indicate high levels of service satisfaction.
- Review and Planning processes with schools has been reviewed based on feedback from Head Teachers.
- Regular peer supervision triads have been introduced focusing on self-evaluation of specific areas of practice.
- Self-evaluation activities are completed on an on-going basis throughout the year.
- Increasing use of technology to create user friendly and more effective self-evaluation processes, e.g., MS Forms.
- The EPS have increased the collation of specific data sets- e.g., Reasons for EPS involvement- in order to evaluate areas of work and identify targeted training and development themes

- Feedback from stakeholders is used to inform the development of new resources and materials (e.g., COVID-19 Frequently Asked Questions and Film Clips)

Areas for improvement

- A Performance Management Framework is required, which explicitly identifies the most important aspects of the Consultation process and outlines how they will be consistently quality assured.
- There are inconsistencies in the application of the CLPL framework which was designed to support Educational Psychologists to plan the evaluation of CLPL work – the framework needs to be strengthened and further embedded into Educational Psychology practice.
- There is a need to more explicitly use shared data and intelligence to formulate baselines for service improvements.
- Develop a process for evaluating website materials

PART 2: EDUCATIONAL PSYCHOLOGY IMPROVEMENT PLAN 2020-2021

7. Identified Improvement Priorities (inward based on our self-evaluation)

ACTION	EXPECTED OUTCOME / BENEFITS	HOW WILL SUCCESS BE MEASURED IN 1 YEAR
<p>1. More systematic pre- and post-evaluation of EPS CLPL / development work.</p>	<p>Increase in EP (Educational Psychologist) self-reported confidence levels</p> <p>More transparent data and intelligence driven rationale for CLPL / development work</p> <p>Evidence of impact across all training and project work which goes beyond immediate experience of the training event</p>	<p>CLPL programme through FSMs</p> <p>Evaluation summaries for all CLPL work which demonstrate impact</p> <p>Evaluation methods embedded within all core service-wide training materials</p> <p>Review CLPL evaluation framework and support EPs to embed in practice</p>
<p>2. Review core EPS CLPL offer to establishments</p>	<p>Greater awareness and confidence across the service of core CLPL offer and the materials already available, and therefore reduction in resource and time duplication.</p> <p>Ability to demonstrate EPS CLPL contribution to ECS / GIRFEC strategic agenda</p> <p>Greater awareness in schools and ELCCs of core EPS CLPL offer</p>	<p>Agree CLPL activities that should be available to all establishments (through negotiation with individual EPs)</p> <p>Theme service wide CLPL activities and format in an accessible way for EPs and schools</p> <p>Align service wide CLPL activities to ECS/GIRFEC strategic priorities and share with PL group</p> <p>Link with action 1.</p>
<p>3. Continue to improve virtual ways of working</p>	<p>EPs will be confident in offering a range of virtual services through creative use of a range of platforms, and this will be reflected in stakeholder feedback of the training experience.</p>	<p>Establish working group for each of the following areas:</p> <ol style="list-style-type: none"> 1. Exploration of different platforms for virtual meetings 2. Carrying out virtual PCPs 3. Virtual training 4. Film clips and TED talks

		<p>Use of team meetings to explore different platforms and share good practice</p> <p>Explore further through CSE focus</p>
<p>4. Develop a strategy for delivering targeted VIG intervention in the early years</p>	<p>Clear EPS offer of targeted early intervention work with families using Video Interaction Guidance</p> <p>Robust pre- and post-evaluation data which evidences impact on families</p>	<p>Virtual ways of delivering VIG to be explored</p> <p>Increased EPS capacity for VIG</p> <p>Service level agreement with Social Work regarding intervention delivery</p> <p>Pilot with identified Family Resource Centres carried out and evaluated</p>
<p>5. Explore how we can become more data and intelligence led in our work with schools</p>	<p>Increase in planned, targeted work with schools based on identified need</p> <p>Robust pre- and post-evaluation data</p>	<p>Refine review and planning processes to support a more data and intelligence led approach</p>
<p>6. Create an EPS “data dashboard” based on authority level data (e.g., external placing requests, parental complaints, exclusions, mental health concerns, social, emotional & behavioural needs recorded through SEEMiS)</p>	<p>EPS improvement activity will be more clearly linked to higher level authority data</p> <p>EPS evaluation activity will be triangulated with authority level data trends</p>	<p>Clear understanding of the data that is available to us and how it might be used to inform the work of the EPS.</p> <p>Work with Performance Team to create a meaningful format for monitoring relevant data trends</p>
<p>7. Continue to extend our knowledge and understanding of psychological theory and research, and develop our psychological skills within the context of a Consultation Model of Service delivery</p>	<p>High levels of practitioner confidence and competence, evidenced through individual and service-wide self-evaluation activities</p>	<p>Programme of service CLPL activity which runs on a cyclical basis and underpins the consultation model. This should encompass:</p> <ul style="list-style-type: none"> Solution-Oriented Brief Therapy Person construct theory Narrative therapy Systemic theory Social constructivism

		<p>Consultation toolkit which provides an overview of core psychological theory and associated CLPL opportunities, and includes procedural and practical information relevant to the Consultation model</p> <p>Development of other skill areas Emotion Coaching Video Interaction Guidance Dynamic Assessment Cognitive Abilities Profile Positive Psychology</p>
8. Develop a Performance Management Framework for Consultations	Systematic quality assurance of consultation process with supporting evidence	<p>Identify key aspect of the consultation process</p> <p>Agree self-evaluation activity for each of these aspects</p> <p>Pilot framework</p>
9. Increased focus on staff wellbeing in light of COVID-19 pandemic and associated restrictions	Staff report feeling resilient and well supported in the workplace	<p>Use of Wellbeing Resources within team meetings</p> <p>Protected time for informal and formal peer support</p> <p>Consultation with staff regarding further potential supports</p>

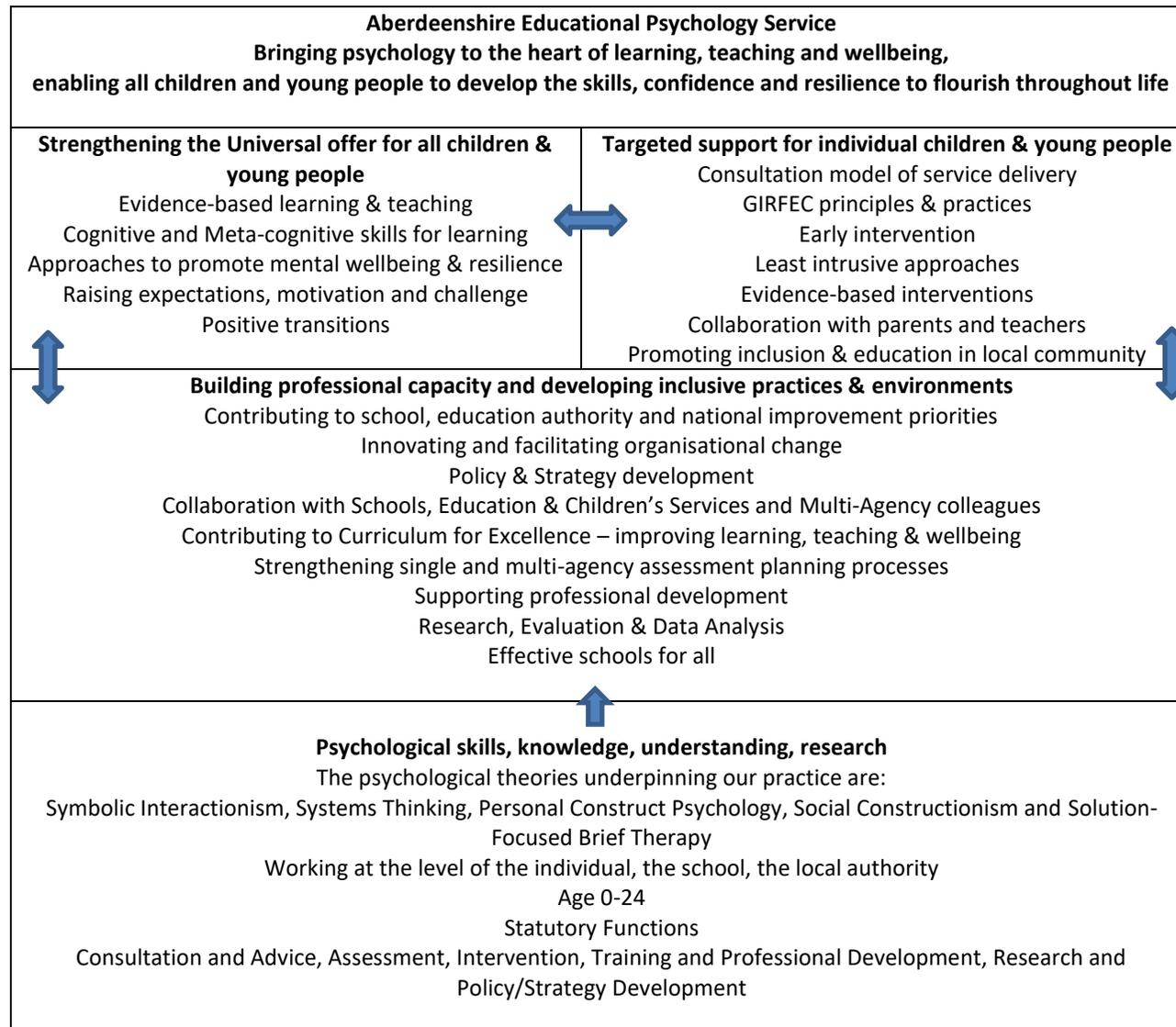
8. Priority development work (outward based on what the data tells us is needed)

Development theme	Three Year Objective	Focus for 2020-2021
Psychology of Learning & Teaching: We aim to build capacity in schools to implement and evaluate evidence based CLPL opportunities for schools to support learning and teaching	CLPL courses on a range of evidence-based topics will be offered to schools on an annual basis aligned with School Improvement Planning cycle.	<p>Revise existing modules for virtual delivery</p> <p>Embed longitudinal evaluation methods within each module</p>

	There will be robust pre- and post-evaluation data to evidence impact.	
Nurture: We aim to draw on attachment and resilience research to create a vision of nurture for Aberdeenshire, and to enhance the use of nurturing approaches in all establishments. We will do this through working with partners to develop and deliver sustainable CLPL pathways and resource toolkits	<p>There will be a unified definition of nurture within Education and Children’s Services.</p> <p>There will be an annual cycle of CLPL activity offered to Aberdeenshire establishments on universal (whole establishment) nurture practices, and targeted nurture interventions.</p> <p>There will be robust pre- and post-evaluation data to evidence impact.</p> <p>There will be an online nurture resource toolkit with guidelines, practical resources, self-assessment frameworks, and evaluation tools.</p>	<p>Revise nurture training for virtual delivery</p> <p>Develop a training model for Early Years</p> <p>Create a suite of documents to support nurture practice in Aberdeenshire</p> <p>Create accessible formats for family nurture resources and promote amongst families and professionals</p>
Family Nurture: We aim to further develop and promote accessible resources for families on topics related to resilience, attachment and nurture.	Parents and partners who work closely with parents will report that the family nurture resources are accessible and helpful in promoting an understanding of resilience, attachment and nurture within families.	<p>Further development of suite of resources</p> <p>Engagement of partners to more widely promote the resources</p>
Autism Friendly Schools: We aim to build capacity in schools to support children and young people with Autism	An Aberdeenshire-wide vision of autism-friendly schools, with an associated quality assurance framework, and CLPL strategy.	<p>Pilot draft quality assurance framework with pathfinder schools</p> <p>Develop recommendations for core training which should be undertaken by all school staff. Suite of modules will be delivered on a rolling basis. Each topic will be delivered at universal level.</p> <p>Next step will be to develop targeted level resources to extend universal training on an opt-in basis.</p>

<p>EPS contribution to Aberdeenshire-wide framework of social, emotional and wellbeing interventions, which will be led by the Inclusion, Equity & Wellbeing team.</p>	<p>A continuum of evidence-based targeted interventions (individual, group, family) to support social, emotional and behavioural needs available as core within each cluster</p>	<p>Review of unmet needs to identify interventions required Scoping exercise / literature review Workforce planning CLPL strategy Review of staged intervention process</p>
<p>Emotion Coaching: We aim to support the development of emotional resilience in children and young people through the development of a CLPL opportunities for school staff on emotion coaching</p>	<p>Longitudinal evidence of impact on children's emotional regulation</p>	<p>Develop training modules as a follow on to Nurture Training, with embedded evaluation plan</p>

APPENDIX 1: Aberdeenshire Educational Psychology Service



National, Regional and Local priorities which Educational Psychology is driven by and contributes to:

Scottish Government Performance Framework National Outcomes (2020):

Children and Young People: We grow up loved, safe and respected so that we realise our full potential	Educated: We are well educated, skilled and able to contribute to society	Health: We are healthy and active	Human Rights: We respect, protect and fulfil human rights and live free from discrimination	Poverty: We tackle poverty by sharing opportunities, wealth and power more equally	Communities: We live in communities that are inclusive, empowered, resilient and safe
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National Improvement Framework (NIF) Key Priorities 2020:

Improvement in attainment, particularly in literacy and numeracy	Closing the attainment gap between the most and least disadvantaged children and young people	Improvement in children and young people’s Health and Wellbeing	Improvement in employability skills and sustained, positive school-leaver destinations for all young people
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Northern Alliance Regional Priorities 20-21

Raising attainment and closing the poverty related attainment gap	Equalities	Early Years
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Aberdeenshire Local Priorities:

<p>Aberdeenshire Council Priorities 2020-2022:</p> <p>Our People:</p> <ul style="list-style-type: none"> • Education • Health and Wellbeing <p>Our Environment:</p> <ul style="list-style-type: none"> • Infrastructure • Resilient Communities <p>Our Economy:</p> <ul style="list-style-type: none"> • Economy and Enterprise • Estate Modernisation 	<p>Aberdeenshire Children’s Services Plan 2020-2023:</p> <ul style="list-style-type: none"> • Children and Young People’s Mental Health • Corporate Parenting • Substance Misuse • Children with Disabilities • Early Years 	<p>Aberdeenshire Local Outcome Improvement Plan (LOIP) 2017-2027:</p> <ul style="list-style-type: none"> • Changing Aberdeenshire’s Relationship with alcohol • Reducing Child Poverty in Aberdeenshire • Connected and Cohesive Communities
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