

**EDUCATIONAL PSYCHOLOGY SERVICE  
STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN  
2020-2022**

**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. Between 1998 and 2019 the population of Aberdeenshire has increased by 15.5%, which is the 4<sup>th</sup> highest percentage change of the 32 council areas in Scotland (over the same period Scotland's population rose by 7.6%)

In 2019 Aberdeenshire's population numbered 262,210 and this remains the sixth highest out of 32 local authorities in Scotland. This is a decrease of 0.1% since 2018 (over the same period the population of Scotland increased by 0.5%) but between 2018 and 2028, the population of Aberdeenshire is projected to increase by 2.5% which compares to an increase of 1.8% for Scotland as a whole. While Aberdeenshire is still expected to experience continued population growth over the next 20 years, this is now lower than earlier projections suggested. These figures reflect an impact on North East population trends due to economic pressures resulting from a fall in the oil price.

Aberdeenshire's child population is above Scotland's average and has grown steadily with a predicted further 13.8% rise over the next 25 years. Using data for the financial years of 2017/18 - 2019/20, the birth rate in Aberdeenshire in this three-year period been consistently higher than in Scotland as a whole. Although the standardised birth rate of 9% in 2019/20 is slightly above the Scottish average of 8.9% in the same period, with 2359 births there was a reduction of 1.2% from the year before. Between 2018 and 2028 the 0-15 age group is projected to see the largest percentage decrease (-5.3%)

Across Aberdeenshire, around 40,000 children were supported in Pre-school, Primary and Secondary education over 2019/20. This was delivered through:

- 17 School Clusters (a Secondary School together with its feeder Primary Schools)
- 164 Early Learning and Childcare providers (90 local authority, 74 Third Sector/Funded Providers) with 4677 children registered
- 150 Primary Schools with 20,969 children enrolled
- 17 Secondary Schools with 15,132 young people enrolled
- 4 Special Schools with 216 children and young people enrolled

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 which impact upon accessibility of services.

94.5% of the Aberdeenshire population identify as white Scottish or white British (Census, 2011).

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 a dual role, also working in the capacity of Service Manager for Inclusion, Equity and Wellbeing. The Principal Educational Psychologist is line managed by the Head of Service for Education. There are 16.2fte main grade Educational Psychologists in total, based across 3 area teams. Each area team is managed by a Depute Principal Educational Psychologist.

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

Throughout the COVID-19 pandemic the EPS has continued to offer a service to schools and families remotely via telephone, Skype for Business, Microsoft Office Teams and the EPS website. Face-to-face work has taken place on a priority needs-led basis and in line with national and local guidance.

## **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
- United Nations Convention on Rights of the Child (UNCRC) Articles (Progressing the human rights of children in Scotland action plan 2018-2021)

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 2020-2021

### 3. Strengths of Aberdeenshire Educational Psychology Service

(Emerging from our self-evaluation processes).

Aberdeenshire EPS enjoys good levels of staff retention.

Feedback from Educational Psychologists about their experience of working in the service is sought through area meetings and full-service meetings. A staff survey in October 2020 indicated that Educational Psychologists value both types of meetings in terms of catching up with colleagues, sharing and developing practice, and linking into the “bigger picture”. Educational Psychologists continue to miss face-to-face interactions with peers within the context of COVID-19 restrictions, and most people indicated a preference for a blended model of online and face-to-face team meetings in the future.

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.

In November 2020 the EPS was awarded Customer Service Excellence re-accreditation by SGS. The assessment was conducted entirely remotely due to COVID 19 but the service was again praised for its deep understanding of, and commitment to, Customer Service Excellence at all levels of the organisation. The service has been commended on a number of areas over time, and again received some more ‘compliance pluses’, this year based on our response during the COVID 19 pandemic in terms of making the service more available and accessible.

The EPS carries out review and planning meetings with schools during three key points during the academic year. This allows the Educational Psychologist and school to jointly reflect upon and evaluate what has gone well, consider what improvements could be made and plan next steps in their work together. 123 of 172 schools (72%) participated in Review & Planning meetings during 2020/21. Schools were asked to rate their satisfaction with the EPS using a rating scale (1=extremely dissatisfied; 10=extremely satisfied). Satisfaction scores increased between 2018/19 and 2020/19 (mean 8.75 (mode 9) increasing to mean 8.82 (mode 10)). Review and planning meetings did not take place during 2019/2020 due to the COVID-19 pandemic. When asked what has gone well over the past year the main themes were: Collaborative working; Capacity Building, and Direct Working (e.g. pupil centred planning).

Around 50% of schools wanted a return to some form of face-to-face working with their Educational Psychologist. However, there was also some recognition of the positive aspects of remote working. For example, ten schools mentioned increased opportunities for Informal Consultation and greater availability of Educational Psychologists. Most schools expressed a desire for a future blended model of online and face-to-face working.

An Informal Consultation is an opportunity for 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 without the requirement for the Educational Psychologist to become formally involved with a child or young person. Self-evaluation of Informal

Consultations took place over a four-week period from 24<sup>th</sup> May to 18<sup>th</sup> June 2021. During this four-week period there were a total of 84 Informal Consultations held by 16 out of a possible 26 EPs. Of these 84 professional consultations, 52 (62%) were held within a primary context, 20 (24%) within a secondary setting and 11 (13%) within an early years context, with one 'other'. This is an increase of 26 on 2019 (no audit last year). It is worthy of note that Informal Consultations this year would have taken place virtually, either using Skype or Teams. Informal Consultations were coded using the same reason for Consultation codes used for Formal Consultations (see below) 42% of all professional consultations were assigned the code for emotional wellbeing, self-regulation 21% and literacy/social communication 20%. Other reasons given are engagement in learning, progress in learning and transition. Only 25% of these Informal Consultations resulted in a Formal Consultation. Feedback about the usefulness of the Informal Consultation was collated although no rating scale was completed. Key themes were drawn out from the comments and included –' time and space to think things through', 'be heard and reflect'.

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. During the period August 2020 to July 2021, 524 Formal Consultations were carried out. Each Formal Consultation is coded with a 'Reason for Involvement' and these are collated. The top four reasons for Educational Psychology involvement were: Emotional wellbeing (200), Self-Regulation (111), Transition (94) and Engagement in learning (91). A comparison with last year shows that Emotional Wellbeing has continued to be the top reason for Educational Psychology involvement and this is reflected in the Service Improvement Plan with an emphasis on nurture in schools, family nurture, and Trauma Informed Practice.

A Follow-Up Consultation is held around 12 weeks after the Formal Consultation. This allows the Educational Psychologist to evaluate progress towards the aims indicated in the Formal Consultation. Clear evidence from analysis of follow-up consultation records that, in most cases, concerns about the child or young person have lessened as a result of the action plan formulated at the EPS formal consultation.

Parent Feedback was sought during 2020/21 via online surveys from September to February and March to August. Both surveys showed a high satisfaction with the Educational Psychology Service. A rating scale where 1 is extremely dissatisfied and 10 is extremely satisfied revealed a mean rating of 8.3 in the earlier survey and 8.2 in the second with a mode of 10 in both.

A commitment to joined-up working with other agency partners was noted as an area of "compliance-plus" in the 2019 and the 2020 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, 78 training events were recorded on the database (an increase from 53 last year) with an estimated number of training contacts at around 2,400. These continue to range 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 Aberdeenshire's Probationer Teachers. During 2020/21 the EPS continued to refine its service wide CLPL offer to schools, placing a greater focus on topics which contribute to Aberdeenshire strategic priorities.

ECS (Education and Children's Services) Enhanced Provision Model sets out the vision that all schools will be Dyslexia Friendly, Autism Friendly and Nurturing.

During 2020/21 the main focus of the EPS has continued to be the roll-out of Nurture training. To-date, 10 Academies and 57 Primary Schools have accessed the training. Evaluation indicates a statistically significant increase in participants' self-perceived knowledge, understanding and competence in relation to nurturing approaches following training, and perhaps more importantly there was a 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.

Emotion Coaching training has been another focus this year, either as a follow up to the nurture training, or as a standalone support to school. Over 100 staff members were trained in 2020/21. Participants indicated that the training raised their understanding of the approach and that they intended using it. A further measure looking at teacher/pupil relationships showed a positive impact in this area too.

There continues to be a greater emphasis on more clearly measuring the impact of EPS CLPL activity. Evaluation tools have now been embedded within all service-wide training packages.

A core-service-wide CLPL offer to schools and early years settings has been developed and linked to an internal CLPL director for EPs.

#### Area for improvement

It would 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. The EPS is contributing to the work of the GIRFEC Mental Health Group in terms of establishing minimum data sets for children and young people's mental health in Aberdeenshire, which will be used to inform service developments.

Further work is required to share and promote the service wide CLPL offer to schools and early years settings.

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

An EPS telephone helpline ran from January 2021- April 2021 in response to further school closures due to the COVID-19 pandemic. 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 anonymous; details of individual children and young people were not recorded. Each call was coded using the EPS "Reasons for Involvement Codes" - the greatest reason for calls were related to Emotional Wellbeing and Emotional Literacy. Feedback was sought from each caller on the usefulness of the call. Many callers reported that they felt reassured by the discussion and were grateful for the "listening ear". Many parents thanked the service for further signposting and sharing of resources.

A series of "Family Nurture" leaflets have been developed and published on the EPS website. Topics include:

- How to be a positive role model
- What adults can do to support learning
- Relaxation and Mindfulness
- Helping babies brains to grow
- Developing self-regulation
- Emotion coaching
- Helping children develop a positive outlook
- Thinking Skills

- Sleep
- Adolescent brain development
- Growth mindset
- Wellbeing – children
- Wellbeing – Teenagers

The Leaflets are accessible to all and intended for use by parents, or by professionals who are working alongside parents. Each leaflet contains embedded hyperlinks to video clips, websites and a section with further information and resources. A presentation has been devised which outlines the themes underlying the leaflets and can be used by educators and multi-agency partners to further promote the leaflets with staff or parents.

The leaflets are available through the EPS website. They have been widely shared with schools, Social Work Teams, and Community Learning & Development, and Early Years Development Workers, as well as Parent Council Chairs.

Anecdotal feedback has highlighted the leaflets are both practical and accessible and have been useful within current restrictions as an alternative to hosting home-learning events.

The website continues to be an area where resources to support families and communities can be located. The Wellbeing Toolkit was shared as a resource that could be helpful to parents/carers and not just school staff. Main messages from this pack were also turned in to bitesize YouTube videos and were shared on social media platforms.

#### Area for improvement

The service has developed a number of resources that are available online and our next step is to analyse the update and usage of these resources and seek feedback from key stakeholders about how to improve this. Work is underway to seek feedback about the Family Nurture leaflets.

The service will continue to develop the EPS website, drawing on the most up-to-date research and stakeholder feedback.

#### **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. Most EPs (n=16) felt that there were many leadership opportunities within the service during the Team Wheel Exercise in November 2020. 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 provided opportunities for leadership within wider multi-agency working groups at cluster and authority level – e.g. Local GIRFEC groups, authority groups etc. Some Educational Psychologists are or have recently been GIRFEC group or Early Years Forum chairs.
- 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 and cross-service group supervision and reflective practice 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 continued creativity and innovation at all levels during the second phase of school closures, with existing services continuing in a different format (e.g., virtual consultation meetings, online and virtual training courses), and new materials/support being developed (e.g Take Five Youtube videos)

#### Areas for improvement

Some EPs (n=6) rated Leadership opportunities a 6 or below on the scale 1-10 (10 = highest). Some EPs reported that there needed to be greater clarity regarding the leadership roles and responsibilities within Service Improvement Tasks. Therefore, although work has begun in this area, it would be beneficial to have further discussions and provide further clarity regarding these roles to ensure a culture of empowerment 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. This process was reviewed and updated by a service working group. The purpose of this review was to increase data informed planning with schools. 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.
- Consultation with EPs: Feedback from EPs is an ongoing and embedded process. At certain points the EPS seeks specific feedback from EPs on specific topics/ areas of service improvement. A survey took place in Aug 2021 regarding the structure and content of the Area Team Meetings and Service Development Days over 2020/2021.
- Gathering stakeholder feedback: parental feedback was previously gathered through a telephone survey however this is now been replaced with an email survey which was to be sent out following a Formal Follow up Consultation. The initial pilot of this email survey did not have a high return rate. We have now replaced this with a shorter survey which is sent out as an electronic link to all parents/carers with any electronic correspondence/ contact. The EPS also create other stakeholder surveys as required- e.g., a HT surveys.
- 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. 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.

- The CLPL Framework to support Educational Psychologists to measure and evaluate the impact and effectiveness of training and project work has been reviewed and updated by a service improvement group.
- Results from parents and carers surveys continue to indicate high levels of service satisfaction.
- Review and Planning processes with schools has been reviewed to increase data informed planning with schools.
- Review and Planning feedback are annually themed to inform continuous service improvement.
- Regular peer supervision triads continue to focus 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, Engage surveys.
- Annual reports for Reasons for EPS involvement are collated in order to evaluate areas of work and identify targeted training and development themes.
- Feedback from stakeholders is continually used to inform the development of new resources and materials (e.g. Review and Planning feedback from schools)
- Feedback mechanisms are built into new services (e.g. Parent Helpline) to ensure usefulness and effectiveness.
- Feedback from EPs indicated that Area Team meetings are working well and have a good balance of business, peer supervision and development themes. EPs value time to discuss local contexts and areas specific issues.
- Feedback from EPs indicated that collaborative activities at Service Development Days were valuable and EPs valued time for discussion with peers.

#### Areas for improvement

- A Performance Management Framework is under development which explicitly identifies the most important aspects of the Consultation process and outlines how they will be consistently quality assured.
- Further implementation of the CLPL framework across the service to increase consistency in evaluation of CLPL work.
- Evaluation of impact of resources and materials provided through the EPS Website.
- Continued focus on increasing parent/carer feedback.
- Consideration to gathering children/young people's views of the service on an ongoing basis.
- A shared structure for Area Team meetings would be helpful to ensure a standard approach and equal access to EP development activities. When possible, EPs would value a mix of face-to-face and virtual Area Team meetings.
- Service Development Days, where possible, will be shorter in duration ( $\frac{1}{2}$  day session) and involve times for cross team discussion groups.

## PART 2: EDUCATIONAL PSYCHOLOGY IMPROVEMENT PLAN 2021-2022

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

ACTION	EXPECTED OUTCOME / BENEFITS	UPDATE / NEXT STEPS
<p>1. More systematic pre- and post-evaluation of EPS CLPL / development work</p> <p>SLT Link: Louise Goodall Morag Donaldson Diana Fraser Fiona Seaton</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><u>Update:</u> CLPL evaluation framework has been updated CLPL programme developed Evaluation methods have been embedded, or are in the process of being embedded within all core service-wide training materials</p> <p><u>Next steps:</u> Deliver CLPL programme through FSMs throughout the year Embed expectation of evaluation summaries for all CLPL work which demonstrate impact</p>
<p>2. Review core EPS CLPL offer to establishments</p> <p>SLT Link: Ashley McGregor Susan Taylor</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- including all materials related to Psychology of Teaching and Learning.</p>	<p><u>Update:</u> CLPL directory for internal EPS use created <a href="#">CLPL directory.docx (sharepoint.com)</a>- overview of CLPL resources and presentations for EP delivery CLPL infographic offer to schools created</p> <p><u>Next Steps:</u> Share directory and CLPL service offer with EPs Promote CLPL service offer within schools and ELCCs Increase awareness of breadth of EPS CLPL offer across ECS- including Learning &amp; Teaching materials Focussed promotion in April 2022 to schools Discussion with Early Years Team regarding CLPL offer and strategic approach to delivery</p>

<p>3. Develop a strategy for delivering targeted VIG intervention in the early years</p> <p>SLT Link: Louise Goodall</p> <p>Carolyn Oddie (Lead)</p> <p>Jen Sutherland</p> <p>Tasha Robinson</p> <p>Elayne Steel</p> <p>Morag Donaldson</p> <p>Fiona Seaton</p> <p>Michelle O'Grady</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 evidence impact on families</p> <p>Wider strategy for capacity building for video work in the service.</p>	<p>Virtual ways of delivering VIG have been explored and will be shared with the rest of the service</p> <p>A model of increased EPS capacity for VIG to be trialled</p> <p>After review of the pilot attempted with Social work, a plan to be put in place to explore developing the VIG offer with a Health Visiting Team regarding intervention delivery</p> <p>Pilot with identified Health Visiting Team to be carried out and evaluated</p>
<p>4. Explore how we can become more data and intelligence led in our work with schools</p> <p>SLT Link: Ashley McGregor</p> <p>Karen Findlay</p> <p>Michelle O'Grady</p> <p>Gail MacDonald</p>	<p>Increase in planned, targeted work with schools based on identified need</p> <p>Robust pre- and post-evaluation data</p>	<p><u>Update:</u> Review and planning framework was reviewed and updated to support a more data and intelligence led approach</p> <p>Updated framework was launched and used with schools in end of term planning 2020/2021</p> <p><u>Next steps:</u> Feedback from EPs about the use of the updated framework Feedback from school through EPs Consideration to how school data can better feed into the cycle of planning with EPS. Refine framework in light of feedback</p>
<p>5. Utilise authority level data to inform service improvement planning</p> <p>SLT Link: Carron Douglas</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><u>Update:</u> EPS contributing to work being carried out by the GIRFEC Mental Health group to establish a minimum data set for children &amp; young people's mental health in Aberdeenshire</p> <p><u>Next steps:</u></p>

		<p>Continue to work with GIRFEC Mental Health Group to develop a 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 partners to consider data trends in relation to autism</p>
<p>6. 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>SLT Link: Anne Wilson Elayne Steel Jen Sutherland</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"> <li>Solution-Focused Brief Therapy</li> <li>Person construct theory</li> <li>Narrative therapy</li> <li>Systemic theory</li> <li>Social constructivism</li> <li>Plus other areas of related skill, for example:</li> <li>Emotion Coaching</li> <li>Video Interaction Guidance</li> <li>Dynamic Assessment</li> <li>Cognitive Abilities Profile</li> <li>Positive Psychology</li> </ul> <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><u>Update:</u> Solution-focused brief therapy CLPL planned for 21/22 Consultation toolkit for practitioners developed</p> <p><u>Next steps:</u> Evaluate consultation toolkit Ongoing CLPL planning in relation to core psychology – Dynamic Assessment / CAP Develop Consultation wheel</p>
<p>7. Develop a Performance Management Framework for Consultations</p> <p>SLT Link: Carron Douglas</p>	<p>Systematic quality assurance of consultation process with supporting evidence</p>	<p>Identify key aspect of the consultation process Agree self-evaluation activity for each of these aspects Pilot framework</p>

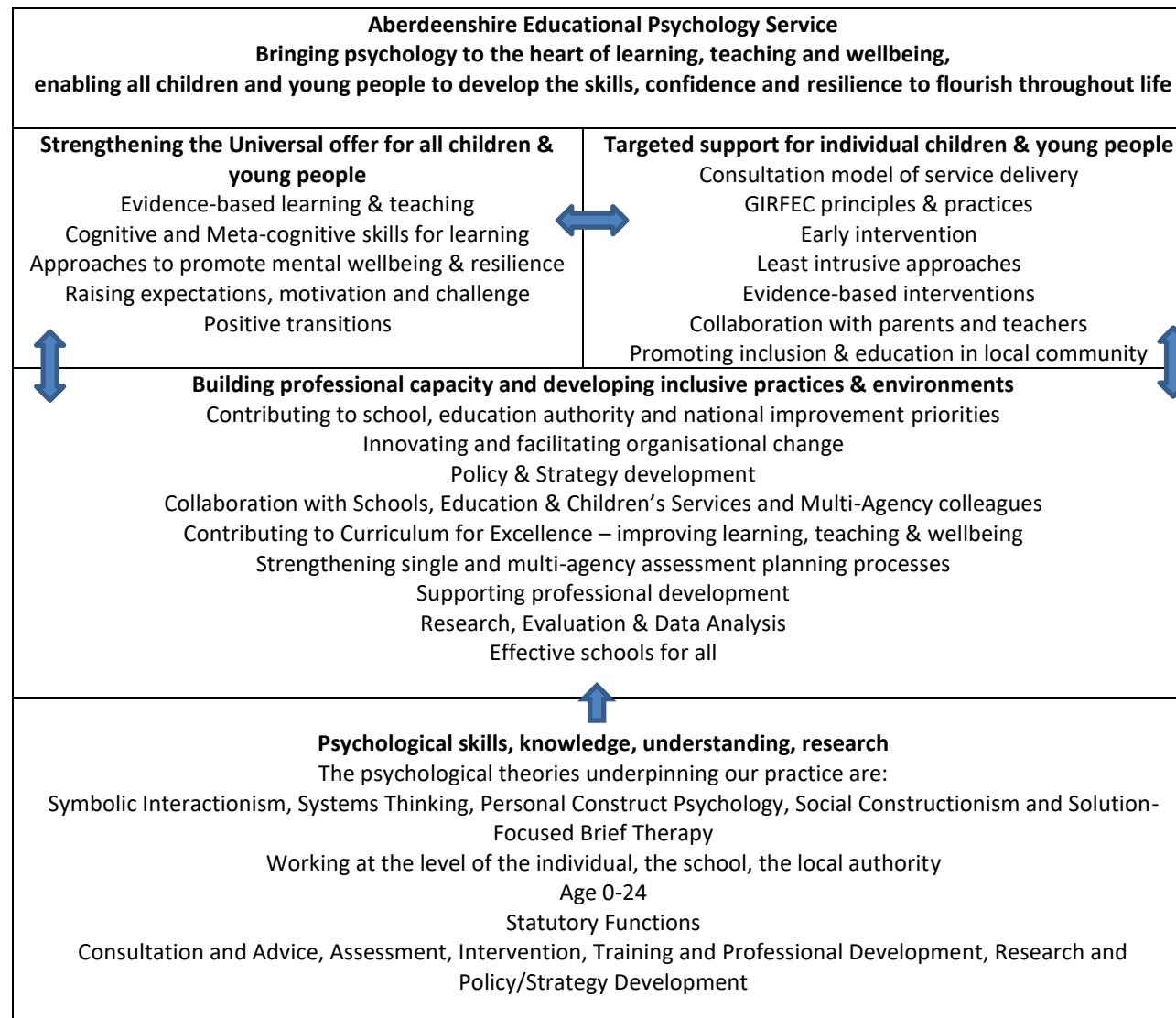
<p>8. Implement and embed ARC casefile system</p> <p>SLT Link: Anne Wilson</p> <p>Rachel Wyness Gillian Barker Lynne Thomson Narelle Clark Gemma Lyall</p>	<p>New system efficiently embedded. All staff feel confident in using it</p>	<p>Ongoing staff training Induction programme for new staff Written guidance</p>
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## 8. Priority development work (outward based on what the data tells us is needed)

Development theme	Three Year Objective	UPDATE/ NEXT STEPS
<p><b>Nurture:</b> 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> <p>SLT Link: Carron Douglas</p> <p>Tasha Robinson (Joint Lead) Carolyn Oddie (Joint Lead) Emma Brown Anna White</p>	<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>Update: Materials have been revised to allow for delivery in a range of different ways, including whole days, a series of twilights and face-to-face or virtual Pre-and post-evaluation of participants knowledge and confidence established Suite of nurture documents established</p> <p>Next steps: Develop a training model for Early Year Set up system to gather whole service evaluation data Develop methodology to measure longitudinal shifts in practice Develop clear guidance for EPs regarding training delivery and evaluation Promotion of nurture documents across Aberdeenshire</p>

<p><b>Family Nurture:</b> We aim to further develop and promote accessible resources for families on topics related to resilience, attachment and nurture</p> <p>SLT Link: Carron Douglas</p> <p>Ashley McDonald (Lead) Emma Brown Plus TEPs (x2)</p>	<p>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>	<p><u>Update:</u> Core suite of family nurture leaflets developed and promoted across Aberdeenshire Evaluation plan in place</p> <p><u>Next steps</u> Further development of suite of resources Engagement of partners to more widely promote the resources Create accessible formats for family nurture resources and promote amongst families and professionals</p>
<p><b>Autism Friendly Schools:</b> We aim to build capacity in schools to support children and young people with Autism</p> <p>SLT Link: Louise Goodall</p> <p>Ruth Muir (Joint Lead) Michelle O'Grady (Joint Lead) Jen Sutherland Gail Macdonald Anna White</p>	<p>An Aberdeenshire-wide vision of autism-friendly schools, with an associated quality assurance framework, and CLPL strategy</p>	<p>Pilot draft quality assurance framework with pathfinder schools</p> <p>Core training which should be undertaken by all school staff to be rolled out in term 2. 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><b>Framework of Interventions:</b> EPS contribution to Aberdeenshire-wide framework of social, emotional and wellbeing interventions, which will be led by the Inclusion, Equity &amp; Wellbeing team</p> <p>SLT Link: Carron Douglas</p> <p>Karen Findlay Fiona Seaton Liz Bolton Diana Fraser (Plus TEPs x 2)</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><u>Update:</u> Work suspended due to COVID-19 but re-established early 2021. Draft framework has been developed. A number of evidence-based interventions identified and consultations have taken place with school leaders regarding workforce training</p> <p><u>Next steps:</u> Ongoing scoping and roll-out of evidence-based interventions Embed in staged assessment and intervention process Business case for online framework</p>

<p><b>Solution Focused:</b> We aim to develop a variety of Solution focused training. This will include:</p> <p>Introductory Aldo e-learn course 1</p> <p>Solution Focussed meetings materials (virtual face to face delivery)</p> <p>Solution focussed brief therapy/ intervention work (virtual face to face delivery)</p> <p>SLT Link: Ashley McGregor</p> <p>Susan Taylor</p> <p>Liz Bolton</p>	<p>Comprehensive suite of Solution Focussed CLPL available for schools</p> <p>Practitioners confident in using Solution Focussed Brief Therapy to support young people.</p>	<p><u>Update:</u> A basic understanding of what Solution Focused is about from e-learning course developed</p> <p><u>Next Steps:</u> Launch of e-learn – feedback from module to be reviewed- link also to GIRFEC Portal. Follow up course to be developed on Solution Focused Brief Therapy/intervention work Follow up course focused on Solution Focused meetings. (Participants can take part in either or both but must complete the e-learning before signing up) Evaluation built into course</p>
<p><b>Trauma Informed Practice:</b> EPS contribution to the development and implementation of a strategy to achieve a trauma-informed and responsive multi-agency workforce</p> <p>SLT Link: Carron Douglas</p> <p>Morag Donaldson (Lead)</p> <p>Elayne Steel</p> <p>Ruth Muir</p>	<p>Aberdeenshire multi-agency workforce that is capable of recognising that people are affected by trauma and adversity, that can respond in ways that prevent further harm and support recovery</p>	<p>Aims for year 1: Develop informed, skilled and enhanced multi-agency training pathways based on NES Knowledge &amp; Skills Framework</p>
<p><b>Strategic Review of ASN</b> - EPs will contribute to and support the Aberdeenshire-wide review, which is led by the Inclusion, Equity &amp; Wellbeing Team</p>	<p>The structures, systems and services that underpin Aberdeenshire's approach to meeting additional support needs will align with the recommendations of the national ASN Review, and will be responsive, flexible, equitable, future-fit and best value</p>	



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

<b>Scottish Government Performance Framework National Outcomes (2020):</b>					
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
<b>National Improvement Framework (NIF) Key Priorities 2020:</b>					
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	

**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:**

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