

East Dunbartonshire Council



**Educational Psychology Service**

<https://blogs.glowscotland.org.uk/ed/edceps>

# Contents

- The Role of the Educational Psychologist (EP)
- Legislation and Key Documents
- Getting it Right for Every Child (GIRFEC)
- Currie Functions and Levels
- Consultation
- Assessment
- Overview of EP Work
- Educational Psychology in EDC
- Further information



# Role of an EP

EPs work to support children and young people aged 0-24 years.

Work is completed at 3 levels: individual/family, school/establishment, and local authority/national.

Statutory Duties of EPs, described in 1980 Education Act & ASL (Scotland) Act (2004 & 2009), include:

- The study of children with additional support needs (ASN).
- The giving of advice to parents and teachers as to appropriate methods of education.
- The giving of advice to a local authority regarding the assessment of the needs of any child.





# Legislation & Key Documents

- **The Education Scotland Act (1980)**
  - Every authority must provide a psychological service
- **Standards in Scotland's Schools Act (2000)**
  - Presumption of mainstream; reducing impact of socioeconomic disadvantage; annual school improvement planning
- **Education (ASL) Act (2004, amended 2009)**
  - Coordinated Support Plans; requests for assessment

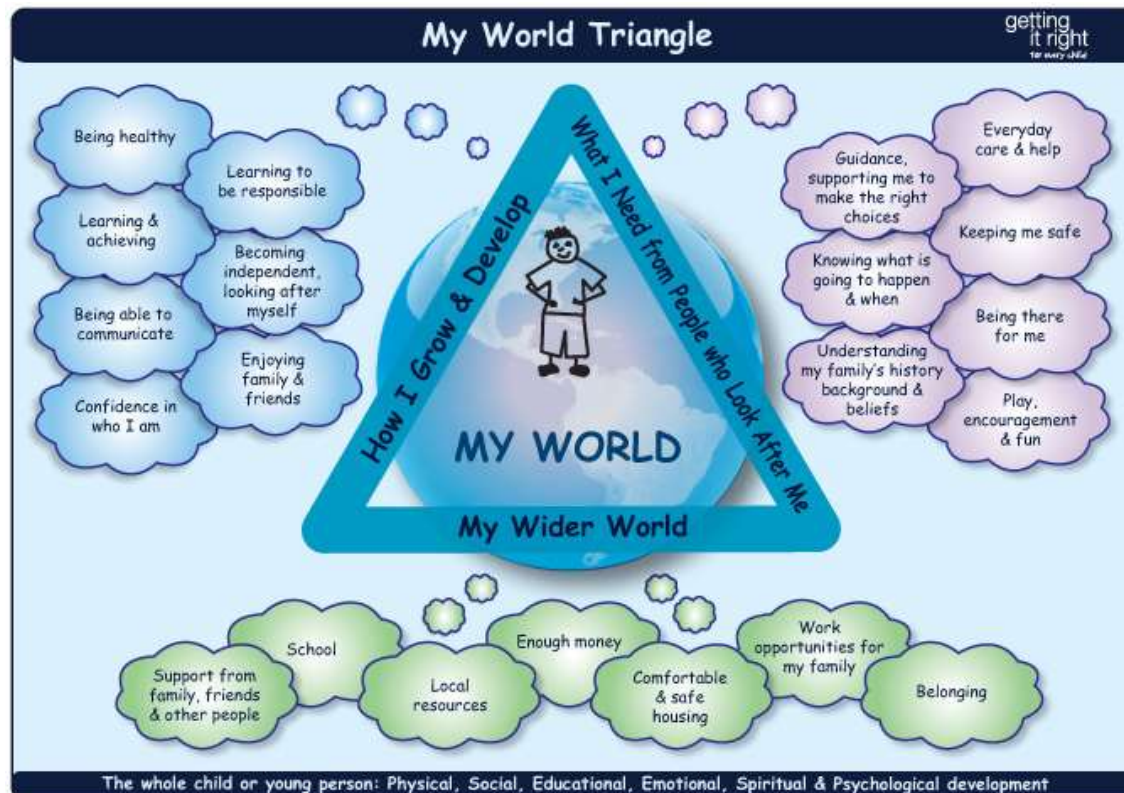


# Legislation & key documents

- **Children and Young People (Scotland) Act (2014)**
  - Rights of the child; Commissioner for Scotland - individual investigations function; Child's Plan
- **Education (Scotland) Act (2016)**
  - National Improvement Framework – focus on literacy, numeracy and health & wellbeing; closing attainment gap
- **EDC's Including Every Learner (2018)**
  - Continuum of ASN provision split into 3 tiers

# Getting it Right for Every Child (GIRFEC)

- National framework for improving the wellbeing of children and young people
- Holistic approach to the wellbeing of a child
- Places child at the centre of decision making



## Currie Functions revised (2019)

---

- Whole systems approach to supporting children and young people
- Flexible and adaptable to change
- Using evidence & research to inform policy and practice
- Build capacity of systems with stakeholders



# Currie Core Functions (2002)

Level	Consultation	Assessment	Intervention	Training	Research
Child/Family	Team Around the Child meetings (TACs) Home visits Parents meetings LAAC Reviews	Contextual assessment (including observation) Standardised assessments Identifying ASN	Suggesting activities and strategies Individual/family/group work	Talks to children (e.g anti-bullying) Support with parenting skills	Case studies
School/ Establishment	Pupil Support Groups (PSG)/Support for All (SfA) Contribution to strategic planning Policy advice Review meetings	Contribution to school assessment policies and procedures	Contribution to whole-establishment interventions Contribution to special exam arrangements Joint working with teachers/SLAs Supporting inclusion	Staff training Sharing evidence-based practice	Design, implementation and evaluation of action research in single establishments or groups of schools
LA/Council	Contribution to strategic planning	Contribution to authority assessment policies and procedures	Contribution to establishing authority-wide interventions	Authority-wide training in areas relevant to psychology Input to multi-disciplinary conferences	Design, implementation and evaluation of authority-wide action research Informing evidence-based policy & practice

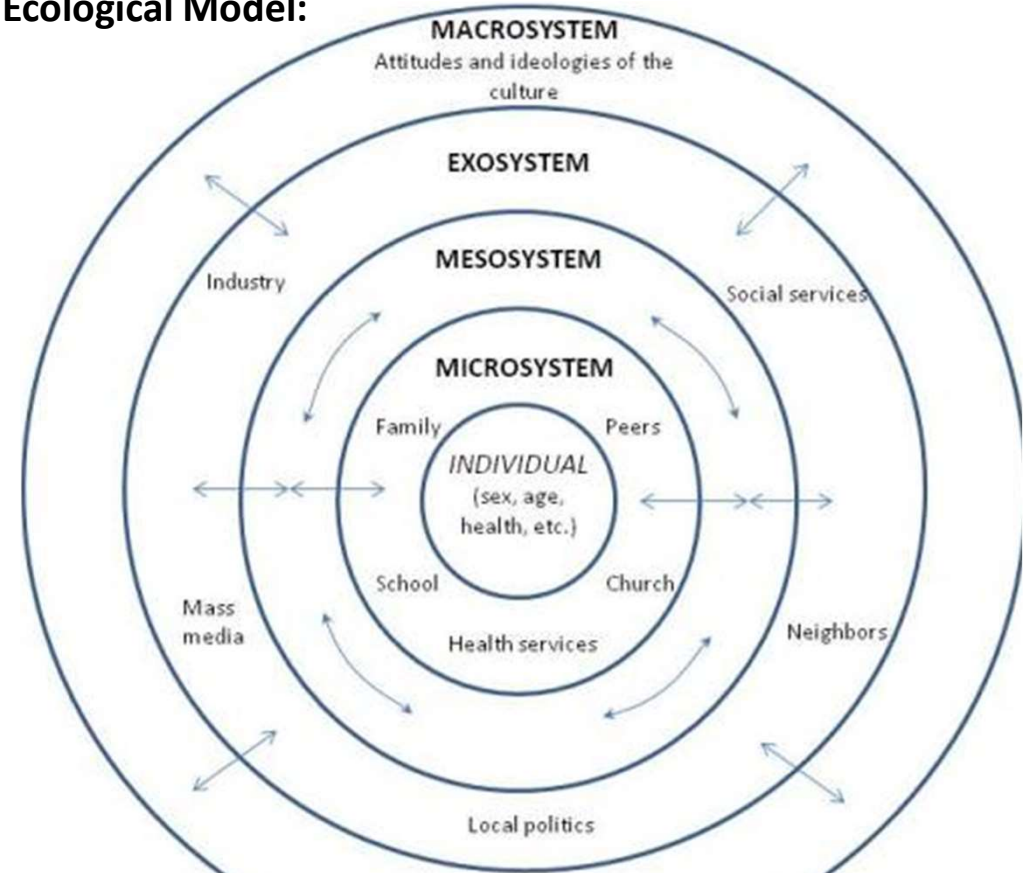


# Consultation

*As we develop an approach that appreciates the expertise of each party, the language of 'expert' gives way to the language of 'bringing expertise from a psychological perspective'. Paradoxically, our own expertise is enhanced through this process...*

(Wagner, 2000)

## Ecological Model:



By Hchokr at English Wikipedia, CC BY-SA 3.0,  
<https://commons.wikimedia.org/w/index.php?curid=50859630>

# Assessment

## Principles:

- Assessment is a continuous and collaborative process
- Assessment is based on an understanding of current psychological theories, methodologies, evidence-based practice and research
- Assessment acknowledges that children and young people develop as a result of an interaction between themselves and their environment.

## Educational Psychology assessment is:

- Conducted over time and across different contexts;
- Minimally intrusive, whilst achieving the best outcome for the child/young person;
- Inextricably linked to intervention and improving outcomes



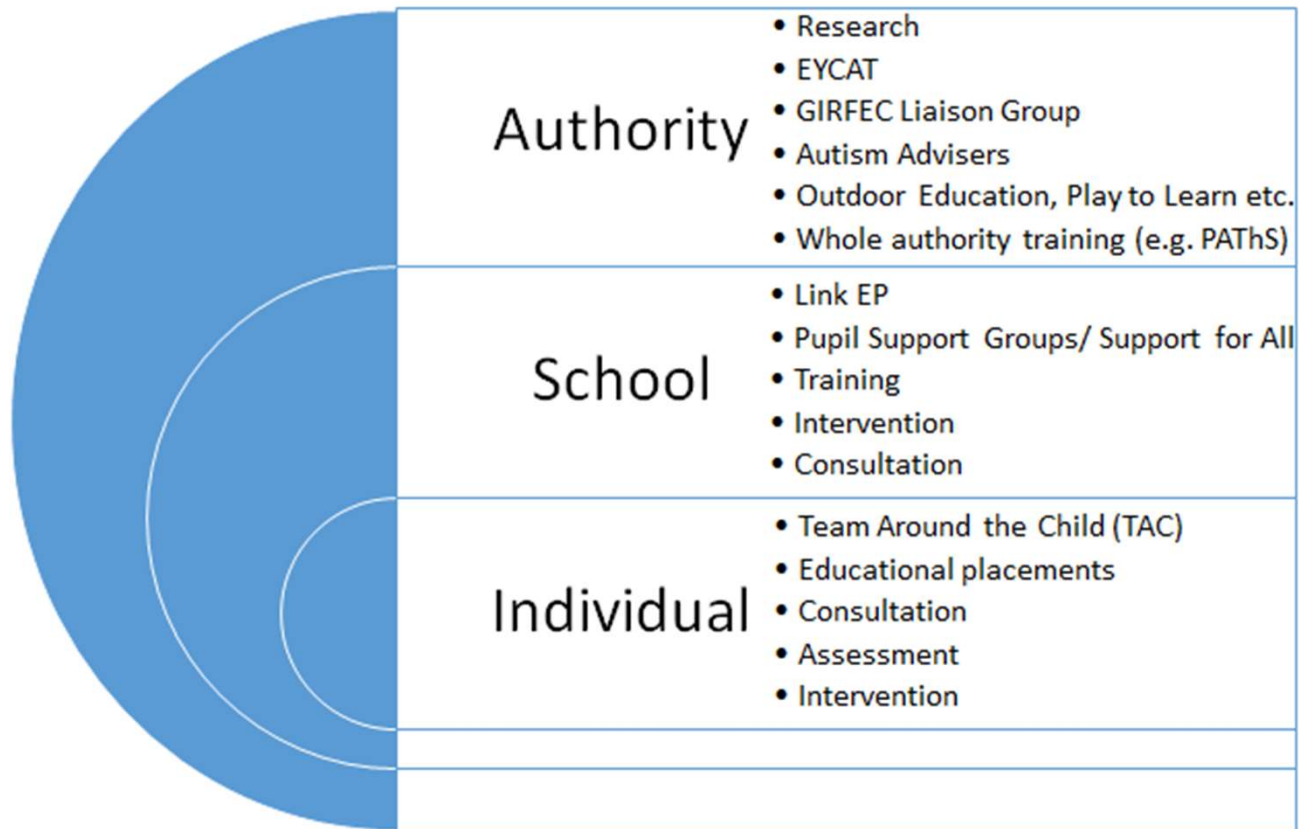
# Overview of EP Work Sample – National

Table 1. Percentage of time recorded under each level, for all grades

Level	Percentage of time
Child and family	38%
School/establishment	18%
Education authority/council	17%
Other	27%

Table 2. Percentage of time recorded under each function, for all grades

Function	Percentage of time
Consultation/assessment/ intervention	60%
Training	8%
Research	5%
Other	27%



## Educational Psychology in EDC

# Educational Psychology in EDC

## **Pupil Support Group (PSG) / Support for All (SfA)**

- A forum to monitor and review assessment and intervention for individual children
- Consultation around new requests
- May include liaison with other agencies
- Identification of whole school issues – strengths and development needs
- Building capacity of school to support all learners

## **Request for assistance to the Educational Psychology Service:**

- HT/DHT/Head of Centre raises at PSG/SfA with parent/carer permission
- EPS Request for Assistance form (RfA) is completed collaboratively between school staff, parents/carers, and the young person
- EY referrals come from health professionals via EYCAT
- Involvement of an EP may be requested directly by a young person.
- EP holds initial consultation with school/nursery, parents and other relevant professionals

# Educational Psychology in EDC

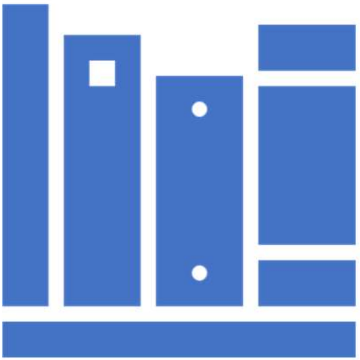
## **Team around the child (TAC) approach:**

- EPs will meet with child/young person, family and relevant professionals to plan and deliver support to meet a child/young person's needs

## **EP contribution to authority level groups (Early Years Community Assessment Team (EYCAT), Locality Liaison Group (LLG), GIRFEC Liaison Group (GLG) ):**

- Requests for assistance are made by the educational establishment on behalf of the TAC
- If an EP is involved in the TAC, they will work collaboratively to provide an assessment of the child/young person's needs

# Further information:



East Dunbartonshire Educational Psychology Service Blog - <https://blogs.glowscotland.org.uk/ed/edceps/>

Association of Scottish Principal Educational Psychologists (ASPEP) - <https://www.aspep.org.uk/>

British Psychological Society - <https://www.bps.org.uk/member-microsites/division-educational-child-psychology>