

**East Dunbartonshire Council Educational Psychology Service
Service Improvement Plan 2020-2023**

Section 1: Aim, Values and Vision of the Educational Psychology Service

Aim of the Educational Psychology Service

We aim to support the Council in addressing national and local priorities for education through the application of psychological knowledge and skills. This is in partnership with children and families in their local communities, with educational establishments, and at authority level.

Values of the Educational Psychology Service

- Partnership working
- Improvement and delivering excellence
- Evidence based practice
- Equality and transparency

Educational Psychology Service Vision

- Supporting children and families through collaborative partnerships
- Applying psychology to improving wellbeing, learning and teaching
- Adopting the least intrusive approach in promoting effective local solutions
- Flexible, proactive responses within the process of universal and targeted planning
- Promoting the participation of all children and young people in their educational experiences

Section 2: Overview of Service Priorities

The work of the Educational Psychology Service focusses on the National Improvement Framework Priorities and East Dunbartonshire Council Strategic Plan. The Service addresses the Priorities through embedding the NIF drivers in planning and evaluation.

East Dunbartonshire Council Education Service Priorities are

1. Improvement in attainment, particularly in literacy and numeracy;

2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children's health and wellbeing

Self-evaluation for self-improvement

In line with national and local guidance, and in response to the recommendations arising from the national Validated Self Evaluation (VSE) process within all Educational Psychology Services in Scotland (Education Scotland, February 2019), the Service Improvement Plan (SIP) is based on robust self-evaluation (looking inwards, looking outwards and looking forwards). The work of the EPS is well established within the NIF priorities and actions at Authority level, and the focus of the SIP reflects the need for Service Improvement based across all aspects of work across the Service. The SIP process sets out three themes through which all service delivery will be evaluated, informed and improved.

Core themes are:

1. **Service Improvement and delivery**
2. **Collaboration and co-production**
3. **Research into Practice**

SIP targets and objectives are evaluated termly at collegiate meetings to ensure support and challenge, and to share cross cutting themes across the EPS.

In addition to SIP Service Priority Tasks in Table 1, the EPS undertakes Authority Level NIF Tasks in partnership with EDC colleagues. In these tasks, EPs either lead or make a substantive contribution to the work undertaken. These NIF tasks are included below in Table 2 as they are a major part of the work of the EPS and are examples of the way in which Service improvement priorities are demonstrated.

No	Improvement Priority	Target (Aims)	Objective (What we will do)	Progress Update and Evaluation
1	Service Improvement and Delivery	<p>1. To improve service delivery and identify training needs across the Authority using service delivery data from EP survey</p> <p>2. To improve service guidance</p>	<p>Service delivery will be reviewed across EPs using survey information from all EPs as a baseline for improvement</p> <p>Revision of the EPS induction folder</p> <p>Review processes around case and school handovers and identifying best practice</p> <p>Flexible and adaptable response to work allocation according to needs within the Authority</p>	<p>Case data review (Jan 2021) Data collated, analysed and shared with the Service in March 2021. A written summary of findings will be available this academic session (2021-2022). Impact – informed database design.</p> <p>Revision of induction guidance: linked to wider service guidance: A comprehensive needs analysis has informed change to induction process and procedures and re-defined the induction folder. This is now in use. The adapted process will now incorporate continued evaluation and review to support all staff. Review with new members of staff took place February 2022.</p> <p>Visual flowchart to be devised and presented for discussion at team meeting in March 2022. Completed and case transfer protocol agreed by Service</p> <p>The Service Improvement and Delivery Group designed a work allocation survey and analysed responses. Results were</p>

		<p>3. To develop a service method of educational establishment allocation that is equitable and flexible to need.</p>		<p>shared with the EPS team and forwarded to SLT to inform work allocation procedures session 2021/22. Impact – new allocation process developed and used.</p> <p>In June 2020, the group completed a pilot survey of the impact of virtual PSGs on practice. This data informed further consultation and was taken forward by the work of the Collaboration and Co-production Group.</p> <p>In February 2021, the group shared a proposed revision to the Interactive Evaluation which was agreed by the Service. This is now used to evaluate impact of the EPS service at school level and will be analysed in session 2022-2023. The new IE has been shared with Speech Therapy Service to use as part of their evaluation of service delivery.</p>
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No	Improvement Priority	Target (Aims)	Objective (What we will do)	Progress Update and Evaluation
2	Collaboration and Co-Production	<ol style="list-style-type: none"> 1. Review and update EPS Request for Assistance Form and leaflets <ul style="list-style-type: none"> • Parent leaflet • Pupil leaflet • Assessment leaflet • Information on website (including videos) 2. Consider the impact of COVID-19 restrictions and any adaptations required to communication approaches; incorporate adaptations into EPS practice: <ul style="list-style-type: none"> • Impact of remote consultation (including use of video calls, etc.) • Considering alternative methods of accessing information such as voice over clips, visuals, available on website. 3. Ensure consistency of “branding” and terminology across EPS documents and resources, and agree a plan for how this will be used by the EPS. 	<p>Information about the EPS will be more accessible to pupils, parents/carers and partner agencies.</p> <p>Approaches to communication with pupils, parents and partner agencies will be informed by best practice guidance and consistent across the EPS.</p> <p>Consistency of EPS information available to parents, pupils and partners.</p>	<p>1a RFA agreed and with corporate communications in line with digital transformation (Feb 2022).</p> <p>1b Leaflets to be amended in line with information on blog (2021-2022). Plan to focus on key events to keep Glow Blog updated and relevant.</p> <p>Review of information from Service Delivery Group and questionnaire to EPs re: experiences/barriers and positives (June 2021). Service Guidance regularly updated regarding flexible working practice.</p> <p>Reviews of practice from West Partnership PEP Group.</p> <p>Review of current EP communications.</p> <p>Exploring ways that the EPS seek the views of young people (Session 2022-2023)</p>

No	Improvement Priority	Target (Aims) Session 2021-2022	Objective	Progress Update and Evaluation
3	Research	<p>Year 2 – looking outward</p> <ol style="list-style-type: none"> 1. Collate key recommendations from national reviews of the use of research by local authority EPSs and consider the implications for EDCEPS. 2. Explore research position papers/use of research and activity in other EPSs - with a particular focus on our colleagues in the West Partnership. 3. Continue and develop Research Peer Support Group. 	<p>We will have a shared understanding of the role of research in different aspects of EP practice and the links with national and local outcomes.</p> <p>We will have increased knowledge of research practice and approaches within the profession in Scotland.</p> <p>EPs, trainee EPs and education colleagues will feel able to raise questions and explore research options through consultation with relevant peers. EPS, trainee EPs and education colleagues will feel more confident in carrying out their research role.</p>	<p>A collation of key recommendations has been completed and will be included in re-write of research position paper</p> <p>West Partnership EPS were contacted to enquire whether they had a Research Position Paper. None of them had a current paper and were interested in EDC's plans to write one. East Ren EPS expressed an interest on working on a research position paper jointly.</p> <p>A draft research position paper is in development, based on the discussions within the SIG. This will be developed further in Session 2022-2023.</p> <p>Regular meetings of the RPSG were timetabled across the session and there was fairly consistent membership from professionals within and out-with EPS (QIOs, ISO and HT ASN).</p>

				<p>All feedback from users of the RPSG has been very positive (individual feedback records are available).</p> <p>A record of attendees and themes discussed has been recorded.</p> <p>An evaluation of the RPSG (group members) will be carried out in August 2022.</p> <p>All 'core' guest group members have indicated that they have found the experience interesting and beneficial to their practice and wish to remain on the panel.</p>
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Table 2

NIF Priority	EPS Task	Evaluative Updates (each session 2021, 2022, 2023)	Evaluation of EPS impact (what difference have we made; how do we know)
<p>NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy</p>	<p>Raising Attainment in Literacy and Numeracy in early years and early level primary children through Play-based Pedagogy.</p>	<p>June 2022 The professional learning community for play pedagogy continued on the virtual platform of Microsoft Teams for Session 2021-2022 and the EP was key in planning and delivering training on a range of areas (play pedagogy, loose parts and observations).</p> <p>Some school visits were made by the EP in collaboration with the ELST team and QIO, to provide support and challenge for schools who had introduced play pedagogy and were looking for authority level guidance.</p> <p>In January 2022, the EP and an Early Years QIO colleague were asked to guest present at a lecture about play pedagogy to First Year Educational Psychology Trainees at Dundee University. Questions for the trainees were gathered and the session was interactive. Feedback about the session from the trainee</p>	<p>June 2022 Attendance of PLCs on Microsoft Teams continued to be high (up to 100 practitioners at a time), and end of session practitioner evaluations of the training and information provided during this session were highly positive.</p> <p>In September 2022 an EP will be leading a practice sharing workshop at a West Partnership conference on the area of play pedagogy.</p> <p>The roles of the EP this session in</p> <ol style="list-style-type: none"> 1. Promoting knowledge of child development and play pedagogy research at local authority and national level 2. Supporting implementation and evaluation of play pedagogy at individual, school and authority, including the ASN sector

		<p>EPs via the lecturer was very positive.</p> <p>A face to face play pedagogy and pupil enquiry conference was held in June 2022 and an EP presented at this, outlining EDC's journey re: play pedagogy from 2016-2022 and the evaluative successes and challenges.</p> <p>The ASN and play pedagogy working party continued to be supported by an EP this session. The EP supported a teacher working in the specialist sector with a framework for collaborative practitioner enquiry and tools to measure impact. An Education Scotland visitor to Campsie View school described the work of this teacher as 'sector leading'.</p>	<p>are the key areas where the EP has added unique value to EDC's pedagogical approaches in the early years of primary school. High quality and consistently applied pedagogical practice in turn leads to raised attainment and improved wellbeing and inclusion for pupils, including those with ASN.</p>
	<p>Supporting the delivery of outdoor learning approaches at all stages of the curriculum, through contributing to EDC working group.</p>	<p>June 2021 During 2020-2021 session, the EPS supported the development of outdoor learning approaches through the Professional Learning Community for Play. An outdoor learning strategy was drafted, and the play strategy was adapted to include aspects of outdoor learning.</p>	<p>Attendance of PLCs was high (up to 100 practitioners at a time), and end of session practitioner evaluations of the training and information provided during this session were highly positive.</p> <p>Due to the COVID-19 pandemic, outdoor spaces are being used more frequently as a context for learning across all stages of the curriculum.</p>

		<p>A Strategic Working Group was re-started in May 2021, with a focus on extending strategic support to beyond the Early Level. A PLC was agreed in collaboration with the QIO and Outdoor Education team leader. Training has been planned based on a needs analysis completed by the EPS (May 2021).</p> <p>June 2022 In the 2021/2022 session, the EPS continued to support the development of outdoor learning approaches through the Professional Learning Communities for Play and Outdoor Learning. Attendance at these sessions has been lower than in previous years, but inputs have been positive received. Evaluation has indicated a preferred for outdoor learning training to be delivered in person where possible and this will be considered in planning for future sessions.</p> <p>The EPS has contributed to a strategic working group aiming to review LLG processes for accessing support from the Outdoor Education Service. A key focus of this group has been developing approaches to measuring impact for individual pupils, and ensuring sustainability of</p>	<p>In the 2021-2022 session, the EPS will continue to support the development of outdoor learning through play. In addition, a PLC for Upper Primary and Secondary colleagues will be established, with the EPS leading on training specific to these contexts.</p> <p>June 2022 In the 2022/2023 session, the EPS will continue to support the strategic working group aiming to review LLG processes for accessing support from the Outdoor Education Service. It is anticipated that revised guidance will be shared with schools by October 2022.</p> <p>The EPS will lead a research project aiming to develop a consistent approach to outdoor play at the Early Level of the Curriculum for Excellence. In addition, PLCs will be delivered for staff at all levels of the CFE through the academic session.</p>
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		outdoor learning approaches within mainstream schools.	
	Contribute to Strategic Literacy and Numeracy Groups through Practitioner Enquiry, Implementation Methodology and advice.	<p>June 2021 Strategic Groups have been held in abeyance as a result of COVID measures. EPS input will recommence when groups begin.</p> <p>June 2022 Strategic Groups have not yet restarted.</p>	<p>June 2021 Evidence of impact of EP work in Literacy Strategic Group Evaluative Report 2019. Use of Practitioner Enquiry Framework evident.</p> <p>June 2022 Strategic Groups have not yet restarted.</p>
	Enhancing metacognition and skill development.	This piece of work has been paused due to COVID measures in 2020-2021. Paused during 2021-2022 due to EP staffing issues.	
NIF Priority 2 Closing the attainment gap between the most and least disadvantaged children through awareness of ACES and Trauma.	Contribute to multi-agency EDC ACES and Trauma Collaborative and People and Training Working Group.	<p>June 2021 EPS is a member of the strategic EDC ACES and Trauma Collaborative (EDATC), a multi-agency strategic group whose aim is to create an ACE aware and trauma informed community within East Dunbartonshire.</p> <p>EP leads the EDATC People and Training Working Group, the purpose of which is to consider and plan training in relation to ACES and Trauma across EDC. To date People and Training Working Group has reviewed appropriate trauma training materials; for Levels 1 and 2 trauma</p>	<p>June 2021 EPS contribution evident in all documentation e.g. EDACT records of meetings; People and Training Working Proposals paper</p>

		training from NES and others; considered learning from other local authority areas; and engaged collaborative professional reflection about what is required for successful planning and implementation of trauma training. The People and Training Working Group has offered proposals to develop and support a consistent, highly skilled, trauma-informed workforce within East Dunbartonshire.	
	EPS Trauma Training - needs assessment leading to trauma training plan.	June 2021 EPS has committed to becoming a trauma informed Service and to ensure that all EPs have access to appropriate trauma training and support. A needs analysis has been undertaken at service and EP level which will inform EPS Trauma Training Plan commencing session 2022-2023.	June 2021 Needs analysis based on NES Trauma Training Plan resulting in June 2022 Implementation plan for EPS
NIF Priority 3 Improvement in children's health and wellbeing	Contribute to Strategic Group on Health and Wellbeing	June 2021 EPS contribution to Strategic Group on HWB: provision of advice on establishment of counselling service in line with Scottish Government Guidance.	June 2021 EPS contribution evident in all documentation e.g. procurement, communications, evaluation documentation.

	<p>Contribute to development of new EDC Mental Health and Wellbeing Strategy and Nurture Strategy.</p>	<p>June 2021 EPS has led on development of nurture strategy and implementation plan. EPS has led on development of mental health education strategy.</p>	<p>June 2021 EPS contribution evident in production and content of nurture strategy and implementation plan, and in mental health education service strategy.</p>
	<p>Lead on development of Nurture Pilot in 12 Primary Schools – setting up and evaluation of nurture groups and whole school nurture.</p>	<p>June 2022 In Session 2021-2022 12 primary schools were centrally funded to set up Nurture Groups and focus on developing whole school nurture.</p> <p>This Pilot Programme was led by 2 educational psychologists, with support from a trainee educational psychologist.</p> <p>67 children were supported in Core Nurture Groups, all of whom had identified barriers to their wellbeing.</p> <p>All 12 of the Nurture Pilot groups focussed on developing nurture at whole school level.</p> <p>Next session central supports for the 12 primary schools will continue, led by the EPS. The EPS team will expand to 3 EPs who all have protected time for leading on nurture within their working week.</p>	<p>June 2022 All evaluations of the Nurture Pilot indicate that the groups were effective in their aim of improving children's wellbeing.</p> <p>In addition each school supported additional children through short term wellbeing groups.</p> <p>An evaluation report of the Nurture Pilot will be completed in July 2022.</p>

		In Session 2022-2023 the EPS' lead on implementing and evaluating the impact of Nurturing Approaches will expand to incorporate the Secondary and Early Years' sectors, and there are 3 year implementation plans to support this process.	
	<p>Supporting self-regulation Building capacity within tiers 1 to 3 through sharing practice, developing skills, and offering a coach-consult approach to building relationships and supporting children with emotional self - regulation.</p> <p>All training will map onto the informed, skilled, enhanced and specialist model.</p>	<p>June 2021 Co-ordination of CALM training and development of skills based training (to enhance 'informed' training) for all tiers underway.</p>	
	<p>Autism Adviser Model Building capacity within Tier 1 provision to support the well-being and promote attainment and achievement for learners with ASD and social communication difficulties, through the Autism Adviser programme.</p>	<p>June 2021 In Session 2020-2021, the Autism Adviser programme continued to build capacity within Tier 1 provision via Teams, led by 2 EPs, in partnership with the Language and Communication and Wellbeing Outreach teaching team. There was a re-connector session for all AAs, as well as 2 bespoke PLCs for secondary colleagues, one for Early Years' colleagues and 2 for Primary colleagues. The focus of the PLCs,</p>	<p>June 2021 Awareness of the AA programme was raised by a Senior EP at authority level via the ASD Steering Group, and at the ASD Parents/Carers' forum. End of session feedback on the programme was extremely positive, with comments including '<i>each session was informative and extremely relevant to practice</i>' and '<i>the sessions worked well on Teams and the delivery and pace was very good</i>'</p>

		<p>which were based on practitioners' needs and requests, included transitions, Pathological Demand Avoidance, Autism Awareness Week and the Circles resources.</p>	<p><i>even when sharing screen and no presenter visible (or audience)'. The AA programme will be ongoing for session 2021-2022, with a refresher of the audit toolkit and Collaborative Practitioner Enquiry, which are central roles for the EPS, and themes from the practitioner feedback will be used to plan future sessions.</i></p>
	<p>Emotion Coaching Improving learner wellbeing through authority wide professional learning in emotion coaching.</p>	<p>June 2021 In Session 2020-2021, Emotion Coaching input was disseminated to all schools providing continued professional development to staff. Training was provided within a framework to support practical application in schools. A re-connector session was also offered in April to review progress and enhance reflective practice.</p>	<p>June 2021 Local authority professional learning was held virtually with a further reconstructor session provided in May 2021. Awareness was raised of the importance of Emotion Coaching as a methodology to increase empathy, support communication, regulation and problem solving. Focus was placed on collaboration and practical application in schools. Evaluation indicated that Emotion Coaching as an approach was highly valued by participants. Participants emphasised the importance which was placed on professional dialogue, reflection and developing greater perspective in supporting and developing emotional understanding for staff and pupils. To support continued implementation, it is planned that all resources will be collated and</p>

			shared with the EPS team. In session 2021-22 Emotion Coaching will be delivered at Local Authority Level to the 12 designated nurture schools. The service will also develop conflict resolution for management and staff through the lens of an Emotion Coaching approach. It is anticipated that this may be available to pilot in session 2022-23.
	Supporting Attendance	<p>June 2022</p> <p>Given the context of Covid-19, the authority and EPS is in need of up-to-date Supporting Attendance Guidance and training, which fits with existing EDC process and available support.</p> <p>In session 2022/23, a need analysis and pilot intervention around school attendance issues is to be conducted. Attendance working group will be formed as part of needs analysis and to begin the review of current attendance guidance.</p>	<p>June 2022</p> <p>Implementation plan and timeline created for following session. Evaluation plan begun to ensure impact effectively measured. Intervention with schools to begin in September 2022 following selection and readiness checks. Anticipated that first meeting of Working Group will be August 2022.</p>
	What's the Harm?	June 2022	June 2022