

East Renfrewshire
Educational Psychology
Service

Primary 1 Developmental
Milestones Screening System

Theme Two: Partnership Working

Activity: Evaluation of the Educational Psychology Service contribution and action planning using the Person Centred Planning MAP

Date: Tues 31st Jan 2017

Time: 1.30 – 3.30pm

Venue:

Carlibar Primary Conference Room,
Carlibar Road, Barrhead

VSE Briefing Paper

Theme Two Key Question

How effective is our partnership working at the Early Level in securing positive outcomes for children and families through prevention and early intervention and how can we improve?

Background

In 2013 The Educational Psychology Service (EPS) worked in partnership with the Quality Improvement Team to develop primary 1 developmental milestones screening for all schools across the authority. In the introduction phase, training was delivered to all primary 1 teachers, support staff and managers (2013, 2014). The EPS and a QIO continue to deliver training annually to new P1 teachers and managers. The developmental milestones data is analysed by the authority's EMIS unit on an annual basis. The percentage of children meeting their developmental milestones has increased each year since the introduction of the system in 2013.

Percentage of children in P1 who achieved their Developmental Milestones

2013/2014	2014/2015	2015/2016	2016/2017
53%	69%	74%	81%

National Target: *By 2020 at least 85% of children within each SIMD quintile in the CPP will have reached all of their developmental milestones by age 4-5.*
(Children and Young People Improvement Collaborative 2016)

Data trends over the past 3 years suggest that there has been a narrowing of the gap in outcomes between the most and least affluent decile groups. The EPS contributes to authority strategic planning through contribution to the Early Years Planning Group and QIO meetings. Trends in the developmental milestones screening data have led to developments at an authority level designed to improve teaching and learning in specific areas (e.g. attention and language, motor coordination) (Early Years Strategy 2013-2018, 0-6 Pedagogy Action Plan, Promoting and Nurturing Early Communication and Language Framework, 0-5 Pupil Tracking Action Plan).

Activity Outline, Rationale and Outcomes

What are we doing?

- 1) Short presentation on the background and existing data gathered in relation to the primary 1 developmental milestones screening system
- 2) Evaluation of the EPS contribution and action planning using the Person Centred Planning MAP

Rationale

Existing self-evaluation information suggests that the Primary 1 developmental milestones training has been well received by teachers and that staff tend to predict a range of positive outcomes for staff and children. Following training, staff in general report that they feel confident in the administration of the system within their schools (CLPL Evaluation feedback,

EP Survey). It would be helpful to use VSE as an opportunity to validate this self-evaluation information.

There is also need to evaluate how well the EPS works in partnership to analyse the primary 1 developmental milestones data and subsequently plan supports and developments at the early level. VSE is viewed as a good opportunity to take a closer look at our practice. Although we are interested to receive some general feedback on the impact of the system as a whole, we are keen to focus more specifically on the impact/outcomes of the EPS role and contribution. Feedback from the QIO team suggests that they feel that the EPS adds value to discussions within authority strategic planning groups through our knowledge of child development and attention to research in relation to early intervention and prevention and evidence based practice (QIO Interview).

The EPS operates a time allocation service delivery model and each school and early learning and childcare establishment is supported by a link Educational Psychologist (EP). It is expected that link EPs will support school staff in the implementation of the developmental milestones screening each year, and protect time to analyse and plan supports and developments within individual schools and early learning and childcare establishments. However, self-evaluation indicates that school link EPs have not managed this in the way which was intended (EP survey). Analysis of referral numbers and trends shows that a high proportion of the EP's time continues to be dedicated to casework. This work is evaluated very positively by our stakeholders (annual school evaluations of service delivery). School managers report that they strongly agree that the link EP helps the school to achieve aspects of their school improvement plan. However, it also appears that research and strategic development is rated a little lower than casework and training in the annual school evaluations. A similar pattern in responses is seen in the annual EP self-evaluation of service delivery to establishments.

Our main aim within this self-evaluation activity is to consult with stakeholders and partners around our role in analysing and planning within the P1 developmental milestones screening system. We would like to consider how we can improve our service delivery in this area to work in the most effective way with our stakeholders and partners. We would like to encourage a lively discussion and welcome challenge and suggestions for change.

Why have we chosen type of activity?

The Person Centred Planning (PCP) approach was initially introduced as a way of working with individuals. It has more recently been used in professional planning meetings to facilitate change in organisations. The principles of the PCP approach are consistent with the values of the EPS:

- Collaboration and partnership - Plan services 'with' people rather than deliver 'to' them
- Commitment to change and creative solutions. Focusing on what could be possible rather than just what's available.

(Sanderson, 2000, Robertson et al. 2005)

Key questions we would like to answer in this activity:

- 1) What is the dream in relation to the P1 developmental milestones system? (high level aims)
- 2) What has been the positive impact of the primary 1 developmental milestones system?
- 3) What are the areas for development in the P1 developmental milestones system?
- 4) What are the strengths in the EPS contribution to the P1 developmental milestones screening system? How have we contributed to the positive impact? How do we know?

5) What are the weaknesses/areas for development in relation to the EPS contribution to the P1 developmental milestones screening system? What are the challenges?
6) What is the dream in relation to the EPS role in supporting the P1 developmental milestones screening system?
7) Nightmare: Are there any potential threats related to the above dream for EPS involvement in the P1 developmental milestones system?
8) Action Plan – what should we do next?

Activity Facilitators	
Name	Role
Arlene Nunnery	Children's Services Coordinator
Gillian Thorburn	Educational Psychologist, ERC
Eilidh Lanzani	Educational Psychologist, ERC (scribe)
Participants	
Name	Role
Janette Black	Head Teacher, Springhill/Auchenback Primary
Carlyn Hill,	Head Teacher, St. Joseph's Primary
Jacqueline Dunn	Class Teacher, Calderwood Lodge Primary
Emma Hanlon	Principal Teacher, Carlibar Family Centre
Fiona Ford	Team Lead, Speech and Language Therapy
Kirsty Gilbert	Service Manager, Health and Social Care Partnership
Sheila Messenger	Partner Educational Psychologist, Perth and Kinross
James Murphy	Quality Improvement Officer, EMIS
Paula Madden	Physical Activity Lead Officer, ERC Education Department
Val Tierney	Senior Nurse Manager, Health and Social Care Partnership
Alison Jarvie	Senior Educational Psychologist, ERC

References
Robertson et al. (2005) <i>The Impact of Person Centred Planning</i> . (Full and summary reports available on Institute for Health Research, Lancaster University website)
Sanderson, H. (2000). <i>Person Centred Planning: Key Features and Approaches</i> . York: Joseph Rowntree Foundation.

Thank you for participating in the Person Centred Planning Activity.