

East Renfrewshire
Educational Psychology
Service

How well does our
service delivery
model allow us to
work effectively with
partners to focus on
prevention and early
intervention?

Theme Two: Partnership Working

Activity Descriptor: Service
delivery - scanning and scoping
exercise

Date: 01/02/2017

Time: 1.30pm

Venue: Civic Room 2, 211 Main
Street, Barrhead, G78 1SY

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

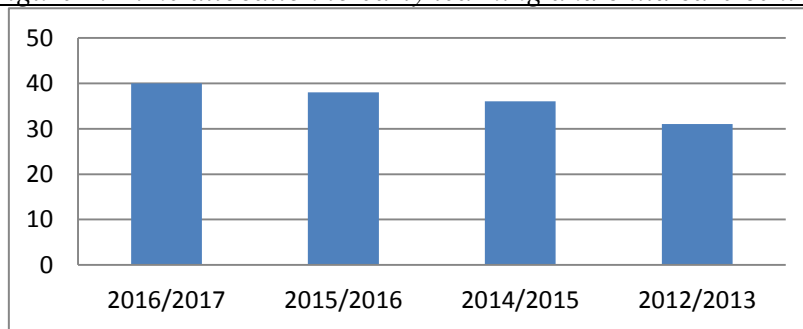
What information, knowledge and data do we have?

The Educational Psychology Service (EPS) adopts a cluster model of service delivery in order to promote consistency for service users and allow for systemic cluster approaches and improvements. Each early learning and childcare centre has a named psychologist who delivers all key processes (e.g. consultation/case work, training, interventions, and research/project work) in a regular, planned and negotiated way. This is within the context of a time allocation¹ that factors in school population, proportion of free-school meal entitlement as an indicator of SIMD, and is weighted with prevention and early intervention in mind (i.e. enhanced time given to early learning and childcare centres).

All early learning and childcare centres and schools benefit from a high frequency of contact from the EPS resulting in high visibility and support. Link Educational Psychologists (EPs) and Quality Improvement Officers (QIOs) meet with the head teacher/head of centre on an annual basis to evaluate and plan service delivery through a practice level agreement². This process utilises a wide range of data, including attainment, exclusions, attendance, EPS referral trends etc. and contributes to the school/centre's self-evaluation and improvement planning processes. This ensures that development work delivered by the EPS closely articulates with the school/centre's improvement priorities. As the school/centre improvement priorities are aligned to the Local Improvement Plan, there is a synergy across these and the EPS improvement plan.

The EPS has increased the time allocation given to early learning and childcare centres from 31 half day sessions per month in 2012/13 to 40 half day sessions per month in 2016/17.

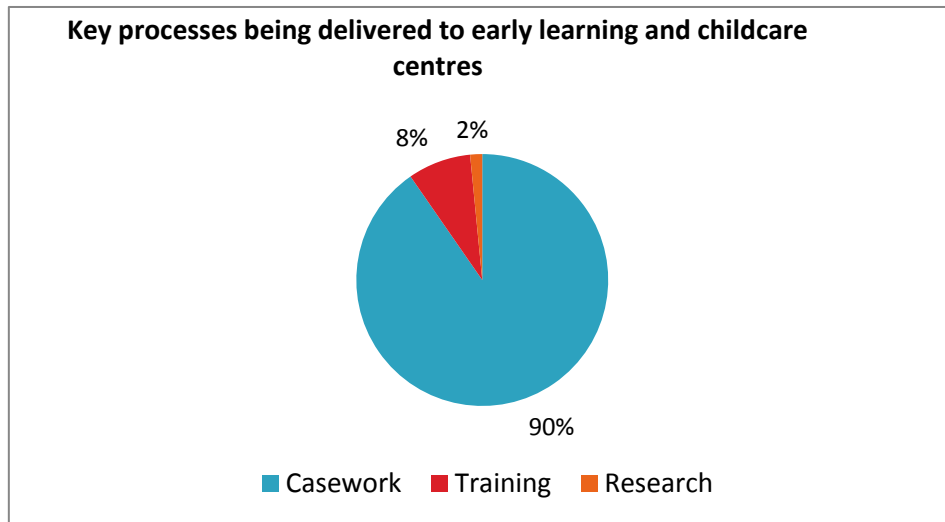
Figure 1: Time allocation to early learning and child care centres



¹ Time allocation model: allocating a specific proportion of time to different areas of work, for example, an allocation of 2 visits per month to a school. (Leadbetter 2000).

² Practice Level Agreement: the agreement between the link Educational Psychologist and the school outlining the tasks that will be carried out within the school. (Snah, 2013).

In order to gather information about how Educational Psychologists use their time allocation to early learning and childcare establishments, a time sampling exercise was conducted for the months of October and November 2016. Fourteen percent of this time was spent in Joint Support Team (JST) meetings working with partners on a consultative basis. As can be seen in the chart below, the vast majority of EPs' time was devoted to casework, such as observations, assessment, home visits, and meetings. Training carried out included: Person Centred Planning; Attachment and Nurture; Solution Orientated Approaches and Understanding and Supporting pupils with Autism.



Activity Outline, Rationale and Outcomes

What are we doing?

This activity will utilise a **scanning and scoping cycle** which requires participants to consider:

1. What are our current priorities
2. What do we want to do but can't yet
3. Present barriers
4. Solutions to barriers
5. What can we stop doing
6. Scanning for the future

These prompts will be utilised to guide the discussion within the group.

Why have we chosen this activity?

We realise that all of our participants will have varied and unique views and it was important for us to identify a method to effectively capture these. The activity will involve participants critically exploring current priorities and collectively considering creative changes we can implement to improve our model of service delivery.

What is the evidence base for this type of activity?

This activity fits with a social constructivist approach which acknowledges the different ways individuals construct their own perceptions and allows for varied opinions. (Robson, 2002).

What key questions do we intend to answer in this activity?

- What do our stakeholders think about how effectively our current service delivery model supports us to contribute to prevention & early intervention work in early learning and childcare centres?
- Does the amount of time allocated for visits to early learning and child care centres allow the service the best opportunity to contribute to the prevention and early intervention agenda or could this be done more effectively through increased allocation of time to strategic working?
- What should we be doing differently to enable us to give greater priority to prevention and early intervention work at the Early Level?
- What are the implications for our model of service delivery if we allocate more time towards prevention and early intervention? What can we stop doing in order to do more of this?
- Are we engaging effectively with the right partners in order to maximise our impact on approaches to prevention and early intervention?

Activity Facilitators	
Name	Role
Sharon McKenna	Head of Centre, Cart Mill Family Centre
Alison Jarvie	Educational Psychologist
Siobhan Wilson	Educational Psychologist

Participants	
Name	Role
Yvonne Coyle	Senior Educational Psychologist (East Renfrewshire Council)
Sarah Clark	Head Teacher (Isobel Mair School)
Marianne Sermanni	Team Manager (Health and Social Care Partnership)
Fiona Calder	Consultant Clinical Psychologist (CAMHS)
Diane Ferguson	Depute Educational Psychologist (North Ayrshire Council)
Vicky Devlin	Head Teacher (Arthurlie Family Centre)
June Walls	Early Years Prevention Officer (East Renfrewshire Council)
Conor Mervyn	Teacher of the Deaf- Sensory Support Service (East Renfrewshire Council)
Claire Agnew	Child Development Officer – Preschool Assessment and Development Unit (East Renfrewshire Council)
Gillian Thorburn	Educational Psychologist
Erica Carmichael	Parent
Claire Jamieson	Principal Teacher (Crookfur Primary)
Siobhan McDade	Child Development Officer – Cartmill Family Centre (East Renfrewshire Council)

References
Leadbetter, J. (2000). Patterns of Service Delivery in Educational Psychology Services: Some implications for practice. <i>Educational Psychology in Practice</i> , 16(4), 449-460.
Robson, C. (2002). <i>Real world research (Second Edition)</i> . Oxford: Blackwell.
Snah, I. (2013) <i>An Investigation into the educational psychologists' perceptions of traded service delivery, using soft systems methodology</i> (Unpublished doctoral dissertation). Birmingham University, Birmingham.

Thank you for participating in this scanning and scoping activity focusing on service delivery. Your views will be extremely helpful.