

East Renfrewshire Council
Education Department
Educational Psychology Service

Three Year Improvement Plan 2018 – 2021



Vision, Values and Aims

'Everyone Attaining, Everyone Achieving through Excellent Experiences' is the vision of East Renfrewshire's Education Department. The educational psychology service is committed to realising this vision and to *Getting It Right* for all children and young people in East Renfrewshire. We strive to provide the community with a high quality, accessible service that applies evidence-based psychology to improve experiences and outcomes for our most vulnerable children, young people and families.

We aim to make a positive difference in East Renfrewshire by:

- employing an inclusive, strengths-based, solution-orientated approach to empower others, enhance their emotional well-being, and develop their capacity for nurture and resilience
- participating in a high level of collaboration with parents/carers and other professionals in order to ensure the least intrusive and most effective service delivery that is preventative, where possible, and provides intervention at the earliest stage
- applying psychology to support children and young people to develop skills for learning, life and work
- working ethically, and with transparency, to promote positive attitudes towards cultural and social diversity
- maintaining an ethos of continuous improvement through self-evaluation, peer support, and on-going professional development

All educational psychologists are expected to conform to the standards exemplified in Health and Care Professions Council (2012) *Standards of conduct, performance and ethics* and the British Psychological Society (2018) *Code of ethics and conduct*.

Improvement Planning

The educational psychology service takes a number of important steps when planning for improvement. These include:

- Carrying out robust and rigorous self-evaluation utilising the framework within Quality Management in Local Authority Educational Psychology Services (Diagram 1).
- Identifying aspects of performance in which improvement is necessary, taking into account national and local strategic initiatives (Diagram 2).
- Consulting with stakeholders to identify priorities for the improvement plan and the expected impact and outcomes.
- Assigning responsibilities within the EPS team to further develop actions required to bring about the desired improvements.

Diagram 1

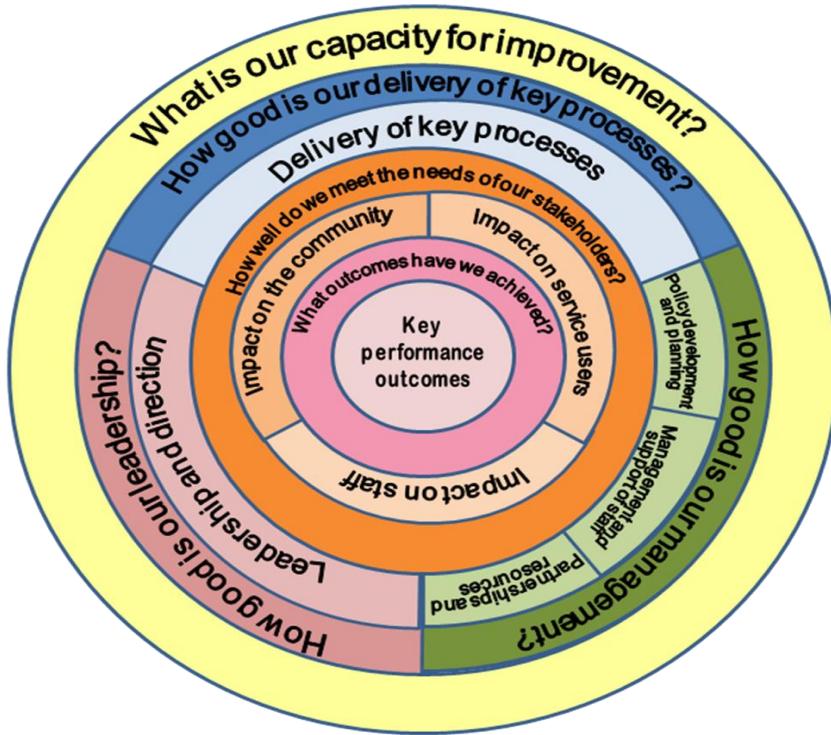


Diagram 2



Improvement Priorities 2018-2021

- To deliver an excellent and equitable educational psychology service that improves the attainment and achievement of our most vulnerable learners
- To work effectively with partners to deliver, where possible, prevention and early intervention which secures positive outcomes for our most vulnerable children and families.
- To deliver services which further strengthen the inclusion of all children and young people within East Renfrewshire Schools and Early Learning and Childcare Centres.

Improvement Priority

To deliver an excellent and equitable educational psychology service that improves the attainment and achievement of our most vulnerable learners

National Priorities

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

NIF Drivers	Local Improvement Plan Outcomes	Outcomes / Impact	Activities	Personnel
Assessment of Children's progress	An improvement in the attainment of disadvantaged children and young people.	Educational Psychology Services (EPS) delivered to schools are equitable and preventative with a strong focus on improving experiences and outcomes for the most vulnerable learners.	Implement and evaluate the revised model of service delivery. (Year 1-3) Review and improve EPS self-evaluation structures and practices (Year 1-2).	Nick/Kirstie
Teacher Professionalism	An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.	The EPS has robust, effective and modern self-evaluation and improvement planning structures, systems and practices that utilise the use of data.	Develop a range of approaches for involving service users and stakeholders in self-evaluation and improvement planning (years 2-3).	Nick/Kirstie
School Improvement	A culture of self-evaluation and continuous improvement in all schools and services.	Schools have access to the wide range of experience and expertise that exists within the EPS.	Develop and implement robust evaluation processes for measuring the short term and long term outcomes and impact of training, research and strategic work (Year 1-2).	Nick/Kirstie/Chris
Parental engagement	A culture of professional enquiry in all establishments.	Increased engagement of service users and stakeholders in service self-evaluation and improvement planning.	In partnership with the Quality Improvement Team, continue to support the strategic and operational implementation of school improvement partnerships (Year 1-3).	Eddie/West Partnership PEP group
School Leadership	Higher levels of parental engagement in their children's learning and in the life of the school.	The EPS effectively supports schools with the achievement of improvement priorities through the delivery of high quality, evidence based, robust interventions that demonstrate the short and long term impact and outcomes for learners.	In collaboration with the Quality Improvement Team, deliver CLPL on professional enquiry and research skills (Year 1).	Eddie/Chris/Siobhan
Performance Information	Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential.	The EPS has well developed management information systems that inform improvement priorities and the deployment of resources. The EPS has in place a comprehensive range of highly appropriate assessment approaches and tools which take full account of the cultural and situational context of children and young people.	Work with IT to develop a web-based case management system and replacement for the SEEMiS ASN database (Year 1-2) Carry out a themed self-evaluation of assessment (Year 2). Devise improvement actions and consider CLPL needs following the themed self-evaluation (Years 2-3).	Chris/Kirstie/Nick Jennifer and Kirstie Jennifer and Kirstie

Monitoring and Evaluating

EPS Leadership Team, EPS Reference Group, Management information systems, Team meetings, Education Consultancy Group, QI team meetings

<p style="text-align: center;">Improvement Priority</p> <p>To work effectively with partners to deliver, where possible, prevention and early intervention which secures positive outcomes for our most vulnerable children and families.</p>				
<p style="text-align: center;">National Priorities</p> <p style="text-align: center;">Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing.</p>				
NIF Drivers	Local Improvement Plan Outcomes	Outcomes / Impact	Activities	Personnel
Assessment of Children's progress	An improvement in the attainment of disadvantaged children and young people.	Schools are confident, knowledgeable and skilled in the delivery of developmental screening.	Work in partnership with schools and the QI team to further develop the role of the service in supporting the implementation and analysis of P1 developmental assessment (Year 1).	Jennifer//EPS Team
Teacher Professionalism	An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.	The additional needs of young children are identified and effectively supported following developmental screening.	Through partnership working increase and improve support to parents, particularly vulnerable parents through the planning and delivery of evidence-based approaches. (Mellow Ability) (Year1-2)	Ainsley
Parental Engagement	An improvement in the percentage of young children reaching all of the expected developmental outcomes at 27-30 month assessment and on entry to primary school.	Data gathered from the developmental screening is used to inform a preventative approach.	Strengthen partnership working with social work to jointly plan and deliver services for vulnerable families with a focus on kinship care, fostering & adoption (Years 1-2).	Eddie
Performance Information	A skilled and confident workforce.	Parents report improvements in their capacity to parent more effectively following intervention from EPS.	Further develop and evaluate the application of the Family Wellbeing Scale through ongoing collaboration with Family First and the Family Wellbeing Service.	Eddie
	Higher levels of parental engagement in their children's learning and in the life of the school.	Parents have increased knowledge of the developmental needs of children and the importance of nurturing homes.	Continue to work in partnership with Speech and Language Therapy and QIO Team to support ELCC to achieve validation for Promoting and Nurturing Early Communication and Language.	Eilidh/Siobhan/Christine
	Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed.	Parents report increased resilience/ability to manage stress following intervention from EPS.		
	Maintain and where possible improve upon the already low exclusions and high attendance rates in our schools, particularly for looked after children.	Foster carers, kinship carers and adoptive parents are more confident, knowledgeable and skilled in their parenting/caring capacity.		
		An increase in the number of Early Learning and Childcare Centres (ELCC) that are validated for Promoting and Nurturing Early Communication and Language.		

Monitoring and Evaluating

EPS Leadership Team, Team meetings, Early Year Improvement Team, Corporate Parenting Planning Group, QIO team meeting, National EPS Action Inquiry Project

<p style="text-align: center;">Improvement Priority</p> <p>To deliver services which further strengthen the inclusion of all children and young people within East Renfrewshire Schools and Early Learning and Childcare Centres</p>				
<p style="text-align: center;">National Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>				
NIF Drivers	Local Improvement Plan Outcomes	Outcomes / Impact	Activities	Personnel
Assessment of Children's progress	An improvement in the attainment of disadvantaged children and young people.	School staff are skilled and confident in supporting the inclusion of children and young people.	In partnership with the Quality Improvement Team, support the development and delivery of an Inclusion CLPL framework for education staff (Years 1-3).	Nick/Kirstie/EPS Team
Teacher Professionalism	An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.	Vulnerable learners have improved peer and teacher relationships.	Further develop the nurturing experiences of pupils within schools (Years 1 -3).	Christine/Eilidh
School Improvement	An ethos of high expectations and achievement in every school and service.	Increased attendance and reduced exclusions for vulnerable learners.	Increase mindfulness approaches within schools (Years 1-3).	Siobhan
Parental Engagement	A skilled and confident workforce.	Schools are knowledgeable and confident in effectively supporting the school community following the death of a pupil.	Further develop and deliver bereavement and loss CLPL and resources for school staff with a specific focus on suicide (Year 1).	Ainsley/ Siobhan
	A further improvement in school leaver destinations.	Children and young people with mental health needs receive support that is effective, proportionate and timely.	Work in partnership with others to develop a mental health framework document which outlines a staged approach to promoting and supporting the mental health and emotional wellbeing of children and young people (Year 1-2).	Kirstie/Chris
	Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential.	Increased universal/curricular and targeted approaches that promote resilience and emotional wellbeing.	Collaborate with Williamwood HS and NHS Education for Scotland to support the delivery of LIAM (Let's Introduce Anxiety Management).	Eilidh/Kirstie
	An increase in schools and centers putting nurturing approaches into practice.	The EPS team and school staff have improved knowledge, skills and confidence in identifying and supporting learners with mental health needs.	Consult with the local CAMHS team, to ensure that there is a shared understanding of roles and responsibilities within each service. (Year 1-3).	Nick/Kirstie
	Maintain and where possible improve upon the already low exclusions and high attendance rates in our schools, particularly for looked after children.	The EPS has further defined and communicated its role in supporting pupils with mental health needs.		

	Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour.		Continue to provide EMDR sessions to children and young people who have experienced trauma, particularly those who are LAC or supported by Social Work	Eilidh
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Monitoring and Evaluating

EPS Leadership Team, ASN Planning Group, Corporate Parenting Planning group, Team meetings, Education Resource Group, ECG