



Falkirk Council

Children's Services

Enquiries to: Nick Balchin
Direct Dial: 01324 590340
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<https://blogs.glowscotland.org.uk/fa/epservice/>
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Service Re-Design Evaluation Report January to June 2018

Executive Summary

In January 2018 the service developed a different approach to service delivery based on our findings in our validated self-evaluation activity with Education Scotland and an acute staffing shortage. This was described as an Interim Service Re-design.

The service delivery approach consisted of four main areas where we would provide:

1. Telephone consultation as the first response and aiming to provide effective psychological advice at an early stage of intervention
2. Cluster consultation to consider wider issues of children's needs and how to respond
3. Team Around the Child level work for a more targeted group of children and families.
4. An increasing use of digital service delivery through two new websites.

This report is based on two areas evaluation. Survey data and performance data analysis. It concludes with implications for Service Delivery

Key findings of self-evaluation

The new approach has proven to be effective in a number of ways, particularly with those that had contact with the service:

- The combination of telephone consultation and Team Around the Child level work has meant that we have been involved in supporting 10% more children than in the previous approach.
- The people that have used the service since January 2018 have found the experience on the whole positive and helpful:
 - 63% agreed or strongly agreed that Telephone Consultation was an effective approach and 68% agreed or strongly agreed that it had a positive impact on their own approach
 - 73% agreed or strongly agreed that the Educational Psychologist was effective in the Team Around the Child level work and 66% felt that this led to improved outcomes for children.
- The websites are showing a steady increase of visitors since they were created in March 2018.
- Performance data indicated that in this period we were working more extensively with children affected by poverty than we had previously anticipated.
- Performance data has indicated that when we deliver a service the types of Additional Support Needs of children were far more weighted towards social, emotional and behavioural needs (36%), Autistic Spectrum Disorder (17%), Family issues (14%), mental

health, social skills and non-attendance (11% each), and increasingly with children where there are multiple barriers to their learning and development.

Our analysis of the cluster consultation themes highlighted similar priority areas:

- Social emotional and behavioural needs/wellbeing/nurture
- Mental health
- Autistic spectrum disorder

With other lower priority areas include:

- Pedagogy in Maths or Play
- Non-attendance
- Transitions
- Resilience

Action

The Educational Psychology Service in considering this will therefore:

1. **Communicate** at a strategic level on our findings and priorities
2. Will continue to develop the current service delivery model and **consult** on options at the cluster consultation level
3. Service activity and planning will be resourced towards children affected by poverty and the identified priorities:

Priority	Action
The attainment gap	Bridging the Gaps 2
	Early Learning – wellbeing and play based learning
Wellbeing, Equality and Inclusion	Contribute to review of staged intervention
	Training framework for social, emotional and behavioural needs,
	Autism specific training - delivery at 2 levels
	Family issues – contribute to Closer to Home at Team Around the Child level
	Online materials and telephone advice on Mental Health,
	Develop guidance and practice materials on Non-attendance
Positive Destinations	Project on pedagogy of complex needs and positive destinations
Service Delivery	Innovation and improvement – modern and digital and responding to emerging needs and priorities