



Standards and Quality Report

Educational Psychology Service – Evaluation 2019-2021

Introduction

Falkirk Council Educational Psychology Service revised its service delivery model in 2018. The service has 7.5 educational psychologists which are core funded and has in the past 18 months had 0.5 fte psychologist for early years project work.

During 2020 the service delivery model lent itself well to remote working and therefore the Service was relatively well placed to adjust to working from home and remote working in to schools. This became more viable as the schools and parents increasingly became used to working and communicating through video conferencing and the technology became increasingly available. The service increased its online offer through extensive additional content, both guidance and online learning available through its websites and provided training course using online methods, although live and in person.

Evaluation

Core Service delivery

During 2020 to 2021 the Educational Psychology Service provided Level 1 Consultation service (formerly known as Telephone Consultation) to support over 450 children and we provided Substantial Educational Psychology involvement for just over 400 children and young people.

75% of children with whom EPS had substantial involvement have multiple additional support needs. 60% of children with whom we provided Level 1 consultation had multiple additional support needs. Impact data will sought within the 2021-22 cycle of evaluation.

| Most prevalent Additional Support Needs | Percent |
|--|----------------|
| Social, Emotional and Behavioural Needs | 45% |
| Autism Spectrum Disorder or Social Communication Needs | 43% |
| Looked After or Family Issues | 20% |
| Mental Health or anxiety | 12% |
| Violence and risk of exclusion | 9% |

Capacity Building – all re-developed and delivered remotely

The Educational Psychology Service provided workforce development in 7 key areas during this year and additional ad-hoc sessions: the main focus was :

- Anxiety Toolkit
- Compassionate and Connected Communities
- Pedagogy and Autism levels 1, 2 and 3
- Educating 2 year olds
- Transitions
- Complex Needs

- Making programmes successful

There was significant development of materials and a further 8 courses are available as anytime learning courses on [the Practitioners Blog](#). These consist of:

- Understanding Behaviour
- Introduction to Anxiety
- Low Arousal Approach
- Social Stories
- Comic Strip Conversations
- Blether Board
- Incredible Five Point scale
- Calm Kit Resource
- Fix-It-Folder

The service provide bespoke, on request training, such ass for social work inductees, Forth valley College, and have a national profile being invited to guest lecture at the University of Dundee and the University of Edinburgh on postgraduate course.

The service developed specific guidance across three significant sections on Covid for parents and other practitioners.

<https://blogs.glowscotland.org.uk/fa/epservice/how-we-work/promoting-learning-at-home/>
<https://blogs.glowscotland.org.uk/fa/epservice/how-we-work/support-for-adults/>
<https://blogs.glowscotland.org.uk/fa/epspractitioners/introduction/423-2/>

This is in addition to the [guidance and materials](#) on 32 other topics and [the anxiety toolkit project](#) developed furring 2020 and 2021.

We are still assessing the impact of this, but have seen 13,700 views on the practitioners blog and 8,600 views on the main blog (for parents).

Early Years and Educational Psychology

The Educational Psychology Service has had 0.5fte psychologist funding devoted to early ears. The focus over the past 18 months has been on two major programmes each with substantial sub strands. It has been delivered by two different psychologists and in partnership with the early years team.

Early Learning Core Assessment and Progression Framework

- Skills for Learning and Life
- Foundations of literacy
- Natural numeracy
- Self and social development

Family Learning

- Increase understanding of Family Learning
- Self-evaluation
- Self-evaluation into practice: Enhancing Universal practice
- Planning for Targeted support

We have seen 5 early learning establishments engage in the initial phase of the Skills for Learning and Life programme and 12 early learning establishments engage in the family learning programme. Both these programmes will be rolled out in 2021-2022 and beyond as the service increases its provision in early years, in partnership with the Early Years team.

Further information on these projects will be published on our Blogs during 2021-2022.

Falkirk Educational Psychology Service 2021-2022

The Vision of the Educational Psychology Service is to provide a high-quality psychology service through consultation for the children and families who require this most, using a knowledgeable and supportive, team approach. The Education Service strategic priorities are: Attainment and Achievement, Skills and Attributes Development, Wellbeing, Inclusion and Equality

The Educational Psychology Focus in 2021 will be on 4 main drivers, with :

1. Developing the educational psychology service delivery and adapting how we work, responding to Covid recovery
2. Focus our capacity building and training on the educational practices that the data is telling us needs most attention
3. Project work on funded priorities
4. Evaluation and data gathering

1

Improving how educational psychology supports children, families and schools

- Core service delivery for those most in need of our service
- School level - Consultation, planning, level 1 and substantial
- Authority level – Trauma Transitions and outwith children

2

Improve the pedagogy and practice with the education workforce in ASN

- Social emotional and behavioural needs
- Neurodevelopmental disorders
- Anxiety Toolkit
- Family circumstances and looked after children

3

Funded Project Work

- Early Years – practice and support systems
- Community Mental Health and Wellbeing – system designs and support
- GIRFEC Practice across children's services

4

Service evaluation

- Parental views on EPS delivery
- Data on key drivers
- Attainment gaps and poverty

Success will be when

| | | | | | |
|---|---|--|---|--|---|
| Staff and managers report impact on their practice from our training and development work | Evidence shows that Children's outcomes improve | Evidence-based approaches are implemented to a high standard | The children and families that most need our service see the impact of psychology | The impact of the suite of early intervention approaches is high | The service works in increasingly modern and digital ways |
|---|---|--|---|--|---|