



Falkirk Educational Psychology Service: A New Approach to Service Delivery

30/05/2025

Introduction

Falkirk Educational Psychology Service needs to change its approach to service delivery. We want to ensure we can respond to the demands and requests from within the resource we have. This paper outlines proposals for a modern approach that may be able to mitigate the reduced capacity for delivering a service. We are seeking views from key stakeholders.

Our current performance information and service plan is available here:

[Self Evaluation and Plan | Falkirk Educational Psychology Service \(\[glowscotland.org.uk\]\(http://glowscotland.org.uk\)\)](#)

Currently the educational psychology service has 7.9 full time equivalent psychologists as its core complement. There are trainees and 0.4 fte psychologist to help with the mental health and wellbeing project. We are organised with a link psychologist to each of our education establishments who discusses with the manager priorities for the educational psychology service, which can be children and training or improvement work. Educational Psychologists are allocated to 97 education establishments:

- 8 secondary schools,
- 48 primary schools
- 3 special schools
- 8 special units (stage 4) within mainstream schools (5 primary and 3 secondary)
- 15 Early Learning and Childcare Centres
- 14 Partnership Nurseries
- 1 Stirling council school with catchment of Falkirk children

We also provide a service to all children educated in special schools that are in other authorities or independent special schools.

Currently demand from establishments is outstripping the available educational psychology time. Since 2020 we have provided a service to an increasing number of children (73%) with a yearly increase averaging at 13%.

Proposal

The proposal for change includes three key elements:

1. **Single point of access** (see figure 1).

This will mean all requests for assistance for the educational psychology service will be sent to one central point. This single point of access is vital as it will allow us to

create back-office efficiencies and monitor more effectively how well we deliver a service.

2. **Allocation Change.**

Allocating psychologists to children based on priorities and needs

3. **Request for Improvement Project or Training**

having a clear mechanism to provide the support for staff on implementing strategies and approaches effectively

Phase 1 – Launch of Single Point of Access - Summer 2025

In *phase 1* the request will be immediately allocated to the link psychologist for the education establishment. This will allow time for the new request approach to bed in.

[Try our test site now.](#) If you do, please make sure you include fictional children, although you can include real emails. See Figure 1.

Phase 2 – Allocation approach is modernised - Autumn 2025

In *phase 2* we will adopt one of the three approaches.

- *Option 1 – a central allocation approach. Each child referred will be considered and, if accepted, service will be provided from the psychologist with capacity. Where possible the same psychologist will work with schools. See table 1*
- *Option 2 – a locality allocation approach. Each child referred will be considered and, if accepted, allocated to one of the psychologists working within the locality. The localities will be East, Central and West, in line with social work services and wider council planning structures. (see table 1)*
- *Option 3 – a link school approach. Each child referred will be allocated to the psychologist for the link school who will consider and prioritise directly with the school. This is a continuation of the current approach but using the new request for assistance online form.*

There is more detail about the psychologists available in table 1. We do need to modernise and is proposed we will involve better communication. It is proposed we will use communication such as in Table 2 to help parents and schools know what to expect.

Phase 3 – Improvement and training requests - January 2026

In Phase 3 we will introduce a single point of access to allow schools, ELCs and others to be able to request specific training and development activity.

Last year we provided training in over 60 courses to over 1500 delegates. We need to be more efficient about how this is offered too. Part of the reason we offer this is to support the effective intervention in schools using evidence-based intervention and pedagogy approaches.

Consultation and engagement phase

Prior to Phase 1 we will be seeking views from those who make requests for our service and other key stakeholders. The objective of this phase is to have informed discussion about the positives and limitations of each of the 3 options.

Please [try our test site now](#). If you do, please make sure you include fictional children, although you can include real emails. This is in a sandbox test environment and will not be an actual referral. We will provide the details of this in due course.

What does this mean?

These changes mean we will be able to be clearer on when we become involved, how we become involved and for how long we will be involved.

It also means we can flex our time to provide advice, training and improvement in more targeted ways to help build capacity with staff, teams and establishments. See figure 2.

Tell us what you think

We are interested in your views on these proposals: Please complete our survey <https://forms.office.com/e/P0AtuvJEqC>



Conclusion

We do need to modernise as a service. We want to make sure we are modernising in ways that meet the needs of children, and we can ensure we have a positive impact.

If you want to discuss this proposal further, please get in touch with me to arrange a group discussion.

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Principal Educational Psychologist

Request for Assistance

Figure 1 - Secure web portal

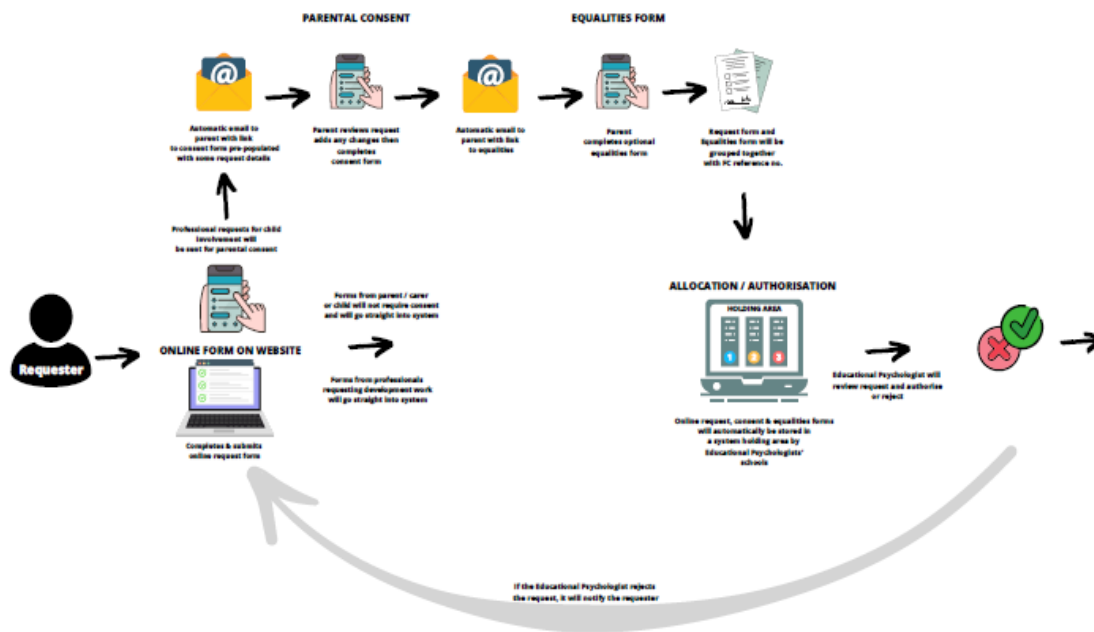


Table 1 - Allocation models:

| | | |
|------------------------|----------------|-----------------------|
| Authority model | 7.2 fte | ~1000 children |
|------------------------|----------------|-----------------------|

| Clusters | EP fte |
|-----------------|---------------|
| Bo'nness | 0.36 |
| Braes | 0.56 |
| Denny | 0.84 |
| Falkirk | 1.15 |
| Graeme | 1.02 |
| Grangemouth | 0.66 |
| Larbert | 1.09 |
| St Mungo's | 0.82 |
| ASN | 0.7 |
| | 7.2 |

| Locality | EP fte |
|-------------------------|----------------|
| Central | 3.0 |
| East | 1.6 |
| West | 1.9 |
| ASN | 0.7 |
| | 7.2 |
| School | EP fte |
| Smallest | 2.7 hours |
| 97 other establishments | |
| Largest | 202.4 hours |
| | 7.2 fte |

Table 2 - Communicate how we practice

| Episode Type | Episode duration | Detail |
|------------------------------|------------------|---|
| 1. Least intrusive (Level 1) | 2 months | Up to 2 problem-solving meetings, initial and follow-up |
| 2. Focused | 3 months | Meeting, assessment, meeting |

| | | |
|----------------------------|----------------|---|
| 3. Assessment over time | 12 months | Meeting, assessment, meeting and follow-up within 12 months |
| 4. Longer term involvement | +12 months | Ongoing reviews and assessment as required |
| 5. Parent/child request | 10 to 16 weeks | Meeting or discussion, assessment, report and meeting |
| 6. Authority request | 10 to 16 weeks | Meeting/discussion, assessment, report and meeting |

Figure 2 - Request for workforce development



Manager makes request through online form -