

Educational Psychology Service

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[Falkirk Educational Psychology Service – Working in Partnership to Improve Outcomes for Children in Falkirk](#)

EPS performance statistics 2020-25

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Introduction

Performance statistics for the Educational Psychology Service of Falkirk Council as of August 2025.

Table 1 – involvement – children compared to staffing (full time equivalent)

By 1 st August of	Total children	Psychology Time for Project	Total psychologists
2019-2020	558 ¹	0.5	7.8
2020-2021	750 ²	0.5	8.9
2021-2022	750 ³	1.6	8.2
2022-2023	851 ⁴	1.6	9.2
2023-2024	963 ⁵	1.8	9.3
2024-2025	793 ⁶	0.4	8.3

[School support staff statistics - gov.scot \(www.gov.scot\)](#) 14th September census date

Table 2 – Reason for Involvement

Reason for EPS involvement	2021-22 ⁷	2022-23 ⁸	2023-24 ⁹	2024-25
Critical Incident	>1%	1.2%	1.7%	>1%
High Risk of Education Placement Breakdown	N/A	12.1%	11%	8%
Significant Adaptations Required for Current Package	32%	21.2%	27.6%	23%
Assessment and Advice Regarding Specialist Placement		23.7%	20.4%	17%
Significant ASN and Advice	59%	59.4%	68.1%	32%
Exploratory Assessment		20.8%	17.5%	10%
Monitoring out of authority placements	1.7%	1.6%	3.3%	4%
Statutory Request (parent or ASN)	1.7%	3.3%	2.3%	2.3%
Other	5.3%	7.5%	4.5%	2%

Table 3 – Highlighted Additional Support Reason¹⁰

Reason for ASN	2020-21	2021-22	2022-23	2023-24	2024-25
Social Emotional and Behavioural Needs		22%	25%	26%	28%
where SEBN as primary and secondary –	45%	38%	43%	42%	48%

¹ Affected by maternity leave and vacancy management. Actual in work staff for year = 7.4fte. Affected by Covid and school closure. Work focused on existing cases for several months.

² Vacancy management to August to December of 0.5 fte

³ Vacancy management from January of 0.6fte

⁴ Full staff mid-September

⁵ Full staffing all year

⁶ Senior Educational Psychologist for Early Years counted as core staffing; project staff reduced by 0.4 fte to 0.4 fte in July 2024. Reduced core staffing of 0.6 fte July 2024.

⁷ Recording system modified – best comparison by judgement,

⁸ 50% of children had re-involvement or more than one reason

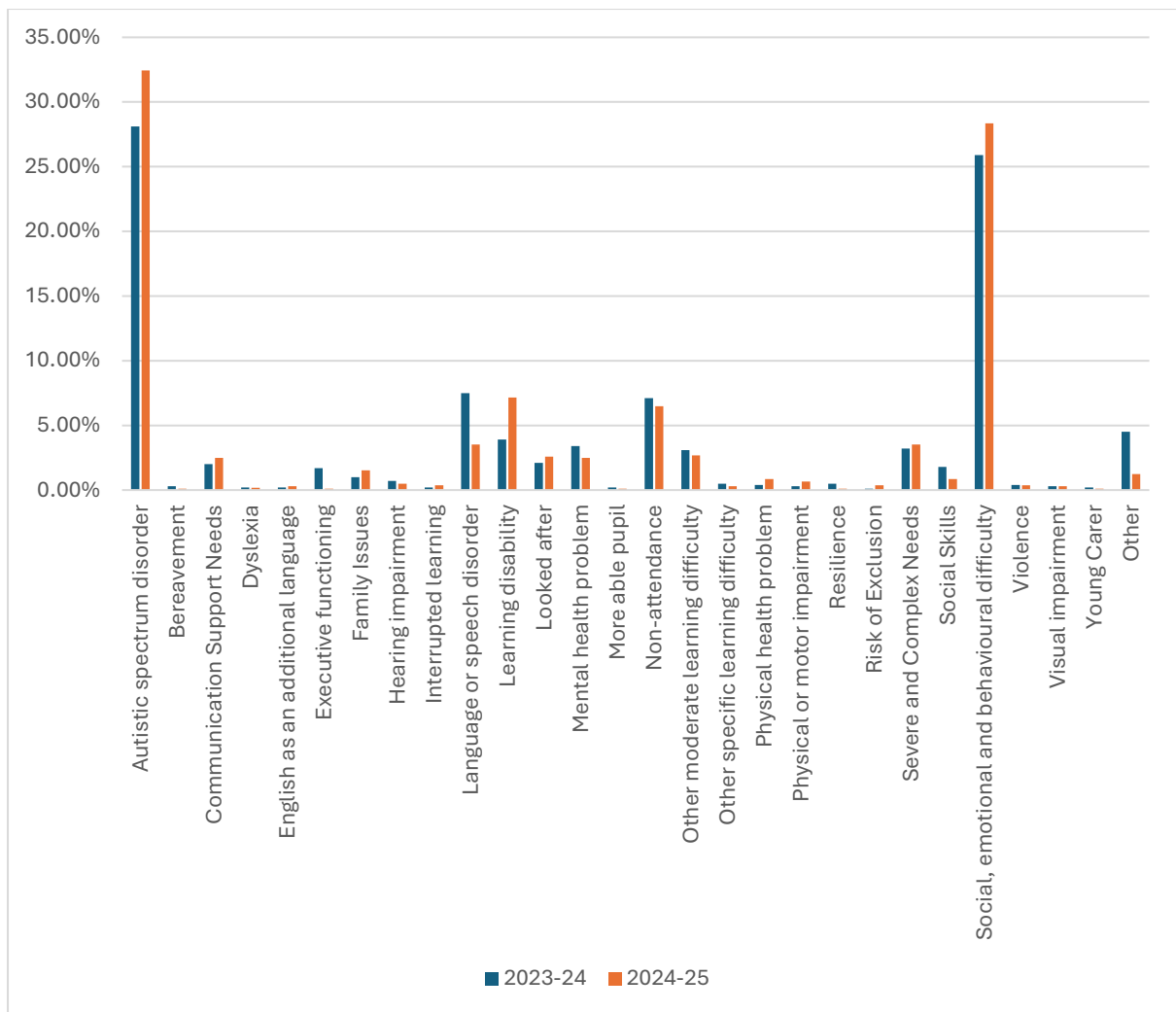
⁹ 56% of children had re-involvement or more than one reason

Autism		22%	23%	28%	32%
and where ASD as primary and secondary –	43%	29%	33%	37%	45%

Table 4 - 2024-25 Main Reason for Additional Support Needs.

ASN reason	2023-24	2024-25
Autistic spectrum disorder	28.1%	32.44%
Bereavement	0.3%	0.10%
Communication Support Needs	2.0%	2.48%
Dyslexia	0.2%	0.19%
English as an additional language	0.2%	0.29%
Executive functioning	1.7%	0.10%
Family Issues	1.0%	1.53%
Hearing impairment	0.7%	0.48%
Interrupted learning	0.2%	0.38%
Language or speech disorder	7.5%	3.53%
Learning disability	3.9%	7.16%
Looked after	2.1%	2.58%
Mental health problem	3.4%	2.48%
More able pupil	0.2%	0.10%
Non-attendance	7.1%	6.49%
Other moderate learning difficulty	3.1%	2.67%
Other specific learning difficulty	0.5%	0.29%
Physical health problem	0.4%	0.86%
Physical or motor impairment	0.3%	0.67%
Resilience	0.5%	0.10%
Risk of Exclusion	0.1%	0.38%
Severe and Complex Needs	3.2%	3.53%
Social Skills	1.8%	0.86%
Social, emotional and behavioural difficulty	25.9%	28.34%
Violence	0.4%	0.38%
Visual impairment	0.3%	0.29%
Young Carer	0.2%	0.10%
<i>Other</i>	<i>4.5%</i>	<i>1.24%</i>

87% of children were reported to have had multiple barriers to learning or reasons for additional support.



Training and Development Work

Table 5 indicates training events. In this data no distinction is made between in person and live online events. Some courses use both modes and may even use complimentary online self-directed learning modules.

Table 5 - Training events

Year	Training sessions	delegates
2021/2	29	537
2022/3	40	716
2023/4	61	1505
2024/5	46	1368
Total	176	4126

The courses offered in 2024-25 included the following subjects/course titles:

Relationships and Behaviour	Autism and Neurodiversity	Other
<ul style="list-style-type: none"> • De-escalation • Relationships and behaviour • Pathological Demand Avoidance • Attachment • Resilient Kids • Assisting Teenagers to move from problems to solutions: regulation and relationships • Complex Developmental Trauma, Disorganised Attachment, Attention Deficit Hyperactivity Disorder and Managing risk • Mental Health Event for Schools: Making Anxiety Manageable • SEBN Needs of P7 Pupils • Decider Skills 	<ul style="list-style-type: none"> • Supporting autistic learners • Tuning into your child's arousal cycle • Supporting autistic girls • social story and Environmental adaptations • SCERTS workshops [Social Communication, Emotional Regulation and Transactional support] • Let's not just see how it all goes! Autism Professional Learning for Primary One [materials from the National Autism Implementation Team] 	<ul style="list-style-type: none"> • Disseminating research • Solution Oriented Meetings • Ready, Steady, Inclusive • Staged Intervention • Managing Your Improvement Projects • Early Years Assessment & Progression Framework: Skills for Learning & Life • Anxiety • Sleep • Supporting EAL learners (discussion and planning) • Staff Wellbeing & Positive Psychology • Supporting children with Down Syndrome in Early Years • Joint working • Parent Plus for parents with children who have Additional Support needs