

Glasgow Psychological Service Factsheet

Education Services



Glasgow Psychological Service
nurturing wellbeing and learning

PERFORMANCE DATA FACTSHEET

December 2018

Performance Data 2017/18

Educational Psychologists attended **402** Staged Intervention and Inclusion Meetings (SIIMs) where **2180** cases were discussed. (Previous Year was 313 and 1736)

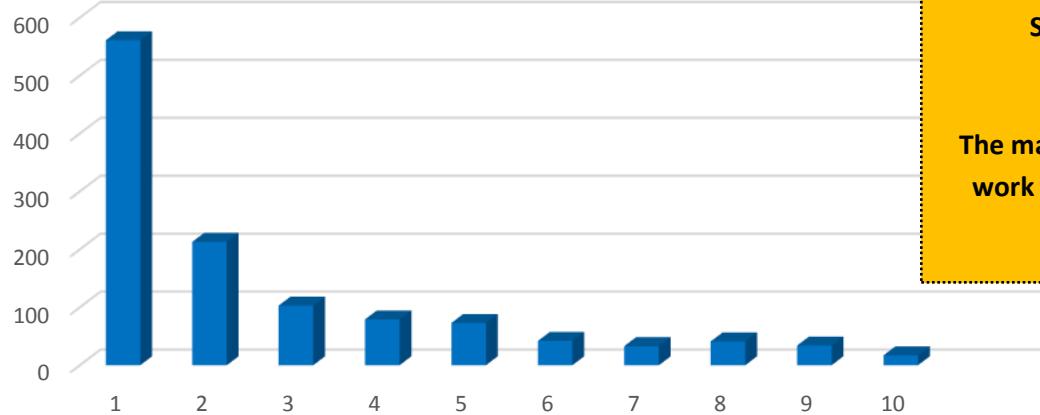
There were **206** themed discussions relating to inclusion and supporting pupils in school.

EPs attended 240 (221) Learning Community Joint Support Teams (LC-JSTs) across the City where **1885** cases were discussed.

Through these 2 forums a total of **4065** (3736) children and people were discussed.

Across the service there were **2140** individual pieces of case work, with **549** cases being made inactive as of June 2018 with **891** cases ongoing.

Number of Direct Work by SIMD 2017-18



Case work in SIMD 1 and 2

North East—69.4%

North West—60.7%

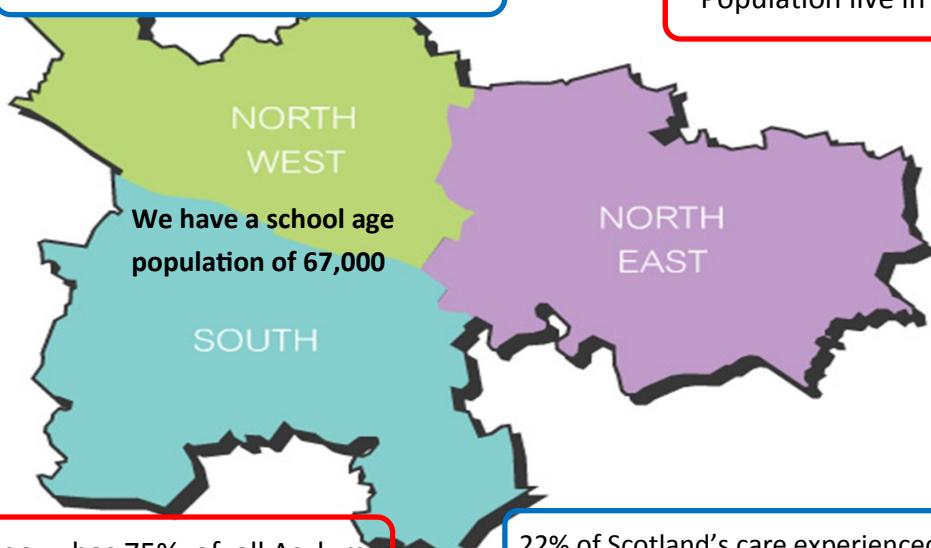
South—59.5%

City—64.7%

The majority of our direct work is at SIMD 1 and 2

35.2% of all children /young people in Glasgow are living in SIMD 1

57.8% of Glasgow's School Age Population live in SIMD 1 and 2



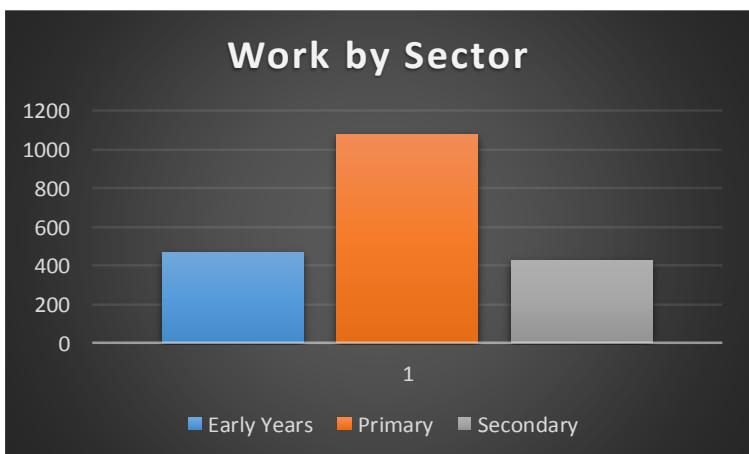
OUR ESTATE

EARLY YEARS	112
PRIMARY SCHOOLS	139
SECONDARY SCHOOLS	30
ASL SCHOOLS	36
EY PARTNERS	119

Glasgow has 75% of all Asylum Seekers and refugees in Scotland

22% of Scotland's care experienced young people live in Glasgow

Casework by Sector 2017/18



Our Service Delivery

The Service allocates EP time to Local Improvement Groups and Learning Communities based on roll and SIMD. This ensures equity as we are targeting the most vulnerable young people and their families.

North East 37.1%

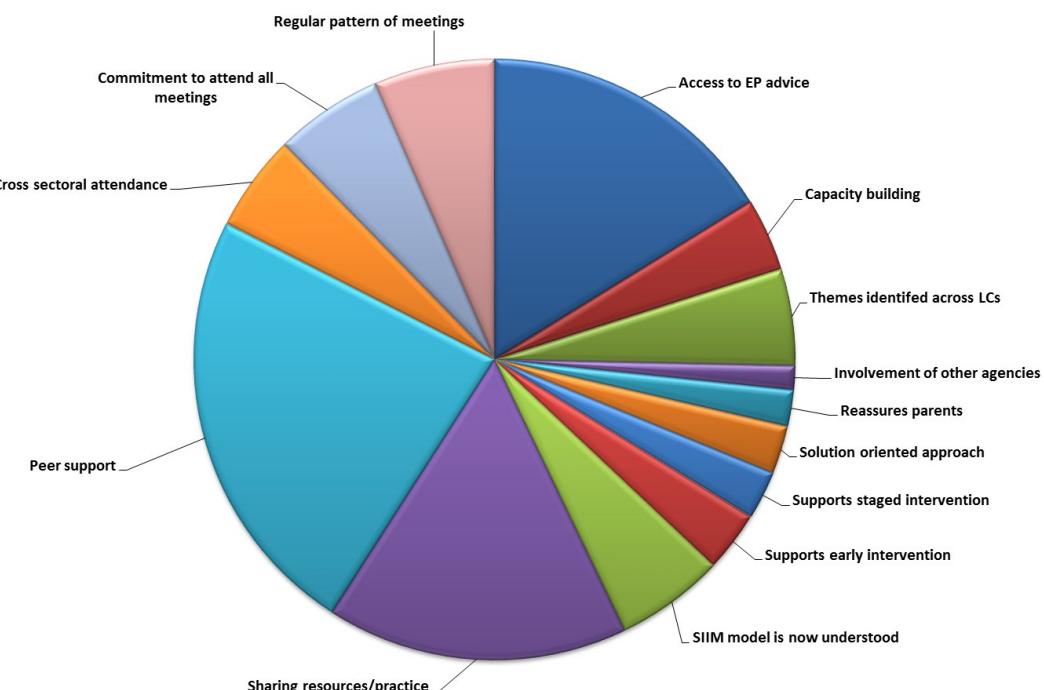
North West 25.1 %

South 37.8 %

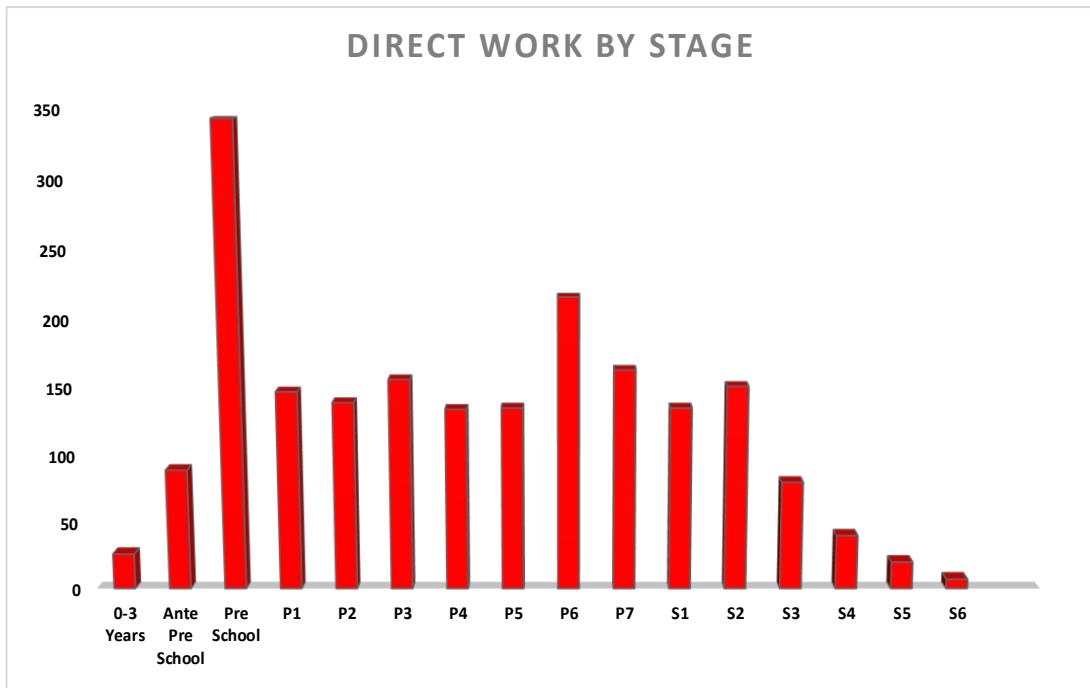
Education Service Priorities

1. Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020.
2. Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families and carers.
3. As we move Towards a Nurturing city, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs.
4. Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people.

What are positive aspects of SIIM?



For more information refer to the 2016/17 GPS Evaluation Report located in Inspection Evidence folder on EDRMS.



City Inclusion Group (CIG) Numbers 2017/18

ASL Pathways

Number of Referrals= 550

ASL to ASL Transitions– 198 (36.0%)

Mainstream to ASL = 346 (62.7%)

ASL to Mainstream= 4 (0.7%)

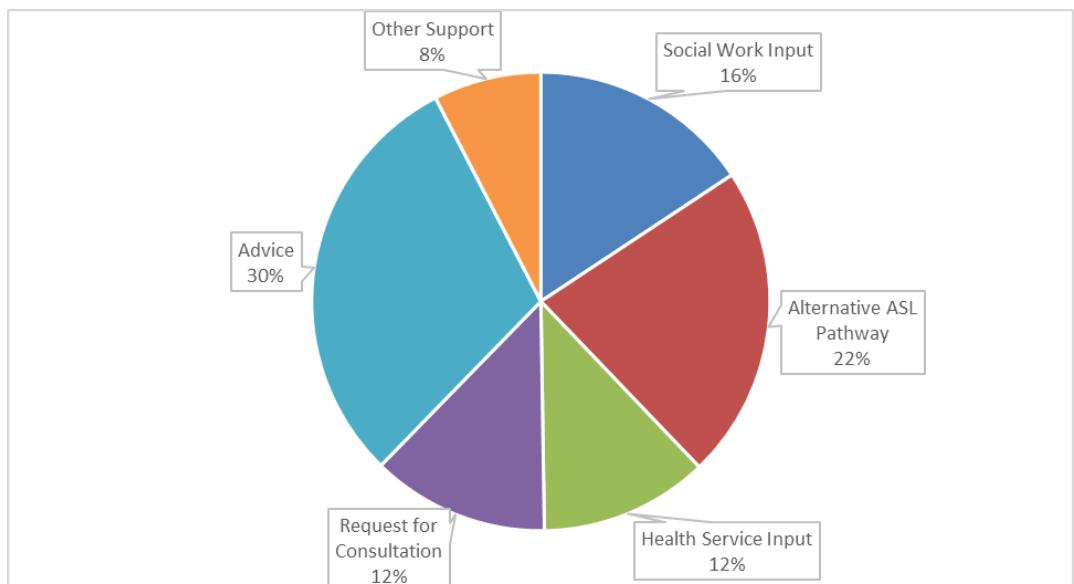
Of the 2140 cases referred to GPS, only 346 cases involved a change in pathway, 1794 pupils were supported within their Early Years or school placement (**83.8%**).

Self Evaluation Activity Undertaken by the Service

- SIIM Evaluation 2017 and follow up activity 2018 (Ongoing)
- Learning Community Joint Support Team Self -Evaluation 2018
- Support and Challenge Process evaluation
- Review of GPS Circulars
- Review and streamlining of City Lead Groups
- Contribution to LAC VSE 2017
- Children's Services Working Group Evaluation

Reasons for referral to LC-JST 2017/18

Learning Community–
Joint Support Teams
28 across the city,
In Session 2017/18
there were
1954 Referrals



Our Overarching strengths

Glasgow Psychological Service is embedded within Education Services and works collaboratively with partners to deliver the key improvement priorities in raising attainment and developing literacy, numeracy and health and well-being;

We have made very good progress in using and analysing data to inform practice and service delivery; we have developed data tracking systems that track all aspects of work;

We work very effectively with partner agencies to develop and support the delivery of outcomes through GIRFEC;

We support the health and well-being of children, young people and their families in collaboration with schools and multi-agency partners.

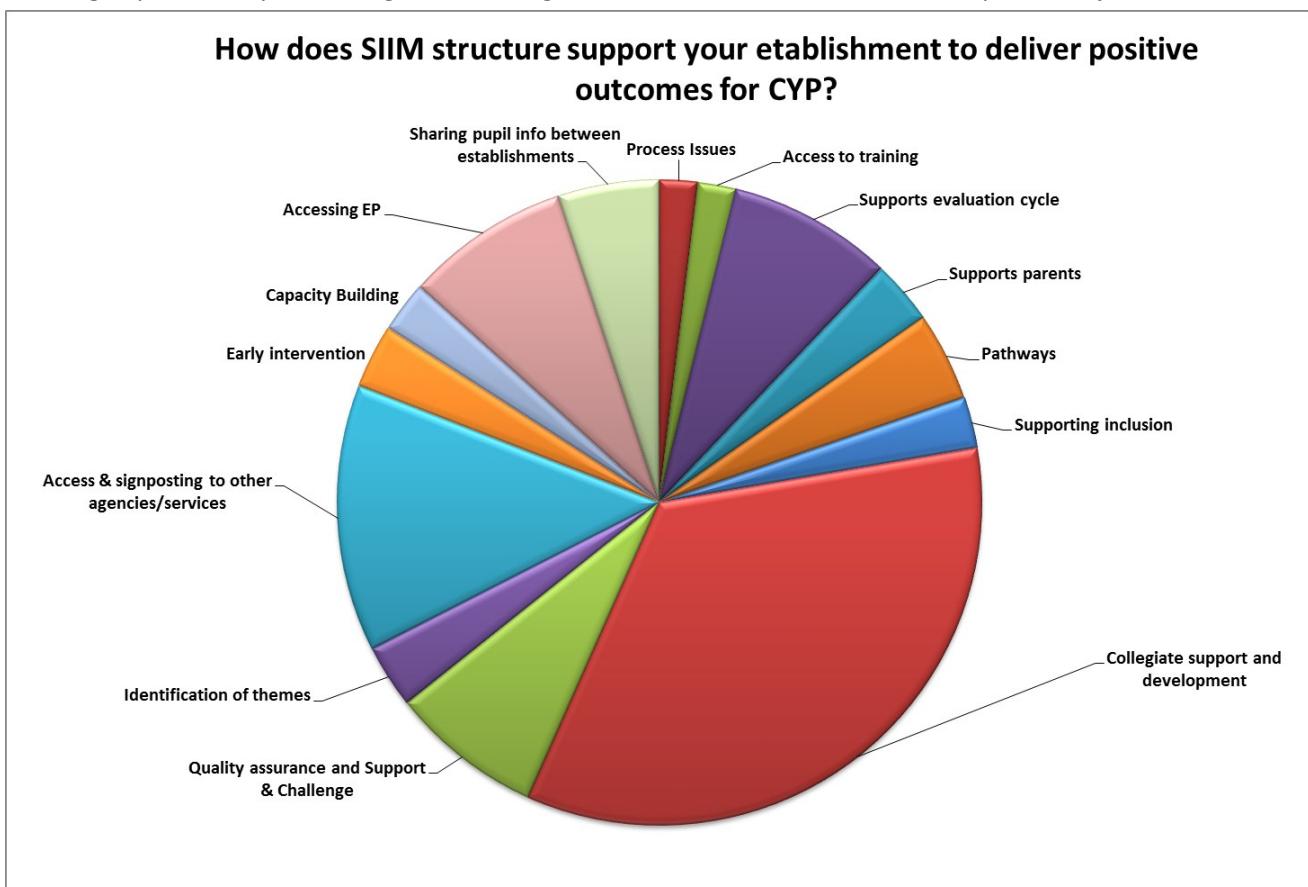
Our Areas of strong practice

Bringing psychological knowledge, skills and research perspective to support Glasgow's Learners;

The use of Implementation Science to inform the best use of resources, for example Restorative Approaches and Glasgow's Improvement Challenge (GIC);

Supporting professional learning to improve outcomes for children and young people;

Working in partnership at strategic and management levels to facilitate the development of joint work.



The graph shows the effectiveness of the SIIM and LC-JSTs as a means of accessing Educational Psychology advice and support.

