

Intervention:

EPs can provide interventions at a universal level such as training or project work or at an individual level, identified through consultation.

Training:

EPs will provide training to establishments and partners if this is linked to your improvement plan and an analysis of need.

Research:

EPs will use research evidence to help inform best practice. By offering a series of workshops, EPs will also support staff in undertaking Practitioner Enquiry within their own establishments in relation to the raising attainment for all agenda,

HOW TO REQUEST ASSISTANCE?

Requests for CONSULTATION about individual children/young people:

- ❖ You can submit GIRFEC forms 2a and 6 via our generic secure email psychological@stirling.gcsx.gov.uk. (This needs to be sent from a gcsx box).

What will happen next?

- ❖ Your link EP will telephone you to discuss the request.
- ❖ In the first instance, advice/consultation may be offered by telephone.

HOW TO REQUEST ASSISTANCE? (contd.)

- ❖ If a more detailed problem solving discussion is required, a 3 way consultation will be arranged by the establishment. If helpful, the child/young person may attend.
- ❖ Through discussion, hypotheses will be generated and a clear plan of action agreed.
- ❖ A decision will be made about any further EP role, which might include a follow-up consultation to review the outcomes and impact of the actions.

Requests for TRAINING OR IMPROVEMENT work.

- ❖ Submit a request for training or improvement work via our generic secure email psychological@stirling.gcsx.gov.uk

What will happen next?

- ❖ Your link EP will contact you to discuss your request more fully.
- ❖ Your request will then be discussed within the EP service and a decision made about which EP(s) will support your request.

Contact details:

Educational Psychology Service,

Municipal Buildings, 8-10 Corn Exchange Road,
Stirling, FK8 2HU

Email: psychological@stirling.gcsx.gov.uk

Confidential material must be sent to and from a gcsx email box

Telephone: 01786 237818



STIRLING EDUCATIONAL PSYCHOLOGY SERVICE

INFORMATION LEAFLET FOR EDUCATION ESTABLISHMENTS & PARTNER AGENCIES



VISION AND AIMS

By applying psychological theory and knowledge we will make a positive difference to the wellbeing, learning and development of a child or young person.

We aim to do this by:-

- ❖ Working collaboratively with education establishments and partner agencies to support children and young people to be safe, healthy, active, nurtured, achieving, respected, responsible, included
- ❖ Supporting capacity building within Learning Communities, to improve outcomes for a wider group of children and young people.
- ❖ Supporting those who know the child or young person best through a process of problem solving and identifying solutions.
- ❖ Using research evidence to inform best practice
- ❖ Supporting staff and partners with Practitioner Enquiry
- ❖ Using a range of methodologies to implement and evaluate key improvement priorities such as implementation science, improvement methodology and practitioner enquiry.



Who are Educational Psychologists (EPs)?

EPs have a degree in Psychology and a Masters degree in Educational Psychology. Some EPs may have worked previously as a teacher whilst others may have worked or have experience in areas such as social services, additional support needs, research and clinical work.

EPs are required to be registered with the Health and Care Professions Council (HCPC).

We apply psychological theory, which is the scientific study of the mind, human behavior, relationships and learning, to raising the attainment of children and young people.

WHAT DO WE DO?

We have 5 core functions:-

- ❖ Consultation, Assessment, Intervention, Training and Research

We work at 3 levels:

- ❖ Child & Family
- ❖ Whole School
- ❖ Local Authority

We have a statutory role to provide advice to teachers, parents/carers and the local authority in relation to children and young people who have additional support needs.

Consultation:

This is central to our service delivery model. A consultation meeting can be accessed through a request for assistance where appropriate. The EP role is to facilitate a problem solving discussion, to support others in exploring the barriers to learning and the strengths of a child or young person, to encourage those who know the child or young person best to identify solutions. An action plan would be an outcome of the consultation.

Assessment:

National guidance for EPs outlines that assessment must be 'the least intrusive & most effective approach'. The EP's key role is to work with those who know the child or young person best and to support others in the analysis of existing assessment information. When further assessment is required, the EP's role would be to provide a psychological perspective to the overall assessment of need.