

Inverclyde Educational Psychology Service

Service Delivery Policy 2021-22



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Introduction

The Inverclyde Educational Psychology Service (IEPS) embraces The Social Justice Model which is at the heart of Scottish Education; influencing policy, practice and legislation (Scottish Teacher Education Committee, 2015). It positions a move away from the medical model of support which typically perceived issues to be 'inherent within the pupil - requiring assessment, diagnosis and treatment'. Instead, relationship-based approaches are now fundamental to our national philosophy - this views difficulties as arising from an interaction of the child and their environment (MacKay, 1999). The primary aim is now on removing obstacles to successful learning and progress, closing the poverty-related attainment gap and achieving excellence and equity.

We promote achievement and wellbeing by working with and through others using the Getting it Right for Every Child (GIRFEC) (Scottish Government, 2008) model of inter-agency partnership. We value children and families support the creation of nurturing environments and act as key partners in the delivery of the Corporate Vision - supporting inclusion and building excellence and equity. The IEPs engages with authority stakeholders using psychological knowledge, a strength-based approach and sound principles of implementation. We value and prioritise our role as corporate parents.

We use collaborative action enquiry alongside our stakeholders and young people to support collaboration and empowerment in meeting the aims of wellbeing assessments, establishment improvement plans and the National Improvement Framework (NIF) indicators. Our improvement plan was also recognised by HM Inspectors as effectively supporting the delivery of national and educational authority priorities.

This service delivery policy outlines how we work with our stakeholders, measure the impact of this work and ensure continuous improvement. As such it will be under constant review, which will be based on feedback.

Laurence Reilly

Principal Educational Psychologist

Philosophy

In Inverclyde Educational Psychology Service we see social justice as lying at the heart of our work. This section of the policy outlines our understanding of this construct and how we make use of it in our day to day work.

The principles of **social justice** are central to our work.

What do we mean by social justice?

"...full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure" (Bell, 1997, p.3).

Bell, L. A. (1997). Theoretical foundations for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds Teaching For Diversity and Social Justice (1st ed., pp. 3–15). London: Routledge.

Following a social justice model as a service we:

- use evidence based practice in our partnership working to close the poverty related attainment gap
- promote equity and justice for Inverclyde's children and their families
- inform our communities of practice about approaches that facilitate or undermine opportunities for children and young people to achieve academic, physical, and psychological wellbeing
- increase our own and others' awareness of the contextual factors which impact on the lives of children, staff, parents/carers, and community members
- support collaboration between education personnel and the community
- encourage dialogue within educational settings that advance critical thinking about a variety of social justice issues to develop practice
- conduct or support collaborative and emancipatory research in Inverclyde (i.e. collaborative action enquiry and implementation science) – (Appendix 1) that directly or indirectly informs socially-just educational practices.
- advocate for children, family and services and provide practitioners and stakeholders with support to address social justice issues.

- prioritise the voice of the child and promotes the right of the child as laid out in the UNCRC (United Nations Convention of Rights of the Child, 1989).
- recognise our role as corporate parents.

We also take a strength based approach to our work with individual children and young people and their families. We focus on building capacity of staff and parents/carers with the purpose of achieving the best outcomes for children and young people, particularly Inverclyde's most vulnerable pupils.

How we do this:

- We use psychology to inform assessment and intervention with individual children and young people.
- By adopting the principles of Additional Support for Learning and GIRFEC in all our work.
- We work with partners across agencies to support Inverclyde's children and young people who are placed outwith the local authority including those in day and residential placements.
- We share and promote 'what works' to both inform policy and develop practice in our educational establishments. Examples of some of the policies: - Promoting Positive Relationships, Learning, Teaching and Assessment Policy, Anti-Bullying and Bereavement, Change and Loss. The service takes a lead role on many of these policy areas for the local authority.
- We raise awareness of the crucial role of relationships, nurture and communication in children's lives.
- We train others in the use of the most up to date evidence base relating to the pedagogy of learning, teaching and inclusion. By using research in cognitive psychology we can help education staff to prioritise the use teaching strategies that can have the biggest impact on learning.
- We emphasise the importance of thinking about the needs of the whole child and seeking solutions which build on and recognise the strengths and assets of individual children and their families.
- We support effective transitions (early years into primary, primary to secondary, secondary to post school) to ensure young people are eventually successful in employment, further education or training.

- We work to ensure that assessment and intervention links to effective planning for children and young people.
- We design and put into practice interventions which help both individuals and communities develop optimal health and wellbeing.
- We incorporate the United Nations Convention on the Rights of the Child in all our work.
- We promote and support the voice of the child in the decision making process.
- We prioritise our attendance at looked after reviews and Team Around the Child meetings.

Adapted from 'Educational Psychology in Scotland: helping others to achieve their potential' The Association of Scottish Principal Educational Psychologists/The British Psychological Society

How we deliver our service

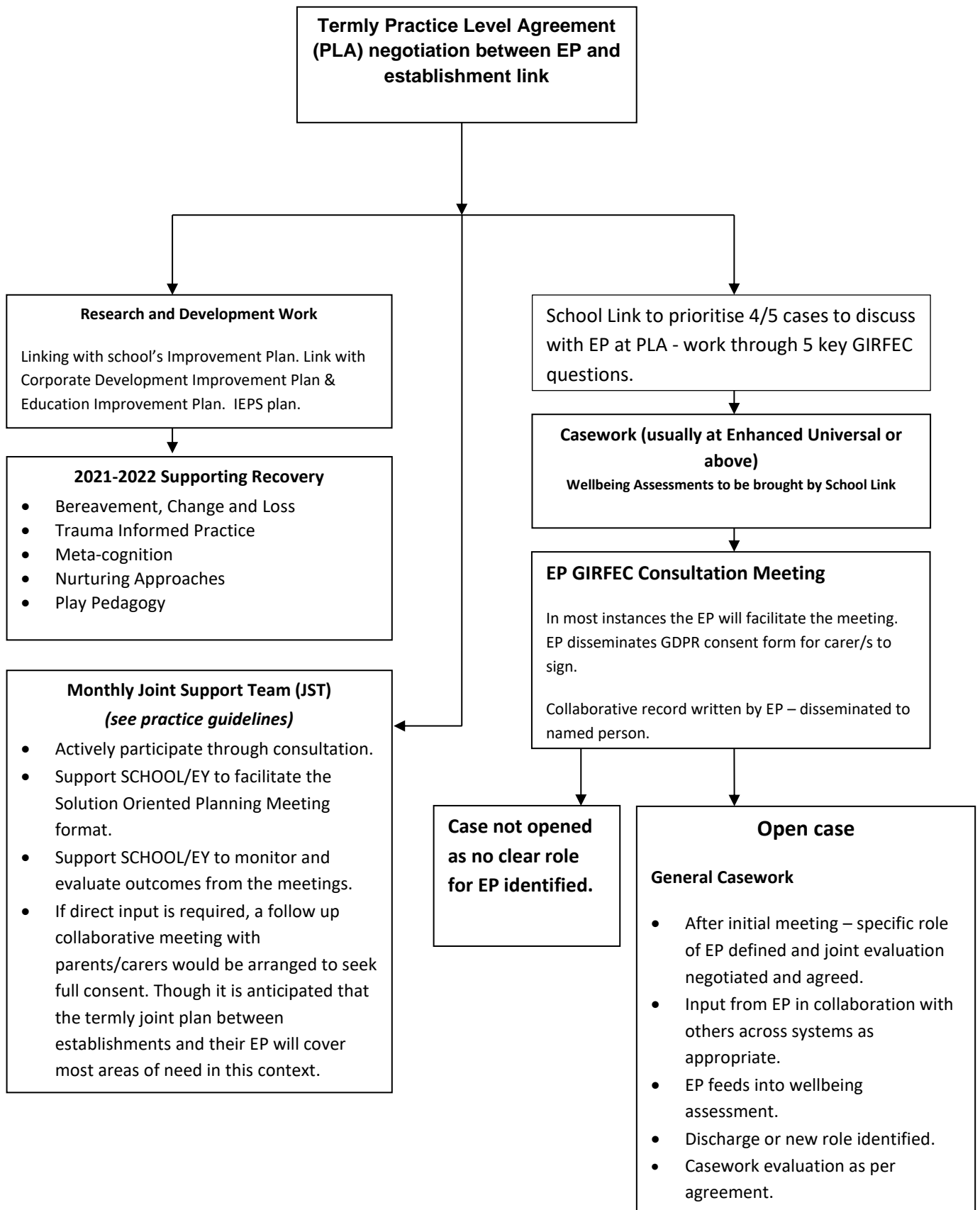
(i) Developing the termly Practice Level Agreement (PLA)

IEPS values the relationships that we have with our education establishments, as such; we operate a model of service delivery in which each establishment has allocated to them a nominated member of our team. It is expected that the establishment educational psychologist undertakes three planning meetings each session with their establishment link person (usually a member of the senior management team) to review work from the previous term and plan ahead for the next one. This is recorded on a proforma called the Practice Level Agreement (PLA) (Appendix 2).

The establishment planning process involves links helping to coordinate our work at the individual casework and systemic levels. At the heart of this lies the notion that we always apply a psychological evidence base to our work. In this context we firmly believe in the application of the change methodologies of Implementation Science and Collaborative Action Enquiry. It would also be expected that systemic work would assist establishments meet some of the priorities laid out in their annual improvement plan.

The termly planning process is explained in the flowchart presented on Page 9.

(ii) Termly Practice Level Agreement Operational Flowchart



(iii) Research and development within the PLA.

Research and development are key activities within Inverclyde Educational Psychology Service. Psychological research imbues every aspect of our service delivery. Within the current climate of sustainability and accountability, evaluation of impact and outcomes is key. The service endorses the use of collaborative action enquiry in its work. They represent areas which can add real value to the activities and practice of the Education Services and the wider community. This work also contributes to the development of applied Educational Psychology more generally.

Within an educational establishment context decisions regarding how the service might be able to contribute to areas of identified need are based upon a number of factors:-

- National and local priorities and developments which are most likely to be articulated in the Children's Services Plan, and/or the Education Service's Improvement Plan.
- The educational establishment's improvement plan priorities.

The role and contribution that educational psychology to research and development activities would be negotiated through a collaborative process with reference to the evidence base. The research methodologies that will be used will be outlined, as well as how impact would be evaluated. The work would be agreed and written into the establishment PLA, which would be reviewed termly and updated termly.

(iv) Casework

IEPS also negotiates individual casework with our establishment links. At all times we adopt an ecological approach to our work, which is in contrast to the medical model. This key difference is explored further in the Review of the Provision of Educational Psychology Services in Scotland (2001). This document indicates that:

*1.24 In their practice, Educational Psychologists have moved away from a **medical model**, which perceived the problem to be inherent in the child, thereby requiring assessment, diagnosis and treatment, towards a model which perceives difficulties to arise from the interaction of children with their environment, curriculum, teachers, the environment, teaching and other alternative variables in such a way as to remove any obstacles to successful learning and progress. It is closely related to the **social model of disability**, and it does not detract from the fact that some difficulties, such as autistic spectrum disorders, have a biological cause.*

This model requires the psychologist to work with and through others in a consultative, facilitative capacity, and gives much larger numbers of children access

to psychological skills and knowledge. However, the role is sometimes misunderstood by those who continue to have expectations based on a medical model.

In individual casework our role is reviewed on a termly basis with the establishment link. In those situations where there is a clear ongoing role for the educational psychologist this should be articulated in the new PLA. For those situations where the educational psychologist has completed his/her work a summative evaluation (Appendix 3) should be completed in collaboration with stakeholders.

(v) The wider offer of Inverclyde Educational Psychology Service

Research Assistant support to the Children and Young People Community Mental Health agenda.

The Children and Young People Community Mental Health and Wellbeing (CYPMHW) research assistant is based within the IEPS and will primarily conduct and support research in relation to Inverclyde Council's plan for Community Mental Health and Wellbeing Services for Children and Young People (2021-2022). One aspect of this framework aims to increase the participation of children, young people and families in the design, implementation and evaluation of mental health and wellbeing support services available to them. In order to support this, the research assistant will collaborate with local support services to develop methods of gathering and analysing data on the views and lived experiences of children, young people and families. The research assistant will then communicate this information to relevant stakeholders to be incorporated into service design and improvement. The research assistant will additionally provide consultative support to services to promote the continued inclusion of children and young peoples' voices in future service evaluation.

Research Assistant support to the Scottish Attainment Challenge. (Kasia)

Therapeutic Intervention Worker to support Play Therapy (Erin)

Senior Early Years Education and Childcare Officer (Play Pedagogy)

Facilitate, support, and develop Play Pedagogy practice within Primary School settings. Develop the implementation of a play-based learning approach throughout the school day both Indoor/outdoor.

Foster and generate discussions on the use of Observation and how this will create opportunities for planning, next steps in learning and the positive impact on Well-

being taking into account the Spaces, Experiences, and Interactions supporting children's individual needs.

Encouraged staff to consider the number of Transitions throughout the day and the impact on children's play and flow of learning.

Explore with staff the use of resources that provide provocation and how this will support children's learning through play giving them the opportunity to explore all areas of the curriculum. Together with staff support the organisation of core resources, materials that will promote children's developmental stages and facilitate children's learning through Play.

Provide on-going support and training for staff/practitioners as they continue to develop best practice, creating positive outcomes and nurturing environments for all our children.

Clerical Assistant(s)

The Inverclyde Educational Psychology Service Clerical Assistants role is to support the service as a whole. Our clerical assistants manage the day-to-day running of our office by managing mail (including all service correspondence), telephones, minuting meetings, upkeep of service database(s), HR responsibilities for staff and financial management for service. In addition the clerical assistants support both our service and local authority staff at training/meetings, the organisation of the Local Authority Additional Support Needs (ASN) Forum, management of social media accounts and preparation of materials.

(vi) The Role of the Educational Psychologist in Out of Local Authority Placements

At any one time some Inverclyde children and young people are educated in establishments that are outwith the local authority area. These situations tend to fall into two categories:

- Children and young people who are looked after and are educated in establishments in other local authorities or by alternative providers.
- Children and young people, with additional support for learning needs, placed in out of local authority establishments by Inverclyde Council who are not looked after.

In the former situation the service takes its guidance from the paper *Scotland's Looked After Children and Young People in Out of Local Authority Placements* (ASPEP, 2015). In line with the GIRFEC agenda the role of the educational psychology service in both contexts is to support the work of the Named Person and, if applicable, Lead Professional.

This role can be defined thus:

- To consider, construct and review the Coordinated Support Plan if applicable.
- To work collaboratively to meet the needs of children and young people.
- To liaise with establishments in other authorities and Inverclyde Education Headquarters regarding the deployment of additionality.
- To be consulted in advance regarding the setting of dates for looked after reviews.
- To attend and contribute to looked after reviews and pupil planning meetings – as appropriate.

Quality Improvement of the Service

IEPS is committed to an ongoing cycle of self-evaluation in order to improve our impact on children and young people. In the past we have received praise from HMIE in this area:

Validated Self-Evaluation (April 2015)

HM Inspectors have confidence in IEPS capacity for continuous improvement. The service has made very good progress in strategic and operational management and improvement planning since their last HM Inspectorate of Education Inspection. Partnership working is very good and the service now articulates very well across all council departments. Distributive leadership within the service is strong, and all staff contribute very effectively to improvement planning and service delivery. Authority and Inverclyde Psychological Service managers demonstrated effective leadership providing a clear vision for continued improvement.

HMIE Inspection (May 2018) (see Appendix 4 for full report)

The service's use of collaborative action enquiry and implementation science allows them to evidence the long-term impact on practice.

The processes we use for self-evaluation are outlined in our Quality Improvement Calendar.

Quality Improvement Tasks 2021- 2022

Activity	When	Action	Comments-	Who
		All QI data used to inform improvement plan, Dev days, staff meetings etc.		
1. Practice agreements	By Aug 21	1a) Ensure format fit for purpose for use from August 2021	Previous feedback and practice indicating 3 times p.y too much	All
	August 21 and January 22	1b) All staff complete PLAs with establishments during joint visit with PEP		All
	Oct 21 and end of Feb 22	1c) Collation of PLAs		Taryn/ Kasia
	March 22	1d) Collated information (for both PLAs) discussed and information used to inform wider service delivery and individual psychologists action planning /improvement needs		All
2. Peer support and challenge sessions via reflective teams	By Aug 21	2a) Process of reflective teams evaluated using Activity Theory		John/Kasia
	By Aug 21	2b) Proforma to be created- For each reflective teams discussion how many outcomes/actions at a child/family level/ class/school or LA level. At the end of the year have a quantifiable number of outcomes at the end of the year and themes.		Scott
	October 21 December 21 April 22 June 22	2c) Reflective Teams discussion on casework or non-casework during ring-fenced time and use of proforma		All
	Feb 22	2d) Collation of reflective team proformas		Scott
	Mar 22	2e) analysis of reflective team proformas		Kasia
3. Monitoring of QA progress	Sep 21	3a) Termly meetings of Quality team to monitor and track progress		Quality team (TM, JJ, SC, KW)
	Nov 21	3b) Termly meetings of Quality team to monitor and track progress		
	Feb 22	3c) Termly meetings of Quality team to monitor and track progress		
	May 22	3d) Termly meetings of Quality team to monitor and track progress		

4. Wander wall	Sep 21	4a) Create a Wonderwall within office of when you see an element of good practice, incidental feedback re service and evidence of training within a school		Taryn & Michelle
	Feb 22	4b) Collate feedback from Wonderwall and theme feedback (collation of incidental feedback and examples of good practice within schools)		Kasia and Taryn
5. SMT 1:1 discussions	Dec 21	5a) Support and challenge from SMT, with ongoing PRD during summer term		PEP and DPEP
6. Case work evaluations	Dec 21	6a) Develop a mechanism for evaluation of casework that incorporates partners, parents and pupils views		Quality team
	Mar 22	6b) Pilot mechanism for evaluation of casework that incorporates partners, parents and pupils views		
		6c) Use outcomes from pilot evaluation to inform service delivery 2022-23		
7. Questionnaires	Jan 22	7a) Create Questionnaire for ASN leads (with Q re focus group attendance)	2020-2021 questions can be reviewed and updated	Scott, Kasia and Taryn
	Jan 22	7b) Create Questionnaire for HTs and SMT (with Q re focus group attendance)		Scott, Kasia and Taryn
	Feb 22	7c) Disseminate ASN leads questionnaires		Scott, Kasia and Taryn
	Feb 21	7d) Disseminate HTs and SMT questionnaires		Scott, Kasia and Taryn
	Feb 22	7e) Analyse results and feedback summaries to be fed back to team to inform future delivery and identify those participants for Focus Group attendance		Scott, Kasia and Taryn
8. Staff survey	January 22	8a) Use of VIA character strengths and reference -in PRD?	To ensure staff H&WB	All
	April 22	8b) Update wordle including all team		Taryn
9. APDRs or CAE	Ongoing	9a) APDR/ CAEs undertaken by EPs to be written up by those involved	May include Systemic practice, ASN forum, VIG, ESM and Team meeting CAEs	All
	After Feb 22 inset	9b) All APDR/CAEs write ups to be collated		Scott
	Feb 22	9c) Synthesis of collated APDR/CAEs write ups		Scott and Kasia
	Before Easter 22	9d) Collated summaries to be fed back to Team and to inform future delivery		Scott and Kasia

10. Training questionnaire evaluations	Ongoing	10aa) standard evaluation to be created	Kasia & Scott
	After Feb 22 inset (March)	10a) Training undertaken by EPs to be evaluated by those involved in training	All
	Feb 22 (March)	10b) All training evaluations to be collated	DPEP
	Before Easter 22	10c) Synthesis of collated training evaluations 10d) Collated summaries to be fed back to relevant groups and to inform future delivery	DPEP & Kasia DPEP
11. HT and ASN leads focused Reference Group	Feb 22	11a) HT/ DHT and ASN lead attendees to be identified within questionnaire above	Scott, Kasia and Taryn
	March 22	11b) HT & ASN leads focus group questions drafted and date to be confirmed, group needs convened	Scott, Kasia and Taryn
	April 22	11c) HT focus group and ASN leads focus group Analysis of data	Scott, Kasia and Taryn
12. PRD	March 22	12a) PRD- LA template to be completed annually & consider PP within this	All/ PEP
13. Twitter	March 22	13b) Themed analysis of data	Michelle and Kasia
14. Other sources of data	Ongoing as available	14a) PISA comparison	Kasia and All
		14b) Authority attainment data comparison	
		14c) Recorded themes or data from team meetings	
15. Benchmarking	Termly	15a) Linking with East Renfrewshire EPS	PEP, DPEP and SEP
	Termly	15b) Linking with ASPEP	PEP & DPEP
	Ongoing	15c) Linking with Education Scotland links	All
	Ongoing	15d) Linking with West Partnership	All
	As required	15e) Dundee Supervisors meeting	Allocated supervisor
		15f) Supervisors/Assessors QEP training	

	Every second year		Taryn and other co-ordinating supervisors
16. Further VSE activities	May 22	16a) For unanswered questions identified within the collation of data used to inform the Quality and Standards report and Improvement plan	Quality team (TM, JJ, SC, KW)
17. Improvement plan / SQR	June 22	17a) Collation of all evaluation data	PEP, DPEP and Quality team (TM, JJ, SC, KW)
18. Development days and Team meetings	Termly	18a) Thematic analysis of growth within the service	Jayne
		18b) Analysis of growth March	Jayne

Quality Improvement Calendar 2021-22

	Within EPS		Within Inverclyde	Out-with Inverclyde
	July 1a) Ensure PLA format fit for purpose for use from August 2021 2a) Reflective teams evaluated using Activity Theory 2b) Proforma of RT evaluation created. 10aa) Training evaluation created	Ongoing completion & collection of individual casework, training and feedback forms		Ongoing activities as determined by others: 9a) APDR/ CAEs undertaken by EPs to be written up by those involved 10a) Training undertaken by EPs to be evaluated by those involved in training
August			2021-22 Improvement plan published 1b) All staff complete PLAs with establishments during joint visit with PEP	14a) PISA comparison 14b) Authority attainment data comparison
September	3a) Termly meetings of Quality team to monitor and track progress 4a) Create a Wonderwall within office			14c) Recorded themes or data from team meetings 15a) Linking with East Renfrewshire EPS
Term 1 October	2c) Reflective Teams discussions on casework or non-casework during ring-fenced time and use of proforma		1c) Collation of Aug PLAs	15b) Linking with ASPEP
October				
November	3b) Termly meetings of Quality team to monitor and track progress			15c) Linking with Education Scotland links
December	2c) Reflective Teams discussion on casework or non-casework during ring-fenced time and use of proforma 5a) Support and challenge from SMT		6a) Develop a mechanism for evaluation of casework that incorporates partners, parents and pupils views	
Term 2				

January	8a) Use of VIA character strengths and reference	1b) All staff complete PLAs with establishments during joint visit with PEP	15d) Linking with West Partnership
February	2d) Collation of reflective team proformas 3c) Termly meetings of Quality team to monitor and track progress	7a) Create Questionnaire for ASN leads 7b) Create Questionnaire for HTs and SMT 1c) Collation of PLAs 4b) Collate feedback from Wonderwall 7c) Disseminate ASN leads questionnaires 7d) Disseminate HTs/ SMT questionnaires 7e) Analyse questionnaire results and feedback summaries to be fed back to team and identify those participants for Focus Group attendance 9b) All APDR/CAEs write ups to be collated 9c) Synthesis of collated APDR/CAEs write ups 11a) HT/ DHT and SMT attendees to be identified within questionnaire	15e) Dundee Supervisors meeting 15f) Supervisors/Assessors QEP training
March	1d) Collated information (for both PLAs) analysed 2e) Analysis of reflective team proformas 10b) All training evaluations to be collated 10c) Synthesis of collated training evaluations	6b) Pilot mechanism for evaluation of casework that incorporates partners, parents and pupils views 6c) Use outcomes from pilot evaluation to inform service delivery 2022-23	13b) Themed analysis of Twitter data

Term 3

12a) PRD- LA template to be completed annually

9d) Collated APDR summaries to be fed back to Team and to inform future delivery

10d) Collated training summaries to be fed back to relevant groups and to inform future delivery

11b) HT/ ASN leads focus group questions drafted and date to be confirmed, group needs convened

Term 4	April	2c) Reflective Teams discussion on casework or non-casework during ring-fenced time and use of proforma 8b) Update wordle including all team	11c) HT/ ASN leads focus group Analysis of data
	May	3d) Termly meetings of Quality team to monitor and track progress	16a) VSE activities for unanswered questions identified within the collation of data used to inform the Quality and Standards report and Improvement plan
	June	2c) Reflective Teams discussion on casework or non-casework during ring-fenced time and use of proforma 17a) Collation of all evaluation data to finalise 2022-23 Q&SR and improvement plan	
Summer	July August		2022-23 Improvement plan published

Our Role at the Local, Regional and National Level

IEPS staff work at the local authority, Regional Improvement Collaborative and national levels. Below is a list of the type of work that the service is currently involved in across these various levels of practice.

Area	Educational Psychology Role	Level.
Education Senior Management Team	Participant	Local authority
Attainment Challenge Implementation Team and Reference Group	Participant	Local authority.
Association of Scottish Principal Educational Psychologists	Participant	National
West Partnership – Principals, Evaluation, Early Years and Practice.	Participant	Regional Improvement Collaborative.
Promoting Positive Relationships	Chair	Local authority
Bereavement, Change and Loss Policy	Chair	Local authority.
Anti-Bullying Policy	Chair	Local authority.
Attainment & Achievement Group	Participant	Local authority.
Trauma Informed Approaches Implementation Team	Chair/Participant	Local authority
MARAC	Participant	Local authority
IRD	Participant	Local authority
ASN Monitoring Forum	Chair/Participant/ Organisational Support	Local authority
Mental Health Subgroup	Participant	Local authority
Nurture		
Play Pedagogy Reference group and Operational Group	Chair/Participant/ Organisational Support	Local authority
Emotional based non-attendance	Participant	Local authority
Community Mental Health Governance Group	Participant	Local authority

Appendices

[Appendix 1](#): *Descriptor of collaborative action enquiry and key components of implementation science used in IEPS practice.*

[Appendix 2](#): *Practice Level Agreement.*

[Appendix 3](#): *HMIE Inspection Report 2018.*

Appendix 1: Descriptor of collaborative action enquiry and key components of implementation science used in IEPS practice.

1.1 Overview Research Methodologies Employed

The Inverclyde Educational Psychology team have employed several research methodologies in their development of attainment challenge initiatives, their own service self-evaluation and within their work in Inverclyde educational establishments. The following highlights the key methodologies employed:

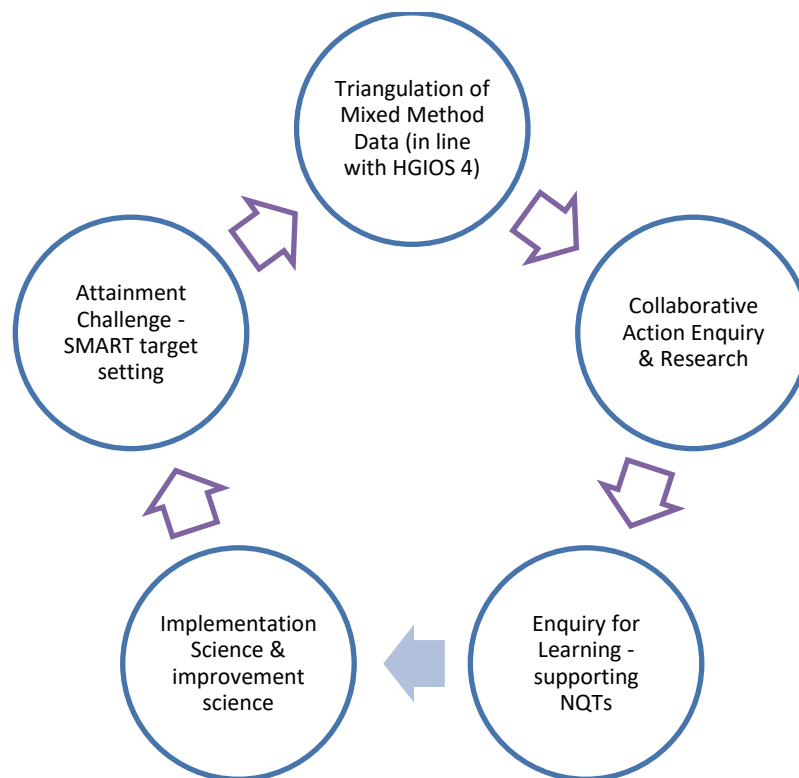


Figure 1: Depiction of Research Methodologies utilised by IEPS staff.

1.2 Collaborative Action Enquiry

“Action enquiry is a systematic study that combines action and reflection with the intention of improving practice (Ebbutt, 1985)”.

Collaborative action enquiry is a common research methodology used in education (Robson, 2002) to meet National Priorities (Darling-Hammond, LaPointe, Meyerson, Orr and Cohen, 2011, p. 344) and support the whole-establishment change process. In Inverclyde the EPS have linked with their education partners to establish a progression model of practitioner enquiry that takes into account enquiry at differing levels:

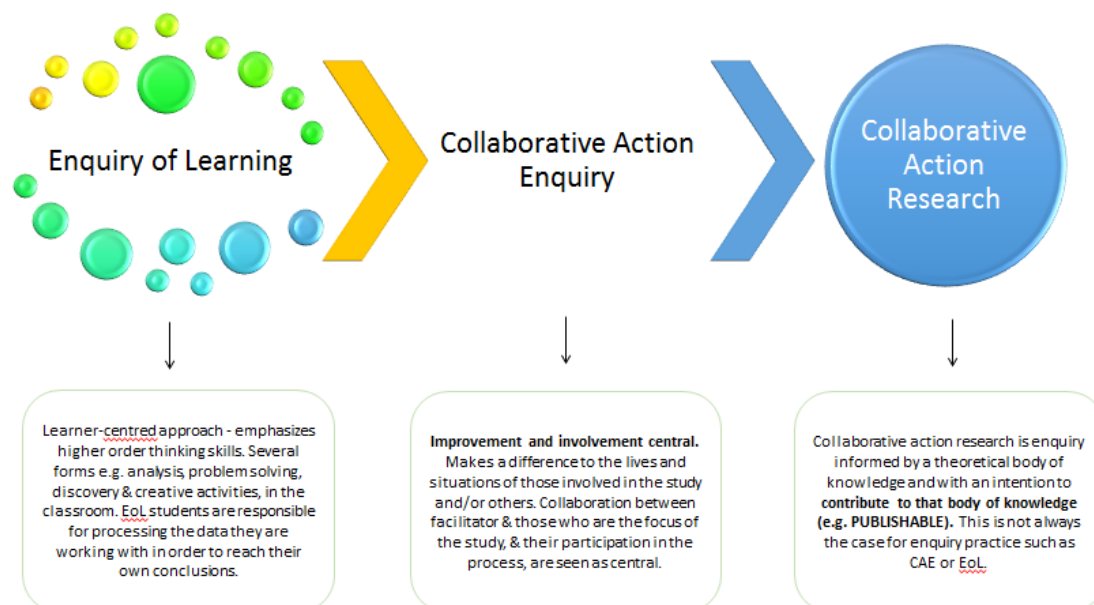


Figure 1: Practitioner Enquiry progression model exhibited within the authority with education partners.

An Enquiry of Learning is a form of Practitioner Enquiry based on the definition provided by the General teaching Council for Scotland (GTCS, 2012). As with other levels in the progression model, Enquiry of learning is undertaken in the practitioner's context, ideally in collaboration with other colleagues working on a similar investigation. The process and skills involved in Enquiry of Learning is at first made explicit by the practitioner. The overall aim however is that through time and practice, these methodologies would embed themselves in the practitioners' daily, reflective practice.

When undertaking Collaborative Action Enquiry development the IEPS predominately utilise an adapted form of the Education Scotland endorsed CAE framework entitled *Assess, Plan, Do and Review*. This

can be used for Collaborative Action Enquiry and Collaborative Action Research. The cyclical stages of the framework are captured in figure 2 below.

When using this methodology, change is considered a process, not an event (Fullan, 2007). Educational Psychologists have a key part to play within this process as they exhibit specific skills in research, coaching and consultation (Scottish Executive, 2001), which can facilitate collaborative school improvement.

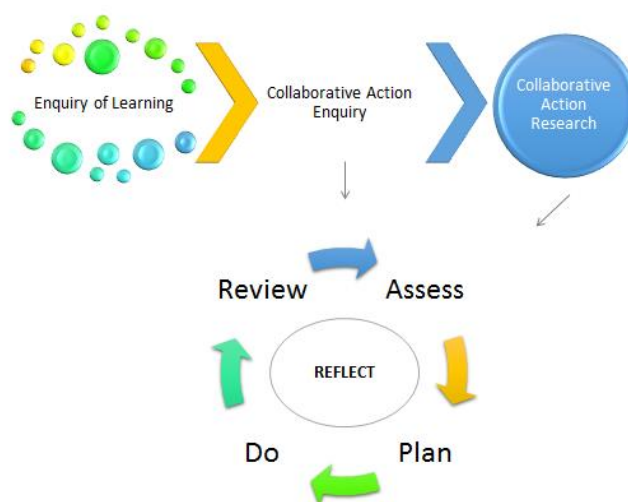


Figure 2: Cycle of Assess, Plan, Do & Review - adapted from Education Scotland.

Educational Psychologists (EPs) will often build capacity by upskilling school staff using collaborative action enquiry, enabling schools to become their own leaders of change. The IEPS have incorporated the collaborative action enquiry method in each strand of their attainment challenge development work including:

- ✓ *Whole School Nurturing Approaches – published on the Education Scotland Improvement Hub and in the Educational and Child Psychology in Scotland journal (December 2018).*
- ✓ *Seasons for Growth – published in Educational and Child Psychology in Scotland journal (December of 2017).*
- ✓ *Pedagogy*
- ✓ *Adverse Childhood Experiences*
- ✓ *Someone to Listen*

The IEPS has recorded and tracked their development impact using the *Assess, Plan, Do and Review (APDR)* cycle template (Appendix 1) and poster (Appendix 2) for each SAC strand. This has enabled them to upskill both education staff and the EP team capacity, to carry our real-world research and gather performance data.

Current Development (Post Inspection 2018) - The Scottish Attainment Challenge HMIE, praised how the IEPS up-scalded their partners with regards to Research Methodologies. Recommendations:

- 1) *Continue to upscale our partners,*
- 2) *Upscale our whole team to ensure consistency,*
- 3) *Publicise our use of CAE nationally.*

A specific aspect of best practice noted in our HMIE Inspection Report regarding Collaborate Action Enquiry includes: *“The service has effectively used a range of data sets to better identify and target needs e.g. a collaborative review of SLT and school data was very effective in identifying the need to prioritise restorative approaches and language development skills.”*

In order to meet the aims set out by our HMIE partners, in the new 2018-2019 academic term, the IEPS have set out four key strands of development linked with the HMIE recommendations i.e.: the IEPS

- supporting NQTs with Enquiry for Learning,
- supporting teachers with Collaborative Action Enquiry,
- creating IEPS CAE Service Guidelines: best practice, examples, resources, how links with our philosophy, our journey.

Alongside this an internal CAE consultation service (i.e. advice, reflection, and help to complete APDR form/poster) has been set-up within the service to build capacity within the team. The IEPS will further utilise CAE to design an over-arching approach to self-evaluation. This will involve the completion of an APDR form as a collaborative exercise by the team - including micro level planning as seen in the SAC projects and macro-level approaches to self-evaluation.

1.3 Triangulation

Triangulation is drawing together evidence from varying sources of mixed method data. This ensures that findings are robust and founded upon a clear evidence-base (Robson and McCartan, 2011). HGIOS 4 offers a rationale and depiction of the triangulation process for practitioners undertaking school improvement (Education Scotland 2015, p.11). This depiction is also cited within the Applying Nurture as a Whole School Approach (Education Scotland, 2016, p.6) as a framework for how educational practitioners should best-gather evidence to support self-evaluation. The IEPS team are using the triangulation methodology within their Improvement Plan development strands. An example of such would be the Whinhill Primary Nurture attainment challenge project (triangulation of data sources illustrated below in figure 3).

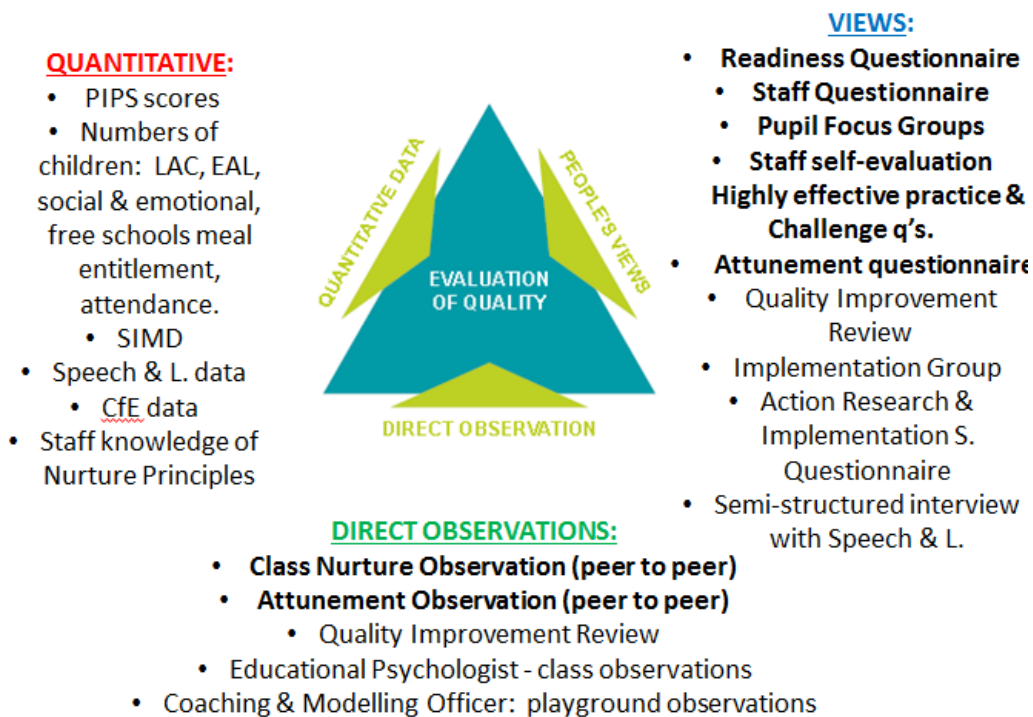


Figure 3: Example of evidence gathered for a Primary Whole School Nurture Project

Another strand would be in gathering data pertaining to the impact of their own service delivery model. Information gathered and analysed includes that within figure 4 below.

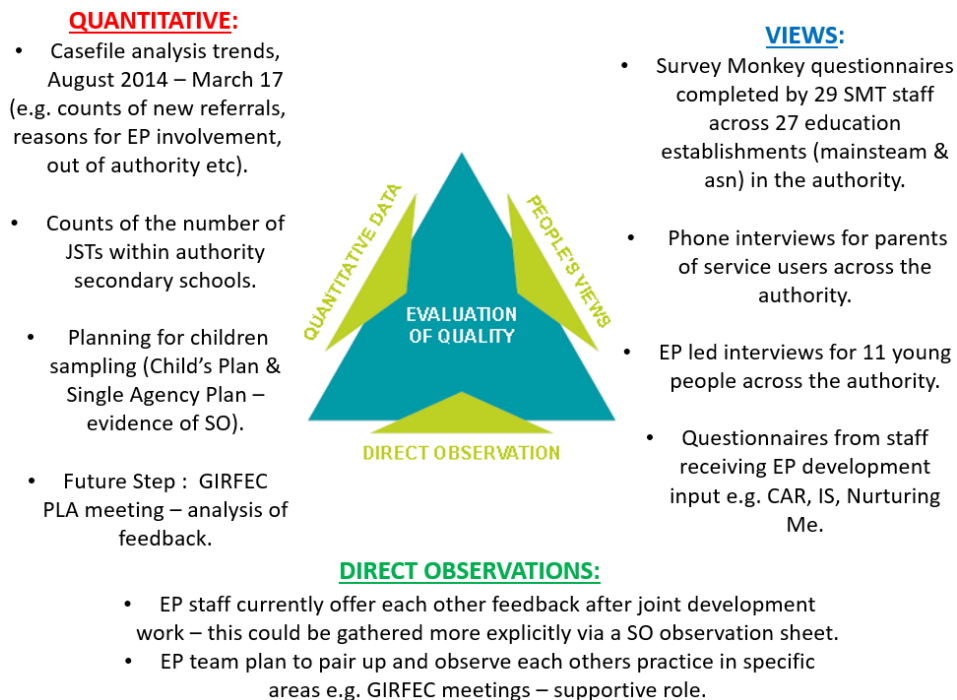


Figure 4: Triangulation of evidence gathered & analysed regarding impact of IEPS service delivery. Key components of Implementation Science used in IEPS practice.

1.4 Implementation Science

A key aspect of evaluating change within establishments is consideration of how a project is implemented. Implementation Science (IS) involves using skills and methods to promote the systematic uptake of research findings and evidence-based initiatives, hence, improving quality and effectiveness of how change is deployed and sustained (Eccles & Mittman, 2006). The science been taken up by the educational psychology profession within the last forty years. It ensures that practitioners not only consider ‘what’ programs are being implemented but also ‘how’ they are being embedded successfully – hence obtaining evidence of outcome and process (see table 2 below).

Table 2: Adapted from (Kelly, 2012) - an effective “what” (innovation), should be accompanied by an effective “how” (implementation).

		Implementation: “The How” - Implementation Science	
		Effective	Not Effective
Innovation: “The What” - Evidence Base	Effective	Improved Students Outcomes	Poor Outcomes
	Not Effective	Poor Outcomes	Poor Outcomes

This links with the key messages for evidencing the added value of Educational Psychologists at the 2018 British Psychological Service conference by Dr Sosu. Dr Sosu explained that it is important to evidence both outcome and process data i.e:

Table 3: information adapted from Dr Edward Sosu’s BPS (2018) slides on the added value of Educational Psychologists.

Outcome data includes:	Process data includes:
Attainment, engagement, progression Social, emotional & behaviours changes Administrative data e.g. library usage, attendance	Systematic documentation of what was done Key ingredients for success Challenges and changes made Lessons learnt

With the support of a skilled ‘change purveyor’, following the IS principles (i.e. such as the Fixsen framework table 3 below), effective change is actioned.

Table 4: Components of Successful Implementation (Fixsen, Blasé, Naoom, Wallace, 2009)

Principle	Stage
1	Staff
2	Training
3	Ongoing Consultation
4	Monitoring & Evaluation
5	Decision Support Data
6	Administrative Supports
7	Systems Interventions

Whilst following these key stages ensures higher likelihood of implementation success, in practice the execution of this is often lacking (Meyers & Durlack, 2012). With their knowledge of IS, evidence-base practice and research, educational psychologists can support the foundation stages of implementing educational initiatives within establishments.

When ensuring the implementation sustainability of an educational initiative, another key factor is implementation fidelity, that is, the extent to which interventions are implemented as intended (Dane & Schneider 1998, as cited in Kelly & Perkins, 2012). Research highlights that evaluations largely result in successful outcomes when the initiative is implemented with high fidelity (Gottfredson et al., 1993, as cited in Blasé et al., 2012). Dane and Shneider (1998) considered four primary components to ensuring greater programme fidelity (Kelly & Perkins, 2012) (Table 5).

Table 5: Framework for ensuring programme fidelity (Dane & Schneider, 1998)

Component	Description
1 Adherence	The extent to which the intervention is being delivered as it was designed, with all core aspects being delivered to the intended population; staff trained appropriately, using the right protocols, techniques and materials and in the contexts prescribed.
2 Exposure	Involves the number, length or frequency of sessions of a programme or intervention delivered.
3 Quality	The manner in which a teacher, staff member, parent or other delivers an intervention in terms of the techniques, skill and method required and in terms of enthusiasm, preparedness and attitude.
4 Participant responsiveness	The extent to which participants are engaged by and involved in the activities and content of the intervention or programme.

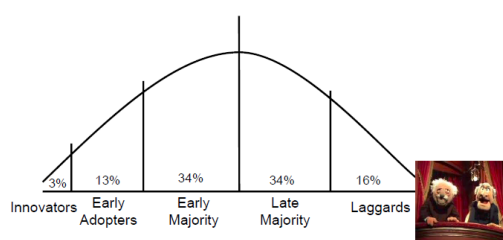
Key components of Implementation Science used in IEPS practice are summarised in appendix 3.

Appendix 3: Key components of Implementation Science used in IEPS practice

1) The creation of an **implementation Team**:

		IMPLEMENTATION	
		Impl. Team	NO Impl. Team
INTERVENTION	Effective	80%, 3 Yrs	14%, 17 Yrs
		Effective use of Implementation Science & Practice	Letting it Happen Helping it Happen
		Fixsen, Blase, Timbers, & Wolf, 2001	Balas & Boren, 2000
Substantial Return on Investment			

2) Ensuring that **early adopters** are recruited:



3) **Training plus coaching**:

- ✓ Training: provides an evidence-base and framework for the content.
- ✓ Coaching: enhances the delivery, learning gained and implementation.

During training, information regarding the theory, supporting data and philosophy behind the practice is typically imparted to staff (Blasé, Van Dyke, Fixsen and Bailey, 2012). Training outcomes are linked with increased knowledge and buy-in, alongside rudimentary skill acquisition. Typically training takes the form of a relatively passive learning process. Coaching however, can be considered a form of more active learning, with the instructor “posing questions, challenging students’ thinking, and leading them to examine ideas” (Neufeld and Donaldson, 2012, p.374). A coaching model that places value on observation, feedback and support, provided by a coach who is a content expert and skilled communicator is key (Agar & O’ May, as cited in Blasé, Van Dyke, Fixsen and Bailey, 2012). Consequently, training proves ineffective when used as a stand-alone strategy for adult learners (Stokes & Baer, 1977). Nonetheless, training coupled with coaching (Joyce & Showers, 2002), can effectively enhance attendee’s skills and abilities and improve implementation and subsequent outcomes for young people (Blasé, Van Dyke, Fixsen and Bailey, 2012).

4) **Checking Readiness**:

Consulting with staff (not just school link) prior to implementation e.g. expectations of training, prior knowledge? Are they as a group at different stages with their knowledge/understanding? All of these aspects affect staff taking ownership of the initiative. Readiness Questionnaires (e.g. Hawkins et al. 2002) are now widely created alongside training and coaching packages.



Educational Psychology Service
Practice Level Agreement Meetings



The Educational Psychology Service

This quotation from the Scottish Office Education and Industry Department¹ illustrates the current IEPS practice model:

*1.24 In their practice, Educational Psychologists have moved away from a **medical model**, which perceived the problem to be inherent in the child, thereby requiring assessment, diagnosis and treatment, towards a model which perceives difficulties to arise from the interaction of children with their environment, curriculum, teachers, the environment, teaching and other alternative variables in such a way as to remove any obstacles to successful learning and progress. It is closely related to the **social model of disability**, and it does not detract from the fact that some difficulties, such as autistic spectrum disorders, have a biological cause.*

This model requires the psychologist to work with and through others in a consultative, facilitative capacity, and gives much larger numbers of children access to psychological skills and knowledge. However, the role is sometimes misunderstood by those who continue to have expectations based on a medical model.

Within Inverclyde Educational Psychology Service our support takes place, for the most part, with and through other professionals in a consultative and facilitative capacity. This allows the EP to impact on a wider group of young people by working with those adults who know the person best.

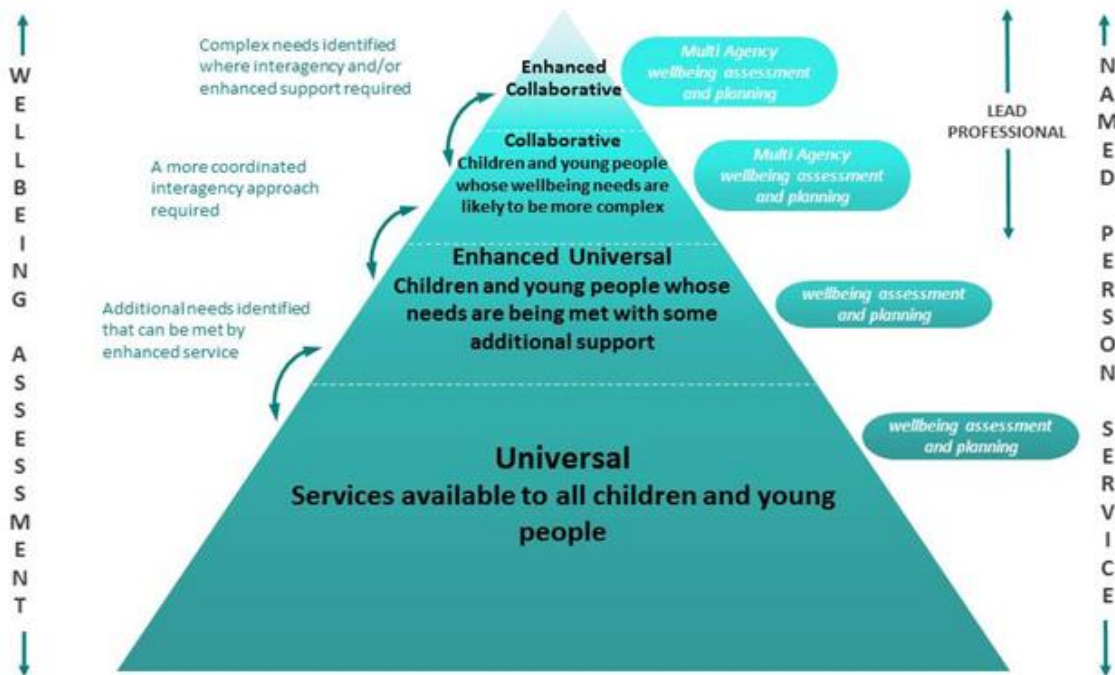
There may, on occasion however, be a need to work individually with young people. Where this is the case, key school staff will prioritise those pupils and discuss these at the termly planning meeting. As part of this process, and in keeping with the Inverclyde GIRFEC Pathway, establishment staff will have undertaken a wellbeing assessment with the child/young person and liaised with the school educational psychologist, to identify those pupils most likely to benefit from educational psychology input.

¹ Quality Assurance in Education Authority Psychological Services (TAWN Mackay, SOEID, 1999).

Inverclyde Educational Psychology Service

Getting it Right Termly Planning Meeting		
Establishment: Present:		
Date of Meeting:		
Priorities for Establishment Improvement Links to Education Service Improvement Plan		
Priorities for Individual Casework/Review of Casework from Last Term. Discussion of wellbeing assessment, record of intervention, plans		
It is anticipated that at any one time the establishment educational psychologist will be involved in 3-5 active cases per establishment.		
Name & Stage (existing or new case)	What does the evidence show is the main concern(s)	Agreed EP role for term or discharge.

Inverclyde GIRFEC Practice Model



The Named Person responsibilities for school aged children:

When the child or young person, their parent(s), or someone who works with them asks for help or raises a concern, a Named Person will carefully consider the situation by asking five questions:

- 1) What is getting in the way of this child's or young person's wellbeing?
- 2) Do I **have all the information** I need to help this child or young person?
- 3) What can I **do now to help** this child or young person?
- 4) What **can my agency** do to help this child or young person?
- 5) What additional help, if any, may be needed from others?

Inclusive Schools following GIRFEC

For Educational Psychology Service involvement children and young people are considered at the case level during termly Practice Level Agreements.

What does not constitute a rationale for engagement with the Educational Psychology Service	Best practice for engaging with Educational Psychology Service
<ul style="list-style-type: none"> - The establishment link saying to parents 'the EP service will take this case on' (without any discussion of the child at the PLA). - The establishment representative saying at a review meeting 'the EP service will work with or be involved with your child' (without any discussion of the child at the PLA). - A staff member saying 'the EP service need to be involved' - A CAMHS/Social Work/ Health representative saying 'the EP service need to be involved'. 	<p>Any pupil who an EP would hold an EP GIRFEC Consultation Meeting for would be highlighted during the termly PLA meeting. This is to ensure the following:</p> <ul style="list-style-type: none"> ✓ the establishment is following GIRFEC, ✓ there is clear rationale for active involvement. ✓ to negotiate the EPs development (ongoing targets and new targets). <p>This ensures GIRFEC is being followed and the establishment is being INCLUSIVE.</p>

1. As an INCLUSIVE school/nursery how are you meeting this child's need at the UNIVERSAL level?

- *Assessment of need, strategies employed, multi-agency staff involved?*

2. An up to date Wellbeing Assessment is required prior to the EP GIRFEC consultation meeting. Does the establishment have this to share?

3. What is the need to involve the Educational Psychologist?

Legislation and policy frameworks supporting inclusion

2000	Standards in Scotland's Schools (etc) Act.
2001	Better Relationships Better Behaviour Better Learning.
2004	Additional Support for Learning (Scotland) Act.
2006-16	Behaviour in Scottish Schools Research (BiSSR).
2008	Getting it Right for Every Child (GIRFEC).
2009	Building the Curriculum for Excellence Through Positive Relationships and Behaviour.
2011 & 2017	Included, Engaged & Involved (Part II) – Prevention and Management of Exclusions.
2012	General Teaching Council for Scotland Standards for Registration.
2013	Better Relationships Better Behaviour Better Learning.
2014	Children & Young People (Scotland) Act.
2014	National Framework for Inclusion.
2014	Revised General Teaching Council for Scotland Standards for Registration – Professional Update.
2015	Scottish Attainment Challenge.
2015	National Improvement Framework.
2016	How Good is our School? (Version 4).
2016	National Inclusion Framework.
2019	Review of Advice on the Presumption of Mainstreaming in Scotland's Schools.

Format of the Meetings

EP GIRFEC consultation Meeting (1st meeting):

- Following GIRFEC - Wellbeing Assessment given to EP prior to meeting
- EP facilitates meeting
- Solution Orientated Principles used e.g. strengths, areas for development, goals, action plan (clear and SMART).
- Meeting timely and appropriate – at the most 1 hour

Establishment Review Meeting (meetings thereafter)

- Following GIRFEC - Wellbeing Assessment update shared with attendees prior to meeting
- School/early years staff facilitate meeting – this is a meeting for education to establish how progress is being made with regards to the education action plan (the plan will often include multi-agency partners). Often useful to start with the action plan from the previous meeting.
- Solution Orientated Principles used e.g. strengths, areas for development, goals, action plan (clear and SMART).
- Meeting timely and appropriate – at the most 1hour

Integration and inclusion

INTEGRATION

The onus is on the CHILD to be ready for school.

Children complete the same WORK.

Children assessed in the SAME MANNER.

INCLUSION

The onus is on the SCHOOL to be ready for the child.

Children meet the same LEARNING OBJECTIVES.

Assessment TARGETED to the NEEDS/STRENGTHS of the student.

Appendix 3: Her Majesty's Inspectorate of Education (October 2018).

The contribution of the Inverclyde educational psychology service to the Scottish Attainment Challenge

HM Inspectors are confident that the educational psychology service is making a very strong contribution to the council's work in closing the poverty-related attainment gap through, for example, the implementation of the Applying Nurture as a Whole School Approach programme and trauma informed practice. The authority has provided an effective authorising environment for the educational psychology service to turn theoretical constructs into practice. The service's current improvement plan effectively supports the delivery of national and education authority priorities. It is underpinned by a clearly articulated social justice model and driven by the excellence and equity agenda. The service has overtaken the improvement actions outlined in the Education Scotland's validated self-evaluation report (2015). The service recognises the need to continue to develop its policy framework and communicate its offer more clearly to stakeholders.

Inverclyde educational psychology service has influenced authority thinking in terms of learning, teaching and assessment by participating in the development of the newly-launched authority policy. The service has effectively used a range of data sets to better identify and target needs. For example, a collaborative review of speech and language therapy and school data was very effective in identifying the need to prioritise restorative approaches and language development skills. The service recognises that further work is required to strengthen their contribution to improving numeracy outcomes. Educational psychologists have invested significant resources in building practitioners' capacity across all sectors by providing high-quality professional learning.

Inverclyde educational psychology service is implementing an effective range of evidence-informed interventions which are positively impacting on the lives of children, young people and families, including:

- nurture
- trauma informed practice
- Seasons for Growth

You can access these case studies on Twitter twitter.com/inverclyde.

The service's use of collaborative action enquiry and implementation science allows them to evidence the long-term impact on practice. The service has led the development of a coping with adversity initiative to develop staff knowledge and skills in trauma informed practice. A robust needs analysis resulted in a detailed training programme which has been positively evaluated. The service, well

supported by the authority, will continue to review and expand the range of interventions focused on closing the poverty-related attainment gap.