

## Inverclyde Educational Psychology Service Service Delivery Policy 2022-23



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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**

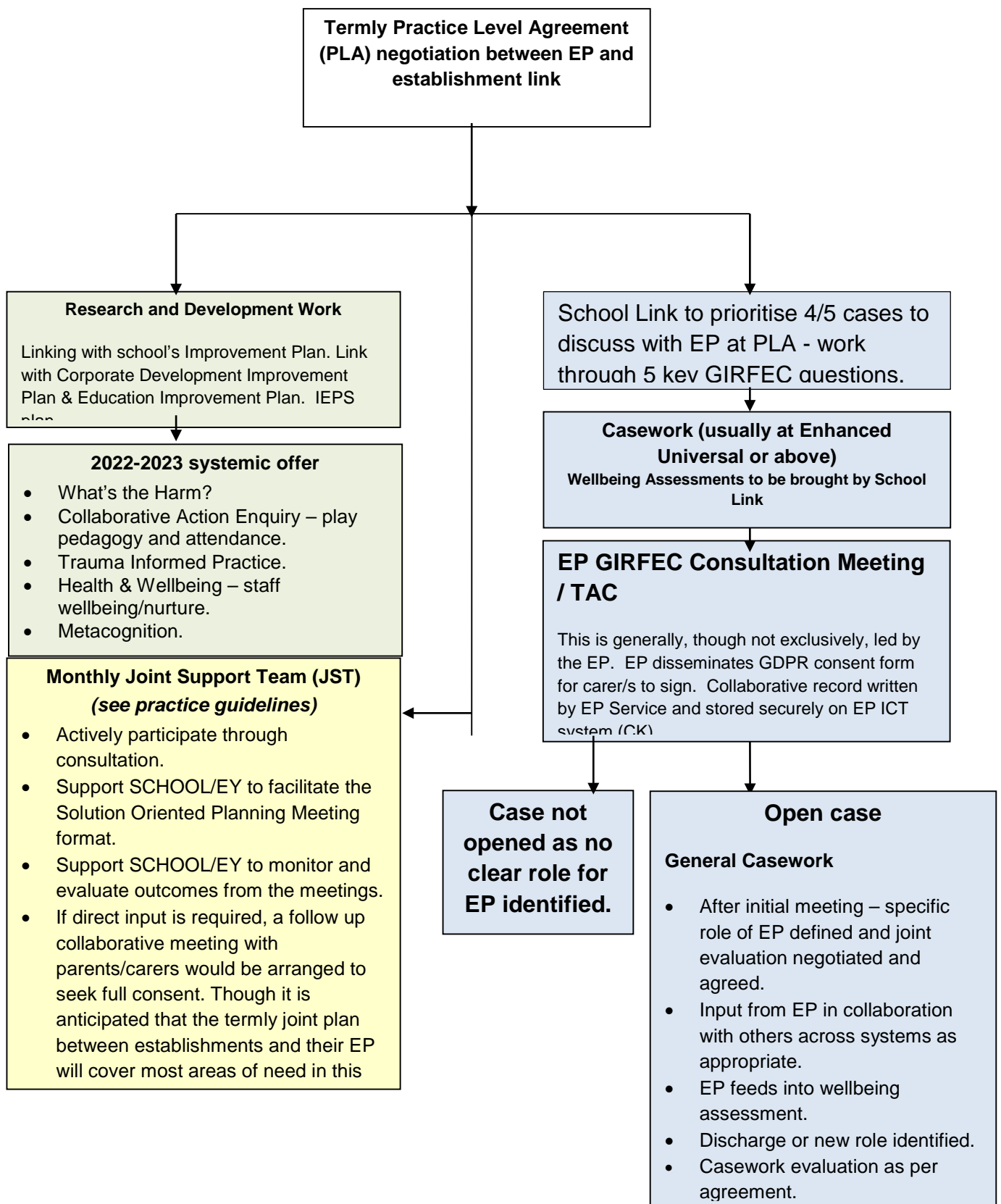
### **Developing the termly Practice Level Agreement (PLA)**

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.

# Termly Practice Level Agreement Operational Flowchart





## 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.

## 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.

## **The wider offer of Inverclyde Educational Psychology Service**

### ***Senior Management Team (SMT)***

#### *Principal Educational Psychologist*

*Laurence Reilly 1.0*

- Strategic Leadership of Educational Psychology Service
- Chair of Additional Support Needs (ASN) Forum
- Joint Psychologist for Lomond View Academy, Aileymill Primary, St Andrew's Primary and Out of Authority Placements
- Member of Inverclyde Child Protection Committee
- Member of Association Principal Educational Psychologist (ASPEP)
- Staff Wellbeing
- Corporate Parent

#### *Depute Principal Psychologist(s)*

*Jayne Johnson 0.8*

- Lead for Service Improvement for all EPS staff
- Lead for Attendance and Emotionally Based School Avoidance (EBSA)
- Depute for Principal Educational Psychologist
- Staff Wellbeing
- Member of Association Principal Educational Psychologist (ASPEP)
- Corporate Parent
- Psychologist for Clydeview Academy (shared) including Garvel Unit, Moorfoot Primary, King's Oak Primary, Rainbow Family Centre and Out of Authority Placements
- Supervision of Year 2 Trainee Educational Psychologist
- 'What's the Harm?' Trainer

- Lead for Service Improvement
- Lead for Quality Improvement Group
- Organising of Extended Management Team (EMT) dates and agenda
- Lead for Peer Support Group

*Depute Principal Psychologist(s)*

*Lisa McFadden 0.2*

- Strategic and operational lead for further improving outcomes for care experienced young people and families
- Facilitate the Out of Authority JST
- Support of the Virtual Head Teacher
- Lead for Research and Development
- Lead for EPS Service Delivery
- Member of Association Principal Educational Psychologist (ASPEP)
- Staff Wellbeing
- Corporate Parent
- Member of the Fostering and Adoption Panel

*Senior Educational Psychologist*

*Taryn Moir 1.0*

- Staff Wellbeing
- VIG/VERP Coordinator
- Member of EBSA
- Member of Quality Improvement Group
- Coordinating Supervisor for Year 3 Trainee Educational Psychologist
- Member of West Partnership Practitioners Group
- Link into Healthy Minds Network
- Metacognition ???
- Psychologist for Craigmarloch School (shared), St Stephen's High, St Francis Primary, St John's Primary, Wellpark Children's Centre and Out of Authority Placements
- Member of Scottish Attainment Challenge (SAC) Group

***Educational Psychologists (Maingrade)***

*All Maingrade EPs*

- Case Management
- Reflective Practice
- Systemic Practice
- Reflective Teams
- Scottish Attainment Challenge (Trauma Informed and Responsive Practice)

### *Individual remits*

#### *Lisa McFadden (0.6)*

- Psychologist for Binnie Street, Glenbrae, Newark Primary (shared), Craigmarloch (shared), All Saint's CLB (shared), Aileymill Primary (shared) and Out of Authority Placements
- Lead for Systemic Practice

#### *Karen McPherson (1.0)*

- Psychologist for Notre Dame High, St Patrick's Primary, St Mary's Primary, All Saint's Primary (shared), All Saint's CLB (shared), Newark Nursery, Stella Maris Base (shared), Gibshill Nursery and Out of Authority Placements
- Member of Scottish Guidance Transgender Group
- Member of Strategic Implementation Group for Play Pedagogy
- Member of Fostering and Adoption Panel
- Seasons for Growth Trainer

#### *Daniela Cubbedu (1.0)*

- Psychologist for St Columba's High, St Andrew's Primary (shared), Stella Maris Base (Shared), Ardgowan Primary, St Joseph's Primary, Glenpark Early Learning Centre and Out of Authority Placements
- Member of group implementing 'applying nurture to the whole school' approach documents (Education 2017)
- Restorative/Solution Oriented offer on Gateway
- Supervisor for Year 3 Trainee Educational Psychologist

#### *Scott Chalmers (0.8 EP/0.2 CYPMHW)*

- Link to Children and Young People Mental Health and Wellbeing Group (CYPMHW)
- Member of CYPMHW Triage Group
- Psychologist for Inverkip Primary/Nursery, Inverclyde Academy (shared), Whinhill Primary/Nursery, Lady Alice Primary/ Nursery, and Out of Authority Placements
- Play Pedagogy (Collaborative Action Enquiry)
- VIG/VERP practitioner
- 'What's the Harm?' Trainer
- Member of Ethical Standards Group

#### *John Niven (0.8)*

- Psychologist for Port Glasgow High, Newark Primary (shared), Kilmacolm Primary, Hillend Nursery and Out of Authority Placements
- Member of Communication Strategy Group

- Supporting Trauma Informed Lead Practitioner
- VIG/VERP practitioner

*Bergdis Wilson (0.6)*

- Psychologist for Inverclyde Academy (shared), Wemyss Bay Primary/Nursery, All Saint's Primary (shared), Wellpark Nursery, Lomond View Academy (shared) and Out of Authority Placements
- Trauma Informed and Responsive Practitioner

***Educational Psychologist in Training***

*Aroojh Asif, Year 3 (0.8)*

- Psychologist for Clydeview Academy (shared), St Ninian's Primary, Gourrock Primary, St Michael's Primary, Bluebird Nursery, Larkfield Children's Centre and Out of Authority Placements
- Delivery of Solution Oriented Practice on Gateway.
- QEP Research.

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

*Vacancy (0.4)*

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 (2022-2023). 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.

***Therapeutic Intervention Worker to support Play Therapy***

*Erin McQuillan (1.0)*

- Based in IEPS with an authority-wide remit
- Promoting the implementation of play therapy throughout Inverclyde
- Therapeutic intervention in the form of play therapy in a one-to-one or group basis
- Support the delivery of Local Authority / EPS priorities
- Panel Member on Additional Support Needs (ASN) Forum

- Supporting establishments and professionals to enable them to support children and young people within educational establishments
- Member of Strategic Implementation Group for Play Pedagogy
- Member of Strategic Implementation Group for Trauma Informed Practice
- Supporting children's participation through co-production alongside Educational Psychology

### ***Trauma Informed Lead Officer***

*Kathryn Mackenzie (1.0)*

- Based in IEPS with an authority-wide remit
- Promoting the implementation of trauma informed and responsive practice throughout the Inverclyde workforce
- Leading a multi-agency strategic group, including representation from education, HSCP and the third sector, to develop trauma informed practice across all sectors
- Coordinating the delivery of the NES National Trauma Training Programme locally, to align with the Scottish Government's national vision
- Monitoring and reporting on progress and impact

### ***Clerical Assistants***

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, administration for CYPMHWP and Virtual Schools projects, management of social media accounts and preparation of materials.

*Michelle Keith (1.0)*

- ASN Forum; organisation, minute, Tracking and summary
- HR Duties; CHRIS21, Change of Circumstances, new staff
- FMS; orders, deliveries and invoicing
- Inventory; Establishment Responsible Officer
- Mail; outgoing
- Social Media; Twitter, Website and production
- Minutes; ASNF, CYMHWP group etc.
- Service Database; sharepoint, digital 360 administration, SEEMIS Warehouse
- Admin support; CYPMHWP, JSTs

*Cathy Kennan (0.95)*

- ASN Forum; invitations, email summaries
- HR Duties: Sickness notification

- Shredding
- Expenses
- PLA summary
- Printer issues
- Service Database; process minute and process referrals
- Service calls; incoming
- Minutes; team meetings, development days, EMT, CYPMHWB, Virtual Schools, JSTs, admin meetings
- Library/resources; manage

## **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 Activities, January 2022 (Updated July 2022)

### Five Questions

- 1) How well does our self-evaluation support us to improve the progress of all children and young people within our community?
- 2) How well does the service ensure that the views of children and young people are heard, respected and taken seriously, as is central to the United Nations Convention on the Rights of the Child?
- 3) How well are our models of support meeting the needs of our children and young people?
- 4) How well do we engage parents in their child's learning to improve outcomes for children and young people?
- 5) How well are we working with others to develop an effective and improving approach that supports children's learning?

5Qs	Theme	Purpose	Activity	RAG	TIMESCALE	STAFF	Impact measure	Comments / Review
1	<b>PLAs (analysis and meeting attended by SMT)</b>	<ol style="list-style-type: none"> <li>1) To identify themes arising in the schools/ community and feed these into service improvement planning.</li> <li>2) To support new EPs with the PLA process.</li> <li>3) To monitor consistency of practice from the service</li> </ol>	<ol style="list-style-type: none"> <li>1. PLAs will be collated as an admin task and themes taken from these</li> <li>2. SMT to join EPs in PLA process –</li> <li>3. Take a sample 1 PLA for 1 EP – complete proforma and share themes at EMT</li> </ol>	<b>AMBER</b>	<b>AUG / SEP 22 - PLA1</b>  <b>JAN 23 - PLA2</b>	<b>CK admin</b>  <b>All EPs</b>  <b>SMT</b>	More informed improvement plan.  A more effective PLA process (feedback from EPs and establishments).  EPs feel more supported by the collaborative process.	

5Qs	Theme	Purpose	Activity	RAG	TIMESCALE	STAFF	Impact measure	Comments / Review
			meeting-monitor again service offer.				SMT are more informed of EP practice across establishments.	
1, 2, 3 & 5	Case work evaluations	Ensure we are improving outcomes for children and young people.	This should be embedded within TAC/ PLA process.	AMBER	AUG, SEP, JAN	All EPs	Greater clarity of impact of how the CYP perceives the impact of interventions.	
1	Peer support for complex case work	To support staff to have an impact in the most complex circumstances.	Monthly peer support. Alternative EPs to attend.	AMBER AMBER	Monthly March 22	JJ to lead initially.  All EPs  All EPs	<i>To be measured using a staff Focus Group</i>	
1	Peer support/ Reflective teams	To develop quality practice, consistency and time for reflection.	Reflective teams to be given a regular slot at team meetings. Focus will mainly be on 'wicked issues' arising from practice (majority identified by the peer support group).	AMBER  AMBER	Monthly  March 22	All EPs  JN	<i>JN will use activity theory to evaluate our use of reflective practices.</i>	
ALL	Monitoring quality improvement agenda	To ensure activities haven't fallen off the agenda.	Termly meetings to be sent out to QI group.	AMBER	Termly	JJ		

<b>5Qs</b>	<b>Theme</b>	<b>Purpose</b>	<b>Activity</b>	<b>RAG</b>	<b>TIMESCALE</b>	<b>STAFF</b>	<b>Impact measure</b>	<b>Comments / Review</b>
<b>5</b>	<b>Stakeholder Feedback / Monitoring progress over time</b>	Use existing questionnaire to adapt and send to ASL leads.	Questionnaires	<b>AMBER</b>	<b>April 22</b>	<b>JN</b>	Compare with previous years feedback, review progress.	
<b>1</b>	<b>Staff Views on the Self Evaluation Process and Impact of their work</b>	Continually monitor the progress of our service improvement plan and service delivery offer.  Continue to check-in with the team.	Staff Focus Group, via team meetings  Staff Wellbeing – review at team meetings.	<b>AMBER</b>	<b>April 22</b>	<b>ALL KMP/ KW JN</b>	<b>We</b>	
<b>4</b>	<b>Parental Views to shape service delivery</b>		Parental Focus Group	<b>AMBER</b>	<b>April 22</b>	<b>Sample of Team</b>	<b>focus group questions</b>	
<b>5</b>	<b>Multi-Agency View</b>		Multi-Agency Views	<b>AMBER</b>	<b>June 22</b>	<b>Sample</b>	<b>focus group questions</b>	
<b>1,2,3,5</b>	<b>Review impact of SAC offer</b>	Monitor and communicate our progress with our SAC offer.	Each team complete SAC planner. Review SAC planner at 6 weekly slots in Team Meeting. Share at SAC meetings.			<b>Taryn M to lead, All staff to update planner and TM.</b>		

**Quality Improvement Calendar 2021-22**

	Within EPS	Ongoing completion & collection of individual casework, training and feedback forms	Within Inverclyde	Out-with Inverclyde
Term 1	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 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
	October	2c) Reflective Teams discussions on casework or non-casework during ring-fenced time and use of proforma		15a) Linking with East Renfrewshire EPS
Term 2	October			
	November	3b) Termly meetings of Quality team to monitor and track progress		15b) Linking with ASPEP

December	2c) Reflective Teams discussion on casework or non-casework during ring-fenced time and use of proforma	6a) Develop a mechanism for evaluation of casework that incorporates partners, parents and pupils views	15c) Linking with Education Scotland links
	5a) Support and challenge from SMT		15d) Linking with West Partnership
January	8a) Use of VIA character strengths and reference	1b) All staff complete PLAs with establishments during joint visit with PEP	15e) Dundee Supervisors meeting
		7a) Create Questionnaire for ASN leads	15f) Supervisors/Assessors QEP training
		7b) Create Questionnaire for HTs and SMT	
February	2d) Collation of reflective team proformas	1c) Collation of PLAs	
	3c) Termly meetings of Quality team to monitor and track progress	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
March	1d) Collated information (for both PLAs) analysed		6b) Pilot mechanism for evaluation of casework that incorporates partners, parents and pupils views
	2e) Analysis of reflective team proformas		6c) Use outcomes from pilot evaluation to inform service delivery 2022-23
	10b) All training evaluations to be collated		9d) Collated APDR summaries to be fed back to Team and to inform future delivery
	10c) Synthesis of collated training evaluations		10d) Collated training summaries to be fed back to relevant groups and to inform future delivery
	12a) PRD- LA template to be completed annually		11b) HT/ ASN leads focus group questions drafted and date to be confirmed, group needs convened
April	2c) Reflective Teams discussion on casework or non-casework during ring-fenced time and use of proforma		11c) HT/ ASN leads focus group Analysis of data
	8b) Update wordle including all team		
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
Summe	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
	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.

<b>Area</b>	<b>Educational Psychology Role</b>	<b>Level.</b>
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: HMIE Inspection Report 2018.**

**Appendix 3: Practice Level Agreement.**

## 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:

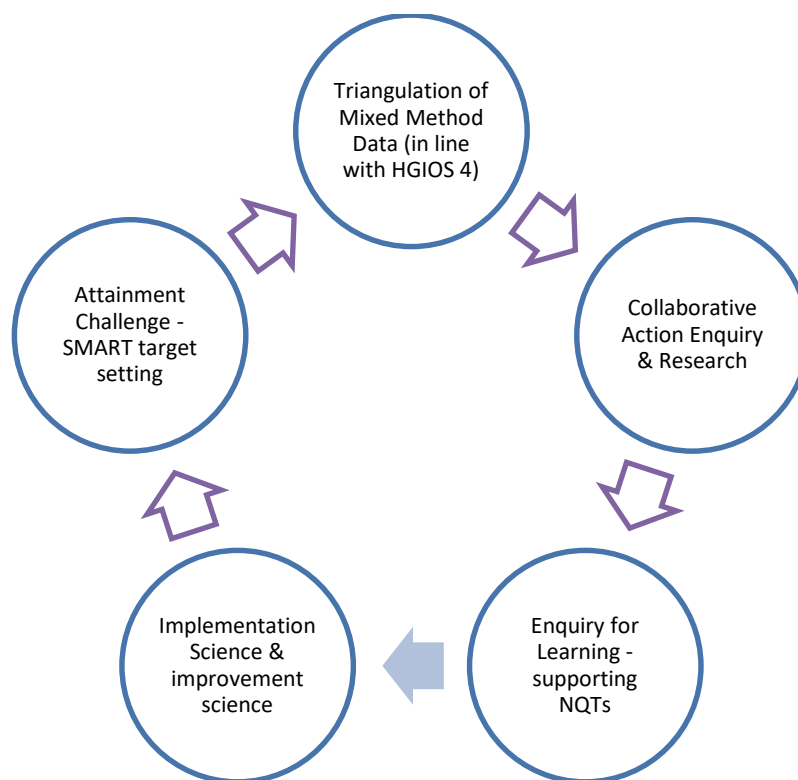


Figure 1: Depiction of Research Methodologies utilised by IEPS staff.

## 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:

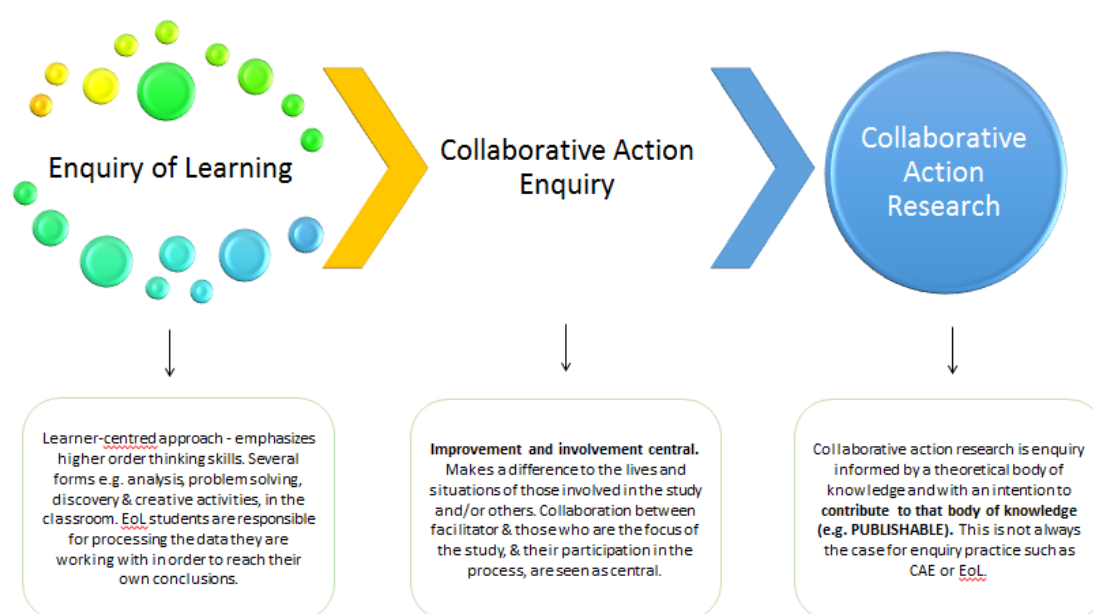


Figure 1: Practitioner Enquiry progression model exhibited within the authority with education partners.

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.

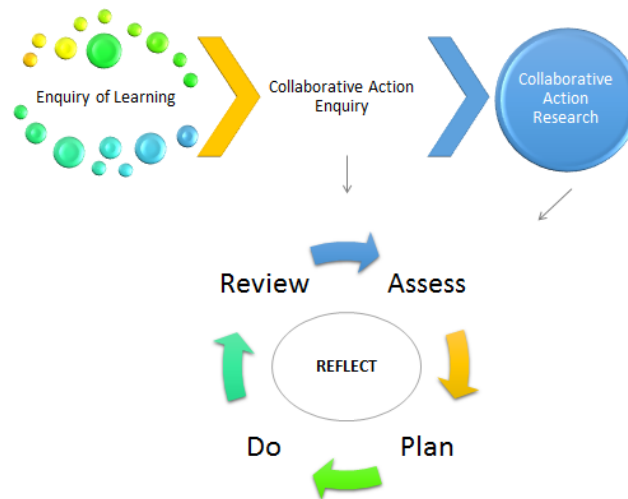


Figure 2: Cycle of Assess, Plan, Do & Review - adapted from Education Scotland.

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-scaled 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).

- QUANTITATIVE:**
- PIPS scores
  - Numbers of children: LAC, EAL, social & emotional, free schools meal entitlement, attendance.
    - SIMD
  - Speech & L. data
    - CfE data
  - Staff knowledge of Nurture Principles



- VIEWS:**
- Readiness Questionnaire
  - Staff Questionnaire
  - Pupil Focus Groups
  - Staff self-evaluation
  - **Highly effective practice & Challenge q's.**
  - Attunement questionnaire
    - Quality Improvement Review
  - Implementation Group
    - Action Research & Implementation S. Questionnaire
  - Semi-structured interview with Speech & L.

- DIRECT OBSERVATIONS:**
- **Class Nurture Observation (peer to peer)**
  - **Attunement Observation (peer to peer)**
    - Quality Improvement Review
  - Educational Psychologist - class observations
  - Coaching & Modelling Officer: playground observations

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.

- QUANTITATIVE:**
- Casefile analysis trends, August 2014 – March 17 (e.g. counts of new referrals, reasons for EP involvement, out of authority etc).
  - Counts of the number of JSTs within authority secondary schools.
  - Planning for children sampling (Child's Plan & Single Agency Plan – evidence of SO).
  - Future Step : GIRFEC PLA meeting – analysis of feedback.



- VIEWS:**
- Survey Monkey questionnaires completed by 29 SMT staff across 27 education establishments (mainstream & asn) in the authority.
  - Phone interviews for parents of service users across the authority.
  - EP led interviews for 11 young people across the authority.
  - Questionnaires from staff receiving EP development input e.g. CAR, IS, Nurturing Me.

- DIRECT OBSERVATIONS:**
- EP staff currently offer each other feedback after joint development work – this could be gathered more explicitly via a SO observation sheet.
  - EP team plan to pair up and observe each others practice in specific areas e.g. GIRFEC meetings – supportive role.

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).

		<b>Implementation: “The How” - Implementation Science</b>	
		<b>Effective</b>	Not Effective
<b>Innovation: “The What” - Evidence Base</b>	<b>Effective</b>	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.

<b>Outcome data includes:</b>	<b>Process data includes:</b>
Attainment, engagement, progression	Systematic documentation of what was done
Social, emotional & behaviours changes	Key ingredients for success
Administrative data e.g. library usage, attendance	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 2: Key components of Implementation Science used in IEPS practice

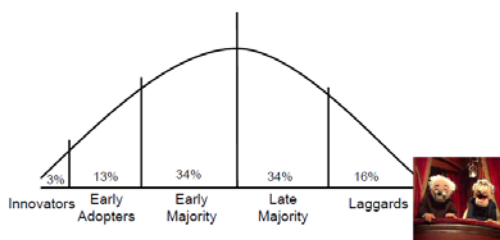
1) The creation of an [implementation Team](#):

		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.

Appendix 3: Practice Level Agreement.



**Educational Psychology Service  
Practice Level Agreement Meetings**



## The Educational Psychology Service

This quotation from the Scottish Office Education and Industry Department<sup>1</sup> 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.

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

## PLA process

### Information for Eps and establishment links.

#### Context of the EPS.

As a service, we respond to 260 cases on average each year. These cases span across 48 different Inverclyde establishments and out with our authority. At present, we have 8 FTE educational psychologists until March 2023.

In response to our feedback from schools we are committed to having a link EP for each establishment and are determined to avoid waiting lists. To achieve this we have to be clear about our rationale for our involvement and know when our service is no longer required.

#### Our Service offers:

- Working with educational establishments, the local authority and other agencies to improve the quality of the universal, targeted and specialist offer to CYP and families.
- We add value by offering a psychological theory and research evidence as well as an in depth knowledge of the application of implementation sciences.

#### The practice level agreement:

- Is a shared plan of support for the term ahead.
- Should be reviewed at the start of each term in relation to progress and impact.
- Priority cases are decided between the EP and the link from the establishment, based on the school's GIRFEC pathway.
- Other services or parents that request EP involvement (via education establishments) should be advised that involvement is based on the school's GIRFEC pathway, and therefore be referred back to the pathway.
- Any new cases that arise which are not on the PLA will require a re-negotiation of priorities. Best practice would require a piece of work agreed upon to be completed before a new one started.

## Practice Level Agreement Meeting

The PLA meeting is designed to support EPs and educational establishments to negotiate and agree priority areas of work that the EP will support. This will include priority casework and development work (ideally linked to the school improvement plan).

The PLA is to be agreed and reviewed 3 times a year, within these time frames:

- Aug/ Sept
- Jan/Feb
- April/May

### 1. Details

Establishment Name	Establishment Representative	Educational Psychologist	Date

### 2. School Improvement and development work

Reference EP SAC and general offer.

Improvement priority	Agreed EP Role	Agreed Predicted outcome	Evidence of impact (review)	Evidence examples..
				<i>Staff feedback Pupil feedback Parent feedback</i>
				<i>Impact data School data</i>

### 3. JST arrangements:

### 4. Priority cases

We are prioritising cases where there is a clear EP task and where we can have the most impact as a service.

<b>Name and stage</b>	<b>Current concerns</b>	<b>Desired outcomes/ EP role?</b>	<b>LAAC status</b>	<b>ASN *</b>	<b>Priority rating **</b>

## 5. Review of EP involvement

<b>CYP</b>	<b>Review Goal set at initial collaborative meeting</b>	<b>Where are we now</b>	<b>What needs to happen next (<i>close, continue working with</i>)</b>	<b>What has been the impact of having the EP involved? <i>How do you know?</i></b>


**\*ASN categories for chart above:**

*The purpose of the section is for an analysis of data later in the year.*

- EBSA – emotionally based school avoidance
- L&T – learning and teaching
- ASC – needs that arise from ASC
- Anxiety – needs that are conceptualised as anxiety.
- HQ – involvement due to HQ
- HWB – needs that highlight the environment and the needs of the CYP requires further attunement.
- BCL – needs that arise from perceived experiences of trauma, bereavement and loss.

**\*\*How to prioritise cases**

These factors are rated to help negotiate priorities e.g. CP register or care experiences are prioritised over other factors:

Factor	Weighted priority	Tick appropriate
Child protection register	5	
Care Experienced	5	
At risk of exclusion	4	
Assessment of educational placement required	4	
School non-attendance	4	
SIMD 1-3	3	
Lowest 20%	3	
Key transition needs	2	
Off-track in CfE levels	1	



## 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"> <li>- The establishment link saying to parents ‘the EP service will take this case on’ (without any discussion of the child at the PLA).</li> <li>- 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).</li> <li>- A staff member saying ‘the EP service need to be involved’</li> <li>- A CAMHS/Social Work/ Health representative saying ‘the EP service need to be involved’.</li> </ul>	<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"> <li>✓ the establishment is following GIRFEC,</li> <li>✓ there is clear rationale for <b>active involvement</b>.</li> <li>✓ to negotiate the EPs development (ongoing targets and new targets).</li> </ul> <p>This ensures GIRFEC is being followed and the establishment is being <b>INCLUSIVE</b>.</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.
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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 (1<sup>st</sup> 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 1 hour

# 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](https://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.