

INVERCLYDE'S EDUCATIONAL PSYCHOLOGY SERVICE

End of Year Service
Report
2023-2024

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INTRODUCTION

The aim of Inverclyde Educational Psychology Service (IEPS) is to improve the learning and wellbeing of all children in our community. The IEPS is part of a wider Education Service, which means our yearly priorities reflect local aims found in Inverclyde's Children's Services Plan and Education Services Plan, as well as national aims and professional British Psychological Society (BPS) guidance.

Our team is experienced in the practical application of psychology, the effective use of implementation science and the facilitation of collaborative problem solving.

How we are organised

We value having good relationships with our educational establishments. As a result, each educational establishment in Inverclyde has a link Educational Psychologist (EP). We do not operate waiting lists as we provide services negotiated based on need and aim to be accessible and responsive. Inverclyde Educational Psychologists collaborate with schools and early years establishments each term to plan service delivery.

The aim of this report

- To share an overview of important developments with our service delivery between 2023-2024.
- To review our successes and challenges.
- To use this data to inform our Service Improvement Plan for 2024-25.

INVERCLYDE EDUCATIONAL PSYCHOLOGY TEAM



Inverclyde EPS is a **multi-disciplinary team** that collaborates to meet the aims outlined in our Service Improvement Plan. We have been privileged to have 2 Educational Psychologists in Training this year, providing us with a reciprocal relationship with the University of Dundee. We provide a service to **48 Inverclyde educational establishments**. We also prioritise our service for children and young people placed outwith Inverclyde.

A significant part of our role is to support the local authority to deliver their improvement aims. As a result, many of us lead and collaborate on local authority working groups developing strategies, policies and running systems to promote inclusion. We are also central to many national improvement agendas such as **West Partnership developments, Scottish Division of Educational Psychology, Dundee University Educational Psychology Masters** and providing **Supervision for Trainees** on placement.

INVERCLYDE EDUCATIONAL PSYCHOLOGY TEAM

Our team comprises of different roles, including:

1

Principal Educational Psychologist

1

Depute Principal Educational Psychologist

1

Senior Educational Psychologist

4

Main Grade Educational Psychologists

1

Trauma Informed Practice Lead Officer

1

Therapeutic Intervention Worker

1

Admin Assistant

2

Clerical Assistants

1

Research Assistant

STAFFING UPDATE

In 2022, the IEPS undertook a cut of staff reducing the team by 1 full time main grade post. National data shows that the number of children with Additional Support Needs is increasing yet cuts have meant the number of Educational Psychologists are decreasing. As a consequence, we have been reviewing our model of service delivery to ensure we are offering the most effective service.

We hugely value the support provided to the service through the placement of trainee educational psychologists. Unfortunately, next year we are unable to take on a trainee which will be a loss to our service.

STAFF SUCCESSES

What some of our team have to say about their successes in Inverclyde so far...

“

I trained P6 pupils in X Primary School how to be effective peer mediators. Their enthusiasm and commitment was truly inspirational. I look forward to finding out how they get on as they hone their skills in preparation to be the new P7s. This will make the playground a safer and happier place for everyone, where children feel empowered to help each other in solving their own problems.

”

“

I am proud to be the Education link to the Inverclyde Emotional Wellbeing Triage Team (IEWTT) working to ensure there is no wrong door for any child, young people or family in Inverclyde when accessing mental health services. Thanks to this work, there are ten children since July 2023 who were not turned away and instead received the right help at the right time from the right service.

”

“

This year's successes have largely focused on supporting schools with the inclusion. This has involved working with school staff to appropriately support pupils, and supporting pupils being able to engage with their learning. I have also experienced success in development work, particularly trauma-informed practice, delivering training, and supporting establishments with progressing in their trauma-informed journey.

”

“

This year I have led the development and publication of our new Service website on Glow. The new website provides dynamic and accessible platform to keep the public and our stakeholders up to date with developments within the EPS and information about the service we deliver to the Inverclyde community. There are ten children since July 2023 children who were not turned away and instead received the right help at the right time from the right service.

”

“

This year I have been proud of the dedication of the team in working together to meet the needs of the service and the authority. We are a small, but extremely dynamic team.

”

“

Working in IEPS as a Research Assistant has been extremely beneficial, as it has allowed me to practice and hone in on my skills where I have to write and present information in a clear, concise manner. These skills have been valuable to me as I continue to become more confident with research and contributing to journals.

”

“

Inverclyde EPS is an environment that encourages and supports inquisitiveness (without fear of judgement for 'getting it wrong').

”

STAFF RESEARCH PUBLICATIONS

Date of Publication	Name	Name of article	Journal	Link
2023	John Niven	Using cultural-historical activity theory (CHAT) tools to understand reflecting teams as a process for professional learning	Educational & Child Psychology	https://doi.org/10.53841/bpsecp.2023.40.2.109
2023	Taryn Moir	Motivating readers - using Rosenblatt's transactional theory to enhance literacy learning	Scan: The journal for educators. Volume 42, Issue 3	https://search.informit.org/doi/epdf/10.3316/informit.432124515666358
2023	Taryn Moir	Seedlings of different soil	The Psychologist Magazine	https://www.bps.org.uk/psychologist/seedlings-different-soil
2023	Taryn Moir	Shaping the future by giving the gift of equitable motivation	Australian Educational Leader Magazine, Volume 45, Term 3	https://search.informit.org/doi/10.3316/informit.362809862585854
2023	Taryn Moir	Unlocking Young Minds	Literacy Today	http://www.literacyworldwide.org

STRATEGIC LEADERSHIP

This year our service has been a key player within the local authority's improvement plans and national guidance by leading in these areas:

**Attendance
and
Engagement**



**Promoting
equality
and
inclusion**



**Trauma
Informed
Practice**



**Improving
Educational
Experiences of
Children and Young
People who are
Care Experienced**



**Designing and
Delivering a new
multiagency service
for children and
families (Whole
Family Wellbeing
Fund)**

ATTENDANCE AND ENGAGEMENT

During 2023-24, Inverclyde EPS has led on the **Attendance Strategy** for the local authority and is a key player in contributing to national practice in this area.

The strategy has been designed to focus on 3 key areas of intervention within the authority, educational establishments and at individual case levels (see right).



WHAT HAS BEEN ACHIEVED IN 2023-2024

Outcomes for 2023-2024

Culture

- The training, coaching and mentoring that the EPS offers ensures we are developing nurturing and engaging climates for our educational establishments.
- This year the EPS has drafted guidance for education staff on improving attendance.

Practice

1. The EPS has assisted in identifying good practice and creating opportunities for practice to be shared with other educational professionals.
2. The EPS has been collaborating with schools to develop evidence based interventions to improve engagement (such as curricular design and mentoring) .
3. The EPS assisted partners to develop their service in order to provide an early intervention approach for pupils at risk of disengagement.
4. The EPS developed a peer network of secondary staff and facilitated a PSDA cycle to improve attendance for children who are care experienced.
5. The EPS has collaborated with young people, Education Scotland and CLD to ensure pupil voice is at the heart of our practice. We are currently co-working to produce a digital platform to assist young people to problem solve barriers to their engagement in school.

ATTENDANCE AND ENGAGEMENT

We have currently improved our overall school attendance by **0.5%** between August - May 2024 compared with August – May 2023.



WHAT HAS BEEN ACHIEVED IN 2023-2024 (continued...)

Systems



At the authority level

- The EPS leads a multi-agency steering group to improve collaboration when responding to non-attendance. This has led to the development of draft guidance of the role of partners as well as better partnership working.
- The EPS has collaborated on the design and implementation of an authority steering group aimed to safeguard and plan for pupils who are chronically absent. The authority now have a system of tracking and monitoring these pupils and this will provide valuable data from which to plan for young people.
- The EPS provided the authority with a brief on best practice when designing and delivering virtual learning to inform decision making and intervention design.

At the level of the establishment

The EPS has developed an audit tool for school based attendance systems to be evaluated. All secondary schools have been trained on the resource and many have referred to it in their planning.

TRAUMA INFORMED PRACTICE

TRAUMA INFORMED LEAD OFFICER

Our Trauma Informed Lead Officer leads in the construction, implementation and monitoring of impact of the multi-agency trauma informed strategy in Inverclyde.

This role is funded by the Scottish Government.

1099



2023-2024

OF STAFF IN INVERCLYDE HAVE ACCESSED TRAINING IN TRAUMA INFORMED PRACTICES

Our Trauma Informed Officer, Therapeutic Intervention Worker, and Educational Psychologists have successfully trained 1099 staff members across Inverclyde in trauma informed practices. This comprehensive training equips our staff with the necessary knowledge and skills to support individuals who have experienced trauma in a sensitive and effective manner.

We are pleased to include the sectors that have undergone extensive training in trauma-informed practices:

◆ COUNCIL

◆ HSCP

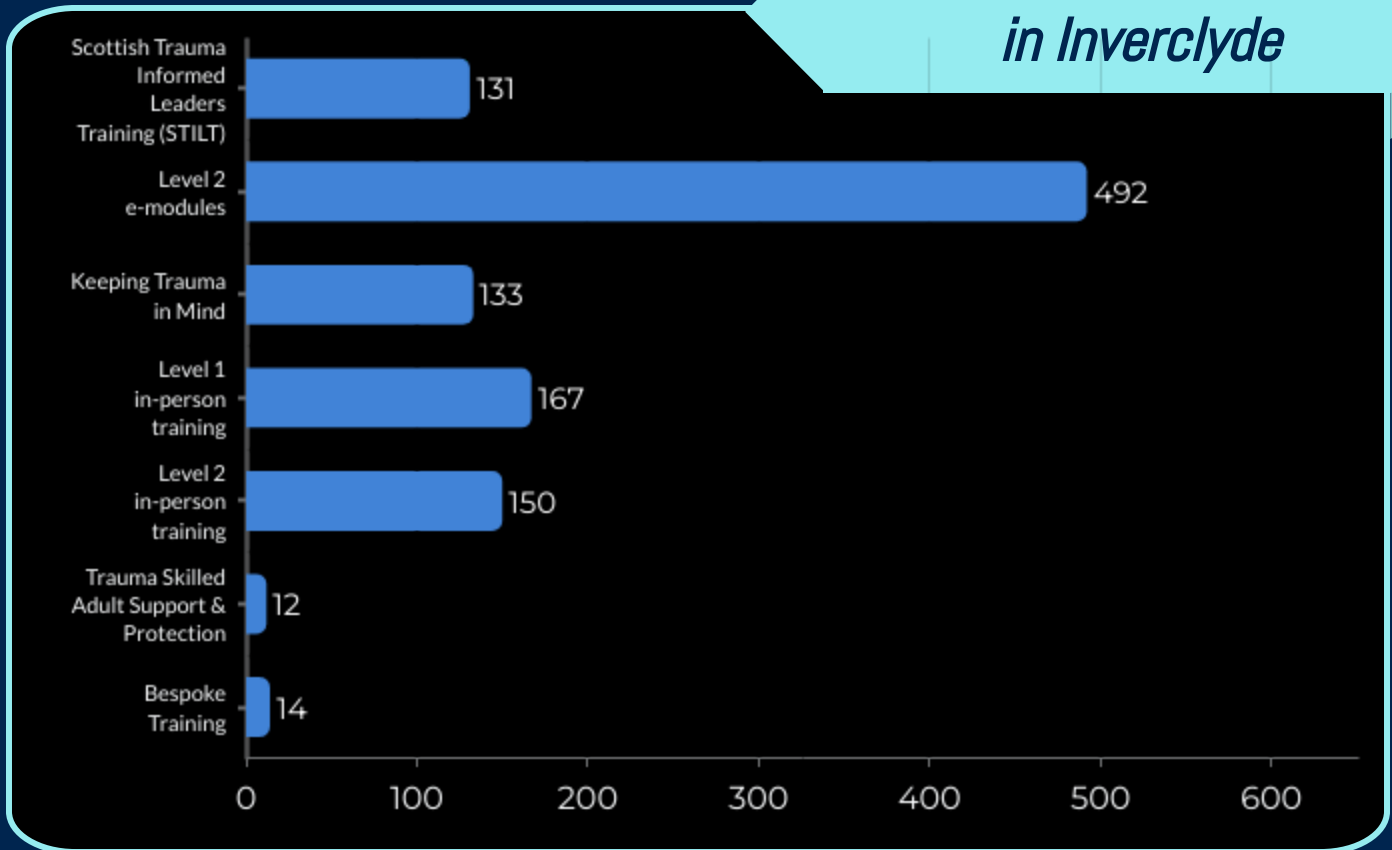
◆ EDUCATION

◆ THIRD SECTOR

RANGE OF TRAUMA INFORMED TRAINING

Since April 2023, our Trauma Informed Lead Officer upskilled Inverclyde colleagues in trauma informed practices. The IEPS team supported the planning and delivery of training to meet local and Scottish government aims.

Number of staff trained in Inverclyde



"I feel more confident going into my classroom with the understanding and knowledge of what 'trauma' actually is."

"I found the training really informative. I learned lots and felt the trainers were experienced, knowledgeable and approachable."



IMPROVING EDUCATION EXPERIENCES AND OUTCOMES FOR CARE-EXPERIENCED CHILDREN AND YOUNG PEOPLE

Our Depute Principal Educational Psychologist has a remit to work more systemically alongside the Local Authority Virtual Head Teacher/Team. The role is to support wider local authority education objectives in relation to improving opportunities and outcomes of care experienced children and young people.

We have been involved in looking at how peer support groups can support children and young people with wellbeing and engagement with school.

This has been piloted in one primary and a feeder secondary school and incorporates work around the impact of participatory engagement, regular peer support opportunities and transition support.

As a result of this role , the following interventions have been established:

CULTURE

We have been supporting education establishments and other partner agencies engage in training related to improving education outcomes for care experienced children and young people.

PRACTICES

We have facilitated an action research network for secondary staff to enhance the school attendance of children who are care experienced.

SYSTEMS

- Designing and facilitating a regular multiagency out of authority Joint Support Teams (JST's) to ensure that the needs of Inverclyde children are being holistically met.
- A data management system has been developed that enables the JST to track and monitor placements to ensure quality.
- We are gathering data on looked after children and young people who are discussed at the Local Authority Additional Support Needs Monitoring Forum to monitor our approaches to inclusion.
- We are collaborating in the creation of a local authority policy to improve education outcomes for care experienced children and young people.
- 2 EPs have a remit to be part of the fostering and adoption panel.

STRATEGIC MAINTENANCE FOR LOCAL AUTHORITY AIMS

The service delivers on strategies subgroups that ensures high quality is sustained and reviewed to promote the wellbeing and achievement of Inverclyde's children and young people. As an illustration, some of these include:



COLLABORATING ON THE FOSTERING AND ADOPTION PANEL



CONTRIBUTING TO PEER REVIEWS OF EDUCATIONAL SERVICES



HGIOS - 2.1

Safeguarding and Child Protection:

- Child Protection Committee
- Multiagency Complex Case Reviews
- Significant Cases Reviews
- Vulnerable Young People (VYP)
- Quality Improvement and Learning
- Interagency Referral Discussion
- Quality Improvement and Learning Subgroup

PROMOTING EQUALITY AND INCLUSION IN INVERCLYDE

The EPS is central to Inverclyde's delivery of an inclusive and equal educational provision. This years highlights include our role in:

**Promoting
Racial
Literacy**

**The Fostering
and Adoption
Panel**

**Authority
systems
promoting
inclusion**

PROMOTING RACIAL LITERACY

1

Supported the planning and delivery of the Equalities Coordinator Network – focusing this year on anti-racist education

3

Attended national networking events (Glasgow EPS's EP Anti-racist network and the building racial literacy alumni network)

2

Supported the development of the Inverclyde Anti-racist Education Support Guide

PROMOTING EQUALITY AND INCLUSION IN INVERCLYDE



The EPS has collaborated in the development and delivery of systems to promote inclusion such as:

AUTHORITY SYSTEMS FOR INCLUSION

ASN Forums

ASN Leads meetings

ASNGs

The EPS admin team remains central to the coordination, communication and evaluation of these. Their leadership in these areas are fundamental to the efficacy and impact of these systems.

FOSTERING AND ADOPTION PANEL

Staff from the IEPS continue to collaborate with colleagues from social work to run Inverclyde's Fostering and Adoption Panel. EPs, equipped with their knowledge of psychological theory and professional experience, ensure that diversity and equality practices are upheld in the process.

SERVICE DELIVERY DEVELOPMENTS 2023-2024

Our focus this year has been on developing 3 aspects:

Communication

Improving Quality

Service Delivery Model

Communication

We launched our **new IEPS website** in December 2023 with the aim of providing more relevant, accessible and current information on our service delivery.

To date, since the launch of our website, there has been:

QR CODE



4,216 views

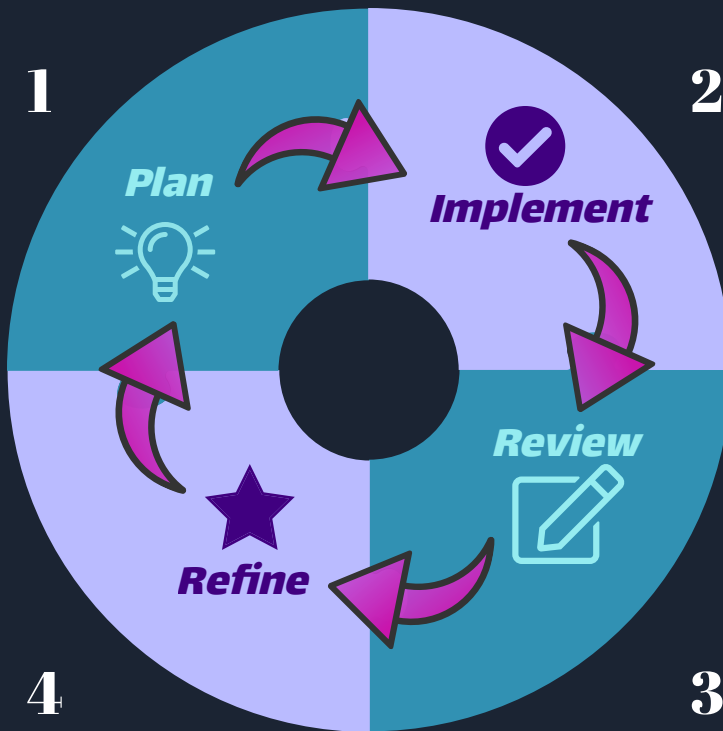
WEBLINK



<https://blogs.glowscotland.org.uk/in/ieps/>

SERVICE DELIVERY DEVELOPMENTS 2023-2024

Improving Quality



90-Day Review Cycles

Between 2023- 2024 we have improved our self-evaluation by creating **90-day review cycles** of our Service Improvement Plan. This has allowed us to be more responsive to our community as well as offering the team support and challenge maximise our effectiveness.

Development of a system for peer support

This year we established a peer support model to enhance our use of systemic practices and foster collaboration among team members. Each Triad consists of three members of the IEPs who regularly meet. We rotate our Triad membership to ensure professional growth and consistency. By leveraging the diverse perspectives and expertise of each member we are able to drive meaningful conversations and enhance the quality of our service delivery.



SERVICE DELIVERY DEVELOPMENTS 2023-2024

Service Delivery Model

With an increase in Additional Support Needs and a reduction of Educational Psychologists, this year we have reviewed if our service delivery model is the most effective way to deliver support.

METHOD

1. Deep dives into areas of practice, our stance and sharing of practice across the team in in assessment, consultation and intervention.
2. Networking with other EPS and learning from their experience.

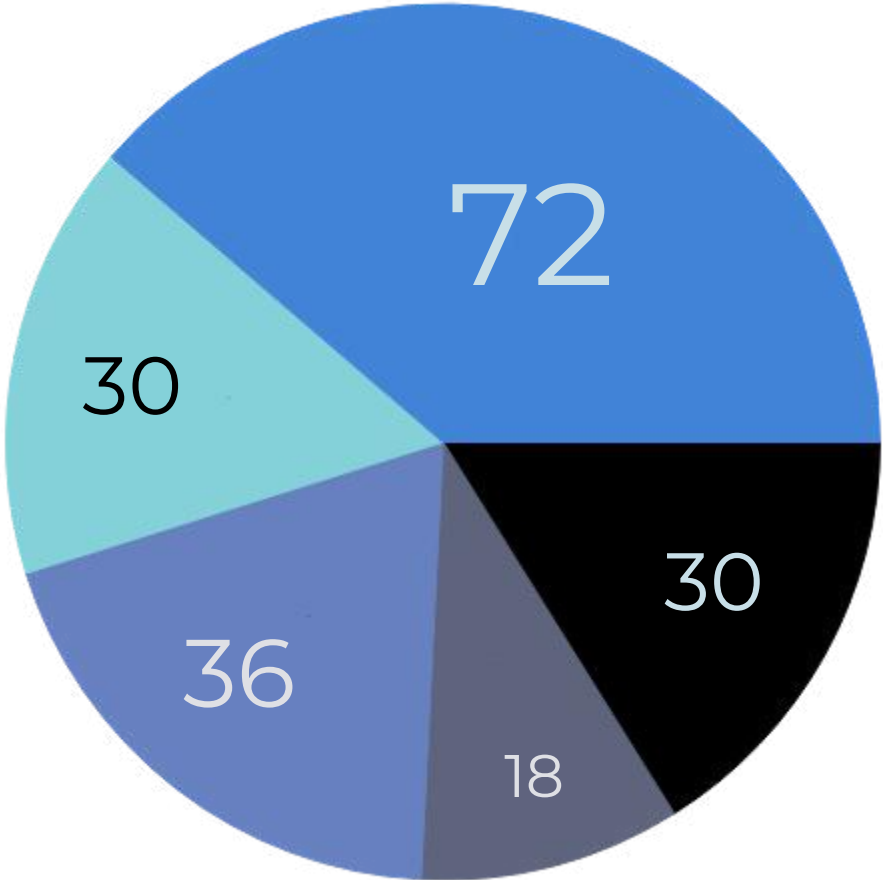
OUTCOME

The decision was made to evolve the current service through its improvement agenda, rather than engage in revolutionary change

These ongoing practices allow for enhanced consistency of service delivery across the team and will remain a continuous improvement activity

VISUAL ILLUSTRATION OF AN AVERAGE ACADEMIC YEAR

(Per staff member over a 38-week period)



JST Consultations

CC Support Plans

Direct inputs with YP

School Consultations

Partner Consultations

IEPS-LED TRAINING

Inverclyde Educational Psychology Service **led and contributed** to a wide range of project work across the Local Authority. This included developing good practice for different improvement agendas, leading and contributing to working groups, and delivering both online and face-to-face **training sessions** for school staff, council members and partner services. Our training is part of a **coaching and modelling offer** to develop staff capacity and create cultural and systemic change in educational establishments. It provides the foundation to developing school ethos as well as skilling up professionals to provide more targeted support for children who need it.



PROVIDING NATIONAL TRAINING AND SHARING PRACTICE

It is important for us to contribute to the development of professional practice out with our service and to look outwards to learn from others.

As a service, we are proactive in seeking opportunities to deliver training and this year have contributed to the development of Education Scotland, Scottish Division of Educational



WORKING TO IDENTIFY AND REDUCE INEQUALITIES FOR CHILDREN AND YOUNG PEOPLE

We work closely with schools, educational settings, and other stakeholders to ensure that our training is relevant, up-to-date, and aligned with current best practices in educational psychology. We base our training on Inverclyde data to ensure



IMPLEMENTING EFFECTIVE STRATEGIES FOR CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

Through workshops and consultations, EPs can offer guidance and training on creating inclusive environments, developing individualized support plans, and fostering positive relationships with pupils.



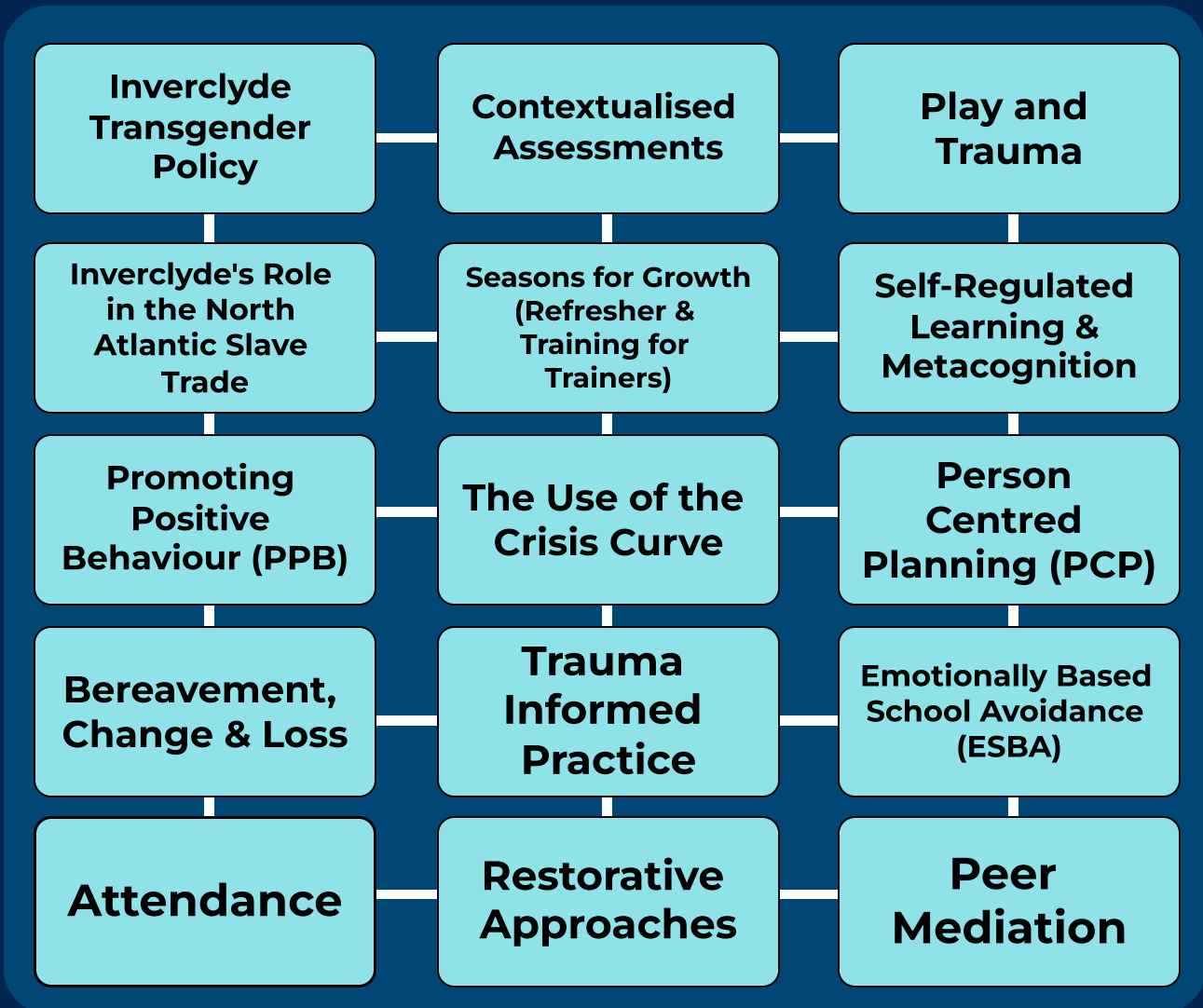
SUPPORTING SCHOOLS WITH ORGANISATIONAL CHANGE

Our service understands the importance of supporting schools through organizational change. Our training sessions are designed to equip educators and administrators with the necessary skills and knowledge to successfully navigate transitions and implement new initiatives.

IEPS-LED TRAINING

Our educational psychology service is committed to providing high-quality training to support the educational needs of our local authority, ensuring that participants gain practical strategies and tools that they can implement in their professional practice.

TRAINING FOR EDUCATIONAL SERVICES

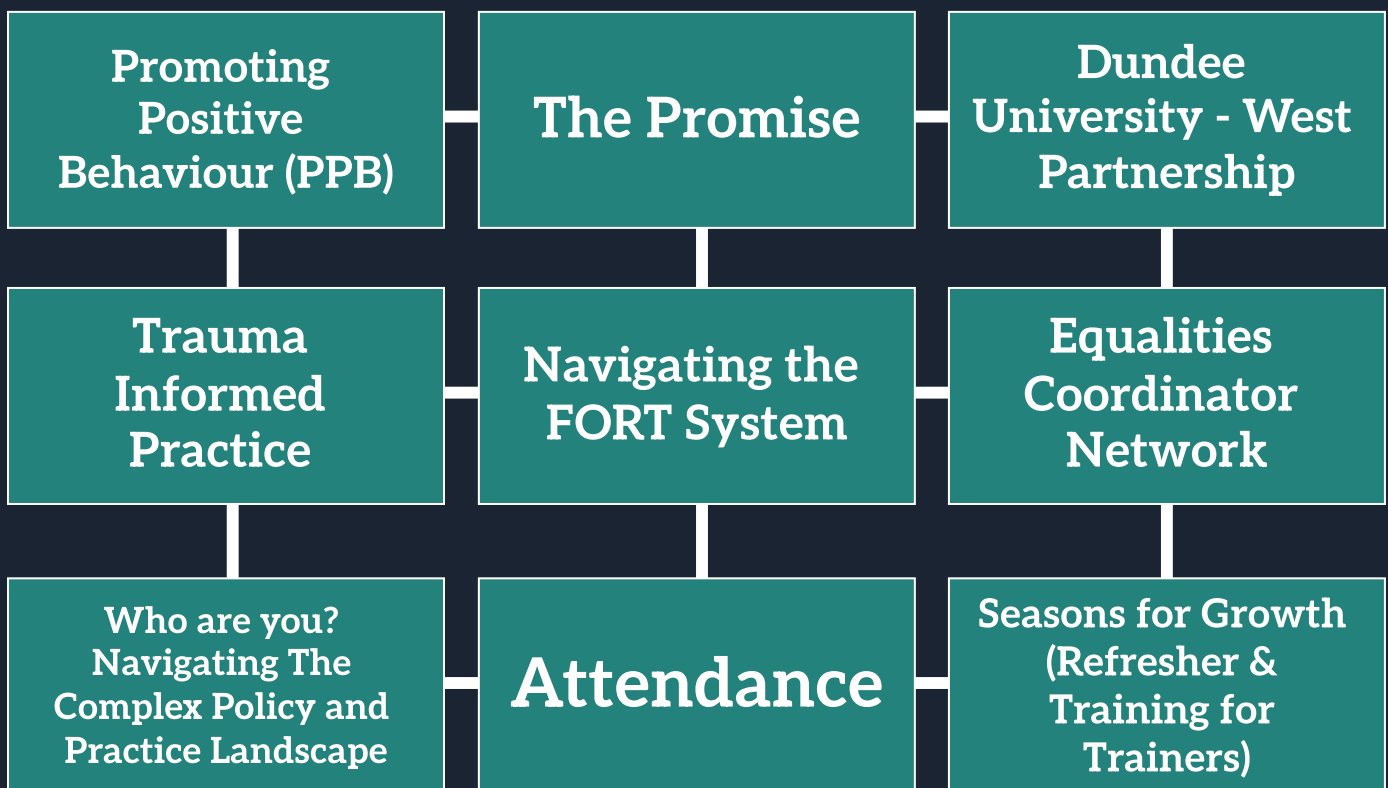


This visual shows the range of training that we have delivered this year to our educational establishments.

IEPS-LED TRAINING

The IEPS not only provides support to educational services, but also delivers training to national partners and other agencies. The training offered by IEPS is wide and varied (see below).

TRAINING FOR NATIONAL PARTNERS/AGENCIES



FEEDBACK FROM TRAINING DELIVERED BY IEPS

The following are evaluative comments from training delivered by IEPS:

ALL BEHAVIOUR IS COMMUNICATION

"It was very informative and helped me to deepen my understanding of the different theories for child development."

METACOGNITION

"Really liked the framework for supporting conversations around reflection on practice."

PROMOTING POSITIVE BEHAVIOUR (PPB)

"A perfect balance of theory, hands-on and chance to share!"

EQUALITIES COORDINATOR NETWORK

"I have made significant progress in my anti-racist journey. I now understand the different types on racism and their impact, how to identify racism, how to report it and challenge it."

ATTENDANCE

"I know what I want to do now to make changes to some of our school practices"

WHOLE FAMILY WELLBEING FUND (WFWF) IN INVERCLYDE

The Whole Family Wellbeing Fund (WFWF) has been utilised in Inverclyde to scale up our outreach service to deliver whole family support and design intensive services within Inverclyde for our children with complex needs to meet the aspirations of The Promise.

The focus of our work is around:

- Children and families to receive the right support at the right time from the right service
- Increase and improve families' access to early help
- Reduce unnecessary Social Work involvement
- A reduction of the number of Interagency Referral Discussions (IRDs)

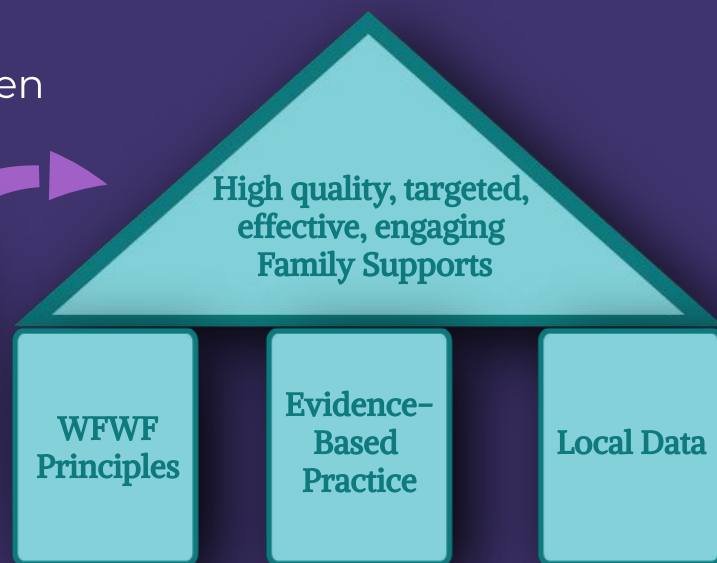
THERAPEUTIC INTERVENTION WORKER

Support is provided to children, families, social workers and educational professionals by Therapeutic Intervention Worker. This can involve Play Therapy, Filial Family Therapy and Trauma Informed and Responsive Practice.

WHOLE FAMILY WELLBEING FUND (WFWF) IN INVERCLYDE

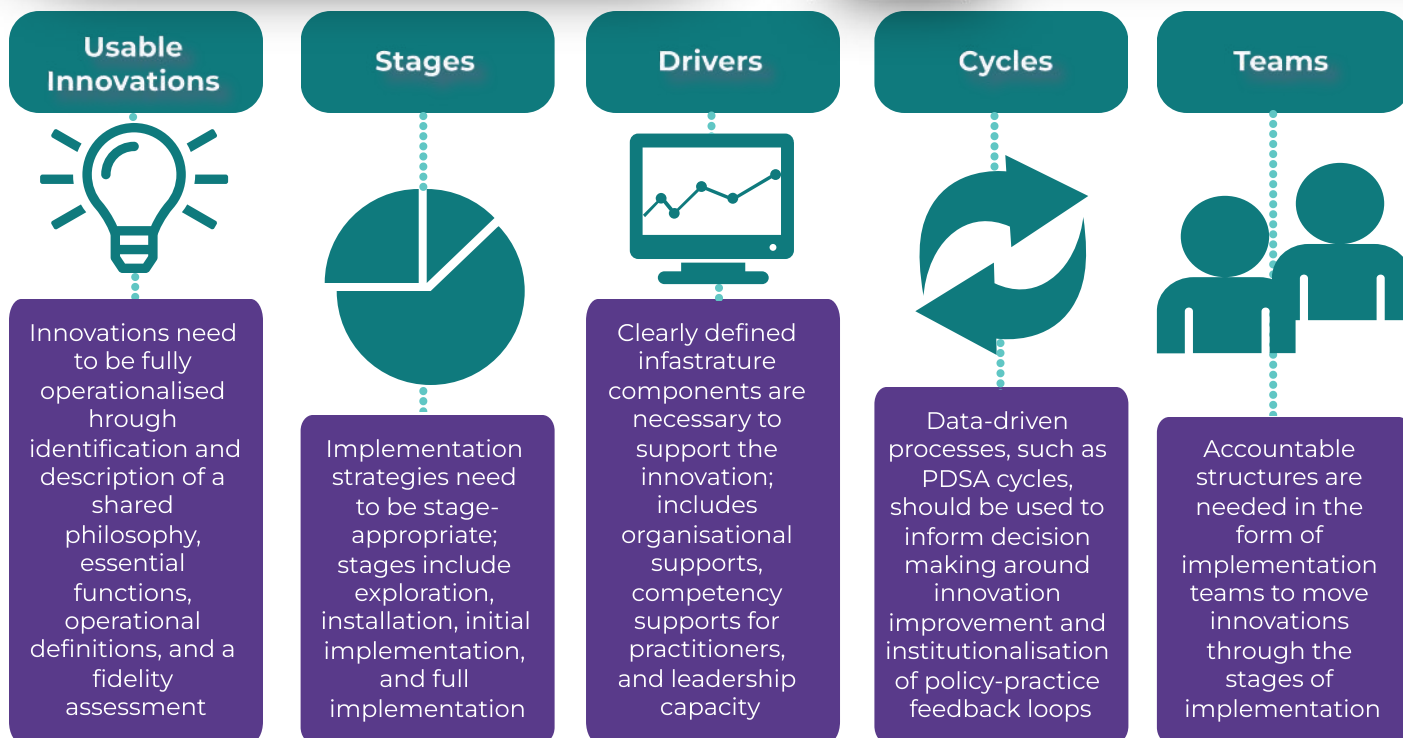
As a result of EPS involvement in the WFWF initiative, the following has been achieved this year:

Developed an understanding of the WFWF principles of holistic family support, local data and evidence-based practices through local and national networking (see right). This has informed Inverclyde's assessment and planning for WFWF



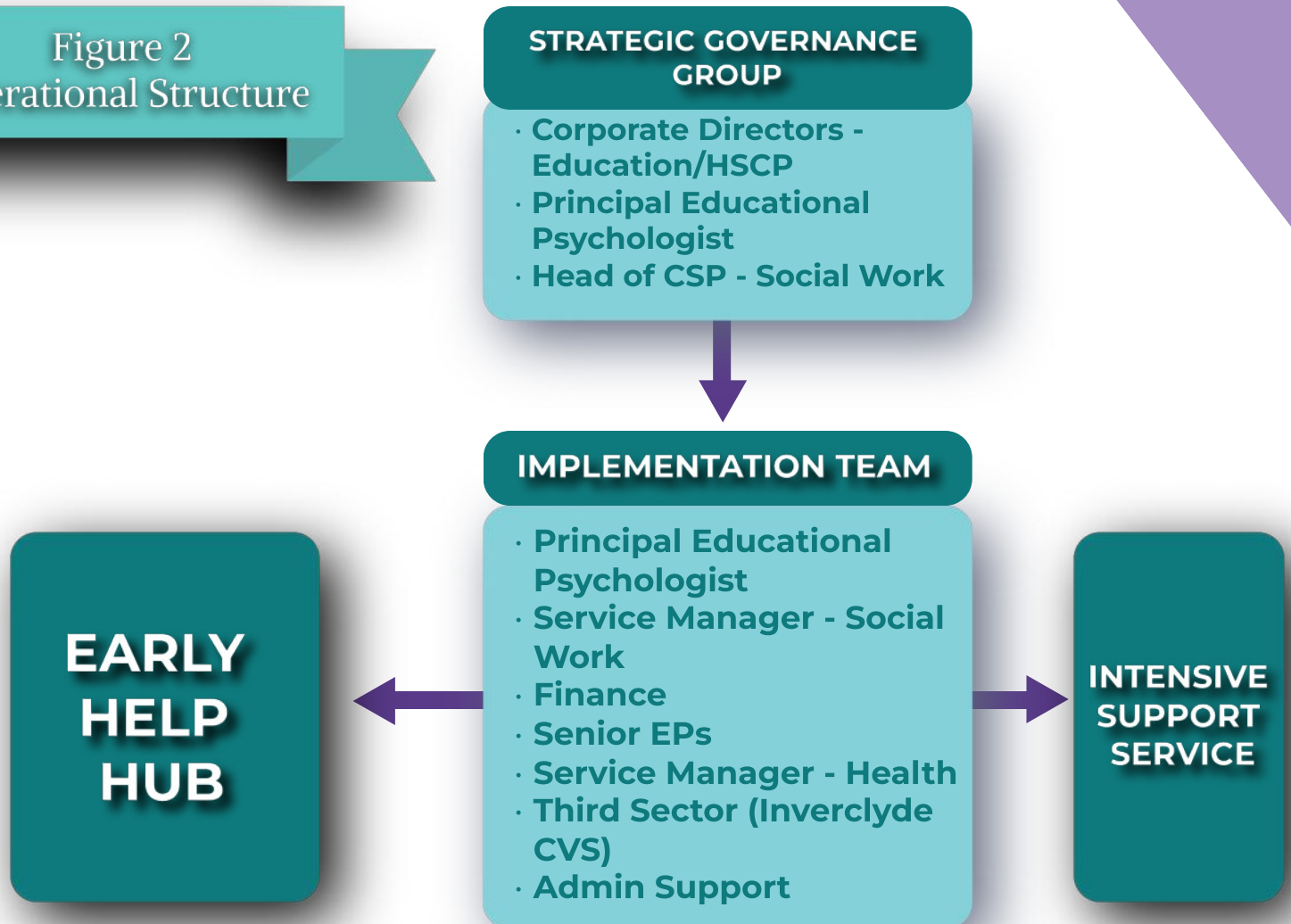
The establishment of a governance and implementation structure underpinned by the principles of Implementation Science (Figure 2)

Figure 1
Implementation Frameworks



WHOLE FAMILY WELLBEING FUND (WFWF) IN INVERCLYDE

Figure 2
Operational Structure



The delivery of play-based, trauma-informed training to at least 427 multi-agency staff by our Play Therapist

Running a pilot of the WFWF Early Help Hub with three live cases

Delivery of play therapy directly to eight children and young people

CHILDREN AND YOUNG PEOPLE'S COMMUNITY MENTAL HEALTH AND WELLBEING

The Scottish Government has provided funding to local authorities, like Inverclyde, to build and improve children and young people's services to uphold the rights of children and young people and meet their mental health needs. The funding also helps facilitate the enhancement or creation of services that can deliver support which is additional and innovative wherever these are best placed.

In Inverclyde we see this as a great opportunity to strengthen our support for children and young people's mental health and wellbeing. We set out a plan outlining what was delivered with our partners in 2023 and 2024:

NOTHING ABOUT US WITHOUT US

Identifying gaps in Children/Young People's mental health provision

Gathering service users views to inform future development of mental health services

COMMUNITY STRENGTH

Action for Children - Wellbeing Team:
P7-S1 at risk of non-attendance

Barnardo's - Mental Health Support
Additionality, Cygnet Programme

Kooth - digital mental health support for young people aged between 14-26 years

NO WRONG DOOR

Directory of Services

Direct Referral
Pathway for
Children/Young
People & Families &
Practitioner (IEWTG)

INVERCLYDE EMOTIONAL WELLBEING TRIAGE GROUP

In September 2021, the Inverclyde Emotional Wellbeing Triage Group (IEWTG) was developed as part of **Inverclyde's Children and Young People's Community Mental Health and Wellbeing Services (CYPCMHS)** plan. The IEWTG is a group consisting of several children and young people's mental health service representatives, who meet on a fortnightly basis to discuss cases.

When a referral has been sent to a single agency that is deemed not appropriate, or where additional support is required, that service seeks consent from the parent and/or young person to bring the case to the IEWTG meeting. The referral will be presented by the referring agency and a multi-agency group of representatives will discuss the referral and decide upon the most appropriate resource to offer to the family.

IEPS has provided support in the development of the IEWTG from our Senior Educational Psychologist and Research Assistant. This has led to:

Enhanced data collection and reporting of IEWTG activity and impact discussed at six-weekly Business meetings. This informs next steps in developing the team.

Supported the professional development of attendees in the electronic case management system, called FORT.

The production of Standard Operating Procedures (SOP) to support the management of referrals through the team.

Analysing data and reporting back to Scottish Government on successes.

THE SERVICES INVOLVED IN THE IEWTG



INVERCLYDE EMOTIONAL WELLBEING TRIAGE GROUP

By doing this work, the aim is to:



- Develop our learning as to the circumstances around how multiple, duplicate and inappropriate referrals to statutory services occur.
- Build step-up/step-down processes between agencies as circumstances change for families and young people.
- Eliminate experiences of referral knockbacks and re-referral to ensure families and young people get the right help in a timely and effective manner.
- Improve signposting for families and young people.

SINCE THE BEGINNING OF THE IEWTG IN SEPTEMBER 2021:

CHILDREN & YOUNG PEOPLE

57

were directed to the appropriate service after consultation with the IEWTG

38

are either on the waiting list for their service, currently engaging in support or completed support

17

were identified as having poor engagement with the services, or declined support after Triage consultation

2

were receiving support from one of our services, but moved to another area before completion

It is crucial to consider and address the 17 cases from the IEWTG that have been flagged for poor engagement/not attending support. These cases are complex and require a thorough understanding and strategic approach. By delving into the complexities of each case and implementing tailored solutions, we work towards improving engagement and ultimately achieving positive outcomes.

FUTURE DEVELOPMENTS: SERVICE LEVEL

Our next steps with IEPS is outlined in our [2024/2025 Service Improvement Plan](#) (see below), which will guide our efforts to enhance our services and support for children and young people.



USEFUL DOCUMENTS



Inverclyde Educational Psychology Service Service Delivery Policy 2022-23:

[SDP-22-23.pdf \(glowscotland.org.uk\)](https://glowscotland.org.uk/SDP-22-23.pdf)



2023-2024 Service Improvement Plan Overview:

[IEPS-at-a-glance-23-24-updated-2023-12-07.pdf
\(glowscotland.org.uk\)](https://glowscotland.org.uk/IEPS-at-a-glance-23-24-updated-2023-12-07.pdf)

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<https://blogs.glowscotland.org.uk/in/ieps/>



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