

2024-2025



End of Year Report



**Inverclyde Educational
Psychology Service**

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The Inverclyde Educational Psychology Service (EPS) provides psychological support to children, families, schools, and partners across Inverclyde, promoting positive outcomes for all learners.

We are a multi disciplinary team of 14 staff with a variety of roles:

- 1 (FT) Principal Educational Psychologist
- 1(FTE) Depute Educational Psychologist
- 4 (FTE)Main Grade Educational Psychologists
- 1 (FTE) Senior Educational Psychologist
- 1 Therapeutic Intervention worker
- 1 Trauma Informed Lead
- 1 Research Assistant
- 1 Admin Assistant
- 1 (FTE) Clerical Assistants

We operate a school link model which means we don't have waiting lists. Instead, we negotiate our service delivery each term with establishments to ensure we are responding to emerging needs. We provide a service to 48 Inverclyde educational establishments. We also prioritise our service for children and young people placed outwith Inverclyde.

We are organised to deliver services in alignment with Inverclyde's education priorities and Scotland's national frameworks. 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 placements.

This report highlights key achievements from the past year and informs our planning for 2025–2026.

Service Improvement Aims

The analysis is based on our service improvement priorities for 2024-2025:



Improving Health and Wellbeing



Supporting Care-Experienced
Young People



Enhancing Inclusive Practices
(GIRFEC)



Boosting Staff Capacity &
Development



Raising Attainment in Literacy &
Numeracy



Developing Family and
Community Support





Key Achievements

Throughout the year, we've strengthened our psychological contribution to our Inverclyde community, by developing and embedding systemic practices into our service delivery.

Our partnership with social work and Barnardos has deepened significantly, leading to more effective multi-agency assessment and intervention processes — aligned with the principles of Getting it Right for Every Child (GIRFEC). Alongside this, we have expanded our role in providing direct psychological support to families and worked closely with schools to create nurturing, inclusive learning environments.

This year we have continued to provide impactful school-based interventions which include, peer mediation, whole school pedagogical development, and trauma informed consultations — all delivered with a focus on sustainability and building staff capacity.

We recognise the growing challenges faced by our community, particularly the rising levels of Additional Support Needs (ASN). National staffing shortages have also made it more difficult to engage with staff outside classroom settings and attend training offers. In response, we are adapting our service model to offer more in-school supports next session, ensuring staff can access psychological input without needing to leave their learning environments.

We continue to provide national learning to our profession focusing particular on metacognitive practices, improving attendance and racial literacy.

In summary, we are proud of the progress made this year. We believe that real change often comes in the everyday moments — where taking the time to listen, be curious, and offer psychological insight can shape the environments in which young people learn, grow, and thrive.

Analysis: Key Areas for Children's Health and Wellbeing

Attendance & Anti-Bullying Review

Focus Area	Key Achievements 2024-25	Highlights/Resources	Next Steps/Status
Attendance	Implemented digital self-help 'Pupil Page'. All schools audited attendance systems. Policy aligned to national standards.	Positive pilot feedback, creation of Attendance Lead role.	Ongoing collaboration for training. Broaden national engagement.
Anti-Bullying Policy	Led policy review; engaged pupils, parents, staff. Policy aligned to 'Respect for All' (2024).	Broad consultation, integration of Equality focus.	Policy launch & EPS-led school training, August 2025.

Attendance & Engagement

The EPS has played a central role in delivering Inverclyde's Attendance Strategy. Key highlights include:

- Add as Developing and implementing the Pupil Page, a digital self-help resource shaped by young people. This has been received with positive engagement in the pilot secondary school.
- All EPs have guided establishments to previously EPS created tools to audit attendance systems and to understand and address the reasons for non-attendance.
- The EPS took a lead role in updating Inverclyde's Attendance Policy so it is aligned with Education Scotland, national best practice and informed by local multi-agency data.
- The service contributed to the creation of the new Attendance Lead role to drive strategic improvements.
- The EPS shared practice nationally via West Partnership and the Scottish Division of Educational Psychology in relation to practices to maximise attendance and reduce absence.

Next Steps 2025–2026:

Looking forward, the EPS will :

1. Share an ongoing partnership the Attendance Lead to deliver targeted training, strengthen systems, and share national learning to embed sustainable improvements
2. Continue to develop nation practice in the EP profession in relation to improving attendance via conference and regular network meetings.

ANTI-BULLYING POLICY REVIEW

The EPS led the review of Inverclyde's Anti-Bullying Policy. The refreshed policy is aligned to the document Respect for All (2024) and incorporates feedback from pupils, parents, and school staff.

Next Steps 2025–2026:

Policy launch in August 2025,
supported by EPS-led training for schools



Priority 2: Improving Outcomes for Care-Experienced Children and Young People

EPS works closely with the Virtual Head Teacher and partners to improve outcomes for care-experienced children. Key activities and achievements include:

1. **Evolving the Joint Support Teams (JSTs) for Out-of-Authority Placements.**

The Educational Psychology Service (EPS) leads the coordination and facilitation of regular multi-agency Joint Support Team meetings. These meetings ensure that the holistic needs of Inverclyde's care-experienced children and young people are met, particularly for those residing outside Inverclyde.

2. **Development of a Data Management System**

The team continues to enhance a dedicated data management system that enables effective tracking and monitoring of placements. This system is critical for ensuring the quality and stability of placements for care-experienced children and young people.

3. **Monitoring Inclusion through the Additional Support Needs (ASN) Forum**

The EPS are pivotal to ensuring care experienced data is being systematically gathered via the Local Authority's Additional Support Needs Monitoring Forum. This process supports ongoing evaluation and development of inclusive education practices for this group.

4. **Development of a Local Authority Guidance**

We are actively contributing to the development of a Local Authority guidance aimed at improving educational outcomes for care-experienced children and young people. This collaborative work reflects our commitment to ensuring equitable opportunities and long-term positive outcomes.

Next Steps 2025–2026:

Continued development of JST processes, data systems, inclusive practices, and authority-wide guidance.

Priority 3: Getting it Right for Every Child (GIRFEC)

Focus Areas:

1. Embedding Trauma-Informed Practice in educational establishments
2. Developing anti racist education
3. The development of the Whole Family Wellbeing Hub



Embedding Trauma-Informed Practice in educational establishments

- The EPS developed five peer reflection sessions, each one focused on one of the five core principles of trauma informed practice. These sessions created space for education staff to share practices, experiences and deepen their understanding of trauma, and translate psychological theory into everyday practice.
- This year, as part of our ongoing development through systemic practice training, the EPS have piloted Reflective Teams within schools. These teams provide a support structure for education staff to build confidence, enhance reflective skills and improve their collaboration and response to children and young people affected by trauma.
- At a case level the EPS has modelled and encouraged the use of the Crisis Curve with education staff, a tool designed to support de-escalation and promote emotional regulation in school settings.
- In addition to contributing to Inverclyde's wider trauma informed CPD pathway, several members of the EPS have delivered bespoke training sessions tailored to the unique needs of individual establishments.

Next Steps 2025–2026:

Building on these foundations the EPS will,

1. Expand the use of Reflective Teams drawing on systemic practices approaches to embed trauma informed thinking more deeply across educational settings.
2. Launch termly, peer led reflective sessions to all education staff, providing regular opportunities to share learning, and continue building trauma informed cultures across Inverclyde.

Anti Racist Education

The EPS has supported the development of anti-racist practice across the authority by developing our understanding and application of psychologically informed anti-racist practice. This has included supporting the development of policy that is racially informed; linking to national and local developments; developing our understanding of evidence-based practice and reviewing existing theory and practice through a critical lens. A key focus for the EPS has been to ensure the identification and integration of psychology into anti-racist education and practice.

Some key highlights of 24-25 include:

- Ensuring that the development of the anti-bullying policy was racially informed.
- Collaborating with other Scottish Local Authorities to share and develop practice through the ASPEP Anti-racist Network and sharing new developments, tools and practices with the EPS.
- Critical reflection and discussion within the EPS regarding core psychological theory (attachment theory) and practices thereby enabling the EPS to engage in a process of self-evaluation of practice, resulting in improved staff confidence and knowledge in relation to recognising the impact of culture, equality, and diversity on our practice

Next Steps 2025–2026:

Moving forward, the EPS will seek to collaborate with the Education Officer with responsibility for Equality and Inclusion to broaden local authority and national racial literacy initiatives to;

1. Evaluate the impact of initiatives on school culture and inclusion
2. Support the development of anti-racist educator across establishments through facilitation and evaluation of the Equalities Coordinators Network
3. Support Inverclyde teachers and EPs to implement psychologically informed anti-racist education.
4. Engage with local and national developments and to engage in a process of critical reflection to identify and integrate psychology into anti-racist education.

The development of the Whole Family Wellbeing Hub

The EPS has 2 members of staff seconded to be Collaborative Leads in creating an early intervention and prevention service for children, young people and families (CYPF). The EPS involvement has a particular focus on the early Family Support Hub as funded through the WFWF (Whole Family Wellbeing Fund).

Purpose of the WFWF Programme:

WFWF aims to deliver transformational, holistic, and trauma-informed family support across Inverclyde, with a focus on:

- Early intervention to prevent CYPF reaching crisis.
- Reducing the number of children becoming care-experienced.
- Developing a sustainable, integrated system of whole family support.
- Ensuring services are rights based, accessible, and responsive to family needs.



Key activities in the past year:

- The EPS led in the development of the operationalisation of the Whole Family Wellbeing Hub and working with a pilot cluster. A clear criteria and referral process was co-designed with key staff, services and CYPF along with information leaflets for those accessing support.
- The Whole Family Wellbeing Hub (WFWH) has worked with 24 cases. It provides early, holistic, family support led by Educational Psychologists and Play Therapists
- Core supports include:
 - Systemic Family Therapy
 - Systemic Consultations with CYPF and schools
 - Play and Filial Therapy
- EPS staff have engaged in systemic practices intermediate level training in 24-25 to be able to work therapeutically at the family level as Systemic Practitioners.

Key Highlights

- Evidence of early success in embedding holistic family support principles.
- Increased access to support for CYPF who previously disengaged with high retention rate (100% following second session).
- Development of trauma-informed, flexible, and family-led service model.
- Positive feedback on reduced stigma, increased choice, and tailored support.
- Enhanced partnership with Education and Social Work. 6 EPS staff have completed the Systemic Practices Intermediate course

Next steps 2025-2026.

Looking ahead the EPS will be central to the following developments:

1. Developing the expansion of WFWH service which will be based within Lomond View Academy.
2. Further expansion of early engagement strategies.
3. Strengthening data collection and use of CYPF feedback.
4. Keeping a sustained focus on reducing statutory interventions and keeping families together.

Priority 5: Improving Service Delivery

Focus areas:

1. **Developing Psychological Practice through systemic approaches**
2. **Quality improvement**

Developing Psychological Practice through systemic approaches

In 2024–2025, six members of Inverclyde’s Educational Psychology Service (EPS) successfully completed Systemic Practices Intermediate training. This has enhanced our ability to deliver psychologically-informed, relational practice to both schools and families.

Key achievements this year include:

Piloting Reflective Teams: In several schools, the EPS introduced Reflective Teams to support staff dealing with complex situations. These facilitated spaces offer a safe, structured opportunity for staff to reflect, share perspectives, and identify new ways forward.

Introducing systemic family consultations: The EPS piloted systemic based interventions with families. These approaches aim to help families better understand their circumstances, strengthen relationships, and make more informed decisions in how they support their children.

Next Steps 25-26

Looking ahead, the EPS will:

1. Broaden the use of systemic approaches across the service by supporting all staff to develop confidence and consistency in applying systemic tools. This will further embed reflective, relational practice as a core part of our psychological delivery for schools, families, and the wider community.
2. Practice Reflective Teams with more school staff providing more opportunities to enhance professional reflection and relational understanding.
3. Widen the pilot of systemic family consultations in order to develop a workable model that is effective in the system/context that we work in.



Quality Improvement

EPS continues to refine quality improvement methods to ensure effective and impactful practice. Key activities and achievements in the past year include:

- **Embedding termly Data, Story, Action processes to track service impact and adapt to local needs.** This framework is both an external and internal evaluation, focusing specifically on feedback from our establishment links.
- **Formalised termly supervision processes.** As part of our HSCP requirement we have formalised our supervision between staff and STM as well as embedded systemic practices into our peer support offer. The impact of this has been to change practice to meet fast changing need.
- **Looking outwards to other EPS practices.** The EPS has termly networks with other Depute EPs to share quality improvement practices and methods.

Next Steps 2025–2026:

1. Build on existing processes using the draft SDEP self-evaluation tool
2. Partner with other EPS authorities to drive joint improvement work
3. Establish a centralised training database.

Conclusion

The 2024–2025 year has been one of both progress and challenge for the Inverclyde Educational Psychology Service. We have strengthened our psychological offer to schools, families, and partners by embedding systemic practices, deepening practices in teaching and learning and expanding our role in supporting vulnerable groups, particularly care-experienced young people and families requiring early intervention. Despite the increasing complexity of need, including rising levels of Additional Support Needs and national staffing pressures, our team has remained responsive, adaptable, and committed to building capacity within the education system. Our work has focused on ensuring that staff, families, and partners feel equipped to create nurturing, inclusive environments where every child can thrive.

We are proud of the collaborative relationships that underpin our service delivery — from Reflective Teams in schools to multi-agency partnerships through initiatives like the Whole Family Wellbeing Hub. We have also continued to contribute to national learning, sharing our expertise in attendance, metacognition and racial literacy.

As we look ahead to 2025–2026, our priorities remain clear: to enhance our service delivery, deepen the psychological impact of our work, and sustain a relentless focus on inclusion, wellbeing, and achievement for all children and young people in Inverclyde.

The real difference lies in the everyday — in reflective conversations, timely interventions, and creating the conditions where young people feel seen, heard, and supported to reach their potential.

Jayne Johnson

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17.7.25

Draft to be shared with
Head of Service.