

Psychological Service Annual Update

Including Quality Assurance Reporting

HMIE Inspection Report

Our HMIE Inspection Report was published in Oct 2009. This was a very positive report and it can be accessed at:

www.hmie.gov.uk/documents/inspection/WestLothianEPSSummary.html

The Service was rated 'very good' on eight Quality Indicators. The remaining Q.I.'s were rated 'good' with no areas being assessed 'satisfactory' or 'weak'.

Key strengths were identified as:

- Delivering a wide range of creative and collaborative interventions to support the needs and wellbeing of children, young people and families
- Developing an innovative research programme which is improving learning and teaching across the authority
- Providing a well-motivated and enthusiastic staff who seek out opportunities to be innovative
- Establishing strong strategic links at authority level which are helping to improve outcomes for children, young people and their families

Children who are Looked After Improvement Plan Section 1 Targets

Multi-agency Looked After Children training is being delivered to staff across West Lothian. The training is delivered at 3 levels (Bronze, Silver and Gold). Evaluations have been extremely positive.

A Psychological Service Practice Guideline has been developed to support our service delivery to children and young people who are Looked After.

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Service Improvement Plan

Year 1 of our Improvement Plan (2009-2012) has now been completed and progress in meeting our targets has been summarised in the following pages.

Our improvement plan can be found on: www.westlothian.gov.uk/media/downloadoc/1799471/1854867/psychservicesimplan200912

Circles of Resilience (CoR)

Improvement Plan Section 1 Targets

“It is important that young people feel listened to and are supported to make an active contribution”

A web based Resilience Programme has been developed by Psychological Service and Sika IT Solutions. We have consulted with young people and sought their advice during the development phase.

The aim of this innovative programme is to enable young people who have experienced difficulties in their lives to produce an Action Plan based on a resilience framework.

It is important that young people feel listened to and are supported to make an active contribution to long term planning to improve their life chances. CoR is designed to help young people to make their unique contribution.

Screen shot of the CoR web programme



More Choices More Chances (MCMC)

Improvement Plan Section 2 Targets

The Psychological Service has been represented on the West Lothian MCMC Operational and Strategic Groups and has provided advice to 16+ Choices and post-school transitions. The Service has also been kept updated regarding local and national developments. The Psychological Service undertook an evaluation of projects in Deans High School

and Whitburn Academy. Key workers were put in place to support pupils to find positive post-school destinations (e.g. training or college places, employment). Evaluation showed that the key workers had a positive impact and key workers are now in post across West Lothian secondary schools.

Raising Attainment

Improvement Plan Section 3 Targets

Improving Literacy

The Literacy Working Group, comprised of Educational Psychologists, a Research Assistant, Literacy Service teacher and an Education Officer, has focused on researching good practice in the teaching and support of reading, and in reviewing Psychological Service's position paper in relation to dyslexia.

Involvement with the Council's new Literacy Strategy Group is also being established, to help consider ways to further raise literacy levels across West Lothian's schools.



Reviewing the performance of our schools

The Psychological Service has been involved in 12 Council-led reviews of schools and Services (eg Hearing Impaired Service), under the leadership of the Education Officer team. More are already planned, and our contribution to this aspect of the work of Education Services has been welcomed both by the EOs and the schools/Services concerned.

We bring to this work our knowledge and experience of school systems, our understanding of additional support needs theory and practice, and our aim of improving the educational and emotional well-being of pupils in West Lothian.

Improving Health & Emotional Wellbeing

Improvement Plan Section 4 Targets

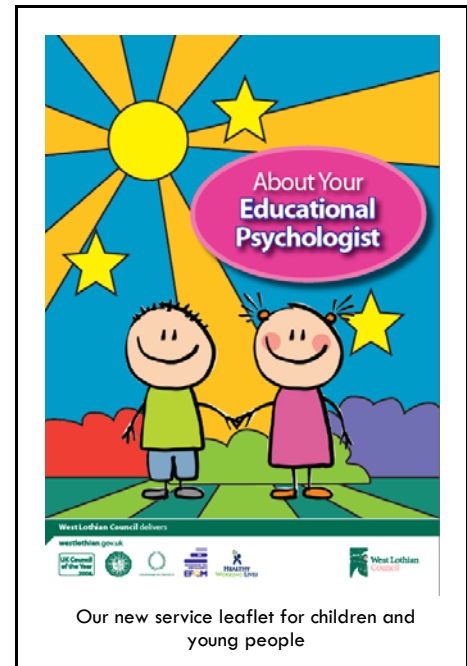
We have started earlier than anticipated on our joint work with our clinical psychology colleagues where we have shared joint training in a range of areas.

“The Little CBT Books are designed to support children and young people with a range of low-level mental health and wellbeing issues”

We have also developed and delivered joint training about the “Little CBT Books” by Dr Chris Williams. This is a guided self-help programme that is designed to support children and young people with a range of low-level mental health and wellbeing issues using Cognitive Behavioural approaches. This training has already been jointly delivered to the Children and Young People’s Team and there are plans to make it more widely available in the next year.

We are also continuing to support health and emotional wellbeing via Video Interaction Guidance, Nurture Groups, and supporting approaches such as Solution

Orientated Schools, Restorative Practices, promoting resilience, supporting children who are looked after by the authority, and their carers.



We have continued to contribute to authority working groups concerned with mental health and wellbeing and will continue to work jointly with colleagues through representation at the Mental Health and Well-being Management Group.

Champions in School Evaluation

Champions in Schools was an initiative by ‘The Winning Scotland Foundation’ aimed at encouraging school pupils to fulfil potential in all aspects of their life. The programme brought young people face to face with talented athletes in a series of school workshops designed to inspire and motivate them to participate in sport.

Four primary and four second-

ary schools took part in the programme and Psychological Services were responsible for the evaluation.

We found that the intervention had a more positive effect on primary school children than secondary children. All pupils reported that they had enjoyed the programme and felt it led to increased motivation, confidence and knowledge. Further to this, pupils felt that these

skills were transferable between sport and school/daily life.

Staff also reported extremely positive views of the programme. They felt that the content and individual approach by the athlete’s engaged pupils and promoted important messages in a fun manner.

Research & Development

Improvement Plan Section 5 Targets

Research and Development support has been given to a range of stakeholders including schools, educational management and agencies such as Speech and Language Therapy. We have provided evaluative services to key Authority initiatives such as Nurture Groups and the More Choices More Chances agenda as well as supporting over 20 Action Enquiry projects in schools linked to their improvement plan for learning and teaching.

Corporate Parenting

Based on the Corporate Parenting agenda, West Lothian Council have introduced the role of Children's Champion for children and young people who are looked after. Eight senior officers from across all service areas will 'champion' a number of looked after young people for 1 year. They will work in the background to ensure the best possible outcomes for not only these, but all, looked after children and young people in West Lothian.

The evaluation will focus on attainment, attendance and exclusion figures for each of the young people involved. Progress will be monitored by Social Work who will provide continuous updates to the champions and research team.

The champions will be asked about their knowledge of looked after children and young people, their hopes and expectations of being a champion and the corporate parenting framework. The views of the young people themselves will also be sought. Results will be available in Summer 2011.

Ethics & Consent

We follow an ethics and consent policy when carrying out any piece of research. Research participation is always voluntary and will not be carried out without informed and documented consent from the participants and/or their guardians.

We have taken steps to improve our procedures when collecting consent from children and young people by creating a child-friendly consent form, as we feel it is important that young people are given the opportunity to be involved in making decisions that may affect their lives.



Consent form for children & young people

Early Intervention

Improvement Plan Section 7 Targets

Strategic Planning for Children & Young People

“Raise awareness, knowledge, skills and confidence in supporting children”

We have worked at a strategic level with our partner agencies in the Children's Services Management Group, attending the Early Years Subgroup, chairing the Primary subgroup and contributing to the West Lothian Children's Services Plan. We have developed initiatives within the plan which offer early interventions for socially and educationally vulnerable children e.g. Nurture Groups. We have been involved in developing an identification and integrated assessment model for pupils in the early years based on the national 'Getting it right for every child' (GIRFEC) model.

Speech, Language & Communication (SLC) Skills

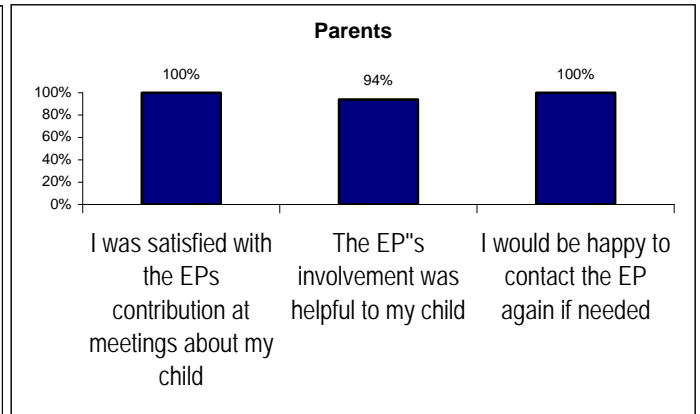
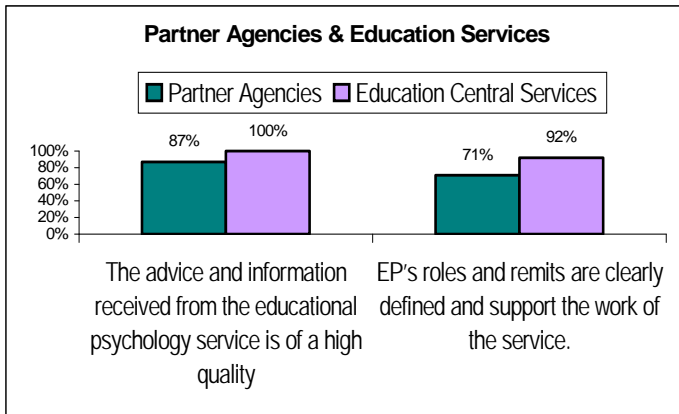
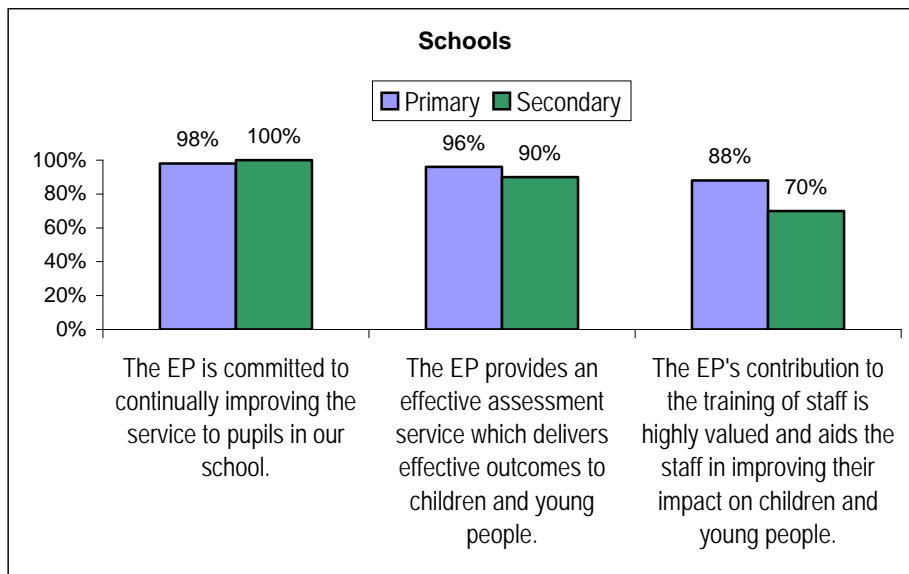
In an attempt to take a more strategic view to support the increasing number of children entering nursery and school with reduced levels of SLC skills, a joint project was agreed between Speech & Language Therapy (SALT) Service and Education Service. The aim was to raise teacher/support staff awareness & knowledge, skills, and confidence in supporting children with SLC needs in the classroom. It was felt that this would be most effective if jointly planned and if a package of training was followed by supported implementation in the setting. Initiatives were integrated into the curriculum. We have worked with our SALT colleagues to plan and evaluate the training provided and have offered ongoing support to schools and nurseries involved.

Quality Assurance

Improvement Plan Section 8 Targets

Key information from Stakeholder questionnaires

In our previous annual reports we have highlighted information from evaluations (questionnaires, focus groups etc). We analysed the feedback and used this information to further improve our service delivery. During our inspection, HMLe sent out questionnaires to our stakeholders and focus groups were held. We have not duplicated this work by sending out our own questionnaires. However, we have provided an overview below for some key points from this feedback. As in our own evaluations, the feedback received by HMLe has been very positive.



The graphs above show a very positive response from parents to input received from our service. It also shows that schools and other education staff consider we provide a service which delivers effective outcomes to children and young people.

In the coming year we will use the information obtained to further improve our service delivery and in particular we will work to improve any areas where we fell below 90%. Current plans include a focus in the areas of consultation and training. We also plan to develop further opportunities for joint working with colleagues from partner agencies, particularly through the 'Getting it Right for Every Child' agenda.

Training & Development

Improvement Plan Section 6 Targets

We have delivered training directly to schools / partner agencies and a record of this work has been collated. Feedback has been positive and courses evaluated as being of particularly high value to participants include: emotional literacy in a nursery school setting, Nurture Groups (multi-agency group) and

Attachment Theory and practice. Full details of the training that we have provided is available on request.

The Senior Psychologist with responsibility for this area of our work has been working on pulling together a CPD strategy for the

service. This has involved increased information gathering about volume and impact of the training that we have delivered. During the next year, a formal report on the Training and Development aspect of our service will be produced.

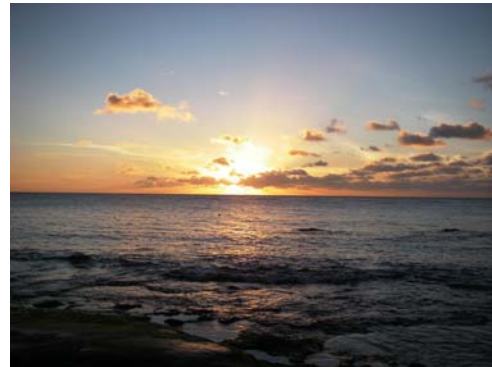
Support of Staff

Improvement Plan Section 9 Targets

We have been keen to make sure that the whole team are working to our full potential. We have ensured that we have recruited high quality Educational Psychologists through the delivery of an effective and well attended open day that accompanied our existing recruitment process.

The whole team also received training in the "coaching" framework in order to further support our own professional development as well as our work in schools. There will be further development of this work in next year's plan.

We have recognised the need to be mindful of our own levels of work related stress within the team and as such, have committed to using a recognised stress audit over the course of next year.



Liz Gajjar,
Principal Educational Psychologist
 Psychological Services
 Ogilvie House
 Ogilvie Way
 Knightsridge
 Livingston
 EH54 8HL

Phone: 01506 775800

www.westlothian.gov.uk/social_health/861/874/871

