

Educational Psychology Service

Summary of Self-evaluation – 2016-2017

Key messages:

- + **GIRFEC Planning Meetings** are used in all schools to agree priorities for development work and casework.
 - all schools involve EPs in consultation and advice; some schools involve EP in assessment and intervention;
 - Key areas of planned development work: Restorative Approaches, Solution Oriented Approaches, PATHS, Nurturing Me and PRPB Policy in 2015-2016
 - Shift towards Seasons for Growth, Evaluation/Research, Autism Toolbox, Visible Learning in period 2016-17

- + **Casework 2014-March 2017**
 - EPs involved in around 300 individual pieces of casework each year (14/15 -281; 15/16 -312; 16/ March -17 277)
 - Reason for EP involvement in casework – mainly SEBN and developmental/ASNs in relation to learning.
 - Discharges remain roughly static at around 77 each year (55 up to March 2017)
 - New referrals each year range from 55 to 83. (14/15- 55; 15/16-83; 16/March 17- 56)
 - OOA Casework - numbers of cases range from 23 in 2014/2015 to 27 in 2016
 - No of children in perm foster care placement attending another LA school has increased significantly from 2014 (2) -17(7)
 - Numbers for day purchased placement (4) and pupils who are looked after who have a CSP remain static (10)
 - Planning Meetings for Children and Young People – sampled plans show early signs of the positive impact of SO Outcome Focussed Meetings training
 - EPs have piloted the used of 14 new psychological assessment tools in their individual work. Findings will inform planning for next year.

✚ JAT/ESTs

Mainstream Schools

- remains a key model in secondary schools for engaging / supporting schools in monitoring and planning for pupils
- 4 out of 6 secondary schools have a JAT/EST; a range of representatives and paperwork; only 2 schools have a policy only 2 schools hold impact data.

ASN Schools

- Craigmarnock School does not have JAT/EST
- Lomond View Academy - every fortnight. Representatives - HT, PT, SW, Youth Work, EPs, SDS. SO format used for meetings. Records and impact data held by school.

✚ Stakeholder Feedback – see full report

- Questionnaires completed by early years (6), primary (14) and secondary establishments (8).
- **EPs input highly valued with regard to offering:** psychological expertise, specialist knowledge and insight, objective viewpoint, support, advice, building staff capacity and knowledge through training and advice, consultation role with regard to ASNs, collaborative working with other agencies, parents value input of EPs who can offer advice, ensure actions/plans for child, integral to TAC meetings, analysis and assessment.

Some quotations:

‘extremely satisfied’, ‘fantastic to work with’, ‘EP challenges us’, ‘EP is extremely supportive’, ‘EP is a precious and valuable support in my role’, ‘value the role EPs in school’, ‘great relationship with EPS’, ‘highly valued by all involved’, ‘our ability to support and nurture our YP would diminish without their(EPs) input’, ‘high level of professionalism’, ‘integral part of school team’.

- ***In terms of improvements:*** although happy with current service, establishments would like more capacity in EPS to support the increasing number of children and young people with social and emotional difficulties, counselling service for young people,

 **Assessment Tools**

- EPs have used 14 new assessment tools as part of individual work. Findings will inform planning for next session.

 **Attainment Challenge**

- EPS working across 5 workstreams in primary AC

- Development work in LV academy (trauma based care) and all secondary schools (individual psychological therapies).

Evidence Collected

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1. GIRFEC Planning Meetings

Primary Schools - Main Areas of Development Work

Development Work	Number of schools	
	2015-2016	2016-2017
RA training and support	13	2
SO training	7	2
Support PRPB implementation	8	1
PATHS training/support	5	2
Nurturing Approaches	8	1
Nurturing Me	3	0
Reciprocal Teaching	4	0
GIRFEC / wellbeing assessment	8	11
Seasons for Growth		3
Evaluation / research		5
Autism toolbox		5
Visible learning		4

Primary Schools - Range of Case Work identified in GIR Planning Meetings

Case Work	Number of schools	
	2015-2016	2016-2017
Consultation and advice	20	20
Facilitation of SO Meetings	3	2
Collaborative Meetings	6	3
Assessment	11	12
Individual work:	11	6
	Including : social stories, support for transition to secondary, SO sessions	Including: CBT, seasons for growth, social stories, support for transition to secondary, SO sessions
Contribute to collaborative planning /school review meetings	13	12

- Most schools have GIR Planning Meetings for 2016-2017 however some gaps
- GIR Planning form has been used in a few different ways by EPs.
 - review form and agree use

Secondary Schools - Main Areas of Development Work

Development Work	Number of schools	
	2015-2016	2016-2017
RA training and support	3	1
SO training	1	3
Support PRPB implementation	1	1
MVP support	2	0
On Edge	3	1
Transitions	1	0
Reciprocal Teaching/Literacy	2	0
GIRFEC / wellbeing assessment	0	4
LAC development work	0	1
PRPB	1	1
EST/JAT	2	3
Attendance	2	0

Secondary Schools - Range of Case Work identified in GIR Planning Meetings

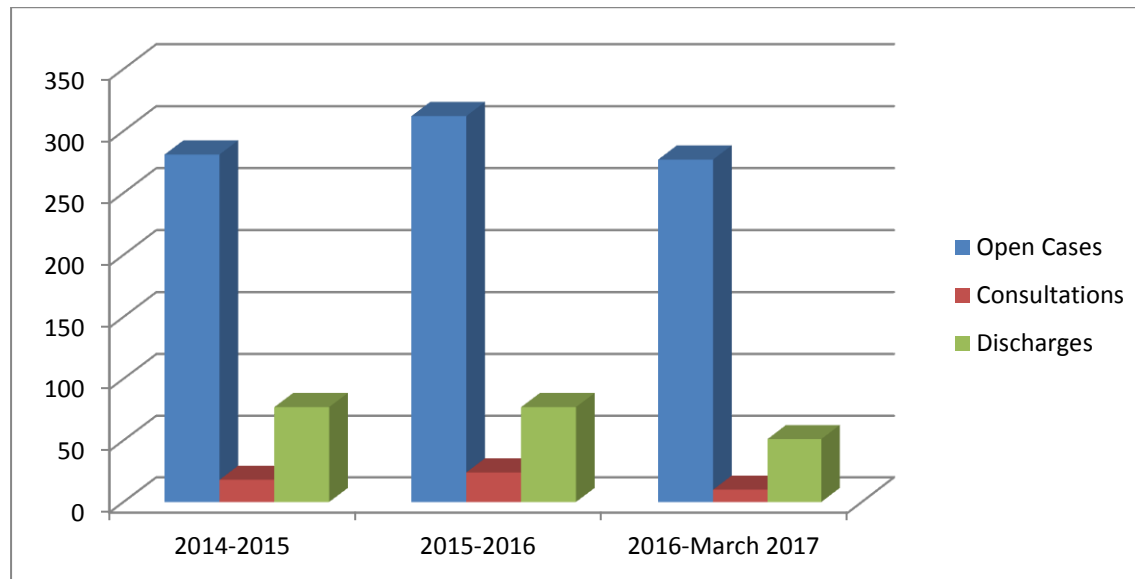
Case Work	Number of schools	
	2015-2016	2016-2017
Consultation and advice	6	6
Facilitation of SO Meetings	0	2
Collaborative Meetings	3	4
Assessment	6	6
Individual work	6	6
Contribute to collaborative planning /school review meetings	6	6

- Most schools have GIR Planning Meetings for 2016-2017 however some gaps
- GIR Planning form has been used in a few different ways by EPs.
 - review form and agree use

2. Casework analysis

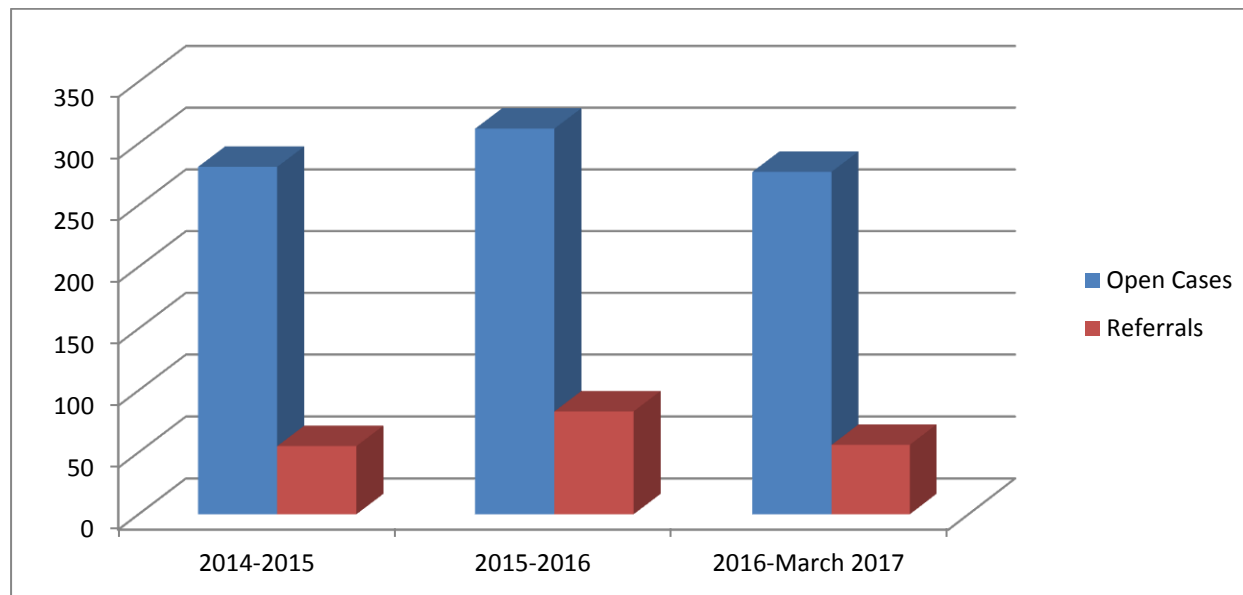
Number of Open Cases, Consultations and Discharges - August 2014- March 2017

	2014-2015	2015-2016	2016-March 2017
Open Cases	281	312	277
Consultations	18	24	10
Discharges	77	77	51



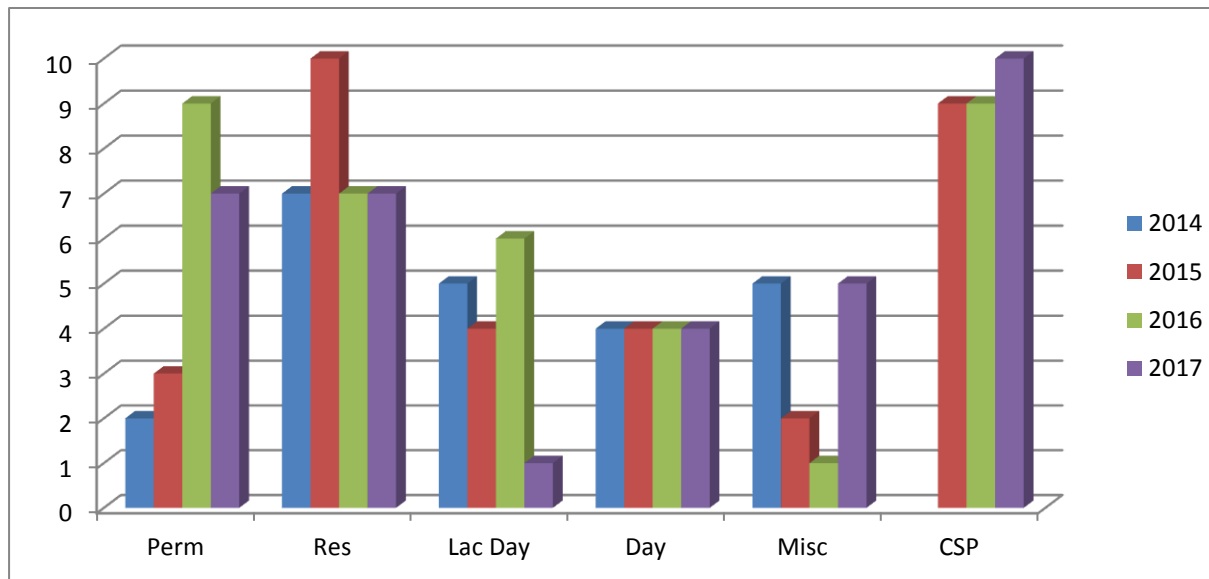
Number of Open Cases and Referrals - August 2014- March 2017

	2014-2015	2015-2016	2016-March 2017
Open Cases	281	312	277
Referrals	55	83	56



3. Out of Authority Casework

	2014	2015	2016	2017
Permanent	2	3	9	7
Residential	7	10	7	7
LAC Day	5	4	6	1
Day Placement	4	4	4	4
Miscellaneous	5	2	1	5
CSP		9	9	10



- Later data takes account of those young people who have moved back into the authority and are on a PLP or involved with throughcare - they are categorised under Misc.
- The number of children in a permanent foster care placement attending another local authority school has increased significantly from 2014–2017.

- The children in our day purchased placements have remained the most stable group with the same 4 children represented in 2014 – 2017.
- All pupils who are looked after have a CSP criteria meeting and a CSP opened if required. This number has remained fairly static.

4. Child's plans from SO Meetings

Planning in Schools and social work Child's Plans

Examples of the Child's Plan from 5 out of authority placements were sampled. These included 3 primary aged pupils and 2 secondary aged pupils.

- In the last year we have had copies of the Child's plan and reviews of the plan more consistently from social work
- Child's Plans from social work staff who have not attended the solution oriented outcome focussed planning meeting training (SOOFPT) tended to use the wellbeing indicators as desired outcomes e.g. active

Examples of minutes from planning meeting held in 5 primary schools were sampled.

- Some minutes showed impact of the SOOFPT but not consistently across schools. If the educational psychologist was in attendance then the minutes tended to be more outcome focussed than not
- The educational psychologist had received copies of planning meetings, where previously this had not happened
- Educational Psychology files did not appear to have copies of any single agency plans from educational establishments
- On many of the planning meeting minutes, the desired outcomes were still actions. There was often too much detail in the action e.g. IEP details as the action plan – the action should be to prepare an IEP which would be a separate meeting

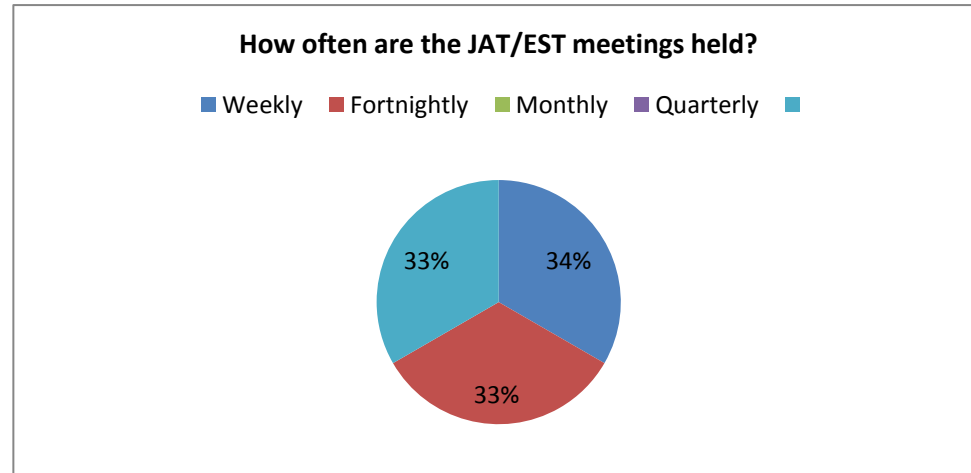
Next steps for IEPS team:

- Sample meetings from secondary schools and early years establishments
- Role for EPs in meetings – helping school staff in setting the desired outcomes and action planning
- Support for EPs in developing our own skills in relation to this – at team meeting looking at an anonymised meeting and working on our own skills in relation to setting desired outcomes
- Further multi-agency training in SOOFPT and evaluation of this

6. Audit of EST/JATs

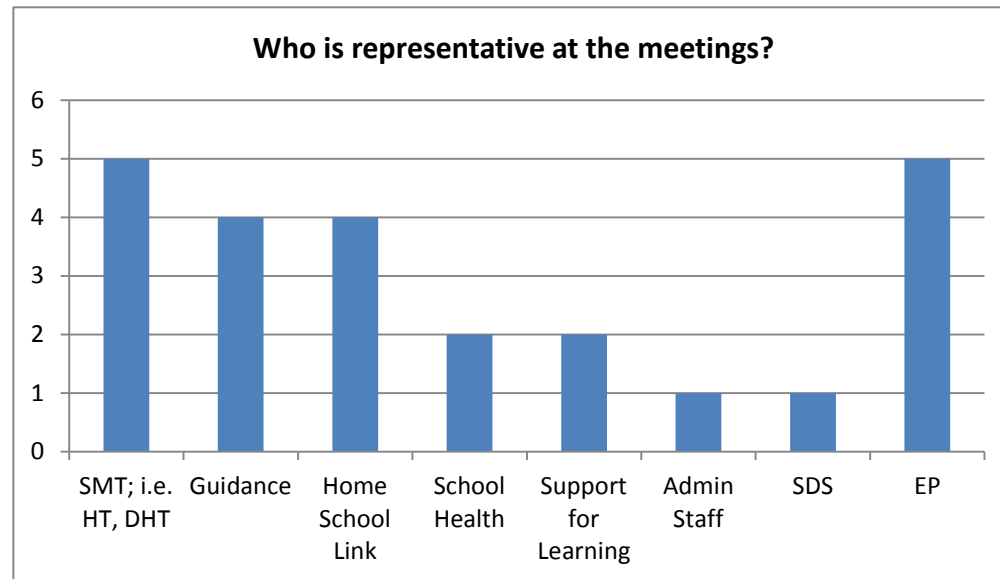
How often are the JAT/EST meetings held?

Weekly	2
Fortnightly	2
Monthly	
Quarterly	
None	2



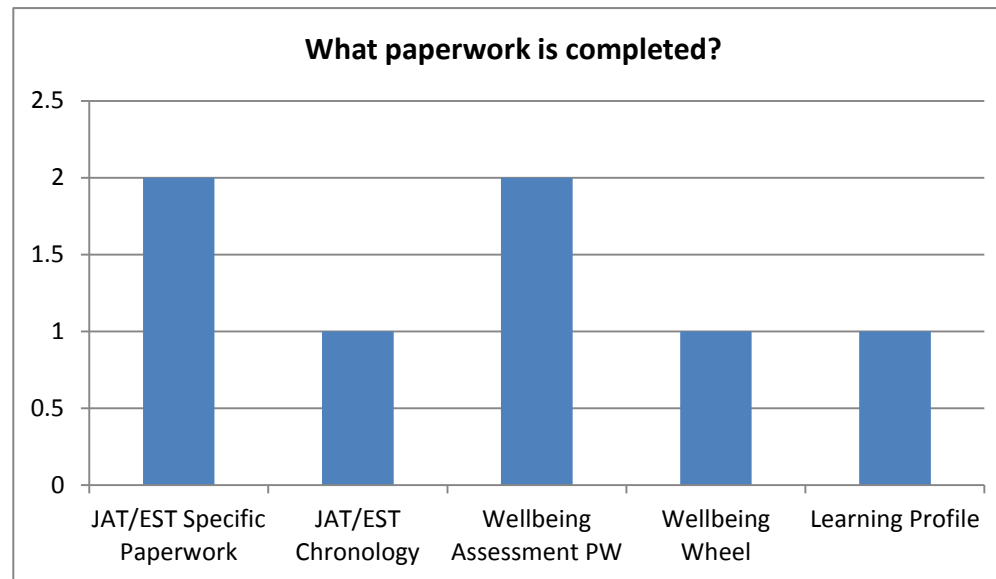
Who is representative at the meetings?

SMT; i.e. HT, DHT	5
Guidance	4
Home School Link	4
School Health	2
Support for Learning	2
Admin Staff	1
SDS	1
EP	5



What paperwork is completed?

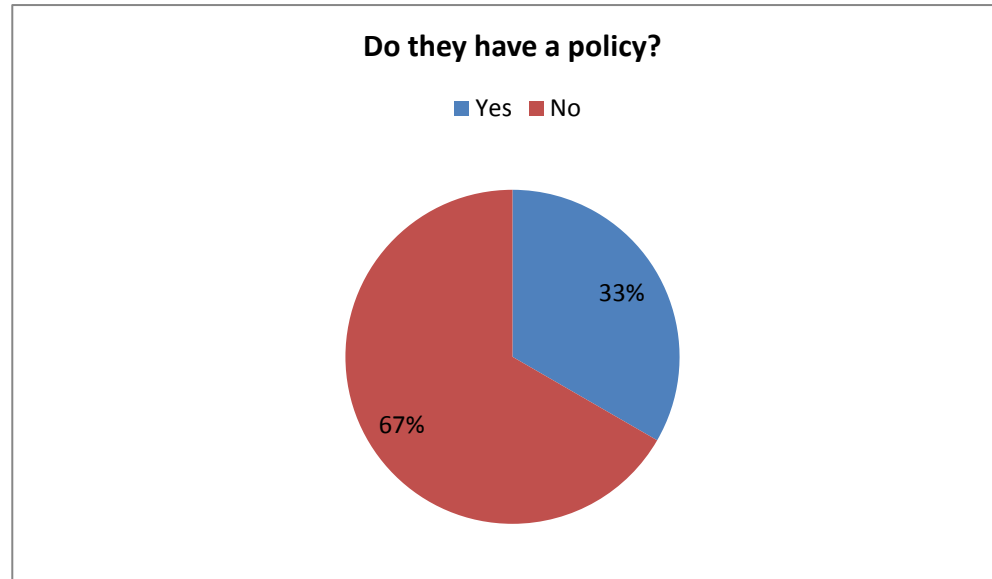
JAT/EST Specific Paperwork	2
JAT/EST Chronology	1
Wellbeing Assessment PW	2
Wellbeing Wheel	1
Learning Profile	1

***How do you feel it is functioning?***

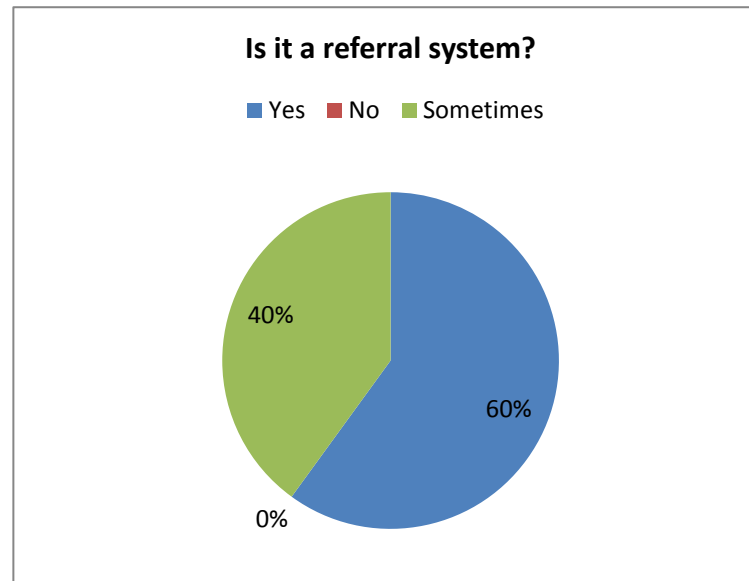
- Respondents commented that the JAT/EST meetings were "... a good way for the school to monitor and update situations.
- Theme throughout the comments was that although this was the best way to monitor progress for young people.
- Sometimes arranging a multiagency group could be challenging.

Do they have a policy?

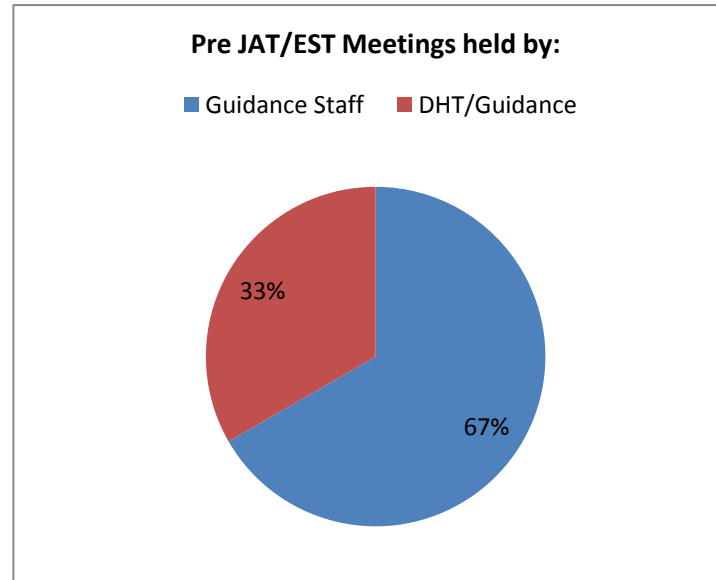
Yes	2
No	4

**Is it a referral system? If so, how does it work?**

Yes	3
No	0
Sometimes	2



Pre JAT/EST Meetings held by:	
Guidance Staff	2
DHT/Guidance	1



The Guidance Staff are responsible for the management of the JAT/EST meetings in five of out of the six mainstream secondaries in Inverclyde.

Do they have impact data - do they know how effective it is?

Statistics not held (see comments page). Impact data via follow up discussions held by 2 establishments.

Do you have any further comments?

Please see further comments page.

8. Assessment tools used by EPS

In 2015 IEPS underwent the Validated Self-Evaluation process in collaboration with Education Scotland. As part of this process the service was tasked with continuing to develop its processes, such as assessment, to ensure robustness and an alignment with the underlying psychological evidence base. As part of this and to support the ongoing development of the assessment procedures, a new procedure was established that involved the following aspects:

- Up to date assessment materials from 'GL assessment' were purchased. These have sections on *Belonging, Resilience, Responsiveness, Distress, Social behaviour, Healthy Living & Enjoyment*.
- The team also pooled their own assessment materials, gathered over time, together for all to use.
- Staff using the materials were requested to complete a brief questionnaire that sought to evaluate the utility of each one and spread practice across the team.
- The task was also placed on the 2016-17 IEPS Improvement Plan.

The table below has an analysis of use of the materials from January to May 2017. This will be updated on a continual basis.

Table 1 Analysis of use of materials (Jan-May 2017)

Assessment Title/Purpose	Number of times used (22.05.17)	Average Age of pupils	Establishments used in	Findings
Motivation for Reading Questionnaire.	1	9	Newark PS	Better used at a whole class level.
Children's Attributional Style Questionnaire (R)	1	9	Newark PS	Limited utility.
Thinking & Feeling Questionnaire	1	13	Inverclyde Academy	Helps feed strengths into school assessment.
Burnett Self Scale	1	13	NDHS	Can be repetitive and benefits from the use of a graph. Provides a picture of strengths & needs.
Gaining the Voice of the Child	1	16	NDHS	Can be text heavy but also provides valuable insights into the pupil voice.
The Screen for Child Anxiety Related Emotional Disorders.	2	14.5	PGHS	Some medicalised language.
The Belonging Scale	1	10	KOPS	Limited utility
The Importance Scale	1	10	KOPS	Limited utility
The Family Connectedness Scale	1	10	KOPS	Limited utility
The School Connectedness Scale	1	10	KOPS	Limited utility
The Psychological Sense of School Membership Scale	1	10	KOPS	Limited utility
Depression Self-Rating Scale	2	14.5	PGHS	Used with pupils who have a diagnosis in order to inform school practice.
Self-Perception Scale	1	10	KOPS	Lengthy but can provide valuable information.
Problem Solving Measure of Conflict.	1	13	Inverclyde Academy	Takes time to administer and score but can provide good qualitative information.

EPS involvement in Primary Attainment Challenge – Work Plan 2016-2017 - Summary

What	Who	When	Evidence	AC Workstream
Visible Learning -Development and delivery of training - Support schools in gathering evidence of impact - support schools in regular Evidence into Action meetings	Jayne Margaret	Sept 16- June17	Training resources Training Plan Attendance at training Action Enquiry summaries Summaries of meetings	L&T MLNs
Nurturing Approaches - Audit of implementation of NA in 9 x AC schools - Share Applied Nurture Principles (Primary) & NIF national resources - Support for AC schools in gathering evidence of impact	Laurence Andrea	Sept 16 – June 17	Summary of current plans Plans for implementation Summary of outcomes (NIF)	Nurture MLNs
Coaching - Develop training resources for AC Team and AC school staff - Deliver coaching workshops to attainment challenge schools with AC Team - Work with AC Team to provide follow-up support for staff in schools to embed coaching approaches - Support AC schools to gather evidence of impact	Paula Gillian Madge	Sept 16 – June 17	Training resources developed Attendance at workshops Summaries of evidence of impact	L&T MLNs
Seasons for Growth - Deliver training to AC schools - Evaluation of children groups delivered by companions - Pilot and evaluate parent programme - Training delivered and staff supported to deliver SfG Parent Programme	Karen Andrea	June 16 – May 17	Number of Companions trained Case studies Number of parents attending Summary of impact	F & C MLNs
Collaborative Action Research - Develop training resources for model of collaborative action research - Deliver collaborative action research workshops to attainment team - Deliver collaborative action research workshops to selected school staff - Support staff in undertaking class /school based collaborative action research	Paula Karen Margaret	Sept 16 – June 17	Training resources Number of staff trained from Attainment Team Number of staff trained from schools Collaborative Action Research summaries	F&C Nurture MLN L&T

EPS involvement in Primary Attainment Challenge – Work Plan 2016-2017

Progress

13th March 2017

Visible Learning

- Twilight sessions complete 12/9-28/11 Mairi, Julie
Margaret, Jayne
- 'Waiting List' sessions complete Mairi, Jayne
 - 2x ½ days; 1x full day; (~30 staff on each)
- NQTs – 1x day; follow-up ½ day (research) Jayne
 - evaluate a small piece of classroom based practice
 - collaboratively evaluate impact on learning
- Visits to schools Jayne
Kasia
 - those who attended VL course
 - Discuss with staff what they are implementing
 - offer support/advice with regard to research methods
e.g. pre- and post- questionnaire methods
 - evidence of impact of VL training -> practice
- Twilights in Feb/March completed Jayne, Elaine
- Meetings with secondary attainment challenge project leader and CMOs have taken place to plan secondary VL. Margaret, S. Parsons
Jayne,
secondary CMOs
 - experiences and successes from primary implementation have been used to inform plans for secondary.
 - links between primary/secondary have been discussed as part of planned implementation in secondary

Nurturing Approaches

- Staff attended ES National Nurture Resource training
- linked to NIF for Nurture Julie, Andrea, Stephanie

- Nurture Staff from Aileymill, St Francis, All Saints & Newark have attended 4 day education Scotland training on the use of the new Applying Nurture at the Whole School Level (using HGIOS 4) resource.

- Follow up visits are being arranged to these schools to help embed into their planning for session 2017-18. Andrea, Julie, Laurence
Throughout Summer term 2017 the plan is to work with them on the initial planning stages.

- **Secondary project (Clydeview Academy)** Laurence
 - focussed on teenage attachment
 - using NIF/SE processes focussed initially on one nurture principal ('All behaviour is communication')
 - whole staff twilight completed
 - social subjects input on teenage attachment – followed by triangulation of evidence taking place using HGIOS 4 triangle and planning put into place. During summer term 2017 this will be written up and plans for change put into place.

- **National research project (Education Scotland)** Stephanie, Laurence
 - Whinhill PS**
Piloting the new Education Scotland *Applying Nurture at the Whole School Level* resource.
 - **Baseline data collection and Planning**
Triangulation of evidence is taking place using HGIOS 4 triangle – staff questionnaires, pupil focus groups, staff self-evaluation exercise, SEEMIS data, SLT data, SMT use of observation profile, establishment review feedback, Education Scotland readiness questionnaire

- Impact measures on whole school nurture, pupil engagement and impact on attainment will be gathered as part of implementation.
- **Report to Education Scotland National Research Meeting (14/12/16)** led by Education Scotland.
Initial paper to Education Scotland by end March 2017 (1500 words).
Final report by end June 2017.
Placement on National Improvement Hub in new session.

Call for papers by BPS ahead of their national conference will be responded to. Outline by May 2017 and abstract by September 2017.

Coaching

- | | |
|---|--------------------------|
| • Training materials developed/adapted - completed | Paula, Gillian, Madge |
| • Training delivered (16/11; 23/11) to:
Coaching/Modelling Officers, Outreach Teachers | Paula, Gillian, Madge |
| • Training materials developed/adapted for SMT | Paula, Gillian, Margaret |
| Training delivered 16.2.17 to SMT from primary schools | Paula, Margaret |

Next steps:

- Decision about which groups to target with more training, taking into account the low numbers attending

Seasons for Growth

- 2 x training sessions + supplementary training delivered (36 staff)
- Evaluation tool designed by EPS and shared with other LAs
 - pre-, post- measures for children, parents/carers, companions and CTs
- 2 attainment schools have now completed Seasons for Growth groups
 - Newark PS and St Francis PS
- Each group has participated in the evaluation to measure the impact of the programme in relation to health and wellbeing. This involved :
 - children, teachers and parents completing pre-and post- questionnaires
 - semi-structured interviews with Companions
 - 2 focus groups with children
 - 1 focus group with parents

The data is currently being analysed by EPs (Karen and Andrea) to identify themes and Kasia will re-analyse the data to increase validity.

- Seasons groups are also taking place in 2 other Attainment schools (All Saints PS and St Andrews PS) and the evaluation process will be repeated in April 17.
- The Seasons for Growth Adult Programme has been discussed with Barnardo's Nurturing Service and EPs are currently in the planning stage to identify an interested group of parents

Next Steps

- The group in All Saint's will be written up by the EP (Karen) in April 17 using the CAR model and new data will be added to the existing data to create a larger sample size for final analysis.
- The 2 remaining Attainment schools (Aileymill PS and King's Oak PS) are hoping to run groups in the near future (on hold due to Companions experiencing own bereavement)
- Newly trained Companions from Ardgowan Hospice will also be co-Companioning groups in some schools following discussion with Head Teachers (e.g. St John's, St Joseph's).
- Possible collaboration with Falkirk, Stirling, West Dunbartonshire and Inverclyde with regard to use of data and write-up.

Collaborative Action Research

- Training materials developed Karen, Stephanie, Paula, Margaret
 - based on Dundee model
 - linked to HIGIOS 4 – triangulation/moderation of assessment, direct obs, quantitative, views
- CAR paperwork developed
- Training Delivered (9/11/16) to: Paula, Karen, Stephanie, Margaret
 - Coaching/Modelling Officers, Outreach Teachers, Cara, VL Teachers
 - paired with delivery team to offer support and to take forward plans
- 4 training sessions offered on GATEWAY to primary school staff (15th Feb, 15th March, 26th April, 17th May)
- 4 follow up drop in sessions offered to those who attend the training sessions above (1st March, 19th April, 10th May, 31st May)
- Meetings with secondary attainment challenge project leader and CMOs have taken place to plan CAR. Margaret, S. Parsons
Jayne, secondary CMOs
 - experiences and successes from primary implementation have been used to inform plans for secondary.
 - links between primary/secondary have been discussed as part of planned implementation in secondary

Next steps:

- CAR to be embedded within visible learning training
- CAR to be collated and summarised to provide evidence of impact.

EPS involvement in Secondary Attainment Challenge – Work Plan 2017
Summary

What	Who	When	Evidence	AC Workstream
Teaching methodology -Development and delivery of training for school staff - Support schools in gathering evidence of impact using Collaborative Action Research (CAR) model	Jayne Margaret	January – June 2017	Training resources Training Plan Attendance at training CAR summaries Summaries of meetings	MLNs Leadership and workforce
Nurturing Approaches - Secondary project in Clydeview focussed on teenage attachment and development work using NIF/SE processes focussed on one nurture principal. - Support with regard to gathering evidence of impact - Plans for implementation across secondary schools	Laurence	January – June 2017	Summary of current plans Plans for implementation CAR summaries Summary of outcomes (NIF)	MLNs
Individual Psychological Therapy Service - 1-1 sessions to provide individual support for young people - Training for EPs to refresh skills and agree model of practice. - Gather evidence of impact using Collaborative Action Research (CAR) model.	Laurence, Paula, Andrea	January – June 2017	Model for ‘Time to Talk’ EPs trained Number of young people using service CAR summaries	MLNs
ASN Secondary Schools –Lomond View Academy and Craigmarloch - Develop Trauma Informed Care model in Lomond View Needs analysis, training and support for LV staff - plans for training and support from EPS to be agreed for Craigmarloch - Support schools in gathering evidence of impact using Collaborative Action Research (CAR) model	Margaret Paula	January – June 2017	Training Plan Number of staff trained CAR summaries	MLNs Leadership & Workforce

EPS involvement in Secondary Attainment Challenge – Work Plan 2016-2017
Progress

15th March 2017

Teaching methodology

Margaret Nash, Jayne Johnson

- Planning meetings with Secondary AC Project leader and Coaching and Modelling Officers to agree plans for development and delivery of training for school staff.
- Content of training and proposals for delivery drafted.

Next steps:

- Meet with Secondary Project Leader and Coaching and Modelling Officers to agree content and model of delivery for schools (22/3/17). This will include evaluation of classroom based practice using the Collaborative Action Research (CAR) model.
- Agree programme of dates, venues for training.

Nurturing Approaches – Secondary

Laurence Reilly

- This project focuses on teenage attachment. Using NIF/Self-evaluation processes, one nurture principal is identified for intervention. In Clydeview this is '*All behaviour is communication*'.
- Whole staff input on rationale has been delivered in Clydeview Academy.
- Input for social subjects department staff on teenage attachment and attunement has been completed.

- Input for Principal teachers on attachment and attunement has been completed.
- Evidence measures developed and gathered:
 - observation profiles
 - staff questionnaire
 - pupil focus group

Next steps:

- Agree plans for implementation across other departments in Clydeview Academy based on findings.
- Agree plans for implementation across additional secondary schools in Inverclyde based on experiences in Clydeview Academy.

Individual Psychological Therapy Service

Margaret Nash, Paula Dudgeon,
Laurence Reilly

- This project is focussed on the wellbeing strand of the attainment challenge and the links with pupil attainment. Service would seek to address the gap between school based work currently undertaken and mental health strands of work within CAMHS.
- Plans have been agreed to develop an ethical model for the implementation of an individual psychological therapy service within Inverclyde Council Educational Psychology Service. These plans include :
 - staff development for Educational Psychologists
 - model of supervision of practice
 - evaluation of outcomes for young people.
- A draft proposal has been developed and will be used as a basis for the implementation of the service.

ASN Secondary Schools – Lomond View Academy

Margaret Nash, Paula Dudgeon

- Planning meetings with Secondary AC Project leader, Senior Forensic Psychologist (Dan Johnson) from Kibble and HT Lomond View Academy to agree plans for development work with staff in Lomond View Academy.

It was agreed that this development work would focus on developing staff knowledge and skills in Trauma Informed Care particularly within Lomond View Academy.

- Follow-up meeting with Dan Johnson, David Peden, Shirley Cairney. Implementation Plan agreed :
 - Needs analysis / data collection
 - Training plans
 - Assessment profiles for young people
 - Trauma informed strategies – environmental and individual.
- Resources from Kibble for needs analysis / data collection have been reviewed and updated for use in Lomond View Academy.

Next steps:

- Follow-up meeting with Lomond View staff to support use of resources for data collection.
- Meeting with Lomond View staff and Dan Johnson to review data collected and agree more detailed plans for staff training. This training would include educational psychology staff to ensure sustainability within Inverclyde.