

Inverclyde council

Educational Psychology Service Improvement Plan 2018/19



Introduction

Welcome to the Inverclyde Educational Psychology Service Improvement Plan.

This plan is informed by the Corporate Directorate Improvement Plan for Education, Communities and Organisational Development, the Education Services Improvement Plan 2018-19, the Inverclyde Children's Services Plan 2017/20, and the Action Plan arising from the Children's Services Inspection.

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, 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 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

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 with the purpose of achieving the best outcomes for children and young people, particularly Inverclyde's most vulnerable children and young people.

How we do this:

- We use psychology to inform assessment and intervention with individual children and young people
- 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:- Positive Relationships Positive Behaviour, Learning, Teaching and Assessment Policy. LGBTQ+
- We raise awareness of the crucial role of relationships, nurture and communication in children's lives
- We train and develop the skills of staff, for example teachers, support staff and early years staff, to improve children's health, wellbeing and achievement
- 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 with others to make sense of what's happening and how people think, feel and behave so that children and adults can make informed choices and decisions
- We work to ensure that assessment and planning for children and young people leads to their successful inclusion in their class, school and community
- We design and put into practice interventions which help both individuals and communities develop optimal health and wellbeing

Adapted from 'Educational Psychology in Scotland: helping others to achieve their potential' The Association of Scottish Principal Educational Psychologists/The British Psychological Society

As a service we continue to develop our work with our partners across children's services in order to improve life chances of Inverclyde's children and families. We work mainly in educational establishments applying psychology and research to inform the best use of universal and targeted resources, however we also have a strong partnership with our colleagues in the Health and Social Care Partnership and in the 3rd Sector.

The three priorities for the IEPS improvement plan continue to be:

- Service Delivery
- Scottish Attainment Challenge
- Getting it Right for Every Child (GIRFEC)

These priorities are linked to the strategic priorities of the National Improvement Framework and Education Service's Improvement Plan that is designed to deliver the twin aims of excellence and equity in education – ensuring children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs.

Service Delivery

The Educational Psychology Service applies psychology and research to inform the best use of universal and targeted resources. The service adopts a strength based approach working towards improving outcomes for children and young people with a focus on building capacity in educational establishments as well as providing support and development with our partners in Social Care, Health Care and 3rd Sector.

By March 2019 we will have:	Who is responsible? (lead and others)	Links Education Services Plan/National Improvement Framework
<p>developed our practice in Early Years by</p> <ul style="list-style-type: none"> developing Early Years practice guidelines for EPs that incorporates evidence informed assessment and intervention practices evaluating the impact of the developed EY GIRFEC consultation process. extending our practice that we offer in ELC with regards to Whole Establishment Nurture evaluating the impact of dialogic and reciprocal approaches on emergent literacy skills in two ELCs 	<p><u>TM</u> LMcF KMcP EB</p> <p><u>LMcF</u> SMcN LR KMcP</p>	<p>School/Establishment improvement plans Education Services Improvement Plan NIF</p>
<ul style="list-style-type: none"> written the service delivery policy depicting the service's philosophy, processes and self-evaluation approach highlighted within the policy our use of change methodologies (implementation science, CAR and triangulation) linked with primary and secondary DHTs to communicate EPS service delivery, role and functions and gather feedback to inform practice actively support EPs in their use of collaborative action enquiry 	<p><u>LR</u> TM JJ LR SMcN</p> <p><u>SMcN</u></p>	<p>Assessment of Progress. Teacher/educational psychology professionalism</p>
<ul style="list-style-type: none"> developed the team meetings to incorporate a greater focus on professional learning & development (using psychology theory, research and frameworks). developed all team members' skills and expertise in our change methodologies 	<p><u>JJ</u> Ali M KW AM</p>	<p>Assessment of Progress. Teacher/educational psychology professionalism</p>

Evidence we gather:

- Feedback from DHT workshops
- Service delivery Policy and practice guidelines for EPs and self-evaluation documentation
- A calendar of Practice Level Agreement dates and 100% completed PLAs for Early Years Primary and Secondary
- Stakeholder feedback including partners, children and families particularly regarding the redesigned EYs consultation process
- An APDR regarding EP practice in Early Years in relation to assessment and intervention
- Increased use of APDR by EPs through which we will see more psychological theories, more time spent using implementation science
- The balance of the team meeting will see an increase in professional development
- Triangulated impact data re service delivery as part of EPS self-evaluation

Attainment Challenge

Educational Psychology will contribute to the Inverclyde Attainment Challenge work with regard to improving literacy, numeracy, health and wellbeing for all children regardless of background. A key aim is to drive forward improvements in educational outcomes for the most disadvantaged communities to close the poverty related attainment gap.

By March 2019 we will have:	Who is responsible?	Links Education Services Plan/National Improvement Framework
Primary attainment challenge		
<p>supported the roll out of the Education Scotland Applying Nurture as a Whole School Approach document by</p> <ul style="list-style-type: none"> providing further support to one primary school in embedding the <i>Applying Nurture as a Whole School Approach</i> (Education Scotland) as part of the National Action Enquiry project entering Phase 2 supporting consistency of practice regarding whole establishment nurture across the authority (ELCs, primary and secondary) with regard to implementation fidelity. This will be done operationally and strategically through the Authority Nurture Implementation team 	<p>LR <u>SMcN</u> AM</p> <p><u>SMcN</u> LMcF LR</p>	<p>Ensuring Wellbeing, Equality and Inclusion</p>
<p>supported the Education Authority's professional learning leadership activities by</p> <ul style="list-style-type: none"> developing coaching practice for NQT mentors contributing to the continuous training and development of pedagogy for NQTs, peripatetic and primary school staff. providing training and post training coaching on the use of change methodologies and impact measurement. 	<p><u>KW</u> <u>JJ</u> EB</p> <p>SMcN LR JJ</p>	<p>School Leadership; Teacher professionalism Development of the Curriculum</p>
<ul style="list-style-type: none"> Completed the evaluation of the Adult Seasons for Growth programme as part of the primary attainment challenge. Completed the evaluation of the Parent Seasons for Growth programme as part of the primary attainment challenge. 	<p><u>AM</u> KMCP TM</p>	<p>Ensuring Wellbeing, Equality and Inclusion</p>

Secondary attainment challenge		
<ul style="list-style-type: none"> Continued to work collaboratively with the Coaching & Modelling Officer (Health, Wellbeing & Nurture) to implement Applying Nurture as a Whole School Approach (Education Scotland) across the secondary sector. 	<u>LR</u> EB	Ensuring Wellbeing, Equality and Inclusion
<ul style="list-style-type: none"> completed the write up of the evaluation of the psychological therapy support for young people – Someone2listen service developed a post evaluation plan of how to continue the service incorporating the learnings form the evaluation and consideration of the systemic approaches model 	<u>SMcN</u> All EPs	Ensuring Wellbeing, Equality and Inclusion
<ul style="list-style-type: none"> Completed the evaluation of the Young Person’s Seasons for Growth programme with the attainment challenge secondary schools. 	<u>AM</u> KMCP TM	Ensuring Wellbeing, Equality and Inclusion
<ul style="list-style-type: none"> Contributed to the continuous training and development of pedagogy for NQTs, peripatetic and secondary school staff 	<u>JJ</u>	Development of the Curriculum Teacher Professionalism
<ul style="list-style-type: none"> supported Lomondview Academy with the next stages in the ‘Coping with Adversity’ work in the workstreams by <ul style="list-style-type: none"> Leading the Implementation Group to track progress directly supporting the workstreams through active contribution 	<u>KW</u> LR KMCP	Ensuring Wellbeing, Equality and Inclusion
<ul style="list-style-type: none"> supported the development of work related to ‘Coping with Adversity’ adapted for Craigmarloch school context 	ScN GD EB LR	Ensuring Wellbeing, Equality and Inclusion

Evidence we gather:

<ul style="list-style-type: none"> Focus group of young people in LVA on aspects of the HWB curriculum Collaborative Action research write-ups, pre and post questionnaire on training impact. School self-evaluation plans. Attainment Challenge progress report. Continue evaluation of psychological therapies using the YP CORE, tracking and monitoring, ongoing log and feedback from YP

GIRFEC

GIRFEC is the national approach in Scotland to promote, support and safeguard the wellbeing of our children and young people. In Inverclyde, agencies are working together to design and implement a responsive, streamlined and coordinated approach from all services.

This year, the Educational Psychology Service will continue to contribute to the implementation and embedding of GIRFEC within children's services.

By March 2019 we will have:	Who is responsible?	Links
<ul style="list-style-type: none"> supported education services in the use of the Self Evaluation policy for Children with Additional Support Needs 	KW	Education Services Plan: Ensuring Wellbeing, Equality and Inclusion
<ul style="list-style-type: none"> developed a partnership protocol to outline Positive Destinations for our Care Experienced young people out of authority, providing a more transparent and joined up approach to transition planning. <ul style="list-style-type: none"> This will involve gathering information on transition services and processes to inform the partnership protocol 	<u>LR</u> GD	Education Services Plan: Parental engagement and Partnership working
<ul style="list-style-type: none"> discussed and identified during termly PLAs how EPs can support staff to embed GIRFEC Pathway and related processes and procedures at individual establishment level to improve outcomes for all Inverclyde children and young people 	All EPs	Education Services Plan: Ensuring Wellbeing, Equality and Inclusion

Evidence we gather:

- Tracking of outcome data in relation to pupils in the senior phase who are in Out of Authority placements
- A protocol in relation to the EPS, MCMC, SDS, Independent Reviewing Officer HSCP
- Triangulation of the information in the wellbeing assessments and the PLAs
- Pre and post wellbeing assessment samples