

EAST DUNBARTONSHIRE COUNCIL EDUCATIONAL

PSYCHOLOGY SERVICE

Standards and Quality Report 2017-18

INTRODUCTION

East Dunbartonshire Council Educational Psychology Service (EDCEPS) works from shared accommodation in Kirkintilloch Learning Centre.

The Educational Psychology Service (EPS) has 8.5 FTE Educational Psychologist posts and is currently fully staffed.

The EPS work within a smart working context with the aim of facilitating collaborative working in line with East Dunbartonshire Council policy.

In accordance with legislative requirements, all Educational Psychologists in the EPS are registered with the Health and Care Professions Council (HCPC).

Compliance with HCPC registration requires that all members of staff have a minimum qualification requirement of an Honours degree in Psychology and an accredited postgraduate degree in Educational Psychology. All of the educational psychologists hold additional professional qualifications which include teaching, social work and research.

EDCEPS is accredited by the British Psychological Society (BPS) to provide supervision and training for trainee educational psychologists on the MSc Educational Psychology Training Courses.

The EPS is also accredited by the BPS to provide supervision for probationer educational psychologists leading to the Scottish Qualification in Educational Psychology (stage 2). Five educational psychologists are on the Register of Applied Practitioner Psychologists.

FUNCTIONS

The EPS is a statutory service which assists the local authority in meeting the needs of all its children and young people through the application of psychological theory and practice within a local authority and educational context. The EPS has an advisory age range of 0-24 years.

In addition to working within the local Authority, educational psychologists provide a service for those young people who are looked after by East Dunbartonshire Council but who live out-with the geographical area to ensure that their support continues uninterrupted.

In line with national guidance the EPS has five core functions, namely: consultation; assessment; intervention; training and research. These are inter-related aspects of work and an educational psychologist's involvement will usually be a combination of these as required to meet the needs of the particular situation.

In addition to duties relating to the Education Authority, the EPS has statutory duties in relation to the Children's Hearing System (including training), meeting legislative requirements and following appropriate ethics and professional codes of conduct as outlined by the HCPC and the BPS.

LOOKING INWARD

LEADERSHIP and DIRECTION

Self-evaluation for improvement

The Service has a robust programme of self-evaluation (Quality Improvement Framework) which sets out and supports the evaluation of Service tasks. The Quality Improvement Framework (QIF) includes plans for the evaluation of

- Service Improvement Plan tasks and
- Feedback from stakeholders which includes
 - parents/carers,
 - educational establishments

- evaluations of professional learning carried out by the EPS.

This framework ensures that the impact of the work of the Service is integral to planning and shaping delivery, and the findings are used to improve service delivery through collegiate planning.

Regular Service Development Sessions provide time for EPs to reflect on key aspects of Service Improvement Plan tasks and to support planning of SIP and other developing tasks through professional dialogue.

Service Improvement Planning

The Service Improvement Plan is aligned with EDC Education Strategic Plan and national guidance including the National Improvement Framework (2016).

Regular collegiate and development sessions form the basis for communication, staff development and improvement planning within the Service. This is critical in ensuring distributed leadership and that all EPs have ownership of and contribute to the work of the EPS.

DEVELOPING PEOPLE AND PARTNERSHIPS

Individual EPs are supported to develop their strengths and competences through the **PDR process**. This ensures that all EPs have the opportunity to contribute to service planning and develop their leadership.

The work of EPs is supported by regular **supervision** with the Principal Psychologist. Through supervision, EPs are supported and challenged in their work and report that they find these arrangements to discuss and reflect on pieces of work very useful in improving their practice.

LEADERSHIP OF CHANGE AND IMPROVEMENT

Through PDRs and individual staff dialogue, the PEP has engaged in support and challenge with all EPs so that their strengths and competences are engaged

and they are supported to develop practice in areas where they have less experience.

The Service works on the basis of distributed leadership and all EPs lead on and contribute to Service Improvement Planning and quality improvement through the QIF irrespective of grade.

LOOKING OUTWARD

IMPACT AT NATIONAL AND AUTHORITY LEVEL

National

The Principal Educational Psychologist (PEP) and one of the Depute Principal Educational Psychologists (DPEPs) are members of the Association of Scottish Principal Educational Psychologists (ASPEP). This is the national forum which addresses key developments for the profession and links with the Scottish Government.

One of the DPEPs is a member of the SDEP and organises the annual National Conference for educational psychologists. This event provides an opportunity to develop and share good practice within the profession. In addition, it enables dissemination of critical national issues which in turn leads to improvement within local authority Psychological Services.

The EPS has contributed to the national working group on nurture (Education Scotland) which has resulted in production of national guidance on nurture.

One of the DPEPs contributes to the national VSE Reference Group led by Education Scotland which informs quality assurance at national and local level.

One of the EPs has initiated a West Partnership Practitioners Network which plans to collaborate across the 8 partner Councils to benefit from collaborative enquiry to improve the work of the EPS.

Impact at Authority Level

GIRFEC Liaison Group & Early Years Community Assessment Team

The EPS is represented on both of these groups which support inclusion and attainment for children from birth to 19 years who have significant additional support needs.

Adoption and Fostering Panel

The EPS is a member of EDC's Adoption and Fostering Panel which means that panel recommendations are informed by a knowledge of child development and attachment.

Practitioner Enquiry

The EPS continues to provide support and advice using Collaborative Practitioner Enquiry methodology. All NQTs were trained in practitioner enquiry and they produced evidence of improved outcomes using this approach as well as evidence of professional learning in relation to planning, implementing and reviewing change within their classroom.

ASN Review

The EPS led in scoping, researching and reporting on provision to support children with additional support needs during session 2016-17. The resulting ASN Review was agreed by committee in 2017.

During session 2017-18, the EPS has led on the development and launch of a new ASN Policy 'Including Every Learner' which has resulted in the development of more flexible and inclusive resources to better support learners with a wider range of additional support needs in early years and primary.

EDCEPS has contributed to a number of authority wide strategies and approaches with the aim of improving outcomes for all children as set within the NIF priorities below:

NIF Priority 1 & 2:

**Raising attainment, particularly in literacy and numeracy and
Closing the poverty related attainment gap**

Raising Attainment in Literacy in early years and early level primary children through Play2Learn

Play2Learn was extended this session into 13 primary schools, including the 4 original pilot schools. A QIO and educational psychologist have continued to lead the implementation and evaluation of this play based pedagogical approach in Primary 1 and some Primary 2 classes. All teachers have engaged with a process of Collaborative Practitioner Enquiry, which strengthened the validity of the approach and the element of practitioner reflection and evaluation.

Regular training and Professional Learning Community sessions have taken place throughout session 2017-2018, including training by Deirdre Grogan (University of Strathclyde). Each school has had several visits from the QIO, educational psychologist, the school's link QIO, an Early Level Support Teacher as well as joint evaluative visits with Deirdre Grogan.

The data collated from a range of sources including pre and post PIPS and SDQs highlights that every learner has made pleasing, and in many cases exceptional progress in literacy and numeracy.

Initial analysis of the data suggests that the children who came into P1 with the lowest levels of attainment in literacy and numeracy made the biggest gains in literacy and numeracy; thus closing the attainment gap.

Almost all children involved in Play2Learn have achieved Early Level in literacy and numeracy, with the small number that have not achieved this level having clearly identified ASN and appropriate supports in place.

Many of the children, at least a third in some schools, have been working within First Level since Easter 2018. This project received a Scottish Government

Quality Improvement Award in 2017 in the category of Most Inspiring or Innovative Project. Our practitioners have presented at a number of events including at the University of Strathclyde (Pushing Play in P2) and the launch of Falkirk Council's play in education event (June 2018).

Play2Learn has been extended in session 2018-2019 to include an additional 10 primary schools, with a rigorous implementation, training and evaluation programme planned for both existing and new practitioners.

Raising attainment in literacy through developing Language and Communication Friendly Approaches (LCFE) in local authority early years' centres.

This is the 4th year of a planned programme of implementation. In 2017-2018 a further four nurseries have had their whole establishment practice validated as being language and communication friendly.

Achievement of LCFE status is evidence that the nursery has in place a learning environment which fosters and develops children's language and communication skills as measured by demonstration of five standards which in turn underpin talking and listening aspects of literacy development.

Validation reports this session show that there has been impact on staff understanding and practice, and early language development, such as vocabulary.

Plans are in place for further validation of 3 nurseries, and a whole primary school will develop LCFE standards in session 2018-19.

Raising attainment in literacy and numeracy through improved guidance in identifying and supporting dyslexia and dyscalculia.

In response to revised national guidance on specific literacy difference, the Educational Psychology Service led a working group which revised East Dunbartonshire Council's Dyslexia and Dyscalculia Guidance for schools. Consultation took place with school staff, Educational Psychologists, parents and

pupils. New guidance was produced that reflects national best practice advice and clarifies the roles of education staff in supporting pupils who have a specific learning difference in literacy or numeracy. The guidance responded to consultation with parents which expressed the need for clarity around the place of their child within the process of assessment.

The new guidance documents will be launched in September 2018. Training will be provided to Additional Support Needs Co-ordinators and school staff to support the introduction of the revised guidelines and develop staff capacity to support pupils with specific learning differences.

In the 2018 – 2019 session, the Educational Psychology Service will lead a further working group to create guidance for schools in relation Developmental Co-ordination Disorder and English as an Additional Language.

Raising attainment in Numeracy through parental engagement

EPS has continued to support research about raising attainment in numeracy through parental engagement, using learning journals.

For the second year, there have been significant gains in maths for a small target group of children, across gender and SIMD 1-4.

Closing the poverty related attainment gap Adverse childhood experiences (ACES)

EPS has used information from self-evaluation to ensure that practice is based on an awareness of ACES. As a result, EPS now routinely gathers information about SIMD which is linked to attainment and wellbeing.

EPs are now using the language of ACES across core functions of consultation, assessment and intervention. EPs have increased knowledge about the impact of multiple ACES, including children and

young people for whom there is permanency planning.

Through the delivery of training, EPs have raised awareness of ACES with partners such as schools and Children's Panel members.

NIF Priority 2: Improving children's wellbeing

PATHs

Session 2017-18 was the fourth phase of a five year implementation programme. 24 establishments have now attended training, introduced the PATHs materials to identified classes and evaluated the impact. Evaluations demonstrated improvements in all establishments in relation to social, emotional and academic outcomes (such as attention, focus and reduced disruptive or aggressive behaviours). The programme was highly valued by pupils, families and teaching staff. Benefits were noted outwith the school environment where parents were engaged and involved.

Nurture Principles

The EPS has supported Secondary Wellbeing Resources in each school to gather evaluative evidence to demonstrate improvement in young people's wellbeing. 2017-18 was year 2 of a rigorous approach to supporting gathering of evidence of impact on young people.

From the information submitted in year 2, a range of interventions have been carried out with a large number of learners. These include: breakfast and lunch clubs, individual consultations, group work (relationship building, nurture groups, managing anger, developing resilience to manage anxiety) and parent advice and support.

Secondary schools submitted a range of evaluative evidence, including personal testimonials, Boxall and SDQ evidence and staff and parent reports.

Nearly all the young people who participated in Group Work within the Secondary Resources

improved on their wellbeing scores (SDQ, individual and parent reports) and all of those participating in nurture group interventions improved their prosocial competence as evidenced through improved Boxall scores. There were reported improvements in attendance and exclusions for identified young people.

Evaluative evidence gathered in session 2017-18 has led to a revised programme for submitting evidence of improvement in session 2018-19.

Improving wellbeing through Autism Advisor Programme

The EPS and a QIO have continued to lead the Autism Adviser programme in Session 2017-2018. The aim of the Autism Adviser programme is to provide a sustainable model of support for staff in all nurseries and schools when working with children with autism and other language and communication difficulties.

The role of the Autism Adviser includes providing support to school staff in meeting individual pupil needs and building capacity amongst the staff team.

A full day conference took place in February 2018, involving speakers from a range of agencies (Paediatrician, National Autism Society, Local Area Coordinators, education). The feedback from the Autism Advisers March 2017 and February 2018 can be directly compared as it was gathered from the same group of practitioners using the same measures, with a time gap of just over 11 months.

From analysis of the data, there are continued positive trends in practitioners' perceived knowledge and understanding, and their self-reported levels of confidence in supporting both pupils and colleagues regarding ASD over time. A full evaluation summary is available.

The biggest increase between the start of the AA programme (March 2018) and the most recent input (February 2018) is linked to the confidence levels that AAs have in supporting their colleagues to support children and young people with autism,

which is a key role of the Autism Advisers. Each Autism Adviser provided a plan for next steps in their practice with the majority of practitioners planning to participate in Autism Awareness Week (March 26th, 2018).

LOOKING FORWARD

Interactive Evaluations

A summary of information from interactive evaluations carried out with schools and local authority early years establishments from session 2017-18 is set out below:

The impact of the work of the EPS is as follows (summary and samples from IEs):

- outcomes for learners are improved through working with individual children, families and building capacity with staff
- partnership working has allowed a joined up approach to removing barriers and supporting children's wellbeing
- Enhanced collaboration has ensured effective transition planning for learners with identified additional support needs
- The work has encouraged pupil voice to be heard in planning for their education through clear frameworks
- Positive impact of Play2Learn on children's wellbeing and attainment

Establishments commented consistently on the impact made by authority level initiatives such as PAtHS and Autism Advisors Approach which have impacted very positively on learners.

The EPS will continue the strong working relationships with all educational establishments through individual, establishment and authority level working as set out by the Currie Report.

The interactive evaluation process continues to be the means by which the EPS reviews and plans for its work at individual and establishment levels.

The interactive evaluation process will be re-shaped over session 2018-19 through stakeholder engagement.

Parental engagement

Review of the parent questionnaire method of gathering evaluative feedback from parents used by the EPS from 2013-2017 was reviewed and collegiate dialogue resulted in a change of process: from 2018, planning will take place for a small group of parents/carers to be involved in the evaluative and planning journey of the EPS on a longitudinal basis.

Parental engagement will also be evaluated in relation to specific pieces of work such as parental engagement in evaluation of dyslexia and dyscalculia guidance.

This will address the national priority of further developing parental engagement and specifically parent voice within planning and development of Service priorities.

PRACTITIONER ENQUIRY

The EPS has used practitioner enquiry to support a variety of initiatives within EDC. These include Play2Learn, Autism Advisors, and PAtHS. These pieces of work have improved attainment, increased staff confidence and improved wellbeing. The EPS continues to support the implementation of practitioner enquiry though the programme of training with NQTs and in relation to the planned work of the strategic groups.

STRATEGIC GROUPS

East Dunbartonshire Council Education Service has responded to the NIF Priorities by further focusing the work within the authority through establishment of strategic groups which will use collaborative action research to further ensure that the approaches taken within establishments to raise attainment and improve wellbeing are founded on firm evidential bases.

The EPS is an integral part of these groups and will use their research expertise to support and advise all aspects of this work.

SUMMARY AND CONCLUSIONS

Through the process of robust self-evaluation and service improvement planning, closely aligned with local and national priorities, the EPS plans to

continue to work to improve outcomes for all learners.

The Service will continue to carry out the five core functions at individual, establishment and authority levels. It will consolidate and develop its practice through evaluative professional dialogue and development sessions to ensure consistency and adherence to current effective and evidence based practice.

The Service plans to further build upon its robust self-evaluation process through greater engagement with stakeholders using social media building on dialogue with parents/carers.

The Service will also continue to build upon the collaborative practitioner enquiry model to support effective programmes of change with our partners at all levels of work. It will utilise implementation methodology to ensure rigorous planning, embedding and sustainability of new approaches.

Gillian Dury
27/11/2018