



Community Services: Education

Educational Psychology Service

Improvement Plan 2015 – 16

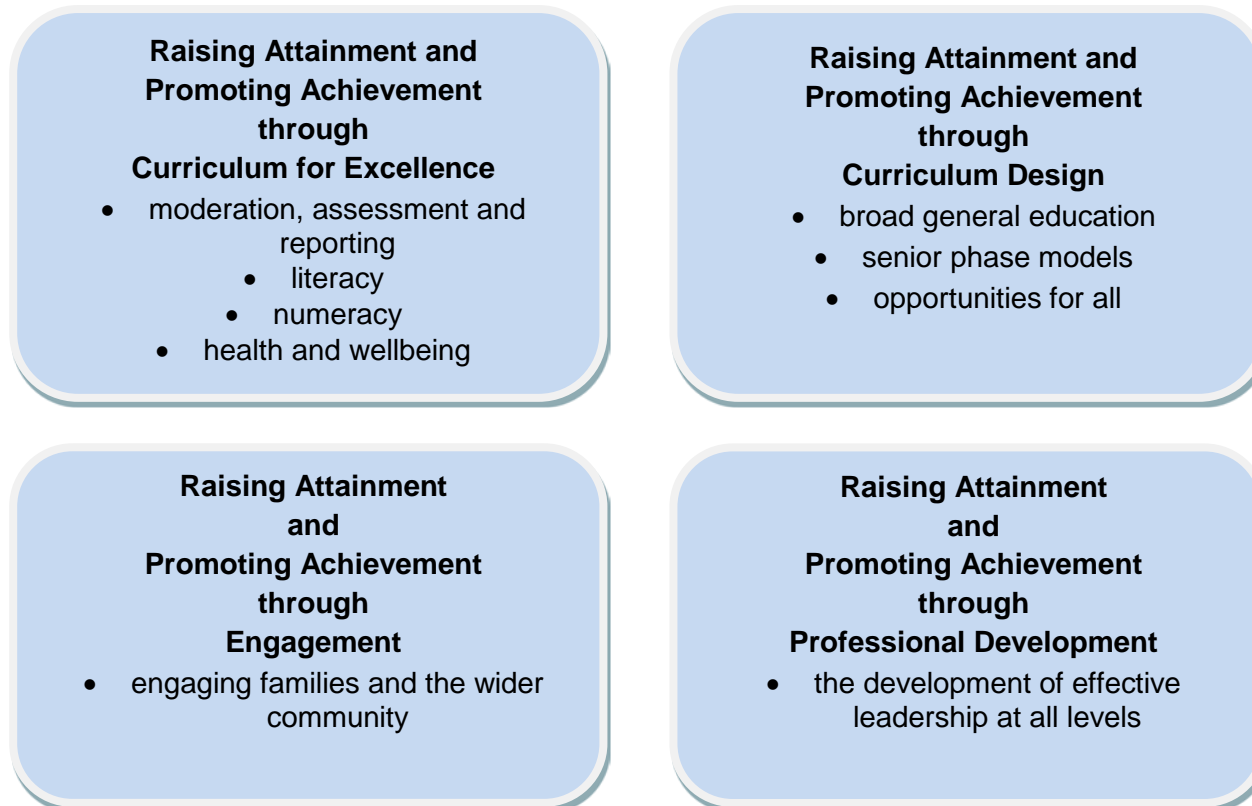


Working together to achieve the best for children, young people and families

Psychological Service Improvement Plan

The service improvement plan detailed below is based on service self-evaluation. This self-evaluation takes in to account progress against the previous plan, contribution to wider authority plans, stakeholder feedback and data analysis. The objectives within the plan are designed to ensure that the service is delivering an impact by making an effective contribution towards the key objectives of the education service. Only higher level objectives are included within this plan.

The Education Service priorities are



The Psychological Service Improvement Plan (PSIP) delivers on the seven Education Service team plan objectives within the context of key priority areas detailed above. The PSIP is also embedded within the objectives detailed in the Integrated Children's Service Plan (ICSP) 2014 – 17. Psychological Service planning fits within wider authority planning structures as follows:

Single Outcome Agreement	ICSP	Education Service Team Plan Outcomes	Psychological Service Improvement Activities
<p>The economy is diverse and thriving</p> <p>We have infrastructure that supports sustainable growth</p> <p>Education, skills and training maximises opportunities for all</p> <p>Children and young people have the best possible start</p>	<p>Safe: All our children and young people should be protected from abuse, neglect and harm; Safe from accidental injury and death; Safe from bullying and harassment</p> <p>Healthy: Children and young people should enjoy the highest possible attainable standards of physical and mental health; Continue to improve the effects of substance misuse on children, young people and their families</p> <p>Achieving: Children and young people should have access to positive learning environments and opportunities to develop their skills; Children and young people should have access to learning to maximise their skill and potential; Children and young people are valued and supported to be the</p>	<p>Primary school children are enabled to increase levels of attainment and achievement and realise their potential.</p> <p>Secondary school children are enabled to increase levels of attainment and achievement and realise their potential.</p> <p>Education central management team ensure continuous improvement in service delivery.</p> <p>The educational additional support needs of children and young people are met.</p> <p>An effective system for Opportunities for All will operate in all secondary schools.</p> <p>Education staff have improved</p>	<p>Support education staff to address the impact of mental health difficulties on behaviour and attainment</p> <p>Develop and pilot materials for children at the upper primary stage to support wellbeing, including secondary stage booster sessions</p> <p>Continue to provide effective assessment of mental health needs in schools with therapeutic intervention offered as appropriate</p> <p>Review available data to ensure accurate information is available to direct support to schools / clusters as required</p> <p>Support schools to make best use of the data available for their school along with wider assessment information</p> <p>Support individual schools to effectively implement and evaluated approaches to improving reading skills of those assessed to be underachieving</p> <p>Gather and analyse ongoing data at P1, P4 and P7</p> <p>Improve processes for identification of additional support needs of children in Gaelic Medium Education classes</p> <p>Review processes for evaluating the staff development sessions delivered by psychologists on an ongoing basis to</p>

<p>People live active, healthier and independent lives</p> <p>People live in safer and stronger communities</p>	<p>best they can be</p> <p>Nurtured: Children and young people should live within a supportive family setting; Children and young people feel secure and cared for; Live in a safe and secure environment</p> <p>Active and included: All our children have increased opportunities and are encouraged to participate in play, recreation and sport</p> <p>Respected and responsible: Children and young people have their voices heard and be encouraged to play an active and responsible role in their communities</p>	<p>capacity for leadership, professional learning and knowledge.</p> <p>Young children and their families are given assistance to help them achieve the best start in life.</p>	<p>identify impact</p> <p>Review the methodology for accessing the views of parents and young people on the service received</p> <p>Work with partners in schools and other services to evaluate the transition process from primary to secondary school for pupils with Autism Spectrum Disorder</p> <p>Review the methodology for accessing the views of parents and young people on the service received</p> <p>Work with partners in schools and other services to evaluate the transition process from primary to secondary school for pupils with Autism Spectrum Disorder</p> <p>Evaluate the current nurture provision across the authority and generate next steps for extending nurture approaches in primary schools</p> <p>Support the skills and confidence of staff in developing nurture approaches to meet the needs of vulnerable children</p> <p>Review processes for evaluating the staff development sessions delivered by psychologists on an ongoing basis to identify impact</p> <p>Develop a staff development calendar, linked to key authority objectives</p> <p>Extend the implementation and evaluation of the PATHS curriculum across the authority</p>
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The outcomes from the Education Service Plan for 2015-2016 are as follows:

ED01: Primary school children are enabled to increase levels of attainment and achievement and realise their potential.

ED02: Secondary school children are enabled to increase levels of attainment and achievement and realise their potential.

ED03: Education central management team ensure continuous improvement in service delivery.

ED04: The educational additional support needs of children and young people are met.

ED05: An effective system for Opportunities for All will operate in all secondary schools.

ED06: Education staff have improved capacity for leadership, professional learning and knowledge.

ED07: Young children and their families are given assistance to help them achieve the best start in life.

The activities within the PSIP are also mapped on to the wellbeing indicators and associated objectives and actions from relevant plans. These are coded as follows:

Integrated Children's Service Plan 2014 – 17: **ICSP**

Scottish Government's Curriculum for Excellence Implementation Plan: **SGCfEIP**

While the PSIP is detailed for session 2015 -16, the actions and success measures link closely to those from previous plans. Some workstreams are likely to continue on to future plans. An evaluation of the progress against previous objectives, which helped to inform the key actions to be included this session, can be found in the Standards and Quality Report.

In addition to the actions identified in the plan, there is an ongoing maintenance agenda for the service.

ED01: Primary school children are enabled to increase levels of attainment and achievement and realise their potential
ED02: Secondary school children are enabled to increase levels of attainment and achievement and realise their potential

Action	Lead and partners	Success measure	Monitoring and evaluation	Timescale	Associated objectives / actions
Mental health and wellbeing:					
Support education staff to understand the impact of mental health difficulties on behaviour and attainment; provide support and guidance around universal and group interventions to meet mental health and wellbeing needs (including Homunculi, LLTTF, Friends for Life)	Lead: AG EPS team	Staff in schools are better informed about the impact of mental health on behaviour and attainment; schools staff are skilled and confident in delivering and evaluating effective early intervention strategies	Team meetings Formal evaluations of training and follow up regarding impact	August 2016	ICSP Healthy: Children, young people and their families will have easier access to mental health support services
Develop and pilot materials for children at the upper primary stage to support wellbeing, including secondary stage booster sessions	Lead: SBC / AH Area Principal Teachers School staff	The psychological service provides a proportionate therapeutic service based on clear assessment of need or signposts to appropriate services	Team meetings		
Continue to provide effective assessment of mental health needs in schools with therapeutic intervention offered directly as appropriate	Lead: TM EPS team	Children and young people are provided with a range of appropriate approaches to address mental health needs.	Team meetings		

ED01: Primary school children are enabled to increase levels of attainment and achievement and realise their potential
ED02: Secondary school children are enabled to increase levels of attainment and achievement and realise their potential

Action	Lead and Partners	Success measure	Monitoring and evaluation	Timescale	Associated objectives / actions
<p>In conjunction with the literacy forum:</p> <p>Review available data to ensure accurate information is available to direct support to schools / clusters as required</p> <p>Support schools to make best use of the data available along with wider assessment information to identify where intervention is needed</p> <p>Support individual schools to effectively implement and evaluated the approaches to improving reading skills of those assessed to be underachieving</p> <p>Gather and analyse ongoing data at P1, P4 and P7</p>	<p>Lead: SC Literacy forum group</p>	<p>The literacy skills of primary age children underperforming in reading will improve</p> <p>School staff will make more effective use of available data and routinely evaluate interventions</p>	<p>Literacy forum Team meetings</p>	<p>Ongoing</p>	<p>ICSP Achieving: Children and young people should have access to learning to maximise their skill and potential</p>

ED01: Primary school children are enabled to increase levels of attainment and achievement and realise their potential
ED02: Secondary school children are enabled to increase levels of attainment and achievement and realise their potential

Action	Lead and Partners	Success measure	Monitoring and evaluation	Timescale	Associated objectives / actions
Improve processes for identification of the additional support needs of children in Gaelic Medium Education classes	Lead: RR School managers School staff	Production and implementation of a support strategy for use within Gaelic Medium Education classes	Additional support needs Gaelic short life working group	September 2016	ICSP Achieving: Children and YP should have access to positive learning environments and opportunities to develop their skills SGCfEIP EAs, early years and schools have a strong understanding of Gaelic Medium Education and use nationally available materials and resources to deliver learning which is high quality, up to date and relevant

ED03: Education central management team ensure continuous improvement in service delivery.

Action	Lead and partners	Success measure	Monitoring and evaluation	Timescale	Associated objectives / actions
<p>Consistently implement the initial and follow-up evaluation process with all staff development sessions delivered by psychologists on an ongoing basis to identify impact</p>	<p>Lead: LG</p>	<p>Increasing numbers of participants at staff development sessions will be able to report the impact of the session attended on their practice</p> <p>Feedback will be used effectively to increase the impact of staff development delivered by the service</p>	<p>EP Team Meetings</p>	<p>June 2016</p>	
<p>Review the methodology for accessing the views of parents and young people on the service received</p> <p>Consider how best to access feedback from schools on an ongoing basis</p>	<p>Lead: RR</p>	<p>Good quality information from the views of parents, young people and schools about the service delivered will be used to inform service improvement</p> <p>There will be an increase in the numbers of parents providing feedback</p>	<p>EPS Team meetings</p>	<p>June 2016</p>	

ED04: The educational additional support needs of children and young people are met.

Action	Lead and partners	Success measure	Monitoring and evaluation	Timescale	Associated objectives / actions
Engage with partners in schools and other services to evaluate the transition process from primary to secondary school for pupils with Autism Spectrum Disorder	Leads: SBC / LG	Good practice will be identified based on feedback from children, school staff and parents. Information on good practice will be circulated to all schools and relevant agencies	Autism strategy group EPS Team meetings	March 2016	ICSP Achieving: Planning meetings will be in place for all children and young people with ASD to assist with transition from primary to secondary education
Evaluate the current nurture provision across the authority and generate next steps for extending nurture approaches in primary schools Enhance the skills and confidence of staff in developing nurture approaches to meet the needs of vulnerable children	Lead: SBC EPS team Links with Education Scotland Wellbeing team	Schools and ELCC establishments providing nurture classes or corners will be using agreed approaches for assessment, implementation planning and evaluation of impact Staff report increased confidence in applying nurture principles / approaches to meet the needs of learners	Evaluation of support day Team meetings	June 2016	ICSP Nurtured: Work together to reduce the number of external placements for looked after and accommodated children

ED06: Education staff have improved capacity for leadership, professional learning and knowledge.

Action	Lead and partners	Success measure	Monitoring and evaluation	Timescale	Associated objectives / actions
Produce a staff development calendar, linked to authority objectives, highlighting the key staff development sessions delivered by the service	Lead: RR	Education staff have improved capacity for leadership, professional learning and knowledge in key areas linked to the Education Service objectives	EP team meetings Evaluation of impact over time from staff development sessions	December 2016 and ongoing	

ED07: Young children and their families are given assistance to help them achieve the best start in life.

Action	Lead and partners	Success measure	Monitoring and evaluation	Timescale	Associated objectives / actions
Extend the implementation and evaluation of the PATHS curriculum across the authority Carry out an audit of progress / needs analysis around implementation and improving parental engagement to inform the next stage in implementation of initiative	Lead: AS Early Years Team	Increased numbers of establishments will have attended the PATHS training and will be effectively implementing the programme Parents will report improved engagement with and understanding of the PATHS curriculum The PATHS curriculum will be more evident within the environment of ELCC settings	Early Years Collaborative EPS team meetings PATHS steering group	June 2016 and ongoing	ICSP Achieving: Children and young people should have access to learning to maximise their skill and potential