

Midlothian Educational Psychology Service Improvement Plan

2018-2019

The Educational Psychology Service (EPS) is located within Education, Communities and Economic Directorate.

EPS service delivery embraces all areas of the Education Service and works in close partnership with other agencies such as Children and Families, LLE and Health.

Educational Psychologists (EPs) have statutory duties to provide advice relating to children and young people with additional support needs (Education Scotland Act, 1980 and Social Work (Scotland) Act 1968).

The core functions of the EPS are consultation, assessment, intervention, training and research (Currie Report 2002).

EPs contribute to action plans in relation to learning and teaching, inclusive practices, GIRFEC, career long professional learning and self-evaluation in order to make a difference to the lives of children and young people aged 0-24 years.

EPs work to deliver four key outcomes from the National Improvement Framework; Improved attainment; closing the attainment and achievement gaps; improved emotional health and wellbeing for children and young people; improvement in employability skills and sustained, positive school leaver destinations.

The EPS' vision is for all children and young people in Midlothian to be the best they can be, and to develop a world-class service. The mission is to apply psychology and use research to make a positive difference to teaching, lifelong learning and overall wellbeing for children and young people in Midlothian. EPs will strive to learn, and lead creative, innovative and evidence-based practice within the service, in schools, learning communities, the local authority and beyond.

This plan details key themes for development improvement in 2018-2019.

A Standards and Quality Report will be written and disseminated in June each year.

1. Core work: Assessment, Intervention, Consultation, Training and Research (Currie Report, 2002)

Themes 1. Inwards, Outwards, Forwards 2. Distributed Leadership 3. Health and Well Being of Staff	Link to Single Midlothian Plan/HGIOS 4/NIF/ QMiLAEPS/Challenge questions	Target (1 year)
<p>1. Inwards, outwards, forward</p> <p>Consolidate, evaluate and improve service delivery to children and young people with ASN</p> <p>All EPs</p>	<p>NIF 1,2,3,4, Quality Management in Local Authority Educational Psychology Services (2007)</p> <p>NIF 2 Closing the Gap HGIOS 4</p>	<p>Share, update knowledge and evaluate assessment, intervention, consultation, training and research skills</p> <p>Embed Year 2 of Service Evaluation Cycle (3 year)</p> <p>Hold regular data meetings with whole team to drill down into the data</p> <p>Roll out Casework evaluation to include LAC and low SIMD deciles 1-3</p> <p>Develop long term evaluation of in-service training</p> <p>Report on trends and impact for low SIMD deciles in Standards and Quality Report June 2019</p> <p>Trial new PRD form</p> <p>All EPs use individual training budget, peer supervision and other opportunities for development identified in PRDs for improving skills across the five Currie functions</p> <p>Develop research function and respond to requests for research</p> <p>Increase from 'satisfied' to 'very satisfied' responses on School Reviews for service delivery and communication across all schools (12)</p> <p>Support the return to work of EPs currently on maternity leave</p> <p>Build a new team 2018-19-revisit Mission, vision and values in August 2018</p> <p>All EPs shadow EPs in other authorities to gain knowledge of how other services operate</p>
<p>Ensure EPS is outwards facing and linking to key partners and agencies beyond schools All EPs</p>	<p>NIF 1,2,3,4</p>	<p>EPS regularly links with CAMHS, CF, LLE, Health</p>

	<p>Quality Management in Local Authority Educational Psychology Services (2007)</p> <p>HGIOS 4</p>	<p>Continuation of development activities with CF</p> <p>All EPs shadow colleagues from other authorities to share and develop good practice</p> <p>Roll out Headstrong programme in multi-disciplinary group</p> <p>Deliver joint training-anxiety, improving your learning space with colleagues in schools</p> <p>Participate in Regional Improvement Collaborative- find practical ways to promote and develop inclusive practice</p> <p>Link to East Lothian for development of Peer Supervision policy</p> <p>Link to East Lothian for Attendance Group</p> <p>Participate in School reviews as required</p>
<p>2.Distributed Leadership All EPs</p>	<p>HGIOS 1.4</p>	<p>All EPs leading on planning, delivery, evaluation, dissemination of tasks within improvement plan and reporting within Standards and Quality Report June 2019</p>
<p>3.Health and Wellbeing of staff All EPs</p>	<p>HGIOS 1.4</p>	<p>All EPs are taking responsibility for managing caseloads and ensuring a breadth of working across the Currie functions, seeking support and challenge through peer supervision and in PRDs with PEP/line management supervision</p>

2. Outcomes NIF 1+2 : Improved attainment; attainment and achievement gaps are closed

<p>Establish an irreversible delivery culture in which Visible Learning supports and drives all elements of the system Fiona Brown</p>	<p>SMP/HGIOS4 – Leadership & management Learning Provisions</p> <p>NIF 1,2 Teacher professionalism + Assessment of children’s progress School Improvement</p>	<p>Continue to deliver messages from visible learning and support Practitioner Enquiry approach at authority level and as an effective whole-school approach. Link to SGM for VL EPs are trained as impact coaches and support schools with implementing the impact approach</p>
<p>Contribute to Closing the Gap agenda All EPs</p>	<p>SMP/NIF 2 HGIOS 2.5</p>	<p>Increase input to attainment/closing the gap NIF priorities within schools, responding to requests from School Reviews through new Practice Agreement</p> <p>Examine SQUIPs for areas to support schools</p> <p>Provide support to schools with PEF evaluation where required from SQUIPs</p> <p>Drill down Mosaic data re: EP impact for low SIMD deciles –termly team data meetings</p> <p>Develop Casework evaluation for children in low SIMD deciles</p> <p>Practitioner Enquiry Projects for Literacy Dalkeith and Newbattle</p> <p>Deliver authority wide -training on Improving your Learning Space with MiSpace practitioners to promote pupil attainment, attendance and engagement with a focus on low SIMD decile. Develop action research project in this area</p> <p>Improve attendance and engagement of S1s Pilot Family Learning project-Kids in Charge with LLE in Dalkeith High School</p> <p>Improve attendance through Attendance Group with East Lothian with SGM for ASN</p> <p>Disseminate findings of PAVE research to schools through DHT network</p>

3. Outcomes NIF 3 +4 : Improved emotional health and wellbeing for children and young people; improvement in employability skills/ positive destinations

<p>Inclusion</p> <p>Katie Hayes/All EPs</p>	<p>SMP - GIRFEMC/ Best start in life/ Inclusive Education/HGIOS 2.4, 3.1</p>	<p>Team to develop knowledge of CIRCLe resources</p> <p>Roll out CIRCLe resources (link to ASN Manager) (KH)</p> <p>Continue to provide high quality evidence-based CLPL for targeted staff</p> <p>Support inclusive practices across the authority through assessment, intervention, consultation and training</p> <p>Link to Dyslexia working group</p> <p>Disseminate results of PAVE evaluation to SGMs, DHT network and schools</p> <p>Deliver further training to NQTs, link to SGM, Education Officer</p>
<p>Nurture</p> <p>Develop nurturing approaches in Midlothian as approach to meet learner needs and to improve outcomes for learners</p> <p>Barbara Gill, Daniela Mercieca, Fiona Brown</p>	<p>HGIOS4 – Leadership & management Learning Provisions</p> <p>NIF 1,2,3</p>	<p>Develop consistency in Nurturing Approaches across the authority with ASN Manager</p> <p>Provide training on nurture across authority as requested by ASN Manager and schools</p> <p>Develop practitioner enquiry approach to whole school nurture development where requested</p>
<p>Restorative Practice</p> <p>Develop Restorative approaches across the authority to reduce exclusions</p>	<p>HGIOS 2.1/3.1</p>	<p>Deliver and evaluate authority wide training to staff across the authority including LAs</p>
<p>Person-Centred Planning</p> <p>Involving children and young people in planning</p> <p>Gillian Allan</p>	<p>Teacher professionalism+ Assessment of children’s progress School Improvement</p>	<p>Continue to promote PCP meetings and approaches to ensure that children and young people are involved in their planning in a meaningful way</p> <p>Gather evidence to show how children & young people are involved in their own learning & planning for their futures</p> <p>Extend EPS pupil survey into Year 2 and increase response rate (Service Evaluation Working Group)</p> <p>EP link to Year of Young Person programme</p>
<p>Family Learning</p> <p>Develop and improve approaches to Parental Engagement/Family Learning</p> <p>Leisa Randall</p>	<p>NIF-Parental engagement HGIOS 4 Family Learning</p>	<p>Deliver training on Working with Parents to NQTs</p> <p>Deliver Family Learning programme with LLE in Dalkeith ASG</p> <p>EPS link to Parent Forum with SGM for ASN</p>

		<p>Extend EPS Parents'/Carers' survey into Year 2 and increase response rate (Service Evaluation Working Group)</p> <p>Improve communications with parents/carers. Distribute new leaflets to schools</p>
<p>Improving Mental Health All EPs</p>	NIF 3	<p>Link with SGM ASN to develop provision for children with anxiety</p> <p>Plan, deliver and evaluate Headstrong programme for P7s in Lasswade ASG</p> <p>Link to Lasswade Collaborative partners group to develop PSE P7-S4</p> <p>Link to Newbattle Mental health Collaborative</p> <p>Contribute to planning, delivery and evaluation of Mental Health Conferences for S5/S6 Lasswade- Create suite of workshops for senior pupils-Self-Regulation, Thinking Traps, Mindfulness, Solution-focused thinking, Confident Communication and Building Resilience</p> <p>Distribute anxiety in children guidance for teachers, provide training with P2S teacher</p> <p>Complete anxiety guidance for parents/offer training to parents</p> <p>Plan, deliver and evaluate anxiety training for teachers and parents with P2S teacher</p> <p>Focus on improving Attendance for P6/P7 transition to S1 through DHTs network</p>
<p>Develop service delivery to LAC All EPs</p>	NIF 2/4 GIRFEC	<p>Develop EP role linking to residential units (GA)</p> <p>Complete research into educational experiences of LAC, disseminate to SGMs, DHT network and schools (DM)</p> <p>Continue casework evaluation of LAC</p>