



West Dunbartonshire Psychological Service

Improvement Plan 2013-2016

2016 Update

August 2016

**Psychological Service Profile**

The Psychological Service consists of 5.6 FTE Educational Psychologists and is managed by a Principal Educational Psychologist supported by one Depute Principal Educational Psychologist. The service has some temporarily funded staff time to support suicide prevention, Syrian Refugees and to address the poverty related attainment gap.

The Psychological Service provides a service to all the children and families in West Dunbartonshire Council predominantly by allocating time to the 5 secondary schools, 33 primary schools, 5 Specialist establishments and the 21 Council managed Early Learning & Child Care Centres. The service also supports the 10 partnership nurseries where children are identified as having additional support needs. The Service provided to educational establishments is guided by school roll, level of deprivation as measured by numbers of free school meals and the number of pupils who meet our prioritised criteria for involvement.

Requests for involvement of Psychological Service come not only from schools but also directly from parents and from our partner agencies in West Dunbartonshire Council. The Service sets aside time to contribute to the assessment of neuro-developmental disorders and contribute to the multi-agency diagnostic assessment and support of children and young people with Attention Deficit & Hyperactivity Disorder (ADHD).

West Dunbartonshire Council Psychological Service delivers the five core functions of a Psychological Service – consultation and advice, assessment, intervention, training and research & strategic development across the three levels of children and families, educational establishments and the wider authority.

**Vision**

The Psychological Service vision is to improve the attainment, well-being and life chances of the children and young people of West Dunbartonshire and contribute to closing the poverty related attainment gap.

**Our Values are**

Inclusive practice, collaborative working, continuous improvement, compassion focused, evidence based practice.

**Our Aims**

• To apply psychological knowledge, skills and expertise, to consultation, assessment, intervention, training and research and development.

• To meet the needs of children and young people and their families in relation to their mental well-being, learning and development.

• To contribute with others to the strategic vision of West Dunbartonshire Council.

• To collaborate with Educational Services and partner agencies in the delivery of services to children and young people and their families.

**Educational Psychology Services Improvement Plan 2016 update**

The Educational Psychological Services Plan is the key document which will guide the priorities for Educational Psychologists’ service delivery to the children and families within West Dunbartonshire Council.

This 2016 update version should be considered within the context of the West Dunbartonshire Council Corporate Plan, the Integrated Children’s Services Plan and Community planning partnership agenda, and the Educational Services Plan.

**The Corporate Vision;**

A prosperous West Dunbartonshire recognised as a dynamic area within a successful Scotland.

**Corporate Mission:**

To lead and deliver high quality services which are responsive to the needs of local citizens, and realise the aspirations of our communities.

**Corporate values:**

Ambition Confidence Honesty Innovation Efficiency Vibrancy Excellence

**Corporate Priorities:**

•Improve economic growth and employability.

•Improve life chances for children and young people.

•Improve care for and promote independence with older people.

•Improve local housing and environmentally sustainable infrastructure.

•Improve the wellbeing of communities and protect the welfare of vulnerable people.

**The Educational Services Action Plan Objectives**

1. Implement broad ranging school improvement to raise attainment and achievement

2. Develop effective leadership to drive improvement

3. Raise teacher professionalism in literacy numeracy and health and wellbeing

4. Design and implement WDC’s strategy for assessment in schools

5. Develop the Parental Involvement Strategy in all sectors.

6. Develop the use of performance information to support school improvement

**Integrated Children’s Services**

The EPS will continue to work closely with our partners in social work, health and third sector to deliver on the outcomes and priorities of the Integrated Children’s Service Plan. The key priorities for 2016/17 are:

• Delivery of the new Scottish Attainment challenge across all schools and with wider partners support

• Involve children and young people more in service planning; supporting them to influence CPP

priorities by using the tools and media they use to communicate

• Delivery of the priorities within the Corporate Parenting Strategy including the development of

Champions Board

• Prioritising the needs of Looked after at home children and young people

• Addressing the rising impact of ‘sexting’ and inappropriate use of social media by young people and the

risks posed

• Further implement and roll out West Dunbartonshire's Child Sexual Exploitation Strategy including

implementation of the People Who Go Missing In Scotland Report

• Delivery of the responsibilities of the new Children and Young Persons (Scotland) Act

• Development and delivery of a multi-agency Training Plan; including all aspects of current training

being delivered across the CPP and identifying the learning needs in each service and develop a model

of sliding scale of training provision to meet the identified need

• Providing better and more consistent feedback to those referring into and across services; supporting

those who make referrals to understand outcomes for children and young people

• All statutory services are constantly changing to meet the needs of young people and their issues; as

such priorities are changeable; we must work with parents to educate them on how services are

changing

• More effective prioritisation of children and young people who are seeking housing support; those not

ready for their own tenancy or who cannot access supported lodgings

• Allowing young people to be the “experts” in their own situation/development e.g. LGBT groups in

schools

• Better partnership working as young people increase their usage of legal highs; this often leads to antisocial

behaviour or problematic behaviour as well as personal risk

• Continued commitment to Positive Destinations agenda

• Continued commitment to Sexual Health Strategy agenda

**West Dunbartonshire’s Psychological Service Priorities**

In light of the priorities articulated in the ICSP and Educational Services Plan, the Psychological Service has developed a model of service delivery which addresses the needs of individual children and families and which also allows the Service to contribute the both the strategic and operational priorities within West Dunbartonshire.

We will take the recommendations of our very positive Validate Self Evaluation report forward and adapt our service delivery in recognition of the National Priorities and Scottish Government’s National Improvement Framework for Scottish Education.

West Dunbartonshire is now a Scottish Government Challenge Authority and receives funding and scrutiny in relation to Educational Services’ approach to closing the poverty related attainment gap. The implementation of the duties outlined in the Children and Young People Act 2014 and in particular the launch of the Named Person Service will require a new way of working for educational establishments and practitioners. The growth of early years provison, the development of the young workforce, the regeneration of the schools estate and the leadership development programme are the other factors which will have an influence on the work of the Education Service and consequently the Educational Psychology Service in the coming year.

**Scottish Attainment Challenge**

The Psychological Service will have a key role in supporting the Scottish attainment Challenge projects within West Dunbartonshire Council: we have one temporary additional Educational Psychologist post to allow us to dedicate ring fenced time to one of the challenge projects, the Depute Principal Educational Psychologist is leading this project which aims to develop a ‘family support hub’ within a geographical area to encourage parental involvement in raising attainment and closing the poverty related attainment gap. The Principal Psychologist (PEP) is on the project board to provide advice and support to all the raising attainment projects.

**Implementation of the Children and Young People (Scotland) Act 2014**

The PEP has a key strategic responsibility for supporting Education Service implement the Children and Young People Act, this will involve preparing and supporting education staff with the expectations and duties associated with the Named Person Service including managing and responding to child wellbeing concerns, using the new Seemis wellbeing application to manage the assessment and planning process and adapting working practices to fulfil the new protocols for multi-agency working and ensuring that work is conducted within the legal framework for information sharing.

**Priorities for Service delivery in schools**

The key priorities for involvement with individual children and young people are those who are:

• At risk of being excluded

• Failing to access full-time education

• Looked after

• Requiring neurodevelopmental assessment

• Placed in specialist education placements

**Additional Areas of Work for the Psychological Service for 2016-17**

Educational Psychologists take a lead role in the following groups convened to manage Educational services statutory functions and to drive forward Educational Services and the Integrated Children’s Services strategic and objectives;

• The Co-ordinated Support Plan Review Group (Chaired by the Principal Psychologist).

• The Parenting Review and Improvement Group (Chaired by the Principal Psychologist).

• The Nurture Group Business meetings (Chaired by the Depute Principal Psychologist).

• Paths Business Meetings (Chaired by the Depute Principal Psychologist).

The service contributes to the work of a number of the multi-agency strategic and operational groups across the Council:

• Children And Families Delivery and Improvement Group

• The Mental Health and Well-being Review and Improvement Group,

• The Children with Disabilities Review and Improvement Group,

• The GIRFEC Implementation Group

• The ADHD Steering Group

• The Seasons for Growth Steering Group

The Psychological Service also contributes to/leads many of the authority panels and processes set up to allocate resources to children and young people with Additional Support Needs:

• The Multi-agency Consultation Group (MAC),

• The Social Work/Education Liaison Group,

• The Joint Review Panel (JRP).

• The Transitions Resource Allocation Group (TRAG).

The Psychological Service works in partnership with third sector organisations to support the needs of children, young people and their families by helping plan the progression of work:

• Family Support Volunteers Steering Group

**Improvements in Capacity Building**

The growth of early years’ provision will influence and challenge service delivery to this sector and the provision of additional support for vulnerable young people in the Senior Phase will impact on the assessment and planning processes to which EPs contribute.

In light of the growing demands in West Dunbartonshire and the limitations in psychological service staffing, building capacity and supporting leadership development will continue to be a key focus of the work of the Educational Psychology Service. We will continue to support education leaders embed Reciprocal Teaching approaches, Paths and Nurture in their schools. We will pilot mindfulness training with a select group of teachers to help them manage their own stress and as a consequence improve the experience of their pupils with enhanced teacher efficacy, improvements in the management of classroom behaviour and maintenance of supportive classroom relationships. We will continue to gather data to assist Educational Services track improvements in attainment and health and wellbeing. We will help support the refugees who have arrived in our schools overcome their trauma and settle and achieve in education. We will continue to work with schools and our colleagues from other agencies to develop the support for children and young people affected by bereavement, separation and loss. We will prioritise work to explore how to engage parents of our most vulnerable children so that they are able to help their children achieve and progress in school.

Appendix 1 Improvement plan Actions for 2016-17

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Educational Service’s Strategic Objective | (1) Implement broad ranging school improvement to raise attainment and achievement | | | | | |
|  | Action  (the task we intend to complete) | Start/ completion date | Lead | Milestones | Expected Impact/ Outcome | Monitoring/  evaluation | Notes on progress |
| 1 | *Psychological service staff contribute to the Scottish Raising attainment challenge transitions 1 project* | Ongoing-2019 | Ellen Moran  Shona Crawford | Analyse and present the Baseline assessment data for the pupils entering P! in the target schools  Design targeted interventions to improve vocabulary and problem solving ability  Deliver inservice to school staff on issues related to closing the poverty related attainment gap  Guide the activities of the Outreach workers to pilot approaches of engaging parents  Monitor and track implementation of the ICTCM programme in the target schools | Improvements in language and vocabulary development  Improved teacher and ELCC staff confidence in addressing the poverty related attainment gap  Increased involvement of parents in their children’s learning  Improvements in pupil’s readiness to learn |  |  |
| 2 | *Psychological Service staff will assist Educational Services implement the duties and responsibilities of the Children and Young Peoples Act* | Ongoing- | Shona Crawford | Guide the Strategic developments required to implement the duties and responsibilities of the ACT  Continue to Support staff development in responding to wellbeing concerns and formulating outcome focused plans  Support the training of education staff to complete single agency assessments and develop a child’s plan using the new wellbeing application on SEEMIS  Update the FAQs for named persons to fulfil their responsibilities under the Act and guide the process of single and multi-agency assessment and planning  Convene a working group to review the paperwork associated with GIRFEC assessment and planning | Children have their wellbeing needs met  Staff are aware of their responsibilities and duties as Named persons and /or lead professionals |  |  |
|  | Education Service’s  Strategic Objective | (2) Develop Effective Leadership to drive improvement | | | | | |
|  | Action  (task we intend to complete) | Start/ completion date | Lead | Milestones | Expected Impact / Outcome | Monitoring / evaluation | Notes on progress |
| 3 | *Psychological Service will support school management improve attainment and health and well being by facilitating opportunities to share good practice and drive improvement* | On-going | Ellen Moran/ Sue Hubbard / Gary McIlree/  Frances Mc Nulty | Chair a range of business meetings and/ or link with schools where school leaders are invited to discuss the implementation and monitoring of impact of Paths, Nurture, Friends and Reciprocal Teaching.  Support the training of staff and the development of nurturing schools  Contribute to the Leadership development programme. | School leaders will be confident about how to embed approaches to raising attainment and health and well being in their establishments  Improve emotional wellbeing of children and young people  School and ELCC staff will be monitoring delivery and outcomes of nurture |  |  |
|  | Education Service’s  Strategic Objective | Raise Teacher professionalism in Literacy, Numeracy and Health & Wellbeing | | | | | |
|  | Action  (task we intend to complete) | Start/ completion date | Lead | Milestones | Expected Impact / Outcome | Monitoring / evaluation | Notes on progress |
| 4 | *Psychological Service staff will support the implementation of Reciprocal Teaching across the authority* | On-going | Shona Crawford/ Gary McIlree | Continue to coach teachers on the 4 foundations of the RT methodology.  Convene a working group to outline RT recommendations for Secondary schools.  Launch the new Early Level Guide to RT and  continue to support the implementation of RT in Early Years in collaboration with the Senior education team  Monitor and track the implementation fidelity of the Reciprocal Teaching methodology across Early Years, Primary and Secondary schools in collaboration wih the senior Education team  Analyse data to look at the impact of RT on closing the poverty related attainment gap. | Children will continue to develop strategies for higher order thinking |  |  |
| 5 | *Psychological Service staff will pilot the use of mindfulness to improve the health and wellbeing of staff and pupils* |  | Alison Gardner/ Sue Hubbard | Offer inservice to teachers on mindfulness  Offer 1 hour practice group for teachers who have a basic knowledge of mindfulness.  Support teachers to track the impact of the youth mindfulness programme in Choices and VOLA | Enhanced capacity of staff to support the wellbeing of vulnerable groups of children and young people |  |  |
| 6 | *Psychological Service staff will support the implementation of the Dyslexia Guidelines* |  | Sue Hubbard | Ensure staff are confident at implementing the revised West Dunbartonshire Dyslexia Guidelines |  |  |  |
| 7 | *Psychological Staff will continue to develop staff skills in health and wellbeing by training primary staff in Solihull approach* |  | Julie Loughlin / Hannah Bertram | Review resources and offer training to a small set of primary school staff on the Solihull Approach |  |  |  |
| 8 | *Psychological Service staff will support staff settle pupils from Syria in our schools* |  | Bill Allison/ Alison Gardner | Support a Seasons for Growth programme for Syrian Refugees  Offer consultation and advice to the key staff who are supporting the Syrian pupils |  |  |  |
|  | Education Service’s  Strategic Objective | 5. Develop the Parental Involvement Strategy in all sectors | | | | | |
|  | Action  (task we intend to complete) | Start/ completion date | Lead | Milestones | Expected Impact / Outcome | Monitoring / evaluation | Notes on progress |
| 9 | Psychological Service Staff will contribute to the roll out of the Parenting Strategy in West Dunbartonshire | On-going-2014 | Shona Crawford/ Karen Flynn  Alison Gardner | Contribute to Incredible Years parenting programme delivery and evaluation.  Explore ways of developing methods of quality assuring the delivery of parenting programmes.  Support Staff to deliver Seasons groups to Parents of pupils experiencing separation or divorce  Support Social Work staff to run adult and child groups for LAAC. | Consistency of approach to understanding parenting in West Dunbartonshire  Staff more confident in supporting parents.  Parents feel more confident as parents.  Seasons groups available to children and families with issues of bereavement and loss. | Feedback from staff  Feedback from Parents  Case Studies of Solihull in action gathered from twilight follow-up sessions |  |
|  | Education Service’s  Strategic Objective | 6 Develop the use of performance information to support school improvement | | | | | |
|  | Action  (task we intend to complete) | Start/ completion date | Lead | Milestones | Expected Impact / Outcome | Monitoring / evaluation | Notes on progress |
| 10 | *Psychological Service will continue to collect data to track the impact of approaches to raise attainment and improve health and wellbeing* | On-going | Shona Crawford/ Ellen Moran | We will contribute to a working group to advise on data collection and analysis within education.  We will support schools track health and wellbeing. | Clearer indication on how to improve service to deliver key outcomes for children and young people |  |  |