



North Ayrshire Council Education and Youth Employment

Educational Psychology Service
Improvement Plan 2017-18



Vision, Values and Aims

VISION

- North Ayrshire to be a great place to grow up, where children and young people have the best start in life and achieve and develop to their fullest potential
- An authority where there are high ambitions, expectations & opportunities for our children and young people
- Ensure equality, inclusion and supports diversity

VALUES

The service values:



The Psychological Service also fully embraces the values of North Ayrshire Council; Focus, Passion & Inspiration.

AIMS

The service aims to help children and young people develop as confident individuals, responsible citizens, effective contributors and successful learners by:

- Using applied psychology, to strive at all times for excellent outcomes and positive social change
- Being a central force in developing preventative, early intervention and systemic change to meet the needs of all children, young people and their families
- Working effectively in partnership, with the key adults involved with children and young people to ensure they are safe, healthy, active, nurtured, achieving, respected, responsible and included
- Carrying out the core functions of a psychological service; assessment, intervention, consultation, training and research, in a manner that offers the most positive impact for children, young people and families in North Ayrshire
- Ensuring our self-evaluation for self-improvement is regular, continuous, embedded and proportionate
- Using evidence to improve the lives of children
- Ensuring children are at the centre of what we do, and that we work in the best interests of children
- Being innovative and creative in developing our service specifically for the children, young people and their families in North Ayrshire

Council Priorities:

The five Council strategic priorities for 2015-2018 are detailed below:

- Growing our economy, increasing employment and regenerating towns
- Working together to develop stronger communities
- Ensuring people have the right skills for learning, life and work
- Supporting all of our people to stay safe, healthy, and active
- Protecting and enhancing the environment for future generations

National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Education and Youth Employment Directorate

Strategic Outcomes 2017-2018

National Improvement Framework Priorities 2017:

1. Closing the attainment gap between the most and least disadvantaged children
2. Improvement in attainment, particularly in literacy and numeracy
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations

Service Priorities 2017-2018

1. We are reducing inequalities and delivering improved outcomes for children and young people

- Embed and extend nurturing approaches to promote inclusion across all education establishments.
- Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.
- Ensure effective implementation of Children & Young People (Scotland) Act 2014.
- Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
- Develop a range of strategies to support the mental and emotional wellbeing of our children and young people.
- Ensure we develop and deliver an effective early years' service which will provide flexible learning and a blended model of childcare provision.
- Ensure our school estate provides high quality learning environments

2. High quality learning and teaching is taking place in all our establishments

- Develop and implement a strategic vision for learning and teaching for all of our learners.
- Evaluate and enhance our curriculum from early level to Senior Phase.
- Support and strengthen the professional capacity of staff.
- Design and implement a framework to ensure we develop high quality leaders of learning.

3. Self-evaluation and performance improvement are embedded throughout our schools and central support teams

- Consolidate our approach to self-evaluation to ensure a consistency of rigour which will support continuous improvement planning in all education establishments.
- Further refine our approaches to the use of data and research to inform effective teaching and learning, including benchmarking, Teachers' Professional Judgement, national standardised assessments and 'what works' elsewhere.
- Further develop reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework
- Develop and implement plans to respond to employee engagement and stress surveys.

4. Levels of attainment and achievement are improving for all learners

- Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
- Further develop a Senior Phase curriculum that blends different types of learning and provides a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.
- Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.
- Maintain a specific focus on reducing poverty related attainment gap and maximise learning potential of specific groups of learners including LAC.

5. High numbers of our young people are entering positive and sustained post-school destinations

- Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.
- Continue to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.
- Ensure our young people leave school with the skills employers need.
- Work towards embedding national career and work placement standards.
- Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people.

PSYCHOLOGICAL SERVICE CORE FUNCTIONS:

In order to continue to have a sustained focus on improving educational outcomes for all children and young people and particularly for those who experience additional support needs, high levels of social, emotional and economic deprivation and adverse childhood experiences, the service will:

- Ensure a **link psychologist** for each school/educational establishment where **consultation** is recognised as the key element permeating all aspects of service delivery. This will therefore involve joint investigation, joint solution-building, joint planning and intervention and joint evaluation and review
- Use **solution oriented approaches** in consultation to jointly identify and meet additional support needs. A key question at the start of any consultation will be 'is everyone clear as to the purpose of this meeting?'
- Use key components drawn from **GIRFEC** including the factors outlined in the **Resilience Matrix** and ensure the '**GIRFEC 5 Questions**' are being addressed
- Through initial consultation, and when appropriate, assist the **team around the child** in planning to establish the best ways of meeting a child/young person's needs within the authority's **staged intervention** processes
- aim to, through our **development work**, effect the organisational structure of a school or other system in order to empower practice with families and young people, promote responsibility and ownership and build self-efficacy, confidence and resilience
- Develop and maintain strong **partnership approaches** in order to improve outcomes for learners and secure positive impacts for children, young people and families in our community
- Take an ongoing, integral & collaborative approach to **self-evaluation** and analyse and evaluate intelligence and data to ensure continuous improvement



Equality and Well being



High Quality Learning and Teaching



Self-Evaluation and Improvement

Strategic Plan – Educational Psychology Service

Service Priorities	Reduce inequalities and improve children and young people's health and wellbeing	High quality learning and teaching is taking place in all our education establishments	Embed self-evaluation and performance improvement throughout our service delivery
High Level Objective	<p>Embed and extend nurturing approaches to promote inclusion across all education establishments</p> <p>Implement a range of services and approaches to support the mental and emotional wellbeing of our children and young people</p> <p>Implement changes to service delivery in the early years sector</p>	<p>Develop and embed effective pedagogical approaches to Learning and Teaching</p> <p>Ongoing multi-agency planning and delivery of Autism training in collaboration with partners and stakeholders</p> <p>Work in collaboration with our partners to enhance the quality of training for student early years practitioners</p>	<p>Consolidate our approach to self-evaluation to ensure a consistency of rigour which will support continuous improvement planning in our service</p>

Educational Psychology Service Improvement Plan

Strategic Priority 1: Reduce inequalities and improve children and young people's health and wellbeing				
High Level Objectives	HGIOS 4 HGIOELC NIF	How will I achieve this?	Impact/Outcomes	Measurement
Embed and extend nurturing approaches to promote inclusion across all education establishments		<p>Develop and deliver training for targeted primary and early years nurture group staff in partnership with the nurture co-ordinator</p> <p>Support the ongoing training programme for nurture staff via inputs to training programme for early years, primary and secondary staff</p> <p>Continue to develop whole school promoting positive relationships approaches across our education establishments</p>	<p>Newly established attainment challenge & PEF funded primary & early years nurture groups will be operational and staff will have access to reconfigured high quality training</p> <p>Education establishments have targeted nurture groups where children and young people feel safe and secure and that this permeates into the whole school culture</p> <p>Children and young people will be more included within their mainstream early years establishment and school</p> <p>Staff are proactive in ensuring there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community</p> <p>Staff will have increased confidence in their application and understanding of nurturing principles and restorative approaches This will impact positively on pupil attitudes to school and self</p>	<ul style="list-style-type: none"> • Quality visits to targeted nurture groups and whole school • Training evaluations • Boxall Profile, Strengths & Difficulties Questionnaire (P,C,T), Stirling Wellbeing Scale, Focus Groups • Quality improvement evaluation framework (Primary, Secondary & Early Years) • Numbers of referrals for children to attend ESNB, extended outreach & external placements • Young person progress data <ul style="list-style-type: none"> • EVA data • PASS survey data • Exclusion data

		<p>In partnership with senior managers continue to embed quality assurance in nurture groups and in whole school PPR</p> <p>Work alongside partner agencies to contribute to the authority working group to develop an anti-bullying policy</p> <p>In partnership with others, the EPS will develop and deliver de-escalation training to a group of education staff as part of a pilot program</p>	<p>Increased opportunities for staff to engage in critical and reflective thinking for continuous improvement</p> <p>Individual strengths and areas for improvement are identified and acted upon</p> <p>An authority anti-bullying policy will be written and disseminated to all education establishments</p> <p>Enhanced knowledge in schools of up to date policy and practice recommendations</p> <p>Children and Young people feel safe and secure within our education establishments</p> <p>Reduction in the number of physical interventions recorded in schools Enhanced confidence in using positive de-escalation</p>	<ul style="list-style-type: none"> • Quality visits • Observations • Staff/Pupil Survey • PASS • Pattern of use of physical intervention • Training evaluation • EVA
<p>Implement a range of services and approaches to support the mental and emotional wellbeing of our children and young people</p>		<p>All EPs will support the implementation of solution oriented approaches within their own and others practice</p>	<p>Solution oriented approaches will be further embedded within practice</p> <p>Consultations about and with children and children and young people will have a greater focus on what works and analysing strengths rather than weaknesses</p>	<ul style="list-style-type: none"> • EPs evaluation of impact forms • 1:1 Conversations • Training evaluations

		<p>The EPS will manage and support the development of the Counselling Service in secondary schools via development of policy, implementation approach and research</p> <p>The EPS will lead on the co-ordination and delivery of 10 Scottish Mental Health First Aid (SMHFA) training courses</p>	<p>Training session offered will build confidence and awareness in using solution oriented approaches</p> <p>A clear pathway is in place to allow young people to access appropriate wellbeing supports</p> <p>Young people accessing the service will have improved social and emotional wellbeing</p> <p>Young people will feel listened to and secure in their ability to discuss worried or concerns affecting them in school, at home or in the community</p> <p>Increased confidence and understanding in adults, in recognition signs of mental health problems, asking about mental health problems, providing initial support and guiding a person towards help as appropriate</p> <p>Increased number of staff trained and using the SMHFA: YP in their practice</p>	<ul style="list-style-type: none"> • Secondary counselling research framework • Numbers of C&YP seen, CORE, SDQ • Evaluation questionnaire administered at the end of the training as well as a 6 month follow up survey completed online • Quantitative data regarding numbers and who attended the training courses • Focus group with sample of attendees on SMHFA (YP) course
<p>Implement changes to service delivery in the early years sector</p>		<p>Termly group consultation meetings with private and voluntary early years establishment managers in clusters using a solution oriented approach</p>	<p>Increased and consistent access to EPS in relation to issues managers may have</p> <p>Increased confidence in the role of the EP, inclusion process and staged intervention for P&V heads</p>	<ul style="list-style-type: none"> • Evaluation of impact of the group consultation process via staff questionnaire/qualitative feedback (from managers and from early year's development officer) • Comparison of referral / involvement pattern over session with previous session

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Strategic Priority 2: High quality learning and teaching is taking place in all our education establishments				
High Level Objectives	HGIOS 4 HGIOELC NIF	How will I achieve this?	Impact/Outcomes	Measurement
Develop and embed effective pedagogical approaches to Learning and Teaching		<p>The EPS will work in partnership with the Professional Learning Academy and school establishments to take the SHORS approach forward across the authority</p> <p>In partnership with schools the EPS will agree and deliver a program of training to support the implementation of the authority dyslexia policy</p>	<p>Increased number of establishments are implementing the SHORS approach</p> <p>Increase in the recognition and use of metacognitive strategies to reading comprehension by C&YP</p> <p>Increased attainment in literacy</p> <p>C&YP will have increased skills and confidence in applying higher-order thinking skills to enrich their learning</p> <p>Processes for assessment and reporting are consistent, well understood and used effectively to secure outcomes for all learners</p> <p>A quality body of evidence is used to support assessment judgements, identify learners needs and decisions about next steps</p>	<ul style="list-style-type: none"> • Pre and Post training questionnaires • Literacy attainment data • Teacher Judgements • Classroom observations • Staff feedback • Individualised child's plans for those children and young people identified as dyslexic • Progression measured through pupil targets • Staged intervention paperwork • School quality visits • Look at SEEMIS reporting of dyslexia and analysis of trend

		<p>The service will work in partnership with the PLA and schools to plan, deliver, monitor and evaluate joint work in relation to effective learning and teaching approaches</p> <p>The service will provide consultation, advice and research to support the learning and teaching work stream and policy development</p> <p>Learning and teaching input, focussing on aspects on visible learning research, will be delivered over 2 training session</p>	<p>Children requiring additional support have high quality individualised and meaningful progression pathways</p> <p>Our school teams have a shared understanding of learning and teaching approaches that best support attainment for all learners</p> <p>Enhanced knowledge of staff around pedagogy, assessment and strategies for raising attainment</p> <p>Engagement and communication between partners is regular, structured, supportive and efficient</p> <p>C&YP will have greater confidence and skills in leading their own learning and that of others</p> <p>A clear strategic vision will be developed to inform learning and teaching approaches</p> <p>Education staff will apply relevant findings from research to improve learning and teaching approaches across the authority</p> <p>C&YP will be in involved in challenging dialogue with others about their learning and progress</p> <p>Student teachers will have increased confidence and skills in evidence</p>	<ul style="list-style-type: none"> • Quality visits to schools • Individual training evaluations • Quality visits to schools • Senior Manager feedback • Training evaluations
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		to final year student teachers at Craigie College	informed approaches to learning and teaching	
Ongoing multi-agency planning and delivery of Autism training in collaboration with partners and stakeholders		<p>A multi-agency working group will be established to review and improve the current training package offered to educational establishments</p> <p>In partnership with others, the service will implement a comprehensive 3 tiered approach to Autism training that all education staff can access</p> <p>A glow tile will be created to offer ongoing support and resources for our education establishments to support children or young people with Autism</p>	<p>Staff are able to access effective levels of support and training to build their capacity to engage with the needs of learners with autism</p> <p>Staff have the increased knowledge, confidence and ability to support children and young people with Autism within their mainstream education establishments</p> <p>Children and young people with Autism are given appropriate, proportionate and timely support as required</p>	<ul style="list-style-type: none"> • Training evaluations • Training monitoring spreadsheet to track where schools are in terms of tier level training accessed • Inclusion data
Work in collaboration with our partners to enhance the quality of training for student early years practitioners		<p>The EPS and lecturers from Ayrshire College will form a small working group to share resources and knowledge of Nurture. The EPS will also deliver training and subsequent coaching sessions will be delivered to Ayrshire College staff on mindset and effective feedback</p> <p>Understanding Autism and sensory processing (Tier 1) will be delivered to</p>	<p>Lecturing staff will have enhanced knowledge and understanding of nurture and how this is being applied across North Ayrshire Council</p> <p>Improvements in the quality of the training delivered to student early years practitioners</p> <p>Children in early years establishments will feel safe, nurtured, respected, included and will be achieving</p>	<ul style="list-style-type: none"> • Training evaluations • Quality visits in early years establishments • Ayrshire college evaluative data • Training evaluations

		Ayrshire College early years practitioner students	Enhanced understanding of Autism and sensory processing from student early years practitioners	
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Strategic Priority 3: Embed self-evaluation and performance improvement throughout our service delivery

High Level Objectives	HGIOS 4 HGIOELC NIF	How will I achieve this?	Impact/Outcomes	Measurement
Consolidate our approach to self-evaluation to ensure a consistency of rigour which will support continuous improvement planning in our service		<p>We will continue to analyse and evaluate intelligence and data gathered from continuous self-improvement (via activities within self-evaluation calendar) to inform future service delivery and to maintain our embedded and collaborative approaches to self-improvement procedures.</p> <p>The service will work with partners such as young people, parents and other psychological services to develop a more robust, efficient and effective method of gathering parent and young person feedback on the performance of the service.</p>	<p>All staff involved in self evaluation</p> <p>Future service planning decisions based on triangulated and robust evidence.</p> <p>Clear exit strategies for pieces of work and next steps identified. Supports further progress in terms of overall service self-evaluation</p> <p>Information from parents and young people will be used to inform future service delivery improvement</p> <p>Information will be accessible to local authority management for reporting on parental and young people views of our service</p>	<ul style="list-style-type: none"> • Ongoing information gathered via activities within the Self Evaluation calendar • Ongoing reference to the Service Improvement Plan via team meetings • Parent methodology finalised • Parent data completed