

Since our last update in December 2017, the Educational Psychology Service has continued to make steady progress with its Validated Self - Evaluation Action Plan . You may recall that through the VSE process we identified 4 key priorities. These have continued to maintain our focus in further developing the service. As part of our on-going communication strategy we have produced our second update to keep key stakeholders informed as to how things are going. If you have any comments around our progress then please get in touch and let us know.

Priority 1: Communication Strategy

Following consultation with representatives from the Parental Council Chairs Forum we have now communicated with a range of key stakeholders to support and inform the development and implementation of our new service model. We are now heading into the final academic term for 2017-18 with changes having been put in place and preparation underway for further embedding our evaluation strategy.



The EPS has reduced the overall case allocation to focus on more targeted intervention (336 in November 2017). In response to the demand from schools we have seen a slight increase in the number of open cases, however, we have been able to maintain this at a lower level than pre- VSE to ensure a flexible approach to address prioritised need. The EPS has worked to support Class Teachers with professional development regarding support strategies in class to meet a range of need within schools.

All of this has been achieved despite the considerable understaffing of the service. Michelle Bradley has returned from Maternity Leave following the Easter Holidays. Additionally the service is currently recruiting for a full-time EP.

A significant priority for the EPS this session was to progress development projects to address strategic priorities within the education service. Initial discussions had highlighted a potential role for the EPS supporting key schools around the Pupil Equity Funding (PEF) programme. Whilst this opportunity was a welcome one our developmental role has since been progressed to involvement with particular schools identified by senior management for more targeted support and intervention. Scoping and planning work is underway in 4 identified schools across the authority which we anticipate will inform development work in the next school session. This planning work has included, for example, the use of a person-centred planning PATH tool with staff at a local Primary School.



Priority 2: Quality Assurance Strategy

We have developed our service questionnaires to help us better evaluate our work to support individual children and young people. These are now available for completion at the end of this academic session to capture feedback from children and young people, parents and carers and professionals. We appreciate your ongoing support with this.

As part of the Children and Young People Service end of year review we have added revised questions for Head Teachers on the new model of service delivery.

Priority 3: Professional Development Strategy and Programme

Continuing
Professional
Development

The EPS team has developed a service professional development plan for all team members. This programme targets five main areas: Consultation, Supervision, Closing the poverty related attainment gap, Inclusion, and Service Improvement mechanisms. Consultation is also being developed through our use of the Cognitive Abilities Profile (CAP). This approach promotes the collaboration of parents, teaching staff and potentially other professionals to further explore how best children and young people learn. If you have had any experience of the CAP you should receive individual requests for online feedback. You can also speak to your local EP and provide feedback through the general link below. As a second example, of our professional development programme, the EP team has prioritised the national guidance Included, Engaged, Involved Part 2: A Positive Approach to preventing and Managing School Exclusions and has fed into the Inclusion strategy and Inclusion policy being developed by SBC.



Priority 4: PEP Support for VSE Action Plan Implementation

The British Psychological Society (BPS) Practice Guidelines (third edition, 2017) provides an important point of professional reference reflecting considerable changes in legislation and technology in recent years. This guideline reinforces the principle that all psychologists at any stage of their career are likely to be required to demonstrate or model leadership. Leadership as a psychologist involves creating and maintaining positive conditions to support collaborative analysis of complex and sensitive information to facilitate positive change. This is integral to EP work. In SBC EPS all EPs carry leadership responsibilities as part of the extended service management team. Since our last update EPs have been involved in a CYP directorate away day and three joint meetings with Quality Improvement Officer team to support strategic development.



As well as seeking feedback as described above under priority 2 we are also seeking additional feedback from any professionals regarding their general experience of the service. We are also particularly interested in your views regarding the development and implementation of our new service delivery model. It would be really useful - as a professional working with us - if you could provide us with your feedback by following the link below to complete our online questionnaire.

<https://scotborders.citizenspace.com/children-and-young-people/421899c2>

NB The above link is not intended for use by Head Teachers as there is a separate survey for Head Teachers.



Educational Psychology Service, Council Headquarters, Newtown St Boswells, Melrose.

Tel: 01835 825098. Website: <https://www.scotborders.gov.uk/EPS>