

Educational Psychology Service

Validated Self-Evaluation
8th - 11th May 2017

Final Report and Action Plan

EDUCATIONAL PSYCHOLOGY SERVICE
ACTION PLAN



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EDUCATIONAL PSYCHOLOGY SERVICE FINAL REPORT AND ACTION PLAN 2017

INTRODUCTION

In the week commencing 8th May 2017, the Educational Psychology Service (EPS) was subject to a validated self-evaluation (VSE) by Education Scotland. VSE is a scrutiny activity undertaken in partnership with the local authority EPS. HM Inspectors work with the EPS to gather evidence to help them evaluate their performance across two broad themes of learning and teaching and partnership working. The process enables HM Inspectors to evaluate the rigour and robustness of the service's self-evaluation,

During the week the EPS engaged with a range of internal and external partners including colleagues from Education Scotland. Across the eight self-evaluation activities a total of 39 partners participated including central education staff, school staff and managers, children and families social workers and managers, community learning and development, NHS, and Third Sector colleagues.

The week provided opportunities for data led debate, reflection and evaluation to provide a clearer focus on outcomes, actions and the evaluation of impact. The team was challenged from the outset regarding its vision and the scope of the activities planned for the week. As a result of the team response the EPS and the wider CORE VSE team progressed considerably beyond initial plans over the course of the week. The four meetings arranged with stakeholders –and, in particular, the feedback, constructive comment, creative ideas and energy generated - were crucial in achieving this. As the week progressed, EPs (Educational Psychologists) further developed their ability to ask focused, challenging questions. By the end of the week the EP team, with all its partners, had generated a clear and expanded vision for the modernisation of the service. A draft action plan was also produced. The resulting and current action plan is included on pages 9-21 below.

OVERARCHING STRENGTHS

The Validated Self Evaluation highlighted the following high level strengths:

- Stakeholders value the expertise provided by EPs; they particularly value the specialist knowledge, effective consultation and specific advice provided about individual young people
- Stakeholders felt that the EPS adds value by keeping children and young people in the local community and assisting practitioners to think differently and to problem solve more effectively
- Where they have had experience of this, stakeholders reported high levels of satisfaction from more developmental EPS work such as the use of video interactive guidance and input to policies such as dyslexia and developing better relationships.

LEARNING AND TEACHING

- Feedback during VSE from school stakeholders representing primary and secondary sectors, positively evaluated the EPS for training and project work which staff reported improved their respectful and attuned interactions with pupils as a means of improving learning outcomes.
- EPS consultation regarding children and young people with additional support needs is positively evaluated by stakeholders' feedback. Most stakeholders indicate that EP consultation supports them to implement appropriate support arrangements and teaching and learning approaches. Stakeholder feedback identified that EPs bring particular knowledge and psychological skills which they apply effectively through consultation to support schools to reconceptualise challenges in meeting learners' needs and to identify solutions which lead to more positive outcomes for learners. Stakeholder feedback identified EPs' skills in analysis and integration of information arising from other professionals' assessments as well as their own.
- Stakeholder feedback recognises that the EPS has made a positive contribution to building capacity in others through application of psychological knowledge and skills in a number of areas linked to learning and teaching. Some stakeholder feedback very positively evaluates EP capacity-building through a coaching model. This has supported schools to plan thoroughly-conceptualised interventions that are appropriately matched to identified need, and to sustain and evaluate these interventions. The EPS contribution to conceptualisation, training, and policy and practice development in Literacy and Dyslexia has been positively evaluated. Stakeholders have provided positive evaluation of the EPS' work with partners to develop the policy, consult on the policy with a range of stakeholders and support implementation in schools.
- Partners' feedback recognised that the EPS strongly promotes and supports inclusive practice in SBC schools. Stakeholder feedback identified that EPs contribute knowledge and skills which support schools effectively to identify and deliver inclusive solutions to meeting learners' needs.

PARTNERSHIP WORKING

- Feedback from partners in education suggests that EPs provide valued early intervention through psychologically informed consultation in schools. EPs effectively use consultation to support educational partners in challenging situations, in ways which enable new solutions to be generated and staff capacity to be developed. During VSE activities education partners suggested that EP consultation has also contributed to improved outcomes for all through shifts in practice following EP-teacher consultation. Dialogue with partners in education and social work during the VSE process highlighted the value placed on consultation with EPs as they offer psychological perspectives to inform complex and intense work with the local authority's most vulnerable young people.
- The EPS has a shared and psychologically informed approach to understanding factors contributing to the wellbeing of children and young people. It has used this to support re-conceptualisation of pupil behaviour in the local authority's Better Relationships policy. This has also informed the development of a body of training and development materials linked to health and wellbeing delivered across a range of areas. Within some key themes, training and development work has been conducted on a more sustained basis. This has been informed by evidence on approaches to professional learning which lead to change in practice. Work in the areas of attachment, trauma, resilience, nurturing approaches and attunement represent the most sustained training and development work in the area of wellbeing. This work is valued by social work and education partners.
- Partners' feedback emphasised that the EPS supports the inclusion of children and young people. EP consultation has increased staff capacity to educate some individual children at risk of placement breakdown in their local school. The service has achieved sustained engagement and continuity of involvement of EPs in complex and challenging cases. This is valued by our partners in education and social work and focus group feedback suggest that this has been a factor in pursuing positive outcomes for some particularly vulnerable young people.



AREAS FOR DEVELOPMENT

- **Communication Strategy to support service modernisation**

EPS service delivery currently emphasises work to support individual children and young people. The VSE process highlighted and reinforced the importance of greater EPS involvement at a strategic and systemic level to support the Children and Young People's Service to raise attainment and close the poverty related attainment gap and to engage in more work focused at the universal level. EPS service delivery needs to be urgently reviewed to achieve a more effective balance with a greater and focused emphasis on sustained systemic level work.

The EPS needs to develop a communication strategy to explain this requirement and to engage stakeholders in the planned programme of change. In addition, the EPS holds stakeholder survey data indicating a number of issues to be addressed relating to the need to better communicate the role of the educational psychologist and to improve contact and communication between EPs and service users. The EPS will engage with stakeholders to address these areas in a variety of ways including through stakeholder groups and development of its website.

- **A Quality Assurance Strategy to embed self-evaluation processes and develop the improvement planning process**

The EPS will drive continuous service improvement through developing a quality assurance strategy that embeds self-evaluation processes into service delivery from the EPS and the wider CYPS. This will support the establishment of a planned cycle of rigorous self-evaluation based on relevant data. The strategy will also include development of an outcome focussed service improvement plan that links more explicitly and specifically to national and local priorities.

- **Professional Development Strategy and Programme to build on EP skills, strengthen collaborative working and support modernisation of the service delivery model**

The EPS needs to strengthen links with the Children & Young People's service (CYPS) to support its collaborative working with relevant partners to jointly address priorities within the National Improvement Framework. In the course of the VSE week, LA strategic plans were shared to support the development of an EPS action plan which nestles explicitly within the wider LA strategic plan. The action plan on pages 9-21 below reflects a joint strategy whereby the priorities agreed for development work from the EPS will have an overarching focus on closing the attainment gap between the most and least disadvantaged and inclusion projects working in selected schools to improve children and young people's wellbeing. The identification of these prioritised projects will be data led. The EPS will work in conjunction with local PEF and other CYPS officers to agree clear and explicit outcomes for EP involvement. Each of these major projects will be developed over the course of a school session and evaluated over time. The two themes for initial projects will be i) literacy and dyslexia and ii) inclusion.

- **Support and Direction from the PEP to enable EPs to implement the actions identified in each theme and to build on the learning from the VSE**

The substantial change programme for the EPS, identified during VSE, highlights the requirement for support and direction from the PEP to build on the learning achieved and implement these changes. These changes flow from the new vision, values and aims developed during VSE week and this vision needs to actively influence practice, inform planning and development and in particular, develop a more systematic approach to quality assurance. The EPS needs to collect more robust data across a wider range of outcomes to support improvements in the quality of services received by children, young people, families and other stakeholders. There will also be a focus on developing leadership at all levels within the EPS which will include very specific leadership action plans for the EPS and all EPs including the PEP to ensure strong leadership of change, of people and of policy.

CAPACITY FOR IMPROVEMENT AND FORWARD PLANNING

All EPs were highly motivated and engaged in the process of self-evaluation during VSE. The VSE process provided an opportunity for the EPS to make and lead significant changes in service delivery which the team were keen to act on. Moreover, this is an area where stakeholders were highly supportive of the change requirements indicated and exemplified practically how time from individual work could be released in various practical ways to support more interventions, capacity building and other strategic work. During the VSE week and in the period leading up to this the EPS had the opportunity to engage with Senior Lead officers with key strategic remits which correspond directly to the future strategic priorities identified for the EPS. This has resulted in an enlarged and shared vision for the role of the EPS within CYPS and has accelerated the development of collaborative and working partnerships between the EPS and the senior management team. The VSE process created energy and a synergy of creative ideas for joint and purposeful improvement and development. As part of the revised service model the educational psychology service will be relocated centrally which will enhance and promote further ongoing collaborative working between EPs and senior officers.

The EPS action plan below covers the intended actions identified through the VSE process. These will be regularly reviewed as set out in the action plan. These changes will facilitate efficient development of the key actions for change validated by VSE and will inform longer term service improvement planning. Crucial to this are the priorities agreed for development work from the EPS which will have an overarching focus on Closing the Gap and inclusion projects in selected schools. A number of foundational actions have already been undertaken to progress the action plan below and the PEP has already shared with all head teachers the implications arising from VSE.

The scale of change arising from the service improvement requirements identified has implications for the management of PEP and EPS capacity to ensure appropriate focus. The EPS has undertaken a revised scanning and scoping cycle exercise to highlight areas where efficiencies can be made and discussion has taken place to agree some efficiencies and to further consider others. The PEP will also revise work allocations and review working group and development work time, as well as manage development work undertaken, to ensure that EPs have the necessary time to implement the action plan below. The EPS embraces the opportunity to extend the work undertaken during VSE and to follow through the change agenda identified to support improvements in the quality of services received by children, young people, families and other stakeholders in the Scottish Borders.



EDUCATIONAL PSYCHOLOGY SERVICE FINAL REPORT AND ACTION PLAN 2017

EPS IMPROVEMENT ACTION PLAN; 2017-18

This action plan will be nested under the CYPs Service and SBC Education Strategic Plans and the priorities identified there. This plan is largely focussed on the session 2017-2018. The aims for this initial plan are to modernise the service in-line with the revised vision statement to apply psychological knowledge and skills in areas where the service can make most difference for children and young people and to prioritise closing the gap between the lowest and highest achievers and the improvement of wellbeing. Additionally, the service will embed the service planning and improvement cycles within the wider strategic priorities of the CYPs.

This action plan involves a critical re-balancing of individual and strategic work. Four key priorities have been identified and the planned actions agreed are recorded below. These priorities and actions will be collaboratively reviewed on an ongoing basis, in August 2018 and yearly thereafter to revise and update the plan. Broad areas for strategic focus have been identified and the details for these will be clarified over time as the plan progresses. Consequently some improvement targets specified below in general terms will become progressively more specific as the initial actions are completed eg in relation to confirmation of scope of prioritised school projects to support closing the gap.

SUMMARY OF ACTION PLAN

Priority 1: COMMUNICATION STRATEGY

Outcome 1.1: Develop proposals and consult regarding a new service delivery model which will provide the basis for a more effective balance between individual and development work and Implementation

Outcome 1.2: To promote role of EPS and improve ongoing EPS communication with all stakeholders

Priority 2: A QUALITY ASSURANCE STRATEGY

Outcome 2.1: Embed self-evaluation processes into service delivery across all areas of EPS engagement and relevant CYPs evaluative processes

Outcome 2.2: Using feedback and other robust data, and informed by national priorities, the EPS will develop and implement a robust cycle of review and self-evaluation which will lead to service improvement and greater impact

Priority 3: A PROFESSIONAL DEVELOPMENT STRATEGY AND PROGRAMME

Outcome 3: Implement a programme for professional development for all EPs which builds EP skills and strengthens collaborative working across all stakeholders and within the CYPs

Priority 4: SUPPORT FROM THE PEP TO ENABLE EPS TO IMPLEMENT ALL ACTIONS IDENTIFIED

Outcome 4.1: Develop a leadership strategy which will improve the leadership of people, of policy and of change within the EPS

Outcome 4.2: With the support of the PEP, all EPs will meet targets set regarding their roles and responsibilities for implementation of action plan .

Priority 1: COMMUNICATION STRATEGY

Outcome 1.1.: Develop proposals and consult regarding a new service delivery model which will provide the basis for a more effective balance between individual and development work and implementation

Actions	People and Partners	By when	Milestones	Monitoring and evaluation method	Measures/data	Success criteria
<p>1. Establish an EPS action plan reference group and hold meeting with specific focus to consult on new delivery model proposals and collaboratively agree key messages for communication</p>	<p>EPS CYPs rep Parent/Carers rep Head Teachers and school staff Partnership agency rep</p>	<p>End September 2017</p>	<p>EPS audit of cases meeting new level 1 & 2 thresholds for individual work completed for discussion with relevant schools (mid August 2017) Initial discussion of core model with key CYPs partners (Mid-August 2017) Communication group membership agreed & meeting date established (end August 2017)</p>	<p>PEP and CYPs Directorate</p>	<p>Feedback received from action plan reference group</p>	<p>Draft core of model developed Communication messages jointly agreed by EPS and reference group</p>
<p>2. Following on from the EPS action plan reference group meeting, EPS to update stakeholders regarding the new service delivery model, set out arrangements for their positive engagement and to consult with reference group termly regarding ongoing communication requirements as VSE action plan proceeds</p>	<p>EPS CYPs senior managers Head Teachers and school staff Parents/Carers Social work team leaders and social workers Other internal and external partners including Community Learning & Development & Central Education staff Parents/Carers</p>	<p>June 2018</p>	<p>Communication of key messages and communication strategy to all stakeholders (by mid October 2017) Implementation of new core service delivery model from 1st November 2017 Consultation meeting Feb 2018 Consultation meeting May 2018</p>	<p>Collegiate discussion and actions resulting Milestones to be monitored via EPS team meetings and CYPs Directorate meetings.</p>	<p>All stakeholder groups informed. Number from each stakeholder group with whom the key messages have been communicated. Action recommendations from reference group meetings</p>	<p>Communication strategy communicated Evaluative feedback indicated that central managers report that all stakeholders are aware of and understand new service delivery model and ongoing developments</p>

Priority 1: COMMUNICATION STRATEGY

Outcome 1.1.: Develop proposals and consult regarding a new service delivery model which will provide the basis for a more effective balance between individual and development work and implementation

Actions	People and Partners	By when	Milestones	Monitoring and evaluation method	Measures/data	Success criteria
<p>3. Implement new individual work model to achieve greatest impact for individual work whilst increasing service capacity for strategic work</p>	<p>EPS SLEOs Schools</p>	<p>1 November 2017</p>	<p>EPS activity data coding exercise (15 August 2017) key messages for communication agreed for implementation of new delivery model (end-September 2017) EPS audit of cases meeting new level 1 & 2 thresholds for individual work agreed with schools (mid October 2017) revised scanning and scoping cycle completed and work allocations agreed (1 Nov 2017) all stakeholders aware of new model (1 Nov 2017)</p>	<p>EP coding of activity data for individual work Development work logs</p>	<p>Service activity data for individual work – number of cases at new levels 1 & 2</p>	<p>Reduction of open cases from previous session by at least one third (300) Targets met for increased stakeholder satisfaction –see 2.1.1 below</p>
<p>4. Implement new model for prioritised CYPs development work to achieve greatest impact in response to agreed local and national priorities; in session 2017-18 Closing the Literacy Gap and Inclusion.</p>	<p>EPS CYPs Schools Children and families</p>	<p>Implementation by 1 November 2017</p>	<p>Agreement of EP contribution to development projects (end September 2017) EPS contribution agreed entered in LA education plan; 31 October 2017</p>	<p>Service development work project log EPS development work groups</p>	<p>Projects address CYPs prioritised themes</p>	<p>100% of projects agreed address prioritised themes in Closing the Literacy Gap and Inclusion. Evaluative success criteria as specified in 2.1.5 and 2.1.6 below</p>

Priority 1: COMMUNICATION STRATEGY

Outcome 1.2 : To promote role of EPS and improve ongoing EPS communication with all stakeholders

Actions	People and Partners	By when	Milestones	Monitoring and evaluation method	Measures/data	Success criteria
<p>5. Update EPS web links to provide a single point of contact for service at new central base, update on-line service leaflets, build in pop-up or alternative facility to embed user satisfaction feedback on site and review and improve site periodically with relevant information about EPS</p>	<p>EPS CYPs Communications Team Stakeholders</p>	<p>June 2018</p>	<p>Update web links; 21 July 2017 Pass revised leaflets for children and young people to communications team (1 November 2017) General website review; December 2017 Review pop-up or alternative facility to generate user satisfaction feedback on site and implement (February 2018) General website review ; Review May 2018</p>	<p>Team meetings Stakeholder feedback</p>	<p>Link active and used by parents and professionals Monitor hit rates and patterns Feedback data Website improvements made</p>	<p>EPS website receives positive feedback, redesigned as indicated and actively used -five hits a week (260 a year) Completed leaflet (s) endorsed by representative young people posted on-line and available in schools 80% of stakeholders report satisfaction with site; dissatisfaction data reviewed & website updated as appropriate</p>
<p>6. EPS to improve ongoing communication links (beyond website) with range of stakeholders and implement</p>	<p>EPS CYPs Communications Team Stakeholders</p>	<p>June 2018</p>	<p>Consult with relevant stakeholders by February 2018 with each of the following groups -schools -parents/carers -children/young people -partner agencies -CYPs</p>	<p>Relevant stakeholder groups EPS team meeting</p>	<p>Stakeholder feedback</p>	<p>Initial feedback acted on and changes endorsed by relevant stakeholder representatives Communication questions embedded into 2.1.1</p>

Priority 2: A QUALITY ASSURANCE STRATEGY

Outcome 2.1 : Embed self-evaluation processes into service delivery across all areas of EPS engagement and relevant CYPs evaluative processes

Actions	People and Partners	By when	Milestones	Monitoring and evaluation method	Measures/data	Success criteria
1. Embed feedback mechanisms for parents/ carers, children & young people, schools and partner agencies to follow completion by EPS of each annual cycle or work undertaken with individual pupils	EPS Communications team Parents/ Carers Children/young people Partner agencies	Establish mechanisms by Feb 2018; First data analysis July 2018	Develop survey formats and explore preferred mechanisms for completion, consulting with relevant stakeholders (questions re communication identified from completed action 1.2.6 to be incorporated) Explore options for completion including on-line availability of forms/ surveys	Allocated EPs in service improvement plan EP team meeting	quantitative survey data with some qualitative (or other data as agreed with stakeholders)	Upwards of 75% of service user respondents from each group report an overall positive impact from EPS involvement
2. Review EPS school annual review and forward planning tool in context of CYPs tools and embed appropriate tool in school structures	EPS CYPs Schools	June 2018	-Consultation and negotiation with CYPs improvement lead (by end November 2017) -Production of revised tool (end January 2018)	PEP EPS team meeting	Product and in due course school survey data	Tool embedded with regular return cycle agreed and return rate above 90%
3. Embed relevant questions relevant to EP effectiveness in relevant CYPs evaluative processes	EPS CYPs Schools	(agreed measures) annually June 2017 Others as agreed	June 2017 (baseline HT questionnaire) Investigate other sources of embedded school evaluative and needs data with schools improvement team and follow up (December 2017) June 2018 (repeat measure HT questionnaire with needs data being obtained as agreed	EPS/CYPs planning	Quantitative Survey data (5 point scale) School/cluster needs identified for possible EPS development work	10% improvement on repeat measures between June 17-18 (evaluative data). Patterns of future development work need for EPS identified

Priority 2: A QUALITY ASSURANCE STRATEGY

Outcome 2.1 : **Embed self-evaluation processes into service delivery across all areas of EPS engagement and relevant CYPs evaluative processes**

Actions	People and Partners	By when	Milestones	Monitoring and evaluation method	Measures/data	Success criteria
4. Establish EPS development work quality assurance review group and establish parameters for oversight responsibilities	PEP EPS Improvement team	15 December 2017	Consult with improvement officer Review functions of service RD&T group	Service improvement plan Team meeting	Production of revised guidance and compliance for designated areas of work	100% compliance by EPS team
5. Evaluate EPS contribution to PEF projects agreed with CYPs: Closing the Attainment Gap Projects for Literacy & Dyslexia NB Relevant NIF strategic outcome: Closing the attainment gap between the most and least disadvantaged Relevant SBC Priority: Improvements in Literacy and Numeracy for the following groups –LAC, ASN(poverty), PEF/FME	EPS PEF Officers Schools	Individual project evaluations by 15 August 2018	EPS meeting with PEF officers 7-14 September 2017 Identify EPS project schools and EPS staffing allocation by 30 September Agreement of EPS project plan, target outcomes and, evaluative measures and EPS project staffing allocation 15 November Interim evaluations January 2018 School data submitted June 2018	Evaluation methodology and analysis embedded in individual projects but to include: Individual project evaluation (including pupils living in poverty outcome data) School & PEF Officer stakeholder feedback re EP contribution	Evaluation demonstrates project plan outcomes	90% of individual projects implemented successfully as measured by relevant outcome data 95% school/PEF Officers report effective EP contribution

Priority 2: A QUALITY ASSURANCE STRATEGY

Outcome 2.1 : Embed self-evaluation processes into service delivery across all areas of EPS engagement and relevant CYPs evaluative processes

Actions	People and Partners	By when	Milestones	Monitoring and evaluation method	Measures/data	Success criteria
6. Evaluate EPS contribution to: Inclusion Projects NB Relevant NIF strategic outcome: Improvement in children and young people's health and wellbeing Relevant SBC Priority: Improvement in inclusive practice in our schools	-EPS -CYPs Inclusion team -Identified schools	Individual project evaluations by 15 August 2018	Confirmation from CYPs of partner schools Scoping tool completed with partner schools 1 October Agreement of EPS project plan, target outcomes, evaluative measures and EPS project staffing allocation 15 November	Bespoke pupil outcome data School & Inclusion team feedback re EP contribution	Evaluation measures to demonstrate project plan outcomes as agreed	85% of individual project outcomes (including pupil outcome targets set) implemented successfully 95% school/ Inclusion team report effective EP contribution

Outcome 2.2 : Using feedback and other robust data, and informed by national priorities, the EPS will develop and implement a robust cycle of review and self-evaluation which will lead to service improvement and greater impact

7. Develop an annual service improvement plan which sets measurable and, as necessary, bespoke targets evaluating impact and outcomes for approved development projects and individual work	EPS PEF Officers CYPs	10 January 2018	As indicated above for PEF and inclusion projects As indicated above for embedded measures for individual work	PEP	Bespoke	Development work: bespoke Individual work: Percentage criteria will be set for stakeholder feedback coupled with reach data targets
8. Establish an EPS Annual cycle for self-evaluation and improvement planning linked to service improvement plan.	EPS CYPs Improvement Officer	15 February 2018	Consult with CYPs partners re CYPs annual cycles for data sharing, self-evaluation, improvement planning and improvement reporting (October 2017)	Directorate meeting service improvement plan	Procedures and process identified	Annual cycle for EPS that integrates as possible with wider CYPs cycle identified.

Priority 2: A QUALITY ASSURANCE STRATEGY

Outcome 2.2 : Using feedback and other robust data, and informed by national priorities, the EPS will develop and implement a robust cycle of review and self-evaluation which will lead to service improvement and greater impact

Actions	People and Partners	By when	Milestones	Monitoring and evaluation method	Measures/data	Success criteria
9. Review and revise EPS guideline on Self-Evaluation and Continuous Improvement.	EPS CYPS	Production of guideline (April 2018)	EPS Annual cycle for self-evaluation and improvement	Allocated EPs EPS team meeting Feedback from CYPS Improvement Officer	Product and cycle established	Cycle delivered to June 2021
10. Establish and operate an annual cycle for identification of strategic priorities and actions for EPS with CYPS from August 2018 onwards.	EPS CYPS	August 2018; establish Operate session; 2018-19	National and local priorities reviewed collaboratively by EPS and CYPS. CYPS joint prioritisation process; March/April 2018	CYPS directorate meetings EPS team meetings	Planning mechanism and cycle agreed and established CYPS and EPS plans for monitoring post August 2018	EPS strategic plan successfully identified with CYPS and implemented until next annual review point.

Priority 3: A PROFESSIONAL DEVELOPMENT STRATEGY AND PROGRAMME

Outcome 3 : Implement a programme for professional development for all EPs which builds EP skills and strengthens collaborative working across all stakeholders and within the CYPs

Actions	People and Partners	By when	Milestones	Monitoring and evaluation method	Measures/data	Success criteria
<p>1. Design and evaluate an EPS professional development programme to address identified needs, identifying appropriate CPD to be implemented at level of whole team plus partners, EPS team, EPS project teams and individual CPD</p>	<p>PEP & EPS SLEOs Representative head teachers</p>	<p>1 November 2017 (design; to be updated through year) 21 July 2018 (evaluate)</p>	<p>Identify prioritised CPD needs for i) individual work (eg models and skills of consultation) and ii) development work (cf prioritised strategic themes) seeking feedback from CYPs partners (1 Oct 2017) Plan a whole service programme to address prioritised CPD needs for i) individual work, and iii) development work. (1 November 2017) Plan individual CPD target setting (Aug 2017) in PRDs and review in December 2017/ January 2018</p>	<p>PRD Staff team meeting, professional development programme timetable and associated evaluations supervision; Collaborative, cross – disciplinary evaluations See 2.1.1 schools feedback</p>	<p>PRD records Audit and self-evaluation tools; Staff CPD logs Development day and working group records and evaluations Stakeholder feedback (later in cycle)</p>	<p>Appropriate individual and team targets for CPD identified. All EPs able to effectively deliver strategic work identified for them All EPs to undertake CPD in each CYPs priority area identified for EPS School feedback; See 2.1.1 and 2.2.8</p>
<p>2. Monitor initial programme for professional development programme to ensure time allocations sufficient and effective to meet overall needs of service plan</p>	<p>PEP CYPs</p>	<p>1 November 2017 (establish) Ongoing to July 2018 (review)</p>	<p>Ongoing</p>	<p>PEP</p>	<p>As above Supervision</p>	<p>Action plan delivered</p>

Priority 4: SUPPORT FROM THE PEP TO ENABLE EPS TO IMPELENT ALL ACTIONS IDENTIFIED

Outcome 4.1 : Develop a leadership strategy which will improve the leadership of people, of policy and of change within the EPS

Actions	People and Partners	By when	Milestones	Monitoring and evaluation method	Measures/data	Success criteria
<p>1. PEP will lead the communication strategy and will promote wider understanding by stakeholders of the role of the service and will seek regular feedback within the team and from stakeholders as to the role played by EPS in supporting change at school and service level</p>	<p>EPS CYPs Stakeholders</p>	<p>July 2018</p>	<p>Central re-location of EPS (August 2017) Participation of PEP and EPS team in new CYPs meeting structures which will support regular joint engagement in relation to strategic and geographical remit and which will effectively support joint team working PEP to manage EPS action plan reference group (cf action 1.1.2) and to regularly engage with HTs including through community learning boards to support management of change PEP will engage with CYPs and identified partner agencies to support communication processes and strengthen partnership working</p>	<p>PEP Joint meetings with CYPs Consultation meetings held with relevant teams</p>	<p>Identified steps for improved communication and joint working</p>	<p>Positive survey/ interview from each agency for each improvement agreed.</p>
<p>2. PEP will lead the quality assurance strategy and professional development strategy and programme to create a regular and robust approach to seeking feedback on the skills of the team and the impact of the team; use this feedback to focus on developing individual skills, develop training and support for individuals</p>	<p>EPS CYPs Stakeholders</p>	<p>July 2018</p>	<p>Feedback of individual data to team and target setting (July 2017) PRD cycle and associated support/development processes including focus for all EPs on development of consultation skills</p>	<p>PRD Team meetings</p>	<p>Data obtained by PEP eg from HTs and parents/carers Embedded stakeholder data (see 2.1 actions)</p>	<p>PRD goals met QA criteria met (2.1)</p>

Priority 4: SUPPORT FROM THE PEP TO ENABLE EPS TO IMPELENT ALL ACTIONS IDENTIFIED

Outcome 4.1 : **Develop a leadership strategy which will improve the leadership of people, of policy and of change within the EPS**

Actions	People and Partners	By when	Milestones	Monitoring and evaluation method	Measures/data	Success criteria
			Embedded mechanisms established for stakeholder feedback for individual and development work by Feb 2018 (see outcome 2.1 actions)		Training evaluations	
3. PEP will use resources of EPS to distil selected national policy and national and local outcome evidence to provide an evaluative arm to policy and practice development within the education service	EPS CYPS Schools	July 2018	Identification of core areas for review (30th November) Production of documentation with a particular focus on Closing the Literacy gap and Inclusion (March 2018) Dissemination of core messages to key stakeholders (May 2018)	EPS Team meetings Joint monitoring with improvement manager	CYPS feedback	See 2.1.15 See 2.1..6 Information shared positively evaluated by stakeholders
4. PEP own CPD plan will support the development requirements of the service throughout the session	PEP PEP line manager	August 2018	CPD plan 15 August 2017	PRD	CPD records	PRD review sign off

Priority 4: SUPPORT FROM THE PEP TO ENABLE EPS TO IMPLEMENT ALL ACTIONS IDENTIFIED

Outcome 4.2 : With the support of the PEP, all EPs will meet targets set regarding their roles and responsibilities for implementation of action plan

Actions	People and Partners	By when	Milestones	Monitoring and evaluation method	Measures/data	Success criteria
1. All EPs will meet targets set for their contribution to EP service and policy development and changes in service delivery model	PEP EPS CYPS	July 2018	New core service delivery model; 1 November Interim review ; February 2018	Action plan and associated documentation team meetings meetings with CYPS	EP target data set by PEP Stakeholder feedback re contributions made	All targets met
2. All EPs will meet outcome targets set by PEP for their work to support individual CYP and development work	PEP EPs Stakeholders	July 2018	As specified in 2.1.1 2.1.5 2.1.6	PRD Line management supervision Team meetings	Stakeholder data returns CPD logs	As specified in 2.1.1 2.1.5 2.1.6 PRD targets met
3. All EPs will meet CPD targets set to address individual and team development needs	PEP EPs	July 2018	As specified in 3.1.1	PRD Line management supervision Team meetings	Related outcome data	As specified in 3.1.1 PRD targets met

EDUCATIONAL PSYCHOLOGY SERVICE, VISION, VALUES AND AIMS:

The educational psychology service’s vision is aligned with the vision of the Children and Young People’s Service (CYPS). The CYPS vision is

'every child living in the Borders cared for and educated in the Borders : in our sight, in our minds, in our actions'.

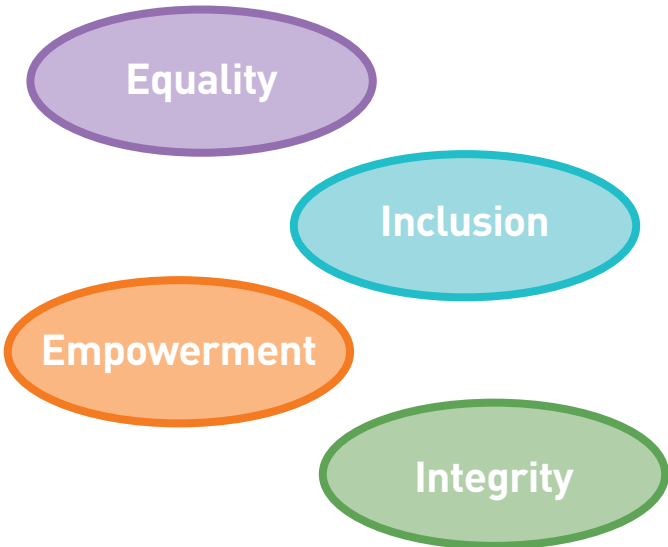
As part of the Council’s Education Services, the service policies and practices are in line with the strategic framework of the overall service.

1. VISION

Our vision is to apply psychological skills and knowledge to areas where we can make most difference for children and young people. We will work in partnership to overcome barriers to learning and inclusion, and enable children and young people to be successful, confident, responsible and effective throughout their lives. We understand needs and solutions as arising from interactions between children and young people and the environments in which they live and learn.

The educational psychology service will put the best interests of children and young people at the centre of what we do and will operate transparently within local and national policies. We will prioritise closing the gap between the lowest and highest achievers and the improvement of wellbeing.

2. VALUES



3. AIMS

- We will work with others to apply psychological skills and knowledge to achieve best and early outcomes for children and young people
- We will ensure that children and young people experience equity, inclusion and respect
- We will build capacity by working collaboratively with children, young people, colleagues and partners
- We will drive continuous service improvement through a planned cycle of rigorous self-evaluation based on relevant data.
- As required, we will work intensively and on a sustained basis with individual children and young people whose additional support needs are particularly complex.
- We will use research and engage in development work to meet the prioritised needs of the CYPS Directorate.
- We will emphasise strength based approaches and the empowerment of children and young people
- We will be responsive to changing national and local priorities



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