



West Lothian
Council

West Lothian Psychological Service

Standards & Quality Report 2006/2007

Liz Gajjar
Principal Educational Psychologist

Gordon Ford
Director
Education &
Cultural Services



Scotland's 1st
Capital of Enterprise



INVESTOR IN PEOPLE

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1. Introduction

West Lothian Psychological Service is based in Ogilvie House, Livingston. We currently employ 15.4 full-time equivalent educational psychologists, two research assistants and 2.5 clerical/admin staff. Psychologists within the team are allocated to a group of schools and the time spent in each school is based on a model, designed to provide a fair and equitable system which takes a number of factors into account, e.g. number of pupils, deprivation index, and pupil progress.

The remit of educational psychologists in Scotland is based on the recommendations of the Currie Report (Review of Provision of Educational Psychology Services in Scotland 2002) which outlines our core functions as:

- Consultation: Assessment: Intervention: Training: Research and Development

The Currie Report further states that these five core functions should be delivered at three levels: the child and family; the school; the local authority.

The team in West Lothian work to deliver the five core functions and provide a service at the three levels identified. Members of staff share the national ambition of continually striving to improve the quality of the service we provide. In our efforts to achieve this we will endeavour to do everything we can to support all of our children, young people and pupils to achieve their full potential. The service and everyone associated with it is committed to working hard to contribute to the provision of education of the highest quality and to ensuring that the learning experiences provided meet the needs and aspirations of parents, pupils, staff and the wider community. Essential to achieving this vision is the ambition of our service to work towards raising standards by promoting an ethos of partnership with all our stakeholders and the agencies with which we work. We are committed to equal opportunities for all.

2. Leadership and Direction

The Service Development/Improvement Plan is the key document which drives our work in terms of service delivery and quality assurance. The Plan links to National Priorities, West Lothian's Children's Services Plan and the Education Service Local Improvement Plan.

The Plan includes our Statement of Psychological Service Aims. It is a three year plan and copies are available at: www.westlothian.gov.uk/wlcv2/councilservices/edu/PsychologicalService/ It reflects the direction and leadership aims of the Principal Psychologist and has been developed in consultation with all staff taking account of their views and aspirations for the service. The improvement objectives within the plan are taken forward by working groups chaired by members of the team. We encourage non-management staff to take the lead in areas where they have a particular expertise.

Our planning cycle includes regular review of the Improvement Plan targets and in addition staff Workplans and Professional Development Plans (PDP) link into this key document. The Workplans and PDPs and the regular support and supervision sessions provided for staff form the basis of our PRPDP (Performance Review & Professional Development Planning) cycle.

The HMIE document 'Quality Management in Local Authority Educational Psychology Services' (2007) has been published to assist services with self-evaluation. Psychological Services across Scotland will now be inspected as part of the educational functions of Local Authorities. West Lothian Psychological Service welcomes this and have found the HMIE documentation very helpful in guiding our self evaluation and improvement agenda. Over the past two years a number of self and stakeholder evaluations have been carried out. These have been used to pilot procedures and develop our thinking. We have produced a three year Self Evaluation/Quality Assurance Plan which sits alongside our current Improvement Plan. This will be further developed as we proceed into our new improvement planning cycle.

3. Performance against targets

(Year 2 Improvement Plan Objectives (Oct 2006 – Nov 2007))

| What we aimed to achieve | What we have achieved |
|--|--|
| <p>Early Years: Provide advice and consultation to the single shared assessment model.</p> <p>Support the authority in the transition and placement process (pre-nursery to nursery; nursery to P1)</p> <p>Support 100+ early years pupils in their learning through regular professional discussion. Assess and identify their additional support needs for entry to nursery and P1.</p> | <ul style="list-style-type: none"> • Advice and consultation was provided to aid the development of the single-shared assessment model. The model has enabled young children with additional support needs to be assessed by a multi-agency team. Assessments are carried out in Beatlie Early Years Centre avoiding multiple appointments and parents having to give information to all the professionals separately. A Team around the Child (TAC) and key worker are identified. • Psychological Service staff regularly attend and contribute to the 'single shared' assessment meetings for young children. The support needs of 30+ children have been identified in this way. • The West Lothian Early Years Support Needs Group was chaired by the Senior EP for early years. The support needs of 100+ children were discussed • An assessment framework for Early Years was produced for the psychologists in order to support practice in this area. <p>Next Steps</p> <ul style="list-style-type: none"> • Share Early Years experience across the team • Continue to support and chair the WLEYSNG • Continue attendance at fortnightly Jigsaw (single shared assessment) group meetings. |

| What we aimed to achieve | What we have achieved |
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| <p>Delivery of Psychological Service</p> <p>Develop our model of psychological service delivery to schools in line with the West Lothian Continuum of Support Policy.</p> <p>Develop a process to ensure that we plan our work effectively and offer a range of services as recommended in the Currie Matrix core functions (Consultation, Assessment, Intervention, Training, Research and Development)</p> <p>Draft policies providing guidance on the opening and closing of Psychological Service Files</p> | <ul style="list-style-type: none"> • Schools have been further supported by our reviewed model of ‘time allocation’ to primary and nursery schools. The allocated time to individual schools is based on pupil numbers, deprivation and (P7) pupil literacy scores. A Policy/Guideline paper has been produced • We developed a new Practice Agreement proforma for schools based on our 5 core functions. Management information based on these core functions is now collected and available on the service EMS data-base. • We produced Policies and Practice Guidelines for our Consultation and Referral processes. We sought the views of staff, schools, parents, and partner agencies. |
| <p>Supporting the education of pupils with Autistic Spectrum Disorder</p> <ul style="list-style-type: none"> • Provide strategic and operational support to the authority to take forward its vision in relation to pupils whose learning is affected by an Autistic Spectrum Disorder (ASD) • Enhance the ASD knowledge and skills of psychologists within the service | <ul style="list-style-type: none"> • Contributed to the authority Focus on Autism document which outlines the authority vision and plans with regard to the education of pupils within the Autistic Spectrum • Provided consultation and support to the development of the autistic provision within St Kentigern’s Academy • Contributed to the rolling programme of multi-agency training on Autistic Spectrum Disorder • Set up and ran Social Skills Groups in secondary schools for pupils within the Autistic Spectrum <p>Next Steps</p> <ul style="list-style-type: none"> • Produce information for parents on Autistic Spectrum Disorder • Support staff to further develop and run social skills programmes • Continue to provide operational and strategic support to the authority. Provide advice and consultation to the development of a Centre of Excellence for pupils with ASD within Cedarbank Special School • Produce Practice Guidelines for Psychologists on assessing the needs of pupils with ASD and audit staff training needs • Inform the authority quality assurance process through participating in school reviews |

Performance against targets (additional projects)

| What we aimed to achieve | What we have achieved |
|--|--|
| <p>Further develop our early systemic interventions to support pupils who have emotional and behavioural needs</p> <p>1. PATHS is an emotional literacy curriculum. We aimed to continue to provide training to the pre-school sector this session.</p> <p>2. Nurture Groups are small group settings within mainstream schools which aim to provide a nurturing environment for children who show vulnerability in the area of social and emotional development. This year we aimed to build on our work from previous years and to provide training to 9 schools in WL who wished to establish a nurture group.</p> | <ul style="list-style-type: none"> • We have provided PATHS training for whole staff groups in 6 nurseries this session. • A study was designed to measure impact of PATHS on pupils. There was found to be a significant improvement in 'emotional literacy' particularly in identifying and labelling emotions • We will be presenting our work in this area at a national seminar in London in June 2008. <p>Next Steps</p> <ul style="list-style-type: none"> • Consideration of an ongoing training programme for pre-school settings. • Consideration of developing a training programme for the school setting. <p>Nurture Groups</p> <ul style="list-style-type: none"> • Training was provided to 9 schools who have since been successful in establishing nurture groups within their schools. • A study was carried out to measure the impact of nurture groups and significant improvements were found. These included improvement in pupil's emotional and behavioural development and readiness to learn • A training programme has been developed for future delivery of training in WL. Training will be offered again next session. • Nurture Group Training has been provided to other local authorities • Our work will be presented to the training course for Educational Psychologists in May 2008. <p>Next Steps</p> <ul style="list-style-type: none"> • We will provide training for other schools in the authority who wish to become involved in the initiative next session. • Our work will be presented at a national conference on behaviour in March 2008. • A paper has been submitted to the Journal of Emotional and Behavioural Difficulties • We will continue to offer guidance to schools on supporting pupils in a nurturing environment. |

| What we aimed to achieve | What we have achieved |
|---|---|
| <p>Supporting Looked After Children Further develop a systemic approach to meeting the needs of Looked After Children which promotes consistency throughout schools and between services.</p> <p>Support young people, parents and carers, schools and the wider professional services by providing a consultation service.</p> <p>Provide training to embed positive practice in our schools and establish a common framework.</p> | <ul style="list-style-type: none"> • A part-time seconded post which supports Looked After Children was created in 2003. This has now been upgraded to a full time senior Educational Psychologist post. This is an innovative post funded by Social Policy with management shared between Psychological Service and Social Policy. It was set up to promote joint working between Social Policy and Education Services to provide a holistic approach to improving attainment for our most vulnerable and ‘at risk’ children. • The LAC-PACK was developed by the psychologist for Looked After Children and is a comprehensive training and resource pack to support schools in understanding and managing the behaviour and needs of Looked After Children. This is a response to Scottish Government reports such as ‘Getting it right for every Child’ which calls on professionals to improve ‘life chances’ for Looked After Children and address their poor academic achievements as compared to their peers. • Training on LAC-Pack and attachment difficulties has been provided by the Senior Psychologist (LAC) to staff members from all West Lothian Schools • 120 Key staff have been trained • 60 carers, Staff from Social Policy and the Early Years Sector have been trained <p>The Senior Psychologist (LAC) has carried out individual consultation:</p> <ul style="list-style-type: none"> • has supported 30+ carers through individual consultations • has supported 25+ young people • has carried out 40+ schools visits to offer advice in supporting education of looked after pupils who are experiences particular difficulties in the school setting. • Looked after children have been well supported <p>Next steps</p> <ul style="list-style-type: none"> • Further consolidate training via multi-agency LAC forums provided on a ‘school cluster’ basis • Lead a small multi-agency working group to produce a LAC-PACK section on understanding and promoting factors which enable resilience in vulnerable young people and lead to more positive life outcomes. |

| What we aimed to achieve | What we have achieved |
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| <p>Supporting Inclusion Produce Transition Guidelines for pupils with additional support needs in collaboration with colleagues in Health and Social Policy.</p> <p>Develop materials to support inclusion.</p> | <ul style="list-style-type: none"> • Transition Guidelines produced. Consultation took place via the transition steering group: with Special Schools, Early Years Groups, Autism Working Group, parents, voluntary agencies and colleagues in partner agencies. The Guidelines will support 'clear arrangements' for the progression between stages of education for pupils with additional support needs • 'Supporting Inclusion Pack'. Psychological Service has worked with Strathclyde University to produce the 'West Lothian Inclusion Pack'. This contains training material and a DVD containing video clips of best practice in inclusion, in West Lothian schools. <p>Next Steps</p> <ul style="list-style-type: none"> • Transition Guidelines will be included in the authority 'Collaborative Planning within a Continuum of Support' pack for schools. • Materials will be distributed to schools and training will be provided for staff. |
| <p>VIG (Video Interaction Guidance) This is a well research and evaluated approach which uses video feedback to improve parenting skills and interaction between adults and children and young people. The approach supports the management of difficult behaviour.</p> <p>That the Psychological Service co-ordinate and deliver a training programme, accredited by VERO (University of Dundee).</p> <p>To deliver VIG training to a range of colleagues in our partner agencies.</p> <p>Our aim in 2006-07 was to continue our VIG training programme and to develop VIG work in family and school settings.</p> | <ul style="list-style-type: none"> • We provided and co-ordinated VIG training for Psychologists and for 12 staff from partner agencies • We have carried out an evaluation exercise to assess how well the approach is used by the practitioners (in all agencies) whom psychological service have trained. • We continue to use and develop the approach in innovative ways, in our work with families, and in schools. <p>Next Steps</p> <ul style="list-style-type: none"> • We will continue to develop Video Interaction Guidance within West Lothian. We have also formed a 'Pan-Lothian' VIG group to support training and share innovative practice. • We will support VIG training of colleagues from Social Policy (Family Centres and Children and Young People's Teams) |
| <p>Post-School Develop links with Careers Service</p> <p>Engage in action research in Bathgate Academy with school and Careers Service Staff to track students at risk of not engaging with educational, employment or training opportunities when they leave school and identify effective interventions.</p> | <p>A number of initiative involving the Careers Service were carried out:</p> <ul style="list-style-type: none"> • Video Interaction Guidance (VIG) was used with a small group of Careers Staff to further enhance their interview skills with young people. |

| What we aimed to achieve | What we have achieved |
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| <p>Post-School....contd</p> <p>Provide support to college staff through training and consultation.</p> <p>Develop links and provide training and consultation to Adult Basic Education Staff.</p> | <ul style="list-style-type: none"> • Joint research was carried out in Bathgate Academy. Psychologists and careers advisors worked with pupils and staff to identify successful strategies to increase employability. Follow up work will be undertaken to identify the successful inputs and strategies. • Training was also provided to staff from Adult Basic Education • Staff development and Solution Focused coaching was provided to staff at Oatridge College. <p>Next Steps Further strategies will be developed jointly with the Pan-Lothian Post-School Psychologist group. Time will be allocated to psychologists (in line with the PSPS grant) to enable them to work as a group to take forward initiatives linked to Outcome Agreement Measures in this area.</p> |
| <p>Research & Development</p> <p>Psychological Service aims to support staff within the Authority to engage in Action Enquiry research projects.</p> | <ul style="list-style-type: none"> • Provided a range of support from consultation to delivery of CPD relating to research within 17 schools. • Provided intensive support to design and carry out 3 Authority led projects involving topics such as the effectiveness of Nurture Groups and the effect of 'active learning' on the engagement of Primary 1 pupils in learning. • Training materials for staff on the process of action enquiry have been produced. • Our work has been presented to the training course for Educational Psychologists and a paper has been submitted to the Journal of Educational Psychology in Practice. <p>Next Steps: We will continue to deliver support within the Authority for research and development. A more detailed range of training materials will be produced that can support staff within the Authority who are embarking on further studies. The quality of the research support given to staff will be evaluated and changed according to the feedback.</p> |

| What we aimed to achieve | What we have achieved |
|--|--|
| <p>Supporting the education of pupils who have significant language disorder. Lead a group to review current provision for pupils who have significant speech and language disorder, providing a report and recommendations</p> | <ul style="list-style-type: none"> • Group supported and chaired by Psychological Service. • Recommendation to re-locate current provision based in Broxburn Primary School and Cedarbank Special School in a new Centre of Excellence within Murrayfield Primary School • Reports provided for Senior Management Team, formal consultation process undertaken. • Recommendations approved by the council Education Executive <p>Next Steps</p> <ul style="list-style-type: none"> • Contribute to planning for the new Centre of Excellence via the Implementation Group • Provide support and input to build on the high quality of learning and language teaching and therapy which currently exists and which will be enhanced by the further 'sharing of staff expertise' within the new provision |
| <p>Supports schools to manage Critical Incidents Work with colleagues to produce Guidelines to support schools to manage Critical Incidents</p> | <ul style="list-style-type: none"> • Guidelines have been developed and include input from our multi-agency partners. These have now been approved by Head Teachers, LNCT, Education Service Senior Management Team and the Council Education Executive. • Draft Practice Guidelines have been developed for the Psychologist Team to outline the practical support we can offer school in dealing with Critical Incidents. <p>Next Steps</p> <ul style="list-style-type: none"> • The Service will support school to 'customise' the Guidelines • Training will be developed and offered to schools and to the psychologist team |

4. Training

Psychologists contributed to authority level Training and provided training to individual schools. This included training in the following areas:

| | |
|---|---|
| Autistic spectrum Promoting Positive Behaviour Literacy Nurture Groups PATHS Conflict Management Promoting Inclusion Effective Questioning Formative Assessment Implementing the ASL Act Differentiation Dyspraxia | Motivation Attachment Solution Focused Approaches Listening to Children Effective Praise and Feedback Structured Play 'Thinking Hats' ACfE linking theory and practice Nurture Group training Supporting Looked After Children Attachment Difficulties Care staff use of 'keytime' Video Interaction Guidance |
|---|---|

Some of this training has been provided jointly with staff from partner agencies, we would like to develop these links further in the coming year.

5. Input to Strategic Working Groups

Psychologists contributed to a number of authority and strategic working groups eg:

- Additional Support for Learning (ASL Act) Implementation Group
- Children's Services Management Group (Early Years and Primary Sub Groups)
- Senior Officer Review Group (SORG)
- 'C-me' Professional Users Group
- CRG Chairs Group
- CPD Steering Group
- Parenting West Lothian Steering Group
- JACS
- Attendance Working Group
- Transition Strategy Group
- SEBN Strategy Group
- Better Behaviour Better Learning Cross authority group
- Health Promoting Schools (Strategic Group)
- Health Promoting Schools (Operational Group)
- Mental Health and Wellbeing Group
- Anti-bullying Strategy Group
- Looked After Children Strategic Group
- Language Provision Strategic Review Group
- Autism (Strategic Group)
- Autism (Operational Group)
- Inclusion
- Early Years
- Nurture Group Steering Committee

6. Impact on Service Users

In year 1 of our current Improvement Plan we attempted to measure our impact on service users in a variety of ways. We surveyed schools, children and young people, parents and carers and partner agencies, analysed the results of these surveys and made some changes to our processes and service delivery. These were reported on in our Standards and Quality Report 2005-06. We also carried out evaluations of some of the interventions we were undertaking to improve outcomes for children and their families in West Lothian. In year 2 we have further developed this work.

Impact on Schools: A questionnaire was sent out to all Head Teachers in June 2007 using the Opinion Taker software package. Feedback was very positive. However, the return rate was lower than in our previous evaluation. Due to IT difficulties we were unable to send out reminders to individual Head Teachers who had still to complete the questionnaire. For these reasons we plan to repeat this exercise in April/May 2008. We will again use the Opinion Taker software, as our research and development team have now solved the earlier technical difficulties. This exercise will be reported on in our next Standards and Quality Report and comments and feedback will be used to inform our improvement agenda.

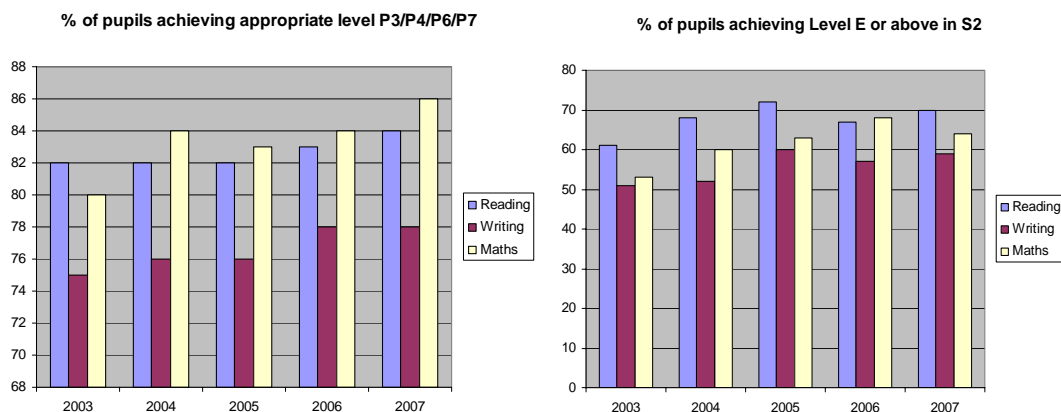
Impact on Children and Families: Based on our previous pilot, we have now improved our system for evaluating our impact on children and families. Since October 2007 a questionnaire has been sent to all parents and carers (at the same time as the psychologist's report is sent.) Questionnaires are returned to the Principal Psychologist and passed on to the appropriate line manager. The line manager and psychologist discuss the returns at support and supervision. Data from the questionnaire and a note of any actions taken are recorded by our research assistants on a data base. We are responding to any issues identified by the questionnaires as they arise. However, we also plan to analyse the results at the end of the academic year. This will enable us to note any trends, and identify action which requires to be taken forward to improve our service. We are also able to look at the data in terms of gender, ethnic origin and again this is important to ensure we are meeting our obligations in terms of equality. We will update on this further in our next Standards and Quality Report.

We reviewed the pilot questionnaire previously given to children and young people. For some children with significant needs it was necessary to involve school staff to help the pupil to give their views of our service and input. We feel that ensuring that we involve children and young people in the planning related to their education is important. Ensuring we seek and take their views into account in relation to the service they receive and how it could be improved in a meaningful and robust way is a complex undertaking. We consider it requires further careful thought and planning. In order to do this in a more comprehensive manner we have convened a working group as part of Year 3 of our Improvement Plan. This group will look at our current practise, liaise with parents, young people and our partner agencies and make recommendations based on their work. We therefore have no plans to send out further Questionnaires to children and young people at this stage. We will report on the progress of the working group in our next Standards and Quality Report.

7. Outcome measurements

Our team of psychologists work with schools, parents and our partner agencies to improve outcomes for children and young people in West Lothian. Our work involves consultation, individual assessment, intervention, and staff training. Often we do not work directly with the child and our input is as part of a multi-agency team. For this reason it is difficult to measure our specific contribution to positive outcomes for pupils. However, Psychological Service plays an important role in supporting school improve pupil attainment. We have therefore highlighted some West Lothian data on attainment and also some evaluations related to interventions which were instigated, co-ordinated and supported by our service.

West Lothian Attainment Statistics 2006-7



Nurture Groups

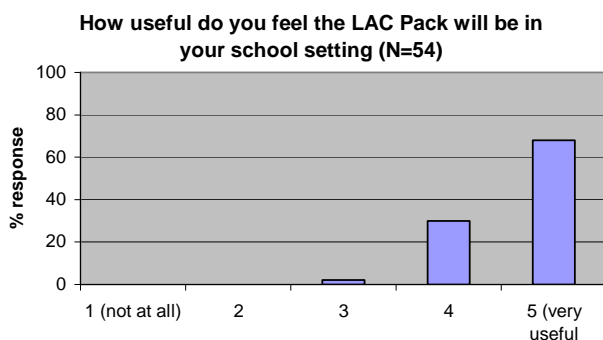
The Nurture Groups in West Lothian were set up as an intervention to improve outcomes for pupils who were assessed as 'at risk' of failing to meet their potential. It was felt that the groups would help children who, for a variety of reasons, would find learning within the ordinary school setting difficult. The children joined the Nurture Group for part of their school day.

Training, support with establishing the groups and ongoing advice/input is provided by Psychological Service. An evaluation of the outcome for the pupils involved was carried out.

In summary, the overall group of children who attended Nurture Groups showed:

- Significant improvements in average scores on the developmental strand of the Boxall profile.
- Significant improvements in average scores on the diagnostic profile of the Boxall profile.
- Significant improvements in average scores on all five sub-sections of the Boxall profile.
- Significant improvements in behaviours reflecting self-esteem as observed by their class teacher.
- Significant improvements for behaviours reflecting emotional and behavioural development observed by their class teacher.
- Significant improvements for behaviours reflecting emotional and behavioural development observed by their parents.
- Significant positive shift in parent categorisation of their child's behaviour.

LAC-Pack Training Evaluation: Training and resource materials produced for Looked After Children



As shown above the short term evaluation has highlighted that the majority of respondents found the LAC Pack a useful resource. All respondents felt the LAC Pack would influence their practice in schools with **all** children. It was felt to have raised staff awareness, informing them of the issues for this vulnerable group, providing insight and understanding and making staff more sensitive and responsive to individuals. School staff said that it supports their work and boosts confidence in their ability to manage behaviour appropriately, thus avoiding the need to exclude children and young people in care.

Follow up of respondents has shown that over a third will have cascaded the LAC Pack training by the end of academic session 2007/08. Focus groups were used to consult with teaching, social work and carers to take account of their views of the impact of the 'LAC Pack' Key areas identified were: communication between carers, Social Workers and schools would improve and that there would be greater understanding and faster, more appropriate reaction to care issues by school staff.

Next steps

Measures have been identified which will evaluate the long term impact of the LAC- Pack. The study is now being designed and will be completed by July 2009. An evaluation of external agencies who have purchased the LAC Pack from West Lothian is currently underway.

PATHS

PATHS is a curriculum programme designed to promote social skills and emotional literacy. It is also designed to reduce aggression and general behavioural challenges. It is a developmental curriculum which is designed to support children from Nursery to P6. This intervention was co-ordinated by Psychological Service, who provided training and ongoing support to the nurseries involved. Evaluation of outcomes was carried out and the findings were:

Table 1

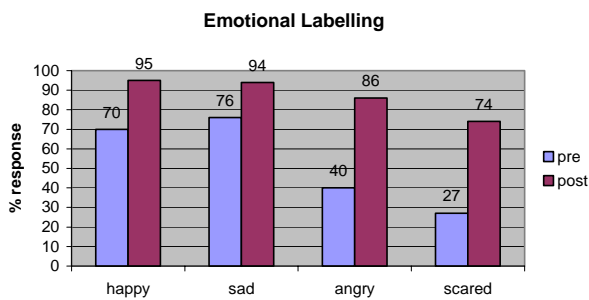


Table 2

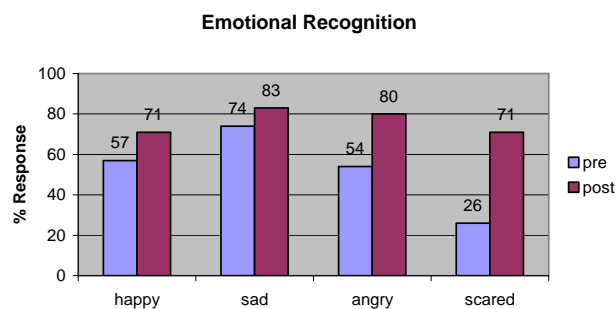


Table 1: % CORRECT RESPONSE RATE - LABELLING EMOTIONAL FACE CARDS (HAPPY/SAD/ANGRY/SCARED)

Table 2: % CORRECT RESPONSE RATE - IDENTIFICATION OF EMOTIONAL STATE IN OTHERS (HAPPY/SAD/ANGRY/SCARED)

Quotes from parents and staff

“I thought PATHS was a great idea, X especially liked being the PATHS kid and getting nice comments and compliments. I find he now interacts better in a group and can express his feelings more”. *Parent*

“the [homework] tasks were enjoyable and fun, it was great to spend time together doing the PATHS sheets” *Parent*

“we now have a good understanding of children’s feelings and it really helps if there is a conflict”. *Staff*

As a result of the fact that positive changes were identified during the pilot phase, the PATHS (Pre-School) programme is now on offer to all nurseries through the West Lothian CPD catalogue.

8. Capacity for Improvement/Future plans

In June 2007 the Her Majesty’s Inspectorate of Education (HMIe) inspected West Lothian Education Service and it was judged to be one of the best performing education authorities in Scotland. The Psychological Service provided evidence to the inspection process. Areas of work in which the Psychological Service were actively involved received positive comments in the inspector’s report, eg Cluster Resource Groups and the quality of multi-agency working, the Implementation of the Additional

Support for Learning Act, Nurture Groups, supporting Looked After Children. The report stated 'Educational psychologists contributed very positively to supporting staff, pupils and parents through a number of initiatives. This included high quality support for pupils with autistic spectrum disorder.' The Psychological Service also provided evidence as part of the successful Charter Mark assessment.

We will continue to use a research based approach to evaluate our service delivery. Evidence collected from our clients and from colleagues in other services will be used to inform service delivery and service improvements.

Key features of this will be data obtained in the coming year from:

- Parent and carers questionnaires and focus groups
- Partner agency Questionnaires and focus groups
- Self –evaluation based on HMle Toolkit
- Evaluation of specific projects and work undertaken
- Staff Questionnaires topics include, management of change, service structure, support for career development
- Review and revise staff handbook. Policies and Practice Guidelines, set up a system for an ongoing process of review
- Work with authority staff to review and develop strategies and approaches to improve literacy

We will work on targets contained in year three of our Improvement Plan:

- Review and develop our communication methods and strategies for work with children and young people to ensure that their views are taken into account
- Review staffing structure, numbers, recruitment and retention policies to take account of the changing profile of the profession and within the service
- Build the capacity within the service to enable significant CPD and training input to the authority

We will continue our focus on a number of key areas:

- Looked After Children
- 'More Choices more Chances' work to improve outcomes and reduce the number of young people who are not in employment education or training when they leave our schools
- Strategically and operationally support the authority vision for children who are within the Autistic Spectrum
- Support the development of the Centre of Excellence for pupils with ASD within Cedarbank School
- Continue to take a lead role in the development of provision for pupils who have significant speech and language disorder. Including co-ordinating the development of a Centre of Excellence in Murrayfield Primary school.
- Produce service and authority guidelines and training to support schools in the management Critical Incidents.

The Psychological Service questionnaire on Standards and Quality Report

This report was written to give you an overview of our work from Nov 06-Dec 07. We would be grateful if you would take a minute or two to give us your opinion on the following aspects of the report.

Please return the completed form to:

Psychological Services - S+Q Report
West Lothian Council
FREEPOST SCO416
Bathgate
EH48 0FE

Or e-mail

liz.gajjar@wled.org.uk

How easy is the information in the report to understand?

(Where 1 is very difficult and 5 is very easy)

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How useful and interesting was the information for you?

(Where 1 is of no interest and use and 5 is of great interest and use)

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Is there any additional information that you would like to see in future reports?

In future would you prefer a paper copy of this report or does publication on the internet/e-mailed electronic copy meet your needs?

Name: -----

Position: -----

Address: -----

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