



West Lothian
Council

Psychological Service

IMPROVEMENT PLAN

2009 – 2012

Principal Psychologist: Liz Gajjar

Gordon Ford
Director
Education &
Cultural Services



Scotland's 1st
Capital of Enterprise



INVESTOR IN PEOPLE

CONTENTS

Introduction	Page 1
The Curriculum for Excellence	Page 1
Improvement Planning	Page 2
Statement of Psychological Service Aims	Page 2
Monitoring and Evaluation of Improvement Plan	Page 2
Plan overview	Page 3-7

Introduction

The West Lothian Psychological Service shares the mission statement and values of West Lothian Council.

'Striving for Excellence working with and for our Communities'

Values:

- Focusing on our customer's needs
- Being open, honest and accountable
- Providing equality of opportunity
- Developing employees
- Making best use of resources
- Working in Partnership

The Standards in Scotland's Schools etc Act requires us to prepare an Improvement Plan that takes account of local and national priorities.

Our Improvement Plan sets out the agreed aims that are at the heart of all our working practices. The Plan identifies the projects, to be completed over the next three years, through which the Psychological Service intends to move forward.

In order to prepare this Plan we have taken into account key priorities and targets e.g. the West Lothian Single Outcome Agreement, Children's Services Plan and Local Improvement Plan. We have taken the views of our Stakeholders into account, and negotiated input and partnership working via a number of strategic plans which reference the Psychological Service in their targets and objectives. These 'links' have been identified within our Plan. Finally, we have used our service self-evaluation to guide the content of the Improvement Plan.

The Curriculum for Excellence

The Curriculum for Excellence specifies the aims of the education process for Scotland's children. These can be summarised as ensuring that all children and young people are enabled to become:

- *successful learners*
- *confident individuals*
- *responsible citizens*
- *effective contributors*

West Lothian Council Education Service has fully embraced the Curriculum for Excellence within its educational establishments. The Psychological Service is also committed to supporting the aims outlined above and this is reflected in the current Improvement Plan.

Improvement Planning

Improvement planning is firmly established and embedded within the Psychological Service and encompasses sound approaches for planning, target setting, implementing, reviewing and reporting on progress. The improvement plan will be the means by which we will carry forward agreed National Priorities and West Lothian Council's Local Improvement Objectives and related targets.

The Psychological Service Vision

This service is committed to improving the educational achievements and mental health and wellbeing of West Lothian's children and young people. It will be delivered through well-researched practice, supported by high-quality professional development, and the application of a psychological approach.

Statement of Psychological Service Aims

We aim:

- To work in partnership with families, schools and other agencies, towards developing the four capacities of a 'Curriculum for Excellence'.
- To deliver services consistently, and with high quality, across the core functions of: consultation, assessment, intervention, training and research.
- To apply psychological tools and skills when working with our clients, within a problem solving context.
- To ensure that the Service's structure, systems and practices are fit for purpose to meet the requirements of all stakeholders.
- To build on staff effectiveness, through a continuing programme of professional development.
- To create a positive climate for growth and development at individual, group and Service levels.

Monitoring and Evaluation of Improvement Plan

Targets and objectives in the plan are set out in Project Outlines which are monitored and reported on to the service management and to staff. A Standard and Quality Report is produced which is circulated to stakeholders and placed on the Psychological Service page of the West Lothian web site.

<p>2. 'More Choices, More Chances' Strategy: Provide input to the MCMC Strategy which aims to increase the percentage of school leavers going into employment, education and training in line with Outcome Agreement Targets and the Post School Psychological Service Action Plan.</p> <p>We will:</p> <p>2.1 Provide support to the West Lothian MCMC strategy group via attendance and input to the appropriate strategic and operational planning groups</p> <p>2.2 Evaluate MCMC pilot projects developed in Deans CHS and Whitburn Academy to clarify the effectiveness of the Key Workers in reducing the numbers of pupils leaving with negative destinations</p> <p>2.3 Develop a user friendly assessment tool for use with pupils who have social/communication difficulties to improve their life skills and prospects post school</p> <p>2.4 Establish links with colleges to explore their needs and establish protocols for PSPS working</p> <p>2.5 Provide strategic and operational input to the transition process for young people leaving school</p> <p>2.6 Provide information to psychologists in the team to keep them informed about developments in the authority and to discuss their potential contributions to this aspect of our work.</p>	<p>Year 1-3</p> <p>Year 1</p> <p>Year 1-2</p> <p>Year 1</p> <p>Year 1-3</p> <p>Year 1-3</p>	<p>L McN & MCMC Team</p>	<p>6.3 & 8.1</p> <p>2.1 & 5.5</p> <p>5.2 & 3</p> <p>8.1</p> <p>2.1</p> <p>5.7 & 7.2</p>	<p>W.L. Single Outcome Agreement Target 4D</p> <p>WL PSPS Action Plan</p> <p>More Choices More Chances Strategic Plan</p> <p>WL Children's Services Plan (Linked National Outcome 4)</p> <p>West Lothian CHCP Mental Health and Wellbeing Plan 2007-10</p>
<p>3. Raising Attainment</p> <p>We will:</p> <p>3.1 Literacy</p> <ul style="list-style-type: none"> Undertake a comprehensive review of current evidence-based practice in relation to developing literacy, and understanding and tackling literacy failure. Work with Education Officer Team, to audit current approaches to literacy improvement within West Lothian's schools, in order to identify areas of good practice for dissemination, and development needs for training. 	<p>Year 1-2</p>	<p>ACH & Working Group</p>	<p>5.3</p>	<p>W.L. Single Outcome Agreement Target 3C</p>

<ul style="list-style-type: none"> • Make recommendations to the SMT re our service delivery in relation to improving literacy in West Lothian schools. <p>3.2 Work with our Education Officer colleagues to develop our input into the school review process. Take part in school reviews</p> <p>3.3 Review our processes for measuring impact of case work and consultation</p> <p>3.4 Review processes for evaluating our service to children and young people and establish methods for ensuring the views of children and young people are taken into account in the development of the services we provide</p>	<p>Year 2</p> <p>Year 1-3</p> <p>Year 1</p> <p>Year 1-3</p>	<p>ACH & Team</p> <p>Service Management Team</p> <p>Working Group</p>	<p>5.3 & 5.4</p> <p>1.1 2.1 & 5.4</p> <p>1.1 & 2.1 & 2 & 5.1</p> <p>2.1 & 5.7</p>	<p>W.L. Children's Services Plan (linked National Outcome 3 & 5)</p>
<p>4 Improving Health and Emotional Wellbeing</p> <p>We will:</p> <p>4.2 Undertake joint work and develop training opportunities with our colleagues in clinical psychology in the areas of PTSD, self-harming and suicide prevention, and CBT</p> <p>4.3 Help to develop the authority approach to Improving Health and Emotional Wellbeing via the strategic working groups</p> <p>4.4 Evaluate the 'Champions in School' Pilot which aims to introduce and foster "winning habits" through the real-life example of elite athletes. Topics such as motivation, goal-setting, healthy eating and resilience will be covered as part of the intervention.</p>	<p>Year 2</p> <p>Year 1-3</p> <p>Year 1</p>	<p>Working Group</p> <p>PEP & Depute</p> <p>R & D Team</p>	<p>5.3 5.4 & 8.1</p> <p>8.1</p> <p>5.3 & 5.5</p>	<p>W.L. Single Outcome Agreement target 7G</p> <p>W.L. CHCP Mental Health and Wellbeing Plan 2007-10</p>
<p>5 Research & Development</p> <p>We will:</p> <p>5.1. Support and inform research and development within Psychological Services and the Authority</p> <p>5.2. Develop shared understanding and consistent practice in the area of research and development within the Psychological Service</p> <p>5.3. Disseminate research and development work within and across the Authority</p>	<p>Year 1-3</p> <p>Year 1</p> <p>Year 1-3</p>	<p>LB (R & D Team)</p>	<p>1.2</p> <p>5.4 & 5.5</p>	<p>W.L. Single Outcome Agreement target 3C</p>

<p>5.4. Develop and deliver CPD training and resources relating to Action Enquiry and Ethics/Consent</p> <p>5.5. Support the Authority to evaluate the Corporate Parenting Policy</p> <p>5.6. Support the Authority Life Stage Outcome Model (Early Years & School Age Children) by providing research/survey input and work with Partner agencies to deliver evidence based interventions</p>	<p>Year 2</p> <p>Year 2</p> <p>Year 1-3</p>			<p>WL Single Outcome Agreement Target 8J WL Children's Services Plan</p>
<p>6. CPD</p> <ul style="list-style-type: none"> We currently provide training for school staff and a range of other professionals. We will continue to develop our training input ensuring it meets identified needs, is an effective use of resources (avoiding duplication), and the quality of training is appropriately evaluated. To support us in this we will develop the range and appropriateness of professional development and training for individual team members to meet the needs of the service as a whole – including further developing staff skills, knowledge and expertise in planning and delivering effective professional development and training to stakeholders. <p>We will:</p> <p>6.1 Develop a professional development and training strategy.</p> <p>6.2 Carry out systematic analysis of stakeholder views, best practice and service impact to inform and review practice.</p> <p>6.3 Carry out systematic analysis and provide an annual report on whole service CPD needs, training undertaken and impact on service delivery.</p>	<p>Year 1-2</p> <p>Year 1-2</p> <p>Year 2 -3</p>	<p>Senior (CPD) & Working Groups</p>	<p>2.1 & 2.2</p> <p>5.4</p>	<p>W.L Single Outcome Agreement target 3C</p>
<p>7. Early Intervention</p> <p>We will:</p> <p>7.1 Linked to the WL Life Stage Outcome Model which encourages partnership working to need the needs identified within our communities. We will work with stakeholders to develop innovative early intervention work with children and families – build capacity to enable this work to be undertaken.</p>	<p>Year 3</p>	<p>Working Group</p>	<p>1.1 & 2.1 2.2 & 5.3</p>	<p>W.L. Single Outcome Agreement target 3C</p>

7.2 Work with our colleagues in Speech and Language therapy to develop approaches and training to support language development in the early years.	Year 1-2	Team members	5.4 & 8.1	Life Stage Model – Pilot documentation and feedback
7.3 Work with our partner agencies in the children’s services Management Group and chair the Primary-Sub Group to contribute to strategic planning for Children and Young people	Year 1-3	PEP	4.1 & 6.2	
8. Self-Evaluation and Quality Assurance				
We will: 8.1 Co-ordinate the service ‘continuous improvement’ strategy	Year 1- 3	Service Management Team	7.3 & 9.4	
8.2 Improve complaints and ‘positive comment’ procedure	Year 1			
9. Support of Staff				
We will: 9.1 Develop a proactive approach to the recruitment of new staff through methods such as implementation of an open day programme	Year 1	JMcN & Service Management Team	7.1	
9.2 Support the professional development of each member of the team through a whole-team approach to training in “coaching” for use in Support and Supervision and beyond.	Year 1 -2		7.3	
9.3 Establish a benchmark for work related stress using an established toolkit and address systemic issues as required.	Year 1 -2		7.2	
9.4 Enhance the service approach to positive celebration and recognition of achievement through improved whole team communication.	Year 2 -3		7.1	