

Educational Psychology Service information for schools 2018-2019

Section One: Educational Psychology Service Update

The Educational Psychology Service (EPS) is continuing to consider ways of working that enable more effective and efficient delivery of services, in order to make the greatest impact upon children and young people in West Lothian.

This year, we will continue with the needs-led approach that was introduced last year. For those who may be new in post as link person with the Educational Psychologist, this will be discussed with you at the start of the new session.

We will continue to deliver aspects of our Career Long Professional Learning (CLPL) opportunities centrally, so that schools can opt into programmes which meet their needs based on their School Improvement Plan. Details of these programmes are outlined below.

Pilot Project

The main change this year is the introduction of a pilot of a new way of working with the schools in Hub 1. This is in response to the council's transforming Your Council process where we require to consider the targeting of our resources as part of plans to make efficiencies within the service over the next 2 years.

We will be working closely with our colleagues in Hub 1 Schools over the next year to trial new ways of working that will maximise the input of the service to support pupils with additional support needs. We also aim to continue to provide development work through our centrally delivered training courses outline below. These are open to all schools.

Section Two: CLPL programmes for staff

The following opportunities will be available in the coming session:

1. Pupil Support Worker (PSW) Conference

Our service is excited to announce that we will be hosting two PSW Conferences over the 2018/2019 School Session. Our first conference is open to **PSWs employed within any Primary School and/or Nursery** and will be held on the **22nd October 2018 at Howden Park Centre, 8:45am-4:15pm.**

The second conference is open to **PSWs employed within any Secondary School** and will be held on the **19th February 2018, Venue TBC, 8:45am-4:15pm.**

The theme of both conferences will focus on promoting inclusion in the classroom through a series of workshops and a keynote speaker. Attendees have the opportunity to attend three seminars on a variety of topics including: *Trauma Informed Practice, Self-Harm; Supporting Pupils with Literacy Difficulties/ Dyslexia; Managing Anxiety; Promoting Understanding Using Social Stories; Supporting Sensory Difficulties; Self-Regulation; and Autism Spectrum Disorder.* Interested PSWs should complete the CPD booking form along with a countersignature from their respective school CPD approver who can then forward requests to the CPD team at cpd@westlothian.gov.uk.

Key contact for Pupil Support Worker Conference: william.ogg@westlothian.gov.uk

2. Nurture

Nurture Training: Wednesday 19th September and Tuesday 25th September

We are delighted to be able to offer schools training and development opportunities for those wishing to focus on Nurture. Please pay particular attention to the training synopsis to ensure staff are signing up for the most appropriate training.

<p>Nurture Group training</p> <ul style="list-style-type: none"> Designed for teachers and support staff (e.g. PSW), new to nurture, who intend to run a targeted nurture group within their education setting. Schools can send up to 3 attendees. Staff should all attend both days. The evidence base supports a nurture teacher and one member of support staff to be responsible for running a nurture group. This is not intended for staff who have already accessed nurture group training in the last 3 years with the Educational Psychology Service in West Lothian. <p>Day one: Wednesday 19th September 2018 Attachment theory, trauma and brain development, positive relationships.</p> <p>Day two: Tuesday 25th September 2018 AM: Nurture theory background and introduction to nurture groups, nurture principles, evidence base and application of nurture PM: Referral to nurture group, assessment, target setting, planning curriculum and tracking progress, development planning</p>	<p>Whole School Nurture Training</p> <ul style="list-style-type: none"> Designed for school management staff (HT/DHT) who intend to implement whole school nurture this session. A member of the school's management team (preferably HT/DHT) should attend both days. Wherever possible please send the same person to both days. <i>If you have previously attended Nurture Group training you do not need to attend between 9-11.30 on the 25th September.</i> Please complete the Whole School Readiness Checklist (emailed to all head teachers) and return to ed.psych@westlothian.gov.uk by Friday 31st August. On receipt of the Whole School Readiness Checklist we will arrange a telephone pre-training consultation during early September. Attendees will be expected to complete relevant professional reading material (further information will be provided). Following the training days, attendees will arrange an Implementation Group meeting in their schools where an Educational Psychologist will offer consultation on implementation. <p>Day one: Wednesday 19th September 2018 Attachment theory, trauma and brain development, positive relationships.</p> <p>Day two: Tuesday 25th September 2018 AM: Nurture theory background and introduction to nurture groups, nurture principles, evidence base and application of nurture PM: Defining Whole School Nurture approach, implementing whole school programmes (implementation science), Implementation Framework, Education Scotland resources, quality indicators, self evaluation, applying nurture principles to whole school setting, Audit & Planning Tool</p>
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Both of these training courses can be booked by contacting ed.psych@westlothian.gov.uk.

Further development opportunities on specific topics will be offered during 2018/19 at Nurture Networks.

Schools which have engaged in either nurture group training or whole school nurture during previous sessions are also invited to attend Nurture Networks. Dates and topics will be sent out in the near future. In addition, we are hoping to provide additional training sessions on relevant topics (e.g. trauma), and/or to signpost you to relevant sessions provided by others. Further information will be provided during the year.

As before, all schools involved in both Whole School Nurture and Nurture Groups will have access to support/consultation from the Nurture Development Officer and wider EP team and to the nurture GLOW Outlook group.

Key contact for Nurture: jenny.gray@westlothian.gov.uk

3. Looked After Children training programme

LAC Training for Trainers will be offered to two members of staff from each school during the 2018-2019 school year. This will prepare members of staff attending the training (the LAC DMS for the school and one other member of staff) to deliver awareness-raising training about looked after children and corporate parenting to their own staff teams. The LAC Training for Trainers will take place on Friday mornings for a full 3 hour session. Each school will only need to attend one session to obtain the full input and materials. Training dates have been set for the mornings of **28th September, 26th October, and 23rd November**. Further dates will be scheduled for 2019.

Two training sessions to raise awareness about looked after pupils and corporate parenting responsibilities will also be delivered as part of the training programme for Probationer Teachers.

Key contact for Looked After Children: lynn.adams@westlothian.gov.uk

4. Health & Wellbeing

Give Us A Break (Loss and Bereavement groupwork programme)

Give us a break! is an 8 week group programme for children and young people who are struggling to cope with changes in their lives, for example bereavement, separation, family breakdown, illness, and other forms of loss. The *Give us a Break* programme uses a Solution Focused approach to help young people make sense of their experiences in a supportive environment along with peers who have gone through similar changes. The main focus of the programme is to encourage each pupil to recognise their strengths, learn new coping skills and help them understand that they have the capacity to get through difficulty times no matter what the situation. Each group is structured according to a lesson plan is led by two empathic facilitators. This course provides the pre-requisite training to become a *Give Us A Break* facilitators so that you can co-facilitate groups in your context.

Each Give Us A Break groups requires two facilitators to co-deliver the weekly sessions so we ask that **two** people from each school / service attend the training. Nominated staff should attend both training dates in succession. We currently have training dates in 2018 and 2019.

2018

- Part One: Introduction to Solution Focused Approaches,
Monday 29th October 2018, 13:00-15:00pm Civic Centre Rm CR2
- Part Two: Initial Facilitator Training
Thursday 1st November 2018, 9:00am – 16.30pm Civic Centre CR1

2019

- Part One: Introduction to Solution Focused Approaches,
Monday 21st January 2019, 13:00-15:00pm, Civic Centre Rm CR2
- Part Two: Initial Facilitator Training,

Thursday 24th January 2019, 9:00am – 16:30pm, Civic Centre CR1

2019

- Part One: Introduction to Solution Focused Approaches
Monday 4th March 2019, 13:00-15:00pm CR3 Civic Centre
- Part Two: Initial Facilitator Training
Thursday 7th March, 9:00-16:30pm, CR2 Civic Centre

Cost of training: £60 (this includes a GUAB pack and strength cards); if you do not require the pack then there is no cost for training.

Key contact for *Give us a break!*: gai.mckelvie@westlothian.gov.uk

b. Self Harm

The EPS is working jointly with partners from the CYPTeam and CAMHS to deliver the Health Improvement Team self-harm training course this year. The purpose of this course is to raise awareness and support individuals who are working with young people who may be self-harming.

The aims & content of this course include:

- What is self-harm and why do people self-harm
- Adolescent Brain development and links to self-harm
- Exploration and debate around self-harm myths
- What can be done to support someone who self-harms
- Introduction to West Lothian's self-harm guidance document

The training session promotes opportunities to share good practice with colleagues through a variety of activities including discussions and debates.

Courses will be running for education staff on:

**Thursday 15th November 2018, 9:30 – 13:30pm, Deans Community High School, Purple Room,
Eastwood Park, Livingston EH54 8PS**

**Thursday 21st March 2019, 9:30 – 13:30pm, Deans Community High School, Purple Room,
Eastwood Park, Livingston EH54 8PS**

This course can be accessed through the CLPL area in GLOW and by e-mailing cpd@westlothian.gov.uk

Key contact for self-harm training: gai.mckelvie@westlothian.gov.uk

c) Anxiety Management

10 week anxiety management programme. The programme uses approaches such as Solution Focused and Cognitive Behaviour Therapy techniques to support young people to develop an awareness of their anxieties in a supportive environment along with peers who share similar experiences. The main focus of the programme is to encourage each pupil to recognise their anxieties, ways of managing these, identifying individual strengths, learn new coping skills and take control of their thoughts, feelings and behaviours.

The programme is offered to all secondary schools and will be facilitated by the school link Educational Psychologist (EP) and another EP. This is a group intervention with a maximum of 6 pupils at any one time. Please see the suggested guidelines for referral below:

Criteria Guidelines

- Groups can be S1 – S6 and can be mixed gender/age
- Young people experiencing all types of anxiety can be put forward
- Young people should not have a diagnosis of ASD or presenting with significant social communication difficulties
- Young people already referred to CAMHS or awaiting referral should not be considered
- The learning needs of all the young people in the group should be considered so appropriate differentiation of materials made
- The group is voluntary for young people
- Non-attendance related to anxiety should not be a barrier to participation in the group
- Non-attendance related to anxiety should not be a barrier to participation in the group. However, if a high number of early consecutive sessions are missed a decision will be made about continued engagement in that current group
- Parental consent should be sought for pupils under the age of 16
- The exam timetable should be considered when referring individual pupils during each term

Key contact for Anxiety Management Programme: Individual school link EP

5. Parent Support

The EPS contributes to the multi-agency delivery of the following staff and parent development programmes:

Getting Through the Day with ASD: This is an 8-10 week information and support group for parents who have a child with a diagnosis of autism/ASD/Asperger's. The group runs twice per year, once with a primary school aged focus and the other for parents of secondary aged children. Referrals can be made through Signpost, who run the programme.

Key contacts: Amanda or Elizabeth on 01506 431123

6. Early Years

There is a wide range of training available within the early years. For each of the following topics, if interested, please contact our Early Years Lead EP to note interest:

lily.mcghee@westlothian.gov.uk.

Triple P

Triple P is a Positive Parenting programme that promotes positive, caring relationships between parents and children. It helps parents to develop effective management strategies for dealing with a variety of childhood behaviour problems and common developmental issues. The programme is typically an 8-session training in small groups delivered in a variety of community settings. Triple P groups have been extended to include staff working in early years. The groups run throughout the year.

Solihull approach

West Lothian Educational Psychology Service has recently become involved with delivering the Solihull approach for early years practitioners. Solihull training is underpinned by the principles of attachment theory and draws upon social learning theory delivered by 2 trained professionals. It is designed for practitioners working with babies, young children, young people and families. All practitioners are given a 2-

day foundation training to introduce them to the Solihull approach and how it can be used in their daily work on a one-to-one basis.

Baby Brain Development

Although babies are born with an innate ability to learn and communicate, their development is dependent on the quality of experiences provided by the parents/carers. We have been delivering 'Baby Brain Development' for practitioners and parents/carers for a number of years. The purpose of training is to introduce parents/carers and early years practitioners to current research on baby brain development within the first three years of life and to suggest practical strategies for things parents/carers can do to promote early brain development.

Schematic play

Schematic play is a training designed for early years practitioners (originally developed as part of the Building the Ambition/early years conference). It introduces practitioners to schematic play theory and looks at how an understanding of schemas can help us to make sense of and extend children's development and learning. It looks at implications for observations, assessment and planning and the practical application of the theory in early years settings.

Promoting early cognitive functions through mediated learning

Early cognitive functions (e.g. focussed perception, searching systematically and attending to relevant cues) are essential for accessing learning at the earliest level. This training provides an introduction to early cognitive functions and the role of the adult in supporting and extending these through mediated learning. The training introduces practitioners to a variety of mediation approaches and strategies and looks at how these might be used in assessment and planning for next steps in learning.

7. Research

Practitioner Enquiry CLPL

About Practitioner Enquiry

"Practitioner Enquiry is research by practitioners into an aspect of their own practice or education setting, which can be used to help develop their own and others' practice." Reflecting on problems, trialling new approaches and sharing experiences with colleagues. Understanding how to do this in a systematic way is crucial for being able to accurately measure and demonstrate impact, not just for personal professional development but for meeting national requirements such as HIGIOS 4, Closing the Attainment Gap or PEF.

The EPS research team will be offering training and support in practitioner enquiry throughout the year through a mixture of input, workshops and opportunities for professional dialogue. Staff will choose their own enquiry to work on so that it directly benefits their own practice and development, and will be supported throughout the process. There will be a one off training day (or two half days) followed by a network session on reporting and a celebration event to share ideas and best practice.

Input Plan (*This plan is flexible depending on interest and school's needs).

Session 1: Practitioner Enquiry Training – Date TBC

During this session we will cover everything staff need to know about how to get started with practitioner enquiry. The format of the training will be very interactive so that staff can begin to think about their own enquiries, start planning how to take them forward and explore their ideas collaboratively. Staff will leave with a secure understanding of what practitioner enquiry is, why it is important and how to engage successfully with it. We will also cover how to select

appropriate measures and construct an enquiry plan. It offers a chance for staff to share their ideas and finalise a plan in a supportive environment with colleagues and the EPS research team.

Session 2: Making sense of your results and reporting your enquiry (Fri 25th January 2019, 1.30-3.30 pm)

This workshop will explain in more detail how to make sense of the evaluation data and find out the impact the change or intervention has had. In preparation for the celebration event we will also provide examples of how to report the enquiry. There will also be the opportunity for professional dialogue.

Session 3: Celebration Event (Fri 10th May 2019, 1.30-3pm)

Our final session will allow for everyone to share their enquiries with the group. This has been really successful and enjoyable in the past, with practitioners valuing the opportunity to present their work and share ideas, results and next steps.

Please register notes of interest in this training by e-mailing [**ed.psych@westlothian.gov.uk**](mailto:ed.psych@westlothian.gov.uk) **by Friday 31st August**. Full details of dates/times to follow in due course.

Research Enquiries

In addition to the Practitioner Enquiry CLPL outlined above, we can continue to support schools with research and evaluation. Support for school staff carrying out practitioner enquiry – linked to the Pupil Equity Fund, raising attainment, health & wellbeing etc – can be provided by the link EP and/or Research Assistant.

Key contact for Research: Tracey.Ross@westlothian.gov.uk

August 2018