



The vision of the Educational Psychology Service is to improve the wellbeing and educational outcomes of all children and young people in West Lothian through the application of psychology. We aim to achieve this by:

- placing the needs of children and young people at the centre of everything we do
- identifying and addressing barriers to learning
- working collaboratively with our partners
- building capacity at individual and systemic levels
- operating within a context of continuous improvement

Our Service Improvement Priorities (2022-23)

1

Improve the mental health and wellbeing of children and young people through targeted interventions

We will:

- Continue to develop the model for delivery of anxiety management groupwork in Secondary Schools
- Continue to pilot the use of EMDR as a therapeutic intervention to support young people affected by trauma
- Develop CLPL activity around Emotion Based School Avoidance to support Local Authority Attendance developments

2

Building capacity around transition and inclusive practice

We will:

- Continue to develop the Early Years Pathway in collaboration with the Central ASN Team.
- Care Experienced Children and Young People Equity Funding Project development
- Develop the use of SCERTS to support inclusive practice within the service and across agencies

3

Whole Team Development Work

We will:

- Develop new models of service delivery through the Service Level Agreement process
- Contribute to the new Authority Transition Process for P7 pupils
- Use the NES Trauma Training / UNCRC self-evaluation materials to enhance practice in these areas within the team as our self-evaluation theme for this session.
- Engage with refreshed GIRFEC procedures and planning in line with local and national developments
- Support the Central Education Officer Team with specific input for CECYP within the VSE Process

Success will be when:

An authority wide approach to SCERTS is clarified and the EPS contribution confirmed.	Support for anxiety management is delivered in line with need and with partners where appropriate	EMDR pilot information is used to inform strategic development of the approach	Authority School Attendance work is enhanced through CLPL and evaluation support from the EPS.	The Early Years pathway is improved to support multi-agency transition planning more robustly	Outcomes for CECYP in mainstream schools are supported through wider involvement in planning and quality assurance processes.
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Milestones 2022-2023

Self-evaluation priority for the Service agreed using UNCRC/NES

Authority P7 assessment Process amended and supported

Authority Attendance focus supported through CLPL

2023-2024

Cycle of self-evaluation established for the service

Therapeutic interventions incorporated into service delivery model

Strengthening of partnership approaches to supporting mental health and inclusion

2024-2025

Ongoing development of joint working to support mental health and inclusion