



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 (2024-25)

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### Develop supports and build capacity in mental health practice and approaches

#### We will:

- Develop a coaching programme to build capacity in partner agencies to delivery anxiety groupwork in secondary schools
- Support the delivery of Trauma-Informed Practice learning across all schools
- Support roll out and development of Give us a Break (loss and bereavement) programme
- Explore collaboration opportunities with Interrupted Learner Service to develop approaches to emotion-based school avoidance
- Consider pupil voice development work

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### Develop Assessment and planning in the Early Years

#### We will:

- Continue to collaborate with the Central ASN team in relation to learners with significant Additional Support Needs entering nursery
- Further develop EPS role within new CAST process for the Early Years in collaboration with the Central ASN Team. Pilot consultation process changes.
- Develop new assessment and professional learning approaches in Early Years to support transition, inclusion and progression planning
- Enhance professional learning offers for both school staff and the EP Service using a structured needs analysis approach

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### Care Experienced Children and Young People

#### We will:

- Develop strategic involvement in planning and supports for Care Experienced Children and Young People
- Develop DMS training and supports
- Enhance practice in supporting children and young people educated outwith West Lothian

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### Whole Team Development Work

#### We will:

- Use the National Performance Framework for EPSs to enhance self-evaluation practice
- Support the Inclusion Support Plan process as part of Central Education Support Services
- Explore implications of national working group on Anti-Racism on service delivery

### Success will be when:

Model of anxiety support is established and others supported to deliver	Trauma-Informed practice roll out supported across all clusters	Early Years planning processes and CLPL embedded and functioning effectively	EP Consultation revised and refined in line with national performance framework	Ways of gathering pupil voice in relation to EP service delivery explored	Outcomes for CECYP are supported through wider involvement in planning and quality assurance processes.
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### Milestones 2024-2025

Self-evaluation cycle strengthened using new national approach

EY Transition process supported effectively through EP assessment

Robust model of mental health support established

DMS Training and support established for CECYP

### 2025-2026

Self-evaluation cycle established using national approach. National engagement through ASPEP

Pupil Voice embedded within Service design and delivery

Engagement with new Doctorate Level training courses

### 2026-2027

Ongoing refinement of EP Service Delivery within wider Education Service context