

Introduction

This Newsletter reports on the work of the Educational Psychology Service (EPS) during the academic session 2017-2018.

Our Improvement Plan over this period has continued to be focused on key national and local authority priorities. We have changed our planning cycle to mirror that of the School Improvement Planning process to better reflect how the work of the service maps on to the key priorities for schools. This newsletter is reporting on our main project areas for this academic session.

This year, our main project areas have included Nurture, Early Years, Corporate Parenting, Learning & Teaching Through Evidence Based Practice and Mental Health.

We also comment in this newsletter on our self-improvement tasks and finish by outlining our priorities for moving forwards into next session.

We continue to ensure that our work is driven by our key contributions to building capacity in others, early intervention and working with partners to achieve significant impact on the attainment and life chances for children and young people within our schools.

The EPS has contributed significantly to the social and educational outcomes for a wide range of children and young people within the authority this session through training and development work across our project areas. We are set to continue to provide this support going forwards and this report outlines our specific plans for how we will take this forward into next session.

Service Statistics at a glance

- We worked collaboratively with families, schools and multi-agency partners to support 33 pupils through P7-S1 transition planning and a further 113 through the Early Years transition process.
- 80% of schools who responded to our questionnaire agreed that the overall quality of customer service delivered by the EPS is either good or excellent
- 76% of parents who responded to our email survey rated the overall involvement of the EPS as good or excellent
- We provided training for 579 people during the past academic session. 82% of the people who completed feedback forms rated our training as good or excellent

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We hope you enjoy reading about the work of the EPS over the past academic session. If you have any questions about our work, please contact us directly on ed.psych@westlothian.gov.uk. Or visit our website at <http://www.westlothian.gov.uk/EducationPsychologyService>.

You can also follow us on Twitter



Project 1: Nurture



Nurture is an intervention used to support children who may be finding it difficult to cope in the classroom or wider school community. By giving focused and targeted support in a safe, secure and consistently structured home like environment children are supported to gain confidence, improve emotional literacy, social skills, resilience, self-esteem and communication to help them learn.

Background

During 2017/18, the Authority has continued to prioritise nurture work through targeted funding. The EPS has continued to support this priority through the development and delivery of staff training and support to develop nurture groups and Whole School Nurture, raising awareness of nurturing approaches and assisting schools to measure impact.

What have we done?

Training and Support

Nurture Groups: This year, we delivered Nurture Group training to staff from 16 schools. A range of staff attended including teachers, pupil support workers and nursery nurses.

Whole School Nurture: We also continued to develop our training and support for those schools interested in Whole School Nurture. As a result, 13 schools engaged with this training across primary, secondary and specialist provision schools. Schools engaging with whole school nurture identified a nurture champion to lead development in the school and were supported by their SMT. Training sessions were open to schools new to whole school nurture and those who engaged with this development in session 2016/17.

Additional follow-up support: Further staff development for new and existing nurture staff was arranged through various opportunities including coaching and consultation from the Nurture Development Officer and school link educational psychologists, good practice visits, regular Nurture Network sessions, access to the Nurture Outlook group and resources available on GLOW.

Nurture Network sessions were planned in relation to staff training evaluation feedback. These sessions included support with Boxall Profile Planning, trauma awareness raising, development needs and general support/advice.

Nurture awareness raising sessions were also delivered to a number of schools, for all school staff, by educational psychologists and/or the nurture development officer. A similar session was delivered to pupil support workers at their Conference in September 2017.

A Nurture Celebration Event was held in May to celebrate the hard work and achievement of staff involved in nurture across the authority. This included workshops on Box Clever, social stories, awareness of Adverse Childhood Experiences, Families Connect and Relax Kids.

How do we know?

The Nurture Group and Whole School Nurture training courses were evaluated carefully to ensure that they met the learning needs of the participants. The feedback regarding quality and usefulness of the training was extremely positive with 100% of attendees at the Nurture Group training feeling that their learning needs had been met.

Feedback from the Whole School Nurture training was also evaluated carefully both at the point of delivery and throughout the year in terms of measuring impact. Again, feedback about the training was extremely positive. A number of barriers to full implementation of the approach were identified as we reflected on implementation across the academic year. Examples included, ensuring that time is set aside within the School Improvement Planning cycle to support the implementation process fully and ensuring Senior management commitment to the approach.

We will incorporate this learning into the plans for next year as well as introducing new elements to the training based on requests and feedback received. This will include for example input on the impact of trauma on behaviour and learning.

What will we do next?

- Continue to offer training for staff to run targeted nurture support (Nurture Group training).
- Continue to deliver Whole School Nurture training for Senior Management staff in schools where this is part of School Improvement Plan.
- Continue to support nurture group staff through opportunities of network sessions, opt in training modules, individual support from Nurture Development Officer and resources/communication through Outlook email group.
- Support schools through follow up visits from EPs, opt in training modules, Nurture Network sessions, resources/communication through Outlook email group.
- Incorporate trauma-informed practice into the Nurture training model.
- Continue to link with relevant local authority groups as appropriate.

Project 2: Early Years

Background

Our work in Early Years (0-5 years) and Early Intervention have continued to be key elements of service delivery this year. This has involved us continuing to work directly with very young children, and their parents and carers. Our collaborative and development work with partner agencies such as Health, Social Policy and the Voluntary sector has also continued to develop. This aspect of our work extends both to joint assessment of the additional support needs of young children, and to the delivery of training which enables others to better support the development and wellbeing of young children. Early Intervention is at the heart of our approach, as this has been evidenced to be the most effective means of improving the longer-term development of children. Over the past year, we have extended previous inputs such as Solihull and Triple P, while adding in new developments including Schematic Play, Mediated Learning, and involvement with the Scottish Government led 'Language meets Literacy Quality Improvement Collaborative'.

What have we done?

Our specific focus over the past year has been on the following areas:

- 'Building The Ambition' (BTA) Early Years staff training and advice on 'Supporting the development and well-being of young children with complex additional needs'. This covered every member of early years staff across the whole of West Lothian
- Solihull Approach training to groups of staff from a cross-section of schools and nurseries to develop supportive and effective communication with parents/carers.
- Group Triple P (Positive Parenting Project) sessions for parents, and advice for staff groups on the principles of Triple P. We also advised officers from the 'Care Commission' on Triple P approaches to behaviour management, as a specific request.
- Dynamic Assessment and Mediated Learning (Early Years) training for staff in Beatlie School.
- Involvement in the National 'Language meets Literacy Quality Improvement Collaborative' whose aim is to develop a multi-agency approach to support children with language and literacy delays

How do we know?

The written evaluative feedback from staff and parents who received our training was very positive. We also received requests for specific follow-up training, and have witnessed the training principles being put into practice during the course of our direct work in early years settings, which is very encouraging. Education Services officers involved with early years staff training have asked that we deliver further Council-wide training for them next session.

What will we do next?

Proposed priorities for Service Improvement Plan

- Further BTA staff training (Schematic Play; Managing Distressed Behaviour).
- Continued involvement in the 'Language meets Literacy Practicum'. The aim for 2018-19 is to reduce any identified gaps in language and literacy skills in two early years settings. This will be achieved through collaborative working between Early Years staff, education development officers, educational psychologists and speech and language therapists. CLPL opportunities and the development of a pathway/online resources and practitioner networks will be developed and evaluated in response to the needs analysis.
- Training delivered to improve the quality and consistency of the early years assessment information provided for Education Services to inform Early Years transition decisions.
- Embed the principles of dynamic assessment and mediated learning for early years children, within the assessment practices of Educational Psychologists.



Project 3: Corporate Parenting

Background

Working in partnership with our colleagues in Social Policy, Health and Education, the Educational Psychology Service has taken an active role in supporting the Corporate Parenting agenda over the last year. As members of the Corporate Parenting Strategy Group, we have contributed to the development of the Corporate Parenting Plan for West Lothian and have, along with our Education partners, taken lead responsibility for the 'supporting learning and raising attainment' and 'supporting employment, training and positive destinations' strands of the plan.



What have we done?

Training

This year, the EPS co-delivered a training session in October for all Designated Members of Staff (DMS) in schools. This raised the profile of our Looked After Children and the planning that is required to support their learning.

In addition, more detailed training for school staff has been piloted with four schools this session. This will be rolled out as a 'training for trainers' model next session with the expectation that SMT/DMS staff will take responsibility for cascading the training to their own staff teams.

Awareness-raising training about the needs of Looked After Children and the impact of trauma on development has also been provided for two cohorts of probationer teachers in West Lothian over the past two years and will continue to be offered as a part of their Education Services Training Programme. Training on Nurture and LAC has also been provided to the new Support for Learning Teachers Course this year and will be offered again next year.

Quality Assurance



As part of the Corporate Parenting Plan actions, all schools were also asked to complete a benchmarking exercise using the CELCIS 'Looked After and Learning' Toolkit. This enabled us to evaluate current practice in relation to Looked After pupils and to identify areas of strength and areas for improvement. This data was analysed and reported on by the Educational Psychology Service in a Summary Report which was fed back to schools and partner agencies.

In addition, all secondary schools received two Quality Assurance visits from the Head of Education (Jim Cameron) in order to support them in the process of ensuring that robust data is being collected for Looked After Pupils, especially those in the Senior Phase, and to ensure that planning is in place for pupils leaving school to move on to a positive destination. Key themes emerging from this evaluation were around the need for staff training and clarification around the role of the Designated Member of Staff. Next year, the training theme will be taken forward through the delivery of the DMS training that was piloted this year. The clarity on the role of the DMS will be provided through the launch of the Education Services Policy for Looked After Children which was revised by the Educational Psychology Service this year in collaboration with key partners. This policy will be launched at the start of the new academic session.

Validated Self-Evaluation: Focus on Looked After Children

To follow up on the CELCIS survey data, and to refine the support the EPS provides to schools for their validated self-evaluation process, next year, the EPS will help schools to consider their progress in relation to following Council and National guidelines on identifying and meeting the needs of their Looked After pupils through professional dialogue during the school VSE process.

How do we know?

We have gathered a range of evaluation feedback over the year. This includes:

- CELCIS self-evaluation data from schools, analysed and written up into a CELCIS Report Summary, January 2018
- Feedback from Probationer Teachers receiving training about LAC, Trauma, and Corporate Parenting, January/February 2018
- Feedback from pilot schools who took part in the LAC Training for Trainers Programme, March 2018
- Feedback from the piloting of the LAC Self-Evaluation Proforma for School VSEs, June 2018

Project 3: Corporate Parenting (cont'd)

What will we do next?

Training

There have been three dates set for LAC Training for Trainers in the Autumn Term of 2018, with 50 schools having requested bookings for these sessions. Further sessions will be offered in early 2019 for additional schools who wish to take part.

Education Services Policy for Looked After Children

The new Education Policy for Looked After Children will be rolled out to schools from September 2018 (with opportunities to discuss the policy in more detail during the LAC Training sessions).

Corporate Parenting

Involvement in the Corporate Parenting Strategy Group and work toward meeting targets set in the Joint Inspection Action Plan will continue next session in collaboration with multi-agency partners.

In order to ensure that consistent messages regarding attachment and trauma research and the implications for practice, we will be amalgamating the work of the Corporate Parenting group with that of the existing Nurture project group. A more unified approach to training and approaches related to nurture, ACEs, and advising on strategies for working effectively with distressed pupils will be the focus of our work next year.

Project 4: Learning & Teaching through evidence-based practice

Background

In June 2017, the Linlithgow Cluster approach the EPS to request support with Practitioner Enquiry training and development work for the full cluster as part of their cluster improvement plan.

What have we done?

We conducted a needs analysis with the 2 lead Head Teachers for the project and devised a training and follow-up support programme to meet the needs of the cluster.

We then delivered Practitioner Enquiry (PE) training to 86 members of staff in the Linlithgow Cluster at the September 2017 in-service day and provided staff with a PE pack to enable them to implement the approach.

Follow-up support was then provided in conjunction with the 2 lead Head Teachers throughout the course of the academic session via a series of network events. Additional support was also provided to those involved in the project through the establishment and maintenance of a GLOW Sharepoint and ongoing e-mail support.

How do we know?

We gathered evaluation feedback data from all those attending the training in order to gather information about how the training had met the learning needs. The feedback was consistently positive.

We facilitated a Practitioner Enquiry celebration event at the final network session. This demonstrated the extent and quality of PE being used across the cluster.

We also took time as a research team to reflect on the training and the process. Important findings from this reflection will be used to inform future development work in this area.

What will we do next?

Based on feedback and reflections, the lead EP and Research Assistant will review and refine the existing PE training content.

The PE programme will be made available to all schools across the authority through the CLPL directory next session. Training will be delivered by the Lead EP and Research Assistant with network events provided throughout the year for all participants.



Project 5: Health and Wellbeing

Background:

The main areas of focus for our service delivery in the area of mental health support this year included:

1. Ongoing delivery of training in the Give us a Break! (loss and bereavement) programme
2. Ongoing delivery of self-harm training
3. Development and delivery of a pilot anxiety management group programme in Secondary Schools
4. Contribution to the MfiL workstream and Early Intervention and Prevention School Age groups
5. Revision of the Education Services “Managing Critical Incidents: A guide for Schools” policy

What have we done?, How do we know? and What will we do next?

1. Give us a Break! (Loss and Bereavement Groupwork)

What did we do?

This year we continued to provide training for staff to enable them to deliver GUAB groups in their settings. We delivered three training sessions in collaboration with colleagues from the Early Intervention Team. In total, 30 new facilitators were trained to run GUAB groups this session. A support and development session was well attended by existing facilitators to share positive experiences and challenges they had faced while running groups. In addition, the service is represented on the Edinburgh and Lothians Children and Families Bereavement Network where information about the GUAB programme has been shared.



How do we know?

For each training session, we have gathered evaluation data which is used to constantly improve the training delivery. This data has shown that attendees would recommend the course to others, feel confident about GUAB helping young people and feel well equipped to run groups after receiving the training. We also continue to link with South Lanarkshire EPS to provide them with evaluative data regarding the training.

What will we do next?

Next year, GUAB will continue to be delivered in conjunction with our colleagues in the Early Intervention Team.

In addition to our work with GUAB as a support for children and young people experiencing loss and bereavement, we have also been working with multi-agency partners to develop a “A Whole Community Approach to Supporting Children and Young People with Loss and Bereavement.” This will contain information for schools and other agencies on: childhood bereavement, models of grief, what young people need following a bereavement, support for staff and links to useful resources. We hope to launch this resource early in the new academic session.

2. Self-Harm training

What did we do?

This year we continued to provide training for education staff working with children and young people who self-harm. 40 members of staff received the training from the EPS this session.

How do we know?

Again, evaluations of this training have been consistently positive and we continue to improve the training programme in response to feedback received.

What will we do next?

Next year we plan to continue to offer this training in conjunction with our multi-agency partners in Children and Young People’s Team and CAMHS to explore potential options for enhanced support for staff in schools through consultation.



Supporting Children and Young People at Risk of Self Harm
West Lothian Multi-Agency Guidance



3. Anxiety Management groupwork pilot

What did we do?

This year we developed and delivered a 10 week anxiety management groupwork programme. The aim of the programme was to raise pupil awareness of strategies to manage anxiety and to encourage pupils to set goals for the future. The programme was piloted across 5 secondary schools, Whitburn Academy, Bathgate Academy, Armadale Academy, Linlithgow Academy and Broxburn Academy. In total, 30 pupils from S2-S5 took part.

Project 5: Mental Health (cont'd)

Anxiety Management Groupwork Pilot (cont'd)

How do we know?

This project was intensively evaluated through the support of our trainee EP with pre and post questionnaires being completed by pupils, staff and parents. These were also followed up with focus groups for the pupils who had taken part. The results of the intervention were extremely positive with statistically significant improvements being made in anxiety levels across a number of the young people. Pupils reported that they valued the groups, enjoyed the materials, engaged with the strategies and felt that attending the groups had a positive impact on their wellbeing.

What will we do next?

Next session, we will be working on plans to make the programme more widely available to secondary schools as part of our review of service delivery.

For each of the Health and Wellbeing topics outlined above, training inputs were provided at the Pupil Support Worker Conference in September 2017. Plans for additional PSW conferences are already underway for next session.

4. Attendance at Mfil workstream and Early Intervention and Prevention School Age group



Through our involvement in the Moving Forward in Learning Mental Health Mental Wellbeing workstream, we have contributed to the development of a Mental Health and Wellbeing Sharepoint which will be a tiered and filterable, online resource outlining school, local authority and third sector interventions and resources which can be accessed by schools

Through our involvement in the Early Intervention and Prevention (School-Age) Group, we have contributed to strategic discussions relating to the delivery of health and wellbeing services for children and young people in West Lothian. We have also been involved in discussion relating to effective training and developments work for staff.

The Health and Wellbeing lead EP will continue to ensure that the EPS is represented and involved in these strategic groups as we move into next session.

5. Revision of Critical Incident Policy

As part of the regular review of policies, it was noted that the “Managing Critical Incidents: A Guide for Schools” was due for update this session. The EPS took the lead on linking with key partners to provide information for this updated policy. Final amendments are being made to the document which will then be taken to PDSP for consideration. The final copy will then be issued to schools during the course of next session.

The EPS continues to support schools with critical incidents through consultation on the policy and also through practical, in-school support as and when appropriate. This work will continue next session being led by the Health and Wellbeing team within the Service.

Research Overview

In addition to the Practitioner Enquiry project, the research team have also supported the following areas of service and authority wide work.



Service Improvement Plan project evaluation support

Each of the Service Improvement Plan projects has received support from the research team to facilitate the evaluation process. Advice and consultation have been provided specifically on evaluation measures and demonstrating impact. This has been provided in a number of ways including background literature searches, advice on specific evaluation tools and the completion of focus groups where appropriate.

This work will continue into next year's Service Improvement Plan with each project having access to this type of support.

Research Overview

S1 Buddy System for pupils with Autism Spectrum Disorder

Support was provided to the Early Intervention Team with developing an effective evaluation process for a buddy system for pupils with ASD in S1. The Research Assistant consulted with a lead member of staff from the Early Intervention Team about effective evaluation methods for the ASD buddy programme.

Evaluation materials for the programme (quantitative questionnaire and qualitative evaluation of the training) were developed along with a reflective diary for the buddies to complete.

Unfortunately, due to unforeseen changes of staff within the Early intervention team, this programme was not fully evaluated. The work has been completed however and is available for future use.

Pupil Equity Fund (PEF)

The research team linked with the key PEF leads in the authority, providing advice and support as appropriate on key evaluation measures for new interventions. The research assistant also supported the PEF team members in researching the effectiveness of the Glasgow Health and Wellbeing Motivation Scale and other measures designed to evaluate the impact of health and wellbeing interventions.

Advice and consultation was provided on an ongoing basis throughout the year and will be available next year as required.

Maths attainment: Pupil Voice Research

The research team collaborated with the Principle Teachers of Maths Curriculum (PTC Maths) to explore S4 pupils' experiences of, and feelings towards, maths. The research focused specifically on current National 5 pupils due to a drop in attainment. This project is the starting point of a wider initiative to raise attainment in maths across West Lothian.



To gather pupils' views and experiences of maths, focus groups were conducted in each secondary school with a sample of 5-10 pupils from National 5 classes. An optional questionnaire was also sent to parents and carers. The pupils discussed 4 questions: How they felt about maths; what they enjoyed/struggled with; how they felt about the way it was taught; and what they would change to make it better. The questionnaire for parents/carers was similar and also enquired about their own experiences of maths.

The results illustrated that there were similar themes across all the secondary schools (although it is important to remember that these results are not representative of all pupils). Whilst the research highlighted factors that contributed to pupils' struggling (e.g. pace; style of the lessons; expectations in maths), it also highlighted factors that contributed to a successful experience in maths, such as good relationships with the teacher and creative lessons.

The full results and report can be accessed on our website.

What will we do next?

Maths attainment: Education Scotland research programme

Next year, we will be linking with our colleagues within the Regional Improvement Collaborative to provide an collection of research projects focusing on specific attainment in maths. The work that we started this year will be included in this programme which will be subsequently published as part of the Education Scotland research programme for Educational Psychology Services.

Service delivery model evaluation

As part of the pilot of revised service delivery next session, the research team will:

- Develop an effective evaluation framework for the model to include the gathering of key stakeholder feedback
- Develop an approach for tracking and monitoring the revised aspects of the model. For example, number and type of referrals, time spent on training/consultation
- Consider the impact of the revised service delivery model on the health and wellbeing of the team.

Self-Evaluation Tasks Overview / Update on Progress 2017-2018

In addition to the projects, our self-evaluation tasks for 2017-2018 focused on 4 Key priority areas this year. These included:

Task One: Service Delivery Model: Move towards “needs-led” delivery

This year, we changed our allocation model to a more “needs led” approach, arranging visit to schools on a priority needs basis. Essentially this involved prioritising the needs of pupils across clusters and providing support accordingly. Internal analysis of this approach within the Team has indicated that the needs of pupils have continued to be met and that those children requiring significant input, especially around transitions, were supported where their needs were made known to the Educational Psychologist. Some challenges with prioritisation were identified and considered as a team. We will be assessing the customer satisfaction data from schools carefully in order to identify any areas for improvement in connection with this and will incorporate any suggestions for improvement into our planning for next year.

We will also be using this approach in an even more targeted way in our Service Delivery Pilot project next year. This project will be focusing on revising our service delivery model within the context of the Transforming Your Council framework.

Task Two: Casework Self-evaluation: professional learning

In response to the feedback received through last year’s Staff Survey we altered the agenda for our Line management meetings to provide more opportunity to discuss career development and life long learning as part of the regular review of progress. This format has been used throughout the course of the year and has assisted in planning for the annual Appraisal Development and Review process. This format will be reviewed again at the start of the new session and any further amendments made.

The process has been supported through ongoing engagement with our Peer Coaching framework and regular opportunities for group peer discussion regarding aspects of practice. This area of practice was highlighted as a particular strength in our West Lothian Assessment Model (WLAM) assessment process.

Task Three: Ongoing development of the West Lothian Assessment Model (WLAM)

This year, we have widened the number of team members who are involved in the data gathering aspects of the WLAM process. This has included our Administrative Assistant and our Research team. These team members are developing their skills in engaging with the system to support our self-evaluation processes and procedures. We have also introduced new Performance Indicators for our Nurture Project within our improvement plan.

The Educational Psychology Service (EPS) also completed an individual service WLAM Assessment process for the first time this year. The results of the assessment will be discussed with the Executive Management Team in August. The service performed well with significant strengths identified across all areas. Actions for improvement will be incorporated into our Service Improvement plan for next session.



WLAM Guidance 2017-20

Task Four: Links with neighbouring authorities on consultation practice

As agreed, we met with our colleagues in Stirling EPS to discuss and share our approaches to Consultation practice. In addition to this, we also met with colleagues in Clackmannanshire EPS to discuss current practice in relation to the support of Looked After Children and trauma based interventions. We have found these meetings to be particularly useful and intend to continue to develop these links within the framework of the Regional Improvement Collaborative.

ADDITIONAL UPDATES:

Inclusion and Wellbeing Workgroup

The EPS is also a key member of the Inclusion and Wellbeing workgroup that is aligned with the Moving Forward in Learning framework. The work of this group over the last twelve months has included ongoing support with the changes to the Early Intervention Team as part of the Inclusion and Wellbeing Service re-design. The group has also had a focus on supporting the attainment of Looked After Children, revising the CLPL approach for additional support needs and also revising the Continuum of Support. Next year we will be continuing to work strategically as part of the Inclusion and Wellbeing Work group which will be focusing on the following areas:

- the delivery of a training programme for all schools based on the updated Continuum of Support.
- improving the educational outcomes for our Looked After Children
- exploring ways of clarifying training and development work for staff working with pupils who have additional support needs through a revised CLPL strategy.

Extended Leadership Team (ELT)

The Extended Leadership Team has continued throughout this year. The model continues to augment the leadership team within the Service, providing team members with additional professional learning opportunities to support their career development. The roles and remits of the ELT are changing next year and will include:

- Early Years
- Health & Wellbeing
- Regular review of the pilot for revised service delivery

Customer Service Excellence process

The Educational Psychology Service were invited to contribute to the Customer Service Excellence assessment process this year. As the sole team from Education Services, we provided a key contribution to the successful attainment of the award.



New Developments for Session 2018-2019



Transforming Your Council

As part of the Transforming Your Council agenda, we will be piloting new ways of working next session in order to enable us to devised a long term model of service delivery that will continue to be effective within the planned efficiencies for the Service. We will be working with our colleagues in Hub1 Schools to develop and devise this model throughout the course of next academic session and plan to have a fully considered model in place for August 2019. The model will be rolled out to all schools at that point.

Service Improvement Plan 2018-2019



Service Improvement Plan 2018-2019

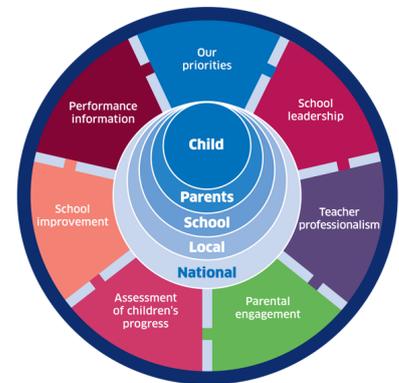
We will be using the Moving Forward in Learning template for School Improvement Planning to construct our 2018-2019 Service Improvement Plan. This Plan clearly outlines how the priorities of the Service are linked to those of Education Services and the wider national agendas. In summary:

Our main areas of priority for next year's improvement plan will be:

- Ongoing support and development of Nurture practice across the authority
- Early Years involvement focusing on supporting early language development through the Language and Literacy Practicum. We will also be supporting the authority to revise the assessment processes to support the early years transition planning process.
- Corporate Parenting: building capacity with schools and partners supporting Care Experienced children and young people. This will include delivery of training for all schools including consideration of the revised Education Services Policy for Looked After Children.
- Development of support for early intervention in mental health and wellbeing, including self-harm, anxiety and loss/bereavement.
- Taking forward the areas for improvement from our WLAM Assessment

We will continue to be key partners in the Moving Forward in Learning framework and specifically in the Inclusion and Wellbeing work group.

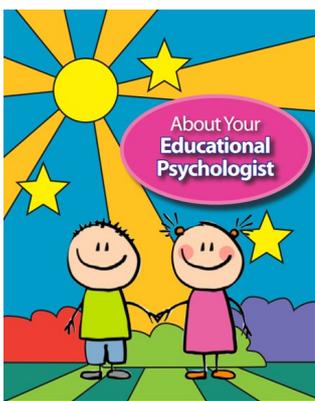
We will also be keeping ourselves informed about the implications of the Regional Improvement Collaboratives and taking steps to ensure that the EPS is well placed to embrace the changes required in order to support the implementation of these developments at national level.



A copy of our Improvement Plan will be available on the EPS website from August 2018.

<https://www.westlothian.gov.uk/EducationPsychologyService>

We hope you have enjoyed reading about the work of the service during the last academic year. Should you have any questions about the work outlined here or about our future plans, please do not hesitate to contact us using the details outlined below.



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