**Fife Council Educational Psychology Service**

**Service Improvement Plan**

**2023-26**



**Purpose**

Our service purpose is ‘Sharing psychology to improve educational outcomes for those who need it most’.

The intention of our Service Improvement Plan (SIP) is to help us to fulfil our service purpose, providing a shared focus as a service on what matters most, and identifying what we are doing to make a positive difference to our stakeholders and service users.

In addition, it should support us to implement changes within our service in order to help us to do our best work.

Ultimately, it should allow us to report on progress against our intended aims and outcomes.

Aims

Fife Council Educational Psychology Service works at a strategic, school and individual level to make a significant impact on achieving positive outcomes for children and young people in Fife, particularly those most at risk of poor educational and social outcomes.

The Service’s work is based on the principles of the most effective, least intrusive intervention which makes a difference. Educational psychologists (EPs) work with schools to build the capacity of staff to meet the learning needs of all pupils, with a specific focus on breaking the cycle of disadvantage for those most at risk. This contributes to the equity, effectiveness, and inclusiveness of all schools in Fife and minimises the need for specialist and more costly outwith Fife placements.

**Principles underpinning our SIP**

Our underlying principles are that all Educational Psychologists within our service should be involved in the development and implementation of our plan.

The content should be short, clear, and with measurable outcomes. It should be based on data, intelligence and feedback and should feel specific to our service, realistic and relevant to our current context.

**Context**

Our SIP is designed to support the Education Service to deliver on the Scottish Government’s **National Improvement Framework**:

* Placing the human rights and needs of every child and young person at the centre of education​
* Improvement in children and young people's health and wellbeing​
* Closing the attainment gap between the most and least disadvantaged children and young people​
* Improvement in skills and sustained, positive school-leaver destinations for all young people​
* Improvement in attainment, particularly in literacy and numeracy.​

It also takes into account the context of:

**Fife Council Children’s Services Plan priorities:**

* Health and wellbeing
* Children’s rights
* Equity and equality
* Supporting families
* Our most vulnerable children and young people.

**Fife Council Education Service Plan priorities:**

* Health and wellbeing
* Attendance and engagement
* Achievement
* Positive destinations
* Improving equity and equality.

**Sources of evidence for the identification of themes and tasks for the Educational Psychology SIP**

We take into account national, Children’s Services and Education Service context and outcome data sources. We also consider How We Work Matters, Our People Matter, and Staffwise survey results.

In addition, we use our own existing data, intelligence and feedback sources. This includes both quantitative and qualitative data from our Service Evaluation Framework, and feedback sources such as our HT survey, parents’ survey, EP survey, Leadership and approach to improvement survey, and FORT data.

We also use information distilled from Development Day sessions on Service Improvement Planning, internal service network group activity, commissioned project work teams task trackers, and themes from both PMR data and 1:1 meetings with EPs.

**Themes and tasks for the Educational Psychology Service Improvement Plan 2023-26**

* **Improving Health and Wellbeing.**
* **Improving Attendance and Engagement.**
* **Improving Achievement.**
* **Improving How We Work/Our People Matter.**

**Theme 1 - Improving Health and Wellbeing**

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| **Task and Service Group/lead** | **Intended outcome** | **Measures to evaluate** | **Progress (R/A/G)** |
| **Supporting the implementation of Counselling in Schools within a spectrum of emotional wellbeing support in secondary schools – Counselling in Schools Team: Claire Kerr, Anna-May Hocking, Kelly Robertson** | | | |
| Coordinating the formation of a new OMM Additional Supports Partnership Group with the initial focus of improving EWB referral processes for secondary schools.  Supporting the collation and analysis of data to drive planning and improvement.  Linking in with OMM Steering Group. | Streamlined EWB referral process to ensure YP receive the right support at the right time.  Better understanding, communication and clarity across partners and education.  Reduction of waiting times for DAPL counselling. | Pre-and-post quantitative and qualitative data e.g.  referrals/waiting times,  school and young people’s experiences,  YP experiences,  pupil attendance/exclusion data,  Partner data. |  |
| Working with partners to support the development of a Guidance Network (one of recommendations from project year 1 report). | Guidance staff have a forum for peer support and cross-establishment learning. | Qualitative data gathered from participants over time. |  |
| Supporting induction and defining the role of Family Engagement PSOs plus ongoing training in use of some of FCEPS assessment tools. | PSOs feel confident in their role and their skills in holistic assessment. | Qualitative feedback from PSO team. |  |
| **Support the effective implementation and roll out of the Neurodevelopmental Assessment Pathway – Neurodevelopmental project group: Adam Brown, Ceri Titley, Hope Thompson, Emma Ní Bhrádaigh** | | | |
| Implement and pilot a new Neurodevelopmental Assessment Pathway (NDP) that aligns with the principles of the Children and Young People - National Neurodevelopmental Specification: Principles and Standards of Care. | Contribute to the development and ongoing functioning of a new multi-agency Children and Young People NDP Steering Group.  Review and refine the pathway referral processes and paperwork.  Further recommendations to be made about a wider roll-out of a NDP across Fife. | Stakeholder feedback (professionals, parents/carers, young people).  Analysis of referral data.  Local and national reporting mechanisms. |  |
| Review existing neurodevelopmental supports available at Universal, Additional and Intensive levels and develop practice to more effectively meet the needs of children and their families with ND conditions at an earlier stage. | Ensure equitable access to high quality information and supports for schools.  Update and refine the products that have been, and are being, developed as part of the ND Pathway Test of Change.  Increased positive outcomes for families and children impacted by ND conditions.  Through the ASD Education Strategy Group, establish themes of good practice with focus around environments and transitions. | Education staff will feel more confident in meeting the needs of children/young people with neurodevelopmental differences and know where to access support.  Production of guidance following feedback from the ASD Education Strategy Group. |  |

**Theme 2 - Improving Attendance and Engagement**

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| Task and Service Group/lead | Intended outcome | Measures to evaluate | Progress (R/A/G) |
| **Online learning to support those disadvantaged by poor attendance pilot project – Action Enquiry project group: Viv Sutherland, Debbie Ure, Kerry Mitchell, Aneith Thomas** | | | |
| Set up working group to take forward identified tasks. | Develop and pilot an online curriculum for targeted learners. | Engagement in learning  Achievement of outcomes  Attainment data  Wellbeing measures. |  |
| **Improving educational outcomes for care experienced young people – LwC project team: Jane Messer, Kerry Mitchell, Debbie Ure** | | | |
| Supporting our Fife-based residential care provisions. | Children in residential care homes more effectively able to access their education.  Staff in residential care homes to feel supported to carry out their role. | Initial needs analysis to be conducted to explore the level of need.  Intended evaluation measures include school attendance figures, exclusion figures, numbers of ARAs, VPDs, other relevant information. |  |
| Evaluating LwC teaching and PSA hours process and impact of intervention. | LwC teacher and PSA hours are distributed equitably.  Support is targeted by need and evaluation data measure the impact and effectiveness of intervention. | Types of requests received.  Duration of intervention.  Effectiveness of intervention.  Outcomes for children and young people receiving the intervention |  |
| Implementing the findings of the Evaluation of Care Experienced Exclusion from School project. | Schools feel supported to improve exclusion rates of care experienced young people by 2024 as per The Promise. | Exclusion rates. |  |

**Theme 3 - Improving Achievement**

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| Task and Service Group/lead | Intended outcome | Measures to evaluate | Progress (R/A/G) |
| **Accelerated Reader literacy project in 2 secondaries in Fife – Morag Docherty** | | | |
| To support two secondary schools with implementation and evaluation of Accelerated Reader (AR) programme. | Evaluation of the implementation and impact of Accelerated Reader to support literacy skills in two secondary schools.  Information gathered on implementation factors important to the project's success as well as evaluation data on the impact on literacy in each school.  This will be shared through strategic literacy group and provided to Education Management to potentially inform use of Accelerated Reader in schools going forward. | Schools using quantitative pre/post measures of reading age through Accelerated Reader tracker (Star baseline vs progress).  Schools using pre and post measure of reading through:  1) Rate of Reading measure and 2) a subsample of pupils measured with York Assessment of Reading Comprehension.  Schools' use of qualitative information regarding pupils’ attitudes to reading and reading behaviours will also be analysed.  FCEPS supporting schools with implementation toolkit to support process and use of the Effective Implementation Checklist for data on factors that help and hinder project in each school. |  |
| **Implementing the Education Service** **ASL Strategy – ASL Team: Viv Sutherland, Emma Jessiman, Joanna Miller, Chris Hamilton** | | | |
| ASL strategy - support the development and dissemination of a coherent ASL strategy for the Education Service. | ASL strategy that is accessible to all. Workplan detailing ongoing actions which are regularly reviewed. | Progress in workplan - actions moving from 'to do' to 'done'. Increase in staff confidence and parental satisfaction as measured in consultation. |  |
| DAS Devolution - Develop cluster-based process for P7-S1 transition for those requiring access to enhanced support. | A more localised decision-making forum for pupils who require enhanced support at secondary school. | Cluster forums successfully use the continuum of support to agree support packages.  Placing Requests successfully agreed/resolved.  Parental satisfaction/lack of complaints. |  |
| Use the learning from ASN Tribunals to update the Guidance. | Streamline workload in relation to predictable tasks.  Use the learning to prevent/plan for future Tribunals and decision-making.  Improve multi-agency working in relation to ASN Tribunals. | Fewer Tribunals.  Better multi-agency collaboration in Tribunals.  Workload more manageable for key staff involved in Tribunals. |  |
| Resource allocation – develop a cluster-based model for N and primary access to ASCs and outreach resources. | Pilot a cluster-based resources model to meet local needs.  Earlier intervention for advice, support and outreach.  More flexible and responsive used of local resources. | Increased staff confidence in supporting children in their local school.  Parent satisfaction with package of support.  Staff satisfaction at transparency of resource sharing. |  |
| Implementation of the CIRCLE tool. | CIRCLE tools will be used as a core approach across Fife in nurseries, primary and secondary school contexts. | Increased numbers of ELCs, primaries and secondaries using CIRCLE. |  |
| Running effective meetings guidance implementation. | Effective meetings guidance will be embedded within the Education Service Assessment and Planning OneNote, accessible to all education staff. | Increasing number of schools use this resource to consider their meeting processes. |  |

**Theme 4 - Improving How We Work/Our People Matter**

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| Task and Service Group/lead | Intended outcome | Measures to evaluate | Progress (R/A/G) |
| Review our blended working approach across teams using headings from ‘optimal working environment’ journal article.  **Action – Staff Wellbeing Network** | Identify what’s working and what’s not, including inequity across teams.  Identify actions to improve this.  Increased staff satisfaction with working environment.  Use repeated survey to evaluate progress. | Trends in responses. |  |
| Improve clarity for parents about the role of EPs in priority casework through a review of the process of engagement and information available.  **Action –** **Service Evaluation Group** | Improve parental understanding of our role in priority casework. | Trends in parent survey responses. |  |
| Gather feedback from children and young people about their involvement with an EP.  **Action –** **Short-term working group – Kerry Mitchell and Aimee Watt** | Improve our understanding of children and young people’s views, to improve our service delivery. | Initial views gathered and themes shared with service. |  |
| Develop annual mechanism in teams to share individual PMR targets, and network group/service level tasks.  **Action –Staff Wellbeing Network** | Gather PMR target themes, to feed into team development session planning and PPDG for Development Day planning.    Better understanding of each other’s areas of interest and tasks outwith school work, to support CPD opportunities. | Themes available and shared with PPDG to inform Dev Day planning. |  |
| Increase the use of the Shared Working Framework as a mechanism to discuss our Core Offer with school and agree priority areas of work.  **Action – Service Evaluation Network** | % of schools reporting the use of the SWF increases from 79% to 85%. | Reported use of the SWF in HT survey. |  |

**Appendix 1 – other important development work ongoing within Fife Council Educational Psychology Service**

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| Task and Service Group/lead | Intended outcome |
| Developing a mechanism for Headteacher Peer Support.  **Action – Staff Wellbeing Group** | Set up a peer support mechanism for HTs to support their wellbeing. |
| Follow up training for LS teachers. Exploration of links between the CSAT and CIRCLE resource. Further consideration for adaptation of CSAT for secondary.  **Action - Cognitive Skills Assessment Tool Group** | LS teachers feel increasingly confident in their use of the CSAT.  Staff have increased knowledge of how to use the CSAT as part of their toolkit of assessment techniques. Explicit links with the CIRCLE will support understanding while reducing potential duplication.  Secondary teachers feel the CSAT fits the needs within their context and add to assessment around a young person's learning ability in a meaningful way. |
| Core Approaches (De-escalation and Trauma-informed Practice) implementation and follow up.  **Action – De-esc/TIP Group** | Support effective implementation of De-escalation and Trauma-informed Practice at a school level.  Increase staff confidence and skills.  Increase learner engagement.  Reduce exclusion and violent/aggressive incidents between learners and staff. |
| Suicide Prevention guidance document  **Action – EWB Group/Debbie Ure** | Support the development and dissemination of OMM Understanding and Responding to Children and YP at Risk of Suicide guidance document. |
| ELIPS (Early Language in Play Settings) and contribution to development of a scale for two-year-olds.  **Action – EY Group/Ceri Titley** | Alongside Fife ELC, NHS Fife Speech and Language Therapy and University of Dundee colleagues, develop a new ELIPS scale that will be used to establish entry-and exit-level language benchmarks for two-year-olds.  Support a model of training for EYs staff to promote the usability of the new tool and raise awareness of language and communication interventions with this age group.  Support the analysis of Fife wide ELIPS data which we have for 3–5-year-olds to better understand patterns, gaps and areas that may require further intervention. |
| Child Protection CPD and strategic work within Strategic Oversight Group.  **Action – Child Protection and Safeguarding Network/Morag Docherty** | Regular CPD for service which is informed by national and Fife multi-agency guidance and developments.  FCEPS Contribution to tasks undertaken by the Child Protection Strategic Oversight Group. |
| Being a Calm and Connected School and Family Learning Approach.  **Action – Early Years Group** | Development of materials for EY provisions and schools based on the Solihull Approach.  Training materials for EY provisions and schools which have positive outcomes on confidence and knowledge of staff and families. |
| Developing an approach to Emotionally Based Attendance Difficulties.  **Action – EWB Group** | EPs are familiar with the EBA Toolkit that has been developed and are sharing with schools as appropriate.  Schools have access to and are engaging in the use of the EBA Toolkit to support their YP. |
| Developing the use of FORT data to inform our service delivery.  **Action – Service Delivery Group** | Consider how to move beyond reporting on data, to using it to shape our service delivery. |
| Streamline links with Business Manager and Business Support for budget and staffing tasks.  **Action – Viv Sutherland on behalf of PPs team** | More regular staffing budget updates to support recruitment and optimisation of our staffing.  Reduce annual underspend.  Increase staffing stability.  Timely and effective recruitment of new staff when required. |
| Identify service-level Business Support tasks, and shortfall in provision.  Termly link with Business Support Officer to review what is working and trouble-shoot issues.  **Action – Viv Sutherland on behalf of PPs team** | Clarity about level of service-level Business Support staffing.  Agreement about service-level tasks required from Business Support.  Identification of any shortfall and provision to meet this shortfall. |
| Identify team-level Business Support tasks which would best support EPs’ work, to ensure consistency in provision.  Regular link with team Business Support staff to review what is working and trouble-shoot issues.  **Action – Depute Ops** | Clarity about team requirements for Business Support tasks.  Consistency across area teams.  Feedback from teams and team Business Support to evaluate. |
| Develop regular links in each team with EMs for local schools.  **Action – Depute Ops** | Build relationships between team EPs and local EMs.  Improve communication about tricky cases and early problem solving. |
| Develop regular links in each team with local Children and Families SW Leads/Teams.  **Action – Depute Ops** | Build relationships between team EPs and local C&F SW staff.  Improve communication about tricky cases and promote early problem solving. |
| Implementing our revised ‘How We Work - Professional autonomy and collective responsibility’ paper, within Induction, PMR and recruitment.  **Action – How We Work Group** | Use this document proactively in recruitment, induction, PMR and supervision, and all forms of staff support. |
| Piloting the national framework for evaluation of EP Services ‘Improving Local Authority Educational Psychology Services in Scotland’.  **Action – Service Evaluation Group** | Use the document to audit all three themes within the document and provide feedback to the ASPEP/SDEP Working Group on improvements and edits to the document. |
| Supporting Staffwise Survey by reviewing questionnaire. Inclusion of specific statement about pupil behaviour (V&A) and the impact on staff. Revisiting previous data and implementation of change.  **Action- Staff wellbeing network/Kelly Robertson and Rosalye Billing** | To allow for reflection on support offered and impact measurement since previous Staffwise cycle. For EPs to encourage school staff to reflect on Staffwise data and what can be done at school and governmental level to improve staff wellbeing. |
| Development of Autistic girls resource.  **Action- ASD network/Emma Ní Bhrádaigh, Rosalye Billing and Julie McGowan** | An all-inclusive resource for schools to gain more insight into autistic girls, how they present at school, their strengths and challenges they face, and what can be done to support and empower them. Signposting to different resources for schools, parents and YP. |
| Explore opportunities to extend and develop our use of evidence-based approaches to assessment and intervention e.g. SCERTS.  **Action – ASD Network** | Bring together health and education colleagues who have been trained in SCERTS to discuss the framework and how it could be used to benefit the children and families we work with.  Use the learning from examples of practice to develop an effective implementation approach for SCERTS in Fife. |
| Develop the knowledge and skills of colleagues across education around neurodevelopment and neurodevelopmental conditions.  **Action – ASD Network** | Develop and deliver a professional learning model and support materials alongside health partners, with the intention of building consistent practice across all services in Fife.  Improve EP confidence in giving advice to support schools to meet the needs of children and young people with neurodevelopmental differences. |
| Implementing NME rhythmic activities into a classroom and measuring a test of change.  **Action - EWB group/Julie McGowan** | Staff feel confident on how to successfully implement rhythmic activities their classroom. Increase staff’s awareness of how rhythmic activities can support regulation. Staff report that children appear more regulated and ready to learn. |
| Finalising and promotion of HNIOS guidance and Accreditation. Development of Accreditation report template, HNIOS tracker & guidance for EPs.  **Action - Claire Kerr/EWBG** | Increased school awareness and engagement with HNIOS; structure for EPs supporting schools on their HNIOS journey; increase in schools seeking HNIOS accreditation. |

**Appendix 2 – setting up a new initiative – a structure for planning design and evaluation**

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| 1. **What is the task?** |
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| 1. **Who are we planning to have an impact on – e.g. EPs? teachers? pupils?** |
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| 1. **What do we think can make a difference in this area?** |
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| 1. **How will we know we have made a difference?** |
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| 1. **What will we do and who will do it?** |
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| 1. **What will we measure, who will do it and when?** |
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