

EDUCATIONAL PSYCHOLOGY SERVICE STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN 2018-2020

PART 1: STANDARDS & QUALITY REPORT 2018-2019

1. The Aberdeenshire Context

Aberdeenshire represents 8% of Scotland's landmass. Traditionally, Aberdeenshire was economically dependent upon the primary sector (agriculture, fishing, and forestry) and related processing industries. The development of the oil and gas industry and associated service sector in the 1970's significantly broadened Aberdeenshire's economic base, and contributed to a rapid population growth. In 2011 Aberdeenshire's population numbered 252,973, representing 4.8% of Scotland's total population. Scotland's population grew by 4.6% between 2001 and 2011 whilst Aberdeenshire's grew by 11.5%, making it the fastest growing Scottish local authority over this period. In recent years there has been a decline in the oil industry which could significantly shape and change the area in the years to come.

In broad terms the age profile of Aberdeenshire is similar to that of Scotland, with a slightly higher proportion of people aged 0 – 15, 18.7% compared to 17.3%. The Scottish Index of Multiple Deprivation indicates that Aberdeenshire is generally one of the least disadvantaged council areas in Scotland. There are pockets of deprivation in some of the northern towns as well as less well defined issues of rural disadvantage. Aberdeenshire is less ethnically diverse than Scotland as a whole. White ethnic groups make up 98.5% of Aberdeenshire's population (Census, 2011).

Aberdeenshire Council delivers education to 38,500 pupils in 87 nurseries (and 95 private and voluntary partner provider pre-school centres), 150 primary schools, 17 secondary schools, and 4 freestanding special schools.

The Educational Psychology Service (EPS) sits within Aberdeenshire's Education and Children's Services (ECS). The Service is part of the Inclusion, Equity and Wellbeing Team, which is led by the Principal Educational Psychologist. The Principal is based in Council Headquarters and line managed by the Head of Service for Education. The three EPS area teams are located in Peterhead, Kintore and Stonehaven. There are 16.2fte maingrade Educational Psychologists in total. Each area team is managed by a Depute Principal Educational Psychologist.

The EPS has a vision of psychology being at the heart of learning, teaching and wellbeing, enabling all children and young people to develop the skills, confidence and resilience to flourish throughout life. Our vision, model of service delivery and core areas of work are encapsulated in appendix 1.

Aberdeenshire EPS has a Consultation Model of Service Delivery (Wagner, 2000). The overarching principles of the model are:

- Consultation is the framework for all aspects of service delivery
- Emphasis on least intrusive assessment and intervention
- Collaboration with those in direct, regular contact with children & young people
- Focus on contextual assessment, intervention and change.

2. Legislative and Strategic Context

All Educational Psychology practice in Scotland is guided by and framed within:

- Standards in Scotland's Schools Etc Act 2000
- Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)

- Getting It Right for Every Child (GIRFEC);
- Children and Young People Act 2014
- Curriculum for Excellence
- Equality Act 2010
- National Improvement Framework in the Education Scotland Act 2016
- National initiatives such as the Scottish Attainment Challenge and the Pupil Equity Fund

The strategic context of Educational Psychology Service delivery is detailed in appendix 2. Our work is informed by the Scottish Government National Outcomes and at a local level contributes to:

- Aberdeenshire Education and Children’s Services Priorities
- Aberdeenshire Children’s Services Plan
- Aberdeenshire National Improvement Framework Plan

3. Strengths of Aberdeenshire Educational Psychology Service

(Emerging from our self-evaluation processes)

The Educational Psychology Service enjoys relatively high levels of staff retention, although recruitment to North Aberdeenshire can be challenging. Feedback from Educational Psychologists through the “Team Wheel” self-evaluation activity suggests that a high majority of staff feel there is positive relationships across the team, with peer support being highly valued. Educational Psychologists also report feeling clear about their role within the team, and most describe communication across the service as effective. The balance of support and challenge offered to staff is highly rated by the majority of Educational Psychologists.

Feedback through team meeting activities suggests that Educational Psychologists feel effective in developing their knowledge from literature, research, policy and guidance sources to support improvements (rating 5=very good). They also feel that they have access to a wide range of professional learning opportunities, with a balance of self-directed and service-led activities. “Exit Pass” feedback suggests that they highly value the time that is protected to support them to further develop their knowledge and skills, and to incorporate this learning into their CLPL offer to schools.

In May 2019 the Educational Psychology Service was awarded Customer Service Excellence re-accreditation by SGS. The service was described as having a deep understanding of, and commitment to, Customer Service Excellence at all levels of the organisation. Staff were commended for their insight into customer needs, and their enthusiasm and commitment to continuous improvement. The professionalism, politeness and friendliness of the team was noted to be consistently high.

Formal opportunities for leadership are embedded within the service improvement plan, and evidence of individual staff members demonstrating leadership initiative is clear through supervision and PRD processes.

Overall, schools indicated a high level of satisfaction with the Educational Psychology Service during 2018/19. On a scale of 1 (extremely unsatisfied) to 10 (extremely satisfied) the mean rating given by Head Teachers during annual review and planning meetings was 8.75 (range 6-10, median 9). This reflected a very small increase from last year’s mean of 8.6. Key strengths noted by School Leaders included the collaborative partnership between the EPS and schools, the EPS focus on building professional capacity in schools, EPS casework, and the responsiveness of the service to school needs.

An informal consultation is a professional dialogue between an EP and another professional with the aim of supporting reflective practice and identifying strategies that the member of staff can use to bring about positive change. Often Educational Psychologists can help move a situation on through an informal consultation alone without the requirement for the Educational Psychologist to become formally involved with a child or young person. A small-scale sampling exercise (n=19) during 2018/19 suggested that other professionals find informal consultations useful for a range of different reasons. On a scale of 1 (not at all useful) to 10 (extremely useful), the mean rating given by school staff was 8.4. The mean rating in 2017/18 was 8.3. The value placed on informal consultations by schools was also highlighted through the annual Review & Planning meetings.

A formal consultation explores and assesses concerns with the people who know a child or situation best, with a view to creating a shared understanding of the child or young person's needs and jointly creating a support plan. 562 formal consultations were carried out for individual children and young people during 2018/19. A range of positive comments were given by schools about consultations during the annual review & planning meetings. Feedback ranged from the positive experiences of those who attended consultation meetings, to the quality of action plans emerging from consultation meetings, to the learning opportunity that consultation meetings can provide for school staff. These findings were triangulated through Head Teacher feedback gathered through the Customer Service Excellence Re-Accreditation process, and a stakeholder survey. A survey of Secondary DHTs indicated that 9/10 respondents valued Educational Psychology involvement in casework. In a small scale telephone survey (n=10), all parents reported being satisfied with the Educational Psychology Service, and 80% felt that the Educational Psychologist had helped move on their child's learning and wellbeing.

Collaboration with others is a core value of the EPS Consultation Model of Service Delivery. Partnership working was identified as an area of strength by schools through the annual review and planning processes, with a significant proportion of school leaders describing a positive partnership with their Educational Psychologist, characterised by good communication, trust, shared values and high-quality professional dialogue.

A commitment to joined-up working with other agency partners was also noted as an area of "compliance-plus" in the 2019 Customer Service Excellence Re-accreditation. This commitment is reflected in EPS Service Improvement groups, and in the visible presence of the Educational Psychology Service across the breadth of GIRFEC multi-agency children's services planning landscape, including

- 17 local GIRFEC groups,
- Co-ordination & Support Hub
- Learning & Development Group
- 4/5 Thematic Groups
- Strategic Group

4. Improvements in Performance

(a) Improvements in raising attainment and closing the poverty related attainment gap in literacy, numeracy, and health & wellbeing

The National Improvement Framework (NIF) is the main driver in raising attainment and closing the poverty related attainment gap. At a local level, the EPS contributes to the Aberdeenshire's NIF plan across all 4 themes:

1. Improvement in attainment (particularly literacy and numeracy)
2. Closing the gap between the most and least disadvantaged children
3. Improvement in Children and Young People's Health and Wellbeing
4. Improvement in employability skills and sustained positive leaver destinations for all young people.

Progress against the NIF plan is reported on an annual basis. The EPS leads on a number of actions under each theme, most notably in relation to Visible Learning, Nurture, Mental Health and Autism-friendly practice improvements.

The Aberdeenshire Joint Strategic Needs Assessment identified 5 multi-agency strategic priorities, each of which is taken forward by a GIRFEC Thematic Group. There is EPS representation within the following thematic groups:

1. Children and Young People's Mental Health (EPS led)
2. Children with Disabilities
3. Early Years
4. Corporate Parenting Group.

The Action Plan for each group can be found within the Aberdeenshire Children's Services Plan. Progress against the plan is reported on an annual basis.

Within the Northern Alliance Regional Improvement Collaborative, the EPS has had a consultative role around Maths and Mastery and the embedding of Emerging Literacy.

(b) Impact of professional learning on improving outcomes

The EPS provides Career Long Professional Learning (CLPL) opportunities to schools on a wide range of topics, which is evidenced by the EPS Training and Project database. This ranges from bespoke sessions to a school or cluster around an identified need, to delivering authority-wide training on approaches which support strategic aims and objectives. During 2018/19 the EPS refined its service-wide CLPL offer to schools, placing a greater focus on topics which contribute to Aberdeenshire strategic priorities:

- ECS Promoting Inclusion through Positive Relationships Strategy identifies Nurture, Solution-Oriented Practice, Restorative Practice and Resilience-building approaches as the foundations of universal inclusive practice. The EPS offers CLPL to schools on Universal Nurture, and Solution-Oriented Approaches, and continues to support the roll out of Restorative Practice training.
- ECS Enhanced Provision Model sets out the vision that all schools will be Dyslexia Friendly, Autism Friendly and Nurturing. The EPS offers CLPL to schools on Universal and Targeted Nurture. Following a previous focus on dyslexia, in 2018/19 the EPS established a multi-agency working group which aims to support and improve autism friendly practices in schools.
- Raising attainment: During 2018/19 a Practitioner Enquiry approach was used to support School Leaders to encourage reflection on aspects of learning and teaching practice in their own context, implement practices which have an established evidence-base in relation to raising attainment, and to use data to evaluate the impact on their learners and inform next steps for their school.

There was a greater emphasis during 2018/19 on more clearly measuring the impact of EPS CLPL activity. Examples of EPS-led courses which now have more robust evidence of impact include, *Teaching Cognitive Skills in the Early Years*, *Universal and Targeted Nurture Approaches*, and *Understanding Sensory Behaviours*. Evaluation activity for such courses have included opportunities being built into each session to allow for rolling feedback on style, structure and content, enabling facilitators to adapt the training to participants' emerging needs; pre-and post- measures of participants' self-rated knowledge, confidence and competence in the subject area; and longitudinal follow-up work with samples of participants in order to establish whether changes to their practice had been sustained.

Area for improvement

A key focus for future evaluation of CLPL work should be, where possible, measuring the impact of changes to participants' practice on the experiences and outcomes of children and young people. It would also be beneficial for the EPS to make greater use of shared data sets within schools and Education and Children's Services in order to establish baselines and triangulate change with EPS-led evaluation activity.

(c) Impact of strategic aims and objectives on families and communities

The Consultation Model of Service delivery primarily aims to support schools to support families and communities. In 2016 the EPS adjusted its time allocation to schools in order to enable an increased focus on prevention and early intervention in the early years. A range of work has been carried out in the early years including enhancing its CLPL offers to ELCC providers, a greater contribution to multi-agency improvement work (e.g. GIRFEC Early Years Strategic Thematic Group, and 17 x local Early Years Forums), and an increased level of activity at casework level in the early years.

Area for improvement

The wide and varied nature of EPS work in the early years makes it difficult to evaluate the overall impact. A more focused approach is therefore required going forward, with a clear service-wide offer which still allows individual EPs to respond to local need.

5. Leadership of Improvement and Change

(a) Strategic planning for improvement, innovation and creativity

Evidence of strong leadership of improvement and change comes from a well-planned and systematic programme of self-evaluation, increasingly high levels of success during Customer Service Excellence assessment, and high levels of staff retention. Creativity and innovation are nurtured throughout the service, with a strong emphasis on distributed leadership. During 2018/19 Educational Psychologists rated opportunities to be involved in and lead aspects of service improvement as 4/5 (good/very good). Examples of distributed leadership within the EPS include:

- All Educational Psychologists have a role in shaping the Service Improvement Plan through team meetings, service development days, supervision structures, and their own self-evaluation activities (e.g. Review & Planning with schools)
- Educational Psychologists are encouraged to lead elements of the Service Improvement Plan. This includes chairing working groups, developing action plans and leading on quality assurance and evaluation.
- Educational Psychologists are encouraged to seek external development opportunities. Examples include, supervising a Trainee or Probationer Educational Psychologist; becoming an Assessor for the Qualification in Educational Psychology (QEP); joining the *Educational Psychology in Scotland* Editorial Board; contributing to the Scottish Division of Educational Psychologists (SDEP) Executive Committee, and being a guest lecturer at the MSc in Educational Psychology at Dundee University.
- There is a service-wide emphasis on peer supervision, including area team group supervision, and cross-service reflective practice on triads.
- All Educational Psychologists are supported to prepare for their PRD meeting with their line manager using a person-centred planning process facilitated by two peers. Themes emerging from PRD meetings are collated and used to inform service development activities.
- Informal and formal opportunities are available to provide feedback to Senior Leaders in a safe and open climate. This includes formal line management, supervision and PRD structures, and discussions at team meetings. An open-door policy is encouraged by Senior Leaders.
- The “Team Wheel” activity provides an opportunity for Educational Psychologists to look at their individual strengths and how these are supported and developed by the service. It also enables Educational Psychologists to provide measurable feedback to the Senior Leadership Team on the climate of the service.

Areas for improvement

- The EPS programme of self-evaluation needs to more explicitly link with EPS improvement planning cycle, and wider ECS planning and reporting cycles.
- Whilst Educational Psychologists value their role as service improvement group leads, feedback suggests that they require clearer guidance to support them with this role

6. Self-evaluation to secure self-improvement

- (a) Approaches to self-evaluation
- (b) Analysis and evaluation of intelligence and data

Overview

The EPS is committed to ongoing self-evaluation and service improvement. There is an established Self-Evaluation Framework to ensure a wide variety of data is used to inform short and long term service improvements. Some self-evaluation processes are ongoing through everyday practice, whilst others take place at punctuated points throughout the year.

Key EPS self-evaluation processes are:

- Management and Supervision: A variety of line management and peer supervision activities take place to support both practitioner and whole service level evaluation and improvement.
- Review & Planning with schools: The Review and Planning process provides a cyclical framework for individual EPs to work collaboratively with schools to evaluate and plan their joint work at three key points throughout the academic year. The timescale for completion marries with the school improvement planning cycle, providing a platform for EPs to explore and negotiate with School Leaders how they can support systemic change. The EPS reviews quantitative and qualitative data emerging from all end of session Review and Planning meetings on an annual basis and uses this as a measure of school satisfaction, and as feedback to inform service improvement planning.
- Gathering stakeholder feedback: parental feedback is gathered as part of a telephone survey bi-annually.
- Informal Consultations: The effectiveness of informal consultations is explored through structured questions asked of schools during Review and Planning meetings. There are also sampling periods where consultees are asked to rate the helpfulness of the informal consultation and give reasons for this rating. The results of this sampling exercise are analysed to explore emerging themes and areas for service improvement.
- Formal Consultation: Evaluation of the impact of Formal Consultation on the learning and wellbeing of children and young people is embedded within the consultation process. The aims and actions of the formal consultation are clearly articulated then used as the basis for evaluation during a follow-up consultation meeting. This is a collaborative process involving the child or young person where appropriate, parents, and relevant school staff. When consent has been given, feedback from parents is also sought via a telephone survey after the follow-up consultation.
- CLPL support and Project Work: The EPS has a CLPL evaluation framework to support the evaluation of training and project work. The framework provides guidance to EPs for gathering qualitative and quantitative information about impact at five levels.
- Customer Service Excellence: Aberdeenshire EPS is Customer Service Excellence (CSE) accredited. CSE accreditation requires an organisation to assess its own capability and set challenging targets in relation to customer focused service delivery, at the same time as implementing processes to identify areas and methods for improvement. The EPS has been successfully assessed against the criteria of the CSE on an annual basis since 2007. Through this process we engage with different partners and seek feedback and identify areas for improvement.

Key Strengths

- The embedded and cyclical nature of the EPS self-evaluation framework enables self-evaluation to be integrated within the culture and practice of the EPS. This fosters an improvement mindset and involves all Educational Psychologists within the service.
- Evaluation from our CSE processes in 2018 highlighted that the EPS should consult with stakeholders around our information leaflets. The subsequent work carried out in partnership with young people to review the design and content of service leaflets was commended during the 2019 re-accreditation. Young people reported positively about their involvement in this process.
- There is a CLPL Framework to support Educational Psychologists to measure and evaluate the impact and effectiveness of training and project work.
- Results from parents and carers surveys indicate high levels of service satisfaction, although the sample size is small.
- Feedback from a stakeholder survey with Secondary DHTs is being used as a driver for improving our model of service delivery.
- Feedback from Educational Psychologists, and a review of evidence-based practices, is being used to direct changes to working in the early years.
- Review and Planning processes with schools has been reviewed in consultation with Head Teachers.
- Regular peer supervision triads have been introduced focusing on self-evaluation of specific areas of practice.

- The induction process for new Educational Psychologists has been reviewed and updated based on feedback from previous probationers and inductees.
- Guidance on the role of Educational Psychologists in Joint Care/Education External Placements has been updated based on feedback from other agencies to provide clarity of EPS role.

Areas for improvement

- Through stakeholder feedback and management and supervision processes, the need to further develop the quality assurance of consultations has been identified.
- There are inconsistencies in the application of the CLPL framework – the framework needs to be strengthened and further embedded into Educational Psychology practice.
- The methodology of the parent survey should be reviewed to improve the quality of information yielded from the survey, and increase the sample size.
- There is a need to more explicitly use shared data and intelligence to formulate baselines for service improvements.
- There is a need to collect data related to reasons for Educational Psychology involvement to analyse trends and target development work
- The Self-Evaluation Framework needs to be more rigorously applied and more explicitly feed into the standards & quality and improvement planning cycle.

PART 2: EDUCATIONAL PSYCHOLOGY IMPROVEMENT PLAN 2019-2020

7. Identified Improvement Priorities (inward based on our self-evaluation)

ACTION	EXPECTED OUTCOME / BENEFITS	HOW WILL SUCCESS BE MEASURED IN 1 YEAR
<p>1. Establish a system for capturing reasons for EP involvement</p> <p>SLT Link: Anne Wilson</p>	<p>Monitoring of trends in reasons for EP involvement</p> <p>Development work informed by above data at school, cluster and service level</p>	<p>System in place</p> <p>Evidence of system being used to plan targeted training and development work</p>
<p>2. More systematic pre and post-evaluation of EPS CLPL / development work.</p> <p>SLT Link: Carron Douglas</p>	<p>Increase in EP self-reported confidence levels</p> <p>More transparent data and intelligence driven rationale for CLPL / development work</p> <p>Evidence of impact across all training and project work</p>	<p>CLPL programme through FSMs</p> <p>CLPL evaluation summaries which demonstrate impact through use of school data, shared data sets, and other data gathering methodology as appropriate (link this more explicitly to our CLPL evaluation framework)</p>
<p>3. Develop an EPS CLPL strategy</p> <p>SLT Link: Anne Wilson / Louise Goodall</p>	<p>Clear contribution to ECS / GIRFEC strategic agenda</p> <p>Reduction in resource and time duplication</p>	<p>Shared agreement across EPS of principles underpinning CLPL delivery</p> <p>Core CLPL offer linked to ECS / GIRFEC strategic priorities</p> <p>Core CLPL offer embedded within PL strategy</p> <p>Greater awareness amongst schools and Cluster Leads of core CLPL offer</p>
<p>4. Develop an offer around EPS service delivery in the early years</p> <p>SLT Link: Louise Goodall</p>	<p>Clear EPS offer of targeted early intervention work with families using Video Interaction Guidance</p> <p>Robust pre- and post-evaluation data</p>	<p>Increased EPS capacity for VIG</p> <p>Service level agreement with Social Work regarding intervention delivery</p> <p>Pilot with identified Family Resource Centres carried out and evaluated</p>
<p>5. Explore how we can become more data and intelligence led in our service delivery to schools</p> <p>SLT Link: Ashley McGregor</p>	<p>Increase in planned, targeted work with pilot secondary schools based on identified need</p> <p>Robust pre- and post-evaluation data</p> <p>Increase in Secondary DHT self-reported satisfaction levels</p>	<p>Pilot a data and intelligence led review & planning process with five Academies</p> <p>Clarity regarding what a “data and intelligence driven” model of service delivery to schools entails, and the benefits of this approach</p> <p>Next steps identified</p>
<p>6. Continue to extend our knowledge and understanding of psychological theory and research, and developing our psychological skills within the context of a Consultation Model of Service delivery</p> <p>SLT Link: Anne Wilson</p>	<p>High levels of practitioner confidence and competence, evidenced through individual and service-wide self-evaluation activities</p>	<p>Programme of CLPL activity for EPs encompassing:</p> <ul style="list-style-type: none"> Solution-Oriented Brief Therapy Emotion Coaching Video Interaction Guidance Consultation CLPL toolkit, including self-evaluation framework Practitioner Enquiry

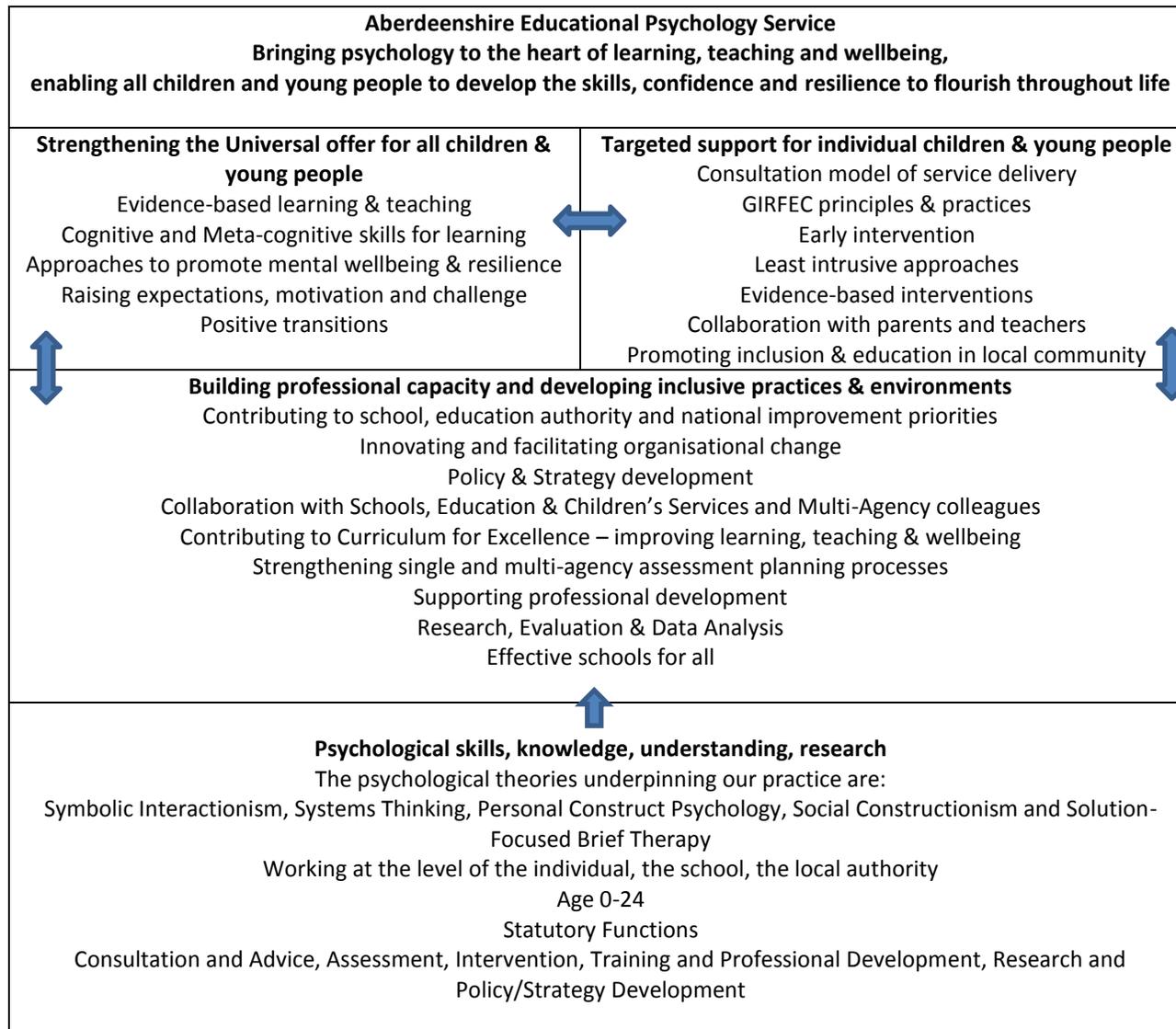
Group: Morag Donaldson Diana Fraser		
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8. Priority development work (outward based on what the data tells us is needed)

Development theme	Three Year Objective	Focus for 2019/20
<p>Visible Learning: We aim to build capacity in schools to implement and evaluate evidence-based approaches in order to improve learning outcomes (Hattie 2008; 2011; 2015)</p> <p>SLT Link: Ashley McGregor</p> <p>Group: Laura Gourlay (Lead) Elayne Steel (Lead) Susan Taylor (Lead) Liz Bolton Karen Findlay (short-term)</p>	<p>CLPL courses on a range of evidence-based topics will be offered to schools on an annual basis aligned with School Improvement Planning cycle.</p> <p>The method of CLPL delivery will facilitate data-driven school improvement.</p> <p>There will be robust pre- and post-evaluation data to evidence impact.</p>	<p>Complete existing Practitioner Enquiry cycle with three focus clusters</p> <p>Carry out meta-analysis of school data collated through existing cycle with a view to evidencing impact</p> <p>Embed VL offer as a cluster level offer through locality EPs and share with Cluster Leads group</p> <p>Create and finalise workshops materials on Feedback, Meta-Cognition and Assessment Capable Learners and Inspired & Passionate Teachers</p> <p>Create generic PE session materials and guidelines - to include a suite of pre- and post-evaluation tools for schools.</p>
<p>Nurture: We aim to draw on attachment and resilience research to create a vision of nurture for Aberdeenshire, and to enhance the use of nurturing approaches in all establishments. We will do this through working with partners to develop and deliver sustainable CLPL pathways and resource toolkits</p> <p>SLT Link: Carron Douglas</p> <p>Group: Anna White (Joint Nurture Lead) Tasha Robinson (Joint Nurture Lead) Ashley McDonald (Family Nurture Lead) Carolyn Oddie Fiona Seaton (short-term)</p>	<p>There will be a unified definition of nurture within Education and Children's Services.</p> <p>There will be an annual cycle of CLPL activity offered to Aberdeenshire establishments on universal (whole establishment) nurture practices, and targeted nurture interventions.</p> <p>There will be robust pre- and post-evaluation data to evidence impact.</p> <p>There will be an online nurture resource toolkit with guidelines, practical resources, self-assessment frameworks, and evaluation tools.</p>	<p>Centralised training programmes for Primary and Secondary Schools to be delivered Nov / Feb inservice days</p> <p>Additional local events as negotiated with individual EPs</p> <p>Boxall Profile training to be incorporated into nurture training pathway in negotiation with Nurture Network</p> <p>Develop robust pre- and post-evaluation plan for universal nurture</p> <p>Increased focus on partnership working with Social Work around nurture agenda</p> <p>Review and update Nurture Hub Guidelines</p> <p>Develop guidelines on setting up nurture spaces</p> <p>Develop guidelines for setting up a nurture group</p> <p>Develop a flyer for parents on nurture</p> <p>Incorporate Connected & Compassionate materials into nurture training</p>

<p>Aisling Campion Katie Sprang</p>	<p>Family nurture work will be supported by an online resource</p>	<p>Develop a presentation with key nurture messages for sharing with other professionals through GIRFEC arrangements Launch of online family nurture resource</p>
<p>Autism Friendly Schools: We aim to build capacity in schools to support children and young people with Autism</p> <p>SLT Link: Louise Goodall</p> <p>Group: Ruth Muir (Joint Lead) Helen McKay Michelle O’Grady (Joint Lead) Jen Sutherland (short-term) Kerry Mitchell</p>	<p>An Aberdeenshire-wide vision of autism-friendly schools, with an associated quality assurance framework, and CLPL strategy.</p> <p>Decrease in external placing requests for pupils with autism, decrease in parental complaints relating to autism and unmet need, decrease in SEEMIS records identified as ASD + Exclusions, ASD + mental health concerns, ASD + Social, Emotional, Behavioural needs</p>	<p>Pilot draft quality assurance framework with pathfinder schools Autism and Anxiety – review and share evidence base for targeted interventions, and develop training materials as appropriate Ongoing promotion and evaluation of Sensory training modules Collate authority-wide baseline data Incorporate feedback from parent focus groups into planning</p>
<p>EPS contribution to Aberdeenshire-wide framework of interventions, which will be led by the Inclusion, Equity & Wellbeing team.</p> <p>SLT Link: Carron Douglas</p> <p>Group: Fiona Seaton Jen Sutherland Karen Findlay</p>	<p>A continuum of evidence-based targeted interventions (individual, group, family) to support social, emotional and behavioural needs available as core within each cluster</p> <p>Reduction in Exclusions, SEEMIS records identified as Social, Emotional & Behavioural difficulties. Reduction in out of authority cases relating to SEBD.</p>	<p>Review of unmet needs to identify interventions required Scoping exercise / literature review Workforce planning CLPL strategy Review of staged intervention process</p>

APPENDIX 1: Aberdeenshire Educational Psychology Service



Appendix 2: Strategic Context

Scottish Government National Outcomes (2016) which Educational Psychology Services contribute to:

Children have the best start in life and are ready to succeed

Young people are successful learners, confident individuals, effective contributors and responsible citizens

Tackle the significant inequalities in Scottish society

Improve the life chances for children, young people and families at risk

Realise full potential with more and better employment opportunities for our people

Northern Alliance Regional Priorities:

Improvement in attainment, particularly literacy and numeracy

Closing the outcome gap between most and least disadvantaged children

Improvement in children and young people's health and wellbeing

Improvement in employability skills and sustained, positive school leaver destinations for all young people

Local Strategic Priorities:

Local Outcomes Improvement Plan (LOIP) Priorities (2017-2027):

- Changing Aberdeenshire's relationship with alcohol
- Reducing Child Poverty in Aberdeenshire
- Connected and Cohesive Communities

Council Priorities (2017-2022):

- Support a strong, sustainable, diverse and successful economy
- Have the best possible transport and digital links across our communities
- Provide the best life chances for all our children and young people (ECS)
- Work with parents and carers to support children through every stage of their development (ECS)
- Encourage active lifestyles and promote wellbeing with a focus on obesity and mental health (ECS)
- Have the right mix of housing across all of Aberdeenshire
- Work to reduce poverty and inequalities within our communities
- Deliver responsible, long-term financial planning
- Have the right people, in the right place, doing the right thing, at the right time
- Protect our special environment, including tackling climate change by reducing greenhouse gas emissions

Children's Services Plan Priorities (2017-2020):

- Corporate Parenting
- Substance Misuse
- Children with a Disability
- Early Years
- Children and Young People's Mental Health

National Improvement Framework Themes (2017-2018):

- Improvement in Attainment (particularly Literacy and Numeracy)
- Closing the Gap between the most and least disadvantaged children
- Improvement in children & young people's health & wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people