EDUCATIONAL PSYCHOLOGY SERVICE

SELF-EVALUATION PROFILE FOR VSE PROCESS

Education and Social Care

MAY 2015

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1. MORAY: LOCAL AUTHORITY CONTEXT

1.1 Moray Profile

In 2011, Moray's population was 93,295. Elgin is the administrative capital and Forres, Keith, Lossiemouth and Buckie would be considered the other main satellite towns.

The Moray 2023 Plan states that Moray is characterised by:

a) High employment but low wages. Moray had the lowest median wage in Scotland in 2014
b) A significant presence of food & drink industry
c) Low number of graduate opportunities
d) A reliance on the public sector for employment
e) A higher than average life expectancy
f) Low crime rate
g) Poverty tends to be 'hidden'. Although there is variation across Moray's SIMD datazones, it tends to be individual households that are affected rather than whole communities. None of Moray's 116 datazones are among the 15% most deprived in Scotland according to 2012 figures.
h) Access deprivation is an issue given Moray's rural character with 32 datazones being in the most deprived 15% in Scotland in terms of the SIMD Access Domain.

1.2 School Education

Moray has 8 secondary schools and 45 primary schools.

At September '14, there were 6783 primary pupils and 5265 secondary school pupils. Twenty schools have rolls of less than 100.

Moray has no special schools. The needs of most pupils with more complex needs are met within enhanced provisions which are situated as part of mainstream schools. Two off-site provisions offer education to children and young people at risk of exclusion and a small number are educated in specialist residential placements outwith Moray.

1.3. Management Structure

The Educational Psychology Service is part of the Education & Social Care department. This new department was formed in 2011 when Educational Services and Community Services merged under a new Corporate Director.

In January 2013, the Educational Psychology Service was brought under the line-management of the new Head of Integrated Children's Services. The service retains links with the Schools and Curriculum Development Section.

The 'on the ground' re-structure within Integrated Children's Service happened, largely, in October and November 2013. In operational terms, the re-structure had little impact on the service. However, the Principal EP's role has changed and is more strategic and corporate in scope. The roles and responsibilities of the PEP extend beyond those tied most closely to schools.

2. MORAY EDUCATIONAL PSYCHOLOGY SERVICE: THE SELF-EVALUATION JOURNEY

Moray EPS is committed to implementing a robust and systematic approach to self-evaluation and improvement planning. The service believes that the foundations for this are in place and that the service has taken significant strides in recent years towards the full realisation of this goal.

This section of the self-evaluation profile considers how the service's capacity for improvement has improved in recent years.

Two main areas will be the subject of discussion:

- **Staffing**
- **Continuous Improvement Policy and related activities**

2.1 Capacity For Improvement: Staffing

The establishment staffing level for the Educational Psychology Service is 7.6FTE. This includes a Principal Educational Psychologist and 2.0 FTE Senior Educational Psychologists.

The service has had long standing recruitment and retention issues. For a period of time in the run up to 2011, it was common for advertised posts to attract no interest. Since 2011, the service has been able to recruit people directly from MSc programmes. However, these EPs have often taken up posts in other authorities before starting in Moray or recruits have stayed for a relatively short period of time before moving on.

Historical staffing problems will not become the core theme of the forthcoming self-evaluation visit. However, the fluctuations in staffing levels and the many changes in personnel have undoubtedly impacted on self-evaluation activity. Whilst significant progress has been made, it is felt further gains would have been achieved had capacity been better. The service feels able to demonstrate a clear correlation between staffing levels and the nature, amount and quality of self-evaluation activity.

Since August 2012, the service has seen 23 changes in staffing within the psychology team at Trainee, Assistant, maingrade and Senior EP level with staffing levels fluctuating considerably from 2.3FTE to 6.3FTE.

Graph 1 illustrates the fluctuations in staffing level in session 2013/14 alone with each blue dot representing the staffing level at the end of each calendar month. The red bar shows the service's establishment staffing level of 7.6FTE.

Graph 1: Staffing levels during the 2013/14 academic session
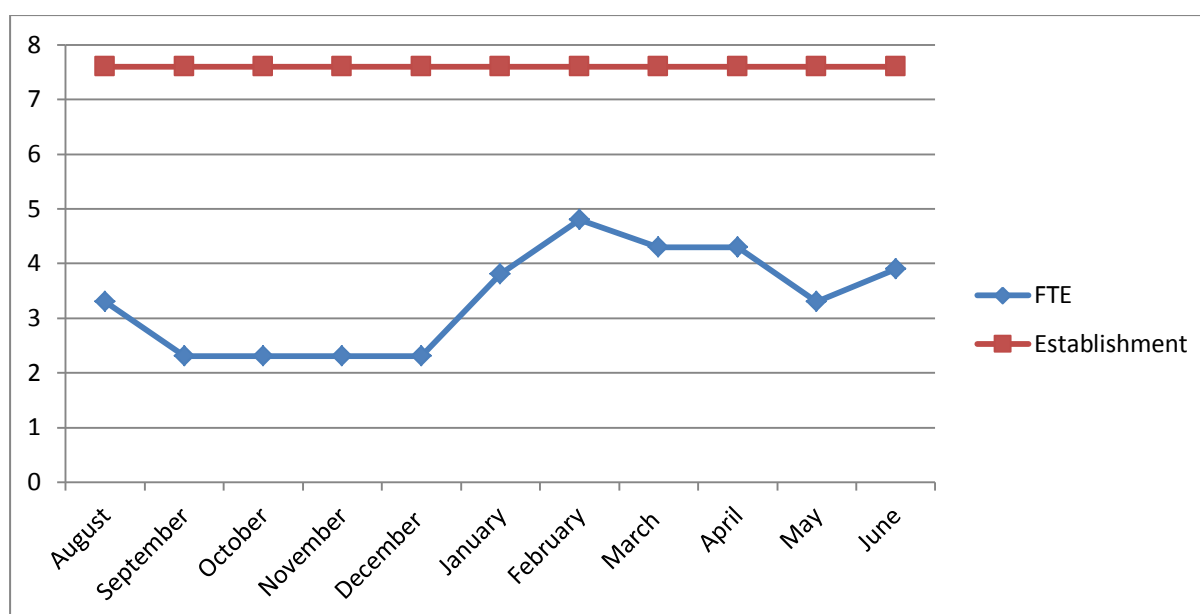
2.1.1 New Recruitment and Retention Strategy

The staffing context is important because this, it is felt, justifies the decision to implement a longer term recruitment strategy based on fostering and nurturing local practitioners

In September 2013, our staffing level was reduced to 2.3FTE - with the prospect of this being reduced to 1.8FTE given the Acting Senior EP's husband's imminent RAF posting away from Moray.

At this point, a meeting took place involving Human Resources representatives, the Head of Service and the Principal EP. It was decided that a longer term view of recruitment was needed and the following decisions were taken:

- To appoint a Trainee EP on a salaried basis for the second year of the MSc programme on the agreement that she remain with the service for 2 years following qualification
- To advertise 2 x internal secondments with a view to offering Educational Psychology Assistants a salary through the duration of the MSc programme.

In addition, a concerted effort was made to raise the profile of the service nationally.

2.1.2 Current Staffing Level

The longer-term recruitment picture looks now more positive.

Two recent inductees have partners who have permanent employment in Moray. In addition, one of the current trainee EPs will assume an Educational Psychologist post on completion of her MSc in August 2016. She already resides in Moray and is contractually obliged to work in Moray for 2 years following completion of her course.

Additionally, further EP Assistant, will begin her MSc at Strathclyde in August 2015. Following agreement with HR, she will be employed for the first year of the programme.

Our current staffing level is impacted upon by maternity leaves. Although the service's budget is fully committed and the service is technically fully staffed, there are currently 2.6FTE EPs on maternity leave as well as one post being left open awaiting the completion of one of the TEPs MSc programme. Capacity is also reduced as the service has 4 people who currently require weekly supervision. Newly Qualified colleagues have reduced caseloads.

2.1.3 New Procedures for Managing Absence

Although schools value the time allocation system and having a link psychologist, the service recognises the potential vulnerability should a member off staff be off for a period of time. Consequently, new procedures for managing absence have been introduced in an attempt to maximise continuity.

2.2. Capacity For Improvement: Revised Continuous Improvement Policy

The service's Continuous Improvement Policy was introduced in 2011. A revision of this document began in 2013 to take account of the Aspect Report on Educational Psychology Services in Scotland and following liaison with the local authority's Continuous Improvement Team (CIT) manager. This revision was finalised in late 2014.

Changes to the CI policy were prompted by a strong sense that the self-evaluation data gathered:

a) lacked depth
b) was oriented towards outcome rather than impact
c) was unhelpful in terms of improvement planning

A number of changes were made. These include:

- The introduction of self-evaluation activities centred around themes
- A greater emphasis on face to face dialogue with stakeholders (e.g. via interviews)
- The introduction of routine casework reviews (for the majority of casework) to replace the casework evaluation forms which were done on a sampled basis.

The policy is ambitious in its scope and sets out a clear and robust agenda for self-evaluation and continuous improvement. Utilising themed audits and focusing more on qualitative data has already contributed to more comprehensive action plans as part of our Strategic Improvement Plan (e.g. the literacy action plans which formed part of the13/14 and 14/15 SIPs)

The service has made good progress in relation to implementing the policy.

What is currently happening?

- Practice agreement feedback meetings between schools and EPs take place each year. Frequent changes in link EPs has impacted on the number of meetings which occur but the numbers are sufficiently high to inform service improvement
- A themed audit on literacy was undertaken in June 2013. A further themed audit in relation to the service's involvement and impact in the Early Years was initiated in March 2015. This work will form the basis of one theme as part of the current VSE visit.
- An agreement has been reached within the team on the use of Review of Involvement forms.
- The team meeting schedule has been revised to provide opportunities for discussions around cases and to allow EPs to work collaboratively.
- There is a greater sense of collective responsibility among team members for service self-evaluation and a greater sense of ownership in the resultant SIP.
- The SIP contains fewer Action Plans to encourage more focused and higher quality work
- The service continues to make clearer links between the work that is undertaken and wider local authority policies
- The service's self-evaluation activities are increasingly oriented towards impact.

What still needs to happen?

- Embed the use of telephone interviews with parents (this was planned as part of the current themed audit but was put on hold until the current VSE process)
- Fully embed the use of Review of Involvement forms. Involvement procedures were revised in 2014 to ensure absolute clarity among EPs.
- Opportunities for the Principal EP to undertake observed practice of EPs need to be generated and exploited
- The CI policy does not consider how we elicit the views of young people. The local authority has a commissioned service from Viewpoint which may serve as a starting point for such work.
- Greater use needs to be made of QMLAEPS as means of self-evaluating.

The service is confident that if current capacity is maintained or improved, this work will become more routine and firmly embedded in day to day practice.

3.0 SO WHAT DOES OUR SELF-EVALUATION TELL US?

3.1 General feedback

This first section focuses general feedback on the service.

3.1.1 Schools

On-going feedback suggests:

- The request for involvement process tends to work well
- Time allocation is valued – even when these allocations are reduced. Schools like having a point of contact.
- Relationships between schools and their link psychologists are generally positive – despite some schools experiencing numerous changes to personnel
- Communication is good and EPs are perceived as approachable. Schools feel Records of Contact are useful in promoting communication
- Most schools feel that there is a fair balance between consultation and more direct assessment work although some schools argue that more detailed assessment offers more in terms of 'value-added'.

Schools generally value the service that is provided. They appreciate the availability of EPs for both formal and informal discussions. They value the strategies offered by EPs and when EPs are able to validate assessments undertaken in school.

EPs are undertaking a broader range of work in schools relating to a range of issues. Schools increasingly see the EPS as a resource that can support improvement activities. Examples include:

- Training on nurturing approaches in schools
- Developing a literacy profile
- R:Time (a whole class intervention to develop social skills and emotional literacy)
- Living Life to the Full programme
- Pupil Aspirations research

Schools are increasingly aware of the mini-papers. Anecdotal and formal evidence suggests that these are helpful.

3.1.2 Parents

Feedback from the last two parental questionnaires suggests that parental satisfaction is generally very high. Most parents felt the EP helped. Parents offered differing reasons as to how. Some parents felt it validated or added legitimacy to

their concerns. Others valued the strategies on offer. Finally, other parents commented on the signposting to other services.

A small but important minority of parents were unable to articulate clearly what the EP achieved and others identified barriers within schools that prevented progress being made.

3.1.3 Educational Psychology Team

The ethos within the EPS is evidently strong. During a recent self-evaluation exercise, team members commented on the morale, team working and the open and honest culture that is ever developing within the team. Team members value increasing opportunities for collaborative working.

Team members also feel that improved staffing has allowed the service to a) develop a better balance between casework and systemic working and b) to use more psychology and theory in practice.

During a service improvement day in April 2015, EPs were asked to comment on the service's position in relation to 4 Quality Indicators from QMLAEPS. This next section will draw on this and other available evidence. The first two of these areas reflect what the service considers to be overarching strengths:

QI 5.4 Delivery of key processes: Professional Development & Training

This is an area where the service has seen substantial improvements. With a notable exception in relation to solution-oriented, the service's activities were previously ad hoc in nature and often focused on individual schools. Activities were not linked to the main CPD booking system for teachers.

All training activity is now recorded on the Gateway system and the service has established links with Education Support Officers with responsibility both Learning and Teaching and Additional Support Needs. This has allowed the work of the service to be embedded in wider local authority plans. This has been balanced with the provision of ad hoc / needs-led training to individual schools and teams.

Authority-wide training has been focused on key areas:

- Effective Feedback / Mindset (including supporting Teaching & Learning Communities)
- Effective Support
- Literacy Framework
- Precision Teaching
- Solution-Oriented
- Nurture and Attachment
- Sensory Needs in the Classroom

All training is evaluated on completion of the course. Evaluations across activities are consistently positive. Feedback from participants is reviewed systematically and changes are made to training where themes emerge.

Cognitive education has been a focus area on the service's Strategic Improvement Plan for sessions 13-14 and 14-15. This work has been consistently well-evaluated and the work is beginning to embed across the authority. The following outcomes have been achieved:

Training on Effective Feedback has been delivered:

- to entire NQT cohort in Moray in both 13/14 and 14/15
- Keith and Greenwards Primary School
- Around 200 support staff from across the local authority
- The Milne's High ASG (teaching and support staff across the ASG)
- All staff from Lossie High
- Practitioners from Early Learning and Childcare Centres
- Workshops have been delivered on growth mindset to P7 pupils as part of their transition programme to S1
- More detailed sessions on growth mindset have been delivered to P7 classes in 3 primary schools
- A pre-school pilot study using video has been introduced and evaluated.
- Development of assessment / support materials on mindset for use with young people
- Training on Effective Support for up to 80 support staff
- Research and CPD to support the use of Learning Intentions and Success Criteria in a secondary school.

This work gained national recognition with an article being published in Children in Scotland on Effective Support. Presentations were also made at the SDEP conference in Edinburgh and the BPS conference in York on Effective Feedback and the authority's 4 Aspects of Pedagogy programme. The Learning Intentions and Success Criteria work has also been published in Educational Psychology in Scotland.

Examples of needs-led / bespoke training with schools and other partners include:

- Dealing with anxiety
- Active Listening
- Nurturing Approaches in Practice
- GIRFEC
- Foetal Alcohol Syndrome
- Addressing Emotional Well-being
- Restorative Approaches
- Relaxation in the classroom

The service is increasingly mindful of evidencing the longer term impact of such training. The GRIT / mindset project at Lossie High and the Effective Feedback in pre-school pilot are examples of how the service is adopting a more rigorous approach to ensuring sustainability and longer term impact.

The service's CPD budget allows EPs to engage in a wide range of activities. EPs feel a fair balance is struck between CPD activities which relate to service priorities and others which allow EPs to develop their own skills and knowledge.

QI 5.7 Delivery of key processes: Improving the Quality of Services

As previously discussed, the service has a clear continuous improvement policy which provides the foundation for rigorous self-evaluation and improvement. The policy provides EPs with a range of tools for reflection and improvement. The service now offers clear opportunities for peer and joint working.

EPs recognise that the themed approach to improvement planning means that there is now a clear link between the self-evaluation data and the improvement plan which is generated. Team meetings and development time sessions are systematically used to monitor the implementation of each action plan. EPs feel a sense of ownership in the plan.

Arrangements for supervision and Professional Review and Development are now embedded. Actions are taken forward from these and built into individual plans and team meeting times to ensure practice evolves. Despite staffing shortages, the service has offered consistently high levels of support to both Trainee EPs and Probationer colleagues. Support for staff is considered to be another key area of strength. This relates most evidently to the following QI from QMLAEPS:

QI 3.1 How well do we meet the needs of our stakeholders: Impact on staff

Q1 7.3 Management and Support of Staff: Development of Staff

The service is increasingly comfortable in its 'growth mindset' and there is an open and transparent culture within the team. Leadership opportunities are shared at all levels of the team.

The service recognises the value of the Quality Indicators from the QMLAEPS document and further recognises the need to use these more systematically to support self-evaluation. Arrangements for Standards and Quality reporting also require review. As previously acknowledged, the casework review process is not fully embedded. This will require further consideration at team meetings and during supervision.

QI 8.1 How good is our management?: Partnership working

Partnership working is an area where the service has overseen considerable improvement in recent years and there are some aspects where practice is strong.

The service engages with a wide variety of stakeholders at both casework and systemic levels.

Examples of strategic work include:

- Work with Cruse on bereavement support
- Work with Quarriers on developing a life coach model
- Training with a range of agencies extending beyond schools (e.g. Skill Force; Adult Services; Engagement Team; Quality Improvement Officers; Moray Childcare Partnership; Fostering and Adoption team)
- An options appraisal re review of SEBN provision
- Leading on the development of a new mental health action plan across children's services

More needs to be done to ensure more of this type of work is set within strategic frameworks.

Our partnerships with schools are strong and this is where impact can be more strongly evidenced. Good practice in relation to broader partnership working is more ad hoc in nature although the service contributes meaningfully in the following areas:

- **Managing transitions** - especially complex transitions where children have complex needs, where placements have broken down and where children are returning from out of area placements.
- **The Early Years** – mainly ensuring a co-ordinated approach to meeting need and planning for transitions
- **Social, emotional and behavioural issues** – bringing a holistic perspective to discussions

The service has established and productive relationships with Outreach (behaviour support); the Early Years Education Service, the Autism Development Team and Education Support Officers.

Although the service is able to evidence impact in relation to a number of cases, role clarity seems to be a barrier to better and more consistent work with social work and NHS colleagues.

The EPS is not always routinely involved with our most vulnerable young people (including those who are looked after). This may form the basis of the next themed audit. Timing for this would be good to undertake this as the ICS re-structure has now begun to embed.

QI 5.2 Delivery of key processes: Assessment

The service has undertaken a range of activities to develop a consistency in practice with regard to assessment. The use of Collaborative Meetings as a starting point for

EP involvement is now well embedded and understood across schools. This ensures there is a clear rationale where more detailed assessment is needed.

All members of the EPS have been involved in the development of the literacy difficulties framework which has helped the service to develop a shared perspective with regard to literacy assessment and intervention. The service also continues to provide opportunities to discuss use of the Cognitive Abilities Profile.

The service feels confident that a range of appropriate assessment approaches are utilised. However, the service feels that assessment is an area which would benefit from a review during the 2015/16 academic session. Some of the outstanding issues include:

- As a service, we don't systematically share our assessment policy / perspective with stakeholders. This may, in part, lead to confusion about role among some stakeholders.
- More needs to be done to ensure the perspective of the young person is more consistently prominent in casework.
- The assessment policy needs to be updated to reflect developments in relation to GIRFEC and updated advice from ASPEP.

4.0 VALIDATED SELF-EVALUATION THEME 1: LITERACY

4.1 Background to work

The Scottish Government published its National Literacy Plan in 2010 and since then there have been numerous developments, initiatives and commitments which reinforce the importance of tackling literacy difficulties. The links between illiteracy and social exclusion are well understood so, if we are to get it right for every child, literacy should be a key focus area.

More recently, the government has stated a commitment to closing the attainment gap for those children from more deprived backgrounds. Despite this, the latest SSLN (2015) figures suggest falling standards in relation to reading.

Improving literacy and numeracy standards is a key target contained within Moray's 2023 plan.

Addressing literacy difficulties has formed part of the service's improvement plan in sessions 13/14 and 14/15. The plan was based on an audit of practice. The audit involved:

- Reviewing 10 x case files
- Telephone interviews with 5 head teachers
- Discussion at team meetings
- Review of previous self-evaluation data

The audit suggested the following:

- Significant inconsistency of practice of EPs in terms of scope of involvement; questions asked, strategies suggested when undertaking literacy work
- Within case files, there was an over-emphasis on strategies to support in the classroom rather than the use of evidence-based interventions designed to remediate difficulties
- Schools felt that the authority's position on literacy difficulties / dyslexia was unclear
- It was felt by EPs that class teachers were unclear about their responsibilities in line with staged intervention.
- Schools felt training for class teachers, ASfL staff and support staff would all be helpful

4.2 Tasks Undertaken

- An addressing literacy difficulties framework has been written. Version 1 was published in April 2014. This was revised and re-published in April 2015.

- A mini-paper has been published on how practitioners can support children with literacy difficulties at classroom level
- A mini-paper has been published which introduces the Addressing Dyslexia web-site.
- A pilot programme on Precision Teaching was developed, delivered and evaluated. A research paper was published following this evaluation. This is being rolled out in April and May 2015.
- An audit of literacy interventions used across the authority has been undertaken
- An EP has undertaken training in relation to using the Primary One Literacy Assessment and Action Resource (POLAAR). A section on this is now included in the Addressing Literacy Difficulties framework
- More recently, training has been developed to accompany the framework. This has formed the basis of be-spoke training in the Buckie High area and was introduced, more formally, to NQT colleagues on 14th April. Further training to Additional Support for Learning colleagues will be offered during the INSET period in May.
- Training will be delivered to support staff, on supporting literacy difficulties, as part of a larger scale event in May

4.3 Impact

Firstly, an intended spin off of this development work is that the service now has a shared perspective regarding literacy difficulties. This aids consistency of practice among EPs.

As part of the practice agreement feedback process in 2013/14, EPs were asked to review the prominence and impact of the service's work on literacy. Despite (at that stage) only a limited number of schools being involved in Precision Teaching training, some schools made reference to the effectiveness of Precision Teaching as an intervention with one school stating that it has led to 'more targeted intervention' for pupils. The feedback also suggested that the mini-papers, generally, were helpful. Many disseminate the papers on to staff members. Some head teachers had only recently become aware of the EPS web-site and accompanying resources.

Reference to the literacy difficulties framework was limited as part of this feedback process. Other feedback welcomed the document as a useful reference point. One school (who used the document to support planning for an S3 boy) felt the document was helpful but was difficult to navigate and to find pertinent information. Feedback also suggested that training was needed to support the framework.

The pilot on Precision Teaching has been evaluated in a more systematic way. Feedback suggests that pupils enjoy the routine of precision teaching and seeing their progress. Schools also suggest that support can be specifically targeted to meet individual needs. Research Paper 4 which was disseminated to schools offers

an example of how the approach was used to support a pupil with autism to improve his letter formation – something which then generalised to his class work.

Work on precision teaching has now gained a level of visibility within the authority. Central and locality based training is being rolled out this term and, despite the number of sessions on offer, the training is over-subscribed. Feedback from the early sessions has been excellent with respondents commenting on the potential of the Precision Teaching method. The service is committed to gathering examples of how Precision Teaching can be applied. These ideas can be shared via the web-site.

Training to support the literacy difficulties framework has now been developed. This was presented to NQT colleagues in April. The training was, generally speaking, positively evaluated. However, important lessons were learned. Reflections from EPs and from participants appeared to show a high degree of triangulation. Specifically:

- The framework is a substantial document and this training tried to cover too much in the time available. Consequently, key issues were only covered superficially. The training felt theoretical in scope.
- We did not sufficiently take account of the audience (i.e. stage of career; prior knowledge; sector (primary or secondary))
- Methods were too didactic and didn't allow participants to take responsibility for their own learning

4.4. Next Steps

The impact of the wider work on literacy has only, in part, been evaluated. Consequently, the EPS view the Validated Self-Evaluation visit as an opportunity to explore this impact and build on what has been started. Without pre-empting the VSE process, questions about the use of PiPS and INCAS data has been a recurring theme in discussions so some work around this would seem a helpful next step. In addition, aspects of the training relating to the literacy framework require revision. The Government's Literacy Action Plan places significant emphasis on early intervention and work before children ever reach school. Therefore, how the service can better support early literacy could be considered. In addition, the service would like to develop materials on supporting literacy at home.

5.0 VALIDATED SELF-EVALUATION THEME 2: EARLY YEARS

5.1. Background

The Educational Psychology Service recognises the importance of '*Getting it Right for Every Child*' at the earliest stage. The service supports the principles of the Early Years Collaborative and the Scottish Government's commitment to early intervention and preventative spend.

The service believes it contributes greatly to pre-school working. The service continues to plays a key role in the early identification of children with additional support needs and in supporting positive transitions to primary school.

The work of the service ties in closely with many the Key Change themes which form part of the Early Years Collaborative. Most notably:

- Attachment, child development and learning
- Continuity of care in transitions
- Parenting and family engagement to support learning
- Addressing child poverty
- Health and Well-being

In recent months, the service has been involved in a range of work:

- Training for early years' practitioners on mindset / effective praise, including a pilot with two centres using video.
- Training with Early Learning and Childcare Centre managers on Addressing Emotional Well-being and Nurturing Approaches in Practice
- Solution-oriented training with the MIDAS team (a pre-school / multi-agency assessment team)
- Leading on roles and responsibilities development work along with Speech and Language Therapy, Early Years Education Service and the Autism Development Team
- Development of named person handover guidance for health visitors handing on to schools.

Despite the provision of this work, the service feels that their role is under-utilised and is peripheral to the strategic focus within the authority. Furthermore, there have been various and significant developments in the early years over recent times – both nationally and locally which have impacted on the service. This includes the introduction of the named person role, new roles / services in the early years (e.g. Early Years Education Service; Autism Development Team) and the new Exceptional Support Funding process. Anecdotal evidence suggests that these developments have changed (and possibly blurred) the role of the EPS.

5.2 Tasks Undertaken

In light of the above, and following various discussions at team meetings and supervision, the service felt it was an appropriate time to explore what's valued in terms of its work in the early years, what can be done differently and how its knowledge and skills can be utilised to ensure a more strategic approach and greater impact.

As a result, an internal themed audit was initiated in January 2015.

The audit has, so far, involved:

- Auditing and discussing 10x early years case files
- A focus group with Health Visitors
- A focus group with Early Years managers of partnership nurseries
- A focus group with the Early Years Education Service
- An interview with an Occupational Therapist with responsibility for early years
- Meeting with the Early Years Partnership Officer

5.3. Emerging Themes

The following themes have emerged from discussions so far:

- The EP often has a pivotal role in pulling the team around the child together and supporting everyone in moving forward with a common purpose.
- The EP supports parents in meetings, as well as providing opportunities for parents to speak with the EP on an individual basis, away from a meeting forum
- EP assessment is useful in supporting others' understanding and pulling a plan together in a timely fashion.
- The EP role is perceived as support and guidance for Early Years settings, through shared observation and assessment.
- The role of the different Early Years services requires further clarity across the local authority to ensure a robust referral process meets the needs of all children at the earliest opportunity.
- Other agencies/stakeholders are not fully aware of the breadth of the EP role.
- Liaising with health visitors is important and is an area that needs to be improved upon.
- Reviewing strategies and advice given to pre-school settings needs further development.
- Sharing information with parents is a further area for development. Sometimes they come to the setting with minutes/ record of involvements because they don't understand them

- Parents are often apprehensive at the thought of educational psychology input. The title can be off-putting. Parent friendly information leaflets in early years' settings - to reassure parents – were suggested as a solution.
- Time scales for support are perceived as too long. People feel it would be helpful if the EP was involved earlier
- The training that is on offer is valued but managers of Early Learning & Childcare Centres felt that support to cascade training to their teams would be of value

As a result of this audit four key themes emerged:

- Partnership with parents
- Role clarity
- Multi-agency partnership
- Transition

In light of the data gathered through the internal early years audit and the resulting themes, the EPS decided to use these themes as the basis for the VSE activities to build on what has been started, and inform an Action Plan for the early years which the service would look to implement in the 2015/16 academic session and beyond.

6.0 EXAMPLES OF GOOD PRACTICE

1. Loss & Change Development Work

BACKGROUND

Following a Feasibility Study commissioned by Cruse, a Loss & Change Steering group was established to develop and deliver an action plan which would allow schools to feel more confident in supporting children who have experienced loss or bereavement. This group is chaired by the Principal Educational Psychologist. The group comprises primary and secondary school representatives, Cruse representatives, an educational psychologist, a school nurse and the Principal Teacher (Outreach / Behaviour support).

The partnership with the 3rd sector has been productive with Cruse securing funding from the Gordon and Ena Baxter Foundation to ensure the plan is delivered upon.

WHAT HAS BEEN ACHIEVED?

- The development of a training model. Each school will be invited to nominate 1 person to receive training. This person will act as a 'bereavement co-ordinator'. They will act as the first point of contact in the event of a concern. Co-ordinators will also be given a presentation which can be cascaded to all staff in schools. The first of three waves of training will begin on 21st May.

- A draft of critical incidents guidance is under revision following consultation. This was developed by the Educational Psychology Service. This should be finalised and published by the end of May. There is a commitment that this document will be added to the Head Teachers' handbook

- All schools in Moray will be provided with a box of resources which can be drawn upon in the event of a sudden bereavement or where children require longer term support. The books are currently on order and should be with schools – again by the end of May. The Educational Psychology Service has worked with both primary and secondary colleagues to identify suitable resources.

- Local procedures for accessing Seasons for Growth have been revised to:

- o   allow groups of schools to request groups (especially in the case of small schools)
- o   to allow schools adopt a whole school approach to raise awareness and to encourage children to self-refer.

The authority continues to support Companions in a systematic manner. Responsibility for Seasons now lies with the PT Outreach although the foundations for Moray's strategic approach were set by the EPS. The Educational Psychology Assistant continues to support the evaluation and support elements of the Seasons initiative.

- There is a commitment to developing curricular materials to support primary and secondary PSE programmes. This work is at an early stage but is on-going.

WHAT IS THE EVIDENCE OF IMPACT?

The work is at the point of being introduced.

REMAINING CHALLENGES & IMPLICATIONS FOR PRACTICE

All aspects of the plan will be evaluated. This will highlight, in due course, challenges and implications for practice.

NEXT STEPS

- Complete roll out of activities over the course of May 2015. Evaluate impact of all activities
- Involve Grampian Child Bereavement Network in steering group to ensure all work in relation to loss / bereavement is 'joined up'
- Create an on-line resource, hosted by Moray Council but linked to GLOW, the NHS and Cruse web-sites
- Audit curricular resources and support the development of curricular materials
- Consider how the project is sustained beyond May 2016 when the funding ends. It is anticipated that the EPS will assume responsibility for delivery of the training.

SUPPORTING EVIDENCE

- Steering group action plan
- Minutes of steering group meetings
- Press release
- Training records
- Details of Seasons groups
- Updated Seasons procedures

2. Training with ELCC Managers: A Nurturing Approach in Practice

BACKGROUND

Moray Childcare Partnership approached the Educational Psychology Service for advice re the training needs of Early Years Managers in partnership Early Learning & Childcare Centres across Moray. Through consultation, a number of training needs were discussed. The designated EP agreed to deliver training on emotional wellbeing. How this could be used as a basis for ongoing training on nurturing approaches to practice was considered.

WHAT HAS BEEN ACHIEVED?

- The delivery of a ½ day training on "***Addressing Emotional Wellbeing: building positive relationships and creating supportive environments***"
- An evaluation of the training
- A follow up evaluation to evidence how and what has been put into practice by early years managers
- A further consultation with mangers offering a number of different topic areas (all headed under nurturing approaches in practice)
- Delivery of a 2nd ½ day training input – "***A Nurturing Approach in Practice: enhancing social and emotional development in the early years"*** (as voted for by the managers given the topic choices made available)
- An evaluation of the training
- The EP contributing to Moray Childcare Partnership *Facebook* page to disseminate small info bites to parents on children's development and wellbeing/parenting and early learning

WHAT IS THE EVIDENCE OF IMPACT?

Managers valued:

- The opportunity to share current practice and develop further skills
- Being introduced to new tools and activities to use in settings to gather an overview of a child's development (identifying strengths and areas of focus to support development)
- The training as a means of connecting with others and evaluating practice.

Some managers are using the training to cascade to the practitioners in their respective settings - using the activities within the training to enhance skills of staff.

REMAINING CHALLENGES & IMPLICATIONS FOR PRACTICE

It is important that any further training continues to be developed in consultation with early years managers and shared with the Early Years Education Service (EYES) to facilitate shared understanding. The evidence that is being generated evidences the different needs of different early years settings, and thus, an opportunity to create a modular approach to early years training would be of benefit to many. In looking outward, it is important that these isolated pieces of training and evaluation are shared to help inform training for early years settings across the authority. The EPS has an opportunity to support an early years training model/accreditation that allows the practice and skill set of early years practitioners across all ELCC settings to be built to a standard that sees all children meeting their expected developmental milestones in the early years in line with the Early Years' Collaborative stretch aim.

NEXT STEPS

- To carry out a follow up evaluation at the next manager's forum on the second training session and ascertain from managers what would be of benefit in terms of next steps.
- Consider how a training model can be delivered to meet the training needs of all early years' practitioners in LA and partnership nurseries.

3. Training / Intervention with S4 pupils: Coping with Exam Stress and Relaxation

BACKGROUND

Forres Academy approached their educational psychologist at the beginning of the academic session to discuss how they could support the S4 year in preparing for their exams. This was a result of their experiences with the previous S4 year who presented with a number of worries – given the new national 5 courses, and that it was the first time many of the pupils had sat a formal exam. The guidance team were already noticing pupils experiencing excessive anxiety regarding exams and wanted to intervene early to support their pupils. The EP met with the Academy's guidance team and through consultation it was agreed to pilot a short 3 session intervention across the whole of the S4 year in the run up to the exams in May. The aim was to increase the confidence of the pupils in their ability to take exams, as well as provide some strategies in the areas of revision and relaxation techniques and managing any exam stress positively.

WHAT HAS BEEN ACHIEVED?

A three session intervention has been delivered to a total of 9 S4 classes. The sessions were delivered in PHSE classes to a total of 136 pupils. The sessions were planned around the following themes:

- **Session 1**: Exploring stress (stress continuum and optimal stress level (Gregor, 2002)) and relaxation.
- **Session 2**: Revision and exam tips (Buzan, 1995 and Bower & Gilligan, 1979)
- **Session 3**: Night before and day of the exam tips and recap over all three sessions

An evaluation of the intervention has been carried out. The materials from each session have been collated into a booklet which the school have requested to be placed on the school's website for pupils to access themselves if they need it, and parents are to be directed to the resource to support their child.

The EP and guidance team are using the evaluation to consider how the school can move forward in reducing future pupil anxiety around exams.

WHAT IS THE EVIDENCE OF IMPACT?

- Pupils gained a new understanding around memory and learning
- Relaxation was seen as a useful tool to cope with stress and worry.

- Pupils developed an understanding of the effects of stress and how to reduce stress levels.
- Pupils benefitted from revision techniques/tips allowing them to feel more secure about revision and the run up to exams.

REMAINING CHALLENGES & IMPLICATIONS FOR PRACTICE

The biggest challenge is the capacity of the EP and guidance staff to continue to deliver a bespoke intervention in light of the complex secondary school system. It is important to consider how an approach to supporting pupils though exams is embedded within the PHSE curriculum. This short intervention has shown the need to provide pupils with opportunities to develop study skills, improve academic self-concept (perhaps through addressing attributions for success or failure – growth mindset). The aim should be to build capacity with teaching staff and pupils - rather than the school seeking support from an external agency.

NEXT STEPS

As a result of the work carried out and subsequent evaluation, the following next steps are to be explored for next session.

- Pupils would benefit from a study skills programme that begins much earlier than S4. The introduction of a study skills programme from S1 focusing on memory and learning, attitude change, practice and skill development generally would reduce the level of stress that pupils then are confronted with whether they sit formal exams or not.
- Bringing relaxation and mindfulness to the curriculum to encourage learned optimism would help pupils be more resilient when faced with exams.

4. Approaches to Assessment of Literacy Difficulties

BACKGROUND

The link EP was approached by the PT ASfL (secondary) for advice in relation to the assessments being used by their department to assess for literacy difficulties. It was agreed that it would be useful for the EP to provide all ASfL staff with an input on approaches to assessment and intervention.

WHAT HAS BEEN ACHIEVED?

- Delivery of training to ASFL from across the Associated Schools Group.

WHAT IS THE EVIDENCE OF IMPACT?

- As a direct result of the training the department has modernised their approach to literacy assessment in order to take into account current theories and knowledge of literacy development. Outdated assessments such as the Ashton Index, Burt Reading Test and Vernon's Word Recognition etc. have been replaced with up to date assessments such as the York Assessment of Reading Comprehension (YARC), the Phonological Awareness Battery (PhAB), Assessment of Comprehension and Expression (ACE), and the British Picture Vocabulary Scale (BPVS). Those undertaking assessments now have a more reliable basis to compare an individual's skills relative to those within the norm group. In addition, a more accurate profile of their strengths and areas of difficulties can be identified. The department is now using assessment information to drive decision-making (i.e. to identify specifically where the learning breaks down for a pupil, and therefore, the nature and scope of the intervention needed).

- In relation to intervention, the staff team are now familiar with the importance of using interventions which have a sound evidence base. Moreover, the staff team has developed their understanding of implementation fidelity and the importance of using certain interventions systematically.

- The team has increased their knowledge and skills in a variety of interventions which they were previously unfamiliar with. For example, Acceleread Accelewrite, Toe-by-Toe, PhonoGraphixs, Lexia, Read Write Inc, and the precision teaching method.

EVIDENCE

- Verbal feedback from PT SfL,
- Schools use of assessment data in consultations,
- Discussions with ASfL staff.

REMAINING CHALLENGES & IMPLICATIONS FOR PRACTICE

To achieve a level of consistency across the authority, bespoke training on developing understanding of assessment and monitoring and the use of evidence based interventions will be needed. This can be developed as part of the training which accompanies the Literacy Difficulties framework.

It would appear that primary schools teach literacy in a variety of ways using a mixture of resources and materials. There is arguably a need for clearer guidance in relation to teaching literacy particularly guidance on evidence based, whole class literacy programmes.   This is work that could be undertaken in conjunction with Learning and Teaching Officers. This would extend the role of the EPS beyond that of addressing difficulties with literacy.

The EPS could provide training on the use of specific whole class literacy programmes, perhaps within a pilot school initially. .

NEXT STEPS

- Complete the next phase of training (Literacy Framework) to SfL teaching staff across the authority.
- Engage with stakeholders re feedback

5. Solution Oriented Multi-Agency Training

BACKGROUND

Moray EPS has been central to the development of solution Oriented practice for more than a decade. This involvement waned with the difficulties of embedding the programme from a bottom up approach. In the meantime, the service supported the development and evaluation of Working On What Works (WOWW) and produced a paper that is still the most robust evaluation of this work internationally.

More recently, GIRFEC and the Local Integrated Assessment & Planning processes provided a renewed opportunity to widen the scope of solution-oriented to multi-agency meetings.

WHAT HAS BEEN ACHIEVED?

- o Provision of highly evaluated training to a range of groups including education, social work, Engagement Team, MIDAS (pre-school assessment team), adult services, health visitors.

- o Three cohorts on the Dundee MSc have received input

- o EPs chairing challenging issue-based meetings within schools and other services to positive outcomes.

- o The development of a 'how good is our solution-oriented meeting' reflective tool

- o Introduction of re-connector sessions for those who have undertaken training to help embed practice.

- o Increasing capacity for solution-oriented training through new/renewed working with the Behaviour Support / Outreach team

- o The development of consistent training approach/materials.

WHAT IS THE EVIDENCE OF IMPACT?

- Requests for further training

- Increased numbers accessing training

- Requests to train trainers from adult services.

- Raised awareness of good solution-oriented practice.

- Anecdotal feedback from participants of the difference in experiences for all when a meeting is run in accordance with solution-oriented principles.

REMAINING CHALLENGES AND IMPLICATIONS FOR PRACTICE

- To improve capacity for training across services and development of the approach.

- To raise awareness of the difference between good and poor solution oriented practice, and ensure those involved in the LIAP process have had training within the last 4 years.

- To evaluate the impact of good solution-oriented practice on children and families.

- Create a model of quality assurance for solution oriented meetings.

- Evaluate the impact on children and families of wider solution oriented approaches such as Kids' Skills.

- Revisit and build upon strengths of the Solution Oriented Schools Programme and adapt to support the development of a Relational Community. Make more explicit links between wider approaches under this umbrella such as nurture, VIG and effective feedback.

NEXT STEPS

- To support a solution-oriented Teaching &Learning Community.

- To link with Named Person training.

- To link with the GIRFEC officer in an evaluation of solution-oriented meetings in LIAP (looking at quality and impact)

- To continue to promote the Relational Community agenda.

SUPPORTING EVIDENCE

- Training Evaluations

- Educational Psychology in Practice paper

- Feedback from Primary SMT and CLD colleagues

- Dundee trainee evaluations

6. Therapeutic work with a pupil with Asperger's Syndrome (AS) & a School Refuser

BACKGROUND

During the 14/15 session, the issue of the EPS role in therapeutic work has been raised during supervision and Professional Review and Development sessions.

The service, historically, has only had a limited therapeutic / counselling role, mainly limited to short inputs based on solution oriented principles or via the use of the Chris Williams little CBT books.

This year, one EP has utilised CBT approaches to powerful effect – most notably with a boy with Aspergers who had difficulty with his peers and high expectations of himself (becoming extremely distressed when he did not achieve expected results) and with a school refuser with a history of self-harm.

WHAT HAS BEEN ACHIEVED?

- Short-term work with both boys based on CBT principles
- Wider work with the school to address attendance issues

WHAT IS THE EVIDENCE OF IMPACT?

- The boy with AS is now coping better with his peers and is now implementing strategies to cope better socially.
- The school refuser has returned to school on a phased basis and is on target to return full-time after the summer.

EVIDE NCE

- Verbal feedback from staff, young people and parent
- Case files

REMAINING CHALLENGES & IMPLICATIONS FOR PRACTICE

The service is committed to exploring their potential role in relation to therapeutic work. The time commitment needed is seen as a barrier and, whilst open to discussion, the Principal also has concerns that undertaking therapeutic work is more closely associated with within child / medicalised models.

NEXT STEPS

- Development session to discuss position in relation to therapeutic work.

7. Cognitive Learning

BACKGROUND

A number of influences came together to shape the EPS input in relation to the cognitive learning developments.

- The majority of the service had Dynamic Assessment training by Ruth Deutsch and follow up Cognitive Abilities Profile training from Sarah Philp.
- Members of the service observed training on cognitive approaches to learning by Aberdeenshire EPS.
- Bekki Docherty's doctoral research had a strand around effectively supporting the learning process.

Taking into account the shift in emphasis with Curriculum for Excellence and the outcomes of the Aspect Report, the service embarked on work in relation to promoting effective learning. In an attempt to embed the service's work in wider local authority worked, team members linked with Learning and Teaching Officers who were responsible for pedagogical development in the authority. They had written a document called 'The Four Aspects of Pedagogy' which was used to support schools in evaluating where they were in relation to teaching and learning and what their next steps would be.

A number of schools had identified learner motivation as an area of development. As a result the service developed a training programme based upon neuroplasticity and supporting growth mindset (and hence intrinsic motivation) particularly through effective feedback. The follow up input further developed the feedback aspect in terms of the work of Guy Claxton and learning dispositions and split screen learning intentions. It also drew heavily on the work of John Hattie and Dylan William.

WHAT HAS BEEN ACHIEVED?

- EPS training is more strategic and embedded within in other local authority developments. This work arose from a clear process of identification of need based on the '4 Aspects' work.

- Training delivered to 3 cohorts of probationer teachers. Interim tasks provided to support changes in practice

- Mindset and motivation training delivered in identified schools, with materials provided to stimulate Teaching and Learning Communities (based on tapestry model).

- Workshop on this collaboration at SDEP conference.

- EPs were supporting the evaluation of the wider '4 Aspects' in Moray schools - prior to the departure of LT officer. The 4 Aspects work is no longer a priority for the authority

- Range of further activities such as Auxiliary training, Skillforce training, Lossie High Grit project, pre-school project, work with pupils and parent workshop.

WHAT IS THE EVIDENCE OF IMPACT?

- EP training model influenced by TLC model. More emphasis in participants taking responsibility for their learning, activities to reflect this and support of TLC groups.

- Collaboration between EPS and LT officers shaped both practice.

- Positive feedback from participants.

- Changes practice in schools (e.g. rewards systems).

- Ongoing demand for this work. Links with the officer responsible for teacher CPD has included this in the core programme.

REMAINING CHALLENGES AND IMPLICATIONS FOR PRACTICE

- o With changes in Education Support Officers, the local authority decided to change the emphasis from the 4 Aspects work to embedding AIFL which left no natural links with the existing work. We have linked with the new LT officer with the aim of continuing to work together however we have not, as yet, established the common ground for effective joint working. This is an area for development.

- o To evaluate impact on teacher behaviour and pupil attitudes to learning/behaviours and outcomes. This will be addressed to some extent with the collection of post intervention data with the secondary project.

- o Simplify messages in part 2 of the 2 day training delivered to probationers based on feedback given. More time will be spent focusing on the split screen teaching approach.

NEXT STEPS

- Modify day 2 of training – focusing on split screen thinking.

- Complete parent information leaflet.

- Carry out next phase of secondary evaluation (GRIT project).

8. Growth Mindset: Work With Pupils

BACKGROUND

While the service has been immersed in providing cognitive education training for teachers, support staff and practitioners, direct work with pupils has been limited to 1-1 work. Hopeman Primary approached their EP to support a small group of P7 children to address the way they approached and persisted with tasks. Further sessions with P7 classes at Milne's and Mosstodloch primaries were a result of teacher concerns about pupils' attitude to failure and persistence.

WHAT HAS BEEN ACHIEVED?

- The development of appropriate aged PowerPoint presentations that include brain development, the 'myth' of talent and growth mindset.

- A 'poster project' has been developed to make the links between the characteristics of effective learning and success concrete.

- Hopeman – 2 sessions for pupils followed by 2 sessions to support preparation for an assembly which was delivered to the rest of the school.

- Milnes and Mosstodloch – 2 input sessions each

WHAT IS THE EVIDENCE OF IMPACT?

- Hopeman – the group confidently delivered an assembly to the rest of the school with minimum support from EPS.

- Hopeman teaching and support staff have committed to attending growth mindset training in May.

- Milne's – All posters were up on the wall for the second session; the class had started to look at brain development in more detail and a wall display was being developed.

- The class teacher at Milne's was fully engaged, contributed to the sessions and is committed to embedding growth mindset in her classroom.

- A show of hands at the start of session 1 indicated that the majority of the Milne's class (except for 4) thought that talent / intelligence / skills were innate. At the end of session 2, ¾ of the class had changed their position and thought that everyone could improve with practice and effort.

REMAINING CHALLENGES & IMPLICATIONS FOR PRACTICE

– The input was not as successful in Mosstodloch where there the class teacher was on long-term sick leave. Consequently the supply teacher had not attended the training and was also unsure of how long she was going to remain with the class. Therefore there was a limited capacity for embedding growth mindset into practice.

– We need to build return visits to:
  o Gather evidence of impact
  o Support embedding into practice

NEXT STEPS

– Arrange visits back to all three schools

SUPPORTING EVIDENCE

– PowerPoint presentation and poster project for Milnes and Mosstodloch

– PowerPoint presentation developed by the pupils at Hopeman Primary

– Reflections and feedback from the pupils in all three schools

9. Grit Project At Lossie High

BACKGROUND

The service has been committed to providing training and support for developing growth mindsets for the last four years. Cognitive education has been part of the service's Strategic Improvement Plan for the past two years. Lossiemouth High School requested support to develop a whole school growth mindset ethos in 2014.

WHAT HAS BEEN ACHIEVED?

- Four members of the EPS delivered growth mindset workshops to all Lossiemouth ASG P7s in May 2014 ahead of their transition to Lossiemouth High School.

- Classroom observations to ascertain a baseline level of specific feedback were carried out in June 2014.

- Questionnaires were developed and issued to teaching staff in June 2014.

- Questionnaires were developed, piloted and issued to pupils from S1 – S3 in August 2014. These were collated and results shared with the school in September 2014.

- Training was delivered to all teaching staff at Lossiemouth High School in August 2014. Teachers received feedback on classroom observations.

- An article was written for 'Aspire' (Moray Council news magazine) about the Lossiemouth High growth mindset workshops. This appeared in issue number 3 published on-line in October 2014.

WHAT IS THE EVIDENCE OF IMPACT?

- Lossiemouth High School held growth mindset assemblies with pupils S1 – S3.

- Summary of pupil questionnaires has been shared with teaching staff and, to some extent, pupils at Lossiemouth High School.

- Teacher and S1 – S3 pupil questionnaires are to be re-issued in June 2015 for comparison. Pupil questionnaires issued in August 2014 indicate S1 pupils were more inclined to give growth mindset responses.

- Lossiemouth High School has requested input to P7 pupils' parents as part of the transition information evening in June.

REMAINING CHALLENGES & IMPLICATIONS FOR PRACTICE

- Developing the training further to include more practical examples of how to:
  o Introduce growth mindset to pupils
  o Make classrooms growth mindset environments

- Developing ways of gathering evidence of the impact of training / support / input on:
  o Pupils' attitude / perceptions of their learning
  o Attainment
  o Teaching practice
  o Classroom environment

- Exploration of how to share growth mindset with parents, particularly in terms of effective feedback.

NEXT STEPS

- Develop a growth mindset leaflet for parents and prepare input session.

- Re-issue teacher and pupil questionnaires, compare and summarise data into final report.

- We have permission to film a teacher at Lossiemouth High for future training.

SUPPORTING EVIDENCE

- Feedback from pupils at growth mindset workshops in May 2014.
- Summary of training evaluations
- Summary of classroom observations
- Summary of pupil questionnaire responses
- 'Aspire' article

10. Effective Support: Training & Support For Auxiliaries

BACKGROUND

Bekki Docherty undertook a Doctoral study focused on the perceptions of auxiliaries / support staff. A number of findings were derived from the process including:

- Job satisfaction tends to be high
- Constructive, planned discussions between teachers and support staff about pupils learning rarely take place
- A sense of hierarchy often prevents support staff from sharing their perspective on a child's needs / progress
- People can be uncertain about 'how' to support – often feeling pressure to get the child they are supporting to produce the same work as the rest of the class - rather than utilising sensitive support and scaffolding.

WHAT HAS BEEN ACHIEVED?

- Engagement with Inclusion Officers to develop training for auxiliaries. The EPS is represented on the ASN training panel. Much of the training being delivered to auxiliaries is contingent on the EPS
- Training has been delivered to auxiliaries on Effective Support – building on Dr Docherty's research and drawing on Vygotskian principles. Further training is planned.
- Training has been delivered to around 200 auxiliaries on Effective Feedback / mindset. Further training is planned.
- Auxiliaries have been included on Precision Teaching training which is currently being rolled out.
- Dr Docherty's work has been published in Children in Scotland
- Dr Docherty has acted as a consultant for the Rights, Support and Well-being team at Education Scotland following the 2012 Behaviour in Scotland's Schools survey
- Production of a framework / self-evaluation tool re using support effectively
- Workshop on supporting children and young people with literacy difficulties during forthcoming conference event.

WHAT IS THE EVIDENCE OF IMPACT?

- Feedback from training sessions is consistently positive.
- Auxiliaries now have access to training which is increasingly strategic rather than ad hoc in approach
- Training for auxiliaries in now, very much, on the agenda of officers with responsibility for ASfL.

REMAINING CHALLENGES & IMPLICATIONS FOR PRACTICE

- Feedback suggests that support staff value the opportunity for training and rate the quality of what is offered. However, as a group, they don't feel empowered to make changes. Consequently, we need to work with teachers on using support effectively. Anecdotally, the service feels that support is not being utilised to optimal effect and schools aren't always clear about what outcomes are to be achieved via the support.

NEXT STEPS

- The service would like to engage with Inclusion Officers to build key elements from Dr Doherty's research into the resource allocation process – with a specific focus on working with teaching staff. Affording time for liaison between teaching and support staff is central to this
- Review and then embed existing training - including work to ensure impact and sustainability
- Expand range of training on offer to support staff.

SUPPORTING EVIDENCE

- Children in Scotland Article
- Effective Pupil Support Framework
- Evaluations from training
- ASN training panel minutes