



Educational Psychology Service

Self-Evaluation of National Themes

September 2016

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What Have We Achieved in Relation to the National Themes?

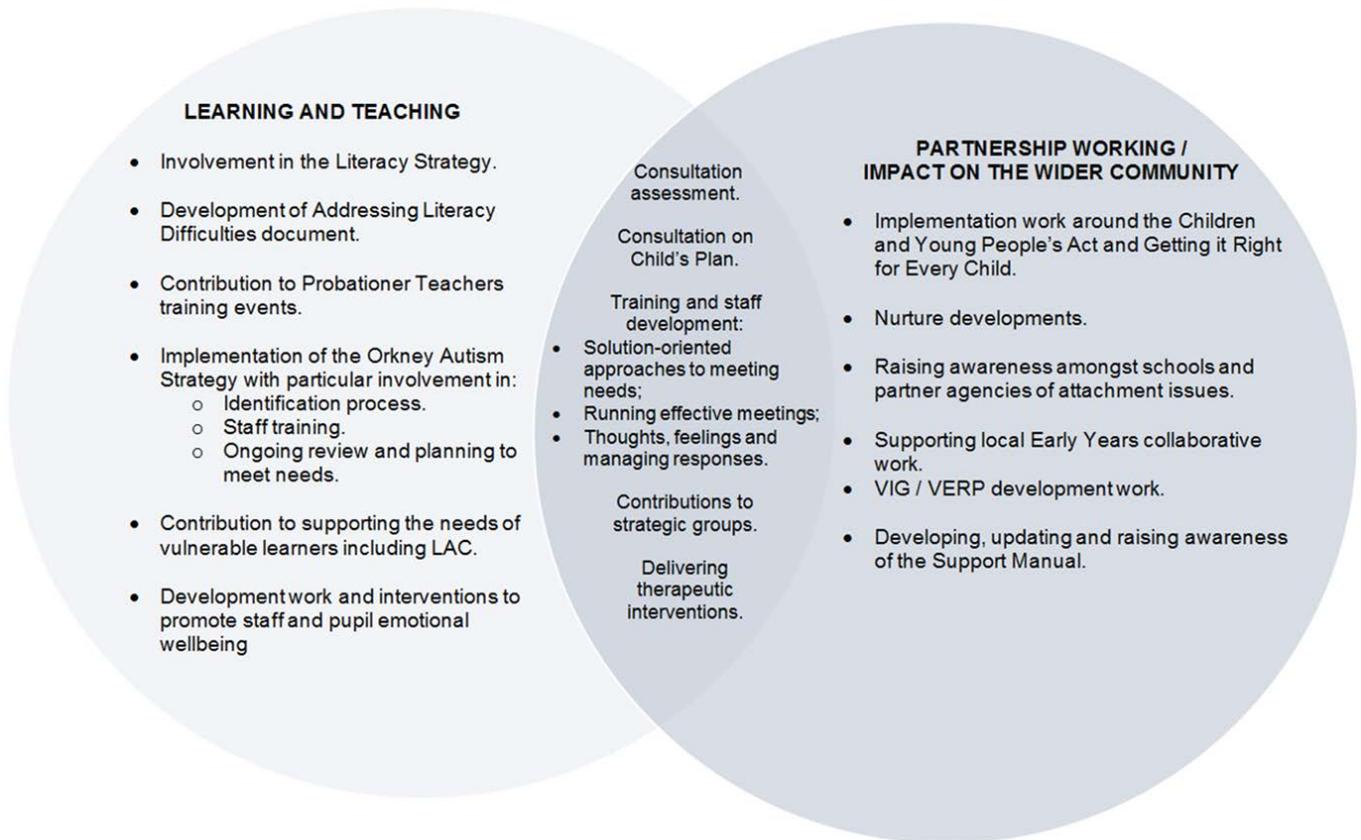
For the purpose of Validated Self-Evaluation (VSE) the Educational Psychology Service (EPS) team considered interventions and key developments under the national themes:

1. Learning and Teaching.
2. Partnership Working.

Diagram 1 (on the next page) highlights key areas of work organised under the themes.

Our close relationships with schools and partnership with colleagues in the Education service and Orkney Health and Care supported the effectiveness and sustainability of our interventions and development work. However, our reflections in preparation for VSE has led us to recognise that our skills and knowledge could have even greater impact if these partnerships were to be further strengthened and the EPS team would like to explore how this can be achieved through our VSE activity.

Diagram 1 – Educational Psychology Service Delivery Across the National Themes.



Exploration of National Themes

National Theme 1

What Key Outcomes Have We Achieved?

This section describes areas where we feel we have data to demonstrate positive impacts and where evidence indicates we are effective in our work in support of closing the gap by raising attainment and improving outcomes for all children.

These descriptions also indicate further evidence required to fully evaluate effectiveness and help plan next steps.

1. Autism

Educational Psychologists have had a lead role in developing and taking forward Orkney's implementation of the National Autism Strategy.

The Educational Psychology Service in Orkney is committed to its strong role in the identification of children with autistic spectrum disorders and ensuring that their learning and development needs are fully met through both primary and secondary school and beyond.

The Educational Psychologists have led a multi-disciplinary group which created a robust pathway for identification, intervention and monitoring.

We have continued to work with colleagues from Social Work, Paediatrics, Child and Adolescent Mental Health Service, Occupational Therapy and General Practice to offer a multi-agency, contextualised child and family-centred assessment for ASD. We regularly take part in multi-agency training sessions where assessments are discussed in order to ensure consistency in diagnostic decision making.

Educational Psychologists have created and modelled the use of formats for annual reviews on children with ASD which ensure the particular impacts of autism in relation to social and emotional wellbeing are thoroughly addressed through the child and young person's life journey.

Training for primary and secondary schools has been developed and delivered jointly by the Educational Psychology Service and the Support Teacher (Autism). During 2015-16 an audit of our training and development materials took place and further graded packages of bespoke training for staff at differing levels of awareness is being developed. The training will have an emphasis on wellbeing and self-understanding.

Educational Psychologists continue to work with a range of agencies to sustain the delivery of the parent training programme created by the Educational Psychology Service.

Evidence of Impact.

- In December 2015 – January 2016, Orkney's local diagnostic pathways and procedures were scrutinised by a local interdisciplinary audit team and were considered as robust. The educational psychology involvement in leading reflective discussions around DSM-5 criteria and using information from this in planning was commended.
- As a result of the above, the Principal Educational Psychologist has been requested to participate in formulating an adult diagnostic pathway and to contribute to assessment and planning for young adults.
- The needs of children with complex autism are now being met within Orkney and individual packages have been sustained between 2013-2016 around children who would previously have been considered for off-island placements.
- Appreciative Inquiries with inter-agency groups have been led by the Principal Educational Psychologist into what has sustained these packages and fed back to the Complex Autism Strategy Group to inform future service planning.

Challenges and Implications for Practice.

- To evaluate more systematically how training delivered has had an impact on teaching practice and levels of teacher confidence.
- To evaluate parental satisfaction with assessment, planning and review processes.
- To sustain confidence in local, contextual assessment.

2. Literacy

Literacy Development 1 – Orkney Literacy Strategy.

Autumn and winter 2012 – EPS sought information from Education colleagues regarding whether Orkney had begun creating an Orkney Literacy Strategy.

04.03.13 – One member of the EPS and the only Service Improvement Officer (SIO) at the time were tasked with establishing a steering group of significant practitioners (from within and outside Education) involved with literacy in Early Years, School-Age, and Adult development. This group undertook an audit of what was already happening across the sectors and a Needs Analysis of broad goals for Orkney's literacy from infancy to old age. A writing phase ensued, where the EPS contributed significantly to the drafting of the Orkney Literacy Strategy and to the discussion of the revisions of this draft. The EPS contributed proposed frameworks for monitoring the impact of the Literacy Strategy.

2014 – In January, the Literacy Strategy was published and distributed widely. The EPS had been keen for a launch event and, at an October In-Service day that year, was given the opportunity to present the Strategy to Education Support Staff. At this event, responses were gathered about general awareness of the Strategy, and also about how its impact could be monitored.

2015 – In May, the EPS and an SIO organised an awareness-raising day where key influencers in literacy development were invited to attend and discuss progress towards the 6 goals of the Orkney Literacy Strategy. Attendees were also encouraged to complete a brief planning template for how they intended to work on one or more of the Key Priorities in their environments.

2016 – EPS negotiated with the SIO to arrange a follow-up to the 2015 day, so that participants could review the progress on their goals.

Evidence of Impact.

There is no evidence of any impact of the Orkney Literacy Strategy. It is not widely being referred to in any sectors.

Challenges and Implications for Practice.

- There is a lot of great literacy work going on across Orkney. However, we are not using the Literacy Strategy effectively to move towards the agreed Orkney-wide goals. There needs to be:
- A committed steering group including top-level strategists, which meets regularly and discusses literacy planning at the Orkney-wide level.
- An agreed way of getting feedback on progress towards Orkney's literacy goals from all sectors involved in literacy development (including but not restricted to Education).
- An agreed timetable for reviewing and updating the Orkney Literacy Strategy, in response to feedback gathered widely across sectors.

Next Steps.

- EPS have Literacy as a standing agenda item for Team Meetings.
- Authority establish a small, committed team which meets regularly and uses the Orkney Literacy Strategy as a living document with the power to mobilise and maintain a coordinated approach to literacy development and monitoring of progress throughout Orkney.
- Authority press Head Teachers to include goals from the Orkney Literacy Strategy in School Improvement Plans.

Literacy Development 2 – Assessment and Intervention Approaches

Development of guidelines for addressing dyslexia and literacy difficulties in Orkney.

A member of the EPS had created a flowchart for literacy assessment and intervention in consultation with Support for Learning Teachers when working for another Local Authority. This flowchart shows how literacy assessment can be approached within the context of the Staged Intervention process. In consultation with Allied Health Professionals (Speech and Language Therapy, and Paediatric Occupational Therapy), the EPS built on this model to create a guidance document

for Orkney's education staff to use as part of their toolkit for addressing literacy difficulties. In October 2014, the Guidelines were presented at an In-Service event for school support staff. EPs continue to promote use of the document in their schools

Primary One Literacy Assessment and Action Resource.

The EPS identified a National Train the Trainers event to train representatives from each Local Authority in the use of this high-quality resource. The resource was developed nationally in close consultation with educational psychologists, for the purpose of promoting early identification and intervention with children in the first year of primary school. The EPS identified 2 local practitioners (one Primary One teacher, and one Support for Learning Teacher) to travel to Stirling and undertake this training with the express purpose of providing training for Primary 1 teachers and Support for Learning teachers on an annual basis in Orkney. The EPS liaised with one of the SIOs to promote this training within the relevant cohort, and to provide cover for the two practitioners to get together and plan the delivery of a series of two training sessions. The first was to take place as a twilight session in June 2015, and the second was to take place during the October In-Service days. Although the two teachers were willing to deliver POLAAR training as two sessions, only the first session was given Authority-level support. The October In-Service days were not made available for the trainers to provide a follow-up session. It is suspected that this has lessened the impact that the training would have had if it had been delivered in the way that was proposed.

This year, the EPS has contacted the trainers, who are willing to deliver the training again in May and then October, to next year's cohort of P1 teachers. This information has been passed on to the SIOs, who are considering whether to take the offer forward.

Evidence of Impact.

No evidence of impact has been sought for these two initiatives.

Challenges and Implications for Practice.

- The EPS has been working to raise awareness of good practice in literacy assessment and intervention, especially early intervention. The contribution of the EPS in this area would have more impact if it were part of an ongoing high-level strategic conversation about how to promote literacy, address literacy difficulties, and increase practitioner skills and confidence throughout Orkney.

Next Steps.

- Seek some feedback regarding practitioner awareness of the Guidelines Document, and of POLAAR, to identify whether awareness-raising activities are required.
- Request that a forum be established where ongoing literacy activities can be presented at strategic level, and new priorities for action can be identified. Seek to secure core EP presence in this forum.

3. Supporting Vulnerable Learners (including Looked after Children) Through Effective Assessment and Planning

Educational Psychology Service engages with a wide range of partners in the delivery of its 5 core functions and statutory obligations under ASL legislation including school staff, Social Work, parents and health colleagues. Partnerships with educational establishments are strong with all schools having a link Educational Psychologist to discuss, advise and plan action in accordance with the needs of the school and its pupils.

The Educational Psychology Service is committed as a whole service to delivering strength-based, solution-focused child planning meetings, where the voice of the child and the family is captured as promoted by our consultation action records and solution-oriented meeting sheets. We have done this by training school staff and other professionals in how to run effective solution-based meetings to support best practice in 'Getting it Right for Every Child' and by developing an outcomes framework for child's plan meetings which allows a focus on learning and teaching targets.

Through our partnership with schools, needs were identified in the area of teacher confidence in addressing the needs of children with attention difficulties. The Educational Psychology Service set up twilight sessions to address this need through a solution-focused sharing of good practice.

Partnerships with schools also highlighted a desire across schools to learn more about the impact of attachment on learning. We, in response, set up twilight sessions for teachers in collaborations with our colleagues in Social Work Fostering and Adoption Team on meeting the learning needs of children with attachment issues. Partnership working evaluation has noted positive outcomes from these sessions in raising teacher confidence.

Evidence of Impact.

- Child's Plans and their review templates are routinely used for meetings on children with any social/emotional vulnerability or learning need, promoting a plan-do-review cycles which allows progress to be monitored.
- A Solution Circles approach used in the attention difficulties twilight sessions led to creative problem solving which had sustained positive effects for pupils.

Challenges and Implications for Practice.

- To maintain strong links with relevant partners to ensure responsibilities to LAC continue to be fully met.
- To develop systems in collaborations with partners which ensure the learning needs of LAC are fully met.
- To ensure that groups initiated by Educational Psychology do not unduly impede capacity to deliver our 5 roles.

Next Steps.

- To develop ways of more clearly evaluating impact of training on outcomes for children, young people and parents.
- To systematically gather and reflect on feedback from parents and young people on their experiences of assessment and planning.
- To use the Principal Educational Psychologist's participation in the PACE programme to establish systems around looked after children, starting with children who are looked after away from home.
- To evaluate whether the current use of the staged intervention framework ensures that the wellbeing needs of all looked after children are considered robustly enough or whether another "tool" requires to be established to identify additional support needs.
- To evaluate Educational Psychologist's work in areas of work relating to looked after children using attainment and exclusion data and stakeholder feedback.
- To establish a structure for interest groups on attention difficulties and learning needs of children with attachment difficulties to continue without EP leadership.

4. Health and Wellbeing

The Educational Psychology Service has a strong belief that emotional wellbeing and resilience is the foundation for good learning. This belief is supported by a wealth of research that highlights the detrimental effects on life chances on persistent stress and the difficulties in forming effective relationships due to problems in self-regulation. A focus on helping all children to understand and manage their emotions and build positive relationships with others has therefore been a key feature of Educational Psychology service delivery in order to contribute to the national objective of closing the attainment gap.

The EPS has also focused on the wellbeing needs of more vulnerable children and sought to raise awareness and confidence in teachers and other staff working with children who have experienced early trauma. Our key message in all of our training inputs continues to be that resilience can be built through a range of ways throughout childhood and adolescence.

As a part of this focus, the Principal Educational Psychologist, who is a member of the Orkney Child Protection Committee's Training Group, has created and delivers training sessions for the level 2 training programme which focuses on the impact on child development of stress and trauma and also on understanding how to develop resilience-building environments. This training is delivered to a very wide professional audience and is always highly evaluated.

A number of projects and focused inputs have been carried out over the last 3 years which have aimed at improving the wellbeing of children and young people and enabling staff to focus on their own wellbeing.

In 2013, the service, in collaboration with CAMHS and to self-selected schools, commenced work on a 3-year Emotional Resilience Project. Now in Year 3, this has

created opportunities to work on a wide range of projects tailored to the needs of individual schools, all in the broad area of Emotional Wellbeing and Resilience.

Some other examples of work that the Educational Psychology Service is currently involved with are listed below:

- Coping with Challenge and Change – a course for promoting resilience developed by the EPS for use with staff and pupils.
- Emotional Literacy.
- Mindfulness.
- Growth Mindset.
- Nurture Groups.
- Person-Centred Planning.
- Solution-Oriented Perspective.
- Wellbeing Indicators and Getting it Right for Every Child.
- VERP (Video Enhanced Reflective Practice) for practitioners in the Early Years.
- VIG (Video Interaction Guidance) – specific casework negotiated according to need.

Some of the EPS work relates to specific published Health and Wellbeing programmes, including:

- Bounce Back.
- Living Life to the Full.
- Positive Coaching Scotland (PCS) – delivered workshop at National Educational Psychology Conference in September 2015, along with Active Schools Coach, Michael Swanney and Winning Scotland Foundation delegate, Grant Small.
- Roots of Empathy.
- Think Good Feel Good.

Evidence of Impact.

- Our health and wellbeing interventions and development work is an area in which a range of evaluation has been carried out, demonstrating positive impact (see the table on page 10 and cases studies on pages 11 – 14). We would like to further scrutinise the overall impact of our work through the VSE process in order to look at the next steps towards an embedded approach to wellbeing.

Challenges and Implications for Practice.

- How can EPS be more embedded in an authority strategic approach to wellbeing rather than just project or school negotiated work.
- Does our partnership work under Getting it Right Procedures, e.g. wellbeing indicators, link to the HWB strand of Curriculum for Excellence.

Next Steps.

- To use the VSE process to understand the impact the EPS is having in the area of health and wellbeing in order to answer the question – ‘what is the potential of using the Educational Psychology team for reflecting on and planning for wellbeing work across the authority’.
- Information from the process will inform our continuous improvement planning.

Recent Educational Psychology Interventions with Impact Data as at 05/02/16

Intervention.	Dates.	Level of Evaluation.
Cognitive Behavioural Approaches training at Stronsay.	24/10/2014.	1.
Emotional Resilience at North Walls School, including Mindsets and PCS.	March 2013 – March 2016.	3.
Emotional Resilience at Orphir School, with a focus on recognising and coping with emotions.	School session 2014/15.	2.
Emotional Resilience at St Andrews School, with a focus on the ecological model of social connectedness.	School session 2013/14.	1 ¹ .
Emotional Resilience at Westray School.	Not yet undertaken.	
Emotional Resilience at Sanday School.	School session 2013/14.	2.
Emotional Resilience at Glaitness School – Staff.	26/01/2015.	0.
Emotional Resilience at Glaitness School – Parents.	02/02/2015.	0.
Emotional Resilience project with S5/6 pupils at Stromness Academy.	School sessions 2013-2016.	3.
Emotional Resilience for staff with a focus on recognising the connection between thoughts and feelings and how to cope with stressful emotions at:		
Stromness Academy.	3 sessions: Nov-Dec 2014.	1.
Kirkwall Grammar School.	3 sessions: May-Jun 2015. Follow-up session: Feb 2016.	In progress.
Papdale Halls of Residence.	3 sessions: Mar 2015. Follow-up session: Feb 2016.	In progress.

¹ Attempted to gather 'post' feedback but staff were very reluctant.

Focus and Attention – Orkney-wide staff support group.	From 27/01/2016.	2.
Mindfulness Training for:		
Papdale Primary School – introductory sessions delivered to 3 assembly groups (staff and pupils together); in-depth follow-up session delivered to specific classes and guided ongoing work with 4 individual pupils and 3 pupil groups.		2 (Level 3 planned).
Sanday Community School.	12/10/2015.	0.
Stronsay Junior High School.	12/10/2015. 18/03/2016.	0.
Evie and Firth Primary Schools.	13/10/2015. 27/01/2016.	0.
PCS at St Andrews (mainly led by Active Schools Team).	From Autumn 2015.	1.
Video Enhanced Reflective Practice for Early Years Practitioners.	Winter 2014/15.	3.
Video Interaction Guidance – family interventions.	Spring 2014. Winter 2015/2016.	3. 0.

Evaluation Key:

0 Not evaluated.

1 Low level.

2 Medium.

3 In-depth.

Note: ratings of '0' may indicate an intervention which is not yet finished so the final impact evaluations are not completed.

Case Study 1 - Emotional Resilience at North Walls School, including Mindsets and PCS Activities.

In 2013, the Head Teacher started working on a project supported by the Educational Psychology Service, to explore and develop emotional resilience at North Walls School. In session 2013/14, the school focused on building a culture of 'self-efficacy' – this refers to a mindset where individuals make the link between effort and progress. Children were encouraged to set themselves challenges and to report back to the group on their progress. The school developed an identity at 'The School that Challenges'. Later in 2013 and continuing over school session 2014.15, the school worked closely with the Active Schools Team to adopt the Positive Coaching Scotland programme. This programme explores the ethos that builds great sports men and women – commitment to hard work; respect for rules and others and a focus on encouragement from adults and peers – and extends the message to the classroom, the home, and the wider community. A PCS celebration took place at the school in April 2015 and they were official recognised by the Active Schools Team as a PCS school during this ceremony.

Summary of Impact.

Pupils and staff were asked to evaluate the Emotional Resilience of the school at the outset of the intervention, and then after the final input. Staff opinions were sought and recorded as a Focus Group activity. Pupil opinions were sought by focus group at the start (Feb 2014), and then through a mixture of class feedback and individual interviews at the finish of the project (Spring 2015). Some of the major findings are summarised below:

Pupil Feedback.

Pupil responses indicated an increase in self-efficacy, especially in the lower primary class. All lower primary pupils and about half of the upper primary pupils claimed that, post-intervention, they approached things that were hard by trying over and over again. All of the lower primary pupils also claimed to believe that you can increase your intelligence by working hard, although the upper primary pupils still expressed the opinion that intelligence is fixed. There was an increase in the number of pupils expressing optimism about their ability to improve in areas of current weakness. Half of the pupils in both classes reported that PCS had helped with their emotion awareness and management. The responses indicated a good awareness of how to be encouraging to each other and of the impact that this could make to the emotions and learning of all pupils.

Staff Feedback.

Staff reported no substantive change to optimism, self-efficacy or emotional awareness and management in the school and they reported a decline in social connectedness. However, they qualified this gloomy picture by explaining that the school has been badly affected by recent external events and staff changes. On a more positive note, staff reported that the pupils' awareness of emotional resilience has improved, as had their ability to discuss and reflect upon the concepts. They were hopeful that this would translate subsequently into pupils' being able to put what they had understood into practice. Staff believed that the school would benefit

from a further year of Educational Psychology support to consolidate the PCS/Emotional Resilience work.

Case Study 2 - Emotional Resilience work with S5 pupils at Stromness Academy.

A 6-session course 'Confidence with Challenge and Change' was designed and delivered by an Educational Psychologist (EP) to a group of 5th years, observed by two Support for Learning Teachers who then delivered the same programme to the rest of the year group. This was the third year of a project which started in partnership with CAMHS to address emotional resilience at a universal level in schools, forming part of the iterative process of continuous shared reflection and planning.

Summary of Impact.

A few weeks after the course had finished all pupils were asked to complete a detailed written evaluation. The questionnaire sampled views on the timing, length, relevance, content and delivery of the course. The pupils were then asked about the impact of the course at the time and its usefulness in future, and what they still needed information/practise on before the end of the academic year. The extracts below show typical responses:

"In what way has the course been useful to you?"

- Helped me understand how to calm myself and relax when I need to.
- Made me think about my mindset and how I can be more positive.
- It has made me realise I need to think more positively.
- Made me more positive when thinking about homework.
- Very important at stressful time.
- Showed me new ways to look at different situations.

"How will the course be useful to you in future?"

- Be able to recognise when emotions are taking over.
- Will help when I'm stressed.
- I can use skills like having a growth mindset in future.
- Know how to approach problems better.
- To help relax me.
- In exam periods.

"What hasn't been covered/should be revisited before end of S5?"

- Time management.
- Exam preparation – revision and exam technique.
- Dealing with stress in future.
- Life skills.
- Being independent, planning.
- Mindfulness, calmness.

Follow-up.

Staff views were also sampled, and a meeting was held with the EP to discuss feedback from pupils and how the course might be improved in content and delivery in future.

Case Study 3 - Video Enhanced Reflective Practice (VERP) Course for Early Years Practitioners.

Between November 2014 and March 2015, Imogen Kerr ran a VERP course for Early Years Practitioners who wished to learn this technique of using video footage in order to reflect upon and enhance their practice. VERP is a strengths-based approach, designed to enable practitioners to identify what they are already doing well and to do more of it. Participants film themselves working with children and then identify short clips where they feel their practice was well-tuned to the children's interaction needs. This has been shown to enhance practitioner confidence and effective interaction with children in a range of settings. The course was widely publicised and offered to Early Years practitioners throughout Orkney. Four practitioners signed up for the course, which consisted of six 3.5 hour sessions. The first two sessions introduced participants to the theory of VERP and ensured that they felt confident using the technology to record and edit video. There followed three sessions where the participants brought clips of themselves working with children in their professional settings and had the opportunity to share and reflect upon the clips with the help of a 'VERP Guider' (Imogen Kerr). These sessions gave all participants the opportunity to set personalised goals for the aspects of their interactions with children which they wished to focus on. The final session was used to conclude the course, to gather feedback and course evaluations from the participants and to provide them with end-of-course certificates.

Summary of Impact.

The four participants were highly motivated and worked hard to get the most out of the course. Each participant willingly set their own goals at the outset, they used the sessions to look back at their progress towards these goals and to view footage of themselves having successful interactions with children. All participants noticed an improvement in their ability to tune in to children's communication and interaction needs, specific to their own goals and settings. One participant in particular reported that a child with selective mutism, whose communication she has explored in VERP sessions, started to talk in school soon after she completed the course.

Client Feedback.

- All participants felt that the course had been worthwhile, and reported that it has fully met their expectations.
- The participants appreciated the technique as a way of reflecting on their own practice. They reported that they had also gained greatly from the opportunity to view each other's clips and to reflect as part of a team.
- All of the participants reported that their interactions with children has become more sensitive to the children's needs as a result of the VERP course.

- All of the participants had noticed a positive impact on the children they worked with, whilst two participants mentioned that the course had had a positive impact on their colleagues' relationships with these children.
- All participants agreed that they would recommend the course to a colleague.
- Two of the participants suggested that the method of involving the whole group in reflection (a technique known as 'The Reflective Team') could be improved, in order to promote more active engagement of all participants throughout the sessions.

Case Study 4 - Understanding and managing emotions to help maintain wellbeing – Papdale Primary School.

Between June 2015 and February 2016, a number of inputs were delivered by the PEP on understanding and managing emotion.

Presentations on thoughts, feelings and actions and the role of mindfulness were delivered to children and staff at a P5-7 and P2-4 assembly.

Follow-up visits were made to particular middle and upper-stage classes where particular needs were identified. During these sessions, CBT principles were discussed with the class and workshop activities were used to reinforce the understanding of the connections between thoughts, feelings and actions. Mindful meditation was practiced in a variety of ways and feedback sought of these from pupils and staff together.

Later discussions took place on how to embed these approaches in the classroom with the staff involved in these more focused sessions.

Summary of Impact.

An Appreciative Inquiry in November 2015 and February 2016 highlighted:

- Staff appreciated that assembly presentations gave an opportunity to learn together (staff and pupils).
- The EP input has promoted thinking and talking about feelings amongst teachers and pupils and the techniques demonstrated has led to a noticeable increase in the emotional vocabulary of children in the school.
- The approaches and techniques were seen as having universal application but value was seen in targeted input.
- The role of Support for Learning Assistants was seen as important in reinforcing strategies, particularly at transition times.
- A number of children were observed to have used self-calming strategies.

Comments denoting impact on practice – we will:

- "Recognise triggers in ourselves and others."
- "Make sure all can speak and be heard."
- "Put listening boxes in all classrooms and staff rooms."
- "Promote resilience rather than only concentrate on formal skills."
- "Support positive relationships in homework club."

School's Resulting Action Plan.

- To continue work with particular pupils with ASD on expression of emotion – incorporating use of characters from the film 'Inside Out'.
- To develop nurture areas and whole school nurture approaches.
- To teach and practice mindful strategies as a whole school:
 - In-Service
 - Sharing Sessions
 - Circle Time
- Progression for individuals and groups.

National Theme 2

What Key Outcomes Have We Achieved?

This section describes areas where we feel we have a range of data to demonstrate positive impacts and where evidence indicates we are effective in our partnership working and there is a unique value that we offer when we work collaboratively to meet the needs of children and families.

The descriptions also indicate further evidence required to fully evaluate impact and help plan next steps.

1. Getting it Right for Every Child – the New Child’s Plan

The Senior Educational Psychologist led a series of meetings and workshops with partner providers over a 12 month period to update our GIRFEC documentation and processes. We took our existing Solution Oriented record of meeting forms as the starting point and incorporated the emerging requirements of the Child’s Plan. The process involved discussions, trialling and feedback to evolve an agreed, shared set of documents and procedures to raise a Child’s Plan under the new Children and Young People Act, firmly embedded in our local ‘Getting It Right’ principles.

Regular contributors were:

- Manager of the Early Years Team.
- 2 Health Visitors.
- Clinical Lead, Speech and Language Therapy.
- Paediatric Physiotherapist and Occupational Therapist.
- Principal Teacher/Guidance Manager.
- 2 Support for Learning Teachers.
- 3 Head Teachers (including one from an additionally resourced school).

All of the above shared the draft documents with colleagues and then fed back suggestions. Social work contributions were gathered through a Social Work team manager as no social worker was able to attend any of the meetings. The set of Child’s Plan documents includes a series of ‘inserts’ which cover specific requirements of social work (e.g., risk assessment, social background report, LAC review) and CSPs.

Educational Psychologists took a lead role in the launch of the Child’s Plan on a multi-disciplinary day of training and workshops, including a semi-staged case-work presentation with audience participation.

Evidence of Impact.

- The documents are widely used by Health Visitors and schools (as shown by EP files with Child’s Plan summary and review records).
- Parents like the process (comments gathered indicate it is transparent, open and incorporates their views and ideas).

- Professionals like the collaborative integrated summary and planning prompted by the paperwork (Head Teacher and Support for Learning Teacher feedback – e.g. during school review by Service Improvement Officers).
- Children are able to see the plan being constructed around their needs and contribute to the process (Child's Plan records include their comments).

Challenges and Implications for Practice.

- Social Work engagement in the design part of the process was difficult and although the same paperwork is used, when Social Work have the Lead Professional role there is less evidence of collaborative assessment and planning.
- Schools have not widely adopted the process and documentation beyond meetings involving the EP (i.e. for either school-based interventions or targeted interventions by other professionals).
- At review meetings some schools and practitioners tend to 'reassess' rather than reviewing goals from the plan.
- Some services are hard to engage in the Lead Professional role (e.g., CAMHS and other health professionals) where health is the main concern for a school-age pupil.
- We are only just starting discussions about what is 'universal provision' and what constitutes 'targeted' intervention – and therefore which children should have a child's plan.
- The quality of recording is variable – sometimes the 'Summary of Assessments and Analysis' section is just a list of within-child strengths and weaknesses without any analysis of impact or supporting factors. This doesn't help the process to be Solution Oriented or flow readily into the creation of relevant goals.
- Even when the EP leads the joint assessment process (asking questions such as 'Why does that matter? What does that tell us?'), the person recording the discussion may miss out what we feel to be important answers. We don't want to be in the position of recording at all meetings or to introduce yet another stage to the process which is not shared with all the participants.
- Due to the level of input from EPS in the implementation of Getting it Right processes and procedures, this will be the focus of the VSE process under theme 2 in order to examine the challenges noted above.

Next Steps.

- Look at the issues around universality and consistency of use of the documents – e.g. re-visiting with Head Teachers; workshops with practitioners.
- Look at quality indicators and set local standards for the documentation process – e.g. workshops to pick out key content; publish guidance and exemplars.
- Revise local GIRFEC guidance to cover implementation of the Child and YP Act including the role of the Child's Plan.

2. Early Years Collaborative (EYC)

The Senior Educational Psychologist (SEP) worked with members of the EYC to look at ways of monitoring child development from nursery into P1 in order to gather data for the main objective.

The SEP and Early Years Manager produced guidance for EY practitioners on supporting young children through staged intervention, which drew on collaboration with EY workers to create examples of interventions and setting-level changes in practice, as well as a developmental skills checklist. This document was launched through training sessions and cluster meetings for EY staff and supporting professionals.

The SEP and EY Manager then devised a summary sheet for settings to record the type and level of concern around individual children with reference to staged intervention. The EY Manager collects and collates the data to look at trends and inform strategic level planning.

Evidence of Impact.

- The summary sheet is used by all Early Years settings each year.
- The guidance booklet is used by EY settings, and staff are directed to it by setting managers.
- Data from the summary sheet has highlighted a decrease in complex language problems and an increase in general language delay.
- Data reveals children's level of need is recorded as clustered at low and high levels of staged intervention with little intermediate spread.

Challenges and Implications for Practice.

- Some of the data recorded was obviously unreliable and needed re-visiting with settings – raises questions about basing decisions on 'hard data' without triangulation by feedback from practitioners (including visiting professionals).
- Evidence that settings weren't actually using their level of concern to trigger a move through the staged intervention process to seek advice or involvement of other services – raises questions about making visiting professionals more accessible and training needs for EY practitioners.
- Data suggests a much higher and increasing level of language delay in the general pre-school population (about 30%) that can't be met through traditional 1:1 SandLT approaches – this has led to plans for two projects for targeted groups of children and parents.

Next Steps.

- Development of groups for early language support – further partnership working with settings and SandLT colleagues.
- Explore ways to increase the awareness and reporting of staged intervention in EY settings – discuss 'Ready to Act' initiative further with allied health

professionals and EY settings; consider a shared notion of 'universal' level services including the EPS.

3. Attachment Issues

Summer term 2015 – In response to issues raised in Review and Planning meetings at one of her schools, a member of the EPS facilitated a meeting attended by a Head Teacher, Class Teacher, and Fostering and Adoption Social Worker (FASW). The school wanted to discuss what could be done to support the class teachers of children with difficulties arising from their attachment histories. The EP and FASW agreed to work together to create and run a support group during school session 2015/2016.

August/September 2015 – The Fostering and Adoption team, and the EPS, put together a core reading list of items that would help class teachers understand attachment. This enabled the two teams to discuss their conceptualisations of attachment and key experts in the field, and to come to agreement on the messages that their two teams wanted to convey within schools. It was agreed that invitations would be sent to the class teachers of all children who were fostered or adopted in Orkney. The idea was not to label these children as having difficulties, but rather to focus the invitations to offer support in situations where attachment histories were known to have been disrupted to a greater or lesser degree. It also enabled the EPS and FASW to be visibly working together for children who were certainly on the FASW's caseload.

Session 1 (21/09/15): The first session consisted of taking baseline information and carrying out a Needs Analysis for the group. A guest speaker also discussed her psychodynamic-based approach to understanding distressed behaviours with the group.

Sessions 2, 3, and 4 were in the diary from the outset. The EPS and FASW team continued to liaise closely over the content of the meetings, which included inputs on Attachment Theory, the Fostering and Adoption Process, Tips from an Adoptive Parent, Nurture/Relational approaches in schools, Video-Enhanced work on relationships, and Theraplay.

Evidence of Impact.

School Staff:

- The group was very well attended at each session.
- The class teachers welcomed the opportunity to get together and gain support from peers and focused inputs tailored to the requests that they had made in the initial needs analysis.
- The quality of discussion and questioning was very high.
- Exit evaluations in the final session were extremely positive, with all respondents indicating that the sessions had been a good idea.
- A 'before-after' measure also indicated that all the teachers who had attended the whole sequence of sessions believed that the Attachment Group had helped them improve their practice. Rich data from the teachers' comments confirmed

this claim, showing a real shift in understanding, accompanied by increased confidence in what teachers can do to help children with attachment issues in their class.

- The comments below are a representative sample from the attendees:
 - “Child in my class has become calmer, more focused and gets more out of learning because I am less ‘sharp’ and ‘short-tempered’ and more understanding of them.”
 - “Ideas on general attitude towards attachment issues – ‘peeling the onion’ have helped alter ethos in school and classrooms.”
 - “I feel this has been very useful, relevant and comprehensive, and has given me valuable references for future practice.”
 - “Great to know we’re not alone in the classroom.”

Educational Psychology Service / Fostering and Adoption Social Work Team:

- The EPS working in close collaboration with the FASW team was agreed by both services to have been extremely valuable in creating a forum for mutual appreciation and understanding.
- All 5 members of the collaborative team (3 Social Workers and 2 Educational Psychologists) stated in their exit questionnaires that the two services were more able to discuss their principles and core values as a result of this work.

Challenges and Implications for Practice.

- This project has shown the value of partnership working across agencies in response to needs identified by the EPS in the school context. The process of joint planning and discussion has been very positive and has forged a stronger and more trusting relationship between EPS and Social Work over a key area which frequently brings them together in casework. The planning process was thorough and the Needs Analysis was an essential part of addressing the needs of the participants. It is now necessary to identify how the group should continue into the future.

Next Steps.

- Identify from final session discussion, and debrief between EPS and FASW, how to follow up the good work done this year to support next year’s cohort of teachers (many of whom will change).
- Learn lessons about the rewards of good quality planning, especially at the needs analysis stage (for both the end users, and the services working in partnership). Planning time is seldom wasted.

4. Support Manual

The Support Manual is an electronic resource that promotes effective child-centred partnership working. It is a resource that was designed to support the Getting It Right agenda and the principles enshrined in the Additional Support for Learning Act (2004

and 2009). The Support Manual gathers together all relevant National and Local documentation in a single resource that is easily updated, and accessible by all professionals working with children in a local authority. A member of the EPS was tasked by the Principal EP and the Head of Education to work with consultant and writer of the original Fife and Kinross Support Manual, Lorna Walker, to create a Support Manual for Orkney.

2012 - A day of meetings with Lorna Walker was arranged with key practitioners from within and outwith Education, to introduce the relevant sections of the Support Manual and initiate the customisation process.

2013 - With the support of Lorna Walker, EP worked with partners from all sectors to ensure that Orkney's Support Manual would present an accurate picture of the range of services that work together within multiple legislative and operational frameworks. In September 2013, the final version of the Orkney Support Manual was presented to practitioners as a series of hands-on training sessions.

2014 - Stand at a February In-Service day to raise awareness of the Support Manual.

2016 - Full Support Manual update is being undertaken, and the EPS is driving forward the arrangements for maintaining it as a living resource after the updates have been implemented and full control over the resource has been handed over to OIC (late summer 2016).

Evidence of Impact.

- Use of the Support Manual has been monitored electronically to see how often it has been consulted. The rate of usage has been disappointing. There is not a high level of awareness of the resource across the Authority.

Challenges and Implications for Practice.

- The fact that the Support Manual was managed outwith Orkney has made it difficult to update it regularly as was the original plan. This is soon to change, and the hope is that it will be much easier to update the resource regularly, rather than having to gather together multiple updates to send to an external 'Webmaster'.
- A major breakthrough came recently when a skilled web editor was identified within the Education Department admin staff, who is willing to take on the role of managing the updating process. Learning point is that the EP who coordinated the compilation of the Support Manual needed to identify her technological and admin limitations and request that the 'Webmaster' role be removed from her remit sooner. Her role in relation to the Support Manual should be at the level of arranging publicity events, developing a strategic forum to review and update the Manual regularly, and encouraging contributors to take responsibility for submitting updates.

Next Steps.

- Push for the establishment of a high-level strategic forum to review and update the Support Manual regularly (e.g. annually).
- Ensure that after the summer 2016 update of the Support Manual, there is a high-profile re-launch event to raise awareness of the resource across Orkney.
- EPS/Principal Educational Psychologist request that remuneration of the new 'Webmaster' reflect this highly skilled additional aspect of her role.

5. Video Interaction Guidance (VIG)

A member of the EPS is currently undertaking Level 3 training in VIG. Three recent projects have been undertaken in this area, in close consultation with Social Work partners from Children and Families, and Fostering and Adoption.

Project 1: From 09/04/14 to 20/05/14, EP was commissioned by Social Work to work with a mother whose children were looked after and accommodated away from home. The task was to see if the mother could engage with supportive and encouraging video sessions and start to reflect on her parenting skills, and become motivated to build on her strengths and also acknowledge areas where she needed to change. A very high level of communication with Social Work was vital for this case. Therefore, as part of each VIG cycle, the EP met with and updated the Social Worker with responsibility for the case. Five full VIG cycles were undertaken. Funding and time were ring-fenced for this work over and above the EP's normal 2 days per week.

Project 2: From 16/11/15 to 07/03/16, EP worked with a couple who have two adopted children. The family are on her caseload through the primary school that the children attend, but setting up the video work was done in close consultation with the family's Fostering and Adoption Social Worker. It was hoped that the work would boost the couple's confidence in parenting their two children, whose behaviour is sometimes quite disturbing. Three full VIG cycles were undertaken.

Project 3: The EP has run two courses for Early Years practitioners (winter 2014/15, and winter 2015/2016) in Video Enhanced Reflective Practice (VERP). Participants were mainly from Education, but one was part-employed by the Family Support Team (Children and Families Social Work). Funding and time were ring-fenced for this work over and above the EP's normal 2 days per week.

Evidence of Impact.

- Across all three projects, VIG and VERP were found to be powerful tools to promote confidence and enhanced reflective capacity in the participants. Reports from participants in Projects 2 and 3 suggested that this had, in turn, brought about improvements in the interactions between them and the children they were focusing on. In Project 3, the parents reported significant improvements in the focus child's self-regulation. In Project 2, one practitioner was convinced that VERP had been instrumental in shifting a child with selective mutism into speaking at school. It was also noted that VIG and VERP engendered strong mutual appreciation between the EP and all of the participants.

Challenges and Implications for Practice.

- In Project 1, the intervention showed much promise for shifting a situation where lack of parental skill had resulted in children being removed from their birth parent. The EP believes that if this intervention had been commissioned several years earlier when the concerns were at an earlier stage, it might have averted the ensuing permanence order being necessary. This has resulted in friction between EPS and Social Work over this particular case. The EP was glad that the intervention had been so carefully set up at the start, and that she had clarified from the outset that her role would be purely therapeutic rather than involving assessment of parenting skills.
- VIG is very time-consuming, and may require schools to agree fewer visits to compensate. VERP is much easier to accommodate in terms of EP time required.

Next Steps.

- Work out how VIG/VERP might be commissioned from the EPS at Authority Level.

What do we need to find out about during our self-evaluation activity week?

Under theme one 'Learning and Teaching' we have chosen to examine our input in wellbeing and under theme two 'Partnership Working' we have chosen to evaluate our involvement in Getting it Right implementation.

Core issues to be explored for both themes are:

- Has the involvement of the Educational Psychology Service made a difference and added value?
- How can we ensure that the work undertaken by the EPS can be sustained and built upon through developing the capacity and confidence of others in order to increase impact?
- How can we embed what has been effective at an operational level in ongoing practice and at a strategic level through authority planning?