

**East Dunbartonshire Council Educational Psychology Service
Service Improvement Plan 2017-2020**

Aim of the Educational Psychology Service

We aim to support the Council in addressing national and local priorities for education through the application of psychological knowledge and skills. This is in partnership with children and families in their local communities, with schools and at authority level.

Values of the Educational Psychology Service

- Partnership working
- Improvement and delivering excellence
- Evidence based practice
- Equality and transparency

Educational Psychology Service Vision

- Supporting children and families through collaborative partnerships
- Applying psychology to improving wellbeing, learning and teaching
- Adopting the least intrusive approach in promoting effective local solutions
- Flexible, proactive responses within the process of universal and targeted planning
- Promoting the participation of all children and young people in their educational experiences

Section 2: Overview of Service Priorities and Targets

The work of the Educational Psychology Service is focused on the National Improvement Framework Priorities and East Dunbartonshire Council's Strategic Plan. The Service Improvement Plan also references Professional Self Evaluation Guidance (Quality Management in local Authority Psychological Services). The Service addresses the Priorities through embedding the NIF drivers in planning and evaluation.

Service priorities are

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children's health and wellbeing

No	Improvement Priority	Target
1	<p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>1A Attainment in literacy and numeracy will be improved by implementing Play2Learn including outdoor learning in identified primary establishments.</p> <p>1B Literacy (talking and listening) skills will be improved by implementing LCFE programmes in all local authority early years' establishments by 2019</p> <p>1C Attainment in literacy and numeracy will be improved by development of dyslexia, dyscalculia, EAL and DCD guidelines</p> <p>1D Attainment in numeracy will be improved by input to the authority numeracy strategy</p> <p>1E Educational psychology input will be evident in all aspects of the ASN Strategy</p>
2	<p>Contribute to closing the attainment gap between the most and least disadvantaged children</p>	<p>2A Service approach will address awareness and practice change to take account of the impact of ACEs on wellbeing and attainment.</p>

		<p>2B Adoption and Fostering Panel recommendations will be informed by psychological perspective and EPs awareness of permanency will increase</p> <p>2C Attainment in numeracy will be improved by increasing parental engagement in supporting numeracy in SIMD targeted early years' provision and SIMD targeted primary school (continuation year 2).</p>
3	<p>Improvement in children's health and wellbeing</p>	<p>3A Young people's wellbeing will be improved by implementation of nurturing principles across educational establishments</p> <p>There will be authority level evaluation of effectiveness of interventions to address wellbeing issues in secondary sector.</p> <p>3B Young peoples' mental health will be improved by increasing the capacity of secondary wellbeing teachers to support those with mild anxiety issues through cognitive behavioural approaches (LIAM)</p> <p>3C Children's wellbeing will be improved by implementation of PAThS in all primary schools by 2019.</p> <p>3D Wellbeing of children with ASD will be improved by work of Autism Advisers in educational establishments.</p>

		<p>3E Children’s wellbeing will be improved by increasing staff capacity to enable children who display behaviour that challenges to access the curriculum safely and with maximum inclusion (de-escalation policy)</p>
4	How good is our leadership?	<p>4A Educational Psychology Service delivery will be improved by self-evaluation and planning on Key Area 9: 9.4 Leadership of change and improvement (Quality Management in LAEPSs)</p> <p>4B Service delivery will be improved by</p> <ul style="list-style-type: none"> I. Increasing collaboration with stakeholders II. Increasing engagement with parents