



DUNDEE EDUCATIONAL PSYCHOLOGY SERVICE

Improvement Plan 2016-17

Tasks from this plan will inform and be monitored in relation to measures in the forthcoming Dundee Children's Services Plan (2017).

AUGUST 2016

Aim:

We work with others in educational settings to apply psychology to improve learning and wellbeing outcomes for children and young people.

Vision:

We strive to be an accessible service that offers effective and consistent support and advice, based on current best practice and research. We seek to promote equality and inclusion in everything we do

We believe that

- Everyone should be included and valued
- The needs of children and young people should be at the centre of everything we do
- Every interaction is an opportunity for learning
- Building on existing strengths and fostering positive relationships are key to change

Freedom to try new ways of working with responsibility to share learning with the team

DEPS Service Improvement Plan driver diagram 2016/17

Goal/Vision

Raise educational attainment and improve inclusion and wellbeing for all

Service 'rules':

- apply current psychology knowledge and skills
- focus on impact on children and young people's attainment and inclusion
- show initiative within the HCPC guidelines

Key priorities

Quality learning and teaching

Positive relationships

Family engagement

Social and emotional wellbeing for children and adults in educational settings

Inclusive schools that support the individual needs of all children

Schools as Learning Organisations with strong leadership

Evidence-based interventions

Actions for DEPS

1. Establish and contribute to forums for professional dialogue and practitioner enquiry. Bring the psychology of change & implementation, theories of learning + child development and up-to-date research evidence

2. Deliver good quality training on effective interventions using effective models of adult learning

3. Support staff to use video as a reflective tool to develop good pedagogy and attuned interaction

4. Support settings to develop universal and targeted nurturing approaches

5. Work with partners to help parents/carers access appropriate strategies to support their children's learning at home

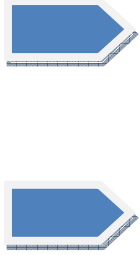
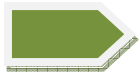
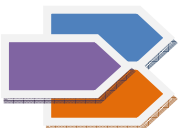
6. Provide consistent approaches to assessment across the team as per SDEP and ASPEP guidelines

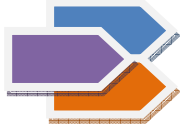
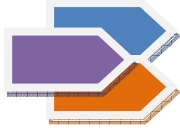
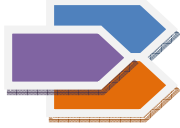
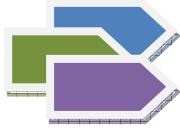
7. Work at a case, establishment and strategic level to support learner needs and inclusion across the Authority

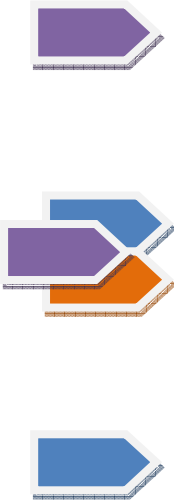
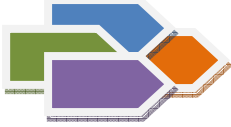
8. Engage in regular service and individual self-evaluation/ support & challenge. Use research and data to inform ongoing improvement.

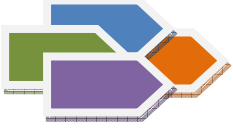
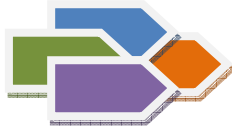

Actions link to the following improvement outcomes in the Children's Services Plan:

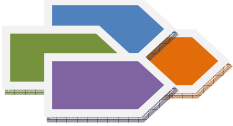
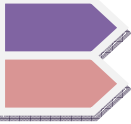
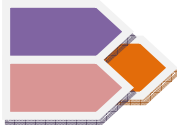
- social, emotional and language development (0-5)
- health and wellbeing of children and young people
- engagement with school and subsequent attainment and achievement (literacy & numeracy)
- looked after children and young people
- additional and complex needs

Key priorities	Service tasks	Self-evaluation to date
<p>1. Establish and contribute to forums for professional dialogue and practitioner enquiry. Bring psychology of change & implementation, theories of learning/child development and up to date research evidence</p>   	<ul style="list-style-type: none"> • Contribute to extended reviews and forthcoming school improvement partnerships, alongside DEPS Partnership Agreements • Contribute to the newly re-established numeracy strategy and action plan • Contribute to national action enquiry research project through carrying out 'Making Learning Conversations Count' numeracy project • Continue to contribute to reading leaders network meetings and literacy strategy group • Contribute to Learning and Teaching (Pedagogy) strategy group • Lead a year-long practitioner enquiry project on self-regulation through co-operative learning in the Early Years • Contribute to EY visible learning project • Co-ordinate and facilitate SfL cluster groups (e.g. St Johns/Harris) 	<ul style="list-style-type: none"> • Majority of reviews last year rated Meeting Learning Needs as good or very good. Feedback from Education Officers is that they value the unique perspective the EP brings to assessment and reflection during the extend review process • Numeracy strategy still in development. Small scale impact measures from action enquiry to inform wider improvement planning • Quantitative measures informing forward improvement. Implementation factors associated with wider pedagogic changes to be identified with partners. • Methodology needs improving to identify factors associated with effective implementation • Pilot to inform scaling-up of project in partnership with EY staff • Feedback from cluster SfL groups very positive. Groups consistently well attended. Attendees value opportunity to

 	<ul style="list-style-type: none"> • Build capacity of staff through high quality coaching conversations to further embed staged intervention • Look for opportunities for professional dialogue and collaboration with other EPSs for Attainment Challenge, ABLe and VSE (e.g. Inverclyde, Stirling, Pan-Tayside, National Nurture) 	<p>share practice and problem solve any challenges with colleagues. This forum reported to have more impact on practice than 0-18 network.</p> <ul style="list-style-type: none"> • Stakeholders will indicate DEPS use of coaching/consultation is valued and effective • Tayside collaboration identifying shared themes for further collaboration • Contribution to nurture in collaboration with Ed Scotland lead is beginning to inform learning with partner authorities
<p>Key priorities</p>	<p>Service tasks</p>	<p>Self-evaluation to date</p>
<p>2. Deliver good quality training on what works utilising models of effective adult learning</p>  	<ul style="list-style-type: none"> • Analyse the longitudinal literacy data for 2015-2016 and provide an interim report. Collect further data 2016-17. • Encourage and support schools to use POLAAR to evaluate their environment and approaches to developing literacy. • Work with the staff tutor and a teacher to develop more practical guidance on assessing and addressing literacy difficulties and adapt ABLe framework accordingly. • Trial Collaborative Action Research model e.g. numeracy project/ nurture/ self-regulation EY • Update ABLe numeracy section and support its use in casework/coaching • Develop a CLPL commissioning guide for the service 	<ul style="list-style-type: none"> • Literacy strategy evaluations show positive impact on outcomes for learners • Participants find DEPS training enjoyable and informative • Need for collaboration with parent forums and Dyslexia Scotland reps to inform work and raise awareness/address themes from complaints • The service covers a wide range of relevant topics • Current methods of evaluation don't provide adequate impact measures • Service development on effective models of CLPL/adult learning beginning to be

	<p>to support a more effective model of training in schools</p> <ul style="list-style-type: none"> • Continue to co-deliver training where possible • Build capacity of staff through high quality coaching conversations to further embed staged intervention • Increase the use of ABLe as a core training tool • Contribute to a City-wide training day in November 2016 on the importance of Play • Strengthen our links with the City's Play Therapist and increase Service involvement in the delivery of Child Led Play training • Develop Raising Attainment toolkit • Further explore opportunities for accreditation of DEPS staff development with GTCS, e.g. professional recognition gained by teaching staff as a result of the Literacy Strategy 	<p>more evident in training delivered by the service</p> <ul style="list-style-type: none"> • Stakeholders keen for CLPL on mental health and wellbeing • Early planning with partners indicates need for links between Nurture and Play Strategy to be strengthened • Feedback from primary Head Teachers indicates development need in support assistants targeted support • Scoping with Attainment Advisor, HTs to ensure toolkit meets nursery/school needs
	<p>Specific service tasks and actions</p>	<p>Self-evaluation</p>
<p>3. Support staff to use video as a reflective tool to develop good pedagogy and attuned interactions</p> 	<ul style="list-style-type: none"> • Use VERP as an in-house tool for reflection and skills enhancement • Continue to support it to embed ABC and Beyond • Provide video coaching for wellbeing assistants input on numeracy and nurture • Complete the EY ABLLe environment Map and upload to the website 	<ul style="list-style-type: none"> • Feedback forms from individual staff indicate positive impact on reflection and practice but uptake variable across schools • Analysis and high level findings from SG quarterly returns to be shared with all schools to share 'what works'
	<p>Specific service tasks and actions</p>	<p>Self-evaluation</p>
<p>4. Support settings to develop universal and targeted nurturing approaches</p>	<ul style="list-style-type: none"> • Continue to support schools in their use of HNIOS as a self-evaluation tool • Develop training materials on enhanced nurture and deliver CAR sessions • Attend the 4 day primary nurturing resource training 	<ul style="list-style-type: none"> • Analysis of returns for SG report indicate variable implementation • Feedback from Feb/May development days and HTs indicates need for greater consistency in guidance on targeted

	<p>with education Scotland and cascade</p> <ul style="list-style-type: none"> • Support schools to implement Restorative Approaches and Peacemakers (Grove cluster, Morgan Cluster, St John's primary schools) • Build capacity of staff through high quality coaching conversations to further embed staged intervention 	<p>nurture and implementation</p> <ul style="list-style-type: none"> • Partnership Agreements reflect related approaches to Nurture sought by school clusters
<p>5. Work with partners to help parents/carers to access appropriate strategies to support their children's learning at home</p> 	<p>Specific service tasks and actions</p> <ul style="list-style-type: none"> • Contribute to the parental engagement strategic working group including the delivery of training to schools • Deliver training to parents e.g. Grove Academy • Provide input for parents in supporting children's literacy • Attend CELSIS training on supporting literacy • Collaborate with the literacy staff tutor and parental involvement officer to explore more effective ways of involving parents in their children's literacy learning. 	<p>Self-evaluation</p> <ul style="list-style-type: none"> • Powerpoint for parents on RWI developed and shared with schools. Further input on practical home learning strategies in progress • Feedback from Grove parents session on teenage brain highly regarded • Feedback from ASN Parents Forum indicates need to promote awareness of ABL with parents/carers
<p>6. Provide consistent approaches to assessment across the team as per SDEP and ASPEP guidelines</p> 	<p>Specific service tasks and actions</p> <ul style="list-style-type: none"> • Relaunch Dundee City's Dyslexia Guidelines as a policy rather than Frequently Asked Questions and reinforce the use of 'Addressing Dyslexia Toolkit' through further training and consultation • Increase the use of the dyslexia toolkit and POLAAR as a core casework tool • Develop a service position statement on IQ tests • Strengthen use of DEPS casework rubric when undertaking individual casework and communicate the criteria more effectively to partners, especially parents • Training for staff team on CAP • Increase role of DEPS in more vulnerable/high risk 	<p>Self-evaluation</p> <ul style="list-style-type: none"> • Small/steady increase in complaints and concerns to managers indicates need to improve shared understanding and guidance on locus of Dyslexia within Literacy Strategy and guidance • Feedback from Secondary/ASN service manager is that DEPS reports helpfully meet the EPS' statutory function (to advise the LA on the education of children with ASN)

	<p>cases /statutory assessment role</p> <ul style="list-style-type: none"> • Improve casework evaluation methodology and supervision to moderate which cases result in direct work and which are consultation only • Build capacity of staff through high quality coaching conversations to further embed staged intervention • Apply the use of CAR more in casework • Increase the use of ABL_e as a core casework tool • Continue to work jointly with Outreach team including jointly evaluate our partnership working, identify next steps for improvement /effective joint working/streamlined pathways for stakeholders 	<ul style="list-style-type: none"> • Casework evaluations demonstrate impact where evaluations received. • Team evaluation of impact of supervision will indicate growing confidence and consistency • Recent Support Services development day highlighted the need for further work to clarify and provide clarity on the unique roles and responsibilities of DEPS and the outreach team and how the services work together
	<p>Specific service tasks and actions</p>	<p>Self-evaluation</p>
<p>7. Work at a strategic level to support meeting learner needs across the Authority</p>  	<ul style="list-style-type: none"> • Re-launch ABL_e with alignment to GIRFEC, Nurture and HGIOS 4 • Work more closely with the Designated Officer for Out of Authority LAAC placements with a view to this role possibly becoming subsumed within DEPS in the longer term • Develop closer links with LAAC teachers through co-location • Work closely with the Offsite Service working group to help develop the service for the future • Contribute to SLMGs as they continue to evolve • With the Strategy & Performance Team, establish actions for shared strategic self-evaluation within Children’s Services Plan • Support AIM through the steering group and casework with Outreach • Contribute to relevant SPGs (Complex & ASN; LAC; Mental Health Innovation) 	<ul style="list-style-type: none"> • LAAC placement and collaboration with strategic partners indicates need for increased contribution to improving outcomes for LAC/LAAC • Feedback from working group led by HT (Off-Site) and ESO (ASN) on need for more coherence in implementation of frameworks across ‘central’ services • Supporting Learners Ref Group, SLMG databases & ASNA audit indicate need for ongoing moderation • Morgan Academy pilot and AIM evaluation show good outcomes but staff development need re confidence in mental health & wellbeing

	<ul style="list-style-type: none"> • Further develop confidence and skills in leadership of change across the service 	
	Specific service tasks and actions	Self-evaluation
8. Engage in regular service and individual practice self evaluation/ in-house support and challenge and use research and data to inform ongoing improvement	<ul style="list-style-type: none"> • Refresh self-evaluation calendar and teams to lead on areas: partnership agreements/ casework/stakeholder feedback/training • Provide input for team on action research • Provide input for team on implementation science • Evaluate partnership working through survey monkey • Focus in greater depth on impact of DEPS role in School Improvement Partnerships and Attainment Challenge • Be more proactive in sharing evidence from research and encouraging a focus on measurement and local data analysis with early years partners to inform forward planning & effective EP deployment • Adapt stakeholder focus group to target specific areas rather than general feedback • Review DEPS EY casework specifically for information on impact of DEPS role in Early Years placement, deferred entry, SLMG transition planning and partnership with parents (via case file audits, telephone interviews, consultation with EY manager and nursery HTs) • Extend role of Research Assistant to support evaluation of impact through attainment challenge lens 	<ul style="list-style-type: none"> • See self-evaluation journey paper for details and newsletters • See quarterly reports to SG on AC and findings from VSE fieldwork week • Early scoping for forthcoming Children's Services Plan indicates greater coherence and alignment of outcomes measures across strategic planning groups.