



Pioneer Scheme Day-release programme

Wednesday 21st March 2018

Horselethill Road, Glasgow

Educational psychology

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<https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/>

Structure, Role and Scope of the service:

- Every educational authority has a statutory duty to provide a psychological service in their area. There is roughly 1 Educational Psychologist (EP) for every 5000 children.
- **Educational Psychologists** have a postgraduate psychology qualification in educational psychology and are regulated by Health and Care Professions Council (HCPC) and adhere to British Psychological Society (BPS) guidance.
- Their focus is noticeably broad based compared to clinical psychologists.
- Original scope: Psychological services for all mainstream and specialist educational establishments within the city for young people aged 0-24 yrs or Looked After and Accommodated Children (LAAC) in and around Glasgow.
 - Funding and recruitment issues locally, so little input to colleges nowadays
 - Distributed across NW/NE/S area teams into subdivided **Local Improvement Groups (LIGs)**, each covering and supporting between 2-4 high schools, the local feeder primary schools and early years council nurseries and private partnership nurseries.
 - *Structure was previously focused around 26 geographically arranged “**Learning Communities**” of single high schools plus their feeder schools/nurseries*
- School training and service development with LIGs accounts for 50% of their workload. The other 50% is working on more city-wide or national-wide activities.

Priorities: In keeping with Educational Service priorities, *Glasgow ‘The Nurturing City’ aspiration Currie report (2002) outlines 5 core functions of EP:*

- ✓ Consultation (across educational establishments, gathering best practice and evidence and identifying need)
- ✓ Assessment (broad based approach building capacity for teachers with change in approach/classroom setting, less commonly can individual assessments)
- ✓ Interventions (again more broad based but can be specific)
- ✓ Training (for staff)
- ✓ Research and Strategy guidance, contribute to national debate on nurture, attachment, resilience.

Guiding principles:

- Standards in Scottish Schools (2000) and Additional Support for Learning (Scotland) Act (2004)
- GIRFEC and Children and Young Persons Act (2014)
- SHANARRI Wheel (Safe Healthy Achieving Nurtured Active Respected Responsible Included)
- My World Triangle
- Socio – ecological model (Bronfenbrenner 1977) assessing the impact of Individual's own characteristics, Interpersonal relationships and networks, Organisation level influences, Community connectedness and the impact of wider or national Public Policy
- Adverse Childhood Experiences Study (Felitti, Anda et al 1998)
- Resilience matrix (Mapping vulnerability + adversity Vs resilience and supportive environments).
- Aim to maximise inclusions across all educational settings and to minimise exclusions.

Service provision

- Most referrals should come via school, some private nurseries or social worker (or via Children's Reporter, Looked After Children)
- Tier/ Staged interventions 1 – 4 e.g.
 - 1 = Adjustments in class
 - 2 = Support with wider school resources e.g. Support for Learning worker;
 - 3 = More targeted case work with EP / English as Additional Language support;
 - 4 = Multiagency Involvement
- Examples of Interventions
 - Shifting practice in schools: '**nurturing, solution-oriented, and restorative approaches**'
 - Evidence based practice e.g. PAThS (Promoting Alternative Thinking Strategies; emotional intelligence with puppetry); Triple P (but questionable evidence for Glasgow's families?)
 - Some limited direct case work if direct approach more appropriate
 - E.g. working with parents and kinship care in loss and bereavement: e.g. Seasons for Growth groups – training offered by Notre Dame (cost) or Glasgow EPs (free!)
 - Improving staff /parent well-being (teacher's confidence, video interactions to feedback good practice/success, reflective capacity building) and child well-being (CBT, EMDR for PTSD trauma, Emotional Freedom Training? (pilot)
- Monthly **Staged Intervention & Inclusion Meetings (SIIMs)** (Depute principal psychologist + pastoral teachers in secondary school Or all head teachers of primaries + Depute). Peer support/share ideas/encourage innovation and consistency of care. ? Speech therapists
- Monthly **Learning Community Joint Support Teams (LC-JST)** Multiagency with Deputes from secondary primary and early years, Social Workers, School Nurse, Justice system?
- Over this parliamentary term, £750 million of **Attainment Scotland Fund** aims to close the poverty related attainment gap → £120 million **Pupil Equity Fund (PEF)** to be allocated directly to schools/ head teachers on the basis of £1,200 per pupil registered for free school meals in Primary 1 - 7 and in Secondary 1 - 3
 - Concerns that not always evidence based interventions – EPs input on this

Linked agencies: Life link therapists have a very active role at school, schools refer directly to CAMHS