

West Lothian Educational Psychology Service

# A Handbook for Schools

assessment wellbeing  
psychology  
nurture learning research  
solution focused  
education practitioner enquiry  
intervention training  
mindset consultation

“ Working to improve the wellbeing and educational outcomes of children and young people in West Lothian through the practical application of psychology ”

# Background

In line with national practice, the Educational Psychology Service (EPS) in West Lothian provides 5 core functions for the Local Authority.



**CONSULTATION**



**ASSESSMENT**



**INTERVENTION**



**TRAINING**



**RESEARCH AND DEVELOPMENT**

This document outlines for schools, the ways in which these services are delivered.

## Allocation of Educational Psychologist Support

In response to feedback from schools, the EPS provides each school with a named Educational Psychologist within the service who will work specifically with the school. This person is the key link for the school with the EPS. Details of current allocations can be found on the EPS website: [www.westlothian.gov.uk/EducationPsychologyService](http://www.westlothian.gov.uk/EducationPsychologyService)



## Service Level Agreement

At the start of each academic session, the Educational Psychologist will arrange a Service Level Agreement Meeting to confirm the priority areas of work for the school for that year. This will include discussion of specific children for whom assessment and intervention will be required as well as information about Service Improvement Plan activities.

This discussion will be recorded using the Service Level Agreement proforma as outlined in Appendix One.

## Digital Communication

Educational Psychologists will negotiate the most effective way to delivery key services with you as part of the Service Level Agreement process. As a general rule, digital technology will be used to support consultation work with staff. In-person work will be prioritised for Child Planning Meetings and direct work with pupils.

## Priority areas of work

In order to ensure that those children and young people who require access to the EPS the most are supported, there are certain criteria for direct involvement which include the following:

- 1 Children approaching key transitions: pre-nursery – nursery/ELC Nursery/ELC to Primary 1  
Primary 7 – S1.
- 2 Care Experienced Children and Young People for whom there is an elevated level of concern.
- 3 Supporting inclusion for pupils who are finding it difficult to engage with learning.

For any of the above, more formal involvement from the service will be prioritised. Educational Psychologists will work with the multi-agency team involved in supporting the child to contribute to the relevant authority wide assessment processes. It is envisaged that the majority of these children will be at Level 3 of the Continuum of Support.

The Continuum of Support can be accessed [here](#).

In addition, support will be provided to schools to assist in the successful transition of pupils into educational settings following the authority assessment process as required.

## Consultation

Although the priority areas of work have been outlined on page 2, schools can speak with the Educational Psychologist about a range of subjects for general consultation (eg. Whole school approaches, self-evaluation using evidence based approaches) at any time. Depending on the nature of the enquiry, there may be no need for a formal written record to be provided. Where appropriate, a follow-up e-mail may be sent with additional information / access to other resources.

In all circumstances, a note of the discussion will be kept in the Record of Contacts (Appendix Two) template which will be shared termly with the school. It is envisaged that this type of discussion will mainly take place by telephone.

### Consultation about a specific child and young person (School Only)

Schools can also speak with the Educational Psychologist about any named child or young person assuming verbal parental consent for the conversation has been given. A copy of the **Service Information Leaflet** should be provided for parents / carers at this point. If the child / young person is 12 years and over and is deemed capable of giving consent, their consent must also be sought and provided. A copy of the Service Information Leaflet should also be provided to the child under these circumstances.

An initial school only consultation will be the default process for accessing support for specific children and young people. In the majority of cases, this level of input from the service will be sufficient to support the school to identify key strategies for supporting children and young people. A copy of the consultation notes will be provided by the Educational Psychologist for the school using the Record of Consultation form as outlined in Appendix Three. It will be the school's responsibility to provide the parents / young person as appropriate with a copy of this record and to store a copy in the Pupil Profile Record. The Educational Psychologist will not work directly (eg. Observations, one to one meetings) with the child/young person at this stage.

It is envisaged that the majority of this type of consultation will take place by telephone or via secure digital platforms. Schools can request this type of consultation directly from their allocated Educational Psychologist by telephone or e-mail at any time. An appointment time will then be arranged for the consultation to take place. This will allow time to prepare for the discussion to ensure best use of time.

In order to assist the relevant member of school staff in preparing for this type of consultation, a proforma is provided with prompt questions that will be used during the Consultation process (Appendix Four).

### Consultation Meeting about a specific child and young person with Parents / Carers

If required, a consultation meeting that involves parents/ carers will be held as part of the process. An initial consultation will have taken place with the school to decide whether this is an appropriate next step. In these circumstances, it will be helpful for the school to clarify using the Service Information Leaflet that the expectation of the meeting is that the Educational Psychologist will be meeting jointly to explore some additional strategies to support. The Educational Psychologist will not work directly with the child / young person at this stage.

A record of the consultation will be provided using the Record of Consultation form as outlined in Appendix Five and sent to parents (and young person if 12 years and older, where appropriate) by the Educational Psychology Service. This information will be stored in line with the GDPR guidelines for the Service. A copy will also be provided for the school for storing in the PPR.

### Responding to Parental requests for Educational Psychology Service Involvement

Schools should respond to appropriate requests from parents by outlining the expectation that the first stage in that process will always be an initial consultation between the Educational Psychologist and the school to discuss the child / young person's needs and that the outcome from this discussion will be shared by the school with the parent as outlined above.

### Parental enquiries directly to the Educational Psychologist

When parents contact the Educational Psychologist directly, a note of the discussion will take place and will be recorded on the termly Record of Contacts form. The information will be shared with the school and follow-up action agreed as appropriate.

# Overview of Consultation process

## Initial consultation with school only

- Verbal consent from parent/carer (& child over 12 as appropriate)
- EP records consultation: FORM 1
- Stored in PPR, and in EPS school file for 12 months
- Copy to be sent to parent/carer by school

## Follow up consultation with school only (if required)

- EP records consultation: FORM 1
- Stored in PPR, and in EPS school file for 12 months
- School to send copy to parents

## Follow up consultation with school and parent/carer

- Written consent from parent/carer (& child over 12 as appropriate)
- EP records consultation: FORM 2
- Stored in EPS electronic case file & PPR, copy sent to parent/carer by EP and stored in line with GDPR guidance

# Assessment and Intervention



## Authority Transition work

As outlined in the West Lothian Continuum of Support, the EPS must be involved in supporting the assessment process for any child or young person who will be considered through the authority wide transition planning process. This is part of the statutory functions of the EPS and will therefore be prioritised in terms of time from the EPS.

As outlined in the Continuum of Support, it is the school's responsibility to ensure that the relevant planning takes place for all children who may require to be considered through the Authority transition planning process.

This includes the completion of relevant school based assessments and the convening of multi-agency partners to complete the Getting it Right for Every Child Assessment and Planning (GAP) Tool. Schools must therefore inform the Educational Psychologist about any child / young people who may require this level of support in time to meet the Authority deadlines.

## Early Years assessments

As part of the Service Level Agreement process in August / September, the Educational Psychologist will request information about any children attending early education and childcare settings for whom the Authority Transition Planning process may be considered necessary.

The Schedule of Growing Skills assessment framework will be used to provide additional assessment information to the Early Years Assessment and Transition group process for all children referred to the EPS.

## P7-S1 assessment process

Educational Psychologists will request information from schools around May / June time about any current P6 pupils who may require to go through the P7 transition process the following year. This is to enable early planning and to meet the Authority planning deadlines where appropriate.

The EPS will carry out psychological assessment based on consultation and observation, as part of a holistic multi-agency assessment process.



### **Educational Psychology Assessment for other priority areas of work**

As outlined above, in addition to the authority transition process, the intensive assessment work of the EPS will be also be prioritised for Care Experienced Children and Young People where there is an elevated level of concern to support inclusive practices for any child/young person who is finding it difficult to engage with learning and for any child/young person for whom the current educational placement is vulnerable.

In these circumstances, the Educational Psychologist will complete a holistic assessment based on the identified needs of the child / young person as part of the multi-agency team working with the child / young person.

This will follow the nationally agreed approach to Educational Psychology Assessment as outlined by the **Association of Scottish Principal Educational Psychologists (ASPEP)**.

## **Attendance at Meetings**

### *Child Planning Meetings*

The Educational Psychologist will, in the main, only attend Child's Planning Meetings (CPM) when they are already directly involved with the child / young person.

Occasionally however, it may be appropriate for the Educational Psychologist to attend a CPM for a child / young person who is not referred to the service. This is likely to be in circumstances where an initial consultation has indicated that further consultation with parents would be beneficial. To make the most effective use of time, this consultation could take place as part of a pre-arranged CPM. In these circumstances, it will be helpful to clarify that the Educational Psychologist is in attendance in a consultation only capacity.

### *Secondary School Multi-agency Meetings*

In Secondary Schools, where there are regular multi-agency planning meetings in place, the Educational Psychologist will attend these meetings as part of the multi-agency team. Again, this will be in a consultation only capacity.

It is expected that permission for discussion about pupils in this forum has already been sought from and granted by parents/carers (and from children who are over the age of 12 and deemed to be able) via the school.

The Educational Psychologist will not provide separate feedback for this type of discussion. It is expected that minutes of the meetings will be kept by school and shared appropriately in line with Getting it Right for Every Child and GDPR guidance.

## **Mental Health and Wellbeing Interventions**

### **Anxiety groupwork programme**

The EPS delivers anxiety management groupwork for secondary aged pupils. Discussions about young people who may benefit from the groups can take place with the Educational Psychologist as part of the Service Level Agreement process.

### **Give Us A Break (Loss and Bereavement Programme)**

The EPS can assist with training and support for staff who are interested in delivering the GUAB programme. Groups can also be accessed through partner agencies. Signposting and support with training can be discussed as and when appropriate.

## Formal Parental Requests for Assessment of Additional Support Needs

Where parents wish to make a formal request for assessment through the Additional Support for Learning legislation (including Educational Psychology assessment), these should be made in writing to the Additional Support Needs Manager. The Additional Support Needs Manager will then arrange for the request to be fully considered.

**Information about this process can be found on the Enquire web-site: [enquire.org.uk](http://enquire.org.uk)**

Should it be deemed appropriate for the assessment process to take place and for the Educational Psychology Service to contribute, the staged approach to support from the EPS outlined above will be followed in these cases.

## Communicating with children and young people

A specific EPS leaflet is provided for sharing with primary aged children who might become involved with an Educational Psychologist. It can be found **here**.

The general information leaflet for parents and professionals is also deemed appropriate for young people of secondary school age. It can be found by clicking **here**.

It will be helpful for schools to use these in advance of work with the EPS where appropriate. In addition to availability on the web-site, copies are provided for schools at the start of each new academic session.



## Training, Research and Development work

The EPS continues to provide training, research and development work for schools through the CLPL calendar and also through the delivery of key priority projects within the EPS Improvement Plan.

Information about the specific training available in each academic session will be shared with schools at

the start of the school year and as and when training opportunities become available throughout the year.

A growing number of development opportunities are being delivered jointly with key partners such as The Inclusion and Support Service and the Children and Young People's team. Information on our latest training offers can be found on our Sharepoint site.



# Service Delivery Standards

## Schools can expect:

- To have a named Educational Psychologist for their school
- To have a discussion (in person or by telephone) at the start of the academic year to discuss the priority areas of work for the EP in the school at that time. A Service Level Agreement (Appendix One) will be drawn up based on this information and confirmed in agreement with the school
- To be provided with a termly Record of Contacts (Appendix Two) overview for all work undertaken on behalf of the school by the EPS
- To have EP support for all children / young people being considered through the authority transition planning process
- To have access to the EPS for general advice and consultation about any other issue on a regular basis. In the majority of cases, this will take place by telephone or via a secure digital platform
- To receive guidance on how to prepare for consultation discussions
- To have access to consultation meetings with parents when appropriate and following an initial school based discussion regarding the concerns
- To access the centrally delivered development work of the service in line with the current priority project areas
- To receive written feedback for all consultation discussions about named children and young people
- To be provided with service information leaflets for parents and children / young people
- To receive a reply to general communications with the service within 3-5 working days
- To have urgent responses responded to through the Main Office number (01506 283130)

## Schools can assist the EPS by:

- Informing the Educational Psychologist in good time regarding any children or young people within the agreed areas of priority support
- Being clear with parents/carers/professionals about the EPS Service Delivery Model through providing leaflets and outlining the process for accessing consultation and advice
- Gathering consent from parents/carers (and the child if 12 years and over) prior to consultation
- Enabling access to the most appropriate member of school staff for Consultation discussions
- Provide Parents/ Carers (and the young person if 12 years and over) with a copy of the Record of Consultation (school only)
- Providing access to children and young people within school for observation and providing a quiet space for assessment work when appropriate
- Sharing relevant information about the child / young person in line with Getting it Right for Every Child and GDPR protocol
- Facilitating the CPM process where appropriate and providing as much notice as possible
- Completing customer satisfaction surveys with children and young people, where appropriate, on behalf of the EPS
- Completing annual customer satisfaction surveys for the service in order to enable ongoing improvement

# Annual Calendar of Activity

Month	Activity	Relevant Documentation
<b>August</b> <b>September</b> <b>October</b>	<ul style="list-style-type: none"> <li>• Contact made with all schools to discuss transition priorities and any priority work (August/ Sept)</li> <li>• Assessment work for P7 transition pupils completed in line with Local Authority deadlines.</li> <li>• Termly update (October)</li> <li>• Ongoing work in relation to other identified priorities</li> <li>• Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Service Level Agreement (SLA)</li> <li>• EP assessment information as part of GIRFEC Assessment and Planning (GAP) Tool</li> <li>• Record of Contacts proforma</li> <li>• Record of Consultation proforma</li> </ul>
<b>November</b> <b>December</b> <b>January</b>	<ul style="list-style-type: none"> <li>• Early Years assessment work completed in line with Local Authority deadlines</li> <li>• Termly update (December)</li> <li>• Ongoing work in relation to other identified priorities</li> <li>• Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule of Growing Skills assessment for inclusion with GIRFEC Assessment and Planning (GAP) Tool</li> <li>• Record of Contacts proforma</li> <li>• Record of Consultation proforma</li> </ul>
<b>February</b> <b>March</b> <b>April</b>	<ul style="list-style-type: none"> <li>• Ongoing work in relation to other identified priorities</li> <li>• Consultation</li> <li>• Termly update (Easter break)</li> </ul>	<ul style="list-style-type: none"> <li>• Record of Consultation proforma</li> <li>• Record of Contacts proforma</li> </ul>
<b>May</b> <b>June</b>	<ul style="list-style-type: none"> <li>• Review of Service Level Agreement and Termly update (June)</li> <li>• Initial planning for P7 transition pupils to start in August</li> <li>• Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Service Level Agreement (review and start plan for next year)</li> <li>• Record of Contacts proforma</li> <li>• Record of Consultation proforma</li> </ul>



# West Lothian Educational Psychology Service

For full details of the work of the EPS, please refer to our EPS website:  
[www.westlothian.gov.uk/EducationPsychologyService](http://www.westlothian.gov.uk/EducationPsychologyService)

This contains information about the Service Improvement Plan priorities each year as well as links to useful resources and copies of information leaflets.

 **You can also follow the EPS on Twitter @WL\_EPS**

West Lothian Civic Centre  
 Howden South Road  
 Livingston  
 West Lothian  
 EH54 6FF

Principal Educational Psychologist:  
 Jennyfer McNiven

**Contact:**  
 Tel: 01506 283130  
[www.westlothian.gov.uk/  
 EducationPsychologyService](http://www.westlothian.gov.uk/EducationPsychologyService)

**Service Level Agreement (insert date)**

<b>Name of School/ELC:</b>	<b>School/ELC link person:</b>	<b>Educational Psychologist:</b>

<b>Section 1 Work with individual children &amp; young people</b>	
<b>Transition planning</b>	<b>Agreed Action</b>
<b>ELC /P1</b>	
<b>P7</b>	
<b>Transition follow-up (P1 or S1)</b>	
<b>Children or Young People with Care Experience</b>	
<b>Supporting Inclusion</b>	

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*The Head Teacher has responsibility for: ensuring parent/carer/young person (where the child is 12 years or over and able to do so) provide consent for this consultation; providing copies of the Educational Psychology Service's information leaflet/s and for providing a copy of this completed form to the parent/carer/young person. This document will be completed by the Educational Psychologist and should be stored in the child's/young person's PPR. It will be stored electronically by the EPS for 12 months.*

<b>Date of initial consultation</b>	
<b>School/ELC</b>	
<b>Name of child/young person</b>	
<b>Stage of education</b>	
<b>Staff contact</b>	
<b>Educational Psychologist</b>	
<b>Parent/carer/young person has received EPS information leaflet</b>	YES/NO
<b>Parent/carer/ young person has given consent for consultation to take place</b>	YES/NO
<b>Which planning/assessment documents are in place, e.g. Assessment of Wellbeing, IEP?</b>	

**Questions to consider for initial consultation:**

What's going well? (Strengths, Protective Factors)  
 What concerns you?  
 What strategies have already been tried regarding your concerns?  
 What effects have you noted?  
 How would you like things to change?

What are your hopes for this consultation?  
 Are there any other relevant factors?  
 What are the parents'/carers' views?  
 What are the child's/young person's views?  
 Which other agencies/services are involved and in what capacity?

**Summary of consultation**



**Recommendations**

**Actions agreed**

**by whom**

**Review date**

West Lothian Educational  
Psychology Service  
Sample

**APPENDIX THREE**

**Record of Follow-up Consultation  
with school/ELC staff only**

<b>Date of follow-up consultation</b>	
<b>Staff Contact</b>	
<b>Educational Psychologist</b>	

**Questions to consider during follow up consultation:**

Review of actions agreed during initial consultation  
Effect of the actions on the original cause for concern  
Parental views and perspectives

Current concerns  
Possible strategies and approaches  
Any other issues to be considered

**Summary of consultation**

**Recommendations**

**Actions agreed**

**by whom**

**Preparing for Consultation with an Educational Psychologist  
Guidance for Schools / ELCs**

Consultation is one of the key areas of service delivery for the Educational Psychology Service. In order to support the process, some prior consideration of the following questions will be helpful and will help to make the most of the Consultation process. This form can be used as a prompt or as a tool for pulling thoughts together before the consultation.

Topic for discussion: \_\_\_\_\_  
Date: \_\_\_\_\_

Question	Thoughts
What's going well? (Strengths, Protective Factors)	
What concerns you?	
What are your hopes for this consultation? – How would you like things to change?	
What strategies have already been tried?	

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What effects have you noted?	
Are there any other relevant (wider) factors?	
What are the child's/young person's views?	
What are the parents'/carers' views?	
Which other agencies/services are involved and in what capacity?	
Additional thoughts / specific questions	

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APPENDIX FIVE



**Educational Psychology Service  
Record of Follow-up Consultation\***  
with school/nursery staff\* and parent/carer

FORM 2

\* An initial consultation will have taken place with the relevant school/nursery staff, unless the child is not yet in education

<b>Date of consultation</b>	
<b>School/nursery</b>	
<b>Name of child/young person</b>	
<b>Stage of education</b>	
<b>Date of birth</b>	
<b>Address</b>	
<b>Parent/Carer's name and (if different) address</b>	
<b>Phone number</b>	
<b>Email address</b>	
<b>Details for other parent/carer (if required)</b>	
<b>Staff contact</b>	
<b>Educational Psychologist</b>	
<b>Is the child/young person statutorily Looked After?</b>	YES/NO

**Consent**

Involvement from the Educational Psychology Service (EPS) requires the informed consent of a parent or carer (including informed consent to the Service's and Council's data privacy procedures - see attached *Data Privacy Information and Consent* for full details). A child who is 12 years or over, who is able to do so, must also give their consent. A young person in education (ages 16 to 18) may seek the Service's involvement without their parent/carer's consent.

<b>Family</b>		<b>School (only exceptionally)</b>	
<i>I have been informed about the EPS information leaflet and Data Privacy Information, which are available online: <a href="https://www.westlothian.gov.uk/EducationPsychologyService">https://www.westlothian.gov.uk/EducationPsychologyService</a></i>	Tick	<i>The parent/carer/pupil has been informed about the EPS information leaflet and Data Privacy Information, which are available online</i>	Tick
<i>I agree to involvement from the Educational Psychology Service</i>	Tick	<i>The parent/carer/pupil has agreed to involvement from the EPS</i>	Tick
Signature (adult)		Signature (staff)	
Name		Name	
Signature (pupil, 12 or over)			
Name			
Date		Date	

**APPENDIX FIVE**

**Questions to consider during follow up consultation:**  
 What's going well? (Strengths, Protective Factors)  
 Review of actions agreed during initial consultation\*  
 Effect of the actions on the original cause for concern\*  
 What are your hopes for this consultation?  
 Parental views and perspectives

What are the child's/young person's views?  
 Current concerns  
 Possible strategies and approaches  
 Any other issues to be considered

*\*Unless child is not yet in education*

**Summary of consultation**

West Lothian Educational Psychology Service

Sample

**Conclusions and outcomes**

**Actions agreed** **by whom**

<b>Signature of Educational Psychologist</b>	
<b>Date</b>	

File to be opened – further action planned		File to be opened and closed – NFA planned	
“Acknowledgement” letter and form to be sent to:		“One-Off” Letter to be sent to:	
Parent / Carer		School – for pupil’s PPR	
Young person (if 12 years or over and appropriate)		Other (please specify)	

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## West Lothian Educational Psychology Service - Data Privacy Information and Consent

### **Who is processing this information?**

All personal information is held and processed by West Lothian Council in accordance with data protection law.

### **Why are we collecting the information?**

The information collected will allow us to provide an effective Educational Psychology Service. Within the Record of Involvement form, we ask for basic details relating to the child or young person (eg name, address, date of birth, school) and also parent/carer contact details. The form also contains summaries of the concerns, advice given, and actions planned. During the course of our work, we also maintain an electronic record of what we do, and copies of reports and advice received from others involved.

### **How will we store this information?**

The information will be stored within a secure electronic data system operated by West Lothian Council.

### **How long will we keep it for?**

Your information will be kept under law for 5 years after your child leaves school, unless there are other legal reasons to extend this period.

### **Who will we share it with?**

We will only share information with other Council services where this is necessary to allow us to provide an Educational Psychology Service. We may also be asked to share information with outside bodies. These bodies are The Scottish Children's Reporter's Administration, and NHS Lothian. We will only share information with an outside body if you are currently, or if you become, involved with these services.

The only information that we would share with other Council services and outside bodies would be relevant information contained in or copies of, reports, consultations and letters. If asked to share data, Educational Psychologists will use their professional judgement to identify which information is appropriate and necessary to share with the other professionals involved, in order to inform decision-making.

### **How can you get to see the information we hold?**

You have a right to request your information and in some cases ask for it to be changed or deleted. To request your records, you will need to put your request in writing and provide proof of identification to West Lothian Council, West Lothian Civic Centre, Howden South Road, Livingston, West Lothian, EH54 6FF.

### **Who should you contact if you need to make a complaint or change anything?**

It is important the information we hold is correct. If you need to make any changes, please e-mail us: [ed.psych@westlothian.gov.uk](mailto:ed.psych@westlothian.gov.uk)

If you wish to complain about the way your information is held or processed, you can also do so by e-mail: [EducationCustomerServices@westlothian.gov.uk](mailto:EducationCustomerServices@westlothian.gov.uk)

You can also contact the Data Protection Officer, West Lothian Council, West Lothian Civic Centre, Howden South Road, Livingston, West Lothian, EH54 6FF.

More information about data protection and how it applies to you, including how to make a complaint, is available from the Scottish Information Commissioner, Kinburn Castle, Doubledykes Road, St Andrews, Fife KY16 9DS