

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



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.

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 to nursery/ELC
 - Nursery/ELC to Primary 1
 - Primary 1 to Primary 7
- 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.

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.

The EP will keep a record in their school file.

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. The educational psychologist will provide feedback from this consultation to the school. It will be the school's responsibility to share this feedback with the parents/carers/young person and update 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.

Schools can request this type of consultation directly from their allocated Educational Psychologist 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 available with prompt questions that can be used during the Consultation process.

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 and a file opening letter will be provided 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 in the school file. 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/carers (& 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/carers 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/carers

- Written consent from parent/carers (& child over 12 as appropriate)
- EP records consultation: FORM 2
- Stored in EPS electronic case file & PPR, copy sent to parent/carers 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. 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

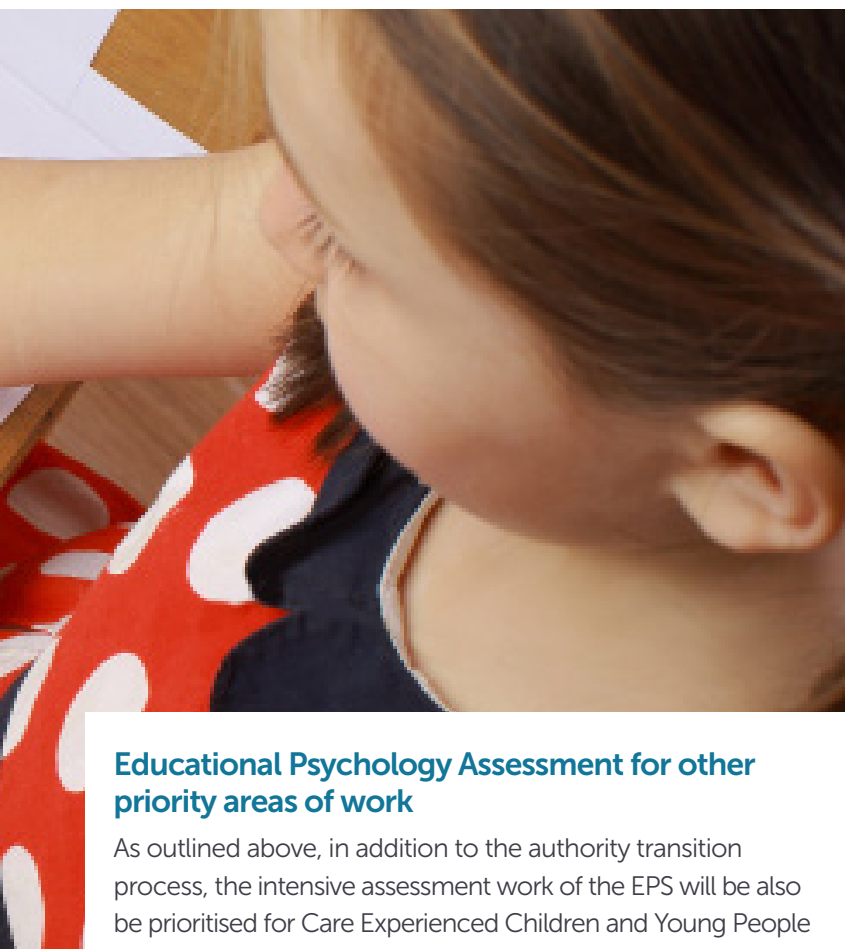
As part of the Service Level Agreement process in August / September, the Educational Psychologist will request information about any children attending early education and childcare settings for whom the Authority Transition Planning process may be considered necessary.

For those children requiring consideration for specialist provision, the Educational Psychologist will complete an ELC to Primary 1 consultation and assessment framework, to contribute to the multi-agency assessment process.

P7-S1 assessment process

Educational Psychologists will request information from schools 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

The EPS will develop supports and build capacity with schools and across the authority in relation to mental health and wellbeing practice and approaches. These include the anxiety groupwork training for secondary pupils, trauma informed practice, Nurture, Give us a Break (loss and bereavement programme) and Emotional based school non-attendance.

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

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 the authority 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. Information on our latest training offers can be found on our **[Sharepoint site](#)**, and through iTrent.

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 will be drawn up based on this information and confirmed in agreement with the school
- 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 matter 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 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 consultation feedback as appropriate
- 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 |
|---------------------------------|---|---|
| August September October | <ul style="list-style-type: none"> • Contact made with all schools to discuss transition priorities, individual casework, and development activities. • Assessment work for ELC and P7 transition pupils completed in line with Local Authority deadlines. • Ongoing work in relation to other identified priorities • Consultation | <ul style="list-style-type: none"> • Service Level Agreement (SLA) • EP assessment information as part of authority transition process • Record of Consultation proforma |
| November December January | <ul style="list-style-type: none"> • Early Years assessment work completed in line with Local Authority deadlines • Service Level Agreement mid-year review • Ongoing work in relation to other identified priorities • Consultation | <ul style="list-style-type: none"> • Assessment of Need for ELC to P1 transition • Record of Consultation proforma |
| February March April | <ul style="list-style-type: none"> • Ongoing work in relation to other identified priorities • Consultation | <ul style="list-style-type: none"> • Record of Consultation proforma |
| May June | <ul style="list-style-type: none"> • Review of Service Level Agreement • Initial assessments for P7 transition process to begin • Consultation | <ul style="list-style-type: none"> • Service Level Agreement (review and start plan for next year) • Record of Consultation proforma |



West Lothian Educational Psychology Service

For full details of the work of the EPS, please refer to our [**EPS website**](#) or [**SharePoint**](#):

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