

Renfrewshire Educational Psychology Service Improvement Plan 2018 to 2021

Strategic Priority 1 We are reducing inequalities and delivering improved outcomes for children and young people (CS SIP Priority 1) <i>Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people (EIP Priority 2)</i>						
CS and EIP Actions	REPS Actions	Who is leading this?	When will we do it by?	What difference will it make?	How will we know it's been successful?	NIF Key Driver
<p>Continue to develop nurturing approaches to promote inclusion across all education establishments.</p> <p>Continue to develop a whole systems approach to supporting our most vulnerable children and families.</p>	<p>Whole-School Nurturing Relationships Strategy (RNRA) in schools across Renfrewshire (See EIP 2.1 & NAC IP)</p>	REPS RNRA Teams	April 2020	See NAC Improvement Plan	See NAC Improvement Plan	School Leadership Teacher Professionalism Parental Engagement School Improvement
<p>Continue to develop a whole systems approach to supporting our most vulnerable children and families.</p> <p>Support and Improve approaches to assessment and moderation to improve practitioner skills in planning and assessment (EIP 1.3)</p> <p>Support inclusion of vulnerable pupils including those with ASN through improving key processes</p>	<p>Whole Service Interventions</p> <p>Link EP interventions in establishments</p> <p>Service delivery to SEBN Continuum on Trauma Informed Practice (Nurture Base, ACE, Flexible Learning, LAC HV)</p> <p>PEP, DPP, SEP Lead role in ASN Review</p>	<p>REPS</p> <p>CB/FW</p>	<p>August 2018</p> <p>August 2019</p> <p>August 2020</p>	See WSI Action Plans	See WSI Action Plans	School Improvement Assessment of Children's Progress Teacher Professionalism

Renfrewshire Educational Psychology Service Improvement Plan 2018 to 2021

CS and EIP Actions	REPS Actions	Who is leading this?	When will we do it by?	What difference will it make?	How will we know it's been successful?	NIF Key Driver
<p>Support inclusion of vulnerable pupils including those with ASN through improving key processes</p> <p>Develop Guidance and associated training on Physical Intervention in line with revised SC8 (EIP 2.4)</p>	<p>Lead involvement in Inclusion and Support Strategic Working Group and ASN Strategy review</p> <p>Membership of working party</p> <p>Provision of Research Assistant Support</p>	<p>PEP, DPP, SEP</p> <p>PEP</p> <p>RAs</p>	<p>August 2019</p> <p>June 2018</p>	<p>- Children and Young People with ASNs will receive a more inclusive and effective educational experience</p> <p>- Attainment of Children and Young People will be improved</p> <p>See EIP 2.3</p>	<ul style="list-style-type: none"> • Revised arrangements and protocol for wellbeing pathways and ASN resource allocation will be developed • See EIP 2.3 	<p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>School Improvement</p> <p>Assessment of Children's Progress</p>
<p>Support targeted children and young people at key transitions to close the attainment and achievement gap (EIP 2.3)</p>	<p>SEP has lead involvement in Early Years Educational Placement Group</p>	<p>SEP</p>	<p>Ongoing</p>	<p>See EIP 2.3</p>	<p>See EIP 2.3</p>	<p>Assessment of Children's Progress</p>
<p>Further extend and develop our approaches to integration across children's services to best support the wellbeing of our children, staff, parents and carers</p>	<p>Service Level Liaison to identified joint working practices and planned developments.</p>	<p>PEP, DPP, SEP EM, ISOs, CAMHS, Comm Paeds, OT, SLT, SW</p>	<p>June 2018</p>	<p>Enhanced integration and partnership between services</p>	<ul style="list-style-type: none"> • Publication of shared pathways and a directory of services for professionals and parents 	<p>Parental Engagement</p> <p>School Improvement</p> <p>Assessment of Children's Progress</p>

Renfrewshire Educational Psychology Service Improvement Plan 2018 to 2021

Strategic Priority 2

High quality learning and teaching and quality of care is taking place in all our schools and establishments (CS SIP Priority 2)
 (Develop high quality learning & teaching that leads to improved levels of attainment & achievement in all of our establishments EIP Priority 1)

CS and EIP Actions	REPS Actions	Who is leading this?	When will we do it by?	What difference will it make?	How will we know it's been successful?	NIF Key Driver
Support and Improve approaches to assessment and moderation to improve practitioner skills in planning and assessment (EIP 1.3) Support high quality professional learning for staff at all levels with a particular focus on literacy and numeracy	EPAST Team provides bespoke advice on evidenced approaches to raising attainment Supporting Dyslexia assessment in schools Review of Dyslexia Assessment Protocol	REPS EPAST REPS REPs REPs	Ongoing August 2020	See EPAST development plan	See EPAST development plan Dyslexia assessment protocols will fit within a broader "literacy development" framework and be consistent with LA approach to literacy	Assessment of Children's Progress Teacher Professionalism Assessment of Children's Progress

Strategic Priority 3

Self-evaluation and performance improvement are embedded throughout services (CS SIP Priority 3)
 (Support self-evaluation and performance improvement throughout our establishments. (EIP Priority 3))

CS and EIP Actions	REPS Actions	Who is leading this?	When will we do it by?	What difference will it make?	How will we know it's been successful?	NIF Key Driver
	Service Review	PEP	August 2018	<ul style="list-style-type: none"> • Better delivery of local and national priorities • More effective implementation of strategic work • Clear plan for REPS strategic work within 	Ongoing Self-evaluation and review See Service Review Paper August 2018	

Renfrewshire Educational Psychology Service Improvement Plan 2018 to 2021

				<p>wider service delivery model and revised SLA</p> <ul style="list-style-type: none"> • New SLA with establishments • Revised approach to service delivery 		
<p>Develop a QIF to ensure consistency and rigour which will support the ongoing cycle of self-evaluation and improvement planning (EIP 3.1)</p>	<p>Pilot of shared EP and Education Manager establishment visits and school reviews</p>	PEP/EM	March 2019	<ul style="list-style-type: none"> • Evaluation of the utility of EP engagement in the EM school visit and review process 	Feedback from EPs and EMs	Performance and Information
<p>Broaden our approach to self-evaluation to ensure a consistency of rigour which will support the ongoing cycle of review and improvement planning. (CSIP)</p>	<p>Revise current self-evaluation framework in line with National QMILAEPS Developments and new national scrutiny framework:</p> <ul style="list-style-type: none"> - Definitions, data sources and measures agreed - Draft process and procedures to measure impact and outcomes across core functions - Build self-evaluation into Joint Working Plans (SLA) - valuation protocols in work files - Survey a broader range of stakeholders when self evaluating. 	<p>PEP/DPP</p> <p>PEP/DPP</p>	<p>June 2019</p> <p>June 2019</p>	<p>- Develop outcome focused evaluation for all areas of service delivery.</p> <ul style="list-style-type: none"> • Better evidence of REPS impact and contribution to improving outcomes for children and young people. 	<p>SE Reporting</p> <p>External scrutiny</p> <p>Service level agreement reviews</p>	Performance and Information

Renfrewshire Educational Psychology Service Improvement Plan 2018 to 2021

Strategic Priority 4 Develop high quality leadership for staff at all levels (EIP Priority 4)						
CS and EIP Actions	REPS Actions	Who is leading this?	When will we do it by?	What difference will it make?	How will we know it's been successful?	NIF Key Driver
Continue to provide high quality professional learning for current and aspiring leaders (EIP 4.1)	DISTRIBUTIVE LEADERSHIP - To further the development of Distributive Leadership within the EPS	PEP, DPP	Aug 2018	<ul style="list-style-type: none"> Clear DL structure and process across the service within the new service delivery model and tied to individual EP PRD & CPD. 	<ul style="list-style-type: none"> DL integrated into new service delivery model 	.
Provide high quality professional learning for teachers, support staff and central staff (EIP 4.2. /4.4)	REPS will develop effective evidence-based approaches to professional learning and capacity building in line with key service priorities: 1. Mental Health in School 2. Language and Communication Friendly Environments 3. VIG Attunement Coaching 4. LISN Pilots (EY & Primary & EPS)	PEP/DPP all staff	Aug 2018	Increased capacity of staff to support key Children's Services and Education Improvement Plan Priorities		.

Renfrewshire Educational Psychology Service Improvement Plan 2018 to 2021

<p>Provide high quality professional learning for central staff (EIP 4.4)</p>	<p>REPS will internal LISN Groups for EPs.</p> <p>These will provide peer support and challenge in casework, particularly around issues of inclusion and additional support needs</p>	<p>DPP all staff</p>	<p>August 2018</p>	<p>The aim of these group meetings will be to provide a forum to share effective practice in the area of inclusion and ASNs for targeted children and young people.</p> <p>They should increase the quality and consistency of the advice provide by EPs within the context of the GIRFEC wellbeing pathway.</p>		<p>.</p>
---	--	----------------------	--------------------	--	--	----------