



Information for Professionals on the Role of the Educational Psychologist

Applying psychology to achieve the best outcomes for children and young people.

We specialise in Relationships and Behaviour, Learning and Teaching and Mental Health and Wellbeing. We are committed to supporting the presumption to provide education in a mainstream setting and inclusion of all learners.

Service Delivery Model

We have 20 Educational Psychologists (EPs) linking to over 200 educational provisions. Each school has a link Educational Psychologist. Our 'Core Offer' is agreed with schools in their Shared Working Framework and includes:

'No-name' Consultation – Universal/Additional Level – EPs provide advice and support to help problem-solve concerns linked to a range of additional support needs (e.g. Autism, ADHD, Dyslexia). This may be general advice or advice relating to a specific pupil who is not named. No individual pupil case file is opened, and no record of the consultation is kept by the EP.

Priority Casework – Additional/Intensive Level – EPs provide advice and direct support to assess, identify, plan for and review a named child's additional support needs. Firstly, consent is obtained from the parent and pupil for the school or other professional to have a discussion with the EP. If a role is identified, this may lead to a 'Request for Assistance' form being submitted to the Service for direct EP involvement. A specific EP role and associated tasks are agreed with the school and an 'Episode of Support' is opened. When work is completed the file is closed or a new role agreed.

School Development – EPs provide advice and support to improve the capacity of schools to more effectively meet the needs of all its learners. Schools can access training linked to various topics including Specific Learning Needs and Relationships and Behaviour.

Our work is influenced by our Service Improvement Plan, which links to the Fife Council Education and Children's Services Directorate Plan and aims to deliver on the Scottish Government's National Improvement Framework.

The Educational Psychology Service supports the Education and Children's Services Directorate and the wider Children's Services Partnership to develop, implement and evaluate policy and guidance, to provide training and resources focused on improving experiences and outcomes for children and young people and their families, and to carry out research which informs evidence-based practices in schools.



Principles of Assessment and Intervention

EPs seek to build on strengths and solutions and aim to empower the people working directly with the learner to implement strategies aimed at bringing about positive change for the child/young person. EPs have a statutory duty to provide advice to parents and teachers in relation to additional support needs. The Additional Support for Learning (Scotland) Acts (2004 & 2009) provide parents with the right to request a psychological assessment.

EPs' approach to the assessment and intervention process is underpinned by the principles of GIRFEC and those contained within Fife Council's 'Individualised Planning: Contextualised Assessment' guidance where assessment should be:

- Conducted over time and across different contexts
- Least intrusive, whilst achieving the best outcomes for the child/young person
- Inextricably linked to intervention in such a way that assessment is formative and provides results that inform any required intervention
- Built upon and inform the ongoing cycle of assessment, planning, intervention and review
- Negotiated within a multi-agency, staged intervention framework
- Collaborative and working in partnership with parent(s)/carer(s), the child or young person, and those who work most closely with the child or young person
- Mindful to consider and promote the young person's strengths for learning.

Examples of assessment activities include:

- the gathering of information through consultations with key staff, parents/carers and other agencies
- review of school-based assessments, including work completed by the learner
- observations in a range of contexts.

In most cases, EPs' contribution is reflected in the school and multi-agency record keeping.



What do I do if I have a concern about a child or young person's educational progress?

If you, or a parent of a child you are working with, have a concern about a child or young person's educational progress you can, with the consent of the parent/carers and the young person, contact the Named Person for the child to discuss your concerns. In Fife the Named Persons are:

- Health Visitor for pre-school children
- Head Teacher or Deputy Head Teacher for primary school children
- Guidance Teacher for young people at secondary school.

The Named Person is the co-ordinator for all support around a child or young person, and therefore would take this assessment information into account in deciding on next steps (in collaboration with the young person and their family and any other professionals involved in the Team around the Child). This may involve contacting the Educational Psychology Service for a 'no name' consultation, or to seek direct involvement through a 'Request for Assistance' form.



How to contact the Educational Psychology Service

If you have a query or would like a 'no name' discussion about a child, please contact the area office.

North East Fife
Cupar
Tel: 01334 659327

Central Fife
Glenrothes
Tel: 01592 583348

West Fife
Dunfermline
Tel: 01383 602379