Aberdeenshire Educational Psychology Service

Handbook

Visit the link to the Educational Psychology Service Website at

www.aberdeenshire.gov.uk
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Aberdeenshire context – Commitment and Vision

Commitment & Key Values

We are determined to work together for the best quality of life for everyone in Aberdeenshire, from mountain to sea and to help through Education Learning and Leisure to make it the best possible place in which to live and learn, work and play.

We have adopted as our key values:

Quality, Equality, Engagement And Integrity

We are committed to serving the people of Aberdeenshire by:

- supporting and empowering individuals, families and groups
- enabling lifelong learning and employability
- advancing community development and wellbeing

through partnership working and excellence in the delivery of inclusive and accessible Education Learning and Leisure services throughout the area, taking account of its rurality. We will promote active citizenship, healthy lifestyles and the conservation of our heritage and environment.

We will focus on:

- meeting the needs of learners and the wider local community
- fulfilling the Community Plan and the Council's Plans and Strategies
- implementing National Priorities, Policies and Strategies in line with local requirements

We will use resources efficiently and effectively, securing the best value possible and providing services in a safe and sustainable way.

We will treat the people whom we serve and our working colleagues with respect and fairness, communicating openly and celebrating success at every level.

We will challenge ourselves in order to secure continuous improvement. We will support each other in striving for the addition of further value in all that we do.

Our aims are the building of capacity, the realisation of potential and the achievement of excellence in Aberdeenshire – “The very best of Scotland”
Vision, Values and Aims

Aberdeenshire Council and its Community Planning Partners

Serving Aberdeenshire from Mountain to sea – the very best of Scotland

The best area
- Helping to create and sustain the best quality of life for all through………
- Happy, healthy and confident people
- Safe, friendly and lively communities
- An enterprising and adaptable economy
- Our special environment and diverse culture

The best council
- Aiming to provide excellent services for all by…………..
- Involving, responding and enabling
- Finding new and more efficient ways of doing things
- Providing elected leadership for our area
- Working with our partners in the North East and beyond”
- The Council’s Strategic Plan and Aberdeenshire Community Plan share four Major Themes:
  - Community Wellbeing
  - Jobs and the Economy
  - Lifelong Learning
  - Sustainable Environment

To these, the Community Planning Partnership has added
- Developing our Partnership
- Making clear its commitment to Equalities, while in the Council’s Strategic Plan it is made explicit that aims will be achieved through the provision of
- Quality Services
Guiding Principles

The Council and its Community Partners have developed six Guiding Principles to underpin work:

**Inclusion, Accountability, Participation, Evidence-based Action, Sustainability and Efficiency**

In setting out its aims, the Council has further indicated that we will operate

- By involving our many communities by consulting and working together
- By delivering services to achieve the best value possible and work with other organisations to achieve our aims
- By making services easy to use by taking them close to the people
- By always looking for new ways to improve our services.

In pursuing its responsibilities, the Council has further resolved that we will be

- Courteous and responsive
- Open and honest
- Fair and just
- Responsible and reliable
- Sensitive and realistic
- Trusting and trustworthy
Vision & Values

Vision

Aberdeenshire Education, Learning & Leisure Service has established the following as its Vision:

> Working together for the best quality of life for everyone in Aberdeenshire, from mountain to sea, and helping through Education, Learning & Leisure to make it the best possible place in which to live and learn, work and play.

Values

The Service has adopted as its Values:

**Quality**
- Aiming for excellence; seeking to be ‘best in class’
- Building capacity for continuous improvement
- Assessing impact, reviewing practice; focussing on outcomes
- Maintaining and valuing a highly motivated and well trained workforce
- Equality
- Offering opportunity for all, regardless of gender, race or disability
- Striving to deliver services accessible by all, irrespective of community location or individual personal circumstances
- Ensuring an equitable, needs-based distribution of resources
- Setting high expectations for all

**Engagement**
- Involving all stakeholders in consultative and participative ways
- Seeking to work co-operatively in partnership with others, both within and beyond Aberdeenshire, wherever this will enhance Service delivery outcomes
- Communicating effectively within the Service, across the Council and with the wider community
- Welcoming and acting upon constructive comment and merited complaint from stakeholders

**Integrity**
- Doing what is right
- Working selflessly, objectively, and honestly
- Dealing with others sensitively, openly, and fairly
- Leading by example, showing trustworthiness and reliability
- Acting responsibly and consistently
- Demonstrating accountability
Aims & Core Activities

The Educational Psychology Service has as its Aims

• The building of capacity in individuals and communities
• The realisation of full potential in all
• The achievement of excellence in its widest sense

Our Core Activities comprise delivery of the following core functions

• Pre-school education
• School education
• Educational Psychology Service
• Community Learning and Development
• Cultural services
• Sports and recreational services

Principles

Aberdeenshire Educational Psychology Service follows four ethical principles, which are the foundation of British Psychological Society (BPS) Code of Ethics and Conduct. These are

• Respect
• Competence
• Responsibility
• Integrity

Aberdeenshire Educational Psychology Service upholds and puts these principles into practice with all its service users.
As a service we carried out an exercise to elicit individual EPs’ values and beliefs in order to establish an agreed and consistent set of service core values. These are embedded within the context of helping keep children safe and can be seen in the graph below.
Purposes of the Educational Psychology Service Handbook

This handbook and its appendices provide information and expanded information with regard to the aims and requirements as laid out in the introductory section. As well as offering guidance on procedures, the handbook highlights the core principles and aspirations of the Service that will ensure consistency in and quality of practice across Aberdeenshire Educational Psychology Service. The handbook is a ‘modular’ collection of documents that will undergo continuous evolution in order to reflect current policy, legislation and best practice. It will be updated and new sections added at regular intervals. It is therefore essential for any reader to ensure that they have a current version of the handbook. In addition to the two ‘hard copies’ that are kept in each office, the handbook is available in electronic form via a link on the Educational Psychology Service Website.
Introduction

Aberdeenshire Educational Psychology Service lies within the Community Inclusion arm of the Education, Learning & Leisure Service and is committed to the practical application of psychological theory and principles to enable children and young people fulfil their full learning, social and emotional potential.

In achieving this aim the Service will:

- Base its practice on the five core functions of consultation, assessment, intervention, training and research, carried out at the child and family, school or establishment, and education authority / council levels (Appendix 2)
- Contribute to achievement of the 5 National Priorities in education, thereby contributing to the education and well-being of all children.
- Play a major role in the provision of integrated services to children, young people and parents.
- Contribute to the implementation of the Additional Support for Learning legislation at strategic and operational levels
- Work collaboratively with other agencies.
- Employ an ecological model based on contextual assessment.
- Contribute to a staged model of assessment that emphasises the least intrusive intervention.
- Focus on strengths and solutions rather than deficits and problems
- Ensure that wherever possible a child or young person can be educated within their local school or community.
- Support early intervention strategies.
- Respect the rights of children and young people and seek their involvement in all decisions that involve them
- Work in partnership with parents and carers
- Support the equitable distribution and allocation of finite resources.
- Regularly measure the Service’s effectiveness in meeting the needs of children, young people, parents and partner agencies.
- Continuously reflect on the effectiveness of its practice and ways of improving.
- Develop practice based on empirical research.
- Be innovative rather than habitual in its practice.

In order to enable the Service to achieve its aims, it requires:

- induction, supervisory and Staff Review Systems
- adequate staffing levels
- adequate accommodation, clerical and ICT support
- a robust Continuous Professional Development programme that meets the needs of individual members of staff and the Service
- annual Development Plans for Area Teams and Aberdeenshire EPS
- an annual Standards and Quality Report for the EPS
- the application of quality indicators to the Service

Appendix 1 – EPS staff contact details
Additional Support for Learning

The Education (Additional Support for Learning) (Scotland) Act 2004 and the associated secondary legislation, replaces those sections of the Education (Scotland) Act 1980 that legislated for children and young people with special educational needs and Records of Needs. This means that Records of Need are no longer statutory documents and education authorities no longer have any duties with regard to them. The Additional Support for Learning legislation supports inclusive practice, equal opportunities and partnership working. It has as its focus all children and young people who may require additional support to allow them to fulfil their development.

The Education (Additional Support for Learning) (Scotland) Act 2004 was passed by the Scottish Parliament and became law on 14 November 2005. The Act defines additional support needs as affecting all children and young people with additional support needs who require extra help from Aberdeenshire Education, Learning & Leisure Service and partner services and agencies. These needs may be long or short term in duration in order for them to learn and fulfil their potential.

Additional support may be required for children or young people who:
- are particularly gifted
- are being bullied
- are experiencing a bereavement
- are not attending school
- have behavioural difficulties
- have learning difficulties
- have specific physical difficulties

Implications

‘Working Together to Support Learning in Aberdeenshire – Pathway to Policy’ (2007) describes the framework for Additional Support Needs in Aberdeenshire and provides guidance for practitioners regarding appropriate support and intervention. Under the Act, Aberdeenshire Council has a duty to establish procedures for identifying and meeting the support needs of every child for whose education it is responsible. These needs must be regularly reviewed. Other agencies such as Social Work, Health, Careers Scotland or Further Education colleges will also have a duty to help Aberdeenshire Education Learning and Leisure Service meet its responsibilities. Children or young people with long-term, complex needs requiring a range of support from across services will have a Co-ordinated Support Plan (CSP) drawn up for them.

‘Supporting Learning in Aberdeenshire: Pathways to Policy’ describes the range of Aberdeenshire policies which support children and young peoples learning. This document can be found on [Arcadia](http://arcadia).
Administration and Organisational Tasks

Aberdeen Educational Psychology Service aims to reduce the time spent on administrative and clerical tasks, in order to maximise the time that Psychologists have available for the core functions of consultation, assessment, intervention, training and research. The Service aims include good access to information and communication technology, as well as appropriate training for staff on systems being developed across agencies. Staff effectiveness is enhanced by the provision of new technology that aids communication and facilitates the dissemination of information.

Administrative staff are responsible for dealing with reception duties, telephone calls and incoming and outgoing mail. In order to provide an efficient support system, it is important that staff have an awareness of the structure of the service to allow them to deal with queries and to pass on information, or transfer telephone messages, to relevant members of staff.

Systems are organised to allow clerical staff to carry out routine procedures. The database must be maintained and schools alerted to inform the Psychological Service of changes in address and transfer of children into, and outwith, the area.

Clerical staff are responsible for collating papers for meetings and a calendar of dates helps all staff to plan and prioritise their workloads.

Provision of reliable, updated ICT aids the efficiency of clerical staff. All technological equipment needs to be compatible and reliable, to save time and aid efficiency.

An administration handbook is available on Arcadia.
Arcadia

Staff working within Aberdeenshire have access to Arcadia; a modern, flexible and accessible intranet service that is provided and maintained by Aberdeenshire Council's ICT service and the Corporate Communications Unit.

Arcadia contains a wide range of information, including access to the Educational Psychology Service website which, in turn, contains a wide range of information that is relevant and important with regard to service delivery. External users can access the website via the internet.

Arcadia – general description of use
Arcadia is an internal intranet system that is available on all Aberdeenshire ICT equipment that is connected to the Aberdeenshire network. It is accessed by clicking on the ‘internet explorer’ icon and then by entering a valid user id and password. This will take the user to the ‘home page’ from where it is possible to access a range of information and services.

How to get to the Educational Psychology section of Arcadia
Log in – home page – services – education – educational psychology service

Arcadia – Ways of communicating

For forthcoming events:

1. News/Feature

Main story on the Homepage, with picture, which will then be cascaded down the smaller new stories on the page.

To use:
Contact Communications Officer, in the Corporate Communications Unit. Tel: 01224 664514 or submit an article using the Your News facility on Arcadia. You’ll find a link on the Table of Contents within any News article.

2. What’s New on Arcadia

Any article published on Arcadia can be added to the What’s New and all Arcadia users can read the What’s New. It is intended for articles having a wide appeal and should never be used for any document with restricted access.

To use:

Once the article has been published, open it in the Content Management database. Click on the button Add Link to Arcadia Updates
3 Adverts

To use:
Go to the Adverts on the Social tab and click New Advert.
Assessment and Intervention

Assessment by an educational psychologist is a process which involves the gathering of information from a variety of sources in a range of settings over a period of time. It necessarily involves parents, carers, teachers and other children and young people. The purpose of educational psychology assessment is to inform future interventions. Its breadth encompasses cognitive, emotional and social factors. The ultimate aim of effective educational psychology assessment is usually to limit the effects of barriers to learning and to promote the inclusion of the child or young people.

All Aberdeenshire EP practice in relation to assessment and intervention is consistent with the ASPEP/SDEP recommendations as detailed in the document Educational Psychology Assessment in Scotland (April 2005).

Assessment is seen as an interactive and collaborative process in which, as far as possible, the child or young person, parents and other key personnel are active participants in information gathering and problem-solving.

The Educational Psychology Service aims to ensure that:
- an assessment conforms to best professional practice.
- assessment is part of an agreed action plan and informs effective intervention.
- the purpose and nature of the assessments are negotiated with service users, are relevant to their needs, and support and empower them in developing plans and evaluating outcomes.
- the implications of assessment information will be thoroughly considered in conjunction with the child or young person, parents and other agencies.
- the standards for test use within the Educational Psychology Service aligns with British Psychological Society standards.
- the conclusions of assessment are reviewed with all who are centrally involved.

Nature and Purpose of Assessment
Assessment of a young person’s developmental needs may be undertaken for a number of reasons:
- to inform an Individualised Education Plan, utilising identified areas of strength and preferred learning style to address the developmental needs of the individual.
- to provide a baseline assessment of developmental skills for the ongoing monitoring and review of any planned intervention and the charting of progress.
- to inform a decision on appropriate educational provision and identify the support needs of the individual in that context.
- to analyse the relative contribution of a range of factors to the behaviour of the child (antecedents; consequences).

Assessment refers to a wide range of professional practice and is not limited to formal testing but incorporates a variety of information gathering and analysis including:
- consultation with those that know the child best (parents, carers, school staff).
observation of the child in his or her natural environment (e.g. classroom, nursery, playground, home).

- completion of developmental checklists to obtain a profile of his/her skills.
- the analysis of the relative impact of factors within the environment in which the young person is functioning.

**Staged Assessment**

A staged assessment process provides a systematic framework for the identification and assessment of the educational needs of pupils ensuring that identification and assessment are undertaken in a way which is supportive to the pupil, teachers who work with the pupil, and to the parents / carers. Assessment conducted in consultation with those most closely involved with the young person, seeks to clarify the perception of teachers, parents and support staff of the issues causing concern. The approach is also designed to ensure that the external agencies that can provide additional help and support are consulted at an appropriate stage.

See [Consultation](#) Section.

**Nature and Purpose of Intervention**

Aberdeen Educational Psychology Service aims to offer support and advice to all service users in relation to a wide range of highly appropriate interventions. The service aims to contribute to and advise on intervention strategies at the levels of the individual case or family, the establishment and the education authority. The Educational Psychology Service staff will maintain current knowledge of effective intervention strategies and competence in their implementation. The service aims to foster collaborative working and the sharing of professional skills for effective intervention. Preventative and intervention methodologies will be selected on the basis of evidence of their effectiveness and will be implemented based on the principle of least intrusive intervention.

Intervention may be at the level of individual child or family, at a group or class level, a whole-school level or may involve a contribution to Aberdeen Council Education Learning and Leisure policy and practice. Most often a planned intervention will be documented as an action / outcome from a formal consultation conducted within the establishment involving all those concerned. The outcome or planned intervention might include:

- involvement in developing targets for an Individualised Education or Behaviour Plan relating to the identified areas of concern.
- empowering those working with a particular pupil or group of pupils through the provision of information and development materials for parents, teaching staff and other support services.
- devising strategies which utilise a pupil’s strengths and preferred learning styles to enhance their educational performance.
- encouraging consideration of the changes that might be made to the teaching and learning environment to support children’s behaviour and education.
- contributing to Local Authority policy and practice on the basis of ‘best practice’ in effective intervention within educational establishments.
The Educational Psychology Service aims to ensure that:
- all interventions conform to best professional practice.
- the aims, nature and duration of interventions are discussed with all service users and are seen to be relevant to their needs.
- all service users are empowered in developing action plans and evaluating outcomes.
- interventions are effective, least intrusive and fully co-ordinated with the work done by other professionals.
- the outcomes of interventions are evaluated.

Appendix 3 – Examples of Assessment Tools
Assistant Educational Psychologists (AEPs)

There are two Assistant Educational Psychologist posts within Aberdeenshire Educational Psychology Service. The posts are fixed term (2 years) and aim to provide psychology graduates with the high quality experience necessary to gain a place on a post-graduate training programme in Educational Psychology.

Qualifications & Experience
To become an Assistant Educational Psychologist:

- It is necessary to have an undergraduate Honours Degree in Psychology (Class 2.1 or above) or an equivalent qualification which is recognised by the British Psychological Society (BPS) as conferring eligibility for Graduate Basis for Registration.
- Experience in working with children or young people.

Responsibilities
The responsibilities of an Assistant Educational Psychologist include:

- Carrying out research projects for the Educational Psychology Service and Education Learning and Leisure Managers
- Assisting Educational Psychologists to plan, implement and evaluate group interventions in schools and nurseries
- Supporting the work of Educational Psychologists in project work, training and the preparation of In-service materials
- Developing an awareness and knowledge of the Educational Psychology Service and the work of related agencies in preparation for applying for a place on a Training Programme.

Cross team working
Assistant Educational Psychologist (AEP) posts can be located within any of the North, Central and South teams. An AEP can be utilised by any Psychologist within the service.

Supervision
An AEP’s work should be carried out under the supervision of an experienced Psychologist, usually the Psychologist for the school or nursery in which the work is taking place. Supervising Psychologists are responsible for the quality of the work, and should retain overall responsibility for the work.

Each AEP should also be provided with formal supervision and support by a designated Educational Psychologist within the team in which the AEP is placed. It can be expected that an AEP will require a relatively high level of supervision during the first months of employment; weekly supervision sessions of approximately one hour are recommended. Thereafter, supervision sessions may take place on a 2-3 weekly basis. Over time, these meetings may become briefer as the AEP establishes informal and ongoing support within the team and depending on the
needs of the individual AEP. However, a 2-3 weekly time slot should continue to be protected to facilitate regular contact.

The AEP should retain ownership of his or her learning; it is their responsibility to provide the supervisor with an agenda of items that they wish to discuss, to record the discussion and any agreed outcomes, and to provide the supervisor with a copy of the minutes. The agenda should be forwarded to the supervisor at least 2 days prior to the supervision session in order that the supervisor may add agenda items if they wish.

Supervision sessions provide the AEP with the opportunity to seek advice and clarification, and to discuss ideas and topics relevant to Educational Psychology. From an early stage, sessions should also be used to formulate a Learning & Development plan. This Learning & Development plan should aim to ensure that the AEP gains the necessary experiences, knowledge, skills and motivation to successfully undertake an Educational Psychology Training course. Each AEP should have their own Learning & Development plan as the previous experiences of AEPs may vary significantly. The AEP and the supervisor should jointly review the plan on a termly basis. A sample Learning & Development plan can be found in Appendix 4.

Overall, supervision sessions should foster a supportive relationship which encourages reflective practice from both parties and avoids a narrow apprenticeship model of supervision.

Induction

1. Induction to Aberdeenshire Council
Newly appointed AEPs will be given the opportunity to attend this course which is designed for all new recruits to Aberdeenshire Council and covers the structure of the Council, key policies and employee rights.

2. Induction to Aberdeenshire Education and the Educational Psychology Service
An induction checklist can be found in Appendix 5. The sample Learning & Development plan in Appendix 4 may also serve as a useful guide for the induction of newly appointed AEPs.

Training Programmes in Educational Psychology
In Scotland a postgraduate MSc in Educational Psychology is offered by the Universities of Strathclyde and Dundee. Each course runs for 2 years on alternate years. Course prospectuses can be found at www.strath.ac.uk or www.dundee.ac.uk

Refer to Service Information Leaflet How to become an Educational Psychologist
Child Protection

Educational Psychologists (EPs) in Aberdeenshire have a duty to adhere to the North East of Scotland Child Protection Guidelines and to work in partnership with other agencies for the protection of children. EPs also have a responsibility to adhere to the recommendations outlined in the British Psychological Society’s position paper (2004) and practise the principles stated in Protecting Children and Young People: The Charter and Framework for Standards (2004).

Every EP has a duty to have knowledge of and to adhere to the Child Protection Guidelines issued 1999 and updated by the North East of Scotland Child Protection Committee (NESCPC). EPs therefore have a working relationship with the Child Protection Officers in their school and how and when to make a referral to the Social Work Department. Support from a senior manager or the Service’s Child Protection Officer is always available. It is always possible to contact the Social Work Department on an informal basis for discussion and advice. EPs can also contact the Police directly if sufficiently concerned or unable to make contact with the Social Work Department. The NESCPC comprising representation from Moray, Aberdeenshire and Aberdeen City has a direct link with Aberdeenshire’s Child Protection Strategy Group, which has educational psychology representation.

Educational Psychologists should:

- Contribute to a fuller understanding of how children are harmed by abuse and can be better protected
- Have an ability to maintain a ‘focus on the welfare of the child as being paramount
- Listen to the voice of the child
- Enable all children to have the opportunity to achieve their full potential
- Engage in meaningful partnership working with children, families and other professionals/agencies
- Adopt an integrated approach to child protection where the wider needs of the child/family are considered yet retaining the focus on the outcomes for the child
- Accept a shared responsibility through effective record keeping, prompt information sharing, collaboration and understanding between agencies/professionals
- Be alert to potential indicators of abuse or neglect
- Respect data protection and confidentiality issues as long as these do not put children at risk of abuse or harm
• Access regular training re child protection issues
• Participate in regular supportive supervision
• Be aware of the work of CME (Scotland) and the role of the Educational Psychology Service in supporting this work.

The Principal Psychologist should ensure:
• All service members have a copy of the NESCPC Child Protection guidelines and are familiar with procedures
• There is a designate Child Protection Officer for the service. That person should be a senior manager who is available to support staff concerned about child protection issues
• Clear reporting procedures
• Ongoing training and continuing professional development opportunities for all service members
• Access to supervised practice
• That police checks are undertaken for all new personnel
• That the induction policy and practice covers local child protection procedures
• A confidentiality policy that incorporates information sharing and report writing
• Implementation of national and local data protection legislation and procedures
• All EPs have a responsibility to follow through concerns without exception.

Guidance on report writing and record keeping can be found on page 6 of Book 3: Good Practice Guidelines in the "Protecting Children and Young People in Aberdeenshire" pack, i.e.

• All Child Protection material, for example letters, case conference minutes, reports with reference to Child Protection should be kept in a sealed envelope in the case file
• A record should be kept of when records are consulted and by whom
• A chronology of child protection related events should be attached to the envelope
• The file should be identifiable with a round blue sticker

To be reviewed June 2009

Appendix 6 - Seminal Documents
Chronically ill Children

Aberdeenshire Education Learning & Leisure is committed to maintaining arrangements for the identification and appropriate assessment of Additional Support Needs for all learners. Due regard is given to the promotion of equality of opportunity and the equitable accommodation of a range of dimensions of discrimination and disadvantage. Children who are chronically ill are afforded the same rights as their peers within such processes.

Educational Psychologists maintain regular links with medical agencies, through consultative models of working as well as other liaison structures. This ensures that the Educational Psychologist can, in consultation with medical colleagues, including, essentially, the school doctor, (staff grade in community child health), maintain an overview of arising and evolving medical needs within the schools with which they deal.

The role of the Psychologist in relation to meeting the needs of Chronically ill children will be to liaise with and take advice from colleagues in medical agencies and to subsequently advise the authority through the relevant Quality Improvement Officer on how that learner’s needs should be met.

An approach which tends towards being minimally intrusive and consequently, which maximises the independence of learners is preferable to one that creates or maintains a culture of dependant learning. The Educational Psychologist, in consultation with medical colleagues, must seek to maintain a balance between the aims of supporting a pupil and maximising the development of their independent learning and living skills.

When determining the needs of a chronically ill child, the Educational Psychologist may liaise with any or all of the following, depending upon the circumstances of the case:

- Parents / carers
- Child / learner – bearing in mind the concept of competence as defined in the 1995 Children (Scotland) Act.
- School / Support for Learners
- Social Work Department: for instance where children are looked after, have significant Social Work Department input, or where respite is an existing or desirable part of a support package
- Community paediatrician (Staff Grade: Community Child Health)
- Physiotherapist
- Occupational Therapist
- Consultant / Specialist
- Other appropriate specialist Therapists and Teachers.

On the basis of the above information gathering, written advice should be provided for the relevant Quality Improvement Officer.
Children: Moving into an Area

Aberdeenshire Educational Psychology Service is committed to ensuring that all learners have access to an appropriate curriculum, within a setting that is appropriate to the child’s individual learning needs. Educational Psychologists work in partnership with parents, schools and other agencies to facilitate a clear and shared understanding of a pupils learning needs.

When a pupil moves into an area or school and when concerns regarding the pupil’s learning needs have been expressed, it is anticipated that schools will contact the local Education, Learning & Leisure Officer for the area. The Education Officer will, in turn, contact the Educational Psychologist, other agencies and, where appropriate, the ‘sending authority’.

It is anticipated that such situations will be given priority when dubiety exists with regard to any of the following:

- Pupil’s learning needs
- Support requirements
- Appropriate placement / educational setting

The role of the Educational Psychologist is, in the first instance, one of information gathering, by means of the processes of consultation and assessment as defined elsewhere in this handbook.

At all times, due regard must be given to the principles and assumptions of inclusion.
Children’s Hearing System

The children’s hearing system is Scotland’s distinctive way of administering care and justice for children and young people up to the age of 16 (or in some cases 18). It operates according to a number of key principles enshrined in the Social Work (Scotland) Act 1968, which were redefined by the Children (Scotland) Act 1995.

Key principles of the Act

- the interests of the child are paramount
- children who have offended and children in need of care and protection are dealt with in the same system
- children and parents are involved in the process
- the views of children must be taken into account
- inter-agency co-operation and partnership
- intervention only when legally justified, necessary and to the required level.

These principles also take account of the United Nations Convention on the Rights of the Child ratified by the UK Government in 1991. Following implementation of the Human Rights Act 1998 in October 2000, the children’s hearing system is also required to operate in accordance with the European Convention on Human Rights.

Aims of the Children’s Hearings System

The children’s hearing system aims to achieve beneficial change in the lives of children in trouble and troubled children. If this primary aim is achieved, the whole community will benefit: children will be better protected and there will be reduced levels of offending and truancy.

The role of the Educational Psychology Service with respect to the children’s hearing system is defined in the Education (Scotland) Act 1980 Part 1 4 (d) “the giving of advice to a local authority within the meaning of the Social Work (Scotland) Act 1968 regarding the assessment of the needs of any child for the purposes of any of the provisions of that or any other enactment.”

Inter-Agency Code of Practice

An Inter-Agency Code of Practice and National Standards has been developed over the period from 1997 to the current 2001 edition of a Blueprint for the Processing of Children’s Hearings Cases. It considers a range of issues including:

- inter-agency code of practice
- roles and responsibilities
- accountability
- national standards and targets
- monitoring of performance

The National Standard for reports to be submitted to the Reporter is 20 working days, with day 1 taken as the working day after the initial reporter request.
A useful document for reference is Working Together: Joint Children’s Panel and Aberdeenshire Education Support for Children.

Useful website – www.childrens-hearings.co.uk

**Court and Proof Hearings**
If the grounds for a Children’s Hearing are disputed by the parent(s) or young person, the case can be referred to the Sheriff Court for a Proof Hearing. In these circumstances, Educational Psychologists may be called to give evidence before the Sheriff by the Reporter, the child/family or their legal representative.

Within the legal framework there are two kinds of witness. Firstly there are witnesses to facts. Anyone can be called upon to come to court and give evidence about something seen, heard or otherwise experienced.

Secondly there are expert (skilled or professional) witnesses who are allowed to give evidence of facts and opinions. It does not depend upon having special professional qualifications. Extensive practice experience could suffice. The distinguishing feature is the right to give opinion evidence in court.

It is likely that the Educational Psychologist’s role will be a combination of both, within the professional capacity with the child, young person and family. If opinion is sought, it must be clearly asked for and approved by the Sheriff and not volunteered in advance of this protocol.

Should an Educational Psychologist be required to attend court, a Citation of Witness under the Children (Scotland) Act 1995 will be served.

Discussion with senior staff experienced in the process for information and advice is recommended. The local authority Law and Administration Service may have to be consulted dependent on the circumstances and advice from the Reporter should be sought.

**Appendix 7 – Children’s Hearing System Legislation & Guidance**

**The Children’s Panel Liaison Strategy Group**

Contact Reporter’s Office 01224 565150

The Children’s Panel Strategy Group (CPLSG), meets approximately 4 times a year and comprises representatives from Social Work, Education Learning and Leisure, Health, Panel members and the Reporter. Issues which have been raised at the Local Panel Liaison (LPL) meetings are addressed at the CPLSG who in turn feed back practice issues via representatives on the group. For instance agencies require to ensure that parents, whose first language is not English, can understand reports submitted to Panels.

Local Panel Liaison meetings are held twice yearly in North, Central and South Aberdeenshire with the purpose of providing a discussion forum for agencies and Panel members.
Panel members have suggested that a designated educational psychologist for each area and a designated member of EL&L for each cluster are identified. It is the responsibility of the representatives to ensure that information/decisions from the liaison meetings is disseminated to their respective services. When unable to attend, representatives should delegate.
Commitment to the community

Aberdeenshire EPS recognises the importance of the organisation's commitment to the wider community, and encourages staff to engage in activities that contribute to communities in ways that go beyond the work the Service normally carries out.

Staff are encouraged to approach senior management about possible charity work or projects which will impact on our communities in order that, where appropriate, a specified amount of time can be allocated to the activity.
Communication

For the EPS communication is very much a two way process and every effort is made to provide information to staff and stakeholders and also take their views into account when reviewing practice and planning improvement. It is important for the Service to listen to its staff and to children, young people, parents, schools and partners from other agencies. This ensures that all are involved in decision making. The principles of the Communication Strategy employed by Aberdeenshire Education Learning and Leisure Service are followed and reference made to their emphasis on the link between communication and consultation.

Providing Information
Information is given to EPS staff through a variety of channels:

- Email
- Arcadia
- Team meetings
- Full Service meetings
- Development Days

This ensures that there are different opportunities, both formal and informal to pass on key messages and reach a common understanding about policies, procedures and working practice.

For children, young people, parents, schools and working partners, information is provided through:

- EPS leaflets
- EPS website www.aberdeenshire.gov.uk/eps
- EPS handbook
- EPS presentations
- Face to face contact

At all times, care is taken to use plain language and time is spent talking to recipients of written information when necessary to reinforce details or processes and answer questions. Liaison with working partners seeks to provide a forum for information sharing with Community Child Health, Speech and Language Therapy, Social Work and Learning Disabilities Teams and the Careers Service. Feedback is important.
and leaflets are piloted with target groups to make sure that information is understood and set out in the most useful way.

**Seeking Views**
Consulting EPS staff before and during the review of Service policies and procedures is a vital part of the communication process and takes place through:

- Direct discussion
- Working groups
- Surveys
- Questionnaires
- SWOT analyses
- Focus groups

Staff are also encouraged to make suggestions about improving the Service, either through contacting senior management, discussion in team groups or within the Comments, Compliments and Complaints procedure.

Children, young people, parents, schools and partners from other agencies are also consulted in a variety of ways:

- Focus groups
- Surveys
- Consultation meetings
- Consultation Follow-up questionnaires

These processes directly inform the identification of priorities within the Service Development Plan and highlight areas for improvement. The Consultation approach to service delivery provides a framework for taking on board the views of all participants and targeted surveys and focus groups concentrate on identified areas to tease out detailed ways of responding to particular issues or needs, whether for all partners or for a specific group with a particular need.

The emphasis on information sharing and use of feedback received ensures that communication is a shared responsibility. Employing a variety of means of sharing information and seeking views also allows for some balance between formal and informal communication, an important factor in allowing everyone to be involved and feel able to make a contribution and have it recognised and valued.
Compliments, Comments and Complaints

“Telling Us What You Think…?”
The Educational Psychology Service aims to provide a quality service for children and young people, schools, parents and partner agencies as well as a positive working experience for our employees. Should our service fall below or exceed expectations we would like to hear about it. We value all comments to help us continually improve our service delivery.

We promise to:

- Listen to any complaint, comment or compliment you might make
- To acknowledge receipt of your communication within 5 working days
- Respond promptly after considering your comments and inform you of next steps
- Seek to resolve issues amicably
- Deal fairly and objectively with all involved
- Ask you if you feel that your complaint has been handled fairly and sensitively
- Use your feedback to continuously improve our service and standards

For further information on Comments, Compliments and Complaints please visit www.aberdeenshire.gov.uk/complaints/ or Arcadia "Complaints Procedure for Council Employees".

All calls are logged and a response given within 30 days of receipt of the complaint.
Confidentiality

Aberdeenshire Educational Psychology Service adheres to the guidelines advised by the Association of Scottish Principal Educational Psychologists on confidentiality and access to information acquired through professional practice.

Ethical Standards
General Principles
The professional practice of Educational Psychologists in relation to confidentiality and access is part of a wider code of conduct based on ethical principles and standards which govern the activities of all psychologists. In general these principles cover professional, social and scientific responsibility, competence, integrity, concern for the best interests of those with whom they work and respect for the rights and dignity of others.

Confidentiality and Access
Educational Psychologists respect the rights of individuals to privacy, confidentiality and self-determination. Their general practice in relation to confidentiality and access recognises that their clients expect that information held about them will not be divulged to others without their consent but will be accessible to themselves.

Limitations
Psychologists recognise that the obligations of confidentiality are not absolute, but are at times subject to limitations imposed by legal requirements, by agreed working practices in relation to authority and guidelines and, in exceptional cases, by professional judgement about the best interests of the young person.

Maintaining Knowledge
As part of their general obligation to maintain high standards of competence in their work, psychologists have a duty to be familiar with the legislative requirements, policy statements and other documents produced by their professional associations and other relevant bodies for the purpose of governing their conduct in the area of confidentiality and access.

Information to Clients
General Information
The relationship which psychologists establish with their clients is based on openness, honesty and trust. Psychologists provide their clients with appropriate information regarding the confidential basis of the professional relationship. In most cases such information will be provided at the outset of the relationship and thereafter as new circumstances may indicate.

Discussing the Limits of Confidentiality
In particular, psychologists discuss with their clients as required the relevant limitations which may apply to confidentiality, and the foreseeable uses of the information which they obtain.
Information Regarding Records
Psychologists discuss openly with their clients the nature and extent of any records which they maintain about them and the arrangements for clients to have access to them. If these records include electronic recording of interviews or other work involving clients, permission of this is obtained beforehand.

Maintenance of Records
Adequacy, Accuracy and Relevance
Psychologists maintain adequate records, and take all reasonable steps to preserve the confidentiality of the information which they contain. They ensure in so far as possible that the information which they record is accurate, and facts are distinguished from opinion and conjecture. In order to minimise intrusions on privacy, they endeavour to obtain and record from clients only such information as is germane to the purpose of the professional relationship.

Security
Psychologists take all reasonable steps to safeguard the security of any records they make. In situations where they have limited control over access to records, they exercise appropriate discretion in relation to the information entered.

Disclosure
In general, psychologists disclose confidential information from records only with the appropriate consent of the client. Exceptions to this practice arise when mandated by law, when required in accordance with agreed working practices or when necessary in the professional judgement of the psychologist in situations involving danger or risk of serious harm to the client or other parties.

Discontinuance
Psychologists take all reasonable steps to ensure that their records remain personally identifiable only as long as is necessary in the interests of clients, within the general requirements of law and of institutional practice.

Research and Teaching
When using information obtained from clients for the purposes of research or teaching, psychologists take care to avoid identifying the person concerned. When identification cannot be avoided, or in cases which rest on such exceptional circumstances that identification may be possible even if the information is disguised, the consent of the client should be obtained.

Access to Records by Clients
Policy of Openness
Psychologists provide their clients with all assistance they need in regard to access to any information held on them. It is good practice in normal circumstances for psychologists routinely to copy to a young person, where maturity indicates that this is appropriate, and to parents, any correspondence relating to that young person. This is based on a policy of openness which recognises that information held on clients should be available to them freely and informally wherever possible, subject to defined limitations.
Respective Rights and Responsibilities
In normal circumstances parents, including guardians and other carers who hold parental responsibilities, will hold client rights on behalf of a young person. In some circumstances other carers or guardians should be afforded these rights of access to information. Young people of 12 year of age and over should have access to decisions involving them and this includes access to relevant and appropriate written records. Similar access for under 12’s should be made available, according to age and maturity.

Formal Access to Records
When it is not appropriate to provide informal access to information, psychologists follow agreed procedures within their organisation (eg Council Service) for allowing formal access, and in doing so provide their clients with any assistance they may require in relation to these procedures.

Confidentiality and the Law
General Practice
Psychologists have no general duty to divulge information which they receive from clients to any statutory authority. Apart from specific legal exceptions, they therefore respect the confidentiality of all information obtained subject to professional judgement regarding danger or risk of serious harm to the client or others.

Legal Mandate
When records held by psychologists are mandated by law, psychologists in meeting their legal obligations take all reasonable steps to ensure that the interests of their clients in regard to confidentiality are protected in so far as this may be possible.

Confidentiality within Organisations
Access for support and management
In general, confidentiality resides within the organisation (eg Council Service) and not with an individual psychologist. Psychologists therefore operate within a context which allows for legitimate access to records for purposes of clerical services and professional support and management.

Discretion
Notwithstanding the requirements of legitimate access to information within organisations, psychologists exercise discretion in passing on information received in confidence. In doing so they respect any particular wishes of their clients as far as possible, and take account of individual circumstances where divulging information even within an organisation may be inappropriate.

Dissemination of Policy
In so far as lies within their responsibility, psychologists take all reasonable steps to ensure that clerical and other staff who have access to information on clients are familiar with policy and practice in this area, and that they use or discuss such information only to the extent that it is professionally necessary to do so.
Consultation with other Agencies

Information Obtained From Other Sources
Psychologists obtain the consent of the client before seeking personal information from sources outwith their service or organisation, such as professionals working in other agencies. It is usually appropriate to obtain such consent in general terms at the outset of the professional relationship.

Information Provided to Other Agencies
Likewise, when other agencies request information about a client or it is felt appropriate to pass on such information, psychologists do so only with the consent of the client.

Rights of Children and Young Persons

Best Interests of Child or Young Adult
In all aspects of their practice on confidentiality and access, psychologists take account of the best interest of the child or young person with whom they are dealing.

Protection of Privacy
Psychologists recognise the rights of children and young persons to protection against interference with privacy. Within the limitations of law they therefore make this a consideration in cases of conflict between the interests and wishes of the parent and those of the child or young person in relation to access to personal information and other matters of confidentiality.

Confidential Self-Referral Person
Psychologists recognise the rights of children and young persons, taking account of age and maturity, to seek and receive professional help and advice. In cases of appropriate self-referral they respect the views and privacy of children and young persons and their wishes concerning matters of confidentiality.

Responsibilities of Service Managers

Policy and Information
Managers of psychological services and organisations ensure that all necessary information on policy in the area of confidentiality and access is available to psychologists, other staff and clients as appropriate. They also ensure, in so far as lies within their responsibility, that such policy and information are regularly monitored and reviewed.

Monitoring and Support
Managers monitor the operation of practice on confidentiality and access within their services and provide support to psychologists and other staff in developing good practice and in resolving difficulty or conflict.

Record Keeping
Managers take all reasonable steps to maintain standards of record keeping within their services and to provide facilities for records to be kept securely.
Access to Records
So far as lies within their responsibility, managers ensure that there are appropriate arrangements within their services for providing clients with formal access to records held on them, and for governing access by any other parties.
Consultation

Aberdeenshire Educational Psychology Service has developed a consultation model of service delivery. Consultation is a collaborative process that the service offers to all stakeholders, designed to help the person most concerned – usually the class teacher in nursery or primary and the guidance teacher in secondary schools. Using a solution-focused approach, the aim is to explore and develop ideas that will lead to positive change relating to the original concern. The essential characteristics of the approach are:

- working with key adults, therefore an indirect service to children.
- equal partnership and collaborative intervention – consultation requires the voluntary and active participation of the Teacher with the Educational Psychologist.
- an emphasis on solutions rather than problems.
- based on an interactionist perspective which emphasises contextual assessment.

Preparation for consultation

Time allocation
All schools are allocated a specific amount of an Educational Psychologist’s time for the whole school session. This allocation is determined by the Aberdeenshire EPS formula and is based on school roll and a deprivation factor. Educational Psychologists advise schools of their time allocation and they then jointly plan how this time will be used.

Co-ordination
Schools are asked to appoint a co-ordinator or link person to facilitate the joint working between school and Educational Psychologist. The co-ordinator is usually the Headteacher in primary schools and AHT/Guidance/SFL in secondary. This person is responsible for discussing concerns with colleagues and prioritising issues and pupils to be considered for consultation. The co-ordinator and EP need to establish an agreed system of communication at both a formal and informal level. The co-ordinator also has responsibility for planning the EP’s visit in collaboration with the EP, ensuring good use of time. This includes organising consultation meetings and ensuring information is collated and forwarded in good time. The co-ordinator will usually produce a timetable for the Educational Psychologist’s visit.

Presentation of the Consultation Approach
A CD-Rom is available for a power point presentation introducing the consultation approach to schools and other staff groups.

Consultation paperwork is available and can be downloaded from Arcadia.

Informal consultation
During planned visits to the school, the educational psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of children.
and young people. These informal consultations aim to develop strategies that the teacher can use to bring about positive change. A record of the meeting (EPS1) is made by EP or staff member to be filed in the school's EPS file.

It may become apparent in the course of an informal consultation that more assessment information is needed or that other people required to become involved including pupil, parents and other agencies. Proceeding to formal consultation would then be negotiated between Educational Psychologist and school.

**Formal consultation**
A formal consultation will involve the EP, school staff and any others relevant to solving the problem, e.g. parent(s), pupil, support teachers and representatives from other agencies such as health and social work. The school’s co-ordinator ensures that parental permission for the involvement of the EPS has been gained and completes form EPS CON 2 (Information for Formal Consultation). This should be returned to the EP, prior to the consultation meeting, together with any additional information requested. The educational psychologist may also spend time observing in the classroom or playground to support teachers in assessing how different circumstances and teaching approaches affect learning and behaviour. A formal consultation meeting will be arranged by the co-ordinator, who has responsibility for inviting relevant people and organising suitable accommodation within the school. The EP generally chairs the formal consultation meeting. Meetings usually last around 40 minutes. A record of the meeting is made by EP or school staff for distribution to all participants. Form EPS CON 3 (Formal Consultation: Conclusions and Outcomes) is available for this purpose. The formal consultation meeting should result in an action plan that clearly reflects the decisions and agreements made at the meeting. It can be helpful to identify a key person within the school who can co-ordinate the action plan.

**Follow-up**
In the normal course of events, formal consultations will be followed up in order to ensure that planning and intervention have had an impact. This will usually take the form of a follow up consultation that will consider the effect of consultation outcomes, progress and change regarding the original concern. Form EPS CON 4 (Formal Consultation: Follow-up) is used to make a record of the meeting and to set out the forward plan. The school may organise, separately, a review meeting that the Psychologist may attend if there is an appropriate role for the EP to carry out at such a meeting. If there is no obvious continuing role for the Educational Psychology Service, the status of the pupil’s file that is held by the service may become ‘no further action’.

A questionnaire for parents and learners may be given to parents and learners after the follow up consultation in order to gather views and opinions about the consultation process.

**Consultation and Staged Assessment**
In the consultation approach to service delivery, the Educational Psychologists follow the Aberdeenshire model of Staged Assessment. This model is now one of three stages, as described below.
Stage 1: School Based Action
- Consultation can be provided by any agency/service
- Any actions required are delivered within the school context by school staff.
- Personal Learning Planning is used and where appropriate pupils have individualised educational programmes.

Stage 2: Education Learning & Leisure Action
- Consultation can be provided by any agency/service
- Any actions required are delivered within the school context.
- There will be a need for action by Education Learning and Leisure services out with the school. Again, where appropriate, pupils have individualised educational programmes. It may also be necessary to consider the need for Managing Accessibility Plans.

Stage 3: Multi Agency Action
- Consultation can be provided by any agency/service
- There is a need for action by Education Learning and Leisure services as detailed in level 2 along with integrated collaborative action by other agencies.
- Pupils should have individualised educational programmes and other planning formats such as Coordinated Support Plans may also be considered where pupils meet the relevant criteria.
Continuing Professional Development (CPD)

Aberdeen Educational Psychology Service aims to develop a continuing professional development plan to a high standard in keeping with Quality Assurance in Educational Authority Psychological Services (1999).

Continuing professional development for Educational Psychologists working in Aberdeenshire takes place at three levels:

- Aberdeen Service development
- Cross-Team development
- Personal development

Personal development interrelates with both Aberdeen service and team developments and also involves areas of specialist interest.

Aberdeen Service Development
The Aberdeen team meets at least 4 times throughout the year to develop core practice. This is done through an annual two day conference focusing on the development of key skills relevant to service delivery, e.g. Solution-Focused Brief Therapy.

Two or three further days are allocated to bring teams together. Educational Psychologists value these days as they represent “time-out” when colleagues appreciate social opportunities for informal conversation as well as the professional value of the programme. The programme for service CPD days focuses on areas of particular relevance, sharing of CPD experience and discussion about issues of current importance to the service.

Cross-Team Development
Aberdeen has three local Educational Psychology teams. It is implicit in the geography of Aberdeen that individuals often work in isolation. Cross-team development groups are important in enabling the EPS Development plan to be implemented and for Psychologists to develop and benefit from strong working relationships with colleagues in other teams.

Personal Development
Psychologists are encouraged to develop areas of personal interest in keeping with the Aberdeen focus of service delivery. There is a documented procedure for applying to the many conferences and seminars available throughout the country.

Areas of specialist interest can be pursued through a range of activities: eg support groups, systematic reflection of practice, the development of INSET materials, study (reading) groups. Educational Psychologists are encouraged to be pro-active.

CPD Initiative
Educational Psychologists are encouraged to take part in the national CPD initiative and are expected, where possible, to attend the Annual CPD conference. This
conference offers opportunity to share experiences, deliver presentations and raise awareness of innovative practice. Related web address www.itscotland.com/pdp

In order to allow as many people to take part as possible, Psychologists are asked to select venues offering CPD opportunities that lie within reasonable distance and to use public transport where possible. Failing that, delegates are asked to share transport if appropriate.

**Annual CPD Calendar (12 days)**

**Core Days:**
- **February**  Shire Development Day
- **May/June** Shire Development Conference (2)
- **September** Annual CPD Conference (2)

In addition, time is also allocated to supervision (one per term recommended) and the annual staff development discussion – Appendix 8. The outcomes of this discussion will inform development planning.

**Team / Personal days**

6 days to be used at the discretion of Depute Principal Educational Psychologists in collaboration with individuals.

One Depute, currently Janette Fotheringham, is responsible for processing applications for conferences and courses and within that role also monitors the CPD budget. That Depute also collates returns from Staff Development Review discussions (Appendix 9) to promote personal and service development.

Psychologist should try to complete their CPD log on an ongoing basis rather than as an “end of session” task. It is expected that many members of staff may want to extend their CPD allocation beyond 12 days.

There is a CPD folder in every office.
Continuous Improvement

Aberdeen Educational Psychology Service is committed to excellence and continuous improvement in all aspects of the work of the service. Procedures are in place to ensure continual review and development of service policies, documentation and plans. Training needs of individual members of staff and of the service as a whole are closely monitored. In addition, all staff members have opportunities for supervision and support from a senior member of staff. Systems for peer support are also encouraged.

Service Development
The management team comprising of the Principal Educational Psychologist and three Depute Principal Educational Psychologists provide leadership in the development of the service through monthly ‘Management Team’ meetings. Arising from this are a number of development groups which aim to take forward specific aspects of service delivery. Monthly ‘Full Service’ meetings have been established.

Regular local team meetings provide opportunities for team planning and for service issues to be discussed at local level. Issues arising from team meetings can be taken forward by the Depute Principal to the Principals’ meetings.

EPS service days take place three times a year. The focus of these meetings is on the development of the service as a whole, with joint planning to ensure consistency of practice across teams.

Service planning and the progress achieved can be found in Aberdeen's EPS Service Quality Improvement Plan, (SQUIP), that is published yearly on Arcadia and on the Aberdeen EPS website. Service improvement is based on a robust self-evaluation model, ("Quality Management in Local Authority Educational Psychology Services"), and through consultation with a broad range of service-users. External evaluations from Her Majesty's Inspectorate of Education and the award process for the Charter Mark Standards for Customer Excellence also provide opportunities for external validation of our continuous improvement procedures and processes. Outcomes of all these evaluations can be found on the EPS website and SQUIP.

Aberdeen Educational Psychology Service has a designated continuing professional development co-ordinator whose role is to co-ordinate individual training needs with service priorities. The programme of professional development is closely linked to the Service Plan.

Continuing Professional Development is ensured through:

- annual staff development and review procedure
- whole staff in-service days
- Cross-team Development Groups
- Monthly Full Service Meetings
• attendance by individual staff members at in-service training events as appropriate
• involvement in PDP projects
• a structured procedure to ensure dissemination of information to teams from training events attended
• informal networking within the service.

Employee Development and Review Scheme

Aberdeen Educational Psychology Service aims to develop a continuing professional development plan to a high standard in keeping with Quality Assurance of Educational Authority Psychological Services (1999) and BPS requirements. An essential element of this is Aberdeen’s EDRS (Employee Development and Review Scheme) for all employees.

The EDRS operates as follows:

Line managers hold EDRS review meetings twice yearly, in July, August and January, February

Employees are asked to reflect on where their work contributes to the aims of the Council as well as how we can work together to continually improve what we do and the way we do things

EDRS paperwork with full instructions for reviewer and reviewee can be found on Arcadia.

The summary page should be sent to the convenor of the CPD group (currently Janette Fotheringham)

In September of each year, the CPD group will collate the development needs of the Service, including those of administrative staff. This information will, in turn, inform Service planning and support individual training requests.

In order to enable the Service to achieve its aims, it requires:

• that staff invest time and thought to the completion of their EDRS form in keeping with national and Service trends for the profession
• timely completion of EDRS reviews to inform effective CPD planning
• a budget which will allow Aberdeen EPS to keep abreast of national developments
Data Protection and information handling including guidelines for the use of ICT

It is important that all staff handling personal information are sufficiently aware of the eight Data Protection Principles of good information handling and that staff do not disclose personal information on other people without their consent.

The eight principles state:

1. Personal data shall be processed fairly and lawfully
2. Personal data shall only be obtained for one or more specified and lawful purposes, and shall not be processed further in any manner incompatible with that purpose or those purposes
3. Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
4. Personal data shall be accurate and, where necessary, kept up to date.
5. Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes
6. Personal data shall be processed in accordance with the rights of the data subjects under this Act.
7. Appropriate technical and organisational measures shall be taken against unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
8. Personal data shall not be transferred to a country or territory outside the European Economic Area, unless that country or territory ensures an adequate level of protection of the rights and freedoms of data subjects in relation to the processing of personal data.

Further guidance on Data Protection can be found on Arcadia:

Data Protection - Policy Statement and Guidelines
Aberdeen Council Data Protection Act - Guidance for Staff
Data Protection Act - Guidance for Social Services

All staff using Council ICT facilities should ensure that they remain familiar with Aberdeen Council guidance on ‘Acceptable use of ICT facilities by Employees’. This can be found on Arcadia; Home Page - Key Council policies - ICT acceptable use
As new documentation is introduced, it will go through a procedure that ensures that it is congruous with legislation, current practice and guidelines.

Protocol for new documentation

Service Delivery Working Group Production (Representatives from all teams)
Convener of SDWG feeds to next

Management Group

Whole EPS meeting Agenda item – feedback from SDWG

New procedure agreed
Additional action required – date set for next consideration

Operational

Review date set

Return to SDWG or other appropriate group
**Resources CD**
A Resources CD is provided for each Educational Psychologist. This CD is updated and re-circulated as required and contains documents that would be used regularly in the day to day work of an Educational Psychologist.

The resources CD contains documentation including the following.

**Consultation Templates and Guidelines Folder**
- EPS1 Informal template
- EPS2 Request for Formal Consultation template
- EPS3 Formal Consultation template
- EPS4 Formal Consultation Follow Up template
- Informal consultation guidelines

**EP Practice Folder**
- End of Session Summary of Input exemplar
- End of Session Summary of Input template
- Joint Planning Start of Session School Level template
- Joint Planning Start of Session Pupil Level template
- Joint Planning Start of Session exemplar
- Pupil Participation booklet
- Pupil Participation booklet cover

**EP Procedures and Templates Folder**
- Aberdeenshire and EPS logos
- EPS Roles and Service Delivery Power Point presentation
- Casefile contents template
- Evaluation of EP Presentation template
- Generic meeting minute template
- Home visit template
- Request to travel outwith Authority proforma
- Staff Development SD1 proforma: request to attend course
- Staff Development SD2 proforma: evaluation/ feedback
- Telephone log

**How to Guidelines**
- Arcadia: How to use
- Arcadia: How to use Discussion Board
- Arcadia: How to access e-versions of EPS leaflets
- Power Point: How to use the EPS power point template

**EPS Leaflets Folder**
- Arcadia: How to access e-versions of EPS leaflets
- Pupil participation booklet
- Pupil participation cover

**Staff Support Folder**
- Procedural Supervision: Record of Discussion template
- Peer Reflection: Record of Discussion template
- Staff Support Guidelines
Educational Psychologists: Induction & Probationary programmes

Aberdeen Psychological Service is accredited in relation to the probationary year. The induction programme ensures that new members of staff are familiar with the structures and procedures of Aberdeen City Education and Leisure Service and the Educational Psychology Service. A programme of guided practice, study and supervision during the probationary year will enable probationers to meet the criteria for eligibility for the status of Chartered Psychologist.

Introduction

Aberdeen City Education, Learning and Leisure Service has an Educational Psychology Service with an establishment of 19.7FTE Psychologists serving a 0-19 population of approximately 62,000. It covers an extensive geographical area of North East Scotland, which includes a mixture of traditional rural and fishing industries as well as servicing oil and oil-related sectors. Against the national trend, there is a continuing increase in population with educational premises at their capacity for role and a number of new build projects are underway. It is currently an accredited service in respect of the probationary year, having been part of the former Grampian Region.

The policy for induction and the probationary year have now been thoroughly revised. The core elements have been developed jointly by Moray, Aberdeen and Aberdeen City services in order to ensure a common approach across the North East of Scotland. In addition the services have agreed to a co-operative approach which will, where necessary, enable probationers to visit facilities and provision in other authorities, meet with other probationers and will also provide a network of support for supervising Psychologists.

There are two essential elements within the policy:
- Induction procedures which will apply to all new recruits to the service whether or not they have attained chartered status.
- A programme of guided practice, study and supervision to cover the probationary year which will enable a probationer to meet the criteria for eligibility for the status of Chartered Psychologist.

Induction Programme

The aim of the induction programme is to ensure that new members of staff are familiar with the structure, policies and procedures of Aberdeen City Council, the Education Department and the Educational Psychology Service.

It also seeks to ensure that they are familiar with other key agencies with whom they will need to liaise in the course of their professional practice.

All members of staff who are new to the Service, including those working part-time, should take part in the induction programme.
The induction programme will take into consideration the individual’s past work experiences and current professional needs.

Each new member of staff will be assigned to a colleague or supervisor who will have responsibility for ensuring that the essential elements of the induction programme are covered.

The induction period for Probationer Psychologists, in line with the BPS regulations for chartering status, will last one year and will include the special arrangements for supervision and guided practice which are set out in section 3 below. For Chartered Psychologists joining the Service the induction period will normally last three months. In the case of Psychologists returning to the profession after a period of two years or more an extended period of induction will be considered depending upon their professional and training needs which are agreed with the supervisor.

In the case of Probationer Psychologists there will be a minimum of a weekly one-hour session with the supervisor. For experienced Psychologists the frequency and duration of supervision sessions will be based upon the need as agreed between the Psychologist and the supervisor.

Time will be allocated to supervisors to ensure that supervision sessions and the time required for liaison is protected.

There are two main parts to the induction programme:

1. **Induction to Aberdeenshire Council**  
   New members of staff will be given the opportunity to attend this course which is designed for all new recruits to Aberdeenshire Council and covers the structure of the Council, key policies and employee rights.

2. **Induction to Aberdeenshire Education and the Educational Psychology Service**  
   This will cover all the items on the enclosed checklist (Appendix 10). The new member of staff and the Supervisor will have joint responsibility to ensure that all the items on the checklist are covered during the induction period.

**Arrangements for the Probationary Year**

**Aims and Objectives**  
The probationary year is the final element in a lengthy period of training for an Educational Psychologist. There are two main aims:

1. To equip the psychologist with the necessary knowledge, skills, breadth of experience and professional standards to achieve the status of a Chartered Educational Psychologist.

2. To ensure that only those psychologists who have the necessary level of professional competence proceed to chartered status.
**Arrangements for Supervision**

The Principal Educational Psychologist will be responsible for overseeing the probationary year and ensuring that the policy is implemented.

Following an initial discussion with the Principal Educational Psychologist, the probationer will be assigned a Supervisor. The choice of Supervisor will take into account the views and experience of the Probationer.

The supervisor will be a Chartered Psychologist with at least three years experience as an independent professional. Guidance and training will be arranged for new Supervisors by the Principal Educational Psychologist.

The Probationer is entitled to a minimum of a formal weekly supervision session lasting at least one hour. It will be normal practice, however, for there to be regular informal contact between the Supervisor and the Probationer as the needs arise. This contact is likely to be more frequent during the first three months than towards the end of the probationary period.

The Supervisor may delegate aspects of the agreed programme of support to other members of the team for specific purposes, eg when specialist areas of work are being covered. The Supervisor will, in general, encourage all members of the team to share in the task of supporting the probationer in keeping with the mutually supportive and co-operative ethos of the Service.

Time will be allocated to supervisors from the overall time available to the Service in order to ensure that the supervision sessions and the time required for liaison are protected.

The Supervisor will liaise with the Scottish Division of Educational Psychology Training Committee on all relevant matters concerning the probationary year.

**Time Allocation for the Probationer Psychologist**

The Probationer will have a reduced workload during the probationer year in order to allow time for supervision sessions, study, visits, reflection and record keeping as agreed in the overall plan (see below). This will be equivalent to no more than 0.8 FTE of the normal workload of an Educational Psychologist.

**Content of the Programme**

The Probationer will follow the induction programme as described above.

A written plan for the content of the probationary period will be drawn up following consultation between the supervisor and the Probationary Psychologist. This will be based upon the Skills Checklist, which is used, by, for example, Dundee and Strathclyde Universities in respect of practice placements. Within this the essential or ‘core’ skills will be identified in order to determine the priorities of the probationary year. The plan will take full account of the individual needs of the Probationer and will serve as a written agreement between the Probationer and the Supervisor. ([Appendix 1](#))
The plan and the allocation of duties will ensure that the Probationer has a breadth of experience across the 0-19 year age and a familiarity with the main types of difficulties, issues and forms of intervention at pre-school, primary and secondary stages of education. This will include the five core functions of ‘Assessment’, ‘Intervention’, ‘Consultation’, ‘Research’ and ‘Training’ at the three levels of ‘Child and Family’, ‘School or Establishment’ and ‘Education Authority / Council’. Particular emphasis will be placed on those areas of professional work which were not adequately covered during the practice placements of the initial training course.

The Probationer will be introduced to specialist resources within the area including those provided by the Education Department and other agencies. There will also be opportunities to visit relevant provision outwith the area, including other Psychological Services. The plan will also allow time for guided reading, consultation with other professionals and, where possible, contact with Probationer Psychologists in other authorities.

Where conditions are suitable, an opportunity for collaborative project or in-service work will be offered.

The written plan will be subject to ongoing review in the course of the supervision sessions and a formal review at the end of each school term (see also evaluation below).

**Evaluation**

Formal review of the Probationer Psychologist’s progress will take place on three occasions during the year. These reviews will involve the Probationer, the Supervisor and the Principal Psychologist where he or she is not the supervisor. The successful outcome of the final review will serve as confirmation of eligibility for registration as a Chartered Educational Psychologist with the British Psychological Society.

Probationers will maintain a record of their work for consultation as part of the formal review structure described above.

Difficulties encountered by probationers will be addressed in a staged manner through use of:

- supervision sessions
- formal meetings with the Probationer and Principal Psychologist (including the three reviews), and, if necessary
- direct involvement of the BPS training committee. The aim is to respond positively to difficulties as early as possible.

In the event of serious difficulties emerging at the time of the first formal review, a revised and enhanced supervision plan will be introduced. If serious problems remain at the time of the second review the training committee’s advice will be sought and a major change in the supervision plan will be considered. This may include the appointment of an alternative supervisor and, on the advice of the training committee, and extension of the probationary period.
If the difficulties cannot be resolved within the Service, mediation may be sought from an experienced supervisor from either Aberdeen City Council or Moray Council. If the difficulties remain unresolved, the Probationer will have the opportunity to appeal directly to the training committee.

In the vast majority of cases it is anticipated that the Probationer will complete the probationary period within the normal twelve months without any serious difficulties arising. They would then transfer to the Service’s Staff Review and Development Scheme and the normal supervision structure operated by the Service. Participation in the Service’s CPD programme will also be required and this will follow logically from the professional development needs identified during the course of the probationary year.

**Review of the Arrangements for Induction and the Probationary Year**
Critical feedback from all new recruits to the Service and supervisors will be invited following the induction period and the probationary year. Minor changes to the policy will be made by each Service as required. The policy will also be reviewed by the three authorities on an annual basis when any major changes will be considered. The Training Committee will be informed if there is a substantial change from the policy upon which accreditation was based.

**Appendix 12** – EP Probationers’ Network
Educational Psychologists in Training

Aberdeenshire EPS works in partnership with the Universities of Dundee and Strathclyde by providing placements for Educational Psychologists in Training (EPiTs) undertaking the MSc Educational Psychology course.

Links are maintained with the universities via the Practice Tutor Networks and the Service welcomes the contribution the universities and the EPiTs themselves make to the continuing professional development of EPs and the continuous improvement of the Service.

EPs of all grades are encouraged to take on the role of Practice Tutor and those with experience support colleagues new to the role.

EPiTs are provided with a range of experiences to cover all the core functions of EPs at the various levels of working, and are tailored to suit the individual EPiTs professional development needs.

Placements are organised in accordance with the ASPEP/SDEP Standards for Placements of Educational Psychologists in Training in Psychological Services in Scotland.
Equal Opportunities

Aberdeenshire Educational Psychology Service embraces clearly articulated values of equality of opportunity and fairness. It recognises the importance of equality of opportunity for all its service users and employees. This is informed by the current Council aims and policy statement produced by Personnel Services: Policy of Equality.

The service aims to put people first. Both service users and employees will be treated with dignity and respect.

The service offers open access to advice and assessment for all service users, including individual children and young people, parents and families, school staff, colleagues and other agencies.

The service promotes ways of working that are both inclusive and in-line with current legislation. No individual will be disadvantaged for reasons relating to age, gender, status, race, disability, sexual orientation, religious or political beliefs. The service aims to offer all users a high quality service based on responses related to levels of need.

The following documents inform Aberdeenshire Educational Psychology Service of the rights of children and young people:
- The U.N. Convention on the Rights of the Child will be recognised and actively promoted. Staff will seek to identify children’s needs and enable them to express their views at times when decisions are being made that relate to their future.
- Additional Support for Learning Act 2004

The following documents inform Aberdeenshire Educational Psychology Service of the rights of parents:
- The Parent’s Charter will be recognised as will their key role in the upbringing of their children. The service aims to work with parents, actively encouraging them to be contributors to any decision making around their children and thus supporting them in fully exercising their parental responsibilities.

When service users are colleagues and other agencies, including Social Work, Voluntary agencies and employees from the Health Services, principles of mutual respect, collaborative working and liaison will be fostered and promoted. This style of multi-agency work is in-line with that advised within the Children (Scotland) Act 1995.

All staff within the service will be treated with equal respect and consideration in line with Aberdeenshire Council’s Policy on the Dignity of the Individual at Work. No
group or individual will be unfairly excluded or disadvantaged in accessing employment and training opportunities within the service.
Ethics: Principles & Guidelines

The ethical guide for Educational Psychologists is the British Psychological Society Code of Conduct, Ethical Principles and Guidelines (2000), which is embedded within the disciplinary procedures for the BPS. The Code sets out the following sections: General; Competence; Consent; Confidentiality; Personal Conduct.

The Code is merely a guide and will not solve all ethical dilemmas. Ethical issues span across all areas of practice and thus, Psychologists should aim to view their practice from an ethical standpoint. Indeed, most professional groups would look beyond the ethical frameworks to the necessity for practitioners to develop an ethical awareness or mindfulness of the ethical dimensions in their practice (Webster & Bond, 2002).

Factors influencing professional ethical decision-making include:
- therapeutic orientation
- professional codes to guide practice
- legislation
- ethical analysis: values and principles
- organisational policy
- concepts of what constitutes evidence-based practice.

Common ethical considerations for Educational Psychologists include (Franey, 2002):
- confidentiality
- questionable or harmful interventions
- competence
- testing and assessment
- resource allocation
- collusive professional practice
- conduct of colleagues
- loyalty clashes.

Most professional ethical codes contain the following ethical principles (Carrington et al, 2002):
- Autonomy; respect for client as a person with the power to choose how to act
- Beneficence; intervention is undertaken in order to benefit the client or is deemed worthwhile by the client
- Non-maleficence; avoidance of actions which could be harmful to the client
- Justice; a fair distribution of services and resources is sought
- Fidelity; trust is maintained between professional and client
- Integrity; individuals are expected to avoid behaviours which will bring the profession into disrepute
- Self-interest; professionals should also take care of themselves as people and as practising professionals.
Models of ethical decision-making are available include:

Freedom of Information

The Freedom of Information (Scotland) Act 2002 came into force in January 2005. From this date any person has the right to access all recorded information held by Aberdeenshire Council (with some exceptions). The Act aims to increase openness and accountability in government and across the public sector by ensuring that people have the right to access information held by Scottish public authorities.

Aberdeen Publication scheme
- A local authority must produce a publication scheme outlining the different types of information it holds, the format it is available in and how it can be accessed.
- The Aberdeen Council publication scheme references information produced in all EL&L establishments, including the Educational Psychology Service.
- The scheme can be downloaded from http://www.aberdeenshire.gov.uk/foi

Managing Information Assets
- The Educational Psychology Service should maintain up-to-date records of the information it holds.
- This includes information held in paper-based filing systems, personal filing cabinets and drawers, physical storage areas, audio or videotape and PC drives.
- Details of physical records (files, booklets, SEED publications etc) should be recorded on a paper-based spreadsheet.
- Details of electronic information (folders on “C” and “H” drives) should be recorded on an electronic spreadsheet.
- The name of the file or electronic folder (not each individual document) and a brief description of the information stored should be detailed.
- Out-of-date records (i.e. older than the required retention period and/or no longer used) should be disposed of and the spreadsheet updated to reflect this.

Guidelines on Handling Requests for Information

Provide the information if it is:
- routinely made available to the public (e.g. school term dates),
- disclosable and easily accessible from your own files or files of colleagues, or
- available from the Aberdeen Council Publication Scheme.

If you are unsure if the information should be disclosed, you should contact an EL&L Freedom of Information representative.

In the event of a complex request:
- Verbal requests: Inform the person making the request that they must put it in writing, or in another recordable format (e.g. tape) and send it to Support Services
- Written requests: forward the request to Support Services on the day of receipt.

Complex Requests (Examples)
- Information that is not routinely given out (e.g. minutes for internal meetings)
• Information that cannot be easily accessed (e.g. background information to the permanent closure of a school)
• Information where there is some doubt as to whether it should be disclosed
• Requests where the recipient believes the primary motive is to disrupt the work of the Council
• Requests where additional information would be required from the person making the request in order to identify and locate the information

You are not obliged to comply with a request if:
• an exemption applies
• the cost of doing so would exceed an amount to be agreed by the Scottish Executive
• the authority does not hold the information

Exemptions
There are two types of exemptions: absolute and non-absolute:

1. Absolute exemptions include information relating to national security or confidential material. If an absolute exemption applies the authority will not have to release the information.
2. Non-absolute exemptions cover areas such as government interests and relations, law enforcement and commercial interests. If a non-absolute exemption applies then the authority will have to apply a public interest test to establish whether the information should be released.

Deadline for responding to requests
• The authority must respond to a request for information within 20 working days.
• Procedures should be in place to ensure deadlines are not missed due to staff being on leave or absent due to illness (e.g. set-up an auto-generated response to incoming e-mails or arrange for administration staff to monitor incoming mail).
• The Depute Principal should be informed of any request for information.

Pupils’ Educational Records
• Access to pupils’ educational records is not dealt with under the Freedom of Information Act. This is covered by existing legislation (Pupil’s Educational Records (Scotland) Regulations 2003; Data Protection Act 1998).
• However, there will be an amendment to the Data Protection Act whereby individuals could be given the right to access information about themselves held in both formal and informal or unstructured format. Guidance will be issued as more information becomes available.

EL&L Support Services
Lead EL&L Freedom of Information Representatives
EL&L Support Services
Woodhill Annexe
Westburn Road Aberdeen, AB15 5GJ
E-mail: education@aberdeenshire.gov.uk
Tel: 01224 664630. Fax: 01224 664615 recreation@aberdeenshire.gov.uk

Aberdeenshire Educational Psychology Service Updated August 2009
## Health and Safety

Aberdeenshire Educational Psychology Service is responsible for ensuring the health safety and welfare of all staff, volunteers, clients, pupils and third parties who may be affected by their work activity.

The Educational Psychology Service is responsible for assessing the significant work activity hazards undertaken within the service and supplying all involved parties with suitable methods of controlling those significant risks.

Each office of the Educational Psychology Service will have a Health and Safety policy, with which all staff should be familiar.

Every Educational Psychology Service staff member should have access to and comply with:
- Risk assessments that should identify all significant hazards within the work activity.
- Policies and procedures that manage the significant hazards as identified by the risk assessment process.
- These policies and procedures will be monitored and reviewed regularly by the Educational Psychology management team.

The Health and Safety role of the Educational Psychologist is to:
- Read and comply with appropriate Health and Safety Policies and Procedures.
- Indicate, to the appropriate person, (line manager, Head Teacher, Quality Improvement Officer) where significant hazards are not being managed.
- Use the consultation model in order to support teaching staff and colleagues in other agencies in the formulation of “Managing Accessibility Plans” (MAPs) for pupils / clients.
- Where there are issues relating to funding, these should be brought to the attention of the Quality Improvement Officer (QIO) for the relevant area. In the normal course of events, it would be the role of the Head Teacher to liaise with the QIO regarding such matters.

Health and safety advice is available from:
- Health and Safety Unit, based in Woodhill House phone 01224 664118
- "Arcadia” → “My job”→ “Health and safety”→ “Health and safety policy and guidance” → your specific subject.
Parents have a responsibility to provide efficient education for their child, suitable to his / her age, ability and aptitude. This responsibility can be fulfilled by the child attending school or by other means. Where a child has started a public school and the parents subsequently wish to withdraw the child in order to educate him / her at home, the Education Authority's consent to withdraw the child from school is required. Where a child has never attended a public school within the Authority’s area the permission of the Education Authority to educate at home is not required. However, it has a responsibility to investigate whether or not the parent is providing an efficient education that is suitable to the child’s age, aptitude and ability. Aberdeenshire Educational Psychology Service may be asked to comment on the child’s development needs and the extent to which the proposed curriculum plan would meet those needs.

**Role of the Educational Psychologist**

The involvement of an Educational Psychologist as consultant and advisor to the process that leads to a decision either to grant or to deny consent to educate a pupil at home would only be necessary if it seems likely that the child or young person has Additional Support Needs.

The full Aberdeenshire Education, Learning & Leisure policy document can be gained either via the Principal Educational Psychologist or accessed on Arcadia.
In the course of an Educational Psychologist’s work it may be necessary to consider visiting a child and/or their parents in their home. Aberdeenshire Educational Psychology Service recognises that much of an Educational Psychologist’s work will be school based and that the reasons to organise a home visit would be carefully considered against a clear rationale.

Situations where a home visit may be considered include:

- Occasions where a child is not yet placed in an educational setting or is educated at home.
- At times where it is necessary to consult parents re paperwork.
- Placement issues.
- Clarification of issues that would not be appropriate to consider in a school based meeting.
- Gathering of contextual information.
- When parents are unable to meet in a school or at any other venue

Home visits as part of an assessment process of the needs of a child/young person would always be planned in line with the ASPEP/SDPEP Guidelines regarding Educational Psychology Assessment in Scotland (April 2005) and Aberdeenshire Educational Psychology Service Guidelines regarding Assessment and Intervention. Educational Psychologists conducting home visits should ensure that their input does not take on the role of another agency.

If, after consideration of these factors a home visit is appropriate, the following points must be followed to ensure the Educational Psychologist’s safety:

- Professional judgement regarding the relative safety of the home visit has to be made by the case psychologist taking account of the knowledge of the child, family, location and any other pertinent factors. The offer for parents to meet at the Educational Psychologist’s base or other location should be made.

- Should any misgivings arise at this stage, there should be full discussion with a senior member of staff, in advance of arranging a visit and an alternative method of engaging with the young person and family considered, together with a review of the chosen venue.

- All visits, whether to establishments or homes should be recorded on the staff member’s timetable with a copy lodged at the Service administration centre. Time of arrival and anticipated duration of the visit should be indicated.

- Details of the child’s name, adult(s) name(s), address and telephone number should be left with the administrative centre.
• Care should be taken to ensure with the adult(s) to be visited that they have advance notice of the intended visit and if the opportunity arises for discussion prior to the visit, safety aspects such as secured pets, livestock and physical access can be determined.

• If there appears to be an unexpected over-run then the member of staff should advise the office, or their next destination.

• Failing confirmation by the staff member and/or failure to attend the next appointment, the staff member should be contacted by the administrative centre in order to confirm their location.

• Base offices should have details of all EPs' mobile telephone numbers and/or the telephone number of the home being visited as well as EPs' car registration numbers.

• If any incident should occur the Health & Safety reporting procedure should be adhered to and a senior member of staff duly advised for recording purposes and any action deemed necessary.
ICT use

Aberdeenshire Educational Psychology Service is committed to the appropriate, effective and efficient use of ICT.

Aberdeenshire Council has produced revised guidance notes “Acceptable use of ICT facilities by employees.” All staff should ensure that they remain familiar with content of this key Code of Practice that is now available to download from Arcadia.

Key ICT contact
Andrew Lawson
Information Security Officer
Personnel and ICT Service
Tel 01261 813354
Fax 01261 813363
Email andrew.j.lawson@aberdeenshire.gov.uk
Individualised Educational Programmes

Aberdeenshire Educational Psychology Service is committed to working in partnership with parents, school staff and other agencies through a wide range of services including consultation and advice. The Educational Psychology Service will work in such ways to contribute to, and empower service users in the development, monitoring and evaluation of appropriate learning targets and teaching strategies for children and young people.

The role of the Educational Psychologist in relation to Individual Educational Plans is embedded within the document ‘Working Together to support learning in Aberdeenshire – a pathway to policies pack’. This document, published in 2007, describes the framework for Additional Support Needs in Aberdeenshire and provides guidance for practitioners in providing appropriate support and intervention.

The role of the Educational Psychologist in relation to the writing of an IEP is best viewed within the context of consultative ways of working as summarised below:

- The responsibility for writing an IEP lies with the school.
- Effective IEP writing is dependant upon clear and relevant information being available to those who are writing the document. The Educational Psychologist should contribute, through consultation processes, embedded within staged assessment procedures and collaborative working, to a shared understanding of the needs of a pupil and the measures that these needs necessitate.
- In terms of reviewing and amending an IEP, relative roles for school and Educational Psychologist would be as summarised above; schools retain responsibility for IEP maintenance.

Further information can be accessed at the Enquire website www.enquire.org.uk
Inter-authority Placements

Aberdeen Educational Psychology Service has agreements with neighbouring authorities regarding inter-authority case work and service delivery. These agreements are in place to provide clarity regarding case responsibility in various circumstances, and to ensure that all pupils receive the most appropriate educational psychology support.

### Aberdeenshire and Aberdeen City

**Pupils in Special Schools and Units:**
Residential Authority Educational Psychologist keeps file and responsibility. The school Psychologist may provide general consultation and advice (e.g. about behaviour management, etc.) but would inform the residential psychologist if there were major problems arising, or issues about additional resources.

**Looked After Children and Individual Placing Request Placements in Mainstream Schools:**
The school Psychologist takes responsibility, including keeping the file. Decision-making is made within the policies of the school’s Education Authority.

**Pupils Zoned to a Neighbouring Authority’s Secondary School:**
These cases will become the responsibility of the school Psychologist, without any charging for services provided.

Case file transfers to school Psychologist.

### Aberdeenshire and Angus

In general, each Educational Psychologist will provide school-based consultation and support, when the need arises, for any child in their Authority’s school and educational provision regardless of home address or circumstances.

**Looked After Children or those attending school outwith their area of residence and across Local Authority borders:**
If questions arise about the need for enhanced resourcing, then the providing school (in the case of Angus) or the Educational Psychologist (in the case of Aberdeen) will initiate communication between the Heads of Educational Service of both Authorities. Both Psychological Services would keep each other informed.

### Aberdeenshire and Moray

No specific agreement exists between Aberdeen City and Moray, although any issues which arise are resolved following the Aberdeen City protocol.
Legislative, Policy and Local Authority Framework

Aberdeenshire Educational Psychology Service operates within the context of current and relevant legislation and policies, as delineated at national level and made operational at the local authority level. The service as a whole is committed to maintaining an overview of the evolving policy and legislative context.

Please note that, as a result of the historical nature of much of the information provided within this section of the handbook, terminology may differ from that which is now used. In order to allow the description of each document to maintain internal consistency, the terms that were used at the time of its writing have been used, eg Special Educational Needs rather than Additional Support Needs


Scottish Schools (Parental Involvement) Act (2006)
An Act of the Scottish Parliament to make further provision for the involvement of parents in their children’s education and in school education generally; to provide for the establishment of councils to represent the parents of pupils attending public schools; to abolish School Boards; to make further provision as regards the appointment of teachers; to make further provision as regards the content of the development plan for a school; and for connected purposes.

Further and Higher Education Act (2005)
An Act of the Scottish Parliament to make provision establishing the Scottish Further and Higher Education Funding Council. The formation of this council dissolves the Scottish Further Education Funding Council and the Scottish Higher Education Funding Council. The Council’s principal functions are:

- to make provision as to support for further and higher education
- to make provision relating to bodies that provide further and higher education for connected purposes

Education (Additional Support for Learning) (Scotland) Act (2004) asp4
An act of the Scottish Parliament which replaces the Education (Scotland) Act 1980 as the main legislation governing the education of children with additional support needs in Scotland. It covers the rights and duties of parents, pupils, education authorities and other agencies and introduces a new framework for supporting children and young people who require additional support to learn.

The Act aims to ensure that all pupils receive the necessary support to achieve their full potential. It replaces the term Special Educational Needs (SEN) with Additional Support Needs (ASN) and introduces a wider definition of needs. ASN will encompass children and young people whom, for whatever reason, require additional support to access and benefit from school (learning environment, family circumstances, disability or health need or social and emotional factors).

The Act promotes collaborative working and complements existing education and equality legislation. It outlines planning requirements to meet the needs of all
children and young people. Record of Need (RONs) will be disbanded. For pupils with multiple and complex needs who require support form several agencies a Co-ordinated Support Plans (CSPs) may be appropriate.

This act of the Scottish Parliament provides that a person working in a child care position (paid or unpaid) will be referred to the list by their employer (or other specified bodies) if he or she harms a child or puts a child at risk of harm and is dismissed, resigns or is moved away form access to children as a consequence. The Courts will refer those convicted of offences against a child to the list. Once an individual is on the list, he or she will commit an offence if they apply to or work with children and it will be an offence to knowingly employ someone who is disqualified from working with children.

Education (Disability Strategies and Pupil’s records) (Scotland) Act 2002
This act of the Scottish Parliament requires education providers to develop disability strategies to help all pupils with disabilities. The strategy should detail how access to the curriculum and to the physical environment will be increased, and how communication with pupils with disabilities will be improved.

Special Educational Needs and Disabilities Act (2001)
This act of the Scottish Parliament amends the Disability Discrimination Act (1995) by introducing a new part 4 to make it unlawful for providers of school education to discriminate against disabled pupils and prospective pupils in relation to admissions and the provision of education. It also requires the responsible body for a school to make reasonable adjustments to ensure that disabled pupils are not substantially disadvantaged. There is now legal protection from discrimination in all aspects of school life for pupils with disability. It includes duties on education providers to make reasonable adjustments to policies and practices, and to provide appropriate alternatives where adjustments are not possible. Less favourable treatment is only justifiable if the reason for it is material to the circumstances in the particular case and is substantial.

Standards in Scotland’s Schools etc Act 2000
An act of the Scottish parliament that sets out expectations for schools and Education Authorities in relation to an individual child’s right to education and their role in providing for it. The Act reflects a more inclusive philosophy of education by setting out the right of every child to an education that is aimed at developing the personality, talents, mental and physical abilities of the individual to their fullest potential. In addition, the Act emphasises the importance of working in partnership and fully consulting parents and pupils on matters affecting their daily lives. It has also established a presumption that the education of all pupils will normally be provided in mainstream schools unless exceptional circumstances apply.

The legislation adopted by the United Nations in (1989) and by the UK government in 1991 (United Nations Convention on the Rights of the Child) and later expanded by Children (Scotland) Act (1995), states that children who are capable of expressing their views have the right to do so on matters which affect them. As a result of this legislation individuals, including parents/guardians, Local Authority or The Courts,
are legally required to consult with children on matters, which will have an impact on their lives. The Act, thought the framework for assessment, illustrated the importance of involving children and consulting with them on matters relating to assessment and during decision-making. In these contexts it is the responsibility of the Local Authority to ensure the children are provided with sufficient support to enable them to express their views on all matters concerning them and their future.

It is a requirement of The Act that a local authority takes into consideration the views of all children who have received services when making any decisions, which will impact on the lives of children. They should be included in the giving and receiving of information and must be informed of any decision or direction that is finalised. As a result of The Act a local authority has a legal responsibility to seek and take into consideration children’s views and opinions on the effectiveness of a particular service if it has an influence on their life.

**Key Scottish Executive Policy Documents (up to 2006)**


School’s Out (2006) was updated from the 2003 document of the same title. This document sets out the way forward to help improve and promote Out-of-school care (OSC) to fully meet the needs of children, parents and the wider community. OSC aims to ensure that every child and young person is healthy, happy, safe and achieving their potential. OSC helps to promote and achieve better services for children and their families, including those who are vulnerable or deprived. At the same time, OSC is an extremely important service for all working families, whatever their economic or social circumstances. OSC is relevant to all sections of the community and in all geographical areas. So OSC ranges from delivery for all to more targeted approaches aimed at reaching children in need, including children from vulnerable families.

**Improving the Health and Nutrition of Scotland’s Children, Scottish Executive (2006)**

This consultative document outlines the proposals for new legislation, “The Schools (Nutrition and Health Promotion) (Scotland) Bill”. In this document the proposed Bill is described as one important step to improve the health of the nation. This legislation will help to improve the health of young people in Scotland by ensuring that food and drinks supplied in schools are healthy and by ensuring that all local authority schools are health promoting environments. The proposed legislation will ensure that the importance of adopting a healthy lifestyle is embedded in the culture of our schools, and that health and well-being, generally, are valued highly by children, parents and schools. The document is open for consultation until 31st July 2006. Better Behaviour Better Learning (2001).

This policy document was based on the national priorities for education (2000) and can be used as a framework for improvement of key issues and principals. There are three key themes to the document: Policy and Practice, Supporting Children and Supporting Staff. The recommendation provided have been divided into issues/principals to be considered by (a) Scottish Executive, (b) Local Authorities and (c) Schools.
**Action Local Authorities**

- Create their own implementation plans, within local Improvement Plans, for the actions ascribe to them and to schools
- Work with schools in reviewing/providing the framework and support for local action to implement this action plan e.g.
  - Links between learning and teaching and positive behaviour
  - Pupil care and welfare
  - Managing transitions into primary, primary/secondary, into work etc.
- Provide details of implementation progress to the Executive within their local Improvement Plans

**Getting it right for every child (2005), Scottish Executive**
The child should be at the heart of what everyone does. This document affirms that children, young people, families and carers should get the help they need when they need it. Ministers recognise that these reforms are complex and far-reaching. They depend not just on legislation but mainly on helping agencies to change systems, work closely together and support practice change to the benefit of the child.

This document links with the Protection of Children (Scotland) Act (2003), which states that children and young people have the right to be protected from harm from others. The framework has 4 main functions:

- It makes clear what children and their families can expect from those professionals and agencies responsible for the protection of children reflecting the commitments made to children in the Charter
- It sets out the practice required from those agencies and professional to deliver against those commitments
- It provides a framework for agencies’ own evaluation of their performance
- It will help inform the development of multi-disciplinary inspections of child protection service.

The framework for standards catalogues the variety of criteria required to meet a series of standards set to ensure children and young people are adequately protected. The standards are:

- Children and young people get the help they need when they need it
- Professionals take timely and effective action to protect children
- Professionals ensure children are listened to and respected
- Agencies and professional share information about children where this is necessary to protect them
- Agencies and professionals work together to assess needs and risks and develop effective plans
- Professionals are competent and confident
- Agencies work in partnership with members of the community to protect children
- Agencies, individually and collectively, demonstrate leadership and accountability for their work and its effectiveness

Aberdeenshire Educational Psychology Service Updated August 2009
Happy Safe and Achieving their Potential (2005), Scottish Executive

The document resulted from a national review of guidance in primary and secondary schools set up as a result of Better Behaviour Better Learning (2001). The importance of early intervention was recognised and a review of the nature and purpose of guidance was recommended, as well as training and integration of the different kinds of support provided in school through learning support, behaviour support and guidance. The happy safe and achieving their potential document:

- describes the principles for the development of Personal Support in schools
- sets out ten standards for personal support in schools
- clarifies the roles of school staff and local authorities in the provision and development of support to pupils
- recognises the role of partner agencies in supporting pupils and assisting staff in the schools to provide support
- gives examples of different approaches to providing Personal Support in schools


This report is an evaluation of the impact of ‘presumption of mainstream’ in relation to pupils with Special Educational Needs (SEN) (Standards in Scotland’s Schools Act 2000) One of the changes enshrined in the Education (Additional Support for Learning) (Scotland) Act is the adoption of the term additional support needs, which is considerably wider in scope than its predecessor (SEN).

**Impact of the presumption of mainstreaming**

- There was perceived to be considerable political support at local authority level for the policy of mainstreaming children and young people with SEN.
- There is some evidence that the presumption of mainstreaming has resulted in closer links between mainstream schools and freestanding special schools.
- Pupils with moderate learning difficulties, hearing or visual impairment, social, emotional and behavioural difficulties and autistic spectrum disorders were considered more likely to be educated in a mainstream setting than previously.
- There was a consensus in favour of a mixed economy of provision – that is, a commitment to specialist services within an inclusive model.

**Key messages for policy makers**

- Coherent and transparent approach to workforce planning and development of resourced provisions across authority boundaries
- Greater collaboration at strategic level between education, health and social service providers
- Greater collaboration at operational level between education, health and therapy providers
- Scottish Executive to monitor inter-authority placements to ensure efficient and effective provision
- Local Authorities to monitor and evaluate changes in placement patterns for SEN pupils
- Use knowledge and experience of special school staff
Being Well - Building Well, Scottish Health Promoting Schools Unit, (2005)
In “Building our Future: Scotland’s School Estate (2003) the Scottish Executive sets out its strategy for the development of environments that are fit for future needs and aspirations for school education in Scotland. Being Well – Building Well is a self – evaluation tool that centres on identifying the health related needs of all school users. Its purpose is to inform, discussion among key stakeholders who are working together to plan the building or refurbishment of school environments, to ensure appropriate account is taken of the many issues that have consequences for health promotion in schools. Being Well – Building Well should be used in conjunction with other national and local papers policy papers.

Integrated children’s services: planning framework (2005)
For Scotland’s Children (2001) set out a national agenda for improving the co-ordination of children’s services in Scotland. The aim is to avoid the potential exclusion of vulnerable children from support. The recommendations from the report focus on making better use of existing resources, ensuring more effective communication among key agencies and improving access to universal children’s services

How Good is Our Network? Scottish Health Promoting Schools Unit, (2005)
This paper recognised the vital role of effective networking in the creation and maintenance of health promoting schools. It provides a self-evaluating tool to assist partners engaged in networks to assess the effectiveness of their joint working and to identify the action they need to bring about further improvement.


This document is one of a series of guides to self-evaluation, which builds on the advice given in the publications “How good is our school?” and “Quality Management in Education (QMIE)”. It also shows how the relevant National Care Standards can be applied when evaluating the quality of care placements.

The materials are designed for the following groups, which have responsibilities relating to the management of education, and care placements for looked after children and young people

- staff in schools
- centrally deployed staff in local authorities
- staff in care homes and foster carers

This guide can be used to evaluate the quality of educational provision for looked after children and young people, and forms the first part of a sub-series, which will deal with issues relating to Inclusion and Equality.

Inclusion and Equality Part 2 Evaluation education for pupils with additional support needs in mainstream schools
This guidance document focuses on how to evaluate the quality of experiences and achievements of pupils with additional support needs in order to identify strengths which might be shared more widely and actions which are required for improvement. The materials are designed to be used by:

- head teachers and staff in mainstream and special schools and units who have the responsibility for meeting the educational, social and care needs of pupils with additional support needs in their schools
- officers in the council with responsibility for the strategic and operational direction of provision for pupils with additional support needs.


Schools in Scotland have been set the target of becoming a health promoting school by 2007. This involves a whole school approach to promoting the physical, social, spiritual, mental and emotional well being of all pupils and staff. The Scottish Health Promoting Schools Unit was established to help support schools achieve this aim. Being Well – Doing Well outlines the rational for having health promoting schools, what health promoting schools are and gives guidance on the implementation of the initiative.

**How Good is our School/The Child at the Centre- The Health Promoting School, HMIe (2004)**

This paper provides a self-evaluation tool to assist schools to assess the extent to which they are a health promoting school, and identifying the action required to bring about further improvement. It aims to help schools integrate their development of health promotion into ongoing processes of school self-evaluation and development planning. It is in line with the core nation self evaluation document How Good is Our School, HMIe (2004) and Being Well, Doing Well.

**Health Promoting Schools – The role of the local authorities and their partners, HMIe (2004)**

This document is one of a series of guides to self-evaluation which builds on the advice given in the publications ‘How Good is Our School?’ and ‘The Child at the Centre’. It also shows how the relevant National Care Standards can be applied when evaluating the effectiveness of your establishment as a health promoting school or centre.


This document builds on the publication “how good is our school?” and features key guidance on race equality with particular relevance to preparing children and young people for life in an ethnically and culturally diverse society and providing equality of opportunity.

The document provides a framework for schools and education authorities to examine their ability to provide for the right of every child to an education that is aimed at developing the personality, talents, mental and physical abilities of the individual to their fullest potential. It also states that all children and young people need opportunities:
• to study their own values and those of others;
• to appreciate diversity; and
• to develop respect for others.

Count us in (2003): Achieving Inclusion in Scottish Schools
The ethos within a school community is of fundamental importance in establishing a climate in which every individual can prosper. This document outlines the attributes of an inclusive school including: having a positive ethos and reflecting strong, shared values. Schools should aim to establish a climate in which there was a consistent emphasis on high expectations for all pupils, promoting and addressing issues of equality and fairness, and effective encouragement for all pupils to be fully involved in the life of the school.

The Race Relations (Amendment) Regulations (2003) (Sewel Memorandum)
The race relations (amendment) regulations make a number of changes to the Race Relations Act 1976 ("the 1976 Act") partly in response to the Commission for Racial Equality's (CRE) Third Review of the 'The 1976 Act', by;
• Extending further the statutory anti-discrimination regime in relation to public authorities
• Making chief officers of police vicariously liable for acts of racial discrimination by police officers
• Amending the exemption under the 1976 Act for acts done for the purposes of safeguarding national security thus remedying a European Convention of Human Rights incompatibility in that legislation.

The Sewel Memorandum is primarily concerned with matters relating to the UK Government's amendments to the Act to introduce a new statutory duty on public authorities to promote race equality. These changes will apply right across the public sector. Authorities have the responsibility to:

• eliminate unlawful racial discrimination; and
• promote equality of opportunity and good relations between persons of different racial groups

Equality Scheme
A further recommendation of the “The Race Relations (Amendment) Regulations (2003)” is that local authorities are required to produce a Race Equalities Scheme documenting their plans for the promotion of racial equality.

Best Value (2003)
The Local Government in Scotland Act (2003) introduced new statutory duties relating to best value and community planning. The scope of best value and community planning is very broad but in general terms a successful council will:

• Work with its partners to identify a clear set of priorities that respond to the needs of the community in both the short and the longer term
• Be organised to deliver those priorities
• Meet and clearly demonstrate that it is meeting the community’s needs
• Operate in a way that drives continuous improvement

Aberdeenshire Educational Psychology Service Updated August 2009
All Councils are expected to have a clear strategic direction and be organised to support continuous improvement. Best Value audits were developed in 2003/04 to assess how well councils are meeting their statutory duty to provide Best Value and to give the public an overview of how well their council is performing. The Best Value audits are designed to give a rounded picture of each council, looking at past performance and future plans and taking into account the particular constraints and opportunities facing each council.

Community Learning and Development: The way forward (2002) Scottish Executive Replaces Scottish office community education circular 4/99. The document has arisen from the three of the five national priorities in education (2000), which are relevant to CLD. In relation to CLD the priorities outlined in the document are:

1. achievement through learning for adults
2. achievement through learning for children
3. achievement through building community capacity

All authorities must have a Community Learning Strategy, which should be developed and implemented in partnership with other organisations that have an interest in building community capacity, and learning and social development. The guidance suggests that resources should be directed to areas, which are likely to close the opportunity gap, achieve social justice and encourage community regeneration.

Current Position
Community Development Groups (CDGs) have been set-up in the 17 community school networks. The CDGs will be formed from community representatives. They will be used to inform and develop services particularly, but not exclusively, in relation to the lifelong learning theme, and will feed into and inform the local community planning groups on issues of community concern and areas for improvement.

It's everyone's job to make sure I'm alright (2002), Scottish Executive
A report of a national audit and review of child protection practice in Scotland. The report highlighted that some children experience levels of hurt and harm and live in conditions and under threats that are not tolerable in a civilised society. It was reported that there were problems for agencies and other professionals in getting the right information at the right time to enable the effective support and protection of children.

In particular, insufficient use was made of inter-agency information, especially information from health and education services. The report recommended that professionals be aware of their responsibilities towards the care and protection of children and that where children are at risk of abuse and neglect, information must be shared promptly with other relevant agencies.

Safe and well
This document builds on previous guidance from the Scottish Executive; it is part of the Scottish Executive reform programme. It is supplement to local guidelines and policies and can be used as a benchmarking tool/good practice guide. Safe and
Well is a tool that can help staff to achieve best possible outcomes for children who need help, support or protection in partnership with other agencies.

**National Debate on Education; the best for all our children (2002)**
The report, Educating for Excellence: Choice and Opportunity, is the Scottish Executive’s response to the national debate on Education. The document gave a commitment to completely review the curriculum and create a single, coherent curriculum from age 3 to 18 years. It acts as an action plan for school education in Scotland. The key priorities to meet each child’s individual needs are:

- Ensure that every pupil’s learning needs are met
- Increase involvement of parents in their children’s education
- Reduce curriculum overload and create more local flexibility and choice
- Reduce the amount of time taken up by tests and exams
- Give head teachers more control over the running of their schools
- Create bright, modern places to learn

The first phase of the review of this culminated in the publication of the Curriculum for Excellence (2004). This document illustrated the type of young people schools should strive to produce:

- Successful learners
- Confident learners
- Effective contributors to society
- Responsible citizens

**The same as you? Scottish Executive (2000)**
Similar to the “Report of the Beattie Committee”, “The Same as You?” focuses on inclusion. The report recognises that more can be done to help people with learning disabilities achieve full potential in areas related to lifelong learning, leisure and employment. The following issues were highlighted:

- Greater emphasis on mainstream and promotion of inclusion
- Person centred/focused decision-making
- Appointment of co-ordinators to act as a voice for individuals and to plan services and support the creation of individuals’ “personal life plans”
- Care will shift into local community and day services will be required to focus on: educational opportunities, employment and personal fulfilment
- Promotion of community understanding of learning disabilities
- Authorities to deliver change through more effective use of resources
- Monitoring of practice and process

The vision of Inclusiveness is that all young people should be able to have their needs, abilities and aspirations recognised, understood and met within a supportive environment. In such an environment young people should make real progress and achieve their goals. An Inclusive Organisation would:
- put the individual at the centre of its policies and practices
- recognise and support diversity by striving to meet the widest possible range of needs
- seek to achieve the best "match" between provision and the needs of the individual
- support staff in implementing an Inclusiveness approach through ongoing training and development
- help staff to adapt teaching styles to match the learning styles of the individual
- offer high quality effective assessment of learning and support needs
- develop positive relationships with the young person and family e.g. by sharing information
- develop positive working relationships with other agencies e.g. by sharing information with other agencies and organisations, in line with agreed protocols
- foster an atmosphere in which the young person can thrive and progress

**Assessment is for Learning (AiFL)**

AiFL began with overall aim to “provide a streamlined and coherent system of assessment to ensure pupils, parents, teachers and other professionals have feedback they need about pupils’ learning and development needs”. An AiFL school is a place where everyone is learning together, and where assessment is part of learning and teaching.

AiFL has sought to ‘join up’ research, policy and practice-gathering evidence from research and monitoring activity; using the evidence to develop informed policy; and working with and supporting practitioners and schools to build informed communities of practice. There were three significant influences on the design of AiFL: reflections on implementation of previous Assessment 5-14 policy initiatives (1990); research about assessment for learning in Black & William’s (1998); and work on transformational learning, in particular Singe and Charmer’s analysis of community action research approaches (2001). Research in assessment suggests that learners learn best, and attainment improves, when learners:

- understand clearly what they are trying to learn, and what is expected of them
- are given feedback about the quality of their work, and what they can do to make it better
- are given advice about how to go about making improvements
- are fully involved in deciding what needs to be done next
- who can give them help if they need it

The **Community Planning** initiative is providing a new framework for local authorities and other organisations to come together in partnership to plan, provide and promote the wellbeing of their communities.

The **Children’s Services** planning process with local authorities has initiated the co-ordinated planning of services for children of all ages across Social Work, Education, Health and other Services. The process applies the principles of co-ordinated planning to the work of all agencies professionally involved with children and young people.
The **Additional Support for Learning Act** promotes collaborative working and complements existing education and equality legislation. It outlines the requirement of local authorities to meet the needs of all children and young people and aims to ensure that all pupils receive the necessary support to achieve their full potential.

All local authorities across Scotland are required to compose an Integrated Children’s Service: Planning Framework, illustrating their plans for improving children's services. It is the vision of the Scottish Executive that the plans will be focused at local level and tailored to local priorities and circumstances. The plans should be accessible to and active documents for use by staff across local statutory and voluntary sector organisations and by the general public. The plans are submitted to the Scottish Executive to monitor and review progress and thereby ensure the best quality of life for all children. The plans require updating and submitting on an annual basis.
### Relevant Legislation: Local Authority Level

<table>
<thead>
<tr>
<th></th>
<th>Legislation</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Equal Pay Act 1970 (as amended); Equal Pay Amendment Regulations 1983</td>
<td>Men and women must receive equal pay for like work which is broadly similar, work related as equal under a job evaluation scheme and work of equal value.</td>
</tr>
<tr>
<td>2</td>
<td>Sex Discrimination Act 1975 and 1986</td>
<td>It is unlawful to discriminate against women or men on the grounds of sex or marital status.</td>
</tr>
<tr>
<td>3</td>
<td>Race Relations Act 1976</td>
<td>It is unlawful to discriminate against persons on grounds of their race, colour, creed or ethnic origin.</td>
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<tr>
<td>4</td>
<td>Local Government and Housing Act 1987</td>
<td>Section 7 of the Act requires that all appointments are made on merit.</td>
</tr>
<tr>
<td>5</td>
<td>Employment Act 1990</td>
<td>Employers must not discriminate against job applications on grounds of trade union membership or non-membership of a trade union.</td>
</tr>
<tr>
<td>6</td>
<td>Disability Discrimination Act 1995</td>
<td>This Act contains provisions which make discrimination against disabled people unlawful. The likely timing for various parts of the Act are from July 1996 with protection in the field of employment from the end of 1996 following the introduction of a code of practice.</td>
</tr>
<tr>
<td>7</td>
<td>Freedom of Information (Scotland) Act 2002</td>
<td>Any person has the right to access all recorded information held by a local authority (with some exceptions).</td>
</tr>
</tbody>
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### Publications

Further Seminal Documentation

National Context

Ambitious Excellent Schools (2004)
Count Us In (2002)
Determined to Succeed (2003)
Getting it Right for Every Child (2004)
Happy, Safe and Achieving their Potential (2004)
It’s Everyone’s Job to Make Sure I’m Alright (2002)
Learning with Care (2001)
Missing Out (2006)
Same as You (2002)

Local Context

Aberdeen’s Children’s Services Plan
Arcadia – Information regarding all aspects of Aberdeen’s services including policies relating to discrimination
Child Protection Action Plan (In process)
Guidelines for Autism Support (In process)
Home Education
Service Development Plan (Aberdeen)
Educational Psychology Service

Assessment (SDEP/ASPEP)

Beattie Report

BPS Code of conduct

BPS Guidelines for Psychologists on ADHD; Dyslexia; ASD; Child Protection

Charter Mark submission

Continuing Professional Development (SDEP/ASPEP)

CPD folder (Aberdeen EPS)

Currie Report

EPS website

Health and Safety Policy

Home visiting policy

Riddell Report

Service Handbook

Service plan (Aberdeen EPS)
Looked After Children

The Local Authority has a legal responsibility for children who are looked after away from home, whether in a residential setting or in foster care. Local Authority means the Council as a whole, not just the Education or Social Work department, and the Council is expected to adopt a corporate approach, based on collaboration and co-operation within and between authority services. Educational Psychologists have a responsibility to work with establishments, Education Officers and other agencies to maximise the educational opportunities of looked after children.

The Local Authority, in fulfilling the role of corporate parent, should aim to achieve a standard of parenting equal to any other well-informed parent with adequate resources. Where a number of people share parental responsibility, formal systems are needed to plan and record decisions that are made.

The Educational Psychology Service in Aberdeenshire contributes to the development of policies and strategy through contributing to the authority LAC Strategy Group.

‘Looked after children’ may have needs that are more challenging to meet. Factors that inhibit good outcomes are:

- experience of broken attachments
- emotional, physical, sexual abuse or neglect
- poor health
- offending behaviour
- poor educational attainments and motivation to achieve.

The aims set for looked after children should not be lower than for other children and any intervention must be properly justified and supported by all relevant agencies.

It is important that all agencies:

- feel sufficiently consulted and involved
- be clear about their own and everyone else’s roles, rights and responsibilities
- be confident about, and capable of, fulfilling their roles and responsibilities
- have sufficient contact to be assured that the service provided to the child is satisfactory.

Principles drawn from The Children (Scotland) Act 1995

- Each child has a right to be treated as an individual
- Each child who can form a view on matters affecting him or her has the right to express those views if he or she so wishes
- Parents should normally be responsible for the upbringing of their children and should share that responsibility
- Each child has the right to protection from all forms of abuse, neglect or exploitation
- So far as consistent with safeguarding and promoting the child’s welfare, the public authority should promote the upbringing of children by their families
• Any intervention by a public authority in the life of a child must be properly justified and should be supported by services from all relevant agencies working in collaboration.

**When an Aberdeen child is moving to a foster placement in Aberdeenshire**

• As soon as a placement has been planned, the Social Worker should write to the Principal Educational Psychologist in Aberdeenshire to inform him/her.
• A copy of the letter should be sent to the child’s Educational Psychologist in Aberdeen.

Out of Authority Placements

Aberdeen Educational Psychology Service is committed to a staged model of assessment that emphasises the least intrusive intervention, ensuring that whenever possible, a child or young person can be educated within their local school or community, working collaboratively with other agencies and parents.

Educational Authorities have a duty by law to meet the additional support needs of all children and young people aged 5 to 19 years. For a very small number of children and young people in Aberdeenshire this entails placement in educational establishments managed by another education authority or in independent special schools.

Whereas Education Authorities have a duty to meet the educational needs of children and to take account of parental views they must also be mindful of the following:
- there is a presumption in the Schools Standards (Scotland) etc Act 2000 that learners with Special Educational Needs, (Now ‘Additional Support Needs’), will be placed in mainstream schools
- the welfare of the child must be paramount in making decisions affecting a child
- due regard should be given to children’s views, so far as practicable and subject to age and maturity.

When the needs of a pupil are unable to be met by their school

Educational Psychologists should as a first stage:
- ensure that the Aberdeenshire staged assessment and intervention procedure has taken place
- discuss the case with their supervisor at one of their regular supervision sessions
- examine what will be required to enable the pupil’s needs to be met either within the school or wider community and advise the authority accordingly.

If, having taken the above steps, a pupil’s educational needs are unable to be met, consideration should be given to:
- convening a multidisciplinary meeting if this has not already occurred and/or;
- drawing the case to the notice of the relevant Depute Principal Psychologist for comment and advice.

On deciding that an out of authority placement may be required, the case Psychologist or chair of the multidisciplinary assessment team should:
- notify the Principal Educational Psychologist and provide relevant assessment/intervention information documenting the need for an out of authority placement and the reason why needs cannot be met in the authority;
- ensure, where appropriate, that the relevant Social Work Manager has been notified of the case and furnished with the documentation supporting an out of authority placement by the field Social Worker involved with the case.
- ensure that the Children’s Rights Officer has been notified of the case.
• if appropriate, refer the case to the Aberdeenshire Joint Out of Authority Placement Group.

**Parental placing requests**

Requests by parents for out of authority placements can be considered if:

a) the pupil has Additional Support Needs  
b) the school in question is an independent special school or a special school managed by another local authority;  
c) the establishment has indicated that a place is available for the pupil in question.

Where these criteria are met, a placing request should be forwarded to the Principal Psychologist with the Psychologist’s assessment of the pupil’s educational needs and whether these can be met within Aberdeenshire. The procedure outlined above should be followed.
Partnership and Collaboration

Collaboration is central to the working practice of the Educational Psychology Service. It involves consultation with children and young people, 0-19, with parents, with educational establishments, with education management and with other agencies.

Since difficulties are perceived as arising from the interaction of children with their environment, curriculum, teachers and peers rather than being inherent in the child, the Educational Psychology Service aims to work with and through others in a consultative, facilitative capacity to deliver psychological skills and knowledge. The work covers both mainstream and special sectors in relation to a full spectrum of issues relating to learning behaviour and development.

Additionally the Educational Psychology Service often occupies a central role within a multi-disciplinary team from health, education and social work and from the voluntary agencies. The breadth of this work gives Psychological Services a pivotal position in assisting the Local Authority in the development and implementation of policies to support children, young people and families and in promoting social inclusion.
Partnership with Children and Young People

The Educational Psychology Service aims to establish effective communication with children and young people.

To do this, the service aims to:
- treat children and young people with respect as active partners in the process of assessment and intervention
- listen to and take full account of the views of children and young people
- ensure that children and young people know that their feelings and views are valued
- ensure that children and young people know why the Psychologist is involved
- communicate clearly with children and young people regarding the aims, nature, extent and outcomes of any work undertaken
- provide well-designed, written information about the service to children and young people
- evaluate the quality of service delivery.

The Educational Psychology Service aims to work effectively with children and young people.

To do this the service will:
- ensure that work involving children and young people conforms to established ethical standards and guidelines
- ensure that staff are fully familiar with relevant legislation, policies and best professional practice regarding the rights and involvement of children and young people
- ensure that contacts and planned actions for children and young people are marked by sensitivity, promptness, reliability and efficiency
- stress the importance of children and young people being at ease when working with the Educational Psychologist
- stress the importance of children and young people being supported in expressing their views
- allow the children and young people to feel confident that their problems will be dealt with as effectively as possible.

Educational Psychology Service Leaflet Information for Children & Young People
Partnerships with Parents / Carers

The Educational Psychology Service aims to acknowledge the views and expectations of parents / carers in relation to the provision of a high quality service. The Service aims to communicate effectively with parents due to their key role.

To promote effective communication the service will:
- treat parents / carers as active partners in the process of assessment and intervention
- listen to and take full account of the parental / carer view
- assure parents / carers that their feelings and opinions are valued
- inform parents / carers why the Educational Psychology Service is involved
- communicate clearly with parents / carers regarding the aims, nature, extent and outcomes of any work undertaken
- ensure that well-designed, written information about the service is available to parents / carers
- be available to answer parents’ / carers’ questions and provide support
- establish good links with local parents’ / carers’ groups
- make arrangements to obtain feedback from parents / carers regarding the quality of service delivery.

The Educational Psychology Service aims to work effectively with parents / carers.

To promote effective work with parents / carers the service will:
- promote effective working partnership with parents / carers
- be fully familiar with relevant legislation, policies and best professional practice regarding the rights and involvement of parents / carers
- ensure that decision-making is shared effectively with parents / carers and that action plans are formulated jointly
- be aware that contacts and planned actions are marked by sensitivity, promptness, reliability and efficiency
- aim to support and enable parents / carers to express their view
- aim to put parents / carers at their ease
- aim to promote parental / carer confidence that the psychologist will work cooperatively with them in the best interest of the child / young person
- be involved, if appropriate, in parents’ / carers’ forums and parents’ / carers’ Additional Support Needs networks. These can enhance the schools’ ability and willingness to engage with parents / carers and to consult them on school developments
- support parental / carer involvement projects and initiate parenting skill workshops where appropriate.
**Seeking parental / carer permission**
Parents / carers are fully included in the Consultation, Co-ordinated Support Plan processes, and at all levels of the Educational Psychologist’s practice. Parental/carer permission is required as a starting point to EP involvement with their child.

**Parental requests for EPS involvement**
Parental / carer requests for EPS involvement are responded to in a similar way to those from schools: an informal consultation may lead to a formal consultation. This work is included in the school’s time allocation. Parents / carers are routinely provided with a copy of the leaflet *Educational Psychology Service: Information for Parents & Carers.*

**Notes for Parents**
“Notes for Parents” is an Aberdeenshire EL&L publication which lists useful information regarding the services provided by Aberdeenshire Education, Learning & Leisure. It includes:
- addresses of educational establishments
- telephone numbers
- fax numbers
- names of head teachers
- existence or not of nursery within the establishment
- Community School Network code
- Area code
Partnerships within Education, Learning & Leisure

Partnership with Education Management

The breadth of work in which the Educational Psychology Service is involved and its central role within a multi-disciplinary team gives the service a pivotal position in assisting the local authority in the development and implementation of policies to support children, young people and families.

The Educational Psychology Service is committed to effective co-operation with education management.

The service will ensure that it promotes effective co-operation with education management. This requires:

- good working relationships between the service and education management.
- working effectively together in relation to relevant aspects of the work and development of the Educational Psychology Service
- establishing appropriate and mutual expectations
- clear expectations about roles and responsibilities in areas of joint working
- prompt, reliable and efficient contacts and planned actions
- good knowledge of education authority policies and procedures.

The Educational Psychology Service aims to contribute to education authority policy and practice.

To achieve this the service will:

- provide professional support to education management
- make effective contribution to the development of education authority policy and provision and to the authority’s statutory procedures for children and young people with Additional Support Needs.
- contribute effectively in developing and implementing the authority’s plans for training, achievement and social inclusion through its area.
- ensure education management are informed of shortfalls in resources and provision within the authority.
- involve education management in ongoing monitoring, review and evaluation of the quality of the work of the Educational Psychology Service.

Education, Learning and Leisure Management Structure
Community School Networks

The Educational Psychology Service has an integral role in Community Schools’ development and also works collaboratively with other educational partners.

The Educational Psychology Service will collaborate with Community School Networks to:
- provide integrated services focused on the needs of the individual child and young person and their families
- promote the principle of inclusion
- promote early intervention to address barriers to learning and to maximise potential
- meet the needs of every child
- work in partnership with other professionals from Health and Social Work
- raise attainments
- raise parental and family expectations of and participation in their children’s education
- make efficient and relevant commitment to the Children’s Service Plan.

Educational Psychologists work in collaboration with a wide range of education service partners working both at school and Network levels in the development and delivery of services, set against Local Authority policy and national advice.

Appendix 13 – Community School Networks

Appendix 14 – Map of Networks

Information for Educational Establishments and Others Agencies Leaflet
Partnerships with Educational Establishments

The Educational Psychology Service aims to establish good communication with educational establishments.

To achieve this the service will:
- ensure equitable allocations of service time to establishments
- use service level agreements and service specification agreements where this is helpful in ensuring quality of service
- communicate clearly with establishments regarding the aims, nature, extent and outcomes of any work undertaken
- keep accurate records and provide good written feedback
- provide well-designed, written information to establishments
- be available to answer enquiries and to provide help
- provide structured arrangements for feedback regarding the effectiveness of working relationships.

The Educational Psychology Service aims to work effectively with educational establishments.

To achieve this the service will:
- provide a full range of psychological services to establishments
- contribute effectively to the development of policy and practice in relevant areas of work
- ensure that staff are familiar with relevant legislation, policies and best professional practice relating to their work in establishments
- ensure that the priorities put forward by establishments are addressed within a context of meeting statutory obligations to children, young people and parents
- share decision-making effectively with staff in establishments and share the formulation of action plans
- make contacts and planned actions with promptness, reliability and efficiency
- assure staff in establishments that the psychologist will work co-operatively with them in the best interests of children and young people
- undertake work across all 5 Currie roles, (Consultation, Assessment, Research, Training, Intervention), and at different levels as appropriate when appropriate. The Currie matrix can be found on Appendix 2.
Notes for Parents
Notes for Parents (EL&L published telephone directory) lists useful information regarding the services provided by Aberdeenshire Education, Learning & Leisure. It is distributed to all educational establishments on an annual basis. It includes:
- addresses of educational establishments
- telephone numbers
- fax numbers
- head teachers names
- existence (or not) of nursery within the establishment
- area code
- Network code

Information for Educational Establishments and Others Agencies Leaflet
Partnerships with Agencies

The Educational Psychology Service aims to establish and maintain good communication with other agencies.

To achieve this the service will:
- establish good links with other agencies in relation to relevant aspects of joint working
- be aware of the importance of joint practice guidelines to clarify roles and responsibilities and enhance co-operation
- be aware of the importance of clearly negotiated and defined inter-agency roles, responsibilities and expectations
- ensure that inter-agency referral procedures are clearly established
- ensure that the arrangements for the exchange and management of confidential information are clearly defined
- provide well-designed, written information about the service to other agencies
- ensure that staff are available to answer enquiries and to provide help as appropriate
- provide structured arrangements for feedback regarding quality of service delivery and joint working.

The Educational Psychology Service aims to work effectively with other agencies.

To do this the service will:
- establish effective participation with other agencies in multidisciplinary work
- gain a knowledge of the structure, policies and procedures of other agencies
- ensure that all contacts and planned actions are marked by promptness, reliability and efficiency
- fully meet all statutory duties in relation to Children’s Hearing administration.

See EPS leaflet Information for Schools and Other Agencies

Appendix 15 – Education Partners

Appendix 16 – Health Partners

Appendix 17 - Social Work Partners

Appendix 18 - Partnership with Other Agencies
Post-School Psychological Services

Aberdeenshire EPS welcomes the national initiative on Post School Psychological Services (PSPS) and the opportunity for the Service to work collaboratively with partner agencies

The aim of PSPS is to use psychological skills and knowledge to assist other agencies in promoting better outcomes for young people and enhance life-long learning. The work of PSPS is directly linked to the Scottish Executive’s “More Choices, More Chances” (2006) strategy aimed at reducing the number of young people in Scotland who are not in education, employment or training. The Education (Additional Support for Learning) (Scotland) Act 2004 also requires that authorities develop effective transition arrangements. PSPS provides a unique opportunity to influence development in both the school and post school sectors accordingly.

PSPS is an opportunity to bring the knowledge and skills of applied psychology to the post-school sector and to promote the well-being and progression of young people and their learning.

Consultation
Much of the work is done through problem solving discussion where relevant information is gathered and ideas are shared to create strategies and solutions. The nature of this work can range from individual to organisational/policy issues.

Assessment and Intervention
Advice can be given on needs-led assessment methods and tools. Interventions can be focused on changes to the environment, reducing barriers to teaching and learning and identifying appropriate strategies to support young people.

Training and Development
This role looks at supporting others to develop their knowledge skills and understanding. This can be through individually tailored training packages. Collaborative practice with other agencies would be to support the same goals.

Projects and Action Research
PSPS can be used to facilitate enquiry and identify and develop best practice using a range of research and evaluation methodologies.

Examples of Work:
- Creating and piloting a transition passport specifically for those with Autistic Spectrum Disorder (ASD) to enable them to fully meet their potential at post-school placements.
- Working on a consultative basis with stakeholders, including young people, to ascertain what people want from the service.
• Contributing to development of the authority’s “More Choices, More Chances” strategy

• Collaborative intervention with secondary schools in order to reduce the number of young people not in work, education or employment when they leave school
The British Psychological Society under the terms of its Royal Charter requires to “maintain a code of conduct” and this was established in 1985; a revised Code of Conduct was approved in 1993 and has now been superseded by a January 2000 revision.

Part of the process of providing a Register of Chartered Psychologists was the implementation of an Investigatory Committee and Disciplinary Board to consider complaints of professional misconduct against members of the Society. Although not mandatory at present for employment purposes, most local authorities would require professional psychologists to be eligible for Chartered status as a minimal standard of professional competence; this is the case in Aberdeenshire.

Aberdeenshire Educational Psychology Service is an accredited service by the British Psychological Society for the purposes of providing both approved training placements and meeting probationary supervision requirements.
Aberdeen Council’s policy on monitoring and recording of racist incidents requires that all racist incidents must be reported and recorded. “A racist incident is any incident which is perceived to be racist by the victim or any other person.”

All Partner agencies are opposed to racism. They are committed to taking all steps within their power to eliminate discrimination and racist incidents and to promote good relationships among all racial groups within our community.

This will be achieved by the adoption of aims and good working practices that reflect recognition of their responsibilities:

- As a partner in multi-agency work practice.
- With regard to its legislative duties.
- As a public service provider.
- As an employer.
- As an influence on public opinion and attitudes.
- In consultation with all racial groups.

**Definition of a Racist Incident**

A racist incident is any incident which is perceived to be racist by the victim or any other person.”

This definition must be understood to include both criminal and non-criminal conduct. Both must be reported, recorded and investigated with equal commitment.

The full Aberdeen policy in relation to racist incidents, together with the recording form and guidelines for completing the form are on Arcadia. Copies should be downloaded as and when required, as it may be amended from time to time.
Research

Aberdeenshire Educational Psychology Service aims to continue to develop a programme which supports the research function of psychological services. This involves research and development tasks over a wide range of topics with results disseminated to users at different levels.

To achieve this the service will:
- develop a programme of research and development
- foster teamwork in research and development initiatives
- offer research and development opportunities to educational establishments and other users as part of service delivery
- ensure that the research and development programme assists the Council in taking forward its policies and objective
- link the programme of research and development to the service plan and monitor and review this
- ensure that research strategies are used in systemic evaluation of service delivery.

Aberdeenshire Educational Psychology Service aims to promote staff expertise in research methodologies to promote the above aim.

To achieve this the service will:
- develop and utilise the research methodologies expertise available within the service
- promote the research skills and interests of individual staff
- promote service participation in national professional development programme for educational psychologists
- encourage and support staff in disseminating their research and practice through publication in the professional journals and other sources.

Continuing Professional Development Project
Continuing professional development is an ongoing process one strand of which is the Professional Development Project. This enables psychologists, on an annual basis, to engage collaboratively with their Scottish peers in research and development projects. The research papers are disseminated annually via a major Educational Psychology Service Conference and also in published form to act as a catalyst to promote professional development in local practice.

Information pack: “Getting Started in Research”
The Getting Started in Research pack is available for use by anyone planning to conduct research in Educational Psychology. It is designed to be a useful tool irrespective of whether the planned research is a short evaluation or a more lengthy and detailed piece of research.
The pack contains a flowchart that depicts different stages associated with conducting research and directs readers to a range of factsheets, which provide useful information, tips and examples, as well as referencing further relevant resources. The flow chart is not static; the intention is that individuals can access the information they feel will be useful to them. It should be noted that even if some of the factsheets do not appear relevant at first glance, they might nonetheless contain valuable information.

This is a working document and therefore suggestions on improvements and additional information that should be included in the pack are welcome at any time. Please refer any such comments to the Assistant Educational Psychologists.
Aberdeenshire Educational Psychology Service is committed to working in partnership with parents, school staff and other agencies through a wide range of services including consultation and advice. The Educational Psychology Service will work together with schools to ensure that every child is able to show their true ability in examinations.

The Education Psychology Service will consult with Support for Learning staff and schools regarding special exam arrangements. Through the consultation model, the Educational Psychology Service works in partnership with schools to maintain an overview of the needs of learners. At particular points during the year we meet with staff to give specific consideration to the needs of learners being presented for certificated examinations and to ensure that the learning needs of those pupils being presented are appropriately represented to the SQA.

The responsibility for completing submissions to the SQA lies with the schools, with the Educational Psychologist carrying out a consultative role. Further information on specific examination arrangements can be found on the SQA website or on their publication guidelines for Scottish Qualifications Authorities Special Examination Arrangements, which is updated annually.

Contact details

Scottish Qualifications Authority
Hanover House
24 Douglas Street
Glasgow G2 7NQ

Tel 0141 242 2214
E-mail: customer@sqa.org.uk

www.sqa.org.uk
**Staff Support**

Supervision or staff support is both a requirement and an entitlement for educational psychologists (EPs). In an often demanding and challenging role where EPs offer support to others, it is essential that they themselves be supported effectively.

Support for EPs is based upon the following principles:

- Good support for EPs is a priority
- All EPs have a right to staff support
- Staff support requires shared responsibility
- Staff support is a two-way process
- Staff support is planned, regular, uninterrupted and confidential
- Effective staff support for EPs benefits our service users
- Staff support encourages reflection and challenges our beliefs and role
- Supervision from a manager is distinct from and not an alternative for peer reflective practice

From staff support EP’s require:

- Opportunities to reflect on practice
- Reciprocal sharing of ideas, experience and resources
- Reassurance
- Development of skills
- Recognition of good practice
- To challenge
- To be challenged

EPs require access to promoted colleagues at times to check out procedural issues. This type of managerial support is seen as traditional supervision. Service managers are available at specific times and at flexible negotiation in order to provide this type of support. Managers will note the discussion content that has taken place, ensuring clarity about the responsibility for any action points. The aim of this supervision is to ensure clarity about roles and responsibilities as well as adhering to service and authority policies and procedures. This supervision also provides an opportunity for validating courses of action.

EPs also require support from a colleague in order to ensure reflection on/in practice. Mutual challenge should be a component of this support in order to create ongoing opportunities for considering the role of the EP and the actual impact and potential the work of the EPS has upon service users. It is the responsibility of the EP receiving support to maintain a record of the discussion if they wish. Notes of supervision/staff support sessions should be recorded on the Aberdeenshire Proforma. Individual EPs should refer to these records in preparation for annual Employee Development and Review meetings. EPs of all grades require to engage in this form of support, therefore EPs with managerial responsibilities also require support from a colleague to reflect on practice issues.
In addition, the EPS acknowledges the need for and actively encourages informal support that can be accessed flexibly when required through mutual negotiation with colleagues. Individual teams may also choose to establish group support forums to meet their requirements.

In order to provide each other with effective support it is recognised that the following skills are required:

- Active listening
- Solution-focused questioning
- Emphatic understanding
- Encouragement of reflection
- Identification of strengths and personal resources
- Task analysis
- Consultation skills

It is also recognised that in order to provide support for reflective practice it may well be necessary for educational psychologists to participate in particular training and/or skills development work.
Supporting Professional Development

Aberdeenshire Educational Psychology Service is committed to the development of a portfolio of professional development opportunities that can be offered to professionals, educational establishments and other service users.

To achieve this the service will:

- develop a portfolio of professional development opportunities for professionals, education establishments and other service users
- develop INSET packages, resources and presentations which reflect appropriate interventions
- ensure that professional development reflects national and professional priorities and is characterised by responsiveness to identified need
- communicate the availability of professional development opportunities in service documents and in service level agreements with establishments
- ensure that the professional development programme assists the education authority in its plans for staff development
- ensure that the professional development programme assists the authority in its statutory duties to disseminate information on Additional Support Needs
- establish arrangements for monitoring, recording and developing the professional development that has been offered
- promote effective teamwork in planning and delivery of professional development
- plan, deliver and evaluate professional development programmes.

Delivery of Professional Development

Aberdeenshire Educational Psychology Service aims to promote its general and specialist knowledge and skills in order to provide professional development and training.

To do this the service will:

- promote training and development of staff to ensure that specialist knowledge and skills are developed which may be utilised in providing professional development and training
- ensure that the skills and interests of individual staff are utilised effectively.

Appendix 19 – In-service Resources
Telephone Protocol

Aberdeenshire Educational Psychology Service is committed to efficient and courteous use of the telephone. The following guide should be used in conjunction with the Aberdeenshire Council document "Using your Phone – Good Practice Guide for Users".

When answering the telephone, the person answering should state:

"Good morning/afternoon, Educational Psychology Service, name speaking, how can I help you?"

Staff should endeavour to answer the telephone before six rings have occurred at which point the answering machine should activate to record the caller’s message. Similarly when there is no one available to take phone calls, the answering machine should be set to activate on 6 rings. A log should be taken of the number of calls that are not answered within six rings. The answering machine should be checked regularly by the staff in the building and messages placed in the relevant person’s in-tray.

When receiving a telephone call for an EP who is out of the office, the person answering the call should offer to leave a message for the EP. He/she should not indicate when the EP will be back in the office, or promise when the caller can expect a return call. The caller may indicate that the call is of an urgent nature. The person answering the call should then decide whether it is appropriate to call the EP to pass on the message. To help make this decision, the following guidance should be followed:

- The call relates to an issue at the location of the EP or their next location, e.g. the cancellation of a meeting.

- The call relates to a personal/family issue that needs to be attended to immediately.
- Should a caller be upset or angry, the person answering is advised to remain calm, listen to the issue, ensure that they have noted the details correctly and indicate that they will be passed to the person concerned as soon as possible.

Abusive callers should also be dealt with calmly. The person answering the call should state that they will take a message but that they are no longer able to continue with the telephone conversation. The caller should be informed politely that the message has been taken, will be passed on and that the conversation has now ended. The telephone should then be put down.

There are often situations where an EP is out of the office for a number of days. The responsibility for picking up telephone messages during this time lies with the EP. Any urgent calls should be passed on as detailed above. Other telephone messages should be attended to by the EP on his/her return. Clerical staff are not required to give answers to queries regarding children/young people known to EPs.

Aberdeenshire Educational Psychology Service Updated August 2009
Travelling Children

Aberdeenshire Education, Learning & Leisure seeks to maintain and improve the quality of life for everyone in Aberdeenshire by delivering first class public service. Due regard is given to the promotion of equality of opportunity and the equitable accommodation of gender, race, disability and other dimensions of discrimination and disadvantage.

When travelling children move into an area, they should be accorded the same rights as any of their peers who may be moving into an area, in terms of identification of need and subsequent recommendation to the authority with regard to meeting such needs.

The role of the Educational Psychologist is to advise the Authority on the meeting of such needs, based upon the gathering of information through the usual processes of consultation and assessment, whilst giving due regard to the cultural heritage of travelling families and their children.

The children of travelling families may have a history of having attended a number of schools and it is essential to gather information from previous schools, Educational Psychologists and other agencies, in order to inform the processes of identifying and meeting needs. This process can be time consuming and convoluted. Consequently, it is envisaged that work involving the children of travelling families will be accorded a degree of priority.

Ring fenced funding for meeting the educational needs of the children of travelling families is available within Aberdeenshire and it is recommended that discussion and liaison with the local Education, Learning & Leisure Officer is ongoing throughout the process of identifying and meeting needs.

It is recommended that Educational Psychologists involved with the families of travelling children should refer to the sections of the handbook that relate to Children moving into an area and Equal Opportunities.

Working Together to Support Gypsy/ Travellers
Website information

The website reference can be found on the front cover of the handbook. To go directly to the website, please click here.
Working Patterns

Aberdeenshire Council’s Statement of Aims recognises the value of employees and confirms the Council’s support for its employees in serving the people of Aberdeenshire. This policy aims to provide a system of flexible working hours on the joint principles that enables the Council to provide an effective service and allows staff to adjust their time.

Working patterns within the Psychological Service follow the conditions set up for APT&C staff. The regulations for flexible working hours are set out according to Aberdeenshire Policy (Appendix 20).
Handbook Maintenance

To ensure that the handbook reflects best practice and relates to the wide context in which Educational Psychologists work, a rolling programme of maintenance is in place. The process of constructing and maintaining the handbook is almost as important as the content itself; facilitating communication amongst the full team of Educational Psychologists, highlighting good practice, encouraging reflection upon and critical appraisal of practice as well as identifying areas which require either further or initial consideration.

Handbook Maintenance Programme
The Handbook Group, comprised of an Educational Psychologist from each of the three area teams and the Assistant Educational Psychologists, are responsible for the following maintenance programme:

October: Teams will be asked to consider alterations and additions
January: Co-ordinators will collate comments and amend handbook as required
May: Amended version of the handbook will be distributed

Staff are encouraged to forward suggestions for amendments / additions to a member of the Handbook Group at any point throughout the year, in order to avoid an annual bottleneck.

All Service Delivery Groups will be asked by the convenors of such groups to ensure that group members adhere to Handbook Maintenance procedures.

Handbook Format
Margins: 1 inch
All text justified fully justified
• Bullet points: Font size 12; Font style Arial; Colour black; Indent bullet at 0cm, indent text at 0.25 inches
Page headings: Font size 14; Font style Arial; Colour Blue; Bold, Centred
Page numbers: Font size 10; Font style Arial; Colour Black
Text: Font size 12; Font style Arial; Colour Black
Text headings: Font size 12; Font style Arial; Colour Blue; Bold

Aberdeenshire Educational Psychology Service
Updated August 2009
Amendment Sheet
This sheet may be used to note ideas, amendments, omissions and changes to be included in the next handbook review.
Appendix 1 - Educational Psychology Service staff contact detail

Dr John Proctor  
Woodhill House  
Westburn Road  
Aberdeen, AB16 5GB  
Principal Educational Psychologist  
01224 664272  
john.proctor@aberdeenshire.gov.uk

North Psychologists

Janette Fotheringham  
Lesley Stewart  
Dover Lodge  
117 Charlotte Street  
Fraserburgh, AB43 9LS  
Depute Principal Educational Psychologist  
Senior Educational Psychologist  
01346 515303  
fraserburgh.psych@aberdeenshire.gov.uk

Vacant  
Ashley McGregor  
Jo Murray  
Susan Taylor  
Lindsey Thomson  
Educational Psychologist  
Educational Psychologist  
Educational Psychologist  
Assistant Educational Psychologist  
01779 473269  
peterhead.psych@aberdeenshire.gov.uk

Central Psychologists

Vacant  
Louise Goodall  
Jan Foot  
Elizabeth Gray  
Fiona MacKay  
Pat Patrone  
Helen Mackay  
Educational Psychologist  
Senior Educational Psychologist  
Educational Psychologist  
Educational Psychologist  
Educational Psychologist  
Assistant Educational Psychologist  
01261 831233  
macduff.psych@aberdeenshire.gov.uk

Educational Psychology Service  
Craigearn Business Park  
Morrison Way  
Kintore, AB51 OTH  
01467 634759  
inverurie.psych@aberdeenshire.gov.uk
**South Psychologists**

Pauline Stephen  Depute Principal Educational Psychologist
Stuart Bull  Senior Educational Psychologist
Angela Bryce  Educational Psychologist
Moira Deans  Educational Psychologist
Carolyn Oddie  Educational Psychologist
Elayne Steel  Educational Psychologist
Vacant  Educational Psychologist
Fiona Yarrow  Educational Psychologist
Natasha Robinson  Assistant Educational Psychologist

Educational Psychology Service  01569 764110
52 Cameron Street  stonehaven.psych@aberdeenshire.gov.uk
Stonehaven, AB39 2HE

Educational Psychology Service Website  [www.aberdeenshire.gov.uk/eps](http://www.aberdeenshire.gov.uk/eps)
## Appendix 2 - Examples of the current role of the EP (Currie Matrix)

An illustrative matrix (Currie Report)

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>CONSULTATION</th>
<th>ASSESSMENT</th>
<th>INTERVENTION</th>
<th>TRAINING</th>
<th>RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child and family</strong></td>
<td>Individual discussion&lt;br&gt;Contribution to IEPs&lt;br&gt;Home visits&lt;br&gt;Parents meetings&lt;br&gt;Review meetings, as appropriate</td>
<td>Overall assessment in context&lt;br&gt;Standardised assessment instruments&lt;br&gt;Identifying additional support needs</td>
<td>Behaviour management programmes&lt;br&gt;Individual and family therapy&lt;br&gt;Working with small groups (eg self-harm, social skills, anger management)</td>
<td>Talks to groups of children (eg anti-bullying groups)&lt;br&gt;Parenting skills</td>
<td>Single case studies&lt;br&gt;Interactive video research with families (VIG)</td>
</tr>
<tr>
<td><strong>School or establishment</strong></td>
<td>Joint working with staff&lt;br&gt;Advice on programmes for children and young people&lt;br&gt;Contribution to strategic planning&lt;br&gt;Policy advice for schools, children’s homes&lt;br&gt;Review meetings, as appropriate</td>
<td>Contribution to school assessment policy and procedure</td>
<td>Contribution to whole-establishment interventions (eg anti-bullying programmes, playground behaviour, discipline, raising achievement)&lt;br&gt;Contribution to special exam arrangements&lt;br&gt;Contribution to curricular innovation/initiatives&lt;br&gt;Joint working with class/subject teacher/LST&lt;br&gt;Supporting inclusion&lt;br&gt;Supporting special college placements</td>
<td>Staff training&lt;br&gt;Disseminating evidence-based practice&lt;br&gt;Person Centred Organisational Planning (PCOP)</td>
<td>Design, implementation and evaluation of action research in single establishments and groups of schools</td>
</tr>
<tr>
<td><strong>EA/Council</strong></td>
<td>Contribution to strategic planning</td>
<td>Contribution to authority assessment policy and procedure&lt;br&gt;Contribution to Best Value reviews</td>
<td>Contribution to establishing authority-wide interventions (eg anti-bullying initiatives, alternatives to exclusion, promoting social inclusion, resource allocation)</td>
<td>Authority-wide training in all areas relevant to psychology&lt;br&gt;Input to multi-disciplinary conferences</td>
<td>Design, implementation and evaluation of authority-wide action research (eg early intervention, raising achievement)&lt;br&gt;Informing evidence-based policy and practice</td>
</tr>
</tbody>
</table>
Appendix 3 – Examples of Assessment Tools

Samples of / Reference to Assessment Tools (from audit returns)

- Observation Schedules – on/off task; play skills; interaction analysis; behaviour (ABC’s)
- Developmental Checklists – PIP; First Step
- Consultation with those actively involved in supporting the child (class teacher, parents, SFL staff, auxiliary support)
- Dynamic Assessment – Let’s Play; Cognitive Functions Checklist; Mediated Learning.
- Solution-Focused Brief Therapy
- Semi-Structured Interview Schedules – Psychology in Education Portfolio; FNA; SEBD
- Skills Checklists – Conners’ Checklist; Attwood (social communication/ASD); Aphasic Checklist; OASIS; Pathways to Independence; Boxall Profile
- Attainment Tests (standardised scores on reading, numeracy) – WORD; WOLD; WOND; Neale Analysis; Burt Inglis Word Spelling Test; 5-14 attainment levels; SFL assessment
- Systems Analysis (Minuchin)
- Psychometric Tests: a range of standardised psychometric tools is available.
- Inclusive education in primary schools: supporting children with social, emotional and behavioural difficulties - Barnardos Pack
- Authority Guidelines – Working together to support autism
- Authority Guidelines – Working together to support literacy
- Authority Guidelines – Working together to support children, young people and staff; promoting positive relationships
- Authority Guidelines – Working together to support sensory impairment
- Authority Guidelines – Working together to support motor skills
## Appendix 4 – AEPs Sample Learning & Development Plan

<table>
<thead>
<tr>
<th>Area for development</th>
<th>Action</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the role of the Educational Psychologist</td>
<td>Consultation meetings re individual case</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consultation meetings re school issue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment techniques used by EP</td>
<td></td>
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<tr>
<td></td>
<td>In-service training delivered by EP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education (Additional Support for Learning) Act 2004</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SEED Inclusion document “Count us in”</td>
<td></td>
</tr>
<tr>
<td>Experience with children &amp; young people</td>
<td>Spend time in mainstream classrooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spend time in Support for Learning classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shadow a Secondary pupil for one day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Request involvement with Bridging groups, Social Skills groups or Circle of Friends</td>
<td></td>
</tr>
<tr>
<td>Extend understanding of the work of other agencies</td>
<td>Shadow / visit Speech &amp; Language Therapist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shadow / visit Community Schools Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visit Language Unit, Learning Unit, Dyslexia Unit, Sensory impairment Unit</td>
<td></td>
</tr>
<tr>
<td>Readings</td>
<td>Aberdeenshire Educational Psychology Service Handbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wolfendale, S. <em>The Profession and practice of educational psychology</em></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5 – AEPs Induction Checklist

Before starting
• ensure necessary equipment and workplace are available
• inform other staff

Day One Onwards
• introductions
• tour of work area
• departmental structure, aims and services
• job description and main duties
• conditions of service
• hours of work, including flexi time
• public holidays and leave entitlement
• sickness
• allowances, eg travel/subsistence
• general departmental procedures/rules
• departmental standards
• training and development
• health and safety
• fire
• employee assistance scheme
• information on unions and relevant professionals bodies
• accidents
• security
• review of week one

Checklist on Aberdeenshire Education to cover:
• policy and principles
• structure
• roles and responsibilities of key personnel
• communication channels to these key personnel
• list of schools, special provision and support services (address and telephone numbers)
• Notes for Parents, which provides basic information about the education system in Aberdeenshire and also highlights specific areas of government legislation to parents.

Checklist on the Educational Psychology Service to cover:
• staff list (including roles and responsibilities)
• management structure
• Aberdeenshire Educational Psychology Service Handbook, which provides information (or sources of information) relating to service structure, statutory duties, policies and procedures.
• service policy documents and other documents related to the work of the Educational Psychology Service
• methods of service delivery and associated training/CPD
• frequency and function of team meetings
• BPS Professional code of Practice for Chartered Psychologists

Checklist on Community School Networks to cover:
• map of CS Networks
• schools list (head teachers names, addresses, telephone numbers)
• visits to additional support needs resources in CS Networks

Checklist on Administrative and Office Practice to cover:
• house style of reports, letters, memos and general record keeping
• provision of diary
• submission of weekly timetable or equivalent
• expense claims
• times of access to building and keys if appropriate
• information on security system and ID Cards
• requisitioning of books/equipment
• provision of stationery
• type of filing system used
• facilities for typing, photocopying, word-processing
• journals taken by service
• organisation of library
• internet access

Checklist on Professional Development to cover:
• skills checklist
• priorities of service
• immediate training needs
• medium to long-term training needs
• available in-house training
• out of service training required
## Appendix 6 - Child Protection Seminal Documents

<table>
<thead>
<tr>
<th>Document</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting our Priorities Right (2003)</td>
<td>Good practice guidelines in relation to substance misuse</td>
</tr>
<tr>
<td>North East of Scotland Child Protection Committee Child Protection Guidelines (2008)</td>
<td>Issued on an identified holder basis for updating purposes</td>
</tr>
<tr>
<td>Aberdeenshire Education and Recreation: Policy and Procedures Circular PP1/039 Inclusion in Schools Prospectus – Child Protection</td>
<td>Ethos setting for child protection processes in schools</td>
</tr>
<tr>
<td>Aberdeenshire Education and Recreation: Dealing with Child Abuse: Support for Children and Young People. Policy and Practice: Dealing with Child Abuse, January 2000</td>
<td>Framework for reporting concerns, and how to manage concerns appropriately when first raised. Available to all school and community education staff</td>
</tr>
<tr>
<td>Safe and Well (2005)</td>
<td>A handbook for all staff Key documents underpinning current practice</td>
</tr>
<tr>
<td>Protecting Children and Young People: The Charter</td>
<td>The Charter sets out what children and young people have a right to expect</td>
</tr>
<tr>
<td>Happy, Safe and Achieving their Potential Scottish Office (2005)</td>
<td>Provides a framework of principles to develop personal support in Scottish schools.</td>
</tr>
<tr>
<td>Joint inspection of services to protect Children and Young People in the Aberdeenshire Council Area HMIE April 2008</td>
<td>Advises Committee of the positive conclusions and recommendations of the HMIE Joint Inspection, published on 3 April 2008,</td>
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<tr>
<td>Child Protection Portfolio BPS 2007</td>
<td>Comprehensive guidelines for chartered psychologists</td>
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## Appendix 7 - Children’s Hearing System Legislation & Guidance

### Legislation

<table>
<thead>
<tr>
<th>#</th>
<th>Act/Report/Group</th>
<th>Description</th>
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<tbody>
<tr>
<td>3</td>
<td>Children (Scotland) Act 1995.</td>
<td>Revision of Children’s Services Legislation Parental Rights Responsibility Whole Authority Responsibilities, etc.</td>
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<td>6</td>
<td>Blueprint for the Processing of Children’s Hearings Cases:</td>
<td>Published by the Scottish Executive Children and Young People’s Group, January 2001.</td>
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### Guidance

<table>
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<tr>
<th>#</th>
<th>Source</th>
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### Appendix 8 - Continuing Professional Development Log and Activity Codes

**Continuing Professional Development Log**

**Name**

Priority Needs as identified in the Annual Staff Development Discussion:

1. 
2. 
3. 
4. 
5. 

<table>
<thead>
<tr>
<th>Date</th>
<th>Development Activity</th>
<th>Objective</th>
<th>Outcome</th>
<th>Reflective evaluation</th>
<th>Hours</th>
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Aberdeenshire Educational Psychology Service  Updated August 2009
### Activity Codes:

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<tr>
<td>A</td>
<td>Post-qualification training courses</td>
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<tr>
<td>B</td>
<td>Attendance at conference/courses</td>
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<tr>
<td>C</td>
<td>Presentation at conference etc.</td>
</tr>
<tr>
<td>D</td>
<td>Professional supervision (received or given)</td>
</tr>
<tr>
<td>E</td>
<td>Reading</td>
</tr>
<tr>
<td>F</td>
<td>Research</td>
</tr>
<tr>
<td>G</td>
<td>Learning skills and information from others</td>
</tr>
<tr>
<td>H</td>
<td>Preparation of materials for INSET, training or publication</td>
</tr>
<tr>
<td>I</td>
<td>Systematic reflection of practice</td>
</tr>
<tr>
<td>J</td>
<td>Peer group discussion</td>
</tr>
<tr>
<td>K</td>
<td>Professional committee/working party involvement</td>
</tr>
<tr>
<td>L</td>
<td>Other (please specify)</td>
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</tbody>
</table>

The balance of activities will vary at different stages in an Educational Psychologist's career. It is important to choose a range of activities which best meet your development needs at a given time.
Appendix 9 - Continuing Professional Development Request to attend course

REQUEST TO ATTEND AN INSERVICE / CONFERENCE / COURSE ETC
ATTACH THIS TO FORM (ESD1) AND SEND TO JANETTE FOTHERINGHAM

Educational Psychologist: ______________________________________________
Name of Course: _____________________________________________________
Reason for request to attend: ___________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
How will attendance of this event inform your practice? What do you expect to get out of it?
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Is this area included in one of your priorities specified in your staff development discussion?

Yes ☐  No ☐  (Please tick)

Signature
___________________________________________________________________

Date
___________________________________________________________________
Appendix 10 – EP Induction Checklist

Before starting
• ensure necessary equipment and workplace are available
• inform other staff

Day One Onwards
• introductions
• tour of work area
• departmental structure, aims and services
• job description and main duties
• conditions of service
• hours of work, including flexi time
• public holidays and leave entitlement
• sickness
• allowances, eg travel/subsistence
• general departmental procedures/rules
• departmental standards
• training and development
• health and safety
• fire
• employee assistance scheme
• information on unions and relevant professionals bodies
• accidents
• security
• review of week one

Checklist on Aberdeenshire Education to cover:
• policy and principles
• structure
• roles and responsibilities of key personnel
• communication channels to these key personnel
• list of schools, additional support needs provision and support services (address and telephone numbers)
• Notes for Parents, which provides basic information about the education system in Aberdeenshire and also highlights specific areas of government legislation to parents.

Checklist on the personnel, role and contact point of the following agencies to cover:
• Area Health Authority: key partners
• Social Work Department key partners
• The Reporter to the Children’s Panel
• Careers Advisory Service
• Education Learning and Leisure key partners
Checklist on the Educational Psychology Service to cover:
- staff list (including roles and responsibilities)
- management structure
- Aberdeenshire Educational Psychology Service Handbook, which provides information (or sources of information) relating to service structure, statutory duties, policies and procedures.
- service policy documents and other documents related to the work of the Educational Psychology Service
- methods of service delivery and associated training/CPD
- frequency and function of team meetings
- BPS Professional code of Practice for Chartered Psychologists

Checklist on Local Education Networks to cover:
- map of CS Networks
- schools list (head teachers names, addresses, telephone numbers)
- visits to additional support needs resources in patch(es)
- service level agreements with schools
- outline of documentation of work carried out in schools
- list of key professionals working within patch(es) (eg Social Work Team, Speech & Language Therapists, etc)
- list of parent and representative bodies

Checklist on Administrative and Office Practice to cover:
- house style of reports, letters, memos and general record keeping
- provision of diary
- submission of weekly timetable or equivalent
- expense claims
- times of access to building and keys if appropriate
- information on security system and ID Cards
- requisitioning of books/equipment
- provision of testing materials
- provision of stationery
- type of filing system used
- maintaining office database
- facilities for typing, photocopying, word-processing
- journals taken by service
- organisation of library
- internet access
- facilities for INSET
Checklist on Coordinated Support Plans procedures, Out of Area placements and Child Protection to cover:

- policy document on assessment leading to consideration of Coordinated Support Plans
- set detailed procedures for formal assessment leading to the opening of Co-ordinated Support Plans
- procedures regarding Annual Reviews and Future Needs Assessments
- procedures associated with out of area placements
- procedure associated with Child Protection.

Checklist on Professional Development to cover:

- skills checklist
- priorities of service
- immediate training needs
- medium to long-term training needs
- available in-house training
- out of service training required
Appendix 11 – Supervisor / Probationer Supervision Agreement

The Supervisor will:
• provide a weekly supervision session of at least one hour in a suitable environment.
• allow for regular informal contact as the need arises particularly in the first three months.
• review the Authority’s accredited Induction Programme with the probationer for common understanding and to establish mutually agreed targets and parameters.
• draft an agreed written plan which will be subject to ongoing review in the course of the supervision sessions and in a formal review at the end of each school term.
• ensure the probationer has the opportunity to make comment and contribution to their individual programme on subsequent revisions as progress is made.
• offer constructive appraisal and direction where required, with regard to specific skills and tasks undertaken.
• encourage all members of the team to share in the task of supporting the probationer in keeping with the mutually supportive and co-operative ethos of the service.

The Probationer will:
• provide a summary of their experience, knowledge and skills and highlight the nature of further experience and overall aims being sought.
• draft an agreed written plan with the supervisor for the probationary period which will be subject to ongoing review in the course of supervision sessions and a formal review at the end of each school term.
• come prepared with issues to be discussed or clarified.
• maintain a record of work for consultation as part of the formal review structure.
• familiarise his or herself with the Authority’s service policies, practice and procedures.
• ensure that any concerns are raised with the supervisor at the earliest opportunity and be familiar with the evaluation protocol within the Service accreditation document, particularly if issues are not readily resolved.
• adhere to the BPS Code of Conduct.
• be encouraged to participate as a team member within the local Service with respect to professional issues in the mutually supportive and co-operative ethos of the Service.
Appendix 12 – EP Probationers’ Network

The Probationers’ Network is a national forum for newly qualified Educational Psychologists. The monthly meetings allow Probationers with opportunities to discuss practice issues, to provide and receive support and to exchange ideas and resources.
## Appendix 13 – Community School Networks

<table>
<thead>
<tr>
<th>CENTRAL</th>
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<th>SOUTH</th>
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<td>Westhill</td>
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</table>
Appendix 14 – Map of Networks

ABERDEENSHIRE NETWORKS

[Map of Aberdeenshire showing various networks]
Appendix 15 – Education Partners

Aberdeen Special Technology Service (ASPECTS)
Aberdeen Special Technology Service   01346 512488
117 Charlotte Street
Fraserburgh  AB43 6HY
www.wiredshire.org.uk

ASPECTS serves all schools in Aberdeenshire. It provides a consultation service regarding ICT resources and also provides advice through its website. ASPECTS provides direct assessment of the ICT needs of the small number of children with complex additional support needs. Full ASPECTS guidelines have been issued to schools.

Aberdeen Staged Intervention for Supporting Teachers (ASSIST)
ASSIST is a staged intervention process to support staff in managing low level but unwanted behaviour both in school and the playground. It is a flexible system, which runs parallel to, or in conjunction with, the school discipline policy and can be adapted to the needs of individual schools.

ASSIST works by helping all school staff to consider the contexts in which the behaviour occurs – this is the primary focus, not the individual pupil(s). The aim is to promote early intervention and to diminish escalation of unwanted behaviours. It aids the early identification of pupils with significant needs, widens teaching approaches, and reduces premature upward referral.

ASSIST is beneficial to staff not only in personal professional development but also in developing sustainable solutions, reducing stress, increasing confidence and in making an impact on difficult classes. Full ASSIST guidelines have been issued to schools.

Children’s Rights Service
01224 664391
The Children’s Rights Service is managed through Strategic Development (Children’s Services) in Social Work and will have three primary functions:

- to provide a direct Children’s Service
- to provide advocacy and mediation services
- to ensure children’s rights are embedded in all Aberdeenshire services

Pat Scott
pat.scott@aberdeenshire.gov.uk

Children’s Rights Officer   01467 628282
Community Learning & Development
Community Learning & Development Information
Community Learning and Development support: achievement through learning for adults; achievement through learning for young people; and achievement through building community capacity. Achievement through learning for young people involves engaging with young people to influence their social and educational development, to enable young people to gain a voice and influence society, and to enable young people to gain a place in society.

The principles which underpin the work of community development and learning are:

- Empowerment – so that group and individuals can affect the issues affecting them and their communities
- Participation – to support people to get involved in decision making
- Inclusion – recognising that some people need additional support to overcome barriers.
- Self-determination – supporting people to make their own choices
- Partnership – recognising that many agencies contribute to the work

The involvement of community development and learning with people is based upon choices and Community Learning can take a variety of forms. Some Examples of the work may include: English as a second language; Peer group workshops on alcohol misuses; Intergenerational learning; Youth Advice provision; Literacy work with parents; Special Needs youth work. There are community learning and development workers in each Community School Network.

English as an Additional Language Support Service
EAL Base
Monquhitter Primary School
Thornhill Road
Cuminestown
by Turriff AB53 5WH
Tel 01888 544831

Aberdeenshire’s English as an Additional Language (EAL) Service has an advisory, training and teaching role. The EAL Service works with:

- children in schools and nurseries and staff in these establishments
- parents and carers
- staff in Community Learning Development
- other agencies: eg health visitors, social work
- voluntary organisations: eg Homestart, CAB
- other education providers: eg FE colleges

Staff development and awareness-raising underpin all work undertaken by the EAL Service. Training for local authority staff is available through the Authority’s professional development programme and also to student teachers, staff in the voluntary sector including pre-schools
Home School Link Worker
Contact Chair of Community School Network

The Home School Link Workers provide a supportive and flexible link between schools and parents in relation to school attendance, health and welfare issues. They aim to promote quick, effective and direct communication between home and school. Home School Link Workers are members of the Community School Network to provide support on behalf of the Community School Network. Referrals are normally made by Principal Teachers of Guidance or by primary school Head Teachers.

Pupil Support Worker
Contact Chair of Community School Network

The pupil support worker helps support pupil inclusion by providing social, emotional and behavioural support to young people. The pupil support worker works as part of a team to deliver effective outcomes to supporting pupils. Some Community School Networks have Pupil Support Workers.

Quality Improvement Officer
Banff and Buchan Area Education, Learning & Leisure Office
St Leonards
Sandyhill Road
Banff AB45 1BH
Tel 01261 813340

Buchan Area Education, Learning & Leisure Office
Old Infant Building
Prince Street
Peterhead AB42 1PL
Tel 01779 473269

Garioch Area Education, Learning & Leisure Office
Gordon House
Blackhall Road
Inverurie AB51 3WA
Tel 01467 620981

Marr, Kincardine and Mearns Area Education, Learning & Leisure Office
Queens Road
Stonehaven AB39 2HQ
Tel 01569 766960

A Quality Improvement Officer (QIO) supports each community school network in Aberdeenshire. QIOs have a range of roles and responsibilities that include supporting and monitoring schools’ self-evaluation procedures, performance management and improvement planning. The Children’s Services Agenda is also an area of focus as is the implementation of Additional Support for Learning practices.
QIOs also deal with personnel issues and support schools with policies and practices to ensure the involvement of parents. Further roles include the management of the delivery of education services, financial management and overseeing training and development.

**Sensory Support Service**  
Sensory Support Service Co-ordinator  
Westhill Academy  
Hay’s Way  
Westhill AB32 6XZ  
Tel 01224 744786

The Sensory Support Service for Aberdeenshire is a peripatetic teaching service, consisting of the Visual Impairment Service and the Hearing Impairment Service. Aims of the sensory support service:

- To provide educational support for visually impaired and hearing impaired pupils in pre-school, mainstream and special school settings.
- To ensure that, as far as possible, visually impaired and hearing impaired children receive equality of educational opportunity.
- To enable visually impaired and hearing impaired children to develop their full potential.
- To support inclusion in mainstream education.
- To foster and develop effective partnerships with the children, their parents or carers, school staff and other professionals.

**Working Together to Support Sensory Impairment Guidelines**
Appendix 16 – Health Partners

Child Development Teams
Fraserburgh 01346 585143
Peterhead 01346 585143
Inverurie covers Westhill, Huntly, Ellon 01467 620732
Turriff covers Banff 01888 564125
Stonehaven 01569 792028

Child and Family Mental Health Service
Royal Aberdeen Children’s Hospital 01224 550139
Cornhill Road
Aberdeen AB25 2ZG

The Child and Family Mental Health Service works closely with families and children to provide support when a child or family is experiencing difficulties within the home. Referrals are usually not accepted when the issues are seen as being mainly school-related, although school staff may be consulted regarding school behaviour, or to complete questionnaires. CFMHS provides input to children up to 13 years old. Services include child and adolescent psychiatry including learning disability team, clinical psychology, Lowit Unit day patient service, art therapy and ADHD clinic.

Community paediatricians, GPs, other medical personnel or Social Work Department staff usually are the referring agency.

Department of Community Child Health
Combined Child Health Services 01224 557727
Lower Hospital
Berryden Road
Aberdeen AB25 3HG

This service, previously known as the “School Doctor” service. These community paediatricians are part of community school networks.

The aim of the service is to
- Identify problems at an early stage
- Protect children from avoidable illnesses
- Encourage children to take an interest in their own health
- Promote healthy living at home and in school
- Co-ordinate care, support, and advice for children with all kinds of additional support needs.

Health Visitors
North Banff 01261 812021
Fraserburgh Health Centre 01346 514154
Peterhead Health Centre 01779 482550
Mintlaw Health Centre 01771 623522
<table>
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<th>Contact Information</th>
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<td>Ellon Health Centre</td>
<td>01358 721876</td>
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<td>01779 841208</td>
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<td>Inverurie Health Centre</td>
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<td>Huntly Community Jubilee Hospital</td>
<td>01466 765015</td>
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<td>01888 564113</td>
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<tr>
<td>South</td>
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<td>Inverbervie</td>
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<td>01569 768886</td>
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<tr>
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</table>

**Occupational Therapy**

Occupational Therapy Department
Royal Aberdeen Children's Hospital
Aberdeen
Tel 01224 553933

Raeden Centre
Midstocket Road
Aberdeen
Tel 01224 321361

Kincardine & Deeside
Child Development Team
Kincardine Community Hospital
Stonehaven
Tel 01569 792028

Gordon Child Development Team
5 Constitution Street
Inverurie
Tel 01467 620732

Banff & Buchan
Child Development Team
Hillcrest Health Clinic
Hillcrest
Fraserburgh
Tel 01346 585143

Paediatric occupational therapy offers an assessment, treatment and advisory service to children with significant functional/performance difficulties. Therapists use purposeful activity and play to develop children and young people to their fullest
potential in all aspects of movement, play, self care, social interaction and learning, and work in the most appropriate setting to meet the child’s needs. The service is available from birth to school leaving age with referrals usually made by community paediatricians, GP or other medical professional. Inputs can include:

- promoting upper limb and hand function
- sensory motor development
- developmental play
- perceptual skills
- self care skills
- equipment needs for home and/or school
- activity ideas for home and/or school.

**Physiotherapy**
Combined Child Health
Royal Aberdeen Children’s Hospital
Paediatric Physiotherapy Department
Cornhill Road
Aberdeen AB25 2ZG
Tel 01224 681818

Physiotherapy provides a means by which the pupil with gross motor problems can develop and achieve the appropriate developmental milestones and gain as much independent functional ability as can be achieved. Therapists assess and collaborate with parents, carers and school staff.

Physiotherapists can provide developmental exercise programmes, care plans, advice about appropriate equipment to promote mobility and independence, can make onward referrals to appropriate clinics: eg Orthotics, Orthopaedics.

The service is available from birth to school leaving age with referrals usually made by community paediatricians, GP or other medical professional.

**Raeden Centre**
Midstocket Road
Aberdeen AB15 5PD
Tel 01224 321381

Raeden is a multidisciplinary assessment centre for children under five with challenging additional support needs.

**Rowan Centre**
Maryhill
High Street
Elgin IV30 1AT
Tel 01343 567399
Child and Family Mental Health Services for the Banff and the Huntly areas are based in the Rowan Centre.

**The School Health Team**
Grampian University Hospitals NHS Trust
Department of Community Child Health
Royal Aberdeen Children’s Hospital
Westburn Road
Aberdeen AB25 2ZG
Tel 08454 566000  Fax 01224 557935

The school's community paediatrician and school nurse work together as a school health team in close liaison with teachers and other professionals. They are the professionals to be contacted by schools when there is a concern about a pupil health issue. As a first step school staff would initially raise their concern with parents who may choose to contact their own doctor, or school and parents may jointly refer to the School Health Team.

The School Health Team may have a role at pupil review meetings and should be invited where appropriate.

The School Health Team carry out health programmes throughout a child’s school career.

**Speech and Language Therapy Service**
Principal Banff 01261 812021 ext 9155
Principal Huntly 01466 765013
Principal Stonehaven 01569 792027

North
Banff 01261 812021
Fraserburgh 01346 513151 ext 7175
Peterhead covers Mintlaw 01779 482560

Central
Ellon 01358 721876
Inverurie 01467 620576
Huntly 01466 765013
Turriff 01888 564138

South
Aboyne 01339 886345
Banchory 01330 825117
Inverbervie 01561 361260
Laurencekirk 01561 377410
Portlethen 01224 785408
Stonehaven 01569 792027

Speech and Language therapists assess, diagnose and develop programmes of care to maximise the communication potential and to support people with swallowing, eating and drinking difficulties. Therapists may work both directly and indirectly with people with communication difficulties, involving other significant
others in the delivery of inputs. Therapists also are involved in breaking down communication barriers in the person’s environment.

Children and young people who receive SALT may have:

- eating and swallowing difficulties
- learning difficulties
- Physical disability
- Language delay or disorder with both identified and unidentified aetiology
- Specific difficulties in producing speech sounds
- Hearing impairment
- Cleft palate
- Stammering/dysfluency
- Autism/social interaction difficulties
- Dyslexia/literacy difficulties

**Young People’s Department**
Garden Villa
Royal Cornhill Hospital
Aberdeen AB25 2ZH
Tel 01224 557268

The Young People’s Department is a team of health professionals including psychiatrists, nurse specialists, clinical psychologists, an occupational therapist and a social worker. The team works with children over the age of 13 and the services they provide can include:

- ways of dealing with anxiety
- cognitive behaviour therapy
- interpersonal therapy medication
- family work
Appendix 17 - Social Work Partners

Child and Families Teams

North
Banff 01261 812001
Fraserburgh covers Mintlaw 01346 513281
Peterhead covers Mintlaw 01779 477333

Central
Ellon 01358 720033
Huntly 01466 794488
Inverurie covers Kemnay & Westhill 01467 625555
Turriff 01888 562427

South
Aboyne 01339 887096
Alford 01975 562421
Banchory 01330 824991
Laurencekirk 01561 378333
Portlethen 01224 783880
Stonehaven 01569 768400

Area Social Work Teams deal primarily with the issues and difficulties presented by the most vulnerable children and families within our communities due to unmet needs in the home and/or community. Work with children can include supporting families to improve their parenting skills, working with children affected by parental substance misuse, and protecting children at risk of harm. The service relies heavily on the assessment, planning and service provision skills of all those professionals and agencies involved in a child’s life. The aim of intervention is to impact positively on the child and situation.

For children with disabilities, the social work service has developed integrated teams with colleagues in adult services to promote continuity of service at a time of transition for the young person.

Most children and young people who work with Social Workers are educated in their local school. Referrals to the Children’s Reporter can be made if a child is in need of care and protection when the Panel system will require information relevant to the child’s circumstances from those adults who know the child well. If the Children’s Panel places a child under a Supervision Requirement, they are then “Looked After Children”. This can involve the child or young person remaining in the care if their parent(s) or being accommodated by the Local Authority. In either case the authority has a duty to work within an agreed care plan to ensure that the child’s needs – however complex – are met. Children placed on the Child Protection Register will also have a Protection Plan which will outline the services required to help ensure that a child is safe within their home. For children either Looked After or on the Child Protection Register, their care/protection plans will be known to the key agencies and professionals in their lives with a named Social Worker co-ordinating and monitoring the plans.

For children who are looked after, either at home or accommodated, their wider circumstances can have an adverse impact on their educational performance. This is also true for all children experiencing difficulties within their lives. Social Workers
therefore work in partnership with school staff and other agencies to provide collaborative assessment and intervention.

**Child Protection Reviews**
North Banff 01261 813458
Central Inverurie covers South 01467 625555

[www.nescpc.org.uk](http://www.nescpc.org.uk)
*Protecting Children in Aberdeenshire*

**Children with Learning Disabilities Integrated Team**
North Banff 01261 818097
Fraserburgh 01346 510445
Peterhead 01779 490904
Central & Children with disabilities needs are the 01467 625555
South responsibility of Child & Families Team 01569 768400

**Children's Homes**
North Fraserburgh - Scalloway Park 01346 516608
Peterhead - Fernbank 01779 476304
Central Inverurie - Cobblehaugh 01467 621233

**Community School Networks Social Workers**
North Banff 01261 815980
Fraserburgh 01346 515771
Peterhead 01779 477631
Central Meldrum 01651 871304
Turriff 01888 562427
South Portlethen 01224 783916

**Family Centres**
North Banff 01261 818227
Fraserburgh 01346 515187
Peterhead 01779 473368

Family centres support children and families at risk or in need of additional help with services which can include:

- Play schemes
- Practical advice
- Home management skills
- Parenting groups
- Individual work
Looked After Children Team Managers
North Banff 01467 621233
Central Inverurie 01467 625555
South Stonehaven 01569 763800

Sure Start
North Banff 01261 813180
Fraserburgh 01346 515187
Peterhead 01779 473368
Central Buchan CEC 01771622254
Ellon 01358 727910
Inverurie 01467 672047
Turriff 01888 562562
Westhill 01224 740089
South Alford 01975 563651
Banchory 01330 825966
Stonehaven 01569 768400

Sure Start provides advice and support for families with children aged up to three to promote a positive start in the lives of very young children. Services aim to improve children’s social and emotional development, improving children’s health, improving their ability to learn and strengthening families and community. The team comprises social workers and in some areas, health visitors, speech and language therapists and community learning workers.

Youth Strategy
The Youth Strategy/Justice team provides intensive issue based individual and group work to children and young people aged 8 to early 20's.

North Fraserburgh 01346 513281
Central Turriff 01888 562427
Appendix 18 - Partnership with Other Agencies

Aberdeen Child Care Partnership
Crichie Bank Business Centre
Mill Road
Port Elphinstone
Inverurie AB 51 5NQ
01467 894020
childcare@aberdeenshire.gov.uk

Aberdeen Childcare Partnership aims to:

- Ensure services are responsive to and targeted on the needs of children and their families
- Support children in their own communities in collaboration with the wishes of their parents
- Build a close relationship between Education and Childcare Services
- Provide affordable good quality childcare all year round.

Childcare work in partnership with private and voluntary sectors to:

- Create new childcare provision
- Expand existing childcare provision
- Promote childcare training

Barnardos
The Barnardo’s partnership approach is about accessing the appropriate resources and skills required to deliver services to improve the lives of vulnerable children and young people. The following Barnardo’s services are available to Aberdeen:

Linksfield
20 Carden Place
Aberdeen AB10 1UQ 01224 624090

Linksfield Residential
165 Linksfield Road
Aberdeen AB24 5RE 01224 637075

Supports young people aged 9-14 (at time of referral) displaying challenging behaviour and their families in Aberdeen and Aberdeenshire, offering family support, a small residential unit, education and volunteer befriending and support.

16+ Aberdeenshire
64 Queen Street
Peterhead AB42 1TT 01779 481467

Aberdeen Educational Psychology Service Updated August 2009
Provides accommodation and support for young people aged 15 years and over who are homeless or who are leaving the care of the local authority.

16+ Aberdeenshire – Going Solo
17C St Andrews Street
Peterhead AB42 1DS 01779 479170

Provides intensive 24-hour housing support to young people aged 16-21 as part of a move towards more independent living.

BAYI (Barnardo’s Aberdeenshire Youth Initiative)
64 Queen Street
Peterhead AB42 1TT 01779 481467

Offers young people aged 12-16 years programmes to reduce drug misuse. Individual work, group work, school-based group work and family support.

**Careers Scotland**
[www.careers-scotland.org.uk](http://www.careers-scotland.org.uk)

<table>
<thead>
<tr>
<th>North Aberdeenshire Care Scotland</th>
<th>Central Aberdeenshire Careers Scotland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers Scotland 9 Marischal Street Peterhead AB42 1PL</td>
<td>Careers Scotland Unit 6 Garioch Centre Constitution Street Inverurie AB51 4UY</td>
</tr>
<tr>
<td>Tel 01779 475923</td>
<td>Tel 01467 623623</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>South Aberdeenshire Careers Scotland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers Scotland 377 Union Street Aberdeen AB11 6BT</td>
</tr>
<tr>
<td>Tel 01224 285200</td>
</tr>
</tbody>
</table>

Careers Scotland offers a range of guidance, information and support services to all pupils in secondary establishments. Careers Scotland offers 3 levels of support from the provision of information services accessed by the individual to substantial support helping an individual make a successful transition into employment, training or education.

Careers Scotland may be involved in collaborative planning for pupils with additional support needs providing input regarding transition planning from school to appropriate post-school opportunities.
CHILDREN 1ST supports families under stress, protects children from harm and neglect, helps them recover from abuse and promotes children’s rights and interests. Services provided include:

Corrieneuchin offers a therapeutic service to children and young people who have been physically, sexually or emotionally abused and neglected. Support is also offered to parents and carers.

Family Group Conferencing: joint family and helping agencies meetings called when there are concerns for children and young people. The aim is to provide opportunities for all family members to contribute and for their views to shape the decisions which are reached to ensure the children’s welfare.

Fraserburgh Families is a service for families who have children aged 5 or under and/or who are expecting a baby, whose lives are affected by drugs or alcohol. This service is based in Fraserburgh.

Parenting Co-ordinator is employed by CHILDREN 1ST to provide information on the types of support available to parents living in Fraserburgh and the surrounding area.

Independent Mediation (Additional Support for Learning Act). Mediation services as required under the Act are provided by Children 1ST.

Children's Hearing System
Scottish Children’s Reporting Authority
Aberdeenshire Authority Team
The Exchange No.2
62 – 104 Market Street
Aberdeen AB11 5PJ
Tel 01224 565150

www.childrens-hearings.org.uk

The Scottish Children’s Hearing system administrates care and justice for children and young people to the age of 16 years. The key principles are that:

- interests of the child are paramount and views are taken into account
- children who have offended and children in need of care and protection are dealt with in the same system
- children and parents are involved in the process
- interagency co-operation and partnership
- intervention only when legally justified, necessary and to required level
The system supports children who may have committed an offence, failed to attend school or who may have been harmed in some way. Usually referrers are the police, social workers or school staff. When responding to a referral, the reporter seeks information from various sources and can decide to: take no further action; refer the young person to the local authority for advice, guidance and assistance; or refer the young person to a children's hearing. The children’s panel, after considering the information and discussing the situation with all who attend, decides whether a young person is in need of compulsory measures of supervision.

**Further Education and Higher Education**

Student Development Centre Manager
Aberdeen College
Further Education Centre
Gallowgate
Aberdeen AB25 1BN
Tel 01224 612142

Manager for Learning Development
Banff and Buchan College
Henderson Road
Fraserburgh AB43 9GA
Tel 01346 586100

Student Disability Tutor
University of Aberdeen
Regent Walk
Aberdeen AB24 3FX
Tel 01224 272000

Student Disability Tutor
Robert Gordon University
Garthdee Campus
Garthdee Road
Aberdeen AB10 7FY
Tel 01224 262000

Secondary schools provide information about Higher and Further Education courses available locally and nationally. All pupils are eligible to apply for mainstream courses and information is provided by individual establishments about the support available for young people with additional support needs. Some colleges also have specific courses for young people with additional support needs.
**Police Liaison**
Grampian Police
Education Liaison Unit
Silverburn Crescent
Bridge of Don
Aberdeen AB23 8EW
Tel 01224 709995

Grampian Police Education Liaison Unit developed the Police Box-Learning for Life resource. This covers educational life skills over 7 areas: bullying, citizenship/law and order, safety, vandalism and drug sense.

12 school liaison officers, who are available to cover all educational establishments in Moray, Aberdeenshire and Aberdeen, support the delivery of the Police Box resource. This can involve:

- providing parents with information eg Staff Parent Association meetings
- staff development
- working with groups of children both in and out of school
- identifying other agencies with relevant expertise
Appendix 19 – In-service Resources

The in-service resources held by the Educational Psychology Service include, but are not restricted to those listed below. An updated database of professional development and INSET resources is currently under construction (November 2006).

<table>
<thead>
<tr>
<th>Title</th>
<th>Content/ Target group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Deficit Hyperactivity Disorder</td>
<td>General information and ADHD management strategies</td>
</tr>
<tr>
<td>Supporting Independent Working Skills</td>
<td>Useful prompts for ASN Auxiliaries</td>
</tr>
<tr>
<td>Managing Challenging Behaviour</td>
<td>Guidelines for Teachers avoiding confrontation</td>
</tr>
<tr>
<td>Helping Children with Difficulties in Attention and Concentration in the Classroom</td>
<td>General information and management strategies</td>
</tr>
<tr>
<td>Organisational / Motor Learning Difficulties</td>
<td>General information and management strategies</td>
</tr>
<tr>
<td>Management of Challenging Behaviour at Home</td>
<td>General information and management strategies for parents</td>
</tr>
<tr>
<td>Circles of Friends</td>
<td>General information and management strategies</td>
</tr>
<tr>
<td>School Refusal</td>
<td>General information and management strategies</td>
</tr>
<tr>
<td>Autistic Spectrum Disorders</td>
<td>General information and management strategies</td>
</tr>
<tr>
<td>Promoting Positive Behaviour in the Classroom</td>
<td>General information and management strategies</td>
</tr>
<tr>
<td>Going to school</td>
<td>General information and management strategies</td>
</tr>
<tr>
<td>Enhancing Self-Esteem</td>
<td>General information and management strategies</td>
</tr>
<tr>
<td>Aspects of 5-14 curriculum addressed</td>
<td>Teachers</td>
</tr>
<tr>
<td>Through Circle Time</td>
<td>Circle Time activities</td>
</tr>
<tr>
<td>Working with Children with Social Communication Difficulties</td>
<td>General information and management strategies</td>
</tr>
<tr>
<td>Social and Communication Difficulties</td>
<td>General information and management strategies</td>
</tr>
<tr>
<td>Divorce and Separation – effects on children</td>
<td>General information and management strategies</td>
</tr>
<tr>
<td>Children who are reluctant to speak</td>
<td>Do’s and Don’t’s for teachers and parents</td>
</tr>
<tr>
<td>Reaching out to parents</td>
<td>Building relationships with families Schools find harder to reach</td>
</tr>
</tbody>
</table>
Appendix 20 - Working Patterns

Aberdeenshire Council Policy: Flexible Working Hours

Scope
All categories of Chief Officer/and former APT & C Staff will normally participate in the scheme unless specifically exempted by the Director of the Service for operational reasons and following consultation with the Trade Unions.

Operation of Scheme
Access to and operation of the scheme is at the discretion of Management. For example, participation in the scheme may be denied or limited for reasons of effective service delivery or the safety and security of employees.
At all times offices operating this Policy will remain open to the public from 09.00 – 17.00 and will be adequately staffed between these times.
In order to ensure effective delivery of services management may require staff to work at specific times within the standard daily hours (7 hours).

Time Recording
Each employee will record all periods of attendance at work and all absences. This will be done either by using the relevant equipment, where installed, or by manual entry if not. Periods such as holidays and sickness that cannot be registered by the time recording equipment should also be recorded manually. The same applies to all-day or part-day working absence from the office when leaving or finishing from home.

When working away from the office the times of lunch are the times of leaving and returning to the job. No one may take less than half an hour.

Time Credit/Debit
The difference from standard hours carried forward may not be more than plus 20 hours or minus 10 hours. Only in a few exceptional cases, and only with the approval of the Director may a larger debit or credit be accumulated. This should in all cases be cleared by the end of the following period.

Overtime Working
Overtime working must be authorised in advance. Overtime rates will only be applicable before 9.00 am and after 5.00 pm. No work will be paid at overtime rates unless a 35 hour week has been worked.

Overtime rates should not be paid after 5.00 pm even though a 7 hour day has been worked unless the overtime is to extend beyond the permitted working hours ie 6.30 pm and has been authorised. Likewise, overtime rates should not be paid before 9.00 am even though a 7 hour day has been worked unless the overtime commences before the permitted working hours ie 7.30 am and has been authorised.

Abuse of the Scheme
The flexible working hours scheme relies heavily on the trust and co-operation of all employees. Any abuse of the scheme will be regarded in a most serious light and
the offending employee will be dealt with in accordance with the Disciplinary Procedure.

**Flexi-Leave**
Staff may request paid leave of absence, including core time, on the following conditions:-

(a) such leave of absence will not exceed 2 half days, or one full day in any 4 week period, ie a maximum of 13 days per year.
(b) a time credit of at least half of the normal working hours in any one day eg 3 hours 38 minutes must apply at the date when leave of absence is granted.
(c) at least 3 working days notice of request must be given to the Director/Head of Service or his/her nominated representative before the day of absence, and their agreement must be obtained. Failure to comply with these conditions may result in the withdrawal of the facility from the individual concerned.
(d) no credit will be granted for any period of flexi leave.

**Definitions**

**Permitted Working Hours**
The permitted working hours are from 07.30 until 18.30.

**Core Time**
Core time comprises the time which all staff must work.

**Flexible Working Hours**
Within the permitted working hours (but outwith core time) an employee has the flexibility to determine the start and finish of his or her working hours, subject to management approval.

**Group or Team, Flexible Working Hours**
Within the permitted working hours, but outwith core time, if employees are required to work as a group or a team, they may, in consultation with the group or team, fix the start and finish of the group or teams work, subject to this complying with the flow of work in the Service.

**Standard Hours**
These are the hours which should be achieved in each 4 week accounting period – eg 140 hours for full time employees.

**Accounting Period**
An accounting period is 4 weeks.

**Time Credit/Time Debits**
Any time debit or credit is calculated at the end of the accounting period by comparing the actual hours of attendance with the standard hours. A time credit of not more than 20 hours or debit of not more than 10 hours may be carried forward to the following period. Anyone who consistently has a time debit greater than the permissible limit may be dealt with in accordance with the Councils Disciplinary Procedure.
Time Recording Equipment
This equipment registers the times of starting and stopping work and is to be used in those establishments where it is available.

Daily Working Hours
Flexible start of work between 07.30 and 10.00
Flexible lunch time between 12.00 and 14.00
Flexible finish of work between 16.00 and 18.30
Core time 10.00-12.00 and 14.00-16.00
Permitted working hours 07.30 – 18.30
Standard daily hours 7 hours
Half day 3 hours 30 minutes
Notional lunch hour 12.30 – 13.30
Notional daily hours 09.00 – 17.00

Annual leave sheets should be kept for each member of staff.