

Report

Report to:	Education Resources Committee
Date of Meeting:	7 May 2019
Report by:	Executive Director (Education Resources)

Subject:	Psychological Service - Supporting Children and Families
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the contribution of the Psychological Service to the agenda for improvement in the mental health and wellbeing of children and young people.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the work of the Psychological Service in supporting, through early intervention, the health and wellbeing of young people be noted.

3. Background

3.1. The purpose of this report is to provide an update on the range of approaches and resources developed by the Psychological Service which supports prevention and early intervention in the mental health and wellbeing of children and young people.

3.2. There is an emerging and strong evidence base in supporting mental health improvements in children and young people and on the important role that educational psychologists play in this regard.

3.3. The Psychological Service in South Lanarkshire Council has adopted an ecological and positive psychology approach which emphasises the need for children and young people to experience education as a secure base and safe haven. The Education Resources Committee on 27 November 2018, approved the Attachment Strategy which sets out a clear and consistent approach for all schools and establishments, to provide a caring and safe haven for all learners. Improving the wellbeing of children and young people is a priority for Education Resources and the Psychological Service is at the forefront of this through facilitating change at an individual and systems level and by taking into account the impact of poverty on health and wellbeing.

3.4. The core functions of the Psychological Service focus on:-

- consultation and assessment
- intervention
- research and development

This focus has enabled Psychological Services to deliver staged intervention and focused outcomes for children and young people.

The SEED Review of provision of Educational Psychology Services in Scotland 2002, highlighted that prevention and early intervention should be on support for:-

- ◆ individual child and family
- ◆ school/establishment
- ◆ local authority partners
- ◆ national

3.5. As practitioner-researchers, the Service has been in a key position to support data collection and analysis which is needed to have a clear view of current needs of children and young people. The Service has also given advice on the quality of evidence that underpins school-based mental health and wellbeing interventions and practices. The Service currently leads the Education Resources Mental Health Governance Group, as well as being available to individual schools with advice on the SAC and PEF spending on mental health programmes.

3.6. Through the development of evidence based programmes, the Service has aimed to collaborate with local authority partners to achieve a balance of universal and targeted approaches. Sustainable and inclusive interventions and training have been delivered by the Service aimed at embedding attachment informed practice and promoting resilience. These support good mental health and respond effectively to mental ill-health.

3.7. A wide range of programmes have been developed and are used across South Lanarkshire, including:-

- ◆ Framework of Assessment and Intervention for Resilience (FAIR) (for 9-15 year olds)
- ◆ Post School FAIR (for 16 years plus)
- ◆ Early Years Framework of Assessment and Intervention for Attachment and Resilience (FAIAR) (for supporting parents and carers)
- ◆ A-Z of Attachment and Resilience (two versions, early years and 7 years plus)
- ◆ Lessons for Living: Think Well, Do Well (Cognitive Behavioural Therapy (CBT) informed programme for P5/6 upwards)
- ◆ Beating Exam Stress (BEST)
- ◆ Give us a break! (9 years plus)

3.8. The service has produced a wide range of information leaflets for parents and young people e.g. on promoting good sleep patterns and on family break up and divorce and on trauma.

3.9. Using research skills, research has been undertaken in complex real life settings to evaluate the content, process and impact of approaches in Education. As mentioned in paragraph 3.3, this research has influenced the development of an Education Resources' Attachment Strategy which is being taken forward by the Attachment Strategy Implementation Group, chaired by the Psychological Service.

4. Impact and Benefits

4.1. The impact and benefits which have been identified to date are as follows:-

- ◆ evidenced based intervention programmes support children and young people to learn how to regulate their feelings and emotions

- ♦ training, coaching and mentoring upskill and build the capacity of the Education workforce, as well as parents, carers and partner agencies, to support the wellbeing of children and young people
- ♦ consultation and advice from the Service contributes to the development of effective systems and multi-agency pathways. These systems co-ordinate support for children and young people's mental health and wellbeing by promoting best practice in the GIRFEC model

4.2. The Psychological Service will continue to focus on meeting the needs of children and young people through staged early intervention and in responding on a needs basis to individual traumatic experiences.

5. Employee Implications

5.1. The management team in Psychological Service continues to oversee the impact of the consultation, advice, programmes and approaches provided by the Service and explore ongoing improvements.

6. Financial Implications

6.1. There are no financial implications arising from the recommendations in this report.

7. Other Implications

7.1. There are no implications for sustainability or risk in terms of the information contained in this report.

8. Equality Impact Assessment and Consultation Arrangements

8.1. An equality impact assessment has been undertaken for the programmes mentioned and there is no noted adverse impact on any of the equality groups.

8.2. Consultation and engagement continues to take part with schools, establishments, services and multi-agency partners as well as children, young people and families.

Tony McDaid
Executive Director (Education Resources)

17 April 2019

Link(s) to Council Values/Ambitions/Objectives

- ♦ Improve achievement, raise educational attainment and support lifelong learning
- ♦ Support our communities by tackling disadvantage and deprivation and supporting aspiration

Previous References

None

List of Background Papers

- ♦ Attachment Strategy

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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