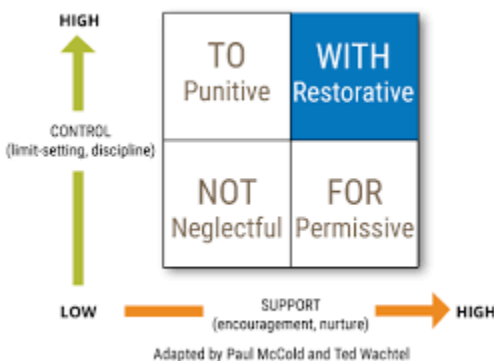


This offer is designed to be flexible and responsive to need, taking into account national and local drivers, including the MHWP strategy, the Tackling Child Poverty Plan, and NAC's Children's Services Plan.

The Educational Psychology Service aims to work with partners to deliver relevant professional learning, specific to the current context and needs of staff. Our role is to help establishments assess current needs and identify wider themes to support children and young people. This should fit with Establishment Improvement Plan priorities. Bespoke professional learning can be negotiated.

If you are interested in any of the professional learning opportunities below, please contact your link Educational Psychologist.

PROMOTING POSITIVE RELATIONSHIPS	DESCRIPTOR
NURTURE AND TRAUMA-INFORMED APPROACHES 	Tailored to meet the needs of your team with the fundamental principles of nurture at the centre of all discussion and approaches. Themes for exploration within this framework may include: coaching conversations on PACE, de-escalation, emotion coaching, New Perspectives on Change and Loss, Compassionate and Connected Community. In addition, we can support establishments with robust evaluation of progress using the Applied Nurture Framework.
RESTORATIVE APPROACHES 	Aims to build on knowledge and skills in relation to Restorative Approaches. The session is a half-day or a two-part after hours collegiate, focusing on using Restorative, PACE-ful and solution-oriented language with children and young people with the aim of lessening the need for more formal meetings. The session can be adapted to meet the needs of staff in your context.
BUILDING POSITIVE RELATIONSHIPS	A targeted approach for supporting distressed learners, where it feels like previous approaches have not successfully met their needs. Builds on existing relational and nurturing approaches and based on



the principles of Non-Violent Resistance (NVR), originally designed as an approach to support families.

Techniques include relational gestures, de-escalation, prioritising target behaviours, re-establishing adult presence. A 10-week parent programme can also be delivered to parents/carers.

LEARNING, TEACHING & ASSESSMENT

DESCRIPTOR

SUPPORTING NEURODIVERGENT LEARNERS



Modules that support education staff to differentiate physical and social environments, structures and routines that support neurodivergent learners. The professional learning could include coaching conversations on any of the following:

Module 1: Introduction to modules, policy and legislation.

Module 2: Language and communication.

Module 3: Supporting social and emotional needs.

Module 4: Cognition

Module 5: Environmental and sensory

Module 6: Mobility

Module 7: Anxiety

Module 8: Effective and inclusive learning and teaching approaches

See NACEPS website for further details.

[North Ayrshire Educational Psychological Service – Neurodiversity \(northayr-edpsychs.co.uk\)](http://NorthAyrshireEducationalPsychologicalService-Neurodiversity(northayr-edpsychs.co.uk))

CIRCLE INCLUSION RESOURCE: early years, primary & secondary



Working with establishments to look at the CIRCLE Inclusion Resource, in a systematic way. Aim is to differentiate physical and social environments, structures and routines so that the needs of all learners are supported.

SUPPORTING DYSCALCULIA AND NUMERACY NEEDS

A series of four separate but interrelated modules that support the roll out of the new North Ayrshire policy and guidance on the assessment of a specific numeracy need (commonly



referred to as Dyscalculia). The modules have also been designed to support the newly launched 2022 Scottish Working Definition for Dyscalculia and accompanying information and resources.

Module 1a: What is a Specific Numeracy Difficulty / Need (Dyscalculia)?

Module 1b: What is Maths Anxiety?

Module 2: The North Ayrshire Policy on the Assessment of a Specific Numeracy Need

Module 3: Supporting Learners with a Specific Numeracy Difficulty / Need (Dyscalculia)

See NACEPS website for further details.

APPROACHES TO SUPPORT LEARNING AND TEACHING



Specific teaching approaches to support learning and teaching, for example supporting practitioners to develop a deeper understanding of the key conditions and adult role for developing **metacognition** (methods used to help learners understand how they learn).

Other areas in which EPS can offer specific training and support include:

- Lego-Based Approaches
- Be Amasin' (a guide to supporting anxiety-based issues in schools)
- Staff Wellbeing

The Educational Psychology Service have developed a process that will allow us to support you to identify and meet your professional learning priorities. This process supports the model of implementation recommended by the Psychological Service, Education Scotland, EEF and Scottish Government (see North Ayrshire's Effective Implementation Toolkit for schools and practitioners and one page Implementation Visual for further guidance, [North Ayrshire Educational Psychological Service \(northayr-edpsychs.co.uk\)](http://northayr-edpsychs.co.uk)). This document includes a number of exemplars and additional resources which establishments may find useful to support readiness.

For 2022/23 professional learning and development work can include a number of options including: support to explore and analyse establishment needs e.g. working through the Applied Nurture Framework (Education Scotland, n.d.); coaching conversations; support for independent learning e.g. discussion around Neurodiversity modules; one off awareness raising sessions or a series of professional learning sessions delivered either virtually or face-to-face.

In terms of the process, the following steps are recommended:

- Establishment staff meet to discuss their key priorities in terms of School improvement plans, school information and data, pupil needs, etc.
- Establishment staff review the professional learning offers available and discuss what might be helpful in terms of their priorities
- Establishment staff explore what has already been taken forward in this area and where specific gaps may lie
- A collaborative conversation is arranged with the link Educational Psychologist for that establishment or other relevant professional to discuss how this priority might be supported going forward. Note. This could be carried out during Service Level Agreement discussions.

Below is a six-question framework that can be used to support decision making around any priorities to be taken forward. (This is linked to Appendix 4 from the North Ayrshire's Effective Implementation Toolkit for schools and practitioners and there is also a worked example / exemplar contained in Appendix 5).

This should be undertaken as part of the collaborative conversation.

Name of establishment: _____ Date of discussion: _____

Discussion participants: _____

Six Question framework

1. What is the issue / issues you are trying to solve?		
2. Who is your target population? (For example, children and young people, staff etc.)		
3. What do we think can make a difference/support in this area? What do we already know (from research, from other schools/sources, word of mouth)?		
4. What are the expected outcomes? (How will we know we have made a difference?) Are there any barriers or readiness factors we need to consider at this stage?		
5. What will we do, who will do it, and when?		
Agreed next steps:	Timescale:	To be taken forward by:
6. What will we measure, who will do it, and when?		
Agreed next steps:	Timescale:	To be taken forward by: