

Request for Involvement

Following the staged approach (overleaf), requests for involvement typically come through the Child's Plan. We can provide informal consultation at stage 2 of the Highland Practice model. However, more direct involvement is negotiated with the Educational Psychologist in a Solution Focused Meeting or Child's Plan Meeting at stage 3.

Ethics

Educational Psychologists are registered with the Health and Care Professionals Council and are guided by the British Psychological Society's Code of Ethics and Conduct.

Informed Consent

Informed consent from someone with parental rights for the child or young person must be obtained before any direct involvement by the Psychological Services can occur. We require a written record of the informed parental consent, for example, within minutes from a Solution Focused Meeting or a Child's Plan where a request for involvement by the Psychological Service has been discussed. Educational psychologists conducting research will seek informed consent from professionals, parents, carers and/or children and young people for any data collection.

Contact Details

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Highland Council
Psychological Service

Information for Professionals

The Highland Council Psychological Service is solution focused and works for positive change. We strive to form attuned relationships with others through collaborative and inclusive working. We are child-centered and seek to be evidence-based, reflective practitioners with a commitment to ongoing innovative practice.

Highland Council Psychological Service



Who are we?

Educational Psychologists have extensive training and experience working with children and young people. We apply psychology and research to understand behaviour, feelings, thinking and relationships. This occurs at the individual (child & family) and systemic (Local Authority and school) level. Educational Psychologists have 5 core functions: consultation, assessment, intervention, training, and research.

Consultation

Individual level—The Psychological Service works collaboratively to identify needs and how best to meet them, using a solution focused approach within the staged intervention process.

Systemic level—we work alongside schools to support the implementation of their improvement plans, and explore the development of systems and evaluation processes.

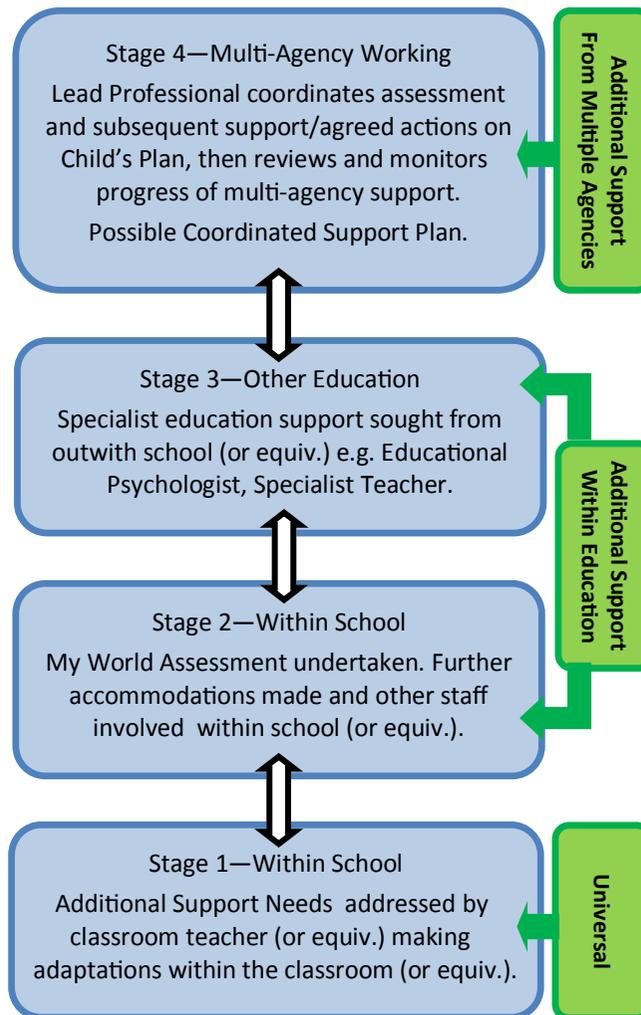
Assessment & Intervention

Assessment and intervention is a collaborative process and a range of assessment approaches or tools may be adopted to gather information from a variety of sources. The choice of intervention is informed by the assessment process.

Individual level—our role will be flexible to ensure the unique needs of the individual and situation are met.

Systemic level— Our role also allows us to identify and share good practice across Highland schools, and to identify needs within individual educational provisions and across associated school groups.

The Highland Practice Model Staged Approach



Training

Drawing from psychological theory we deliver training on a range of topics including; Resilient Kids, Improving Literacy with Parental Involvement, and Ways to Wellbeing.

Individual level—we deliver targeted training to meet the needs of specific pupils.

Systemic level—we offer a variety of training opportunities to build capacity, knowledge and skills of those working to support children and young people.

Research

We engage in research in two ways. Firstly, our practice is informed by current research. Secondly, we undertake research to evaluate educational practice and contribute to the development of Local Authority policy.

Individual & systemic level—we draw on research to deliver evidence-based practice in all aspects of our role.