



**HIGHLAND COUNCIL PSYCHOLOGICAL
SERVICE INVOLVEMENT WITH
CARE EXPERIENCED YOUNG PEOPLE
AT HOME, AWAY FROM HOME,
IN KINSHIP CARE
OR IN OUT-OF-AREA
AUTHORITY PLACEMENTS**

The Highland Council Psychological Service

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Highland Council Psychological Service involvement with
care experienced young people at home, away from home, in
kinship care or in out-of-area authority placements

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1. Introduction - education of care experienced young people

Every child has a right to education. The United Nations Convention on the Rights of Children (UNCRC) recognises the right to inclusive education for all persons, including those with disabilities. Inclusive education is essential for ensuring that all learners have access to a quality, equal education. Inclusive education aims to achieve excellence and equity for all learners by ensuring the full presence and participation of all learners in the curriculum and the wider community, enabling the highest achievements and attainment, and promoting a sense of belonging. These principles should be at the forefront of our minds when planning and providing education for our care experienced young people.

'Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to achieve to their fullest potential is the cornerstone to achieve equity and excellence in education for all of our children and young people' The Scottish Government (2019) vision for inclusive education in Scotland.

'In Scotland inclusive learning takes place when local schools and communities create a learning environment designed to meet the needs of all learners. In inclusive environments the needs of diverse learners are provided through personalised learning and support that takes account of individual needs, choices and circumstances while relentlessly reinforcing high expectations. Effective individualised support is provided in environments that ensure all our children and young people become successful learners, responsible citizens, effective contributors and confident individuals.' Education Scotland (2017)

Research data continues to show that educational outcomes for care experienced young people are lower than their non-care experienced peers – please see sources list at the end of this policy document including Scottish Government published statistics on education outcomes for looked after children, leaver destinations, access to higher education, and social work data. Scottish Government data indicates that educational outcomes for looked after children showed some steady improvement over the last decade in terms of positive destinations as well as attainment. However, there are still large gaps compared with all pupils.

[Scottish Government - Education Outcomes for Looked After Children 2020-2021](#)
[Scottish Government - Education Outcomes for Looked After Children 2022-2023](#)

The Scottish Funding Council (2020) report presented data on widening access targets and on Scottish-domiciled entrants to higher and further education in Scotland by socio-economic deprivation, gender, ethnicity, disability, care experience and age.

Extensive health data shows a wide variety of health outcomes for school leavers linked to educational attainment, including mental health and suicide

rates (e.g. British Medical Journal 2017). Higher mental health admissions are related to lower educational achievement. Educational outcomes for looked after children at home are a little better than for looked after children away from home. Links between characteristics that lead to poor educational attainment are particularly important as the combinations make it even more difficult for care experienced young people to make academic gains when they have two or more of these characteristics – hence the need for targeting support.

Clear council policies and procedures are required underpinning best practice which is consistent across Highland, at strategic and operational levels, and with area accountability. As corporate parents we support children and young people to remain at home and school. We are committed to holding onto our own children in their local communities and schools providing consistent places for them. The principle of a child being educated as part of their own community is central. We aim to support all children and young people in their communities.

Overarching key principles for the education of care experienced young people:

The following key principles apply to all who work to support our care experienced young people:

- Shared responsibility and ownership.
- High ambitions for the education of our care experienced young people.
- Building relationships, making connections – ensuring continuity of key people.
- Being person centred, keeping the child at the centre of all planning and decision making.
- Timely communication and planning with family and partners.
- Clear protocols for transition processes, clarifying targets and identifying clear roles regarding who's doing what to support children.
- Supportive multi-agency working and joint planning towards shared aims.
- People skills including good leadership, willingness, tenacity, and commitment.
- Tailored individual packages – aiming to replicate resources and supports that have worked in the past.
- Thinking flexibly and creatively in relation to each child's unique situation, in terms of what's required.
- Minimum steps that should be followed, if the situation demands urgent action.

Additional principles apply in relation to key performance indicators:

- Attainment – having high aspirations of achievement and attainment for our care experienced young people.

- Attendance – alerting the Practice Lead for Schools when school attendance falls below 80%. This is good practice with any young person. The Lead Professional should call a joint education and care meeting when school attendance falls below 80% for any care experienced young people, to look for solutions to improve this and to help ensure they are not at a disadvantage in relation to their peers in terms of accessing subject choices.
- Exclusion – when school exclusion is being considered for a care experienced young person, their Lead Professional must be contacted by phone/email (as detailed in the Highland Council exclusion policy).

2. The Promise

(This section was written in collaboration with Highland Council Promise Programme Manager)

Following the [Independent Care Review](#) the Scottish Government made commitments in [The Promise](#) which sets out national foundations for every child in Scotland to grow up “loved, safe and respected, with opportunities to realise their full potential”. A shorter [Pinky Promise](#) is available for children and young people and there is also a [Promise Facebook](#) page with more up to date information and progress.

The Promise has five ‘Foundations’:

1. Voice

- ‘When children speak, adults must really listen to them.
- Adults must make sure that children are included in decisions about their lives.’

2. Family

- ‘If children are living with their family and are safe and feel loved, they should stay there.
- Their family should be given all the help they need to stay together.
- If they need extra help when things get difficult, they should get it.’

3. Care

- ‘If children cannot stay with the adults in their family, they will stay with their brothers and sisters.
- The home they live in together will be a place where they feel safe and loved.
- It should be their home for as long as they want and need it to be.’

4. People

- Relationships are important.
- Adults must make sure children are able to stay close to the people they want to and keep in contact with them.
- Adults must also help children make new relationships as they grow up.

- Sometimes adults need some help too. The adults who are close to children must get the help they need to make sure they can do their best for children.'

5. Scaffolding

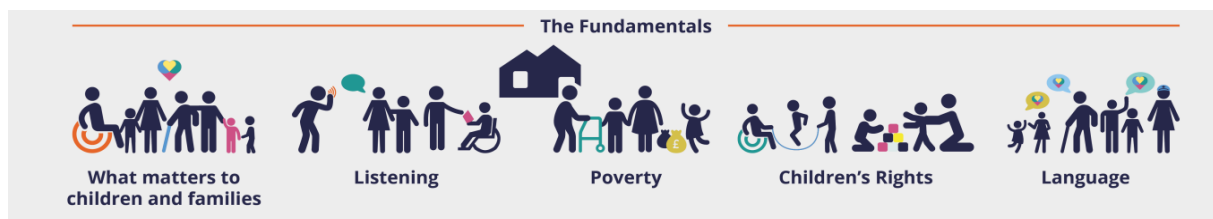
- 'Help and support must be there for children and families whenever they need it.
- It must also be there for the adults who are close to children and families.
- It is important everyone knows where to go for help and that it is ready when it is asked for.'

In addition, The Promise makes the following commitments, that Scotland must ensure:

- 'Children's rights are met - Children have legal rights and entitlements. It is up to the people who look after children to know about these rights and entitlements and to make sure they happen.
- Children do not move home lots of times: The Care Review has heard from lots of children that they have moved about a lot. That has to stop.
- Scotland needs to stop using the word 'respite'.
- Scotland must work hard to stop restraint happening.
- The formal and informal exclusion of care experienced children from school must end.'

The Promise further highlights that all children should be loved - 'wherever children live, in kinship families, foster families, adoptive families, residential care or secure care, they should feel loved and cared for.'

Of central importance are also the five 'Fundamentals' of the Promise – what matters most in terms of matching our service delivery to meet children's and families' needs.



'Keeping The Promise' - a commitment had been made across Scotland and Highland to ensure The Promise is at the heart of service delivery and development. The Promise was published in February 2020 and since its publication we have [Plan 21 - 24](#) and [What must change](#) , as well as the Scottish Government's [Keeping The Promise Implementation Plan](#) 2022. The Promise Scotland continues to provide updates regarding the national picture which can be accessed on their website [About the Promise](#).

Most recently the Scottish Government published their updated 'Keeping The Promise' Implementation Plan in September 2024 - [Keeping The Promise to our children, young people and families: progress update 2024](#).

Within Highland, there are a number of key developments:



Promoting Highland's vision of The Promise – through a series of multiagency forums and joint awareness raising sessions, including a 2024-2025 calendar of Raising Awareness of the Promise sessions for staff, including schools.



Changing the language of care

In recognition of the emphasis The Promise places on the language of care, collaborative spaces and workstreams across services and partnerships and those with lived experience within Highland recognise the need to work together to develop a shared language of care that does not stigmatise. For an example of how professionals can change their language of care see: [Shared Language of Care](#). Language is a reflection of the underpinning value base of those who care for our children, and workstreams to address this improvement priority must recognise the importance of a trauma informed workforce too.

A short multiagency [Highland Language Guide](#) has been created and can be accessed on Traineasy.

The [Each and Every Child - Toolkit](#) includes information on 'framing'.

Write Right About Me (from Aberdeen) gives practice guidance of the use of written language in reports [Write Right About Me: Aberdeen's multi-agency records improvement work](#).



Promoting and developing a 'trauma informed workforce' within Highland Council

Plan 21 – 24 details 'supporting the workforce' as one of its key priorities. The Promise emphasises our workforce needs support, time and care to develop and maintain relationships. Children experience the 'care system' through their relationship with people, people who need to be supported to develop and nurture these relationships. There is key emphasis on workforce values, workforce support as well as recognising the responsibility of organisations to embed trauma informed practice within their workforce. Many will be familiar with the [National Trauma Training Framework](#), with recognition of need for a more robust strategy and plan.

In August 2024, the Highland Council Psychological Service considered their role in relation to The Promise.



EPs and HVTs
keeping the Promise.c

3. Children's rights, voice, and participation

What does legislation say about this? Under the United Nations Convention on the Rights of the Child (UNCRC) all children, including those with ASN and disabilities, have the right to have their views sought and expressed.

- UNCRC Article 12 (respect for the views of the child) - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- UNCRC Article 13 (freedom of expression) - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

All children and young people have the right to be involved in decision making affecting their lives. This is particularly pertinent for care experienced young people as they may go through several significant life and care changes.

This principle is enshrined in Scottish Government policy and guidance [Decision-making: children and young people's participation](#) - how to involve children and young people in decision-making.

[Toolkits/resources](#)

Laura Lundy expressed that gathering children's' views is more than just about voice, and should mean genuine participation of children and young people, as outlined in the Irish [national framework for children and young people's participation in decision-making](#). Also see the [Lundy model](#) of participation

Highland's [Whole school approach to wellbeing](#) page. Whether you are a practitioner, parent, family member or young person this page will help to explain the support available to promote and enhance the wellbeing of your school community. Principle 4. specifically promotes resources to enable children and young people's voices and participation to influence decisions.

The [7 golden rules of participation](#) document is published on the Children and Young People's Commissioner for Scotland page. It has seven principles which anyone working with children can follow, they're helpful in highlighting what meaningful participation should look like.

[Inspiring Young Voices](#) includes a number of activities that can help promote the participation of care experienced children and young people.

[Gathering the views of children and young people](#) - this service document includes some tools and strategies which might help to ensure that we are gathering the child / young person's views and giving them a voice not only during the Highland Practice Model process but thinking beyond the Child's Plan.

Highland have recently created their own multiagency participation strategy 2024 [Children's Rights and Participation Highland](#).

4. Language of care

"Scotland must change the language of care. Language must be easily understood, be positive and must not create or compound stigma..." The Promise, p87.

The Psychological Service subscribes to the underpinning values base as outlined in The Promise. We are mindful of language as a powerful tool for communication and of using language that is meaningful and empowers; avoiding language that creates a barrier or stigmatises.

As noted in The Promise, children and young people have shared their views regarding system language such as 'placement', 'contact', 'respite' and 'unit' which can compound a sense of being different and exacerbate low self-esteem (The Promise, p.10); these terms should be avoided where possible. (A video of young people sharing their views with BBC NI, including suggestions of language that they would prefer, can be viewed at the following link: [Kids who have been in care want to change the way people talk about them](#)).

When working with children and young people the Psychological Service will listen to their views and voice, and use the language, terms and words they prefer, and which are most meaningful to them. The use of statutory terms may be required at times, and in line with The Promise these should be used sparingly and with consideration. For example, the term Looked After Children is a statutory term, however it should always be used in full and never abbreviated, due to connotations with the acronym. As highlighted in section 2, the [Shared Language of Care](#) is one example of how we as professionals can change our language of care. In ensuring the voices of care experienced young people are heard, the psychological service can contribute to partnership working around the language of care in Highland. We can raise awareness of language of care with colleagues and gently challenge any terms which create or compound stigma. Please also see [North Lanarkshire Council language guide](#) which is another good example of young people's preferred language around care experience.

Please also see the [Highland Language Guide](#).

5. Legal terminology

Care experienced is a term we use in education, but it has no statutory basis. The term Looked After is statutory – for children and young people who are looked After there are legislative requirements around their safeguarding – the following Glasgow City Council document (developed as a support document for schools) provides information to support understanding of the link between the different terms used - [Glasgow City Council - Care Experienced Children and Young People](#). Being defined as a looked after child / care experienced young person in kinship care depends on the route that they have come to that position.

If children / young people have been placed with kinship carers by the local authority via section 25, Compulsory Supervision Order or a Permanence Order, then the child / young person is seen as looked after / care experienced.

Should the kinship arrangements be created voluntarily and without reference to a Children's Hearing (often via a Residence Order acquired by the carers through court to secure the young person to them) then they are not seen as looked after.

The following explains some of the most common legal terms used in adoption and fostering. There are a number of legal orders which can secure a child's accommodation away from home.

Information taken from: [Association for Fostering, Kinship and Adoption Scotland - Adoption and the Law: Some key terms](#) (on 03/08/2022)

Under the Children's Hearing Scotland (Act) 2011

Compulsory Supervision Order (CSO)

This will be put in place by a Children's Hearing and can last for a maximum of one year before being reviewed by a Hearing.

Interim Compulsory Supervision Order (ICSO)

This Order is similar to a CSO in that it can suspend the exercise of parental rights and responsibilities.

Child Protection Order (CPO)

While anyone may apply to the Sheriff for a CPO, it is almost always the local authority who will apply where there is urgency and they believe the child is or is likely to suffer significant harm. The CPO can authorise that the child be "produced", removed to a place of safety, not removed from a place, e.g. a hospital or for an assessment to be carried out. A CPO can last for only a few days until a Children's Hearing is arranged to make a longer-term decision. A child may be placed with a foster carer under this Order on an emergency basis. If an ICSO is made, a CPO is no longer needed.

Children (Scotland) Act 1995 Voluntary Reception into Care Section 25

When a person with PRRs has consented to the child's reception into care, or if that person cannot be found or is unable to give consent, the child can be received into care on a voluntary basis - the parent may ask for the child to be returned to them at any time.

Kinship Care Order (KCO) Section 11

Kinship carers are those who are related to the child or who have known the child and with whom the child has a pre-existing relationship. Under a KCO, the Court grants Parental Rights and Responsibilities to kinship carers, PRRs are not automatically removed from the parents; they are shared with the kinship carers.

Adoption and Children (Scotland) Act 2007

Adoption Order (AO)

Prospective adopter(s) can petition the Court to adopt a particular child and for the Court to grant an Adoption Order in their favour. This method of adoption is sometimes called “direct adoption”. The prospective adopter(s) will instruct their own solicitor to act on their behalf. (Highland has started, as appropriate, to explore the option of direct adoption with prospective adopters). Those who hold PRRs must consent to the adoption, or the Court may, in certain circumstances, dispense with the necessity for consent.

Permanence Order (PO)

Before the Court can grant a PO, it first needs to be satisfied that if the child lived with someone who does hold PRRs, it is likely to be seriously detrimental to the welfare of the child. Under a PO, the Court removes PRRs from the child’s birth parents and invests them in the local authority. This means that up until the child is 18, the local authority will have responsibility to provide guidance to the child appropriate to stage of development and up until age 16, regulate residence.

Permanence Order with Authority to Adopt (POA)

This is the same as a Permanence Order but with the additional provision of granting authority to adopt.

Regulations for placing children away from home

Fostering Panel [Looked After Children (Scotland) Regulations 2009]

Every local authority or independent fostering provider will have a fostering panel. The independent fostering provider or local authority will make recommendations to the ADM about the suitability of individuals to foster a child. The approval of foster carers will be reviewed at least every 3 years and often will be reviewed annually. The ADM will then make a final decision taking account of the recommendation.

Adoption Panel [Adoption Agencies (Scotland) Regulations 2009]

Every local authority and every voluntary adoption agency (VAA) which is carrying out or proposes to carry out adoptions will have an adoption panel. The panel will consider plans for prospective placements, prospective and approved adopter, linking and matching children with prospective adopters and any other matters, e.g. adoption allowance. The VAA or local authority will make recommendations to the ADM who will then make a final decision taking account of the recommendation.

Kinship Carers [Looked After Children (Scotland) Regulations 2009]

Approval of kinship carers is not mandatory so local authorities do not have to approve kinship carers. Many local authorities do refer their kinship carers to a panel, sometimes their fostering panel and sometimes a specially constituted kinship carer panel. The information about a prospective kinship carer is largely the same as that required for assessing a foster carer. The recommendation will be made to the ADM.

Other persons involved in the process

Curator ad litem and reporting officer

The curator ad litem is an independent person appointed by the Court to complete a report and investigate matters on behalf of the Court to provide a view of the case from the child's perspective.

Safeguarder

The safeguarder is an independent person appointed to a child's case by a Children's Hearing or Court. The appointment will be made in circumstances where the Court or Children's Hearing require independent information to assist them in coming to a decision which represents the best interests of the child.

6. Highland Council Promise Board

Following the Independent Care Review as articulated in The Promise, the Scottish Government published its position on corporate parenting [Caring for our Children and Young People: An update on Scotland's Corporate Parenting 2018-2021 Scottish Government](#).

Highland council adopted this locally [Corporate Parenting Board and The Promise 10 February 2021](#). The Highland Council Corporate Parenting Board has now been re-named the Promise Board, to reflect current practice and use of language.

The responsibilities of the Psychological Service in respect of care experienced young people means:

- Accepting responsibility for care experienced young people known to the service. This would include making and maintaining contact with the Lead Professional.
- Making their needs a priority and ensuring support for their education and emotional wellbeing
- Seeking the same outcomes any parent would want for their own child
- Listening to the views of children and young people and taking account of them
- Respecting diversity
- Helping provide young people with the support they need as they move into adulthood.

This means giving attention to whether children and young people are safe, well looked after and supported. The Education (Additional Support for Learning) (Scotland) Act 2009 automatically deems that all care experienced young people and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education. In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

The SHANARRI wellbeing indicators confirm that we want our care experienced young people to be safe, healthy, achieving, nurtured, active, respected & responsible, and included. The Psychological Service can specifically contribute to:

Safe

- Improving the responses to emotional distress

Healthy

- Assisting in promoting mental health and emotional wellbeing

Achieving

- Guidance on the education of care experienced young people
- Ensuring that achievement is addressed in Child Plans
- Contribution to educational planning

Nurtured

- Supporting the development of alternatives to out-of-authority placements
- Supporting adoption and permanency plans for children where appropriate
- Identifying opportunities for individual care experienced young people to return from out-of-authority places

Respected and Responsible

- Ensuring that children's views are actively sought and taken into account

Included

- Assisting with strategies that facilitate inclusion.

7. Educational Psychologist role in relation to care experienced young people

Through HCPS team planning processes, the following actions have been agreed:

- The importance of building broader practice links with Social Workers as Lead Professionals, and other colleagues and partners – in the spirit of joint partnership working
- Working jointly with Social Workers in seeking educational provisions
- Timely involvement in transitions home to Highland
- Knowing who to go to for resources to help build an alternative curriculum
- Clarifying our respective roles alongside the Senior Lead Manager (Additional Support for Learning) ASL, ASN Officers and Practice Leads (for Schools), given that these roles vary across areas
- Keep promoting with the Lead Professional and others about informed consent for involvement (also when we are asked to re-engage with a known child)
- Including a young person's voice in the process - listening to what children say, or don't say. Being clear about representing the children's views - not making the decisions

- Offering consultation as a first step when asked for an assessment
- Linking with ASN Officers and the Senior Lead Manager (Additional Support for Learning) ASL about looked after young people moving placements
- Virtual contact with young people and Child Plan reviews can work well
- Being proactive – thinking about earlier/better systems, thinking about how to measure impact, helping track outcomes
- Regularly audit / review EP allocations of out-of-area cases, in residential and foster care - maintaining continuity of relationships with families and young people where possible and appropriate.

The Psychological Service is available to provide consultation and advice, make assessments of educational and emotional development, help with planning, implementing and monitoring intervention processes, and contribute to the training of parents, carers and professionals directly involved with care experienced young people. We are proactive in making and maintaining contact with the Lead Professional to ensure that commitments to Childs Plan meetings and Core Group meetings can be met. Getting It Right For Every Child is achieved through a staged intervention approach:

Consultation

The Psychological Service actively supports the staged intervention approach to service delivery. For a child or young person who is Looked After, this means that for most children

- An in-school assessment would be undertaken and need/risk analysed. The school team (ASN, Pupil Support, care experienced young people Designated Manager) will implement programmes and strategies appropriate for the identified needs of the child or young person. EPs will encourage Lead Professionals to ask school staff for initial educational information in the first instance, rather than asking EPs.
- If the concerns continue, advice can be sought from external services, including the Psychological Service. This may be through a Solution-Focused Child's Plan meeting. Psychological Services will work with school personnel to identify more fully the nature of the difficulties, advise on and help monitor and evaluate strategies that are put into place. Where significant needs have been identified, the Psychological Service may contribute to a detailed multi-agency assessment and/or directly implement intervention strategies. Where other agencies are directly involved in providing education to a looked after child, consideration may be given to developing a Co-ordinated Support Plan (CSP) as well as a Multi-Agency Child Plan.

Assessment

Assessments will have a clear focus and purpose to ensure relevance. They will be "least intrusive", whilst ensuring that the child's voice is heard, and direct contact will be conducted in venues that are comfortable for the child. The assessment may involve discussions with key people who know the child/young person best. It may be that direct involvement with the child or

young person is conducted over several sessions. The child/young person has the right to refuse direct involvement from an Educational Psychologist (EP) and they should give their informed consent for this involvement.

Transitions

The Psychological Service recognises that transitions are key times for care experienced young people. In addition to the key transition times experienced by most children, home to nursery; nursery to P1; P7 to S1; S4; S5/6 to post-school, care experienced young people are likely to experience more school placements and/or interruptions to their learning than other children and transition arrangements at other times will be appropriate. This may include transitions where young people are being brought back to Highland following a period in an out-of-area placement. EPs are kept informed of care experienced young people's status through regular contact with their link schools and will aim to ask about new care experienced young people in their schools, pass relevant information on to colleagues and attend transition meetings of care experienced young people where significant needs have been identified. It is good practice to prepare for transition in advance where possible, for moves of care placement, including providing information about support needs to the new school, e.g., when moving to a new foster placement.

Intervention

Good practice involves the Psychological Service being pro-active in encouraging early intervention, including involvement through consultation at early-stage planning meetings. This can include, e.g., Resilient Kids programmes, advising on strategies that promote nurturing principles and the development of emotional literacy and resilience, and promoting positive relationships. It might also include direct work with children and young people and their families.

Training

EPs are committed to providing training to parents/carers, voluntary groups and other professionals. For care experienced young people this can be at the level of universal general training on relevant topics. This could include promoting positive relationships, neurodevelopmental differences, emotional literacy, solution-focused approaches, restorative approaches, Loss and bereavement.

Fostering and Adoption

The same EP roles apply in relation to children and young people who are fostered and adopted, also in kinship care – whether out-of-area or within Highland. This would similarly involve linking with the Lead Professional, Social Work, Education and other agencies.

8. Educational Psychologist role in out-of-area placements

- EPs may be involved jointly with Social Work in advising on suitable placements for children and young people. The EP will collaborate with

others to ensure that ASN Managers receive all the information necessary to reach a decision.

- Within Highland Council, as part of taking a holistic approach to meeting care and education needs, EPs are the Council's representatives for monitoring and evaluating the educational provision for children and young people placed out-of-authority.
- Following an out-of-authority placement the Lead Professional should ensure that the EP is kept abreast of developments for the child and is invited to subsequent reviews and meetings.
- When a child is in an out-of area placement, the EP has a key responsibility for monitoring the educational progress of the child. A pro-active role will be taken.
- Where a placement is stable, attendance at every Child Plan meeting may not be necessary, but it is important that the EP keeps a close link with the school attended, to be able to monitor and review the educational environment, the child's academic progress and social/emotional development at school.
- Where a placement is unstable or the child/young person is at a key stage of transition, care experienced young people will be prioritised by the Psychological Service.

Educational Psychologist responsibilities

- Generally, the EP linked to the child's home address at the time of request for involvement will have responsibility for the child.
- When there are changes, e.g., change of child's home address, changes in patch responsibility, negotiations may take place to transfer responsibility, taking into account such factors as stability of the change, also the extent of knowledge and involvement by a particular EP, and the wishes of the child and their family.
- Good practice would indicate that where a EP is named as a partner to a Child's Plan, that this link is maintained. Continuity of relationships is important.
- Where transfer of casework responsibility is appropriate, it would be good practice to write to the young person and their family to inform them of this change.
- Whilst a home EP can advise on the type of educational placement, they would not have a direct role in securing the funding of this placement. The home EP may contact the host EP to check education options and feed back to SW as lead professional, and to the ASN Manager for consideration of funding, for example if special school placement is advised.

Monitoring and review of school placements

When visiting the placements of care experienced young people, it is helpful for the EP to gain an overview of the provision on offer, in liaison with the establishment and with the Lead Professional. This information can also be helpful for ASN Managers. Please use **Appendix 1 - Checklist for EP visit to residential school** to help with this.

Cross border working, including home / host EP responsibilities

(Please see APPENDIX - ASPEP guidelines: Scotland's Looked After Children and Young People in Out of Local Authority Placements - A Framework for Educational Psychologist's Practice (January 2015) – for more details)

For those cases which are known to the home authority Psychological Services:

The EP - as the agent of the home authority - should:

- (a) Where possible, liaise with the host authority Psychological Service in advance of any placement - to advise that a child/ young person from their local authority will be moving to the host local authority.
- (b) Liaise with host authority Psychological Service as appropriate, regarding suitable educational placement and any assessment processes/identification of support that is required.
- (c) Liaise with host authority Psychological Service and agree the respective roles of EPs to be taken. This is likely to be determined by the complexity of need and supports required by the child/ young person, family and school.
- (d) Assist at points of transition and preparation for these.
- (e) Liaise with home local authority processes regarding any additional support and funding that may be identified through the transition process.
- (f) Attend care experienced young people reviews where appropriate and practical.
- (g) Be involved when there are high levels of concerns regarding placement, additional supports and supports required.

The EP on behalf of the host authority should:

- (a) Support the home authority EP with information regarding educational placements, contacts, relevant local information to placement, any funding implications etc.
- (b) Liaise with home authority EP and agree respective roles to be taken by each EP.
- (c) Where negotiated in advance with home EP, the host EP may agree to attend review meetings and if necessary/ appropriate carry out assessment.
- (d) Request that the receiving educational establishment provides the home EP with any updates/ alerts regarding significant changes for the child or young person.
- (e) Contact the home authority EP if they have any concerns regarding the child/young person or the capacity of the placement to meet the child/young person's needs.
- (f) Provide consultation, advice and support for school staff
- (g) Liaise with home authority EP where there are high levels of concerns and, if required, advise on resources available within the host authority including the protocols for accessing such supports and any funding implications.

9. HCPS strategic roles in relation to care experienced young people

Promise Board - The APEP with service responsibility for care experienced young people attends the Highland Council Promise Board chaired by the Head of Service (Children Young People & Families).

Fostering & adoption training - An EP provides a session for the adoption training course on the potential impacts of trauma and adversity in childhood and what this means for understanding and managing behaviour. Foster carers also sometimes come to the training on adversity and trauma as part of the authority CPD calendar every six weeks or so. This is part of a 3-day course delivered by the Fostering & Adoption team.

10. Appendices

Appendix 1 - Checklist for EP visit to residential school

Appendix 2 - [ASPEP guidelines: Scotland's Looked After Children and Young People in Out of Local Authority Placements](#) - A Framework for Educational Psychologist's Practice (January 2015).

Appendix 1 - Checklist for EP visit to residential school

Name of provision_____

	Comments
Tour of provision – education & care (location/s)	
Establishment website / brochure – needs catered for, numbers, age range, gender	
Ethos, e.g. how promoting independence, planning for transition, catering/food menu	
Curriculum – qualifications / achievements	
Specialist services provided, e.g. therapeutic model, ASD	
Community links, e.g. amenities, local college, work experience	
Other information <ul style="list-style-type: none"> • Education Scotland + Care Commission inspection reports (please include weblinks) • Educational outcomes of leavers – destinations • Map / directions / contact names & numbers • Teaching staff (primary + secondary) GTC registered 	