

PE1789/A

The Association of Scottish Principal Educational Psychologists (ASPEP)
submission of 2 October 2020

Thank you for your letter which was passed to me as Chair of ASPEP, and for seeking our view on the actions called for in this petition.

In relation to the consideration of PE 1789: Learning Difficulties and disability qualifications, whilst we would endorse the increase in the numbers of Educational Psychologists, it is worthwhile noting that the feedback from the recent ASL Review does not focus on a traditional assessment process. Rather, it suggests that children who have additional needs need to be listened to and their views taken account of in any planning for their education. The Review notes the significant increase in the number of young people with additional needs and the complexity of those needs – particularly those with social and emotional needs.

To support the needs of this significant number of young people in our schools (30.9%), the Review recommends that professionals, such as Educational Psychologists, work to support inclusive and progressive leadership in schools. In particular, focusing on developing a culture that puts all children, and their views, at the centre. Due to the widespread nature of additional needs, Educational Psychologists spend a large amount of time training, coaching and supporting school staff in how to identify and work with such need. It is felt that whole school approaches and systemic input is time effective and allows any work undertaken to have a wide reach, which individual work may not.

The profession is happy for other agencies and groups to advocate for an increase in the capacity of Educational Psychologists to take forward the recommendations of the ASL Review.