

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE14 June 2018Report by Director of EducationSTANDARD CIRCULAR 12: INCLUSION**PURPOSE OF THE REPORT**

1. The purpose of the paper is to report on the department's approach to inclusion and to seek committee approval for the revised policy; Standard Circular 12.

RECOMMENDATIONS

2. Elected members are asked to:

- a) approve Standard Circular 12; and,
- b) instruct the Director of Education to take appropriate steps to ensure its implementation in all schools and early years settings.

BACKGROUND

3. Inclusion is at the heart of East Renfrewshire Council, its services, its Education Department, schools and early learning and childcare settings. The department's vision statement, Everyone Attaining, Everyone Achieving through Excellent Experiences exemplifies and informs the values and principles upon which our work is based.

4. In 2011, the Education Department undertook an inclusion consultation with key stakeholders to gather evidence on what was understood by the term inclusive education; how effective schools were delivering an inclusive education; and what needed to change to improve current levels of inclusiveness. The result of the consultation was a revised Standard Circular 12 which was approved by Education Committee in November 2011.

5. The Education (Additional Support for Learning) (Scotland) Act 2004 and as amended 2009 provides a framework for local authorities and other agencies to support all children. The Standards in Scotland's Schools Etc. Act 2000, Equality Act 2010 and Children and Young People Act 2014 are also significant.

6. Getting it Right for Every Child (GIRFEC) is the national programme for all who work with children and young people, which underpins these and broader related frameworks.

7. Under the Education (Additional Support for Learning) (Scotland) Act, local authorities must provide support for any child with additional support needs. They must also identify additional support needs, monitor the needs and supports provided, and respond to requests for assessment from parents.

8. With the national guidance supporting a presumption of mainstream schooling for all children, the Education Department has reflected upon its progress and achievements in this area in order to improve further and continue to support the central aim of promoting inclusion in all schools and in the work of all of its services.

REPORT

9. The revised standard circular (Appendix 1) takes account of all current legislation; however it recognises that legal frameworks do not bring about inclusion. Instead inclusion is realised by the knowledge of what is right for all children and young people coupled with the desire to deliver for all pupils on the core purposes of education.

10. The policy details 4 key principles which underpins the strategic vision of inclusion and can be used to measure whether or not an inclusive education is being delivered for all our pupils:

- **Present**
All children and young people are entitled to a full time education in a school which best meets their needs.
- **Participating**
All children and young people should have their voices heard in decisions about their education and have the opportunity to participate and engage as fully as possible in all aspects of school life.
- **Achieving**
All children and young people should have access to a varied and appropriate curriculum tailored to meet their needs.
- **Supported**
All children and young people should be supported to overcome barriers to learning and achieve their full potential

11. This guidance should be recognisable in all educational establishments, providing clear and consistent advice on ensuring that all children and young people are accessing high quality learning and teaching which supports their needs.

12. The policy also encourages and supports school staff to be innovative, creative and solution focused when meeting the needs of all their learners.

13. Members will be aware that innovation and creativity already exists in our schools and early years settings, where curriculum flexibility enables pupils to learn in a variety of settings, gain specific support for learning or access learning provided by other agencies or providers, in partnership with schools.

14. A comprehensive Career Long Professional Learning (CLPL) programme has been developed to support the implementation of this policy. The Quality Improvement Team in partnership with Education Psychology will support its delivery. The initial focus of the CLPL programme will include:

- Inclusive school values and ethos
- Nurturing principles
- Curriculum flexibility

- Parental and carer engagement
- Removing barriers to learning
- Teacher skills, confidence and mindset
- Prevention, early intervention and strong relationships
- A variety of personalised learning pathways
- Building on successes that have been achieved

15. It is imperative that the continuous improvement priorities as set out in this guidance are realised both efficiently and effectively within the parameters of tightening budgets. To that end, this guidance promotes a method of practice which is not resource led nor driven, but based on delivering improving experiences and outcomes.

FINANCIAL AND EFFICIENCY IMPLICATIONS

16. Whilst there is no immediate financial impact of this revised policy, members are advised that there will be an ongoing and growing need to resource this policy and the inclusive practices in our schools and early years settings.

CONSULTATION

17. Consultation was carried out with key stakeholders viz:

- Pupils
- Senior managers in schools
- Teaching staff
- Support staff in schools
- Parents
- Staff from partner agencies and services with a locus in providing support to school children and young people with additional support needs.

EQUALITIES

18. An Equalities Impact Assessment has been undertaken as part of this policy process.

RECOMMENDATIONS

19. Elected members are asked to:

- a) approve Standard Circular 12; and,
- b) instruct the Director of Education to take appropriate steps to ensure its implementation in all schools and early years settings.

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June 2018

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Local Government Access to Information Act 1985

Background Papers

Additional Support for Learning Act 2004 as amended 2009
The Children and Young People (Scotland) Act 2014

Key Words

Inclusion Policy
GIRFEC
Standard Circular 12

REVISED STANDARD CIRCULAR 12May 2018**EAST RENFREWSHIRE COUNCIL
EDUCATION DEPARTMENT**

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TO HEADS OF ALL EDUCATIONAL ESTABLISHMENTS

Dear Colleague
REVISED STANDARD CIRCULAR 12
INCLUSION

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1. Introduction

- 1.1 Education within East Renfrewshire has an inclusive ethos. It is recognised that all children and young people need support to help them learn and develop to be the best they can be. This standard circular outlines the Education Department's commitment to inclusion within the context of "Everyone Attaining, Everyone Achieving through Excellent Experiences" and focuses on the provision of high quality support that leads to positive outcomes for all children and young people.
- 1.2 The practice of inclusion within our schools and early learning and childcare settings continues to sit alongside the principles of key national drivers. *Curriculum for Excellence* has the central purpose of ensuring that all children and young people develop as successful learners, confident individuals, responsible citizens and effective contributors and therefore must be central to an inclusive approach. The Additional Support for Learning (Education) (Scotland) Act (2004) as amended (2009) remains the principle legal framework for driving practice. The Standards in Scotland's Schools

Etc. Act 2000, Equality Act 2010 and Children and Young People Act 2014 are also key. Getting it Right for Every Child (GIRFEC) is the national programme for all who work with children and young people, which underpins these and broader related frameworks. This revised standard circular replaces the previous pertaining to Inclusion (SC 12).

- 1.3 Nurture, solution focused and restorative values, systems and approaches which foster positive relationships are at the heart of an inclusive education system. Within East Renfrewshire schools and early learning and childcare settings we advocate a nurturing approach which relies upon the development of positive relationships and promotes solution-focused and restorative values. Nurturing schools are inclusive in their attitudes, ethos and organisation where there is an environment which models that of a nurturing home with relationships which reflect that. Nurturing approaches are based on an agreed core set of values and principles which support emotional growth in an environment that promotes security, routines and clear boundaries; they enhance opportunities for rich learning experiences based on positive relationships; they help children and young people to develop their self-esteem; teach social skills such as turn-taking, sharing, co-operating and appreciating the feelings of others; and the development of language for communication. It is within this context that we offer this guidance to schools and early and learning and childcare settings in East Renfrewshire.

2. Rationale

- 2.1 Inclusion is the process through which barriers to participation are removed. It is not restricted to those pupils with additional needs, it crosses the lives of every single child or young person, member of staff, parent and visitor to a school or early learning and childcare setting – what is essential for some learners can be beneficial for all. It is not only the responsibility of specialist staff to support the wide range of learning needs of children and young people – this support is everyone’s job. In East Renfrewshire’s educational establishments, inclusion is more than a laudable aspiration or rhetoric; however, inclusion is measured through the practices that are adopted as well as the values held by all staff. The Scottish Government in its Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming 2017 outlines the following vision for inclusive education:

*“Inclusive education in Scotland starts from the belief that education is a human right and foundation for a more just society. An inclusive approach, with an appreciation of diversity and an ambition for all to achieve their full potential, is essential to getting it right for every child and raising attainment for all. **Inclusion is the cornerstone to help us achieve equity and excellence in education for all of our children and young people.**”*

Scottish Government Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming, 2017

- 2.2 How good is our school? (4th edition) (HIGIOS4), particularly QI 2.4 Personalised Support & 2.3 Ensuring Wellbeing, Equality and Inclusion, is a key document to support school leaders with delivering inclusion.
- 2.3 There are 4 key principles which support our vision of inclusion and can be used to measure whether or not inclusion is being delivered for all pupils:

Present

All children and young people are entitled to a full time education in a school which best meets their needs.

Participating

All children and young people should have their voices heard in decisions about their education and have the opportunity to participate and engage as fully as possible in all aspects of school life.

Achieving

All children and young people should have access to a varied and appropriate curriculum tailored to meet their needs.

Supported

All children and young people should be supported to overcome barriers to learning and achieve their full potential.

In order to deliver these key features of inclusion there must be a strong focus on the following areas:

- Distributive leadership
- Inclusive school values and ethos
- Curriculum flexibility
- Parental and carer engagement
- Removing barriers to learning
- Teacher skills, confidence and mindset
- Prevention, early intervention and strong relationships
- Respectful and ethical language
- Constructive challenge to attitudes
- Distribution of resources
- A variety of personalised learning pathways
- Evaluation of planning process
- Community connectedness
- Passion for change and improvement
- Building on successes that have been achieved

2.4 There is no doubt that there has been a significant shift through legislation over recent years to protect vulnerable groups from missing out on education and to promote fairness and equality for all. Legislation provides a helpful framework in which to work and itself promotes consistency of opportunity across the land; however, it is important to recognise that legal frameworks do not bring about inclusion. Instead inclusion is realised by the knowledge of what is right for all children and young people coupled with the desire to deliver for all pupils on the core purposes of education.

2.5 The following guidance takes account of all current legislation; therefore, establishments should have confidence in its implementation. Whilst it is the case that this guidance should be recognisable in all educational establishments there remains a place for innovation and creativity in order that the needs of all pupils are equally well met. The department commends brave leadership where a solution-oriented approach is at the heart.

3. Meeting Needs

Strategy

- 3.1 The Department's *Education Resource Group*, chaired by the Quality Improvement Officer with responsibility for Inclusion, has a core membership from the Head of Education Services (Equality and Equity), Educational Psychology Service, senior managers from mainstream schools and specialist provision. A strategic function of the group is to ensure that the work of the department, together with its partners, is both outcome focused and leads to positive impact in delivering inclusion. The agenda is set through existing drivers such as the Community Plan, Fairer East Ren, Outcome Delivery Plan targets and Local Improvement Plan objectives.
- 3.2 The group will give consideration to key research on the subject of inclusion as well as trends in other data such as in the annual report to the Scottish Government on the requirements of the Additional Support for Learning Act, exclusion figures, etc.; all of which will help inform future priorities and actions.

Specialist Provision in East Renfrewshire

- 3.3 The landscape of specialist provision in East Renfrewshire has changed through taking account of the actual and perceived needs of the generation of pupils it serves. Currently this comprises:
- Isobel Mair School
 - Pre School Assessment and Development Unit (PSADU)
 - Carlibar Communications Centre (CCC)
 - Williamwood Communication Support Service
 - Social, Emotional, Behavioural Needs (SEBN) Outreach Support Service
 - Sensory Support Service
- 3.4 Although the specialist provision within East Renfrewshire is able to meet the needs of almost all of our pupils, there may at times be a need to make arrangements with other education authorities, grant-aided or independent special schools.

Placement

- 3.5 *The Standards in Scotland's Schools etc. Act 2000, Section 15*, outlines the presumption of mainstream schooling for all pupils. This guidance remains true to that principle and in so doing promotes the value and benefit of children having a mainstream experience. Mainstream schools are defined in legislation as provision that is provided usually by the catchment area primary or secondary school, or within a local primary or secondary. However, there are three exemptions outlined in the Standards in Scotland's Schools Etc. Act 2000:
- a. would not be suited to the ability or aptitude of the child;
 - b. would be incompatible with the provision of efficient education for the children with whom the child would be educated; or
 - c. would result in unreasonable public expenditure being incurred which would not ordinarily be incurred, and it shall be presumed that those circumstances arise only exceptionally.

- 3.6 These *exemptions* do not automatically apply and the onus is on the local authority to demonstrate why the exemption could apply. The Scottish Government has outlined a number of reflective questions to support authorities in considering when and how to apply the exemptions (Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming 2017). The department remains committed to ensuring that pupils whose needs would be best met in a specialist provision are identified timeously so that appropriate provision is sought.
- 3.7 In line with *Curriculum for Excellence*, the department is committed to taking an individualised approach to the provision of education for children and young people as far as is practicable and reasonable. Parents, carers and young people should be given assurances that placement is continually under review so that the intention set out in Section 15 of the Act can be realised in whole or in part for almost all children and young people with additional support needs.
- 3.8 The department's protocol for the admission of pupils to specialist education provision (Appendix 1) has the aim of ensuring that such decisions are taken in the child or young person's best interest in order to meet their educational needs.

Assessment and Planning

- 3.9 *Getting it Right for Every Child* (GIRFEC) puts effective assessment and planning at the heart of a successful approach to meet the needs of children and young people effectively.
- 3.10 Chapter 3 of the *Supporting Children's Learning Code of Practice (Third Edition 2017)* <http://www.gov.scot/Publications/2017/12/9598> outlines the main features of effective assessment, planning, action and review, consistent with the values and principles of Curriculum for Excellence, Getting it right for every child, the Early Years Framework and the provisions of the Additional Support for Learning (Education) (Scotland) Act (2004) as amended (2009) as:
- ensuring that parents, children and young people understand and are supported to help develop the aims of any assessment, the support options offered and the outcomes of any action proposed;
 - ensuring that assessment is an ongoing, integrated process of gathering and evaluating information, planning and offering support, and reviewing progress against agreed outcomes, in partnership with the child and parents and the services involved;
 - offering the least intrusive and most effective support to promote, support and safeguard the wellbeing of children, young people and families;
 - taking into account issues of diversity and equality and ensuring that outcomes do not discriminate against children, young people and their families. This includes not discriminating on grounds of race, disability, health, gender, sexual orientation, language, culture, religion or belief, and age;
 - working in partnership with, and building the capacity of, parents to secure education for their children and to promote their wellbeing;
 - those delivering the functions of the key professionals, taking account of and noting the views of children, parents and young people and involving them fully in the assessment process and in finding solutions
 - taking a holistic view of children and young people and their circumstances, and what they need to grow and develop and achieve their potential, and where appropriate using a Child's Plan to record and coordinate support

- 3.11 This guidance reflects a core principle of GIRFEC, in that intervention needs to be staged and based on rigorous and unobtrusive assessment of need. The Education Department of East Renfrewshire Council operates a staged intervention approach. Further guidance on the implementation of staged intervention can be found in the department's GIRFEC (Education) Framework (see <https://blogs.glowscotland.org.uk/er/meetinglearnerneeds/>)
- 3.12 A child or young person's staged intervention level indicates their level of need and the degree of coordination required to meet these needs. It is important that decisions taken about a child or young person's needs take account of the **nature, duration, frequency and intensity** of support given by the various professionals involved with the child.
- 3.13 Where the level of need is assessed as significant or support requires co-ordination, the child or young person should be considered for a Co-ordinated Support Plan (CSP). In practical terms, all pupils whose needs are assessed as being complex should be considered for a CSP. In line with national guidance all pupils who are looked after should be considered for a CSP. This consideration needs to be recorded in minutes of the meeting where the decision either to proceed or not to proceed is taken. Full guidance on Co-ordinated Support Plans can be found in Chapter 5 of the *Supporting Children's Learning Code of Practice (Third edition 2017)* <http://www.gov.scot/Publications/2017/12/9598> and in the department's own guidance for same. <http://www.erc.education/erdoc/documents/PupilSupport/CSPGuidelinesRevised.doc>
- 3.14 All planning needs to be based on thorough assessment of need, which will identify the main factors arising from the child or young person's additional support needs; therefore, all plans should include a detailed outline of the child's core needs, which should be ascertained in agreement with all parties and including children, young people and parents.
- 3.15 From time to time, children and young people with additional support needs may display behaviours arising from their needs which may put themselves or others at risk. In such cases, schools should determine if it would be of benefit to have a risk assessment carried out. The department's Health and Safety Officer will assist schools with the process. MSF 17 Guidelines for Carrying out Risk Assessments for Pupils who have Additional Support needs offers guidance and is available online <http://www.erc.education/erdoc/documents/ASN/RiskAssessmentGuidelinesASN.doc>
Needs identified and suggested strategies should be incorporated into pupils' wellbeing plans.

Support for pupils

- 3.16 It is the responsibility of all staff in educational establishments and beyond to ensure that pupils are well supported to be successful and achieve their potential. The authority has moved to bring all forms of support for pupils within a single framework to make learning accessible to all learners. The department has staff both centrally based and in individual schools with a particular remit to support pupils with additional support needs. These include:
- Principal Teachers of: Pastoral, Behaviour, Learning (Secondary)
 - Social Justice Managers
 - Support for Learning teachers (Primary and Secondary)
 - Support for Behaviour teachers (Secondary)
 - HI and VI staff (Hearing / Visually Impaired)

- Early Learning and Childcare Home Visiting teacher
- Bilingual Support Workers
- Adult Learning staff
- Pupil Support Assistants

3.17 Establishments are expected to identify the priorities and to manage their resources as appropriate to their identified needs. Head Teachers can access centrally deployed staff through the appropriate referral system.

3.18 Establishments may receive a recommendation to provide specialist equipment in order to support pupils' learning, for example from Occupational Therapy Services or Educational Psychology Services. Equipment costing less than £250 should be purchased by the school. Other equipment should be applied for centrally through the Quality Improvement Officer (ASN) or ordered via Equipu and authorised by the Quality Improvement Officer (ASN).

Roles and Responsibilities

3.19 The Director of Education provides strategic leadership and direction for inclusion. The Head of Education Services (Equality and Equity) provides strategic and operational leadership for inclusion, and makes arrangements to ensure the department's vision is realised. This is supported by the Quality Improvement Team and, specifically link QIOs, and those with a particular remit for ASN and Inclusion, such as the Principal Educational Psychologist.

Set out below are the roles and responsibilities of staff/groups of staff:

Education Resource Group (ERG):

- Lead the work of the department, educational establishments and associated services with regard to inclusion;
- Agree the strategic outcomes for inclusion;
- Promote the development of inclusive policies, cultures and practices;
- Receive reports on inclusive practice and make recommendations for improvement;
- Agree resources which support children and young people.
- Direct centralised CLPL for staff;
- Direct and support research to inform practice.

Educational establishments:

- Implement local and national policies and guidelines relating to additional support needs and inclusion;
- Communicate effectively with parents of pupils with additional support needs, particularly in relation to their rights and with regards to support services;
- Plan and intervene effectively in order that the needs of pupils with additional support needs are well met;
- Keep an overview of the pupils in school with additional support needs, the nature of their needs and the support required by them;
- Organise training and CLPL to ensure that staff working with individual pupils have the necessary skills to effectively meet their needs;
- Attend forums and meetings which support professional dialogue, learning and moderation in relation to additional support needs and inclusion
- Collaborate and share practice within schools and clusters and across the authority and beyond

Educational Psychology Service

East Renfrewshire's Psychology Service perform a range of key functions including:

- advising and supporting education management staff in relation to issues affecting children and young people's wellbeing, particularly with regards to additional support needs
- assessing to inform future intervention, limit the barriers to learning and to promote inclusion of the child or young person
- offering a wide range of appropriate interventions to service users in relation to children and young people with additional support needs
- building capacity and supporting teacher professionalism to strengthen inclusion for all children and young people
- supporting and carrying out research to evolve an evidence base for educational practice, inform policy and strategy, and explore new ideas and to evaluate and encourage reflective practice.

Further helpful information about the Educational Psychology Service can be found at <https://blogs.glowscotland.org.uk/er/PsychologicalService/>

Staff:

- Have a good understanding of the current thinking around inclusion, equality and equity and additional support needs, and of the departmental priorities in this area;
- Understand well the particular needs of individual children and young people with whom they are directly working;
- Undertake CLPL activities in the area of Inclusion, equality and equity and ASN;
- Support students and newly qualified teachers (NQTs) in their delivery of the curriculum and in supporting pupils who have additional support needs;
- Promote an ethos of inclusion through respectful and ethical language and constructively challenging attitudes
- Work effectively in partnership with parents and other professionals.

Partnership working

- 3.20 It is acknowledged widely that effective collaborative working between partner agencies leads to positive outcomes for children and young people – this is a core principle of GIRFEC.
- 3.21 The main vehicle for joint planning and shared outcomes at a strategic level is through the Integrated Children's Services Plan and operationally through the various planning subgroups.
- 3.22 In early years settings and schools, the work of the extended multi-agency team is co-ordinated through the Joint Support Team (JST). ASN Co-ordinators are the link between education and other services at school level. The department fully expects that JSTs will be solution-focused and proactive in identifying strategies and measures, across agencies, to meet pupil needs.

- 3.23 All information and supporting guidance, materials and resources related to partnership working can be found on the Meeting Learners' Needs Glow site. <https://blogs.glowscotland.org.uk/er/meetinglearnerneeds/>

Partnership with parents

- 3.24 Chapter 7 of the *Supporting Children's Learning Code of Practice* (Third edition 2017) gives detailed guidance on working with children and families <http://www.gov.scot/Publications/2017/12/9598>. School senior managers should be fully conversant with this guidance, especially those with operational responsibility for additional support needs.
- 3.25 In order to ensure equality of opportunity and equal access to high quality provision, parents of pupils with additional support needs often require more frequent and organised support and communication in addition to that offered to all other parents.

Below are helpful examples of 'what works with parents':

- Build trust
- Help parents feel welcomed and valued
- Help parents understand 'the system' and what you are doing and why
- Think about the lives of families
- Acknowledge change can be challenging
- Acknowledge how a parent is feeling
- Share actions, plans and options
- Reflect and prepare

Further information about these helpful examples can be found at <http://enquire.org.uk/professionals/families-schools-partners/>

- 3.26 Schools should endeavour to be proactive in their engagement of parents of children and young people who have additional support needs. Consideration should be given to the merit of having a school ASN Parents' Forum. In addition, the department will offer parents of pupils with ASN opportunities to be consulted on key issues pertaining to inclusion at, if necessary, specially convened meetings or forums.
- 3.27 Schools, in knowing the needs of their pupils, could give consideration to organising themed events so that parents are kept informed about the school's approaches to learning and teaching for pupils with identified needs, for example, pupils with dyslexia or pupils with core communication needs, mental and emotional wellbeing needs, etc.
- 3.28 Education authorities have a duty under the Additional Support for Learning (Education) (Scotland) Act (2004) as amended (2009) to provide parents with information about services available to them both locally and nationally. To fulfil this duty, the education department asks schools to promote actively *Enquire – the Scottish advice service for additional support for learning* <http://enquire.org.uk/> through newsletters, correspondence, social media, website, public notice boards, plasma screens and handbook. Schools should access publicity materials from Enquire and should make these routinely available to parents at communal areas in the schools as well during school events.
- 3.29 In addition, schools should ensure that parents have information about the mediation service with which the authority is working. Again, such information should be made available in the school's handbook and other communication methods.

- 3.30 Schools should promote actively the children and young persons' advocacy service *Partners in Advocacy* <http://www.partnersinadvocacy.org.uk/> through all school correspondence with pupils.

Support for staff and Career-Long Professional Learning

- 3.31 Staff with responsibility to meet the needs of particular groups of children and young people are supported through:
- Early Years, Primary and Secondary ASN Co-ordinators' Forum
 - Secondary Depute Head Teacher (support) Forum
 - Principal Teachers of Support (learning, behaviour and pastoral) Forum
 - ASD Advisers Forum
 - Dyslexia Advisers Forum
 - CLPL for Pupil Support Assistants (ASN)

4. Transitions

- 4.1 Transitions include entry to early learning and childcare, transfer to primary school and through the different stages of primary and secondary school as well as to post school provision. Transitions also include other changes in school education, such as a transfer to another school or a break in school education as well as irregular transitions experiences through, for example, exclusions and returning from significant periods of absence.
- 4.2 Chapter 6 of the Supporting Children's Learning Code of Practice (Third edition 2017) gives detailed guidance on transitions <http://www.gov.scot/Publications/2017/12/9598>
- 4.3 The criteria, as offered in the code, highlights which children and young people with additional support needs the statutory measures around transitions should apply to. These are children and young people:
- With a co-ordinated support plan (CSP);
 - In a specialist placement such as Isobel Mair School, CCC or external grant aided or independent provision;
 - Have additional support needs arising from a disability within the meaning of the Equality Act 2010;
 - Are otherwise at risk of not making a successful transition such as looked after children and young carers.
- 4.4 The Act set out timescales as to when schools must seek and take account of information from other agencies and services; and when schools must provide information to appropriate agencies and services. These timescales are defined in law as 'the latest times'. The Code of Practice provides timelines for starting nursery school, primary to secondary school and preparing for adulthood.
- 4.5 Placing request legislation takes precedence in law over the ASL Act. In practical terms, for the purposes of transitions this means that schools cannot begin liaising with any other than the child or young person's catchment school. If a parent has made, or is intending to make, a placing request for their child then the Head Teacher with the support of the school's link psychologist should ensure that the parent is fully aware

that the transitions process will not be able to be fully carried out until the placing requests process is completed. General work however should be done with the child and young person to best prepare them for the change without including activity which would involve reciprocal visits to schools or exchanges of staff.

4.6 It is entirely possible for schools to be informed that a child or young person with additional support needs may be leaving the school more immediately. In such circumstances, it is impossible, regardless of whether the child or young person meets the criteria as outlined above to realise the demands of the Act. In such cases, every effort should be made by schools to facilitate a successful high quality transition by consideration of:

- The transfer of information to the receiving school or placement;
- Telephone communication with the receiving school or placement;
- A visit of key staff to the receiving school or placement.

4.7 Equally, it may be the case that a child with additional support needs arrives without prior knowledge at a school. If the child has a CSP, this will transfer immediately and a review of the plan should take place within 8 weeks of the child arriving. For all other children where there are additional support needs, schools should be proactive in seeking information both in written form and through verbal communication from the transferring school or placement.

4.8 Schools should take account of the following principles of good practice, as outlined in the Code of Practice, whenever a child or young person with additional support needs is approaching a transition point in their school education:

- transition planning should be embedded within policies and procedures for additional support needs and the more universal policies and procedures for support for children and young people;
- other agencies, such as health and social work services, Skills Development Scotland (Careers), further education colleges and institutions of higher education should also be involved in transition planning where required;
- the child's or young person's views should be sought and taken into account when discussing changes in school education;
- parents should be part of the planning process, their views should be sought and taken account of, and they should receive support, as required, during the transition process;
- early consultation should take place with the receiving school or post-school provision, which the child or young person will be attending;
- schools should plan to ensure that the necessary support is in place for children and young people who have additional support needs to help them through the transition phase to their new school or provision;
- professionals from all agencies working with the child, young person and family should plan in good time for transition to future services;
- transition should be co-ordinated by a relevant person known to the child or young person and their family; and,

- where a child or young person has a co-ordinated support plan then any anticipated change in the statutory co-ordinator should be discussed with the child or young person, and parents, as far in advance of the change as possible.

5. Record keeping, tracking and information sharing

- 5.1 All educational establishments should ensure that practice relating to record keeping and information sharing is in keeping with the duty of the Council under the Data Protection Law 2018 (GDPR) and the Freedom of Information Act 2000. Further consideration should be given to gathering, using and storing information in light of GDPR.
- 5.2 Establishments should ensure that there is a protocol for the accessing of information about children with additional support needs. All information relating to the needs of children and young people should be kept in a secure place within the establishment, including any electronic data.
- 5.3 Establishments should ensure that sensitive information, including pupil plans, is not duplicated unnecessarily. Although well-being plans should be working documents, establishments should devise a clear system to ensure that plans remain the responsibility of the class teacher in the first instance.
- 5.4 All establishments must ensure that children and young people with additional support needs are indicated as having such needs on Click and Go. Children with a CSP must also be noted as such on Click and Go.
- 5.5 The Quality Improvement Officer (ASN) will be advised of SEEMIS developments pertaining to the management of pupil information and will consider the benefits of adopting any changes to secure improvement in this area. Approaches to managing the recording of information on Click and Go will be reviewed and updated via the ASN Co-ordinators' Forum.
- 5.6 Establishments should keep a comprehensive overview of all children and young people with additional support needs. This information should be used by establishments to support self-evaluation and inform school improvement plans.

6. Monitoring and Evaluating

- 6.1 It will be the responsibility of Head Teachers, in partnership with parents and pupils, to monitor and evaluate on a day-to-day basis the implementation of their policy on school inclusion.
- 6.2 An evaluation of the success of the implementation of this policy should be reported annually in all schools' standards and quality reports and school improvement plans.
- 6.3 The Education Department directorate will monitor and review the effectiveness of implementation of this circular through self-evaluation activities which may include discussions with Head Teachers at regular meetings, with pupils and staff through the Director's Forums, with parents through Parent Council Chairs Forum, specific focus groups set up for this purpose and through monitoring correspondence received by the department. The Quality Improvement team will gather evidence about the

implementation of this policy through reviews of school practice and specifically through Effective Transitions Reviews of clusters and Support and Protection Reviews of individual establishments. External evaluations by Education Scotland (HMIE) will also provide evidence of successful implementation.

- 6.4 Analysis of the evidence and views gathered will inform the need for improvement targets and objectives which may be included in the department's Outcome Delivery and Local Improvement plans.
- 6.5 A formal evaluation of the policy will take place 3 years after its introduction in school session 2021 – 2022, and the success of its implementation will be reported on annually in the department's Standards and Quality Report.

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