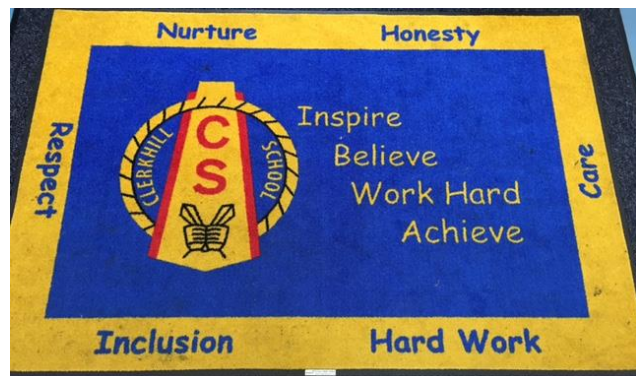# Clerkhill School
Inclusion Policy

Our Vision for Inclusion

At Clerkhill Primary School we believe passionately in the importance of inclusion and equality for all children and adults, and strive to ensure that these values are at the heart of our Inclusion practices. We believe that an effective school is an inclusive school. We recognise the need to implement our ethos in the classroom and beyond to meet the needs of our children.

GIRFEC

Getting it right for every child (GIRFEC) is the foundation for work with all children and young people. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Read more on the <u>Scottish Government website</u>.

Getting it Right For Every Child

'As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they – and their families – are going to need help and support.

No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them. The Getting it right for every child approach ensures that anyone providing that support puts the child or young person – and their family – at the centre.

Getting it right for every child is important for everyone who works with children and young people – as well as many people who work with adults who look after children. Practitioners need to work together to support families, and where appropriate, take early action at the first signs of any difficulty – rather than only getting involved when a situation has already reached crisis point.

This means working across organisational boundaries and putting children and their families at the heart of decision making – and giving all our children and young people the best possible start in life'

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens.

We believe they should be:
Safe… protected from abuse, neglect or harm
Healthy… experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices
Achieving… receiving support and guidance in their learning – boosting their skills, confidence and self-esteem
Nurtured… having a nurturing and stimulating place to live and grow
Active… having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future
Respected… to be given a voice and involved in the decisions that affect their wellbeing
Responsible… taking an active role within their schools and communities
Included… getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn.'

Clerkhill School welcomes all learners and is committed to providing them with the support and encouragement required in order for them to succeed and reach the highest level of personal achievement. Where children have additional needs, steps will be taken to prevent these from becoming a barrier to learning. By this positive action, we believe all our children, regardless of age, gender, ethnicity, special needs, attainment and background, will receive an equal opportunity to make progress and fulfil their potential.

<u>Education Scotland</u>

The <u>Additional Support for Learning</u> legislation in Scotland promotes inclusion. There is a duty to provide additional support for learning when any child or young person needs support for whatever reason.

Universal Support

Universal support starts with the ethos, climate and relationships within every learning environment. *It is the responsibility of all practitioners and partners.*

An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential.

Personal learning planning is at the heart of supporting learning. The conversations about learning, reviewing progress and planning next steps are central to this process. Planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced also contribute to the universal aspect of support.

In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This key member of staff has the holistic overview of the child or young person's learning and personal development.

Targeted Support – Additional Support Needs

Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any points of their learning journey or throughout the journey.

Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues. Additional support may also be required to ensure progress in learning for the gifted and able, looked after children and young people, young carers, Gypsies and Travellers, asylum seekers and those for whom English is not a first language.

Targeted support also encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations.

This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise.

Nurture Hub

At Clerkhill School we closely monitor social, emotional and behavioural developments in all our children. For those children requiring more targeted support, the opportunity to attend our Nurture Hub may be considered. Children are carefully selected according to their individual holistic profile of needs and through the completion of 'The Boxall Profile'. Trained staff create an attractive, safe, structured environment designed to bridge the gaps between home and school. Further details on the procedures used to select children for our Nurture Hub can be found in the staff folder titled, 'The Six Principles of Nurture'.

Looked After and Accommodated Children

The number of children and young people becoming looked after has increased year on year over the last two decades. The reasons for children becoming looked after are more complex but the overwhelming majority are placed for care and protection reasons and that number is increasing annually.

The Scottish Government published guidance Included, Engaged and Involved Part 1: attendance in Scottish schools (2007) aims to promote good attendance in schools and provides guidance for Local Authorities and schools on how to promote engagement and motivation, including among those who may be at risk of poor attendance.

The Scottish Government published Included, Engaged and Involved Part 2: a positive approach to managing school exclusions (IEI2) in 2011 provides guidance and support to Local Authorities, schools and other learning establishments and their partners to keep all children

and young people fully included, engaged and involved in their education wherever this takes places; and to improve outcomes for those most at risk of exclusion.

Children's rights

UN Convention on the Rights of the Child is the most universally accepted human rights instrument in history. It spells out the basic human rights that are the rights of children everywhere – without discrimination.

Read more on the UN website.

English for Speakers of Other Languages (ESOL)

ESOL is the umbrella term used to describe the provision of English language learning in Scotland. It is delivered by a range of providers, including community learning and development, colleges, schools and voluntary sector organisations.

Education (Scotland) Act 2016

The Education Scotland Act 2016 which was passed by the Scottish Parliament in March 2016 makes amendments to the Additional Support for Learning Act.

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for the provision of additional support for learning. The legislation was amended by the Education (Additional Support for Learning) (Scotland) Act 2009. The Act is structured around the concept of support being needed for any reason, and for short or long term periods determined by the individual learning needs of the child or young person. The key duties on education authorities are to identify, make provision for, and review provision for the additional support needs of children and young people for whose education they are responsible.

Dyslexia in the Classroom Reflective Tool

"Long term and sustained improvement which has a real impact on the quality of children's learning will be better achieved through determined efforts to build the capacity of teachers themselves to take responsibility for their own professional development, building their pedagogical expertise, engaging with the need for change, undertaking well-thought through development and always evaluating impact in relation to improvement in the quality of children's learning. That is the message from successful education systems across the world."

'Teaching Scotland's Future' (Scottish Government, 2011)

This reflective tool is designed to help you think about your knowledge and understanding of the challenges faced by dyslexic learners, evaluate your classroom practice and identify areas of strength and for development.

It should be answered as honestly as possible, revisited each year as part of your career long professional learning and can contribute towards completion of your Professional Update with the GTCS.

Use the Professional Learning feedback sheet at the end to share your identified areas for development with your school's management team or additional support for learning teacher(s) so that they can include this in their whole school Professional Learning programme, advise on sources of professional reading and/or suggest suitable strategies/resources to use.

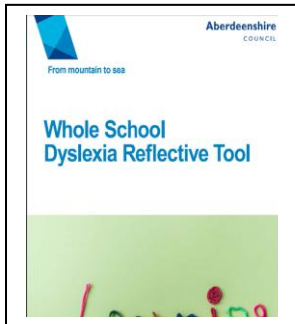## Dyslexia in the Classroom Reflective Tool Document

This should be used at the **end of Term 1** and the beginning of **Term 3** as a valuable reflection tool to evaluate your current classroom practice.

After completing the Reflective Tool use the **scoring sheet** to identify current strengths in practice and areas for development.

Areas for development should be developed and embedded in classroom practice and re-evaluated in Term 4. (See attached documents)

Whole School Dyslexia Reflective Tool

The Whole School checklist will be completed by the Senior Management Team along with Additional Support for Learning staff after responses from the '**Dyslexia in the Classroom Reflective Tool**' (completed by classroom teachers) have been collated.

Dyslexia Scotland

What is the Addressing Dyslexia Toolkit?

This free resource provides information for teachers, schools and local authorities on inclusive practice, literacy difficulties and dyslexia.

It guides users through a child-centred, collaborative process of identification, assessment, support and monitoring.

Scottish Definition of Dyslexia

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas. The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and/or visual processing of language-based information
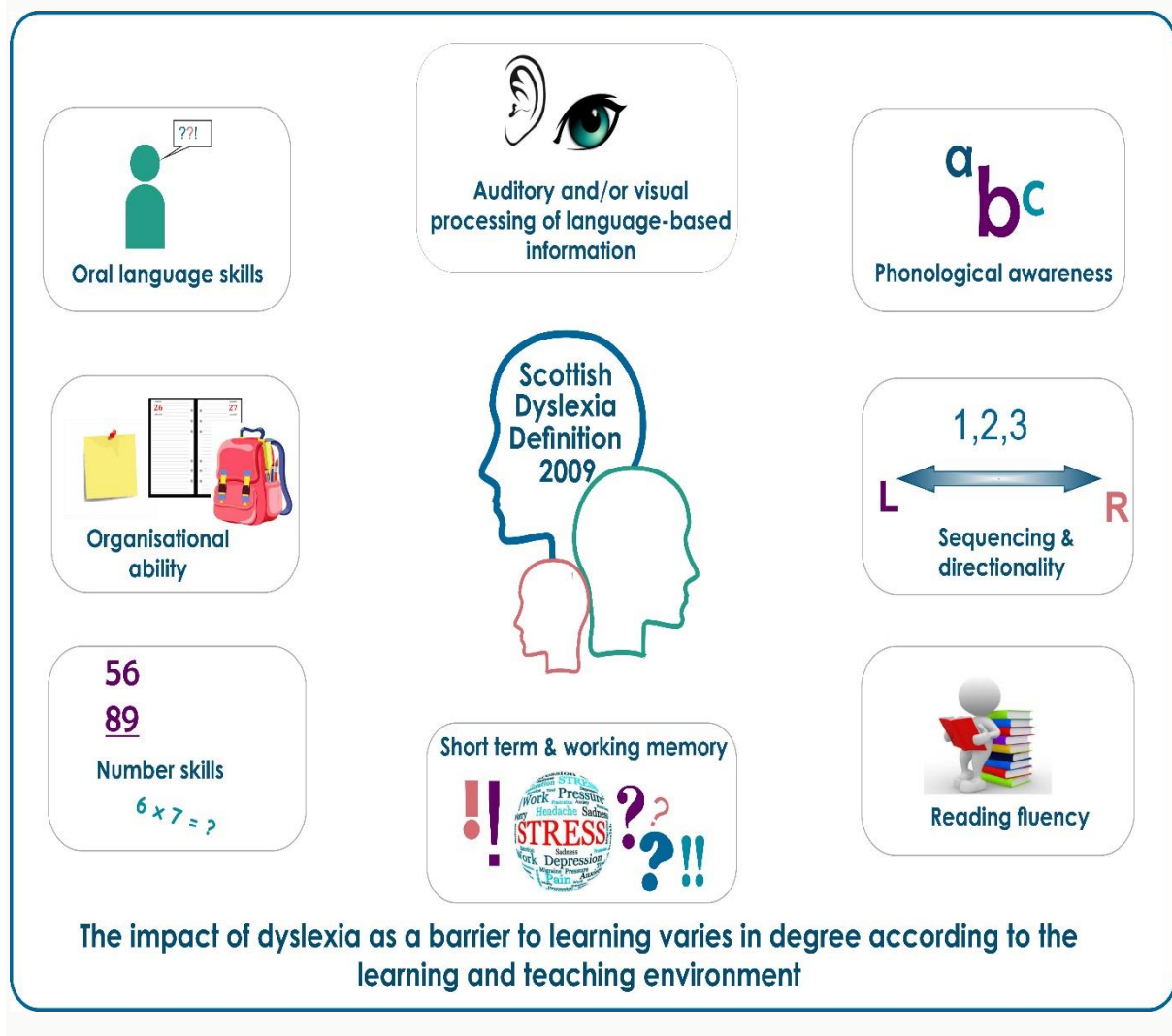- phonological awareness

- oral language skills and reading fluency
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability

Motor skills and co-ordination may also be affected.

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds.

It is a hereditary, life-long, neurodevelopmental condition. Unidentified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour, and low achievement.

Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

Oral language skills

Auditory and/or visual processing of language-based information

Phonological awareness

Organisational ability

Scottish Dyslexia Definition 2009

1,2,3
L   R
Sequencing & directionality

56
89
Number skills
6 x 7 = ?

Short term & working memory

Reading fluency

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment

Each class has a 'Learning Box' which will contains valuable tools for all children to access freely. These tools will be particularly beneficial to those children with Dyslexia and they should be situated in a place where they can be accessed at any time.

Children with Additional Support Needs should be using technology to support them with their learning. IPads and Laptops should be accessible to them at all times. P5-7 pupils who are Dyslexic will be given their own lap top, and encouraged to use this when necessary.

CALL Scotland has many recommendations on which Apps and Software can support our learners who have literacy and numeracy difficulties.

Parents will be kept up to date with information on how we support pupils with the use of technology at Clerkhill School.

Autism

'Autism is a lifelong, developmental condition that affects the way a person communicates, interacts and processes information.'

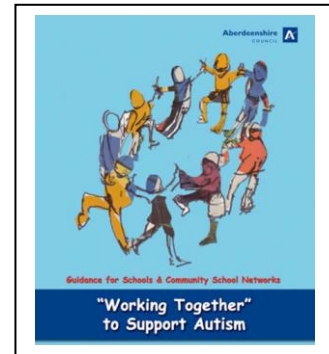www.scottishautism.org

Conditions associated with the autism spectrum are not mental illnesses. It is however recognised that there can be a vulnerability to mental health and wellbeing.

The term 'autism spectrum' refers to the range of ways the condition presents itself in an individual which can vary greatly from person to person and throughout their life.

For those members of staff who have any children in their class with Autism they will be encouraged to take time to visit the Scottish Autism site and to become familiar with Aberdeenshire's, **'Working Together to Support Autism'**

- An Aberdeenshire Education and Children's Services staged intervention procedure gives information on how to meet the needs of children and young people on the autistic spectrum.
- These procedures acknowledge the role of several agencies in developing consistency of approach in school and home environments.
- Children with autism may require an Individualised Educational Programme (IEP).
- The Authority Managing Accessibility Plan (MAP) may be used to identify and agree support depending on the individual needs of each child.
- Staff in schools should record strategies that have been put in place to support pupils with autism and through their planning evaluations evaluate their effectiveness.

- Further advice about the school environment, curriculum and strategies that can be used is available in the Aberdeenshire Accessibility file.
- Emphasis is placed on supporting children and young people as they progress through the school system to adult life. Pupils with ASD have particular difficulty with transitions: nursery to P1, P7 to S1. A model for transition, the pupil passport workbook, aimed at P7-S1 transfer is included with this guidelines. It could be adapted for any relevant transition. The Educational Psychology Service can be consulted on practice relating to successful transitions.
- Guidelines for secondary schools receiving a child with a 'Transition Passport' are included in the pack

Completing and Submitting Homework

Children with any type of ASN may need more time to complete their homework, shorter tasks and may need differentiated homework activities. Children may benefit from submitting homework in alternative ways – for example: Mind mapping, bullet points, PowerPoint presentations, story boards with pictures, or through discussion tasks with parents at home.

If children are receiving any type of ASN support, class teachers should liaise with ASN staff to ensure that homework tasks are not laborious and that children are reinforcing at home what they are receiving support for in school

Our Homework Policy will give further guidance on this. * To be finalised with staff

Physical Disabilities

Children who have a physical or mobility difficulty are a diverse group and include a wide and varied range of disabilities, conditions and needs.

Support for Learners - Children with Physical Disabilities - Aberdeenshire Council

'Physical disability need not, and often does not, present major problems for teaching and learning. There are however a small number of children in Aberdeenshire Schools whose physical disabilities produce mobility and management problems for pupil, parents and school.

Primary schools are usually designed as single floor buildings and in modern design, small changes in floor level are avoided. Where a pupil has mobility difficulties the authority will ensure reasonable adjustments are made to ensure the pupil can access the curriculum. Where adaptions to the local school would incur unreasonable'

The individual needs of each child will determine the type of support required and whether they require a Multi-Agency Action Plan. This will involve the

Conclusion

At Clerkhill School, we seek advice and support from local health and education services to identify the most appropriate level of support required for our pupils when necessary. We firmly believe that all children have an entitlement to be educated alongside their peers and as an inclusive school we are committed to developing inclusive cultures, policies and practices. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity and equity for all must be a reality for our pupils. We make this a reality through the attention that we pay to providing appropriate support to all groups of children within our school.

EQUALITY   EQUITY