

Education, Children and Families Committee

10.00am, Tuesday, 5 March 2019

Promoting children's rights, equalities and inclusion in schools and services

Item number	7.2
Executive/routine	
Wards	
Council Commitments	

1. Recommendations

- 1.1 Members of the Education, Children and Families Committee are asked to:
 - 1.1.1 approve the aims of **Discover!** the citywide reach, the strategic approach and the local delivery
 - 1.1.2 endorse the establishment of the Child Poverty Action Unit
 - 1.1.3 approve the new inclusion policy 'Included, Engaged and Involved in Edinburgh' (Appendix 1)
 - 1.1.4 welcome the direction of proposals arising from the review of Social work services for children affected by disability.
 - 1.1.5 endorse the continued development of integrated working across Communities and Families with the NHS and other partners, to promote children's rights and reduce the impact of discrimination and inequity of outcomes or children and young people.

Alistair Gaw

Executive Director for Communities and Families

Contact: Linda Lees, Lifelong Learning Strategic Manager

Martin Vallely, Service Manager, Professional Services

Sean Bell, Senior Manager, Children with Disability

E-mail: linda.lees@edinburgh.gov.uk | Tel: 0131 469 3956

E-mail: martin.vallely@edinburgh.gov.uk | Tel: 0131

Email: sean.bell@edinburgh.gov.uk | Tel: 0131

Promoting children's rights, equalities and inclusion in schools and services

2. Executive Summary

- 2.1 This report provides an update and overview of some of the work across Communities and Families that is helping to promote children's rights, equalities and inclusion with children and young people.
- 2.2 It provides an overview of key developments and steps being taken to address the impact of discrimination and inequalities. It highlights how we are working with children, young people, parents, schools and other partners in our communities to help improve life chances for people living in poverty, facing greatest disadvantage and/or have protected characteristics and/or have a disability.
- 2.3 The report integrates several strands of work and progress in improving the alignment between services and the impact on children in school and their families and provides an overview of:
 - 2.3.1 steps to reduce the effects of poverty in schools and communities
 - 2.3.2 an inclusive rights respecting approach to promoting equalities, preventing
 - 2.3.3 and addressing discrimination and bullying and closing the equity gap in schools
 - 2.3.4 steps towards providing a more integrated approach where children require support at school and from social work.

3. Background

- 3.1 Previous reports on equalities and inclusion and measures to improve the opportunities, experiences and outcomes for children young people have been presented to the Education, Children and Families Committee.
- 3.2 We have taken into account National and local debate on the challenges of inclusion, protecting children's rights, child poverty, adverse childhood experiences, discrimination and bullying, protecting the safety of children and staff, improving outcomes for Looked After Children and the wider equity gap. Debate has also highlighted concerns about the resources available to address these challenges.
- 3.3 This debate has taken place in the context of Government's consultations on the Presumption of Mainstream, wider Educational Reforms and the publication of

'Included, Engaged and Involved 2'. The report '*Not included, Not Engaged, Not Involved*', (September 2018), highlighting concerns about children with autism missing from school. The Children's Commissioner reported in December 2018 on the outcome of an investigation into seclusion and restraint in schools. Most recently, the Scottish Government agreed to undertake a review of provision for additional support needs in February 2019.

- 3.4 Overall the response to the consultation on the Presumption of Mainstream was strongly in favour of the principle of mainstreaming and the policy aims. However, there were significant concerns about the implementation in some cases, for example, highlighting instances where children are not permitted to attend school full time. The number and duration of part-time timetables is monitored closely by ASL Team Leaders in each school, working with partners from the ASL Service and Psychological Services. These timetables are reviewed in line with national legislation and local policy and procedures
- 3.5 In Edinburgh, the pattern of school attendance indicates priorities for improvement in planning, support, and recording to ensure that children's entitlements are consistently met. The key areas for improvement include children with Autism, particularly in Primary, and SEBN in all sectors (especially in Secondary).

Children with Autism or Social, Emotional and Behavior Support Needs in Edinburgh Schools February 2019 - % Less than 85% Attendance

Autism				SEBN			All Pupils		
	Total Pupils	No. Pupils <=85%	%<=85%	Total Pupils	No. Pupils <=85%	%<=85%	Total Pupils	No. Pupils <=85%	%<=85%
Primary	496	66	13.3%	806	123	15.3%	31360	2277	7.3%
Secondary	291	45	15.5%	804	263	32.7%	14106	1964	13.9%
Special	273	33	12.1%	152	30	19.7%	536	89	16.6%
Total	1060	144	13.6%	1762	416	23.6%	46002	4330	9.4%

4. Main report

Addressing the Impact of Poverty - *Discover!* cost of the school holidays

- 4.1 In response to the growing number of children returning to school after the holidays, hungry and less ready to learn, a new programme *Discover!* was developed. This is an integrated service programme overseen by a strategic partnership of CEC, Education Scotland, NHS and Third Sector representatives and managed and delivered by Lifelong Learning staff and partners in targeted communities. Evaluation to date suggests that *Discover!* is already having a positive impact on social isolation and income maximisation.

- 4.2 Corporate sponsors have helped lever some support *additional* to core provision. However, with nearly 1 in 4 children in Edinburgh now living in poverty, scaling this provision will require strategic oversight and future budget considerations.

Addressing the Impact of Poverty - Pupil Equity Framework

- 4.3 In October 2017, the Education, Children and Families approved the Equity Framework.
- 4.4 The Equity Framework is led by Lifelong Learning's strategic Health and Wellbeing team to complement improvements in schools in relation to closing the attainment and achievement gap. It sets out ways for pupils and families affected by poverty to feel included, respected with have a sense of belonging and dignity via steps to:
- Minimise costs and reduce pressures on family budgets
 - Ensure equal access to opportunities, regardless of income
 - Reduce poverty-related stigma

Addressing the Impact of Poverty - Child Poverty Action Unit

- 4.5 New responsibilities arising from the Child Poverty (Scotland) Act 2017 include the requirement for publication of an annual report describing actions to reduce and mitigate the effects of Child Poverty. In response, a Child Poverty Action Unit has been established chaired by Councillor Alison Dickie. The Equity Framework, *Discover!* and *1 in 5* will contribute to the first Child Poverty Report in June 2019

Including, Engaging and Involving Children and Young People who require Additional Support

- 4.6 In March 2017, the Education, Children and Families Committee approved six priorities for Additional Support Needs for 2017-20. The pursuit of the Council's priorities for additional support for learning are summarised in this report around three interrelated themes:
- high quality inclusive practice,
 - effective integrated additional support and
 - high quality special schools and provision

High Quality Inclusive Practice – Policy and Procedures

- 4.7 In 2016, we undertook a Strategic Review of Inclusive Practice. The central recommendation was that the Council should develop a new vision and policy statement for inclusion underpinned by: key procedures, core practices, professional learning and improved performance management.

4.8 Following those recommendations a new policy is now proposed: 'Included, Engaged and Involved in Edinburgh'. The policy takes account of the wide discussion, legislation and government guidance built around a vision for inclusion:

*'In Edinburgh every child or young person irrespective of background, gender, race and disability is part of a resilient and positive learning community where they feel:
I belong,
I learn,
I am supported and I help others,
I contribute,
I am successful.'*

4.9 A copy of the policy is included in Appendix 1 of this report for approval. To support the implementation of the policy, a team of Officers, Educational Psychologists and Headteachers developed five key procedures:

- Relationships for Learning and Behaviour
- Risk Management and Reduction
- Improving Outcomes for Learners at Risk of Exclusion
- Flexible and Alternative Timetables
- School Anti-Bullying Policies

High Quality Inclusive Practice – Quality Improvement and Professional Learning

4.10 The Council's quality improvement programme '*Edinburgh Learns*' provides an integrated and inclusive framework for closing the attainment gap and achieving better outcomes for disadvantaged learners.

4.11 The framework is designed to support continuing progress in inclusion, addressing barriers to achievement across all aspects of performance in schools, services and partnership working. It will support the implementation of the policy and procedures and quality improvement via four key pillars of inclusive practice (the 4 Rs):

- Relationships
- Rights respecting
- Resilience
- Restorative Practice

4.12 A key priority going forward is to address concerns about supporting learners with complex social, emotional and behavioural support needs arising from adverse childhood experiences. This is will build upon extensive work that has already underway to ensure that all staff and schools:

- have strong foundations in inclusive practice as it applies to their roles. including the Council's handbook for inclusive practice, the CIRCLE resource
- undertake and maintain up to date understanding of autism and approaches to including, engaging an involving children and young people with autism

- engage in training in promoting Equalities and in preventing and managing risks of discrimination and harm. This includes training to address any bullying of learners who have a disability and faith based discrimination.

High Quality Inclusive Practice Next Steps

- 4.13 Subject to Committee approval of 'Included, Engaged and Involved in Edinburgh' (Appendix 1) the new policy will be issued to schools in the summer term with accompanying procedures, in advance of the public launch.
- 4.14 Meanwhile, we will consult with children and young people on the vision and ask them what helps them to feel: '*I belong; I learn; I am supported and I help others; I contribute; I am successful*'. The engagement with children and young people will take place in advance of the public launch and help to shape the communication and promotion of the policy and our improvement planning.
- 4.15 A statement on inclusion to promote partnership with parents has been prepared and this will be incorporated into school handbooks for the 2019-20 school session.
- 4.16 Going forward as part of our rights respecting approach we will establish a systematic framework for consultation with children and young people to help shape priorities and ways of working within our schools and services on a continuing basis.
- 4.17 As part of our commitment to working *with* families, a programme to support strengths-based and restorative approaches within schools and children's services and better integrated working will be implemented.
- 4.18 We will ensure all staff have access to high quality professional learning to enable them to fulfill their roles in relation to: high quality inclusive teaching and learning; Equalities; Children's Rights and Adverse Childhood Experiences.
- 4.19 We will monitor the implementation of new procedures for preventing exclusion and managing the use of flexible and alternative timetables and we will monitor impact in the attendance of learners with Autism and Social Emotional and Behaviour support needs within the Edinburgh Learns improvement framework.

Effective Integrated Additional Support

- 4.20 Since August 2014, Edinburgh has adopted an integrated approach to Getting it Right for Every Child and Additional Support for Learning. As part of this approach we have progressively reviewed how best to promote inclusion and provide support. In the course of the last year this has led to the creation of locality teams and the streamlining of support for Autism and support for learners who have additional needs arising from adverse childhood experiences.
- 4.21 Stronger support for children affected by adverse childhood experiences is a top priority for schools. In order to establish a strong basis for an integrated Inclusion Support Service staff were intensively trained in SCERTS an Internationally recognised approach to assessment and intervention for Social Communication,

Emotional Regulation, Transactional Supports (Relationships and Interaction). See Appendix 2 for more detail.

- 4.22 In 2018/19, almost 15,000 (29%) learners in Edinburgh Schools are identified as requiring additional support for learning. This represents an increase in comparison to 2016/17 (26%) and 2017/18 (26%). For the school session 2017/18, 9,600 learners were supported by the ASL Service. For further details see Appendix 3.
- 4.23 Working in close collaboration with Psychological Services, Speech and Language Therapy and other partners the Communities and Families ASL Service provides:
- Specialist city-wide services e.g. hospital teaching, Visual Impairment etc.
 - Locality inclusion support teams
 - Locality support for EAL provision and support for learners Gypsy, Roma or Traveller communities
 - Equalities training and support
- 4.24 In the past year the ASL Service has supported schools in promoting equalities, preventing and addressing discrimination and bullying through:
- Day-to-day work alongside families, schools and partner services
 - Advice for schools on matters relating to all relevant protected characteristics
 - Targeted Equalities training for Head Teachers and Senior Leadership teams; school Equalities Co-ordinators; Pupil Support Assistants or on a whole-school basis
 - Regular Equalities bulletins for school Equalities Co-ordinators
 - Supported self-evaluation for schools using Quality Indicator 3.1: Wellbeing, Equality and Inclusion in conjunction with the Quality Improvement Team
 - Policies and procedures, e.g. 'Preventing and responding to bullying and prejudice among children and Young People'
 - Discrete pieces of work with schools in response to information from schools or community groups.
- 4.25 Professional learning programmes are tailored specifically for different staff groups. Targeted programmes are provided for Senior Leaders, Equalities Co-ordinators, Pupil Support Assistants these are complemented by whole school training on an elective basis. More information is contained at Appendix 4

Integrating Support for Children Affected by a Disability

- 4.26 Children with more complex needs may require support from social work and health, as well as support in school. Effective integration of these supports helps to promote the best interests and most effective support for families. There are already examples of good integration for example, Keycomm which provides a high quality integrated technology service for children and adults with complex disabilities, the Lothian Exceptional Needs service for children who have very complex health needs, Family Follow up and autism support pathways and the Challenging Behaviour Services linking Council's children's Services with CAMHS on behalf of NHS.

- 4.27 Over recent months we have been reviewing our approach to providing social work services for Children Affected by Disability (CAD) alongside improving inclusive practice in schools (see Appendix 5 for further details).
- 4.28 The CAD review has identified several ways to improve service cohesion to promote children's rights, provide better experiences and more progressive support for children, young people affected by a disability (and their parents), in particular:
- a 'one service' strengths-based ethos
 - working *with* the child and the family pursuing common progressive goals,
 - simplifying and joining up assessment and planning using solution focussed approaches
 - simplifying the accessibility of support
 - sharing training, skills and resources in mutual support across teams/services
 - redesigning the way transitions are managed, to children's support growth and progression.

Effective Integrated Additional Support - Next Steps

- 4.29 We will implement an action plan to improve the way that we work with children and families affected by disability to provide a more cohesive and progressive approach working across Communities and Families.
- 4.30 As part of the development of a one service approach we will develop a holistic support pathway for children with a complex disability starting with children with autism, joining up Health, Education and Social Work resources in an integrated child and family-centred approach.
- 4.31 We will continue to work with Edinburgh Together, the NHS and other partners to develop networks of support at school, cluster, locality and city-wide levels to deliver improved outcomes for children and young people with additional support needs.
- 4.32 We will work with schools and service partners to enhance support of learners with additional social, emotional and behavioural support needs. We will test different approaches to improve capacity to provide progressive and engaging learning opportunities, including: Forest Schools, cluster and area collaboratives and locality working to complement specialist city-wide services.
- 4.33 We will implement a programme to enhance the attendance, support, and the quality of learning experience of looked after children to raise their attainment and achievement. This will include enhancing home-school links, enhanced nurture in school, additional support for learning in and around school, e.g. in breakfast and homework/after school clubs, and working with families to increase capacity to support children's learning.
- 4.34 We will evaluate options for extending the inclusive improvement-led approach to supporting English Language and Literacy acquisition for bilingual learners to all schools where required.

- 4.35 We will continue to ensure that schools benefit from support and training to promote Equalities, prevent discrimination and manage any occurrences of faith based discrimination or other prejudice.
- 4.36 We will undertake an evaluation of additional support for learning taking into account the above, identifying any changes that may be required to facilitate effective collaborative working between schools and children's services, to promote children's rights, improve outcomes for children and promote best value.

High Quality Special Schools and Specialist provision

- 4.37 In Edinburgh 1.3% of pupils educated in the authority attend special schools, this compares with the four other authorities of a similar size (> 40,000 pupils) which range from 0.3% Fife to 2% for North Lanarkshire. Edinburgh is in the mid-range for these peers flanked by South Lanarkshire (0.8%) and Glasgow at 1.8%.
- 4.38 Schools in all sectors report growing demand in terms of both the number of learners requiring additional support and the complexity of need. Head Teachers report that whilst inclusive practice enables them to meet a wide range of these needs, it is evident that the options and support for children with more complex needs to be extended.
- 4.39 Over recent years there has been an increase in the number of children with Autism identified in Edinburgh. The most recent figures indicate that around 1000 (approximately 2%) of pupils in City of Edinburgh schools have Autism. It is anticipated that the current pressures will continue in line with demographic projections.
- 4.40 The growth in relation to complex needs for children with autism is leading to increasing pressures on special school placements. Over the past 3 years we have increased the provision in special schools for children with Autism and Learning Disability, as follows:
- 2016/17 - 14 additional places
 - 2017/18 – 16 additional places
 - 2018/19 - 16 additional places
- 4.41 In December 2015, the Education, Children and Families Committee considered the Rising Rolls for Edinburgh Schools report, which estimated that by 2030 school populations would rise from 47,000 to 60,400. This represented an increase of almost 30%.
- 4.42 At a similar rate of growth, to the overall population based on 2015 figures, we anticipate an increase, for from 850 to 1208 children with autism based on 2015 figures. This equates to an annual average growth rate of provision equivalent to 24 additional children with autism per year. At least 1 in 2 of these children, 12 per annum, are likely to require specialist provision. The current figures indicate that the rate of growth is higher than anticipated but it is too early to establish if this is a

trend but it suggests that 12 extra places per year in specialist provision for autism is a minimum requirement.

High Quality Special Schools and Specialist provision – Next Steps

- 4.43 In order to meet the anticipated demand planning is under way to create two additional classes for children with autism. It is anticipated that these additional classes will be located within language and communication classes attached to mainstream schools.
- 4.44 Evaluate the suitability of the Secondary Resource model to meet anticipated needs of children currently in special classes in Primary.
- 4.45 Complete a suitability assessment of existing special schools to complement the assessment of Kaimes, taking into account the nature and size of anticipated demand.
- 4.46 Undertake a multidisciplinary staffing profile assessment for the future pattern of provision, taking into account the complexity of need in order to inform workforce planning and partnership working within Children's Services and the NHS.
- 4.47 Prepare detailed specifications for inclusive provision of high quality accommodation for Kaimes school.
- 4.48 Prepare detailed specifications for inclusive provision as part of the Wave 4 Development taking into account the outcome of an updated suitability assessment of specialist provision and demographic trends.

5. Next Steps

- 5.1 Officers and teams leading these areas of activity will continue to work together. The lead officers are increasingly aware of each other's areas of responsibility. Following this Report, they will seek and create more opportunities to share information and bring teams together for collegiate discussions about how to make meaningful contributions to discrete plans and strategies.
- 5.2 An Open Space event is currently being planned to bring front line staff such as teachers, youth workers and PSAs together, to consider how they may work better together to improve children's outcomes.

6. Financial impact

- 6.1 Some of the recommendations in the Equity Framework will have an impact on school budgets, for example, removing charges for materials in curricular subjects
- 6.2 There are no other financial implications arising from this report and any service changes are managed within existing budgets

7. Stakeholder/Community Impact

- 7.1 Parents and Carers are invited to be an active part of the recommendation process for **Discover!** Their feedback is also taken into account when planning.
- 7.2 Feedback from Parents and Carers shows early indications of positive impact, linked to the aims and outcomes of **Discover!**
- 7.3 The Child Poverty Action Unit's work is and will be informed by the statutory requirement to produce an annual Child Poverty Report to the Scottish Government and to work towards targets for reducing child poverty by 2030. The first report is due by the end of June 2019. Through numerous strands of work including 1 in 5 Raising Awareness of Child Poverty, **Discover!** and the work of the SO4 (Strategic Outcome) Group, stakeholders and the community have been engaged and consulted. Impacts of this work are reported in previous reports with further impact and evidence in the first Child Poverty Report (June 2019).
- 7.4 The improvement plan for social work services was developed following extensive consultation with parents, carers and other stakeholders.
- 7.5 The Equity Framework was developed as a recommendation of *1 in 5* and involved stakeholders in its creation
- 7.6 The new Policy 'Included, Engaged and Involved in Edinburgh':
 - was co-produced with Headteachers.
 - takes into account the outcome of consultation with children and young people and a wide range of partners in the production of the Children's Services plan,
 - is informed by the five themes identified by the Young Ambassadors for Inclusion as important for inclusion: friendship; belonging; awareness of additional support needs; positive attitudes and asking for help and support.
 - takes into account Scottish Government Guidance and policy and wide public consultation and debate around the presumption of mainstream.
- 7.7 Work with children, young people and their parents and carers has included Focus Groups, meetings with parents and on-going discussion and dialogue with parents
- 7.8 There are no health and safety, governance, compliant or regulatory implications arising from this report.
- 7.9 There are no adverse carbon and environmental impacts arising from this report. Effort has been taken particularly through the **Discover!** programme, to promote greater awareness of food waste and to promote the use of re-useable non-plastics, bags for life and multi-use food containers.
- 7.10 Improved outcomes for children and families in poverty contributes to a range of sustainability indicators

8. Background reading/external references

Discover! Child Poverty Unit and Pupil Equity Framework:

- 8.1 Every child, every chance – The Tackling Child Poverty Delivery Plan 2018-22, Scottish Government, March 2018 Edinburgh Poverty Commission, City of Edinburgh Council, June 2018 1 in 5 documents: Top tips for schools; Making education equal for all: Edinburgh's pupil equity framework; Cost of the School Day – Financial Support and Information
- 8.2 Education and Skills Committee – <https://sp-bpr-en-prod-cdnep.azureedge.net/published/ES/2018/7/12/What-support-works--Inquiry-into-attainment-and-achievement-of-school-children-experiencing-poverty/ESS052018R04.pdf>
- 8.3 Child Poverty Action Unit, Culture and Communities Committee, 11 September 2018, Item 8.5
http://www.edinburgh.gov.uk/meetings/meeting/4529/culture_and_communities_committee
- Child Poverty Action Unit, Education, Children and Families Committee, 9 October 2018, Item 7.11(a) and 7.11(b)
http://www.edinburgh.gov.uk/meetings/meeting/4553/education_children_and_families_committee
- Child Poverty – Equity Framework, Education, Children and Families Committee, 10 October 2017, Item 7.6
http://www.edinburgh.gov.uk/meetings/meeting/4252/education_children_and_families_committee
- Further Developing Child Poverty Work in Edinburgh, Education, Children and Families Committee, 11 October 2016, Item 7.4
http://www.edinburgh.gov.uk/meetings/meeting/4044/education_children_and_families_committee
- Child Poverty Action Unit, Culture and Communities, September 2018, Item 8.5 (Referred to Education Children and Families, October 2018 and Neighbourhood Committees)
http://www.edinburgh.gov.uk/meetings/meeting/4529/culture_and_communities_committee
- ### **Children and Young People who require Additional Support**
- 8.4 Education Children and Families Committee, ASL and Special Schools updates December 2017
http://www.edinburgh.gov.uk/download/meetings/id/55618/item_77_-additional_support_needs_and_special_schools_update_2016-17and_May_2018
http://www.edinburgh.gov.uk/download/meetings/id/58127/full_meeting_papers_-education_children_and_families_committee_-_14-08-18

- 8.5 Presumption of Mainstream consultation <https://consult.gov.scot/supporting-learners/presumption-of-mainstreaming/>
- 8.6 Included in the Main:<https://www.enable.org.uk/wp-content/uploads/2017/08/IncludED-in-the-Main-22-Steps-on-the-Journey-to-Inclusion.pdf>
- 8.7 Not Included, Not Engaged, Not Involved , A report on the experiences of autistic children missing school <https://www.notengaged.com/>
- 8.8 Investigation by the Children and Young People’s Commissioner Scotland Restraint and Seclusion in Schools; <https://www.cypcs.org.uk/ufiles/No-Safe-Place.pdf>

Enhancing Support for Children and Young People with Disabilities and their Parents/carers

- 8.9 http://www.edinburgh.gov.uk/download/meetings/id/59474/item_715_-_play_schemes_for_children_with_disabilities_progress_report
- 8.10 http://www.edinburgh.gov.uk/download/meetings/id/59484/item_714_-_transitions_for_young_people_with_a_disability_from_children_s_services_to_adult_services

9. Appendices

- 9.1 Appendix 1 Included, Engaged and Involved in Edinburgh Draft Policy
- 9.2 Appendix 2 Strengthening Support for Children with Autism and Children Affected by Adverse Childhood Experiences
- 9.3 Appendix 3 Pupils Supported by Additional Support for Learning Service 2006 – 2018
- 9.4 Appendix 4 Equalities Professional Learning Update, ASL Service, January 2019
- 9.5 Appendix 5 Children Affected by Disability (CAD) Review

Included, Engaged and Involved in Edinburgh

'Edinburgh's Children and young people enjoy their childhood and achieve their potential'

Implementation date:

Control schedule

Version control

Version	Date	Author	Comment
0.1			

Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
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Included, Engaged and Involved

'Edinburgh's Children and young people enjoy their childhood and achieve their potential'

1. Policy statement

- 1.1 Included, Engaged and Involved in Edinburgh outlines the Communities and Families approach to the implementation of the Edinburgh Children's Partnership's ambition to create a child friendly city, where children and young people's rights are respected and preventing problems becomes as important as dealing with crisis.¹

2. Scope

- 2.3 This policy outlines the approach for all Communities and Families staff, all establishments, commissioned services and our relationships with children, families and the wider community. The policy recognises that inclusive practice has implications for all aspects of schools and other services working with children and families:

'A passionate commitment to ensuring social justice, children's rights, learning for sustainability and equality are important prerequisites for all who deliver Scottish education. The themes of leadership, partnership, shared values, wellbeing, social justice and equality are the foundation stones of an excellent school and, as such, need to be firmly embedded within self-evaluation.'

How Good is Our School? Fourth Edition' Education Scotland 2015 p4.

- 2.4 The policy informs the Council's Education Improvement Planning and Quality Improvement Framework.² In addition, it underpins key procedures. The most relevant procedures and associated templates are mapped out in Appendix 1.

3. Definitions

¹ The Edinburgh Children's Partnership, Children's Services Plan 2017-20,p1.

² Edinburgh Learns: Quality Improvement Frameworks;1. Equity for Learning, 2. Improving Quality in Learning, 3. Excellence in Learning (Inc. Teaching and Learning and Digital Learning), 4. Health and Wellbeing for Learning, 5. Pathways for Learning 6 Parental Engagement City of Edinburgh Council Education Improvement Plan 2018-2021, May 2018.

Appendix 1

- 3.1 **Additional Support for Learning Pathways** – Edinburgh's approach to proportionate support: Pathway 1 – classroom based supports, Pathway 2 – establishment supports, Pathway 3 – classroom and establishment with support from school partners, Pathway 4 – specialist provision.
- 3.2 **Additional Support Needs** – defined by the Education (Additional Support for Learning Act) 2009; considers factors which may prevent a pupil from benefitting from learning and can apply to any pupil throughout their learning career. The barriers to learning are not defined as being within the child. The barriers arise from such factors as the learning environment, health and disability, social and emotional factors and family circumstance.³
- 3.3 **Child/children** – anyone under the age of 18.
- 3.4 **Corporate parent** – describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all looked after pupils.
- 3.5 **GIRFEC** – Getting it Right for Every Child, the Scottish national practice model.
- 3.6 **Inclusion** – All learners are accepted within a diverse community where a high quality education for all is developed and sustained by removing barriers to participation, learning and achievement to overcome inequalities that arise through the learning environment, social and emotional factors, health and disability and family circumstances.⁴
- 3.7 **Four key features of inclusion** – Present, Participating, Achieving, Supported⁵
- 3.8 **Parent/s** – describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

³ Supporting Children's and Young People's Learning: A report on progress of implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 (As Amended) pub 2012
<http://www.gov.scot/Publications/2012/02/7679/3>

⁴ Derived from Support for All Education Scotland; <https://education.gov.scot/scottish-education-system/Support%20for%20all>

⁵ Excellence and Equity for All: Guidance on the Presumption of Mainstreaming (Consultation November 2017).

Appendix 1

- 3.9 **Presumption of mainstream (Standards in Scotland's Schools Etc. Act 2000)** – the presumption of mainstreaming enshrines the right of all children to attend a mainstream school unless legally defined exceptional circumstances are met.
- 3.10 **Schools** – all local authority schools, mainstream and special schools, and all settings providing early learning and child care on behalf of the City of Edinburgh Council
- 3.11 **The rights of the child** - The United Nations Convention on the Rights of the Child (UNCRC) sets out the fundamental rights of all children and young people. The UK ratified the UNCRC in 1991. The Scottish Government and the Council use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help guarantee every child a good start in life with a safe, healthy and happy childhood. The UNCRC forms the basis Getting it right for every child (GIRFEC).

4. Policy content

Introduction - Edinburgh 2050

- 4.1 Edinburgh aspires to become a place *'without poverty or barriers to achievement, where instead a good quality of life is a basic requirement enjoyed by all.'* (Edinburgh 2050 vision).
- 4.2 An inclusive Edinburgh offers a fairer and more successful future for all of our children, parents, staff and our wider community. This is a vision of an inspired, connected, fair, and thriving City, where all children and young people enjoy their childhood and achieve their potential as successful learners, confident individuals, responsible citizens and effective contributors.
- 4.3 In an inclusive Edinburgh school education fosters a good climate for learning, it encourages respect and tolerance for others, promotes citizenship attainment and achievement and lays the foundations for lifelong learning.⁶
- 4.4 This is a vision of a child friendly city with high achieving and inclusive schools, inspired by the Scottish vision for inclusive education:

⁶ http://www.edinburgh.gov.uk/news/article/2240/edinburgh_reveals_ideas_for_a_city_vision

Appendix 1

*'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.'*⁷

- 4.5 In this way Edinburgh aims to fulfil the obligations of the United Nations Convention on the Rights of the Child (1989) and key national policy including: Getting it Right for Every Child, 'Included, Engaged, Involved 2' (2017), the Additional Support for Learning Act (2009), How Good is Our School? (2015) and the National Improvement Framework (2018):

'We need Scottish education to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.'

The National Improvement Framework and Improvement Plan p4. 2018.

Inequalities and Inclusive Schools – One Service Approach

- 4.6 Inclusive schools provide models of high achieving, open, just and tolerant communities. They build on the strengths (prior achievements, interests, experiences and ambitions) that children and parents bring and provide equitable opportunities, resources and support removing barriers to success. An ethos built on positive relationships and a commitment to inclusion, across the whole school community, is underpinned by a coherent, inclusive curriculum and learning and teaching that meets learners' needs and provides appropriate challenge.
- 4.7 Inequalities occur in school education where barriers to participation, learning and achievement arise for whatever reason. Barriers may arise from any factor that has an adverse impact on the child, including, for example:

⁷ Scottish Government Draft Guidance on inclusive practice and presumption to provide education in a mainstream school or early learning and childcare establishment, after Professors Mel Ainscow and Susie Miles

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- *Learning environment* – where the learning and teaching approaches and/or overall curriculum are significantly different from what the child or young person requires.
- *Culture or language* – where the child is learning via English as an additional language.
- *Family circumstances* – where family life is disrupted, and the child or young person is not receiving the parental support, direction and guidance needed to make the most of school education or, school attendance is very poor and is adversely affecting educational progress.
- *Disability or health* – where the child or young person faces barriers to learning and development from, for example, blindness, physical disability, autism, serious childhood illness or a mental health problem.
- *Social and emotional factors* – children or young people may have had adverse childhood experience, such as bereavement or loss. The effect of these experiences in earlier life mean that under stress, children may:
 - have heightened anxiety
 - find emotional regulation more challenging
 - exhibit behaviour difficulties
 - be at a greater risk of being bullied
 - find developing positive relationships with school staff and other young people more challenging
 - find added difficulty engaging effectively with their learning.⁸

4.8 We know that inequality often impacts on different aspects of a child's life and our approach needs to reflect this in outward looking and well-integrated approaches to get it right for every child. We are committed to achieve this with a shared vision across schools, services and partners working together with a 'one service approach' to getting it right for each and every child. Where best interests of a child is the primary consideration in any action that would have an impact on them.

4.9 Our approach emphasises the importance of working *with* children and the important adults in their lives. One of the core aims of the UN Convention on the Rights of the Child is that all children should be listened to and treated with respect. Children and young people need to understand their right to contribute and to be listened to. '*The views and*

⁸ Supporting Children's Learning Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) p69-70, 2017

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*needs of children and young people will be at the centre of all service delivery.*⁹ Likewise, we recognise the importance of working in partnership *with* parents is central to overcoming adversity in children's lives and learning.

- 4.10 Research on resilience has shown the presence of one or more supportive key adults is a common protective feature in the lives of those who thrive despite having had a history of adverse childhood experiences.¹⁰
- 4.11 Effective key adults offer supportive and responsive relationships and act as positive role models. They maintain high expectations, encourage children to play to their strengths through participation in hobbies, interests or groups and help them to develop good social and emotional skills. We support the view that any member of staff or adult in a child's life can become a key support and champion for that child and therefore have a positive impact on long term outcomes.
- 4.12 Where there are differences of view or diverse interests, inclusive schools foster ambitious and solution focussed approaches. By using restorative practices to build stronger relationships, foster compassionate, tolerant, supportive and resilient communities we reduce the likelihood of conflict and deal with difficulties through collaboration and mutual understanding.

*'An inclusive approach affords all children and young people the opportunity to be a part of a community, boosting their emotional well being and aiding the development of social skills. Scotland's inclusive approach celebrates diversity and allows all children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic and more just society.'*¹¹

- 4.13 Within the context of this policy, research evidence and our self evaluation we have based our approach on these key principles:
- We respect children's rights
 - Every child has the entitlement to an education directed towards realising their potential

⁹ [Edinburgh Children's Services Plan 2017-2020](#)

¹⁰ Strengthening the Foundations of Resilience 3 WWW.DEVELOPINGCHILD.HARVARD.EDU

¹¹ Consultation on excellence and equity for all: guidance on the presumption of mainstreaming (2017), Ministerial Foreword.

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- We are responsible for anticipating children's needs, making reasonable adjustments when required and providing progressive and inclusive learning environments and opportunities for all
- Parents are the most important caregivers and prime educators in children's lives
- We get the best outcomes for children when we build positive relationships with the child, their parents and other key adults in their lives
- Starting with the assets that children and their families bring is the best way to realise their potential
- Schools and partners need to work with shared goals in order to get it right for every child
- Restorative approaches help create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors¹².

Our aim is that these principles are reflected in our approach at all levels and in particular they embedded in our approach to Getting it Right for Every Child.

- 4.14 Early identification of children at risk and ensuring they get the help when they need it is an essential part of meeting needs. Our Integrated Assessment Framework supports a single child centred approach to assessment, planning and support. This tailors the support and help that children and their parents are offered to support their individual wellbeing. The purpose is to enable support as close to the point of need as possible through pathways offering proportionate levels of support.¹³
- 4.15 Our practice framework provides all staff across schools and children's service a common understanding of wellbeing through the national wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. The core Getting It Right questions form the basis of all child planning for all staff:
- What is getting in the way of this pupil's wellbeing?
 - Do I have all the information I need to help?
 - What can I do now?
 - What can I (or my agency) do to help?
 - Do I need additional help from others?

¹²Education Scotland, Parentzone, [Restorative Approaches](#)

¹³ Additional Support for Learning Pathways – Edinburgh's approach to proportionate support; Pathway 1 – classroom based supports, Pathway 2 – establishment supports, Pathway 3 – classroom and establishment with support from school partners, Pathway 4 – specialist provision.

5. An Inclusive Vision for our Children

5.1 Edinburgh's 2050 vision describes an inspired, connected, fair, and thriving City, where all Edinburgh's children enjoy their childhood and achieve their potential as successful learners, confident individuals, responsible citizens and effective contributors¹⁴. This is a city where:

- we are welcoming and respectful to all - every child belongs
- we respect children's rights, promote equality, prevent discrimination and challenge prejudice
- we maintain high aspirations and achieve positive outcomes for all
- we work *with* children and families using a strengths-based approach
- we 'stand by' children in need
- we build compassionate relationships and communities,
- we use restorative approaches to resolving differences
- we prevent or remove barriers and avoid working in ways that *create* problems for children and their families.

5.2 This is a vision of a child friendly city:

In Edinburgh every child or young person irrespective of background, gender, race and disability is part of a resilient and positive learning community where they feel;

I belong,

I learn,

I am supported and I help others,

I contribute,

I am successful. '

(Included, Engaged and Involved in Edinburgh: Vision Statement)

5.3 In the process of developing our vision we have undertaken reviews with a number of schools and conversations with staff, children and families. We asked children and parents to picture an approach in which they feel they belong and they pictured this as '*Edinburgh Together*'. As a result we adopted Edinburgh Together as the identity for the ASL Consortium that provides additional services

¹⁴ The Edinburgh Children's Partnership's vision

to schools and families.¹⁵ Edinburgh Together is also a central theme in our commitment to restorative approaches.

5.4 Likewise, we want our vision to be meaningful and inspiring to children, parents, staff and partners. As part of our ethos of collaboration and our commitment to Edinburgh being a child friendly city we will be consulting further on how best to express and implement this vision to provide school education that helps all Edinburgh's children to:

- feel that they are valued and respected for who they are, their potential
- feel inspired by relevant and progressive learning environments and opportunities
- benefit from effective support when they need it
- have trusted relationships with adults
- benefit from solution focused and creative approaches to problems and challenges
- contribute as members of open and restorative communities.

6. Moving Forward - from Strength to Strength

6.1 Addressing the factors that create barriers to learning, described earlier (4.7), is central to the work of all schools but this is not something that schools alone can achieve¹⁶. We believe that a best value approach shares effective practice, enables collaboration at all levels and enables effective use of resources within and between establishments, clusters, localities and citywide networks according to need.

6.2 Where establishments and services work in partnership we get the best outcomes for children and most effective use of resources with a one service culture. Within this approach there is a shared purpose and professional commitment to do what it

¹⁵ Edinburgh Together ASL Consortium is a 'one service' partnership led by Barnardo's, Canongate Youth and Children1st

¹⁶ *'Meeting the wide-ranging needs of all children, young people and their families is the heart of what makes an excellent school. Schools cannot achieve this by themselves. You will have a range of partners such as the third sector, youth workers, community learning and development staff, colleges, universities and employers who work with you to deliver learning pathways to meet the needs of all children and young people. Other partners with specialist expertise in additional support needs will also work alongside you to remove barriers to learning and ensure all children and young people experience success in school and beyond school.* 'How Good is Our School? 4'th Edition, Education Scotland 2015, P5.

takes individually and collectively to create a child friendly city. In a child friendly Edinburgh:

'children and young people's rights are respected, there is a focus on restorative practice and preventing problems becomes as important as dealing with crisis'

(The Edinburgh Partnership, Edinburgh Children's Services Plan 2017-20)

6.3 As one service we will continue the improvement of practice working *with* children, their families and communities through a strengths-based approach. Strengths-based practice has a number of key advantages by:

- Enabling a common understanding of a child's identity, strengths, needs, aspirations
- Placing the child and the family at the centre and supporting them as active participants
- Building and sustaining positive relationships as a key asset in achieving sustainable change
- Taking a restorative approach to relationships and problems

Together this provides the most fruitful basis for realising the child's potential and overcoming barriers to successful outcomes.

6.4 There are strong foundations for inclusive practice in Edinburgh's schools as evidenced in self-evaluation and school inspection reports. This reflects substantial evidence of continuing progress across the City, for example:

- Improving positive destinations
- Improving school attendance
- Reducing school exclusions

6.5 We recognise that closing the gap in attainment, achievement and wellbeing to enable all children to achieve their potential is a continuing challenge. Indeed, each step of progress reveals opportunities for achieving yet more and new challenges. To support continuing improvement across schools and children's services we will need to continually:

- Invest in relevant professional learning to support improvement in inclusive practice
- Strengthen integrated approaches and progressive intervention
- Strengthen relationships and communities of support with children, families, schools and other partners

- Nurture a one service culture of support and challenge to enable quality improvement, sharing of effective practice and the best use of resources.
 - Ensure policy, planning and budget processes support continuing progress in realising our vision.
- 6.6 Themes we have identified through self-evaluation provide the pillars of our approach, we summarise these as the **4 Rs** which support common core practices: (appendix 2):
- Relationships
 - Rights Respecting
 - Resilience building
 - Restorative
- 6.7 These core practices reflect existing strengths in our schools and services where we can continue to make progress. Continuing to develop these strengths will be key to the realising our vision for Edinburgh's children and an integral part of our one service ethos and approach. In order to progressively improve outcomes for children we will ensure the 4 Rs inform self-evaluation of policy, planning, procedure, practice and professional development at all levels.
- 6.8 All schools and services demonstrate a shared commitment to self-evaluation using the four key features of inclusion to measure whether all children are: present, participating, achieving and supported.
- 6.9 Schools and services actively self-evaluate their vision, values, ethos and pupil outcomes through the use of HGIOS? 4, the Standards and Quality Improvement Planning Process and the Scottish Government National Improvement Measures (NIF).
- 6.10 Inclusion, equality and social justice apply to all pupils, therefore it is essential that universal resources are used to support processes to prevent and remove barriers to learning to create sustainable inclusive environments. Likewise, targeted and additional resources need to be used in ways which bring most direct and long-lasting benefit to children and families and support sustainable inclusive practice and environments.
- 6.11 Achieving best value in use of resources is a key theme for leadership, partnership, and self evaluation at all levels. This has implications for every practitioner, school and service and for policy, strategy and financial planning processes for the Council and the Children's Partnership.

7. Roles and responsibilities

Responsibility of Leadership

- 7.1 To develop an ethos of inclusion, a culture of mutual respect and shared values firmly embedding this ethos in policies, procedures and practice that ensure these principles are upheld.
- 7.2 To demonstrate commitment to developing the 4 R's through on-going professional learning and development, and proportionate support and challenge.
- 7.3 To provide relevant support and training for staff, particularly in relation to procedures to address factors that can undermine positive relationships.
- 7.4 To ensure policies and procedures are developed and implemented in keeping with the ethos, values and principles as outlined in this policy and accompanying procedures.
- 7.5 To plan and manage resources proactively and efficiently to support effective inclusive practice
- 7.6 To seek out and contribute positively to partnerships which will lead to better outcomes for the children and young people and in particular for those at greatest risk due to social circumstances or additional needs.
- 7.7 To ensure whole establishment/service approaches to self-evaluation and a commitment to continuous improvement over time.

Responsibility of All Staff

- 7.8 To act as role models for positive behaviour, respectful relationships, restorative approaches and positive communication.
- 7.9 To demonstrate a commitment to developing core practice in relation to the 4 R's.
- 7.10 To model sensitivity, self-awareness and emotional regulation in their interactions with children and their families (and in situations where this has been challenging to seek peer support and the opportunity to debrief and reflect).

- 7.11 To contribute to a culture, ethos and values that are fundamental to promoting positive relationships and behaviour within their setting and particular role.
- 7.12 To promote and contribute to a collegiate climate of high support and high challenge. Good working relationships within and across services that are built on respect and strong communication.
- 7.13 To demonstrate a commitment to the four key features of inclusion ensuring all children are: present, participating, achieving and supported.
- 7.14 To demonstrate professional values and personal commitment to social justice, integrity, trust and respect and professional commitment as incorporated in professional standards.
- 7.15 To have high expectations and commitment to Getting it Right for Every Child with all staff contributing to ensuring pupil wellbeing.
- 7.16 To act in the role of corporate parents in 'looking out for and standing by' looked after children in relation to their rights and the support they need.
- 7.17 To actively seek the views of the children, to listen to them with care, to encourage and value the views of the children and families they work with.
- 7.18 To recognise behaviour as communication. Working collaboratively with families to develop alternatives when pupils struggle with aspects of their behaviour to identify how best to meet their underlying needs.
- 7.19 To implement approaches to positive relationships and inclusion as outlined in Edinburgh's Inclusive Learning and Collaborative Working (CIRCLE) resource, Pupil Support Guides and establishment policies and procedures.

8. Related documents

- 8.1 Additional Support for Learning (Scotland) Act 2004
- 8.2 City of Edinburgh Service Plan Children and Families (2014 – 2017)
- 8.3 Children and Young People (Scotland) Act 2014
- 8.4 Edinburgh 2050 Vision (2017)
- 8.5 Edinburgh Integrated Plan for Children and Young Person's Services
- 8.6 Edinburgh Children's Partnership Children's Services plan 2017-20
- 8.7 Education (Scotland) Act 2016
- 8.8 Equality Act (2010)
- 8.9 GIRFEC - Children and Young People (Scotland) Act 2014?
- 8.10 How Good is Our School? 4 (2015)

- 8.11 Included, Engaged and Involved 2 (2017)
- 8.12 2018 National Improvement Framework
- 8.13 The Children (Scotland) Act 1995
- 8.14 The United Nations Convention on the Rights of Child (UNCRC) (1989)
- 8.15 Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour, Scottish Government (2018)
- 8.16 Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming (November 2017)

9 Equalities impact

- 9.1 All staff will ensure that they promote equalities and that where appropriate they make reasonable adjustments in the application of the policy and procedures for those individuals with 'protected characteristics' and of particular relevance, age; disability; gender reassignment; race; religion or belief; sex or sexual orientation.
- 9.2 This may include for example paying due regard to cultural factors that are relevant in ensuring that the establishment's ethos is inclusive and that cultural differences in behaviours and dress code are taken into account. It would also include ensuring that due regard is given to the implications of a learner's disability in the design and implementation of school policy and procedures regarding behaviour and creating differentiated expectations and approaches to take into account individual needs where necessary.
- 9.3 All staff have a professional duty to promote the wellbeing and protect the interests of Looked After Children.

10 Sustainability impact

- 10.1 This policy will bring better outcomes to children, young people and families and contribute to community inclusion, safety and cohesion in the long term.

11 Risk assessment

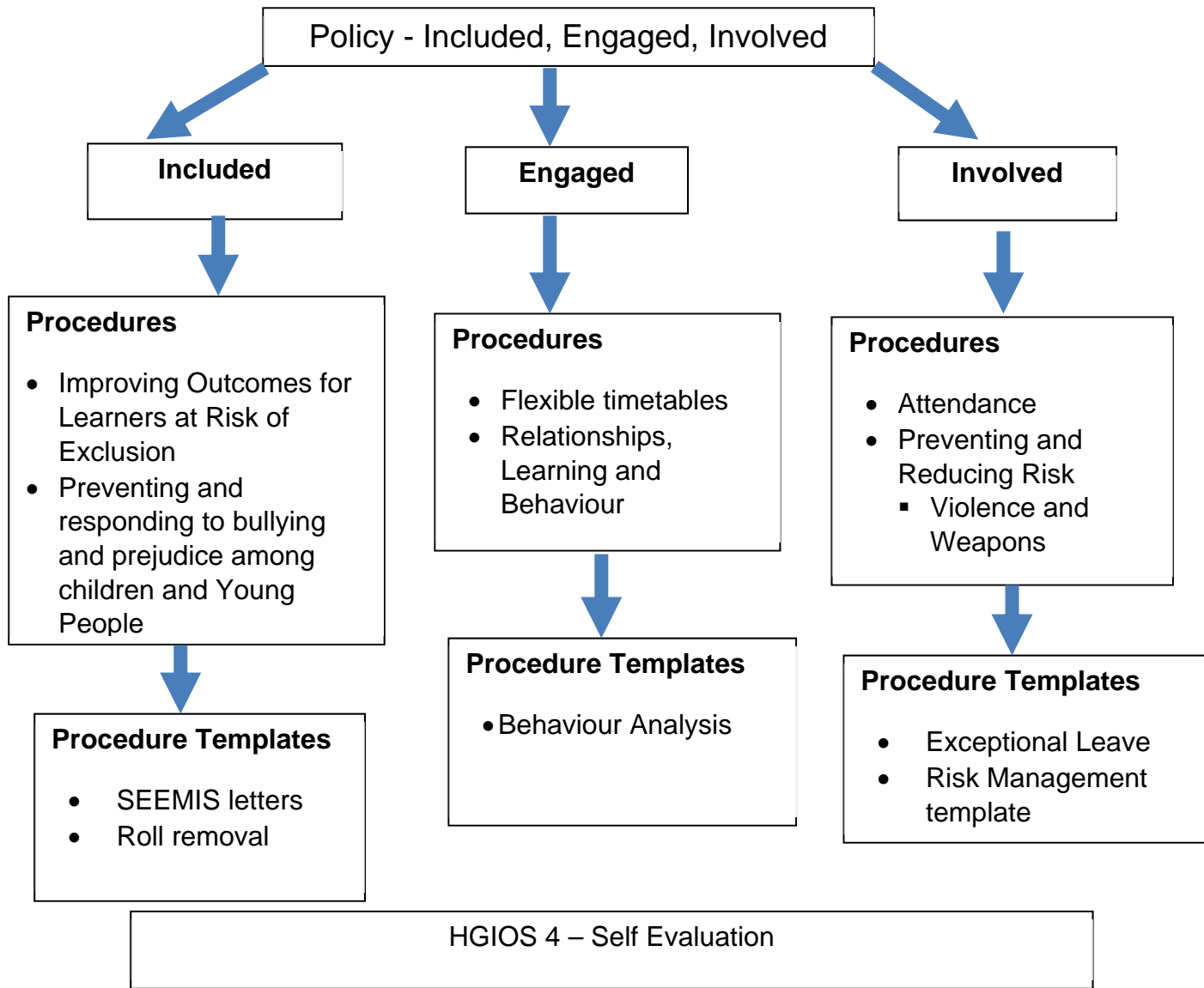
- 11.1 This Policy Included, Engaged, Involved is in accordance with Scottish Government Guidance (Included, Engaged, Involved 2) and The Scottish Government paper Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour. These set guidance for education authorities and establishments in this area.

12 Review

12.1 This policy and accompanying procedures will be reviewed in October 2019.

Appendix 1: Examples of Associated Policies, Procedures and Strategic plans

- National Drivers**
- Included, Engaged and Involved Part 2 2017
 - Developing a whole school positive ethos and culture: Relationships, Learning and Behaviour 2018
 - National Improvement Framework
 - GIRFEC
 - Children and Young People (Scotland) Act 2014
 - Additional Support for Learning Act
 - Respect for All



- Local Strategic Plans**
- Edinburgh Children’s Partnership, Children’s Services Plan
 - NIF Plan
 - Children’s Emotional and Mental Health Plan
 - Parenting Framework
 - Locality Plans
 - Cluster Plans
 - School Improvement Plan
 - Edinburgh Learns



Appendix 2 – The Four R’s example principle’s for practice

School communities may wish to articulate what demonstrating values and practice related to the 4 R’s means within their individual school community. Below are some possible examples.

Finding the right language to make this meaningful to parents, pupils and staff could form part of a process of community engagement.

Relationships

- Positive relationships are crucial to developing a successful school community.
- The presence of one or more supportive key adults is a crucial component in a child's resilience – we believe that any adult can make the difference.
- Adults form meaningful relationships with every child, especially those who struggle with relationships. We notice them, we take an interest and we proactively make connections.
- Adults are all available and approachable – if a child wants to connect with us at an unsuitable time we always offer an alternative.

Rights Respecting

- We all have a responsibility to model and share community values based on everyone's rights (to be safe, to learn, to be listened to).
- We support everyone's right to access the support they need to achieve their potential.
- We listen to each other and respect and celebrate our diversity.
- We know there are consequences for decisions and actions that have had a negative impact on the rights of others. Consequences are proportionate and support us to develop behavioural awareness and take responsibility.

Restorative

- Conflict arises if there is a breakdown in relationships or respect for rights.
- We all have a responsibility to repair relationships.
- Restorative approaches do not start at a point of conflict but begin with our whole school ethos of positive relationships, rights and respect.

Appendix 2 – The Four R's example principle's for practice

- Restorative approaches are for all members of the school community, regardless of role.

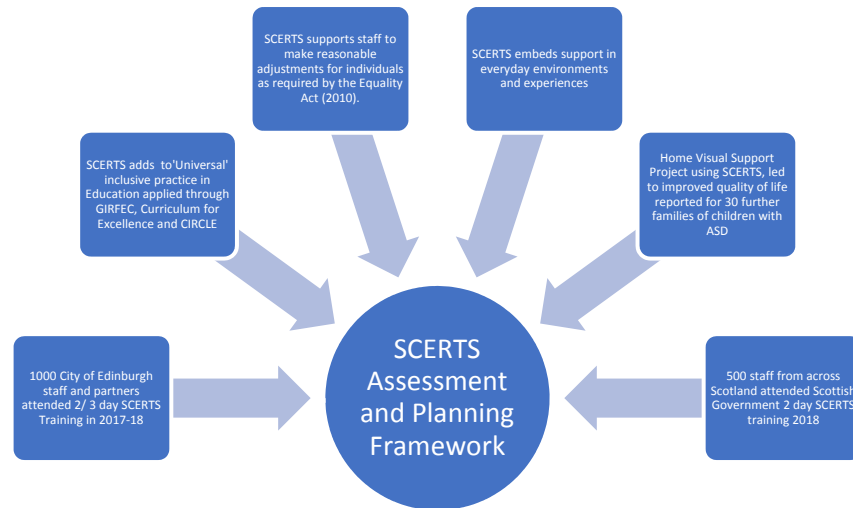
Resilience

- We use the Getting It Right for Every Child approach to work together with children and their families.
- We look for opportunities to highlight and build on strengths.
- We help families and children identify their own strengths and use them to find solutions.
- We develop individual skills, strengths and offer supports that promote resilience including making sure every child has at least one 'good adult'.

Appendix 2 Strengthening Support for Children with Autism and Children Affected by Adverse Childhood Experiences

- 1.1 Our approach to strengthening inclusive support for children and their families is based on an integrated one service model. It has included staff from all key services in education and social work disability services and Speech and Language Therapy as well as schools. Over 1000 staff across these agencies have now been trained and have begun to implement the SCERTS approach in their day to day work.
- 1.2 SCERTSⁱ was developed as a framework to support children with autism. It supports positive behaviour through ensuring we take account of underlying needs to ensure children are well regulated, ready to learn and are taught at the right level.

The SCERTS Assessment and Planning Framework



Anticipatory Support	Developmentally Relevant Experiences	The Child in Context	Understanding Behaviour	Confident Teachers, Inclusive Schools
<ul style="list-style-type: none"> • A move from responsive and reactive to anticipatory support when pupils present with 'distressed behaviours' 	<ul style="list-style-type: none"> • Increased collaborative and multi-disciplinary assessment and planning with health, education and social work professionals working together • leading to a single, holistic plan that better reflects the child's developmental stage 	<ul style="list-style-type: none"> • Planning takes account of the physical and social environments as well as the individual child 	<ul style="list-style-type: none"> • Greater understanding of the reasons children behave the way they do and how difficult situations can be avoided 	<ul style="list-style-type: none"> • More inclusive schools where teachers feel more confident to meet the needs of all of the children within their setting • consequently we expect a reduction in seclusion and exclusion of children

- 1.3 Currently around 70 children with complex needs in mainstream settings are being supported using the approach on a pilot basis. A programme of 'appreciative enquiry' is supporting reflective practice and professional conversations to inform the fine tuning the approach in the Edinburgh context. Similar work is also underway in two special schools.
- 1.4 The disability social work team are testing the model in their work with families requiring support at home. This provides the opportunity for an added value approach by integrating support at home and school and sharing learning across teams and services.
- 1.5 The strength of this approach is that it starts from the child's experience of the world and informs a comprehensive approach for getting it right for children with autism. This informs improvement in practice at all levels.
- 1.6 The Edinburgh team that are leading the introduction of this framework have now been approached on behalf of Scottish Government to support its introduction across Scotland as a part of the national Autism Strategy.
- 1.7 The core elements of the SCERTS approach: social communication, emotional regulation and relationships, address core needs of children whose social development has been disrupted or disturbed by adverse life experiences. This means that it also enhances work with children who require additional social, emotional and behavior support needs.
- 1.8 In this way the SCERTS model has enabled the integration of the ASL Service support previously provided by two teams into a single 'Inclusion Support Team', commencing in August 2018. This enables a more efficient support and collaboration with schools and more

consistency of effective support for children. It also creates a framework for collaboration with other children's services including the Social Work Disability Team and CAMHS.

¹ ¹ The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. SCERTS® focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any program, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings. <http://scerts.com>

Appendix 4: Equalities Professional Learning Update, ASL Service, January 2019

Audience	Format and Content	2016-17	2017-18	2018-19
School Head Teachers / Senior Leaders (required)	One 2-hour session; based on the concept of 'Cultural Proficiency', with good practice input from 2 other authorities, focusing on 'race' and religion/belief; and sexual orientation and gender re-assignment.		X	X
Equalities Co-ordinators (optional)	Three 2-hour sessions; deepening knowledge of cultural proficiency and application in school settings; exploration of all relevant protected characteristics.	X	X	X
Pupil Support Assistants (all schools)	One 2-hour session as part of full day ASL training delivered to PSAs in cluster groups.	X	X	X
Whole-school (on request as follow-up to cluster PSA training)	One 1.5 hour session on 'Unconscious Bias' at St. John's RC Primary School in preparation for longer-term work with a focus on religion/belief.			X

PSE Equalities Programme delivered in schools by EAL & Gypsy Roma Traveller Support Teachers, where possible co-delivered with class teacher

2016-17	2017-18	2018-19
St. David's RCPS; P2 and P6/7 Roseburn PS; P7 Hillwood PS; P6/7 Corstorphine PS; P6 Drummond CHS; S1	Dalry PS; P2 St. Joseph's RCPS; P6 Gylemuir PS; P6	

Appendix 5: Children Affected by Disability (CAD) Review

Summary

An acting senior manager for social work services for children with disabilities was appointed on a temporary basis at the end of June 2018. The temporary manager was asked to review the delivery of social work services for children with disabilities. This report provides an overview of the progress of the review and the improvement plan now in place.

Background

The legislative base for the current provision of services for children and families affected by disability is underpinned by the Children (Scotland) Act 1995, the Social Care (Self-directed Support) (Scotland) Act 2013 and The Carers (Scotland) Act 2016

This legislation places a number of requirements on local authorities including duties to:

1. Minimise the effect on a disabled child within the authority's area;
2. Give these children the opportunity to lead lives as normal as possible;
3. Carry out an assessment of the child/young person and family.
4. Provide supports to carers and breaks from caring.

Self-directed support gives those children and their families who are eligible, control over a personal budget and allows them to choose how it is spent on support which meets their identified needs and agreed outcomes.

Self-directed support offers four options for getting support. The person's individual budget can be:

1. Option1: taken as a direct payment (a cash payment);
2. Option2: allocated to a provider the individual chooses. The council or funder holds the budget but the person is in charge of how it is spent (this is
3. Option 3: the individual can choose a council arranged service;
4. Option4: the individual can choose a mix of these options for different types of support.

Main report

Children Affected by Disabilities Social Work Practice Team

REMIT

The Children Affected by Disabilities (CAD) social work practice team based has been responsible for undertaking assessments for children and families affected by disabilities and offering appropriate supports. As of June 2018, to be eligible for an assessment and supports by the CAD team children and young people had to:

A) fit the definition of disability from the Disability Discrimination Act: “A person has a disability if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to do any normal day to day activities.” **AND**

- B) fit the following criteria –
 - a) the disability of the child/young person must be **substantial** and be the **primary reason** for the referral to the CAD team, and
 - b) without support being offered there will be serious risk to the child or others or
 - c) there may be a high risk of family breakdown

In addition to the above the remit of the CAD focussed on children with a learning disability or complex health needs. The team had specifically **excluded** from its remit any child or young person who is

- Autistic and does not have an additional diagnosis of a learning disability.
- A child or young person with visual impairments for example, blind children who do not have an additional diagnosis of a learning disability.
- A child or young person with audio impairments for example, deaf children who do not have an additional diagnosis of a learning disability.

Those children above could be referred to the locality C&F social work practice teams. However, these teams prioritise Looked After Children, children on the child protection register, child protection investigations and assessments, investigation reports for SCRA, and children who for whom there are serious child welfare concerns. Feedback from parents, professionals and social workers within CEC children’s services indicates that children who are autistic and their families receive a limited social work service from locality practice teams who struggled to prioritise these cases and who lack any specialist knowledge or training in the field of disability. Children such as those who are blind or deaf receive little or no service from the CEC.

Improvement Plan

- Changing remit - The CAD team has been advised that going forward it will be the team responsible for the assessment of children with disabilities without omissions such as autism.
- A new remit is being drafted by the CAD team which will be much more inclusive and will certainly include children with autism. This remit will be published shortly.
- Increasing the size of the CAD team – To enable the CAD team to take on an increased work load four social worker posts and one social work assistant post have been moved from the locality practice teams establishment to the CAD team. The Team Leader position with responsibility for SDS implementation has been moved from Waverley Court to the CAD team and the remit of the Team Leader changed to provide additional management capacity to the CAD team. This has all been achieved within existing budgets.
- Training on autism spectrum disorder is being put in place for the team.
- By March 2019 the disability team will assume social work responsibility for all children with disabilities requiring a social work assessment

ASSESSMENT PROCESS

A combination of feedback from staff, parents, carers, education staff, NHS staff and other professionals along with a file reading exercise revealed a long and complex social work assessment process.

Most cases involving a child with disability had taken around two years from initial social work referral through allocation, assessment and decision-making before being offered a service.

Improvement Plan

- A new assessment process is being developed that will ensure that there is a maximum of six weeks from referral through assessment to decision making and implementation. The disability team staff are working on this new assessment format and process which we wish to have in place by March 2019.
- The new assessment format will combine a carer's assessment and a child/young person's assessment.
- We are rolling back much decision-making to the team leaders and team managers which will speed up the process. A new scheme of delegated authority will be developed.
- We have already made significant progress in this area with no cases awaiting assessment and a much more stream lined process in place. Assessments are now being completed within a few weeks rather than two years.

ALLOCATION OF SUPPORT

A combination of feedback from staff, parents, carers, education staff, NHS staff and other professionals along with a file reading exercise revealed that the system in place for determining eligibility and for deciding levels of support was not transparent, was not understood by parents, carers or staff and was perceived as being unfair and inflexible.

Improvement Plan

- We are developing a new model for determining and agreeing level of need. This will incorporate both carer's assessment and child's needs assessment. Staff are fully engaged in this exercise and we will consult with parents before finalising and rolling out a new system of assessment.
- Our new system must be fair and transparent
- We have rolled back decision-making to a lower level so that the professional social work team will take responsibility for many decisions.

SDS IMPLEMENTATION

Following the implementation of the SDS legislation during April 2014 our disability team staff were encouraged to have good conversations with parents and carers about their needs and began to come up with imaginative and creative support packages. There is clear evidence of good practice taking place. However, after some initial success the implementation of these creative packages of support began to wane.

Feedback from parents, carers, staff and other professionals demonstrates that support packages being awarded to parents became more fixed and inflexible, with set hours of support or a budget put in place that could often only be utilised by parents for the employment of personal assistants (PAs).

Those parents awarded budgets to employ PAs have been finding it increasingly difficult to find PAs. Social workers identified 35 families on their caseloads who had been awarded budgets to employ a PA but who had not been able to employ a PA. There was a limited strategy in place to address this shortfall in supports for these families or families going forward.

Families and staff also reported a cumbersome and time-consuming review system for reviewing SDS packages that caused families anxiety and left them unaware if they would have a budget from year to year. This made it very difficult for families to retain PAs and to plan ahead.

Self-directed support should be about families being helped to identify the support that best suits their needs.

Improvement plan

- SDS strategic implementation is now the part of the senior management remit supported by the senior development officer.
- A review of SDS processes is underway and these are being rationalised to allow a much more efficient and understandable system.
- A framework for service suppliers is ready for tender and will be launched this month. This will assist us in removing several bureaucratic barriers
- The framework is seeking tenders for outcome based services rather than prescriptive services. The outcomes came from feedback from parents and carers.
- Social workers are being encouraged to revert to having creative conversations with families about what their strengths are and what we can do to support them in a creative manner.
- A roll-back of authority for decision-making is taking place to allow those professional staff and managers to take responsibility for decision-making and budget management.
- SDS packages are being awarded for a three-year period to allow families to plan ahead and offer continuity of employment to PAS
- We have introduced a telephone annual review system that reduces most reviews to a telephone conversation although face to face conversations can still take place when required.

TRANSITION FROM CHILDREN'S SERVICES TO ADULT SERVICES

During engagement sessions with parents, consistent feedback was received criticising the transition process between children's and adult's services. As of July 2018, the system was entirely based on budgetary responsibility.

Children and Families held responsibility for supplying services to children with disabilities up to the age of 17 unless the young person was Looked After and Accommodated in which case the responsibility remained with children and families until the age of 19.

For several years a transitions team which was part of the adult social work services would carry out assessments on young people in the six months before they were due to become the responsibility of adult services. In the main this meant at 16 years of age.

C&F staff were not involved in planning for adult provision. The system relied entirely on the transitions team carrying out assessments, awarding indicative SDS budgets and coming up with plans very close to a young person becoming 17.

In many cases this led to children and families withdrawing their services such as respite at age 17 with no other provision in place. Parents found themselves in very difficult positions with no alternatives support in place for

young people and no plan when children's services would shut cases as young people reached 17 years of age.

The Health and Social Care transitions team was dramatically reduced in size from approximately 14 staff to 5 staff during the 2017/18 year as part of budget cuts. This exacerbated the situation and meant that instead of receiving an assessment at 16 and half most young people merely found themselves on a waiting list for an adult assessment when their cases were closed by Children and Families.

Improvement plan

- Following discussion with colleagues in H&SC we have agreed to introduce a new approach to transition that will see C&F staff involved in transition discussions with young people and their families no later than age 14.
- The H&SC transitions team and the C&F social work team relocated to the same premises on 17 January 2019 and will begin to develop a cooperative approach to transition planning.
- A report recommending changes was approved by both the Integration Joint Board for Health and Social care and the Education, Children and Families committee during December 2018.
- Joint work is taking place across social work and education services to develop and implement a new transition process for all children beginning no later than age 14.
- We are using some Scottish Government innovation funding to engage a third sector organisation to carry out a pilot transition process with 14-year-old pupils and their parents in two of our secondary schools. This will help inform us on a new transition policy and procedure.

REVIEW DELIVERY OF DISABILITY PLAYSCHMES

A report on the future delivery of the disability playschemes was approved by the Education, Children and families committee during December 2018.

Action plan

- The management of the play schemes will be brought in house.
- A review of the disability services will shortly commence to enable us to ensure that we have the necessary staff in place to deliver the service.
- Places on the play scheme are now allocated on a needs led basis and this is being assessed by social work managers.
- Families are allocated between two and six weeks depending on assessed need.
- We have been able to eradicate the waiting list for families awaiting play schemes.

Communication with parents and carers

Feedback from parents and carers was largely positive about the engagement with social workers and staff responsible for delivering services. However, feedback was highly critical about the quality of information provided by the service.

Action Plan

- A number of meetings and focus groups with parents have taken place and this will continue as we seek advice, feedback and support from parents to develop our service. We have made a commitment to include parents in service change and redesign. For example, we are currently planning an event to bring parents and social workers together to co-produce an assessment process.
- On the advice of parents we have created a Facebook Group for parents and carers of children with disabilities that allows us to share information with parents and allows parents to share information with each other. This group has almost 500 active members.
- Feedback from service users regarding engagement with parents and carers has been improving.

Joint Work with Education Services

The managers of social work services from children with disabilities and the managers of education services for children with additional support needs have been working closely together to develop joint services and approaches. This has already led to a number of positive changes and has seen social work behavioural support staff working to support staff in schools and has also seen education staff working with young people in social work units. Further discussions are underway to discuss and agree how to make use of more collaborative and joint services to enhance the support we give to children.
