

# Education, Children and Families Committee

10.00, Tuesday, 10 December 2019

## Edinburgh Learns Inclusion Framework

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note completion of a clear framework and vision for inclusion including consultation with children and young people.
  - 1.1.2 Note the completion of the recent school survey of flexible (part time) timetables as part of the framework board actions.
  - 1.1.3 Agree to receive annual reports on inclusion.
  - 1.1.4 Agree that the board will have a minimum of three meetings annually. The board will identify strategic tasks in relation to inclusion and liaise with senior managers to request the establishment of working groups to progress them.
  - 1.1.5 Note the continued hard work of pupils, staff, parents and partners to develop positive and inclusive learning communities.

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## Edinburgh Learns Inclusion Annual Report

### 2. Executive Summary

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- 2.1 This report summarises the work of the Edinburgh Learns Framework board in 2019-20 finalising the framework document. During 2019-2020 the Edinburgh Learns Inclusion Framework has been consulted on, finalised and disseminated to all schools.
- 2.2 The board will meet three times annually and the annual report will pull together relevant data to track our inclusive practice. The board will use data to identify key strategic tasks in relation to inclusion.

### 3. Background

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- 3.1 Collaborative work on Inclusion over the last 3 years has pulled together a multi-disciplinary shared approach to our inclusive practice strategy.
- 3.2 In 2019-2020 this was incorporated into the Edinburgh Learns Framework. This ensures it sits within our wider citywide strategy for school improvement and planning.

### 4. Main report

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- 4.1 The Edinburgh Learns framework sets out a clear vision for Inclusion. This was developed in consultation with children and young people.
- 4.2 Our learning communities are committed to inclusion and our quality improvement reporting and local inspections demonstrates this.
- 4.3 The board will track and report on key data related to inclusion.
- 4.4 There has been a commitment to reducing the impact of exclusion on children and young people. Our data over the last three years shows a downward trend in numbers of exclusions and days lost through exclusion.
- 4.5 Our tracking of requests for special provision shows that most requests for provision result in a placement offer. For example at the end of the 2017-2018 session 102 (88%) of the 116 requests for secondary specialist provision were offered a

placement in specialist provision (this includes special schools such as Woodlands and Gorgiemills and secondary resource provisions such as Drummond and Craigmount).

- 4.6 In secondary schools there has been a downward trend in the number of requests for specialist placements.
- 4.7 Reducing the numbers of pupils who have less than 85% attendance is currently a target in our strategy to improve overall pupil attendance. This is the first year this shift in focus has been introduced and it will be tracked by the board over subsequent years.
- 4.8 We recognise the need to better track and monitor flexible (part-time) timetables. A clear procedure to allow us to do this is now in place and is being implemented in all schools. We have surveyed all schools in relation to the number and quality of flexible (part-time) timetables and pupil involvement in the planning process.

## 5. Next Steps

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- 5.1 Support the implementation and embedding of the key policy and procedures for inclusion disseminated during 2018-2019
- 5.2 As part of the process of implementation ensure accurate recording of flexible timetables, physical harm or weapons in school and physical intervention to prevent harm (as outlined in the procedures) to allow citywide tracking and monitoring
- 5.3 Continue citywide tracking and monitoring of exclusion including a specific focus on reducing exclusion for care experienced learners
- 5.4 Continue to draw on the views of children and young people through participation forums such as Youth Talk, My Kind of Edinburgh and themed topics such as Mental Health. Specifically consideration of appropriate levels of engagement work that could be taken forward with young people who have experience of exclusions and flexible timetables, especially those who are care experienced, to gather their views on their educational experience and the forward Change that would help get it right for them.
- 5.5 Continue capacity building in mainstream through evidence based approaches such as nurture, the Wellbeing Academy and Seasons for Growth
- 5.6 Continue to work with key partners and voluntary organisations to provide the right support at the right time to children and families who are at risk of not being 'Included, Engaged and Involved'
- 5.7 Ensure appropriate training is available to staff with a focus on Relationships, Learning and Behaviour
- 5.8 Continue to explore, pilot and evaluate approaches to increase attendance for vulnerable learners

## **6. Financial impact**

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- 6.1 There are no financial implications contained in this report.

## **7. Stakeholder/Community Impact**

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- 7.1 Edinburgh Learns Inclusion has consulted with Children and Young People to develop a meaningful shared vision for inclusion.
- 7.2 Consultation and engagement took place with school senior managers, school partners and officers within the local authority.
- 7.3 There are no anticipated health and safety, governance, compliance or regulatory implications caused by this framework.
- 7.4 There are no anticipated impacts relating to carbon impacts, adaptation to climate change or sustainable development.

## **8. Background reading/external references**

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- 8.1 Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- 8.2 Included, Engaged, Involved 2 (2017)
- 8.3 The Additional Support Needs Act
- 8.4 Equality Act (2010)
- 8.5 Developing a positive whole-school ethos and culture – relationships, learning and behaviour (2018)
- 8.6 Health and Social Care Standards; My support my life (2017)

## **9. Appendices**

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- 9.1 Appendix 1: Edinburgh Learns Framework

# EDINBURGH LEARNS

## Inclusion



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### Appendix 1: Inclusion within the Edinburgh Learns Frameworks

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

We belong,

We contribute,

We learn,

We are supported and we help others.

Edinburgh Learns, the council strategy to Raise Attainment for All comprises key frameworks which are co-constructed between officers and Headteachers, informed by data and research, and which provide the strategies known to be successful to raise attainment.

This framework details the actions required by all to ensure the ongoing development of inclusive learning communities<sup>1</sup> and positions the policy Included, Engaged, Involved in Edinburgh at the heart of all Inclusive Practice in the city. It provides the links to supporting procedures, legislation and guidance. It recognises that inclusive practice has implications for all aspects of learning communities and requires a strong collaborative approach from all services working with children and families. The strategic aims that form the basis of the framework are detailed in appendix 1. The Edinburgh Learns Inclusion board will maintain an oversight of tasks incorporated elsewhere and focus action on tasks specific to this framework.

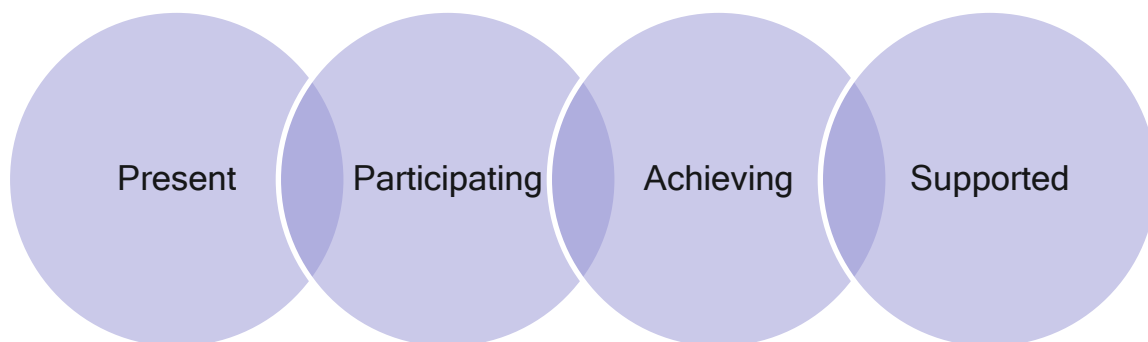
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<sup>1</sup> Learning community describes all schools and early years' establishments managed by City of Edinburgh Council, partner providers and school placements commissioned by the authority.

This framework outlines our local approach to key national priorities and guidance in relation to inclusion for all learners;

- [Included, Engaged, Involved 2 \(2017\)](#)
- [The Additional Support Needs Act](#)
- [Equality Act \(2010\)](#)
- [Developing a positive whole-school ethos and culture – relationships, learning and behaviour \(2018\)](#)
- [Health and Social Care Standards; My support my life \(2017\)](#)
- [Guidance on the Presumption to Provide Education in a Mainstream Setting \(2019\)](#)

Scottish Government policy and guidance promotes a presumption to provide education in a mainstream setting and the development of inclusive learning communities where every child is:



### Present

The best Inclusive Practice can only happen when children attend school. This requires partnership working and the rigorous application of [policies and procedures](#) to maximise attendance.

Maximising time in school including [reducing exclusion](#) is a priority locally and nationally. Absence and exclusion prevents children from being; present, participating, achieving and supported. National statistics on exclusions from schools indicate that children and young people are more likely to be excluded where they:

- are assessed or declared as having a disability;
- are looked after;
- are from the most deprived areas;
- have an additional support need (ASN); and
- have an additional support need that has been identified as social, emotional and behavioural

Included, Engaged, Involved 2 (2017) emphasises;



*'the need for learning establishments to place a greater importance on inclusion through effective learning and teaching; promoting positive relationships and behaviour; and employment of preventative approaches which reduce the need to consider exclusion.'*

## **Participating**

To ensure all learners are actively participating, an appropriate ethos must be in place. [The Behaviour in Scottish Schools Research \(2016\)](#) linked staff perception of positive school ethos directly to behaviour.

Climate and ethos are key determinants in developing inclusive learning communities. All learning communities should engage directly with families, learners and staff to foster a positive and inclusive environment based on positive relationships, partnership and the development of consistent messages and values. National and local best practice in relation to relationships, learning and behaviour and managing and reducing risk are outlined in our [local procedures](#). Education Scotland's National Improvement Hub provides guidance and resources on meaningful [pupil participation](#).

## **Achieving**

All learners should have access to a varied curriculum tailored to meet their needs and which supports them to achieve their full potential. Learners should be supported to overcome barriers to learning (short or long term). For some this may include an individualised education programme, adjustments or adaptations and careful differentiation of their opportunities and experiences within the curriculum.

## **Supported**

All learners should be given the right help, at the right time, from the right people, to support their wellbeing in the right place and allow them to reach their full potential. Assessing and meeting individual additional support needs is carried out through our local implementation of the national framework 'Getting it Right for Every Child'.

Edinburgh's Children's Partnership, [Children's services plan](#) describes a whole service approach to prioritising and supporting the delivery of integrated outcomes. Many of the priorities described relate directly to inclusion and the plan emphasises the partnership's commitment and shared responsibility to work collaboratively to achieve improved outcomes for all our children and families. Central to this there is a strong local approach to Getting it Right for Every Child which must continue to be implemented by all.

A significant number of our learners have additional support needs. These can either be short or long term. [The CIRCLE Inclusive Practice \(primary and secondary\) and Up, Up and Away \(early years\) resources](#) outline our local strategies to meet individual needs as well as key features of inclusive learning communities.

Our online '[Inclusion Hub](#)' is also a source of information and resources for all staff. Alongside this we have a clear staged approach to support and intervention, from adjustments to the classroom or early years environment to specialist provision. This is referred to as our pathways to support.

### Journey to Inclusion

Collaborative self-evaluation has an enormous potential for fostering system-wide improvement, *'Put simply, the evidence is that by helping others you help yourself.'*<sup>i</sup> Networking and collaboration are identified as key strategies for strengthening the overall improvement capacity of the system. More specifically, frameworks and activities for moving knowledge around, sharing expertise and collectively developing effective practice.

Through this process, collecting evaluation data on the most vulnerable learners was found to lead to a re-focusing of attention around contextual factors acting as barriers to participation and learning. Locally our CIRCLE and Up, Up and Away resources support staff to proactively consider contextual factors that may be acting as barriers for learners.

Research projects highlighted the importance of the attitude of staff and learners in enabling everyone to experience a fair, welcoming and inclusive learning community.

### Belonging and Positive Relationships

Research has shown that pupil identification with school predicts better academic, psychological and behavioural outcomes.<sup>ii iii</sup>

Restorative practices is a culture and approach that encourages positive and supportive relationships. Research in Scottish schools has shown that restorative practices can have a positive impact on reducing exclusions and conflict. This research suggested that when restorative practices are part of whole school culture, rather than limited to intervention for conflict, the approach leads to long term gains for the whole school.<sup>iv</sup>

### Pupil Support Assistants (PSAs)

Research<sup>v</sup> tells us that PSAs are at their most effective when they have had time to plan and prepare with teachers. This supports findings from local research in Edinburgh schools (2014). In circumstances where PSAs work well alongside teachers in providing excellent supplementary learning support, research has noted good emerging evidence that PSAs can provide noticeable improvements to pupil attainment.

Research by the Education Endowment Foundation led to the development of key [recommendations and resources](#) to support schools to make effective and best use of their PSAs. The English research suggested that it was the decisions made by school leaders about how to best use PSAs that best explained the impact of the support in the classroom on pupil progress.<sup>vi</sup>

## Vision and Values

A learning community where each child is valued as an individual and which supports their sense of belonging and efficacy is a central component of inclusion.

Learning communities should articulate what demonstrating inclusive values means within their individual context. It could be helpful to directly link this to Edinburgh’s core practices, the 4 Rs. Finding the right language to make this meaningful to parents, learners and staff could form part of a process of community engagement and participation.

Supporting the whole learning community to understand and contribute to the vision and values for Inclusion is something that takes time and proactive engagement.

## Core Principles for Practice

Edinburgh’s core principles are summarised as the ‘4 Rs’:

- Relationships
- Rights Respecting
- Resilience building
- Restorative

The 4 Rs reflect existing strengths we need to continue to build on to realise our vision for Edinburgh’s children and is an integral part of our one service ethos and approach.

In order to improve the wellbeing of all children the 4 Rs must inform and be visible in all our practice. They should also be reflected throughout policy, planning, procedure and professional development at all levels and across all staff and partners.

## Training and Development

The Health and Wellbeing framework of Edinburgh Learns identifies key training and resources that support the development of inclusive learning communities. These support the development of individual practitioner skills and whole school approaches to Inclusion.

## Sharing and Developing Effective Practice

There are examples of effective inclusive practice in all of our schools. Although we recognise that one size does not fit all we know that we can learn from each other. Sharing effective practice within and between schools will help us to develop and build on our strengths and gain a better understanding of what works locally.



### **To support inclusion, the Chief Education Officer<sup>2</sup>:**

- Provides an annual statement of Inclusion in Learning to the Children and Families Committee as part of the Communities and Families Standards and Quality Report.
- Provides clear local authority stretch aims for education linked to the Children's Partnership Plan, to work towards inclusion for all children (being present, participating, achieving and supported).
- Provides support and challenge to senior leaders to retain the focus on inclusion.
- Maintains oversight of resourcing direct to schools and through partner supports in relation to maximising and making best use of resources for inclusion.

### **To support inclusion, school leaders**

- Develop an ethos of inclusion, a culture of mutual respect and shared values. Firmly embed policies, procedures and practice that ensure these principles are upheld.
- Demonstrate commitment to developing the 4 Rs in their learning community through on-going professional learning and development, and appropriate levels of support and challenge.
- Provide relevant support and training for staff, particularly in relation to procedures to address factors that can undermine positive relationships.
- Ensure policies and procedures are developed and implemented in keeping with the ethos, values and principles as outlined in the Included, Engaged and Involved in Edinburgh policy and accompanying key procedures.
- Plan and manage resources proactively and efficiently to support effective inclusive practice.
- Seek out and contribute positively to partnerships which will lead to better outcomes for children and young people and in particular for those at greatest risk due to social circumstances or additional needs.
- Ensure whole establishment/service approaches to self-evaluation and a commitment to continuous improvement over time.

### **To support inclusion, all communities' and families' staff**

- Demonstrate a commitment to the four key features of inclusion ensuring all children are: present, participating, achieving and supported.
- Act as role models for positive behaviour, respectful relationships, restorative approaches and positive communication.
- Demonstrate a commitment to developing core practice in relation to the 4 Rs.

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<sup>2</sup> Chief Education Officer also refers to officers of Communities and Families Education Service

- 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).
- Act in the belief we can be a positive adult influence that a child needs in their life.
- Contribute to a culture, ethos and values that are fundamental to promoting positive relationships and behaviour within their setting and particular role.
- Promote and contribute to a collegiate climate of high support and high challenge. Good working relationships within and across services are built on respect and strong communication.
- Demonstrate professional values and personal commitment to social justice, integrity, trust and respect and professional commitment as incorporated in professional standards.
- Have high expectations and commitment to Getting it Right for Every Child with all staff contributing to ensuring pupil wellbeing.
- 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.
- 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.
- Recognise behaviour as communication. When pupils struggle with aspects of their behaviour, staff working collaboratively with families to develop alternatives to meeting the underlying needs such as the strategies outlined in the Inclusive Learning and Collaborative Working (CIRCLE) resource.
- 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.

## Quality Assurance and Governance

To check that systems and processes deliver the necessary improvements, the following arrangements will be incorporated into the work of the Communities and Families Service:

- The Edinburgh Learns Inclusion board meets each quarter to monitor progress, make recommendations for future actions, and report to the Chief Education Officer
- This group, chaired by a Depute Principal Psychologist, comprises:
  - Headteacher / DHT from each sector (Early Years, Primary, Secondary, Special)
  - Quality Improvement Officer
  - DHT Additional Support for Learning Service
  - Community Learning and Development Manager
  - Service Manager: social work
  - Senior Manager: NHS
  - Edinburgh Together / Voluntary Sector
- The Inclusion board will also share information with the Edinburgh Children's Partnership Group and Education, Children and Families' Committee as appropriate.

## School Self-Evaluation for Inclusion

To effectively ensure the development of an inclusive ethos and learning environment, Headteachers can incorporate the following key features into Standards and Quality and Improvement Planning:

- **Present (We belong):** tracking, monitoring and review of attendance and exclusion
- **Participating (We contribute):** tracking, monitoring and review of flexible / alternative timetables and positive destinations, views of children and families with a focus on belonging and participation in the wider life of the school
- **Achieving (We learn):** tracking, monitoring and review of attainment (including wider achievement) and progress in Individual Education Programmes, evaluation of targeted interventions including deployment and focus of PSAs
- **Supported (We are supported and we help others):** views of children and families evaluation of Child Plans, including evaluation of deployment and focus of PSAs

**Collaboration:** self-evaluation through: Inclusive Practice Reviews, Team Around the School, Supported Self Evaluations. Review of service level agreements with key partners.

It is important that this includes a focus on tracking and planning for target groups who are recognised as being more vulnerable to marginalisation (eg. LAC, 1<sup>st</sup> quintile, Additional Support Needs) as part of attainment report and SQIP. The Edinburgh Learns Equity strand outlines further specific guidance for equity profiling.

## Appendices

### Appendix 1: Inclusion within the Edinburgh Learns Frameworks

(adapted from Inclusive Practice reviews Edinburgh 2016-17)

<b>Child Friendly City – supporting inclusion for all</b>	Edinburgh Learns and Strategic Frameworks
<b>Succinct citywide vision</b> – Included, Engaged, Involved policy and Edinburgh Learns Inclusion strand	Inclusion Framework
<b>Vision known by all</b> –at all levels the vision for inclusion informs behaviour and professional dialogue.	Inclusion Framework
<b>Consistency</b> – consistency in approaches across settings and professions. A strong ' <b>team Edinburgh</b> ' collaborative approach centred on the Included, Engaged, Involved policy.	Inclusion Framework
<b>High quality career long professional learning revisited over time</b> – core training is available for all council staff.	Health and Wellbeing and Equity Framework
<b>Whole school and community approaches</b> - the local authority 4Rs and GIRFEC informs and shapes all Edinburgh practice	Inclusion and Health and Wellbeing Framework
<b>Matching supports to needs</b> – ' <b>doing with not to</b> ' there is flexibility in the strategies and supports available. Services listen and meet individual needs.	Inclusion Framework and Social Work SDS
<b>Demonstrating and developing effective practice</b> – we share strong local evidence based practice.	All Edinburgh Learns Frameworks
<b>Valuing all staff</b> – PSA's are often members of the school support team that can provide key protective supports allowing pupils to sustain and progress in mainstream school.	Wellbeing Academy



<b>Tracking authority data</b> – authority data is collated and tracked to support local authority self-evaluation,	All Edinburgh Learns Frameworks, School Improvement Planning
<b>Key policies and procedures are reviewed and kept up to date with respect to Inclusion</b> ( <i>Informed by Included, Engaged, Involved 2</i> ).	Inclusion Framework
<b>Accessing Timely Support and Advice</b> – There is a sense of collaboration across schools, partners and forums such as CMRG. This allows timely proportionate responses and access to resources.	Inclusion Framework

<b>Inclusion in Practice</b>	<b>Edinburgh Learns and Strategic Frameworks</b>
<b>Leadership</b> – school leadership teams have a strong commitment to including and meeting the needs of all learners within their school and community.	Leadership Framework
<b>Training and development</b> –with a focus on strengthening individual understanding of inclusion and developing a high level of staff skill in implementing classroom based inclusive practice.	Health and Wellbeing Framework Learning and Teaching Framework
<b>Whole school approaches</b> - schools have clear whole school approaches to promote inclusion that are understood and implemented consistently by all.	Inclusion Framework Health and Wellbeing Framework
<b>School vision and values</b> – the shared vision and values of the school is evidenced through the experience of pupils, carers, staff and school partners. The vision is evidenced by and linked to positive outcomes for pupils.	Inclusion Framework and Parental Engagement Framework
<b>Communication</b> – there are strong communication systems across schools. These involve all staff and equip them to meet learners’ needs.	Equity Framework

<p><b>Tracking and monitoring</b> - schools have effective tracking and monitoring systems in place that allow them to track and examine individuals and school trends.</p>	<p>Equity Framework</p>
<p><b>Curriculum</b> – schools continue to develop flexible curricula based on effective learning pathways to positive and sustained post school destinations for all their learners. Particular consideration is given to how pathways for vulnerable learners are coherent and meaningful over time.</p>	<p>PathwaysFramework Learning and Teaching Framework</p>
<p><b>Key Adults</b> – all staff understand that they have a role in supporting all pupils. There should be a commitment to developing resilience building relationships at all levels.</p>	<p>Inclusion Framework Health and Wellbeing Framework Equity Framework</p>
<p><b>Links with Feeder Primary Schools (cluster Working?)</b> –. Schools work to develop a sense of cluster identity to improve continuity across ages and stages throughout a child's educational experience.</p>	<p>Inclusion Framework</p>
<p><b>Pupil and Parent Voice</b> –Pupils and parents should feel and see evidence that they belong and are active participants in the school community and their learning.</p>	<p>Inclusion Framework Parental Engagement Framework</p>
<p><b>Models of self-evaluation and HGIOS 4</b> – schools supported by key partners actively engage in self-evaluation on the theme of inclusion. This includes a commitment to improve attendance, attainment and positive outcomes and seek alternatives to exclusions.</p>	<p>Quality Improvement Framework ? Equity Framwork Inclusion Framework</p>

## References

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<sup>i</sup> Ainscow, M., Dyson, A., Goldrick, S. and West, M. (2012) Making schools effective for all: rethinking the task, *School Leadership and Management*, 1-17

<sup>ii</sup> Miller, K., Wakefield, J. and Sani, F. (2018) Identification with the school predicts better mental health amongst high school students over time, *Educational and Child Psychology*, Special Issue September 2018, P21-29

<sup>iii</sup> Gaete, J., Rojas-Barahona, C.A., Olivares, E. and Araya, R. (2016), Brief report: Association between psychological sense of school membership and mental health among early adolescents, *Journal of Adolescence* 50, 1-5

<sup>iv</sup> McCluskey., G. (2010) *The International Journal on School Dissatisfaction*, P19-25,

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[https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA\\_Guidance\\_Report\\_MakingBestUseOfTeachingAssisstants.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA_Guidance_Report_MakingBestUseOfTeachingAssisstants.pdf)

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[https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA\\_Guidance\\_Report\\_MakingBestUseOfTeachingAssisstants.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA_Guidance_Report_MakingBestUseOfTeachingAssisstants.pdf)