Education, Children and Families Committee

10.00am, Tuesday, 8 October 2019

Edinburgh Learns Inclusion Annual Report

Executive/routine
Wards
Council Commitments

1.   Recommendations

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 as outlined in the Edinburgh Learns Inclusion Framework.

1.1.2   note the reduction in exclusions and schools days lost through exclusion. note that most pupils put forward for pathway 4 special school provision receive a placement offer.

1.1.3   note that engagement work will 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.

1.1.4   agree to receive further annual reports on inclusion. agree that 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.

Alistair Gaw

Executive Director of Communities and Families

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Edinburgh Learns Inclusion Annual Report

2. Executive Summary

2.1 This report summarises the work of the Edinburgh Learns Framework board in 2019-20 and reports on local data as indicative of the local authority's inclusive practice. During 2019-2020 the Edinburgh Learns Inclusion Framework has been consulted on, finalised and disseminated to all schools. This report is therefore the first the board has produced.

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

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

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 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.

4.4 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).

4.5 In secondary schools there has been a downward trend in the number of requests for specialist placements.

4.6 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.

4.7 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 are in the process of surveying all schools in relation to the quality of flexible (part-time) timetables and pupil involvement in the planning process.

5. Next Steps

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 engagement work will 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

6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

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

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

9.1 Appendix 1: Edinburgh Learns Inclusion Annual Report

Appendix 1: Edinburgh Learns Inclusion Annual Report 2018-19

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

Executive Summary

"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"

This report provides a summary of the work carried out during the course of the 2018 to 2019 academic session to build on our strengths and further develop our local approach to inclusion. It uses a range of evidence from HMI school inspections, self-evaluation by schools and management information which is gathered centrally.

Overall, we conclude that inclusion in The City of Edinburgh schools is good with a good level of confidence and very good capacity for continued development. Our analysis identifies that inclusive practice is strong in most schools, ably supported by educational psychologists, Additional Support for Learning staff and third sector partners. We are pleased to see a reduction in exclusions but recognize that more needs to be done to secure better outcomes for children who are looked after or who live in deprivation. In particular, we need to encourage higher levels of attendance, and more appropriate pathways for these groups. This will be our focus for next session.

What Our Children Said

As part of the Edinburgh Learns Inclusion Framework the board conducted a consultation on the draft vision for Inclusion with Children and Young People. We asked a group of pupils in one of our primary schools and a group of young people in one of our secondary schools what they thought of our draft vision statement.

They told us they liked the emphasis on belonging and contributing;

'I like, "I contribute". When you are in a school, you feel you are part of something – there are people to talk to. In P3, I wrote a story and I was sent to show it to the Head Teacher. The teachers are always positive and help me to feel successful.'

They suggested thinking about 'We' instead of 'I';

'Maybe some of it could be everyone – "We", because our school gives space for everybody, it's a really good school.'

Their views resulted in the following recommendations from the board which were incorporated into the final vision statement found on page 2 of this report;

- The wording in the statement should be changed from 'I' to 'We'
- Successful is dropped as a focus within the statement
- Respected is not added as it is included within the 4 Rs core principles for practice e.g. Relationships, Rights Respecting, Restorative and Resilience Building
- The 4 remaining words will also then map well onto the Scottish Government measures of Inclusion[1] - present (We belong), participating (We Contribute), achieving (We learn), supported (We are supported and we help others) which will strengthen links to national guidance within the two key documents (Included, Engaged and Involved in Edinburgh policy and Edinburgh Learns Inclusion Framework)
- Suggestion to include Faith and Sexuality in the opening section would result in a long list. Rather than looking to list everything change statement to the broader descriptors of identity, background or ability.

The views of children and young people were also gathered to inform the work of the [Children's Partnership What Kind of Edinburgh](#) and are gathered annually through the Wellbeing Questionnaire. This is analysed and reported in the Health and Wellbeing Annual Report.
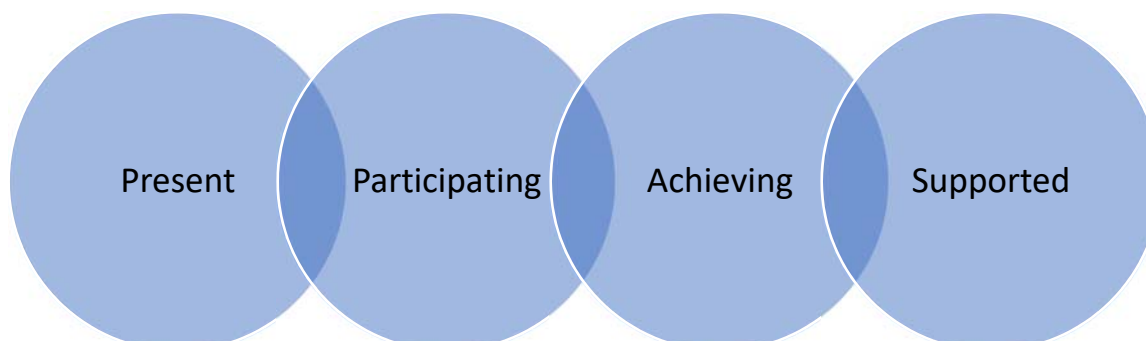
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[1] Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/

Evaluating our Progress in Inclusion

Scottish Government describes inclusion as being:

Present Participating Achieving Supported

There are several sources of local authority data that are indicators of our inclusive practice;

Exclusions 2018-19

Year	2016-2017	2017-2018	2018-2019
Total Exclusions	977	869	837
Days lost through exclusion	2925	2587	2520
Number of children effected by exclusion	642	572	552

This is the first year exclusions for care experienced pupils have been monitored. 83 care experienced children were excluded this session (45 were currently Looked After and 38 were previously Looked After). Reducing care experienced exclusions is a local authority priority.

Attendance

Reducing the numbers of pupils who have less than 85% attendance is currently a target in our strategy to improve overall pupil attendance. As part of this system of monitoring, our primary schools are grouped as less than 5%, 5 to 10% and greater than 10% (of pupils with less than 85%). Our secondary schools are grouped as less than 9%, 9 to 19% and greater than 19% (of pupils with less than 85%).

 In January as an indicative midpoint in the 2018-2019 school session attendance across the authority was;

	Less than 5%	5% to 10%	Greater than 10%
No. of Primary Schools	35	24	29
	Less than 9%	9% to 19%	Greater than 19%
No. of Secondary Schools	7	6	10

This is an area of work which will continue to be a focus in ensuring all our learners are present, participating, achieving and supported.

Requests for specialist provision

Requests for specialist (pathway 4) placements are reviewed at the end of each academic year. All requests from Edinburgh schools are made in the context of our Getting it Right for Every Child in Edinburgh Child Planning process. In 2017-2018 there were a number of positive findings;

Secondary

Year	Secondary Requests for provision total	Provision Offered	S1 to S6	Provision Offered	P7 to S1 Requests total	Provision Offered
2015-2016	124	92 (74%)	74	No data	50	No data
2016 - 2017	145	114 (79%)	64	40 (63%)	81	74 (91%)
2017-2018	116	102 (88%)	51	42 (82%)	65	60 (92%)

For early years 2017-2018 was the first year of data collation;

Total Requests	Specialist Nursery	Agreed	Retained Year	Agreed	Looked After Out of Authority	Agreed
24	14	8 (57%)	7	6 (86%)	3	3 (100%)

For primary 2017-2018 was the first year of data collation;

Total Requests	Agreed	Nursery to P1 Requests	P1 to P6 Requests
149	111 (79%)	51	98

All CEC LAC out of authority requests were agreed.

Flexible Timetables

The new Flexible and Alternative Timetable procedure was launched in March 2019. Schools will be supported to implement this in 2019-2020. This will allow city wide tracking of the number and duration of flexible (reduced) timetables over subsequent years. A survey has been sent to all schools at the start of the 2019-2020 session in relation to the number and quality of flexible (part-time) timetables and pupil involvement in the planning process.

Quality Assurance and Inspection

Quality Improvement (Indicator 3.1)

Following analysis of School Standard and Quality Reports, most schools self-evaluate quality of provision as good for Quality Indicator 3.1

Primary Schools

Grade	1	2	3	4	5	6
No of schools			10	43	35	

Secondary Schools

Grade	1	2	3	4	5	6
No. of schools			2	15	6	

Special Schools

Grade	1	2	3	4	5	6
No. of schools			4	5	2	

School Inspections

During session 18/19, 2 primary schools and one special school were inspected using the full model which includes evaluation of the Wellbeing, Equality and Inclusion Quality Indicator 3.1. To date, two reports has been published. One school was graded at very good and the other good.

Finalising the Edinburgh Learns Document

There has been a consultation process on the main document carried out at primary and secondary headteacher National Improvement Framework (NIF) days. This resulted in a number of amendments. The final version was then further edited to ensure it was as succinct and clear as possible. The final version was presented at a meeting of the strategic board in May 2019. Some further minor amendments were agreed and finalised at that meeting.

Board Membership

The strategic group (now Board) will meet 4 times annually. Secondary school representation will be reviewed to maximise attendance and ensure views from all sectors are represented within the group.

The Board has discussed the role that key partners and voluntary organisations play in contributing to the action plan for inclusion. Alongside schools and early years there is therefore also representation from social work and voluntary organisations as well as community learning and development, additional support for learning service and psychological services.

Action Plan for Inclusion

The strategic board will update and progress an annual action plan. Actions completed in 2018 to 2019 include;

- Included, Engaged and Involved in Edinburgh Policy – working draft agreed by committee in November 2018
- Policy and procedures mapped out alongside the inclusion framework and other key local authority and national drivers (appendix 2)
- Improving Outcomes for Learners at Risk of Exclusion – finalised in December 2018
- Flexible and Alternative Timetables – finalised in March 2019
- Managing and Reducing Risk - finalised in March 2019
- Relationships, Learning and Behaviour – finalised July 2019
- Consultation on Mental Health informing tops tips for children, schools and carers
- Inclusion statement from the Director of Education disseminated to all schools
- Review of the model of audit allocation completed
- Ongoing evaluation and extension of Wellbeing Academy Project
- Ongoing evaluation and extension of nurture approaches
- Inclusion survey completed by all schools

Conclusion

Over the course of 2018-2019 the Edinburgh Learns Inclusion Framework board has been established and the framework document with accompanying A5 guide has been finalised. Alongside this a number of actions in relation to our strategy for inclusion have been progressed. These have been outlined above.

Our analysis of School Standard and Quality Reports shows most schools self-evaluate quality of provision as good for Quality Indicator 3.1 which relates directly to inclusion.

Our citywide data shows there continues to be a positive overall trend in reducing exclusions and we are now beginning to look at this in relation to target groups such as our care experienced learners.

We recognise that for many learners attendance is an area that would improve their ability to be present, participating, achieving and supported. We now have a focus on reducing the numbers of learners with less than 85% attendance rather than focussing on overall school attendance across stages. This change in focus will better enable us to shine a light on those most vulnerable and implement targeted strategies and supports.

At the end of 2017 to 2018 annual data across early years, primary and secondary showed that most requests for specialist provision were appropriate and resulted in the offer of a placement. The implementation of annual reporting for early years and primary requests at the end of 2017-2018 will now also allow us to look at year on year tracking of special placement requests and placements across all sectors.

Next steps

- Support the implementation and embedding of the key policy and procedures disseminated during 2018-2019
- 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
- Continue citywide tracking and monitoring of exclusion including a specific focus on reducing exclusion for care experienced learners
- Continue citywide tracking and monitoring of flexible (part-time) timetables including analysis of 2019-2020 survey
- Continue to implement approaches to capacity building in mainstream including the development of secondary Wellbeing in Education bases

- 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, engagement work will 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.
- Continue local capacity building in evidence-based approaches such as nurture, the Wellbeing Academy and Seasons for Growth
- 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'
- Ensure appropriate training is available to staff with a focus on Relationships, Learning and Behaviour
- Continue to explore, pilot and evaluate approaches to increase attendance for vulnerable learners

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

Policy - Included, Engaged, Involved in Edinburgh

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**

Included

Procedures

- Improving Outcomes for Learners at Risk of Exclusion
- Preventing and responding to bullying and prejudice among children and Young People

Procedure Templates

- SEEMIS letters
- Roll removal

Engaged

Procedures

- Flexible and Alternative timetables
- Relationships, Learning and

Procedure Templates

- Tracking flexible and alternative timetables
- Behaviour Analysis
- Debriefing

Involved

Procedures

- Attendance
- Managing and Reducing Risk
  - Violence and Weapons

Procedure Templates

- Exceptional Leave
- Risk Management template

HGIOS 4 – Self Evaluation

THE CITY OF EDINBURGH COUNCIL