



Harestanes Primary School ELR Inclusion Guidelines

Inclusive practice is important whatever the setting, whether it be within a mainstream or a specialist provision. There are four key features of inclusion which can be used to set expectations and evaluate inclusive practice in schools and early learning and childcare settings. These are present, participating, achieving and supported. Together these four features support the delivery of inclusive learning environments for all children and young people that enable them to reach their full potential.



It is important to note that a child's journey with inclusion is not always linear. There may be times where it is appropriate to have an increased level of inclusion and other times where a reduced level is more appropriate. Levels of inclusion are continuously evaluated by both teachers and pupils and are always directed by what is in the best interests of the child.

There are eight key areas that are crucial in helping to develop inclusive practice in schools and early learning and childcare settings:

Inclusive school values and ethos;

Inclusive school values and ethos are essential to the delivery of inclusive educational practice. Values and ethos which recognise and value diversity and include a strong commitment to enabling and supporting all children and young people to learn and be part of school life are fundamental.

Suggested Actions:

- Developing ASD friendly school events (assemblies, school shows, school trips)
- Developing ASD friendly wider school events (school discos, fayres)
- Develop shared values linked to UNCRC including all partners
- Focus weeks to celebrate diversity and inclusion

Leadership;

Strong leadership is needed to promote inclusive ethos and values throughout the school community. Distributed leadership at all levels is needed to deliver change and progress. Staff must be empowered and challenged to use their knowledge of the children and young people to drive forward inclusive practice. As the classroom leader, or ELC practitioner, their approach, their attitude and their vision will be the one predominately experienced by the children and young people in their class.

Actions:

- Professional dialogue for inclusion within collegiate calendar for class teachers
- Staff development sessions to take place throughout each school year
- Staff to have opportunities to take forward initiatives within the school in relation to inclusion

Constructive challenge to attitudes;

Constructive challenge to attitudes is essential to ensure that inclusion and equality lead to improved outcomes for all children and young people and that diversity is understood, valued and celebrated. It is essential that high expectations are in place for all pupils.

Actions:

- Inclusion opportunities expected for all pupils in ELR at a level appropriate to the child
- Staff development sessions to include opportunities to reflect on/ evaluate successes / barriers to inclusion
- Active encouragement of parental participation in the PTA and parent council to develop wider inclusive practice

Evaluation of planning process;

Evaluation of the planning process is fundamental to ensuring improved learning outcomes for all pupils. Tracking and monitoring of learning outcomes over time, aligned to review support and teaching and learning strategies will ensure progress in learning for all pupils.

Actions:

- Tracking and monitoring of inclusion including inclusion timetables to be completed by SMT
- Termly review/update of inclusion plan to be completed by ELR class teachers in collaboration with mainstream teachers
- SMT / peer observations to take account of inclusion within classes

Capacity to deliver inclusion;

Capacity to deliver inclusion is an important focus across education, not just in the context of mainstreaming and inclusion. Working with partners to deliver joint training and services builds capacity of those in schools and other services. Specialist provision schools can provide key support to their mainstream colleagues through experience of a range of highly personalised approaches including personalised learning, behavioural strategies and tailored support which may be beneficial for all pupils.

Actions:

- Where relevant, termly Inclusion plan to be developed between ELR / mainstream class teacher
- Action plans and pupil management plans to be shared with all staff and adapted as appropriate
- Commitment to flexible and adaptive practice – levels of inclusion may vary for a child at different points of the child's educational journey

Parental and carer engagement;

Parental and carer engagement supports improvement in learning and achievement. Strong, positive relationships are essential to this work – not only between partners but with families themselves. Just as the voice of children and young people should be listened to in their learning plans, 'families should be consulted in a meaningful way when staff are looking at progression from their service.' The National Improvement Framework driver of Parental Engagement reflects further on how to engage parents and carers.

Actions:

- TAC meetings to include a discussion related to inclusion and include parental feedback
- Inclusion updates to be shared with parents

Early intervention, prevention and strong relationships;

Early intervention, prevention and strong relationships can have a positive impact particularly as regards the impact of socio-economic circumstances. Staff, in tandem with partners, should be informed and proactive, working to mitigate the impacts of socio-economic circumstances as part of removing barriers to learning.

Actions:

- Where relevant, ELR pupils to have an action plan, reviewed termly
- Inclusion experience bespoke to each child
- Inclusion opportunities reviewed at least termly

Removal of barriers to learning;

Removal of barriers to learning are essential to ensure that all children and young people reach their full potential. All children with a disability, health issue or social or emotional needs benefit from high-quality targeted support. Schools and early learning and childcare settings working in partnership with others in the community can enhance support for families and, therefore, enhance outcomes in key areas. Partners are crucial in this process to provide targeted and specialist support in all environments and to ensure the improvement work being undertaken in school and early learning and childcare is also being supported at home.

Actions:

- ELR provides bespoke curriculum pathway
- Action plans/ pupil management plans detail support strategies and are shared between ELR / mainstream colleagues where relevant
- Colleagues from other agencies provide consultative support – strategies shared with ELR/ mainstream teachers as appropriate

Reference: Guidance on the presumption to provide education in a mainstream setting

(Scottish Government, 2019)

Appendix A

Suggested Stages of Inclusion

Stage 1

Pupils are accessing...

- the ELR classroom and playground
- the ELR to have snack and lunch

Stage 2

Pupils are accessing...

- the wider ELR
- the wider playground
- the dinner hall at lunch time
- the whole school assembly
- ELR pupil voice groups

Stage 3

In addition to what pupils are achieving in stage 2 they may also be accessing:

- small group activities within the ELR, together with pupils from the mainstream classes with a high level of support
- whole school activities such as FUN 31 and whole school learning activities such as Day with a Difference and Outdoor Learning week
- Whole school pupil voice groups
- After school clubs

Stage 4

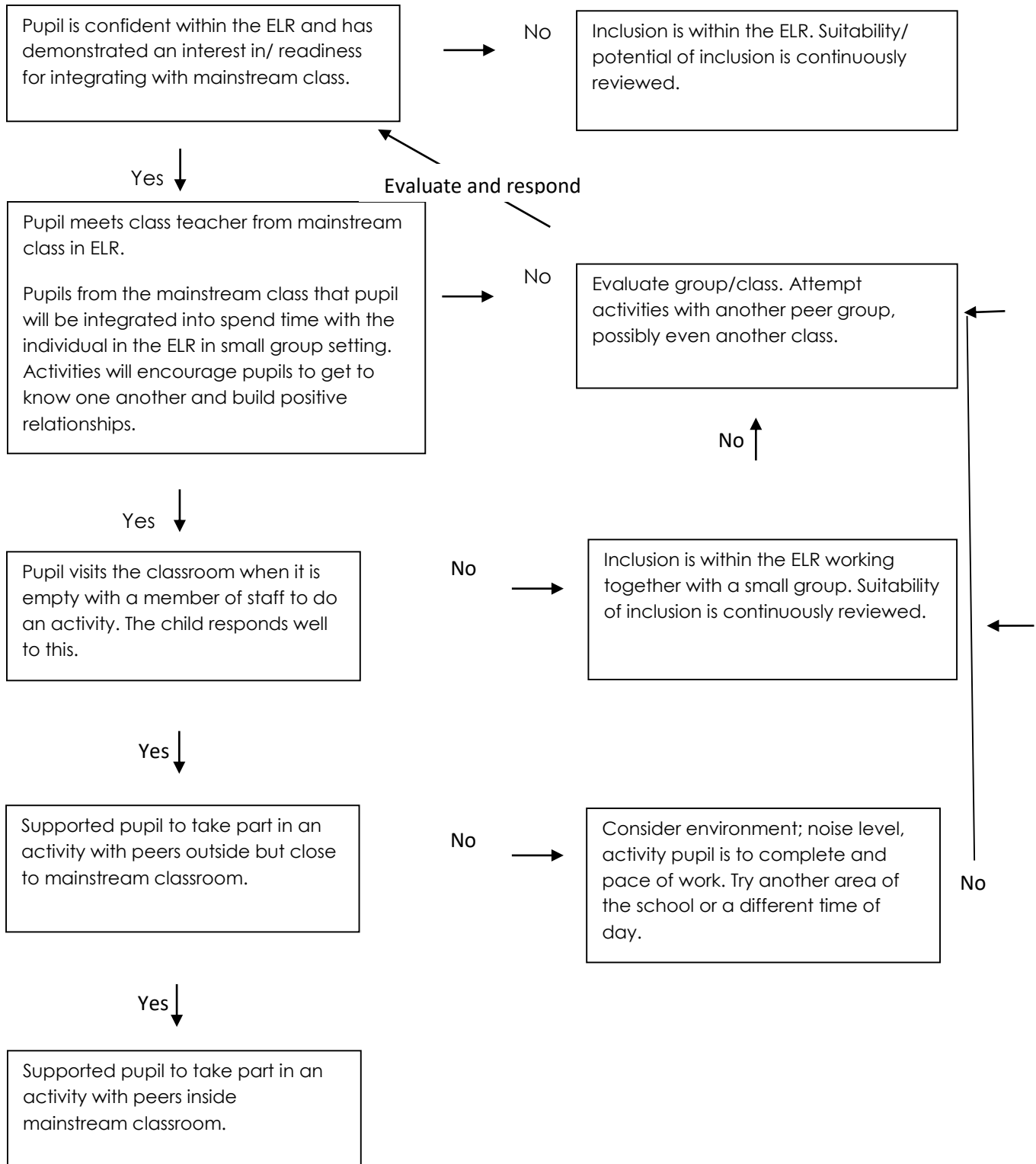
In addition to what pupils are achieving in stage 2 and 3 they will also be accessing:

- mainstream classes with a low level of support/ independently

(Please see Appendix B for breakdown of steps)

Appendix B

Suggested Steps to Classroom Inclusion



Acknowledgements:

Scottish Government, 2019, Presumption to provide education in a mainstream setting: guidance

Wester Cleddens Primary School, EDC, Inclusion Policy

Merkland Primary School, EDC, Inclusion Policy