

Queensferry High School

Inclusion Policy



Pupil Support and Inclusion

We are committed to implementing the key indicators of **Ensuring Wellbeing, Equality and Inclusion (HGIOS 3.1)** putting the young person and their family/ support network at the centre. Using the [GIRFEC](#) Wellbeing Indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included) we work collaboratively with pupils, parents/carers, staff and partners ensuring the **right support** is being given to the young people at the **right time**.

Using supportive policy and practice such as [Included, Engaged and Involved \(CEC\) Part 1&2](#), **Improving Outcomes for Learners at Risk of Exclusion (CEC)**, **Child Protection, Equalities, Learning and Teaching and Relationship for Learning** a solution focused approach is used to improve positive outcomes and wellbeing support for all, working in partnership with the school community to support individual success in our young people.

Personalised Support (HGIOS 2.4) We ensure when required individual and targeted support plans to support young people are implemented by having an identified **place** and **plan** of support which is flexible to make reasonable adjustments according to the level of need. Ensuring interventions and the impact are tracked and monitored effectively.

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1. Introduction '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' ([Scottish Government – March 2019](#))

Supported key expectations:

- All children and young people should benefit from the ethos and culture of the school, inclusive learning and teaching practices and relationships
- All children and young people should be given the right help, at the right time, from the right people, to support their wellbeing in the right place
- All children and young people should be supported to participate in all parts of school life
- All children and young people should be supported to overcome barriers to learning and achieve their full potential

Present key expectations:

- All children and young people should learn in environments which best meet their needs
- All children and young people should be fully engaged in the life of their school, through the inclusive ethos, culture and values of the school
- All children and young people should receive a full time education including flexible approaches to meet their needs

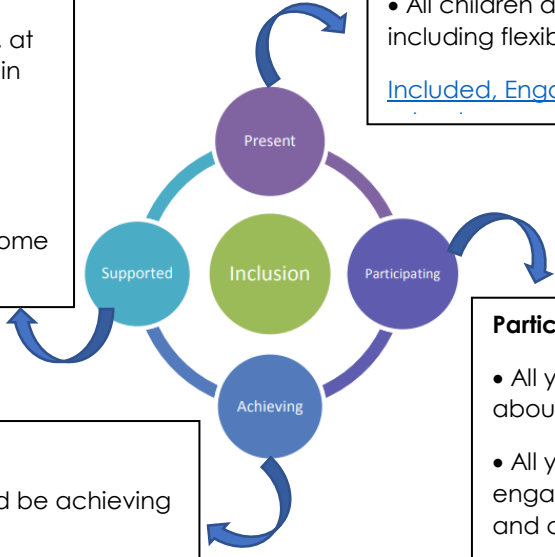
[Included, Engaged and Involved – Part 1: Attendance in Scottish](#)

Achieving key expectations:

- All children and young people should be achieving to their full potential
- All children and young people should have access to a varied curriculum tailored to meet their needs

Participation key expectations:

- All young people should have their voices heard in decisions about their education. Including decisions on where they learn
- All young people will have the opportunity to participate and engage as fully as possible in all aspects of school or early learning and childcare life, including trips and extracurricular activity
- All young people should be enabled and supported to participate in their learning
- Young people with additional support needs, who are aged 12-15, also have extended rights within the ASL framework to use rights on their own behalf to affect decisions made about them



2. Aims and Statements

Senior Leadership Team – House Head and DHT Support

We are committed to enabling the young people at QHS to be Ready, Respectful and Responsible. With a commitment to supporting young people to feel safe, happy and achieve their full potential irrespective of their identity and background. We are responsible for supporting universal and targeted support and supporting positive relationships, health and wellbeing outcomes, inclusion policies and improved attainment for all.

Support for Pupils (SfP)

We are responsible for universal and targeted support for all the young people in each House caseload. **Universal Support:** We aim to build positive relationships with the young people and their families, teach Personal and Social Education (PSE) and track and monitor attendance, learning progression and pathways/ learner journeys. **Targeted Support:** We are responsible for anticipating young person's needs, making reasonable adjustments when required developing opportunities for all in line with the GIRFEC process. Identified Interest Groups are closely monitored and evaluated interventions regularly lead.

Support for Learning (SfL)

We work in partnership across the school community to ensure that all stakeholders understand a young person's support needs and are empowered to put strategies in place to meet these needs. Through **investigation** we identify barriers that may affect a young person's attainment and HWB. We develop solutions to reduce and remove barriers to learning. We work proactively through the use of targeted interventions to increase attainment for young people with Additional Support Needs. We develop strong relationships with young people which allows us to be flexible, proactive as well as reactive to the needs of young people.

Enhanced Support Base (ESB)

We aim to provide specific support to identified pupils through the CEC Education Placement Group (EPG). All of the learners accessing the ESB have a similar profile of need, and the majority of learners will have Autism and/or Additional Learning Needs. The young people work at Early/First level CfE learning and have complex social communication needs requiring significant adaptations. An individualised learner plan for each pupil promotes targeted support for the young people in the base as well as a tailored programme to integrate into mainstream classes with support if appropriate. We are committed to working with partner agencies to promote and support opportunities for all young people supporting in the ESB.

Wellbeing Hub (WBH)

We support pupils with social, emotional and behavioural needs (SEBN) who would benefit from approaches linked to nurture, trauma informed working, developing positive relationships and emotional health and wellbeing (incl. self and mutual regulation). The pupils who will be supported in this resource may struggle to manage their emotions, present challenging behaviour and be highly anxious in a mainstream setting. Individual targeted plans for identified young people in the WBH and across the wider school community with a collaborative partnership approach to achieve positive outcomes and success of the young people supported through the WBH resource. **(Improving outcomes for learners at Risk of Exclusion/ Included, Engaged and Involved Part2, GIRFEC)**

3. Structure of Pupil Support

4 Depute Headteacher/House Head

- ❖ Support and Quality Assurance of Inclusion

Support for Pupils (SfP)

- ❖ 4 x Pupil Support Leaders: Dundas, Forth, Hopetoun and Rosebery – Caseload (Approx. 250)
- ❖ Pastoral Care/ GIRFEC/ Wellbeing/ CP
- ❖ Aligning Pathway 1-3 Support to maximise attainment and positive destinations
- ❖ Building pupil's knowledge and resilience of HWB
- ❖ PSE Curriculum
- ❖ Attendance and Attainment Progression

Support for Learning (SfL)

- ❖ SfL Leader, 3 x SfL teachers/ 5 x PSAs
- ❖ 5 Roles: Assessment/ Observation/ Consultation/ Direct Teaching/ Feedback
- ❖ The Bridge: ASD – self regulation
- ❖ River Room – Nurture provision
- ❖ The Bay: L&T – Literacy and Numeracy
- ❖ Shell Bed: Sensory Room

Enhanced Support Base (ESB)

- ❖ ESB Leader/ PSO/ PSA
- ❖ Pathway 3-4 support
- ❖ GIRFEC
- ❖ ASD/ 1st level

Wellbeing Hub (WBH)

- ❖ WBH Leader/ PSO/ PSA
- ❖ Pathway 3-4 support
- ❖ GIRFEC
- ❖ SEBN/ Nurture

Pupil Support Officer (PSO) x 2

- ❖ 2 x PSOs (1 per 2 Houses)
- ❖ PEF identified pupils
- ❖ Attendance
- ❖ Pathway 1 -2 support

School Police Link Officer

- ❖ PSE Curriculum
- ❖ Safety in the community
- ❖ Risk Taking behaviours and support

Cluster Transition Teacher

- ❖ Cluster Transition Teacher P5 – S3
- ❖ Literacy, Numeracy and HWB Supports

School Counsellor

- ❖ CEC – allocated 0.8 Cluster
- ❖ Support the HWB of a young person identified to need additional 1:1 with their social, emotional and physical health

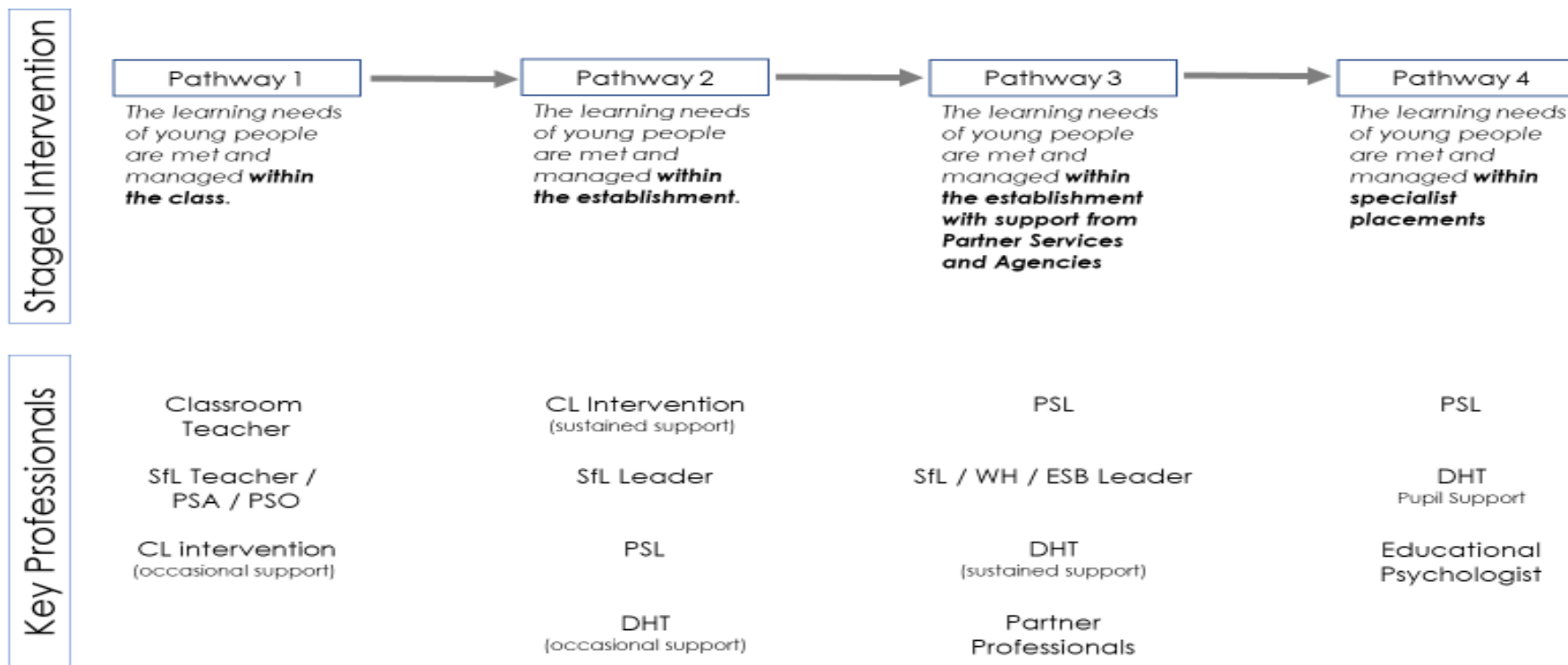
School Nurse

- ❖ 1:1 Health Support – LIAM
- ❖ Sexual Health Lunchtime drop in

4. Pathway supports – Staged Interventions and Recourses

Each and every young person should be provided with the support they need to reach their full potential. Central to this vision is a [commitment to mainstreaming](#).

The [GIRFEC](#) staged intervention process provides a scaffold for universal support and reasonable adjustments, which may need to be made for an individual, to allow them to reach their potential. It is underpinned by supporting families and young people with the right help, at the right time, from the right people. The supports range from educational packages which are solely based in mainstream lessons, through to packages which are split over mainstream provision and partner services, up to education provided by a specialist placement. In our mainstream setting we are working with Pathways 1→3



Pathway 1	Pathway 2	Pathway 3
<p><i>The learning needs of young people are met and managed within the class.</i></p> <p>Universal Supports (whole class)</p> <ul style="list-style-type: none"> > Effective lesson planning – 4 stage lesson planning > Consistent use of strategies and approaches for learning. > Effectively plan Pupil Support Assistant (PSA) time > Differentiation (support and stretch) > Recognising achievement, profiling and reporting > CIRCLE resource > Constructive feedback > Regular praise for effort > Seating – planned with learners in mind > Pupil voice at the centre – pupil’s respected and listened to > Relationships, Learning and Behaviour > Restorative Practice > Provide clear channels for pupil to access appropriate supports > Poverty proofed classrooms > Secondary checklist for literacy - check sheet and support ideas. > Visual Timetable > Multisensory approaches/technology > Digital learning <p>Reasonable Adjustments (individuals)</p> <ul style="list-style-type: none"> > Highlighted/coloured paper or coloured overlays > Fidget toys > Individual outline of lesson/activities > Departmental positive behaviour tracking > Keyring prompts/checklist > Specialised equipment such as handled ruler, spring scissors, writing slope, pencil grip > Homework emailed or on a printed sheet > Individual work station > Visual prompt cards > Emotion Talks resources > Social Stories > Safe Space – time out > Movement breaks > Mentoring > Texts / Letters home with CL consultation > ASD / ADHD Supportive planning > Dyslexia support > Epilepsy support > PEF interventions > LAAC / Adoption support > SEEMIS Referral to CL detailing implemented Pathway 1 interventions > Wellbeing concern form 	<p><i>The learning needs of young people are met and managed within the establishment.</i></p> <p>Curriculum Leader</p> <ul style="list-style-type: none"> > CIRCLE resource – participation scale / classroom environment tool > Contact with parents/carers as partners – email, phone, in person > Recognising achievement, profiling and reporting > Positive behaviour strategies e.g. Target sheets / monitoring / Individual behaviour planning > Differentiation support > Team teaching / Learning observation > Restorative conversations > S.I.R Form → Sfl Leader > SEEMIS Referral to PSL detailing implemented Pathway 1&2 interventions > Wellbeing concern form <p>Pupil Support</p> <ul style="list-style-type: none"> > Access to support for learning for daily support / emotional regulation > Literacy support groups – literacy booster, reading recovery, dyslexia support > Numeracy support groups – numeracy booster > Nurture / Health & Wellbeing groups > CIRCLE resource consultation > Deployment of universal resources – PSA / Sfl teachers. > 1:1 mentoring session (Sfl) > Pupil Voice tool > Diagnostic Assessments > Alternative assessment arrangements > Learner discussion / consultation with PSL > Contact with parents/carers as partners – email, phone > Positive behaviour strategies and monitoring > Team teaching / learning observation > Restorative conversations > 16+ Positive destination tracking and planning > Attendance support > Clear access to support from key/trusted adult – Click & Connect > Assessment of Need meeting (AoN) > Young Persons Planning Meeting – school-based package of support > Risk management meeting (identified risk of exclusion) 	<p><i>The learning needs of young people are met and managed within the establishment with support from Partner Services</i></p> <p>Pupil Support (with Year Head)</p> <ul style="list-style-type: none"> > Young Persons Planning Meeting – multi-agency package of support > School counsellor > Discussion at Pupil Support Group (PSG) > Consultation / referral to partner services > Hosting arrangements > Referral to CMRG (access to pathway 4) <p>Enhanced Support Base</p> <ul style="list-style-type: none"> > Supporting young people with complex additional support needs, working within first or second level. <p>Wellbeing Hub</p> <ul style="list-style-type: none"> > Supporting young people with complex social, emotional or behavioural needs <p>Core Agencies</p> <ul style="list-style-type: none"> > Social Work / Social Care Direct > Police Community Link Officer > School Nurse > CAMHS – mental health diagnosis, therapy and counselling > Occupational Therapists (OT) > Speech and Language Therapy (SLT) <p>Additional Support for Learning</p> <ul style="list-style-type: none"> > ASL 1:1 teaching (Inclusion Support Team) > ASL groups – Youth 180 & Gate 55 & Curriculum groupings > Medical Outreach Support (MOS) > Sensory Support Service. (SSS) (Deaf/Visually impaired) > Staff Training > Diagnostic Assessments > EAL support team <p>Children and Families</p> <ul style="list-style-type: none"> > Education Welfare Service (EWS) > Educational Psychological Services (EPS) > Family and Household Solutions (FHS) <p>Edinburgh Together</p> <ul style="list-style-type: none"> > Barnardos (1:1 / family support / groupwork) > Children 1st (1:1 / family support) <p>Additional Partners</p> <ul style="list-style-type: none"> > Spartans > JET programme > Cyrenians conflict resolution > No Child Left Behind (activity agreements) > Skills Development Scotland – outreach support > DYW School Coordinator > Independent Living Fund > Richmond’s Hope (bereavement)

5. **Partnership – Psychological Services and Additional Support for Learning**

ASL Lead

- ❖ Pathway 2 -3
- ❖ Attends PSG
- ❖ Consultation and Support Resources – caseload updates (observations)

Educational Psychologist

- ❖ Pathway 2 -3
- ❖ Attends PSG
- ❖ Consultation and Support Resources – caseload updates (observations)

Review of partnership working over 2021-2022

1. What worked well? Including work regarding individual children and young people, staff development, research, project work and adjusting to changes in COVID 19 restrictions
 - Good working relationships between school
 - Support during Inclusive practice review
 - PSG attendance
 - Seasons for Growth training
 - Development and Support for WH/ESB
 - Advice and support for EPG
2. What evidence is there of the impact of work completed?
 - Inclusive Practice Review
 - Better understanding of pupil needs
 - Regular communication
 - YPPMs
3. Have there been any areas of concern? If so what plans will be put in place to adjust going forward?
 - Not enough EP/ASL time for each school (our EP and ASL are very responsive – not a reflection on them)
 - Allocated time is 20 visits per year for EP
 - EPG – structure, feedback not clear/timely

Action plan for 2022-23 to build on strengths and address any concerns

Based on the MS forms survey completed by the school priority areas would seem to be as follows:

- Review SHE referrals annually
- Relationship for Learning and Behaviour – Nurture approaches. All linked to school policies
- DHT for positive behaviour to look at inhouse training
- Whole school ASD training – put on hold until next year (focus on nurture)
- Attendance and anxiety – development work ongoing including new policy
- CEC nurture approach framework – 2 hours whole school training with EP support
- **Focus Whole school nurture approach. Audit whole school as starting point. ASL and EP to support. Key priority – differentiation**
- Audit of PSA training
- CSP training
- AAA advice

6. Quality Assurance – House Team Meetings, PSG, 1:1 Pupil Support, Faculty Meetings

Pupil Support Faculty Meeting

- ❖ Attendance: DHT Support (Chair), 4 x PSLs, SfL Lead, ESB Lead, WBH Lead
- ❖ Monthly – 45 mins
- ❖ Agenda: *QA/ IP *L&T/Attainment *GIRFEC Support Pathways and Resources – caseload updated

Pupil Support Departmental Meeting

- ❖ Attendance: 4 x PSLs & 2 x PSO (if required)
- ❖ Weekly (excluding Pupil Support Faculty Meeting)
- ❖ Agenda: *QA/ IP *L&T/Attainment *GIRFEC Support Pathways and Resources – caseload updated

Support for Learning Departmental Meeting

- ❖ Attendance: SfL Lead, 3 x SfL Teacher
- ❖ Weekly (excluding Pupil Support Faculty Meeting)
- ❖ Agenda: *QA/ IP *L&T/Attainment *GIRFEC Support Pathways and Resources – caseload updated

ESB Departmental Meeting

- ❖ Attendance: ESB Lead, PSO, PSA
- ❖ Weekly (excluding Pupil Support Faculty Meeting)
- ❖ Agenda: *QA/ IP *L&T/Attainment *GIRFEC Support Pathways and Resources – caseload updated

WBH Departmental Meeting

- ❖ Attendance: WBH Lead, PSO, PSA
- ❖ Weekly (excluding Pupil Support Faculty Meeting)
- ❖ Agenda: *QA/ IP *L&T/Attainment *GIRFEC Support Pathways and Resources – caseload updated

6. Quality Assurance – Faculty, House Team, 1:1 Pupil Support Leads, Pupil Support Group (PSG)

House Team Meeting

- ❖ Attendance: Depute House Head, PSL, SfL Teacher, (ESB Lead and WBH – part meeting if required)
- ❖ Weekly (excluding PSG) – Thursday GIRFEC time or at an alternative arranged time in the week
- ❖ Agenda: *QA/ IP *L&T/Attainment *GIRFEC Support Pathways and Resources – caseload updated *Attendance

Pupil Support Group (PSG) – Partnership Support Group

- ❖ Attendance: DHT Support (Chair). 4 x PSLs, SfL Lead, ESB Lead, WBH Lead, ASL Lead, Educational Psychologist, School nurse, School Police Link Officer, PSOs (if required), Social Work, 3rd Sector partners: CIRCLE worker ...
- ❖ 6 x per session 2022-23 – Thursday GIRFEC time Dates:
- ❖ Structure and Purpose:
 - *PSG is a partnership working group with an aim to provide support through pathways 1-4 for our highlighted vulnerable pupils and identified interest groups
 - *AON must be completed and shared (with parental permission) with all the team and professionals prior to the PSG (Friday before)
 - *AON must highlight pathway 1 and 2 supports already in place or an evaluation of pathway 1 and 2 support been previously implemented
 - *AON must clearly state what further support is required (you may not know what support but what is needed is important)
 - *Discussion at PSG will be solution focused with all professionals contributing to the support (where appropriate). This is a collective effort to try and get the right support at the right time for our pupils – QHS staff will discuss pupils at PSG where additional support is required and pathway 1 and 2 supports have been tried and deemed appropriate to move into further pathway 3 supports or suggestions needed about any further pathway 1 and 2 supports with in the school capacity
 - *We will track and monitor our LAC and Care Experienced Pupils – their attendance and progress, GIRFEC Active plans, Flexible timetables, Exclusions, Risk Management and Attendance (to add young Carers & PEF identified pupils)
- ❖ Agenda: *New Referrals (AON/ YPPM) *Interest Groups *Service Update

1:1 Pupil Support

- ❖ Attendance: DHT Support & either PSL/ SfL Lead/ ESB Lead/ WBH Lead
- ❖ 2 x per term or more regular if required
- ❖ Agenda: *QA/ IP *Leadership Responsibility *Caseload Concerns *PRD/ Development

7. We matter

Upholding our responsibility to safeguard and promote the wellbeing of care experienced children and young people

Care Experienced Children and Young People ACHIEVING ATTENDANCE & ATTAINMENT

'Edinburgh's Children' have the right to an education (UNCRC)

Our Care Experienced children and young people should be loved, safe and respected (The Promise)

The Children and Young People (Scotland) Act (2014) outlines our role as Corporate Parents.

We understand that we are required to:

- be alert to and assess the needs of the children and young people in our care
- provide opportunities to promote their welfare and wellbeing
- take any action deemed necessary or appropriate to ensure their rights are being met.

There is a whole school ethos of high expectations for care experienced children and young people which is adopted by the whole school community.

Interactions are underpinned by trauma informed practice and are in line with the Relationships, Learning and Behaviour Procedure.

Schools actively seek to develop and promote effective team around the child partnership working.

We recognise the life changing impact staff in schools can have on positive outcomes for 'Edinburgh's Children'.

We know our community – LOVED	Current practice	Practice to be developed
There is a designated manager in each school who has an overview of each care experienced child/young person and their education planning.	Michelle Gordon (DHT Support)	
All members of the senior leadership team and pastoral care/pupil support staff are aware of which children/young people are care experienced.	Yes – Flagged on SEEMiS	More information to be shared on data hub
All relevant members of staff know which children/ young people are care experienced. (Where necessary, the views of c/yp, social work and families should be considered).	Yes – Flagged on SEEMiS	More information to be shared on data hub
Senior Leaders have regular and positive interactions with and about the care experienced community in their school, this includes children and young people, families, staff and partners.	Yes	Introduce section into the Inclusion Policy Will be standing item on weekly House Team Meeting
Our care experienced community have access to adults who value education and encourage them to have high aspirations e.g. mentors, role models	Yes – through PSL or identified key adult	Greater focus on tracking and monitoring Care Experienced
Care Experienced children and young people are encouraged and enabled to maintain positive friendships with peers.	Yes – through PSL or identified key adult	
Children and young people have access to wider achievement opportunities and are supported to develop out-of-school interests and hobbies.	Yes – through PSL or identified key adult Opportunities offered / Funds available to support	

We promote their wellbeing – SAFE	Current practice	Practice to be developed
Processes are in place to ensure key indicators such as attendance, attainment and wider achievement are tracked and monitored.	PSG – standing item tracking and monitoring attendance / attainment	Need introduce wider achievement and check ins with care experienced – link to weekly House Team Meetings – standing item
Attainment is tracked each term. A detailed plan for improving the learning experience and attainment of all currently looked after children is in place, with responsibility and accountability for delivery clearly indicated.	Tracking has occurred June/ December as per CEC guidance As well as a focus after each in school tracking report	QA calendar to have more regularly tracking and monitoring
All currently looked after children are considered for assessment for additional support needs (in accordance with guidance).	Yes	
Attendance is monitored regularly and where appropriate, referrals to HomeLink and EWO are made. Social work colleagues are aware of patterns of absence and are actively involved in plans to improve attendance.	Yes	
Schools maintain accurate records including key contact information, review meetings, chronologies and relevant information from partners.	Yes – not in file and on SEEMiS	
We aim for stable and consistent educational experiences. Where possible, school moves are kept to a minimum. If unavoidable, every effort is made to ensure the young person and family adapt to their new environment.	Yes	
School staff communicate and plan carefully around transitions, particularly between primary and secondary school and post school destinations.	Yes	
When a pupil becomes looked after or when a looked after child joins the school, there are processes in place to support the child and family.	Yes	
When a child/young person transfers school, information sharing is done swiftly.	Yes – attending YPPMs	

We hold them in high esteem – RESPECTED	Current practice	Practice to be developed
The school attends and makes valuable contribution to all statutory reviews such as LAC reviews and Children's Hearings. Reports and minutes are shared where appropriate and securely filed.	Yes	
Education should be a priority in the child's plan and when needed, is supported by ASL services.	Yes	
Action points from Review and GIRFEC meetings are actioned, monitored and reviewed.	Yes	
Care Experienced children/young people have their voices heard both at an individual level and in whole school decision making structures.	Yes	
Children and Young People have a key adult in school who cherishes them. The adult knows the child's story, is trusted by them and has a range of skills and strategies to support the child/young person.	Yes	
Bespoke mechanisms and strategies are in place to engage families (e.g. regular phone calls home, particularly highlighting things that are going well).	Yes	

8. Policy and Procedures:

- a) Relationships for Learning
- b) Learning and Teaching
- c) Child Protection
- d) Included, Engaged and Involved (including Exclusion Policy & Improving Outcomes for Pupils at Risk of Exclusion and Flexible Timetable)
- e) Attendance Policy
- f) Equalities and Anti-Bully Policy
- g) Partnership / Resource Hub – referrals