

OFFICIAL



Secondary Inclusion Service

Dumfries and Galloway

Council



Secondary Service

Vision

Through innovative curriculum design, we aspire to provide high quality learning experiences for young people who experience barriers to inclusion.



Inclusion



Values

Love
Empowering
Aspirations
Relationships
Networking



Aims

To provide learners with opportunities in and around their local community which will reignite their love for learning, promote success and develop lifelong skills such as innovation, problems solving, creativity and teamwork.



Thank you for all of our pupils, parents and partners within Dumfries and Galloway who contributed their thoughts and views which led to the creation of our Vision, Values and Aims during session 2024/2025



Linking to the UNCRC and The Promise



Outdoor Provision aligns with the principles of the United Nations Convention on the Rights of the Child (UNCRC) and the five foundations of The Promise, ensuring that every child's rights are respected, protected, and fulfilled.

Key connections include:

- **Article 12: Respect for the Views of the Child**
The program prioritises involving young people in decisions about their education and well-being, ensuring their voices are heard and valued.
- **Article 28: Right to Education**
By providing an alternative curriculum, Outdoor Learning ensures that all young people have access to meaningful education tailored to their needs.
- **Article 29: Goals of Education**
Outdoor Learning focuses on the holistic development of the child, fostering personal growth, resilience, and preparation for a productive and fulfilling future.
- **Article 31: Right to Rest, Leisure, and Play**
Outdoor Learning activities promote the right to leisure and play while promoting skills development and emotional well-being.
- **Five Foundations of The Promise**
Family, voice, care, people and scaffolding

By embedding the principles of the UNCRC and five foundations of The Promise, our Outdoor Provision upholds the commitment of Dumfries and Galloway Council to create inclusive, rights-respecting environments for all learners.



£640 000 cost for this Service *

SECONDARY INCLUSION SERVICE

Children whose barrier to learning is Social, Emotional and/or Behavioural needs.

Teaching Staff

Term Time only

3.3fte

COST £180 000*

Learning Assistants

Term Time Only

4.2 fte

COST £115 000 *

Management Team

Supporting Learners Manager 1fte

SJC Terms and Conditions
Shared with Primary Inclusion

Principal Teacher 1fte

Term Time Only

COST £125 000 *

Resource Panel Membership

Three meetings each academic session

Two Secondary Head Teachers (rotating)

Educational Psychologist

Supporting Learners Manager, Inclusion

Principal Teacher, Secondary Inclusion

Outdoor Education Team

Outdoor Education Instructors

SJC Terms and Conditions

2.6 fte

COST £150 000 *

Other Providers

Term Time Only

Time varies to suit need/budget

Currently working with:

Kyantics, Moffat

Barcaple, Castle Douglas

Stranraer Water Sports, Stranraer

COST £70 000 *

Learner Profile

Can include:

- Social, Emotional and/or Behaviour needs. Speech and Language and Communication needs. Sensory needs. Attendance Concerns. Previous exclusions or at risk of exclusion. Limited/non engagement. High Risk behaviours. At risk of compulsory supervision measures. At risk of negative destinations post school.
- S1 – S4 (11-15 years old)
- Stages 3/4 of The Stages of Intervention
- IEPs, Child's Plans in place. Completed Boxall Assessments
- Have an open case file with Educational Psychology.
- Multiagency input.

- All costs are approximate. All staffing costs include staffing on costs.
- Hidden Costs – Pool Cars/Travel costs. Cost of resources/consumables/equipment. Running costs of Base



Education, Skills and Community Wellbeing Directorate

Secondary Inclusion Support

Referral Process



At school level, pupil profile/need is discussed, identified and supported at Stages 3/4 of the Stages of Intervention. Real consideration is given to what has already been tried to support the young person and is evidenced in the RFA.



There is agreement through Child's Planning Process for a referral to Secondary Inclusion Resource Panel. Pupil voice to be sought using Secondary Inclusion leaflets/videos to explore what activities they feel would help them to develop their skills and qualities. Pupil to complete baseline questionnaire which will support them to identify current position and desired outcomes.

The questionnaire can be accessed through the QR code below.



Request for Assistance is submitted to Education Request for Assistance inbox and will be acknowledged within **10** working days by Secondary Inclusion PT. Through the screening process which scrutinises the RFA and Pupil Baseline Questionnaire, Secondary Inclusion will either accept or decline the RFA .

If accepted, the pupil's name will be added to the agenda for the forthcoming Secondary Inclusion Resource Panel meeting.

Secondary Inclusion PT will issue Secondary Inclusion Resource Panel meeting agenda prior to meetings.
At this point, Secondary Inclusion PT will also request a copy of the latest Child's Plan document.

Meetings will be held three times a year:

Secondary Inclusion Resource Panel meet June for Aug to Dec Input. Meeting held – **Thursday 18th June 2026**
(Deadline for referrals Monday 8th June 2026)

Secondary Inclusion Resource Panel meet November for Jan – April Input. Meeting held - **Thursday 19th November 2026**
(Deadline for referrals Monday 9th November 2026)

Secondary Inclusion Resource Panel meet March for April – July Input. Meeting held - **Thursday 4th March 2027**
(Deadline for referrals Monday 22nd February 2027)

PT Secondary Inclusion will create teams meeting, inviting relevant stakeholders. Referrer will be invited to present a 5 minute overview of pupil need at Secondary Inclusion, Resource Panel to further exemplify what has already been submitted through the RFA, Child's Plan and Pupil Baseline questionnaire. The panel will consider the application, including pupil voice, and reach agreement following the presentation and related questions.

Capacity within the service will be explored and agreement reached. Pupil and referrer will be informed of the outcome within 5 days of the Secondary Inclusion Resource Panel meeting by PT Secondary Inclusion through the RFA.

OUTCOME 1

Referral approved and resource identified. Letter and permission slip sent to pupil through the referrer. Letter will include start date, activity details and identified member of staff.

Prior to engagement, schools will be asked to provide copies of;

Individual Support Plan
Individual Risk Assessments
Health Care Plans

OUTCOME 2

Referral approved and pupil added to waiting list. Letter sent to pupil, through the referrer. Letter will include details of when Secondary Inclusion will next be in touch. PT Secondary Inclusion will maintain contact.

OUTCOME 3

Referral did not meet the criteria and is rejected. Feedback is completed on RFA and sent to the referrer.



Education, Skills and Community Wellbeing Directorate Secondary Inclusion Support

Evidencing Impact and Engagement

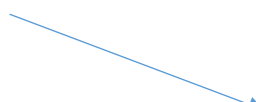
PT Secondary Inclusion will be a partner to Child's Plan. Child's needs and progress will be discussed regularly at a Child's Plan Meeting.



PT Secondary Inclusion will give all partners access to the relevant platform where evidence and success is shared (currently using Padlet).



Mid-point evidence will be reviewed using the baseline information and all evidence which has been gathered and shared to date. Progress and impact of Secondary Inclusion input will be captured. Progress toward intended outcomes, achievements and successes will be documented.



Decision to discharge is made if:

- Intervention block has ended and intended outcomes have been achieved.
- A need for continued involvement cannot be evidenced.
- Complete lack of pupil/family engagement.

A further offer of support can be made and agreed if more time is needed to achieve the intended outcomes.



Secondary Inclusion PT will write relevant letter to the pupil will relevant stakeholders cc'd in.

Secondary Inclusion PT will ensure referral spreadsheet is updated.



Needs requiring targeted, multiagency, bespoke planning

This is not designed to be a checklist but is designed to support considerations and discussions of the profile of an individual learner.

Significant attendance concerns and/or persistent absenteeism

Non engagement with education within a mainstream school setting despite significant adaptations being offered.

Limited/non engagement with alternative/offsite education offers.

Limited/non engagement with other agencies.

High Risk behaviour in the home setting/classroom setting.

High Risk-taking behaviours are a regular occurrence.

Identified Additional Support Needs (ASN) requiring alternative approaches.

Offending behaviour in the community / Police charges.

Substance misuse.

Out with parental and corporate parenting control.

Significant gaps in learning that will not be able to be addressed through any amount of resource.

Despite regular multiagency planning meetings, approaches/plans are not working effectively to ensure the child or young person is included, engaged and involved.

Reoccurring/History of School Exclusions.

Return from Residential Placement/On the cusp of a residential placement/In a residential placement.

Pupils are unable to contribute to their own planning.

Fractured relationships between school and home.

At risk of compulsory supervision measures.

Positive destination post-school is unlikely.



Evidence to Consider when completing the RFA and attending panel.

What assistance are you requesting and why has this been identified as the agreed next steps?

Evidence of creativity within existing resource including local community.

Consideration of the young person's thoughts and interests and how the curricular offer has been adapted to take account of this.

Evidence that supports the fact that the pupil is willing to consider engagement with the service and how they feel this will support them.

Evidence of what has already been tried – what has worked and why? What has not worked and why?

Open file with Education Psychology. What strategies have been identified/implemented and what has been the impact?

Referrals to other agencies. How other agencies have been used to support young person and what has been the impact?

Evidence of involvement with Third Sector partners.

Use of assessment tools and how this information has been used to adapt curriculum/environment/individual modifications.



Outdoor Education

Flow Chart - Health and Safety – Led by Principal Teacher, Secondary Inclusion

OS2

Permissions

Allocated member of Outdoor team will contact school and parent/carer for permission and get medical and consent forms signed. Each staff member will ensure that they have a copy of the form with them during all sessions.

OS3

Recruitment, Staffing and Adventure Activities License

Appropriate trained and experience staff selected to deliver the agreed program within the Adventure Activities License which Dumfries and Galloway have purchased. Risk assessments completed and sent to Principal Teacher, Secondary Inclusion to sign.

OS1

Activity Registration

All Outdoor Education staff will message the Outdoor Education What's App Group with an Activity Notification at the beginning of the session. This contains all key information about each session as stated below. The Principal Teacher, Secondary Inclusion, acknowledges receipt of activity registration. During school holidays, the Principal Teacher, Secondary Inclusion, will delegate responsibility to another identified member of the team.

Staff, Student, Activity, Location, Finish Time, Vehicle Reg, Additional Notes.

OS1 +

Live Location

A live location is sent to the What's App group which will run for the duration of the session. This provides the team with live positions of each other allowing for quick support/response if required.

OS1 +

End of Activity

A message is sent to the What's App group to confirm the pupil has returned safely and the activity has ended. Live location is switched off.

OVERDUE PROCEDURE

A call or text is sent to staff member to check in within 10 minutes.
Live Location is checked for information and position.
No response within 30 minutes, contact the police to report.

PLB

A Personal Locator Beacon is available for staff working in remote locations.
If the PLB is activated, it sends a signal directly to Emergency services via Satellite. An alert will be sent to The Bridge and they will notify the Principal Teacher, Secondary Inclusion.