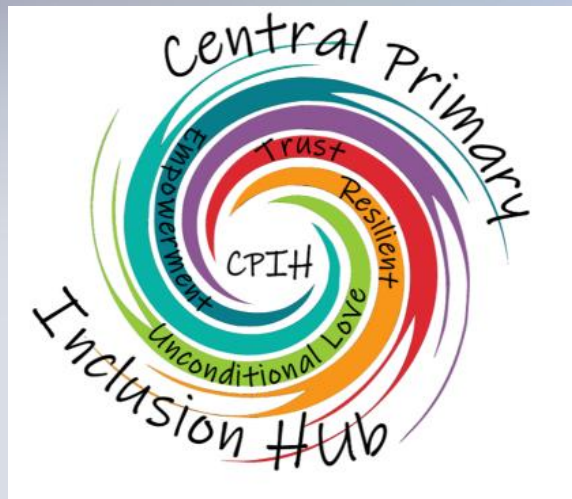


Primary Inclusion Service

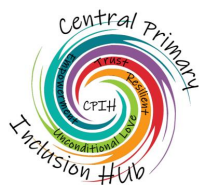
Central and East



Processes and Procedures

From

August 2026



Skills Education and Learning Directorate

Primary Inclusion Service

Supporting Schools to support Social, Emotional and Behavioural Needs

OUTREACH

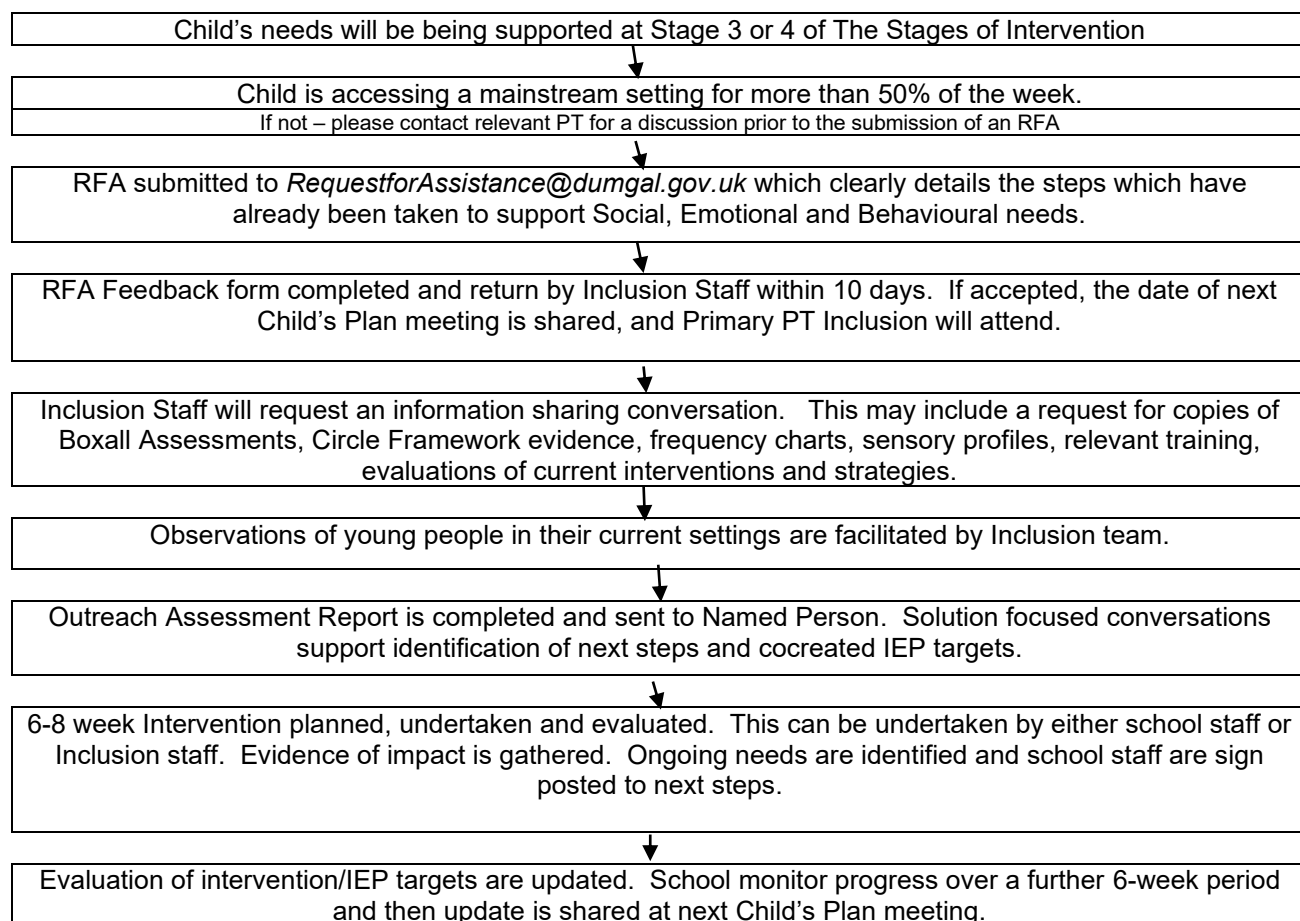
A Request for Assistance can be submitted to the Primary Inclusion Support Service when a mainstream setting identifies the need for additional support to further develop inclusive practice and pedagogy with a focus on Social, Emotional and Behavioural needs.

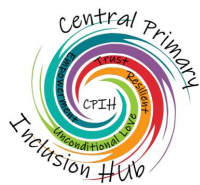
Inclusion Outreach support is delivered through time-limited blocks of 6–8 weeks with a clearly defined focus. This focus is agreed at a Child's Plan meeting prior to engagement and is directly aligned to targets within the learner's Individualised Education Plan (IEP). All intervention work is carefully planned and evidenced through the use of Additional Support Learning Plans (ASLPs).

Some of our Interventions include;

- | | | |
|----------------------|----------------------|-------------------------|
| - Emotional Literacy | - Nurture | - Learning to Listen |
| - Respect Me | - Draw and Talk | - P7/S1 Transitions |
| - Growth Mindset | - Let's Play | - Lego Therapy |
| - Personal Space | - Assessment of Need | - Thoughts about School |
| - Friendship | - Resilience | - Mindfulness |
| - Anxiety | | |

Outreach Engagement Process





Skills Education and Learning Directorate

Primary Inclusion Support

Through Outreach

What happens during a Solution Focused Consultation meeting?

During a Solution-Focused Consultation, the Inclusion Teacher will:

- Meet with school staff working with the child to discuss the learner's needs, behaviours presented, and any concerns identified.
- Explore how the school is currently meeting the child's needs and consider all reasonable adjustments and adaptations that have been implemented or could be introduced.
- Co-produce a clear action plan outlining agreed strategies and adaptations to support the child. This may include advising the Named Person to seek further guidance or involvement from partner agencies, such as the Educational Psychologist, Speech and Language Therapy, Looked After and Accommodated Team, Autism Outreach, Attendance Team, or other relevant services.
- Discuss potential strategies, activities, and the full range of existing resources available within the school to support the child and meet their identified needs. Contribute to the review and update of the child's Individualised Education Plan (IEP).
- Identify an agreed 6–8 week intervention programme, planned by the Inclusion Teacher and delivered by school staff, an Inclusion Teacher, or an Inclusion Learning Assistant, as appropriate.

Promoting effective partnership working

- Effective partnership working between school staff and Inclusion staff is essential. School staff are responsible for sharing all relevant documentation prior to pupil engagement, including risk assessments, Individual Support Plans, and Individualised Education Plans (IEPs).
- Strong, positive professional relationships between school staff and Inclusion staff are vital to ensure that learners' needs are met through a seamless, coordinated, and joined-up approach. The role of the Inclusion Learning Assistant within schools, and the support they provide, is planned and directed by the Inclusion Teacher. This support focuses on the explicit teaching and modelling of social and emotional skills.
- Inclusion Learning Assistants should not be asked by schools to plan learning or intervention work for pupils they support. Where a school requires inclusion support to be reprioritised in response to changing levels of need, this should be discussed with the Inclusion Teacher or Principal Teacher, Primary Inclusion.
- Inclusion staff work solely with children who have been formally referred to the service. Some interventions may be delivered within a small group context that includes the referred child and peers. In these circumstances, consent for peer involvement will be sought from parents/carers by the Head Teacher of the school.

Inclusion Team Support Withdrawal Process

Child's needs and progress will be discussed at a Child's Plan/Solution Focused Meeting



Need for Inclusion involvement will be shared and evidenced during this



Decision to withdraw is made if:

- Intervention block has ended.
(For example, agreed 8 week nurture block has come to an end).
- Additional hours/Alternative provision has been granted through other processes.
- A need for continued involvement cannot be evidenced.

A further offer of support will be made and agreed.



Withdrawal letter to school HT by Inclusion PT. This will detail when engagement started and give an overview of service involvement.

For Information related to the Inclusion Outreach Service,

Please contact:

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