



Everyone Belonging

FRAMEWORK EDUCATION

An Inclusion Framework for Education
in East Renfrewshire



Section 1: Introduction	page 3
Section 2: Key Legislation and Policies	page 4
Section 3: Our Vision for Inclusion in East Renfrewshire	page 5
Section 4: Getting It Right for Every Child (GIRFEC)	page 6
Section 5: Presumption of Mainstream	page 6/7
Section 6: Early Years	page 8
Section 7: Educational Psychology Service	page 9
Section 8: Transitions	page 9
Section 9: Promoting Positive Behaviour and Relationships	page 10
Section 10: Specialist Provision	page 11
Section 11: Attendance	page 12
Section 12: Health and Wellbeing	page 13
Section 13: Care Experienced Children and Young People	page 13
Section 14: School Transport	page 14
Section 15: Support for Parents	page 14/15
Section 16: Conclusion	page 15



Section 1: Introduction



Steven Quinn
Chief Executive, East Renfrewshire Council



East Renfrewshire Council is committed to creating inclusive schools and early years settings where every child and young person feels valued, supported, and able to achieve their best. Inclusion means removing barriers so all children and young people can take part in learning and school life. It benefits everyone, not only those with additional needs, and is the shared responsibility of all staff.

All children and young people need support to learn and grow. Our approach is guided by Scotland's national GIRFEC framework, which focuses on children's strengths, rights, and wellbeing. This, along with the UNCRC, underpins how we work together with families to help children and young people feel safe, nurtured, respected, and included.

The Inclusion Framework explains how we put these values into practice to ensure positive outcomes for every child and young person in East Renfrewshire.

Section 2: Key Legislation and Policies

Scotland has a strong set of policies and laws that protect children's rights and make sure they get the support they need in school. East Renfrewshire follows these national expectations to create inclusive, high-quality learning for every child.

Additional Support for Learning (ASL) Act

This law explains how schools should identify children who need extra help and make sure the right support is in place. Some children will have a Coordinated Support Plan if several services are involved in their care.

Presumption of Mainstreaming

Scottish law says that children should learn in mainstream schools whenever possible, with the right support to help them take part, learn, and feel included.

UNCRC (Scotland) Act 2024

Children's rights are now protected in law. Schools and councils must make decisions that respect these rights and children can challenge decisions that don't.

Children and Young People Act 2014 & GIRFEC

GIRFEC (Getting it Right for Every Child) is Scotland's national approach. It focuses on wellbeing, making sure children are safe, healthy, achieving, nurtured, active, respected, responsible, and included. When needed, children can have a Child's Plan to coordinate support.

The Promise

Scotland has committed to improving the lives of care experienced children. Schools must ensure these young people are included, understood, and supported with compassion and trauma-informed practice.

Additional Support Needs in East Renfrewshire

National and local reviews of Additional Support for Learning highlighted the need for early support, better training for staff, and strong teamwork between services. East Renfrewshire has created an ASN Action Plan based on these findings, focused on improving support in both mainstream and specialist settings.

Social Justice in Education

East Renfrewshire is committed to fairness, equity, and ensuring every child feels represented and valued. This includes regularly reviewing the curriculum so it reflects diverse experiences and identities.



Section 3: Our Vision for Inclusion in East Renfrewshire

In East Renfrewshire, we want all children and young people to feel that they belong, are included, and can achieve their best. Our community vision, A Place to Grow, guides all our work to help children flourish and families thrive.

Our Education Department's aim, Everyone Attaining, Everyone Achieving through Excellent Experiences, means we want every child to have the right support, the right opportunities, and the confidence to succeed. Inclusion is central to this, and we want every child, especially those with additional support needs, to feel supported and valued. We call this approach Everyone Belonging.

Across Scotland, the national vision reminds us that success looks different for each child. Children told us they want adults in school to really get to know them, listen to them, and act on what helps them learn best. We worked with East Renfrewshire's children and young people to shape our own vision of what inclusion should look like in our schools.

To make sure every child is included, we focus on four key principles:

1. Present

Every child should be able to attend school fulltime, in the place that best meets their needs. We work with families to support good attendance and reduce exclusions or parttime timetables.

2. Participating

Children should have a voice in decisions about their learning and be able to join in all aspects of school life. A positive, welcoming school ethos helps all children take part.

3. Achieving

All learners should have access to a curriculum that meets their needs. Some may need individual plans, adjustments, or tailored learning to help them succeed.

4. Supported

We make sure children get the right support at the right time. This follows the national GIRFEC approach, which helps us understand each child's wellbeing and plan support together with families.

The Aspiration

We aspire for all learners with ASN to have experiences which:

Take account of their **views in a meaningful way**

Promote their **sense of belonging**

Acknowledge their **individuality and situation**

Are planned with **flexibility**

Our Vision

**Everyone Attaining,
Everyone Achieving
through Excellent
Experiences**



Section 4: Getting It Right for Every Child (GIRFEC)

In East Renfrewshire, we want every child and young person to feel supported, included, and able to thrive. GIRFEC is Scotland's national approach that helps us do this by putting children's rights and wellbeing at the centre of everything we do.

We want all children to grow up feeling: **Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, and Included.**

Strong, caring relationships—with family, friends, and trusted adults in school—are at the heart of this approach.

GIRFEC is about making support simple, joined up, and based on what children and families need. In East Renfrewshire, we focus on:

- Supporting children early to promote wellbeing;
- Tackling poverty and promoting equality;
- Celebrating diversity and building a sense of belonging;
- Keeping children emotionally and physically safe;
- Listening to children and families and involving them in decisions;
- Respecting privacy and supporting informed choices;
- Building resilience and recognising children's strengths;
- Using trauma-informed, nurturing approaches; and,
- Working together with respect, care, and professionalism.

[Click here](#) for more information.



Section 5: Presumption of Mainstream

We believe that most children learn best in their local mainstream school, alongside their peers. Children should only learn elsewhere if there is clear evidence that another setting would better meet their needs. East Renfrewshire schools are committed to inclusion, strong relationships, and high quality support, so children with additional needs can thrive in mainstream settings.

Inclusive Curriculum

Our curriculum is designed so every child can access learning in a way that works for them. This means:

- Lessons are planned with flexibility from the start so all learners can take part;
- Children with additional needs are included in decisions about their learning;
- Learning reflects diversity so all children see themselves represented;
- Teachers focus on strengths and build on what children can already do;
- Extra support or “pre-learning” can be provided so children feel confident in class;
- Pathways are adapted to ensure young people aren't limited because of their needs;
- Careers education and digital tools are used to widen opportunities;
- We avoid using labels and focus instead on the individual child; and,
- Additional spaces like nurture rooms are used when needed, while keeping high expectations for progress.

Learning, Teaching and Assessment

High quality teaching is at the heart of inclusion. Teachers adapt lessons, resources, and assessments so all children can take part and succeed. Positive relationships, children's rights, and wellbeing shape everything we do.

Staff receive ongoing training so they feel confident and skilled in providing creative, engaging learning for all children.

CIRCLE

CIRCLE is a framework used by schools to help identify barriers to learning and plan support. It provides tools and checklists to help teachers:

- Create inclusive classrooms;
- Work with families and partners; and,
- Review progress and adapt strategies.

It helps build staff confidence in understanding needs and planning the right help.

Support Staff

Pupil Support Assistants (PSAs) play a key role in helping children with additional needs feel safe, included, and supported. They work closely with teachers and receive training through the East Renfrewshire PSA Handbook and Induction Programme.

PSA hours are allocated through an annual review process that looks at individual needs, school context, and fairness across all schools.

Supporting English as an Additional Language (EAL) Learners

Children learning English may need different types of support. Schools make sure that:

- A child's home languages are valued and used to support learning;
- Their previous learning is recognised;
- They get help with both everyday English and academic language;
- They are grouped appropriately and not limited by their English level; and,
- They can show their learning in different ways.

ERC provides detailed guidance to help schools support bilingual learners and families.

Environment

We work to ensure all school buildings, learning spaces, and information are accessible to children with disabilities or additional needs. This includes:

- Improving physical access;
- Making the curriculum accessible; and,
- Providing information in appropriate formats.

Our long-term strategy sets out how we will continue to improve accessibility across East Renfrewshire.

[Click here](#) for ERC Accessibility Strategy.

Medication

Schools follow clear guidance to support children who need medication:

- Parents provide written consent and instructions;
- Medication is safely stored and only given by trained staff;
- Every administration is recorded;
- Health needs are reviewed at least yearly; and,
- Reasonable adjustments are made so children can fully participate.

This ensures children with medical needs can learn safely and confidently.

Personal Care

Some children need help with personal care tasks such as dressing, eating, toileting, or medical procedures. When this is required:

- A personalised care plan is agreed with families;
- Staff follow clear safety and dignity procedures;
- Plans are reviewed regularly;
- Children's preferences are considered wherever possible; and,
- Staff receive appropriate training.

Moving and Handling

Where children need physical assistance, schools develop individual moving and handling plans. These are carefully risk assessed, regularly reviewed, and carried out by trained staff using properly maintained equipment. This protects children's safety, dignity, and independence.



Section 6: Early Years

East Renfrewshire aims to give every young child the best start through high-quality, inclusive early learning and childcare. Children with additional needs receive the right support at the right time through a staged approach.

Capacity Building in Early Years Workforce

Our early years staff take part in regular training so they feel confident supporting all children. This includes learning about:

- Early language and communication;
- Understanding behaviour;
- Sensory needs; and,
- Approaches like Bucket Time and Hanen.

Up, Up and Away

This CIRCLE resource supports early literacy in nursery. It helps staff:

- Build vocabulary;
- Create positive, language-rich learning environments;
- Work with families; and,
- Plan support for children with additional needs.

Promoting and Nurturing Early Communication and Language (PANECAL)

PANECAL helps nurseries develop strong practice in speech, language and communication. Nurseries work towards validation by showing:

- A language rich environment;
- Adults who encourage all children to communicate;
- Interactions tailored to each child,
- Strategies that build language; and,
- A commitment to ongoing staff training including all staff trained in Hanon approach.

Educational Psychologists and Speech and Language Therapists support nurseries through this process.

Early Years Intervention Group (EYIG)

EYIG brings together professionals to decide the best support for children aged 0–5 with additional needs. With parental consent, children may be referred for:

- Family support;
- Access to early years ASN services;
- Sensory assessments;
- Funded nursery places;
- Placement at Isobel Mair Family Centre; and,
- Educational Psychology assessment.

Support is based on wellbeing and what each child and family needs.

Early Years Outreach Service (EYOS)

EYOS supports children aged 2–5 with additional needs in nurseries, funded providers, and at home. They:

- Help children develop communication, social and emotional skills;
- Model strategies for staff;
- Offer training and advice;
- Support parents through home visits and sessions; and,
- Help plan transitions into nursery or school.

They also run groups, create resources, and work with other agencies to provide joined up support.



Section 7: Educational Psychology Service

Our Educational Psychology Service helps improve the learning, wellbeing and life experiences of children and young people. We do this by:

- Using psychology to help children develop skills for learning and everyday life;
- Working with children, young people, families and school staff in a supportive, positive and inclusive way;
- Promoting good mental wellbeing through nurturing, relationship based approaches;
- Working with partners to provide the most effective support with the least disruption to the child;
- Treating everyone fairly and with respect for cultural and social differences;
- Continually improving our work through learning, reflection and research;
- Carrying out research to help improve outcomes for children and young people; and,
- Fulfilling our responsibilities as Corporate Parents to care experienced children and supporting.

Every school has a link Educational Psychologist who works with staff and families. The team supports both day-to-day needs and longer-term planning to make sure children and young people get the right help for their learning.

[Click here](#) for more information.



Section 8: Transitions

Moving from one stage of education to another can be especially challenging for children with additional support needs. Changes in routines, people and environments can cause stress or anxiety. We want every transition to be planned early, tailored to the child, and as smooth as possible and we do this by:

- **Planning early** – Schools start talking to the next setting around 12 months before a major transition, and important information is shared at least 6 months before;
- **Working together** – Schools, parents/carers, health, social work and other partners plan support jointly;
- **Listening to the child** – We include children and young people in decisions and make sure their views are heard;
- **Supporting parents/carers** – Families are involved from the start and kept informed throughout;
- **Providing the right support** – This may include extra visits, visual supports, a communication passport or time with key staff;
- **Clear coordination** – A named person or lead professional makes sure the process is organised and communication is consistent;
- **Planning for inclusion** – Children are supported to attend their local mainstream school unless another option is agreed as best; and,
- **Using proven tools** – Such as pupil profiles, social stories and transition booklets.

For children needing additional support, this may include:

- Extra visits to the school;
- Time with key staff;
- A communication passport;
- Visual supports (photos of the school, class and teacher); and,
- Meetings between parents and school staff.

Transitions to Adult Services

From S4 onwards, young people who may need adult social care support are identified early. Education staff work with Health and Social Care partners, young people and families to:

- Plan for leaving school;
- Share information;
- Offer advice, guidance and signposting; and,
- Support the move into adult services.

Section 9: Promoting Positive Behaviour and Relationships

In East Renfrewshire, we place a strong focus on building positive, trusting relationships between staff, children and young people. This includes everyone in our school communities, as well as partners and external services.

Our settings and schools aim to create a calm, caring and respectful atmosphere where children feel safe, valued and able to learn. Staff work to understand each child's needs and provide nurturing, trauma-informed environments. For some children, extra support may be needed, and this is provided in a caring and understanding way.

We recognise that behaviour which causes concern is often linked to worries, stress or past trauma. Staff aim to understand what is behind the behaviour and respond in ways that help children feel safe and supported. Sometimes a child wellbeing plan is used to help identify needs and put the right support in place. For many vulnerable children, especially those who are care experienced, school may be the most stable and supportive place in their lives, so positive relationships are essential.

Across our settings, a range of approaches are already in place to help children feel safe, supported and ready to learn, including:

- Nurture approaches;
- Outreach support;
- Behaviour Support Strategies (BSS);
- Restorative approaches;
- Solution focused work;
- Framework for Intervention;
- Enhanced nurture bases; and,
- Partnership working with other services.

Nurture and Trauma-informed Practice

Children affected by trauma may struggle with concentration, show distressed or challenging behaviour, or find it harder to take part in learning. Our work on trauma-informed practice helps staff understand these needs and respond with compassion. Whole school approaches benefit not only children affected by trauma but the whole school community.

Restraint and Seclusion

East Renfrewshire Council is committed to protecting the rights, safety and dignity of every child. Our approach follows national guidance and is based on inclusion, equity and trauma-informed practice. Restraint or seclusion should only ever be used as a last resort, when there is an immediate risk, and only for the shortest possible time. Our policy reflects this and focuses on prevention, early intervention and understanding the causes of distressed behaviour.

Violence to Staff

It is never acceptable for any member of staff to be subjected to violence in our schools, and in line with East Renfrewshire's guidance to support staff, we provide compassionate, consistent support for affected staff while working in partnership with parents and carers to understand concerns, address behaviours, and keep everyone safe. Violence to Staff (VtS) includes any physical or verbal abuse directed at staff. Incidents can be reported through the council's AIRs system.

The Violence to Staff forum, made up of education staff and union representatives, ensures staff receive support after incidents. Guidance for Head Teachers promotes a consistent approach across schools and helps ensure staff wellbeing is prioritised and supported. Training for staff is provided in the form of Trauma Informed Practice, Circle and Behaviour Support Strategies.

Exclusions

East Renfrewshire Council maintains a preventative, relationship based approach to managing unacceptable behaviour, including the use of exclusions to ensure that any response to unacceptable behaviour is proportionate, aligned with council policy, and undertaken in close partnership with pupils, parents and staff. This aligns with the Scottish Government's Fostering a Positive, Inclusive and Safe Environment guidance, which emphasises the use of predictable, proportionate and needs led consequences to support positive behaviour and reinforce clear expectations.

[Click here](#) for more information.

Section 10: Specialist Provision

Most children in East Renfrewshire learn in their local mainstream school, with support provided where needed. However, some children benefit from more specialised teaching and environments. To meet these needs, East Renfrewshire offers a range of specialist provisions, including:

- **Isobel Mair School** – for children with complex learning needs;
- **Pre School Assessment and Development Unit (PSADU)** – early years assessment and support;
- **Carlibar Communications Centre (CCC)** – support for communication needs;
- **Carolside Communication Support Service (CCSS)** – communication support;
- **Williamwood Communication Support Service** – communication support;
- **The DEN and SEBN Outreach Service** – enhanced nurture and support for social, emotional and behavioural needs; and,
- **Sensory Support Service** – support for hearing, vision and sensory needs.

Children may attend these services fulltime, parttime, or receive outreach support while staying in their

mainstream school. Each child's timetable is designed around what will help them learn, grow and feel successful. Placements at specialist provisions are made through the Education Resource Group (ERG).

The ERG helps make fair and consistent decisions about specialist support for children and young people. Decisions are based on a child's needs, not on having a formal diagnosis, which helps reduce delays and stress for families. The group meets every month and considers requests for:

- Specialist placements (e.g., Communication Support Services or ASN bases);
- Outreach support for communication, behaviour or complex needs;
- Extra resources to help a child stay well supported in their mainstream school; and,
- Training related to seclusion and restraint.

Parents are kept informed throughout the process. Families may also be signposted to helpful supports such as Healthier Minds, Family First, Resolve Mediation and peer networks. This ensures parents remain partners in planning the right support for their child.



Section 11: Attendance

In East Renfrewshire, every school day matters. Being in school regularly helps children learn well, build friendships, feel part of their community, and develop important life skills. Good attendance is a key part of inclusive education, and we work closely with families to remove any barriers that may make attending school difficult.

All children have the right to a full time education. Sometimes, to help a child stay included and supported, a short-term reduced or adapted timetable may be agreed between the school and family.

This approach is only used when needed, planned carefully through the Staged Intervention process, and has a clear plan for the child to return to full time learning. Reduced timetables must be:

- Time limited;
- Reviewed regularly;
- Clearly recorded; and,
- Based on the child's needs.

Learn Well Service

The Learn Well Service supports young people in S1–S5 experiencing long-term **Emotionally Based School Absence (EBSA)**. These young people may have needs linked to neurodiversity, mental health, or past trauma, and benefit from a flexible, personalised approach to re engagement.

Support may include:

- Small group learning;
- Wellbeing activities;
- Social opportunities;
- Support for parents and carers;
- Home visits and gradual exposure plans; and,
- Close partnership with the young person's school.

The service has a dedicated base in Giffnock, offering a calm and predictable environment with access to school resources.

A Parent/Carer Support Group runs every two weeks, alternating between informal meet ups and themed wellbeing workshops (e.g. autism, sleep, routines, stigma).

Children Unable to Attend School Due to Illness

There are several supports available for children who cannot attend school because of ill health, including:

- Home Tuition;
- EBSA support from the Learn Well Service; and,
- Hospital Education.

Learning may be offered through:

- Work provided by the school;
- Phone calls;
- Online platforms (e.g. Google Classroom);
- Digital resources;
- Face-to-face teaching; and,
- Hospital Education (where suitable).

Children can receive education in hospital if they are well enough. Parents/carers, school staff and medical staff decide together what is appropriate. Teaching normally begins after five working days in hospital, if the child is able to learn, but may start sooner for children who are frequently admitted.

[Click here](#) for more information.



Section 12: Health and Wellbeing

Health and wellbeing is the foundation of every child's learning and development. We want all children and young people to feel safe, confident, supported, and ready to learn. This includes helping them build resilience, form positive relationships, and feel included in their school community. Health and wellbeing is taught across the curriculum from ages 3–18 and staff play a role in supporting pupil wellbeing.

We want every child to feel safe, healthy, active, nurtured, achieving, respected, responsible, and included. To help schools understand how pupils are feeling, we use the Be Well Survey. This survey gives school leaders helpful insight into pupils' wellbeing so they can improve support where needed. All information is stored securely by the school and the Education Department.



Healthier Minds is East Renfrewshire's approach to supporting children and young people's mental health. It offers practical advice and resources on issues like anxiety, stress, low mood, and building resilience.

The Healthier Minds Hub works with Education, Health, Social Work, and Counselling Services. Referrals can be made by young people, parents/carers, school staff, or GPs. Support may include counselling, school based help, or links to community services.

Healthier Minds also provides training for staff to help them support young people effectively. Topics include trauma informed practice, mental health first aid, nurture approaches, and suicide prevention. You can find resources, guides, and referral information here:

[Click here](#) for more information.

Section 13: Care Experienced Children and Young People

Care experienced children and young people have the same strengths, hopes and potential as all other children. However, they may have faced extra challenges that can affect their wellbeing and learning. In East Renfrewshire, we are committed to The Promise, which means making sure every care experienced child is supported with warmth, consistency and high expectations. We listen to their voices, recognise their individual stories, and help them feel included and able to succeed.

The Promise is Scotland's commitment to ensuring every child grows up feeling loved, safe and respected. It was created after listening to children and young people with care experience, who shared what needs to change. Its foundations focus on: Voice, Family, Care, People and Scaffolding (the support around a child).

A child or young person is care experienced if they have been helped and supported by the local authority. This can include:

- **Looked after at home** – living with their parent(s) but receiving support from the local authority;
- **Looked after away from home** – living with foster carers, kinship carers, adopters, or in residential settings; and,
- **Previously looked after** – they no longer need formal care but may still need support.

Children may become care experienced for many different reasons, often linked to difficult or traumatic experiences. Support is provided to keep children safe and ensure they can thrive at home whenever possible.

East Renfrewshire Council has a legal and moral responsibility, as a Corporate Parent, to make sure care experienced children and young people have the same chances in life as any other child, and that they feel loved, safe and supported.

Schools play a vital role in this. Staff work to create nurturing, supportive environments where positive relationships grow and children can experience success in learning and in wider school life.

Section 14: School Transport

East Renfrewshire Council provides safe and reliable transport to help children get to and from school. This includes pupils in mainstream schools and those with additional support needs (ASN).

Who gets free transport?

- Primary pupils who live 2 miles or more from their school.
- Secondary pupils who live 3 miles or more away.

Distance is measured by the shortest safe walking route.

How does it work for ASN pupils?

Some children and young people with additional support needs may be entitled to transport support. This is assessed and allocated based on their individual needs, not just distance. This includes pupils who attend specialist provisions like Carlibar Communication Centre and live more than 2 miles (primary) or 3 miles (secondary) from the provision.

Transport for ASN pupils may include:

- Dedicated buses, minibuses or taxis;
- Support from trained escorts;
- Pickup points or door to door transport where needed; and,
- Arrangements tailored to ensure comfort, safety and accessibility.

Because every child's needs are different, ASN transport is planned on a case by case basis.



Section 15: Support for Parents

Parents and carers play a vital role in helping children with ASN thrive in their education. In East Renfrewshire, we work in partnership with families and other services so that families feel informed, listened to and involved in decisions. We offer a range of practical supports that families told us they value, including:

- **Family First**, providing early help with routines, behaviour and family wellbeing;
- **Parenting programmes** such as Solihull, PoPP, Mellow Ability and Incredible Years
- **Enquire**, which gives free, impartial advice on rights and ASN;
- **Resolve Mediation**, to help families and schools work through disagreements together; and,
- **Opportunities to learn and connect** through the Parental Involvement and Engagement Strategy, Healthier Minds and the LearnWell Service.

Our Family Centred Approaches framework helps schools create welcoming, inclusive environments for all families. This includes:

- Clear communication through regular updates and digital tools;
- Involving parents in planning and decisions;
- Linking families with the right services, such as Educational Psychology or specialist parenting groups; and,
- Creating parent networks where families can share experiences and support each other.

Resolve Mediation

Resolve helps families and schools sort out disagreements in a positive way, without going to a tribunal. They offer:

- Impartial mediation;
- Support to improve communication; and,
- Training for parents and staff.

[More information.](#)

Section 16: Conclusion

Enquire

Enquire provides easy to understand information on children's rights, how ASN support works, and what to do if you have concerns.

[More information.](#)

Family First

Family First supports families with young children by offering:

- Help with routines, sleep and behaviour;
- Home based support using the Solihull Approach;
- Links to mental health support, employability services and psychology; and,
- Access to Parenting Programmes for families needing more support.

[More information.](#)

We offer a range of groups where parents can learn together, share experiences and feel less isolated:

- **Mellow Ability** (ages 4–7): Helps parents of children with complex needs build strong relationships and reduce stress;
- **Incredible Years (0–12)**: 20 week programme focused on positive parenting and confidence;
- **Incredible Years Autism Group**: Supports parents of young autistic children with behaviour, communication and routines; and,
- **Empowering Parents and Carers in Autism Group**: 6 week course covering understanding autism, behaviour, sensory needs and practical strategies.



We want every child and young person in East Renfrewshire to do their best and feel proud of what they achieve. Our schools already provide high quality learning, but we know there is always room to grow and improve. To do this, we make sure every school has a strong approach to inclusion, respects children's rights, and supports each child to reach their full potential.

Everyone Belonging: A Framework for Inclusion helps us do this. It gives schools simple guidance, a shared way of talking about inclusion, and practical tools that help staff make sure every child feels welcome, included and supported every day. It also helps teachers think about their practice, work well together, and make decisions that put children's needs and rights first.

By working together in this way, we are strengthening our commitment to fairness, inclusion and high-quality learning for every child across East Renfrewshire.





This document can be explained to you in other languages and can be provided in alternative formats such as large print or Braille. For further information, please contact Customer First on 0141 577 3001 or email **customerservices@eastrenfrewshire.gov.uk**

Faodar am pàipear seo fhaotainn ann an Gàidhlig agus ann an cruthan eile mar ann an clò mòr agus Braille. Airson tuilleadh fiosrachaidh, feuch gun cuir sibh fios gu Customer First air 0141 577 3001 no post-d gu **customerservices@eastrenfrewshire.gov.uk**

ਫਸ ਸੂਚਨਾ-ਪਤਰ ਮੇਂ ਜਲ੍ਹੇਬਿਤ ਸੂਚਨਾ ਯਦਿ ਆਪ ਹਿੰਦੀ ਅਨੁਵਾਦ ਮੇਂ ਚਾਹੇ ਤੋ ਕ੍ਰਪਯਾ ਸੰਪਰਕ ਕਰੋ ।

如果您想得到该资料所含信息的译文，请联系：

ਜੇ ਤੁਸੀਂ ਇਸ ਲੀਫਲੈਟ ਵਿਚ ਦਿਤੀ ਜਾਣਕਾਰੀ ਦਾ ਅਨੁਵਾਦ ਚਾਹੁੰਦੇ ਹੋ ਇਥੇ ਸੰਪਰਕ ਕਰੋ।

اگر آپ اس لیفلیٹ میں درج معلومات کا ترجمہ اپنی زبان میں چاہتے ہیں تو ہم سے رابطہ کریں

