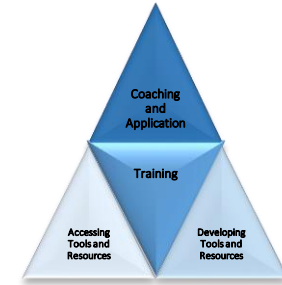


CLPL Inclusion Programme 2019-2020

Present, Participating, Achieving and Supported



*The CLPL Inclusion Programme (2019-2020) has been developed to build capacity amongst East Renfrewshire education staff to enable them to address the needs of learners with additional support needs (ASN). The content is related to three key themes: **Promoting Attendance, Engagement and Achievement; Supporting Emotional Wellbeing and Mental Health; and Nurturing Approaches and Compassionate, Connected Communities.** These are reflective of the priorities identified in the National Improvement Framework (Scottish Government, 2019) and East Renfrewshire revised Standard Circular 12: Inclusion (2018).*

The training sessions and tools included within the programme are based on a multi-faceted model of training which facilitates the application of new skills and knowledge to the classroom and beyond. The three principal training programmes adopt a professional-enquiry approach to ensure that participants are actively involved in the acquisition of new knowledge, and in the development and evaluation of resources.

East Renfrewshire Educational Psychology Service

The programme is underpinned by the following principles:

- ***Evidence-Based Practice***

All training sessions and resources are informed by a strong evidence base, grounded in psychological theory and educational research.

- ***Capacity Building***

Key knowledge from this research is shared with education staff, so that they are better equipped to understand and address the diverse needs of children and young people with ASN.

- ***Implementation Science***

All components of the CLPL programme adhere to the findings of Implementation Science, which explores those factors which facilitate the uptake of training and skills into practice.

- ***Sustainability***

Evaluations of training sessions and resources will focus not only on their impact, but on the longer-term outcomes and impact for staff, children and young people

- ***Local and National Priorities***

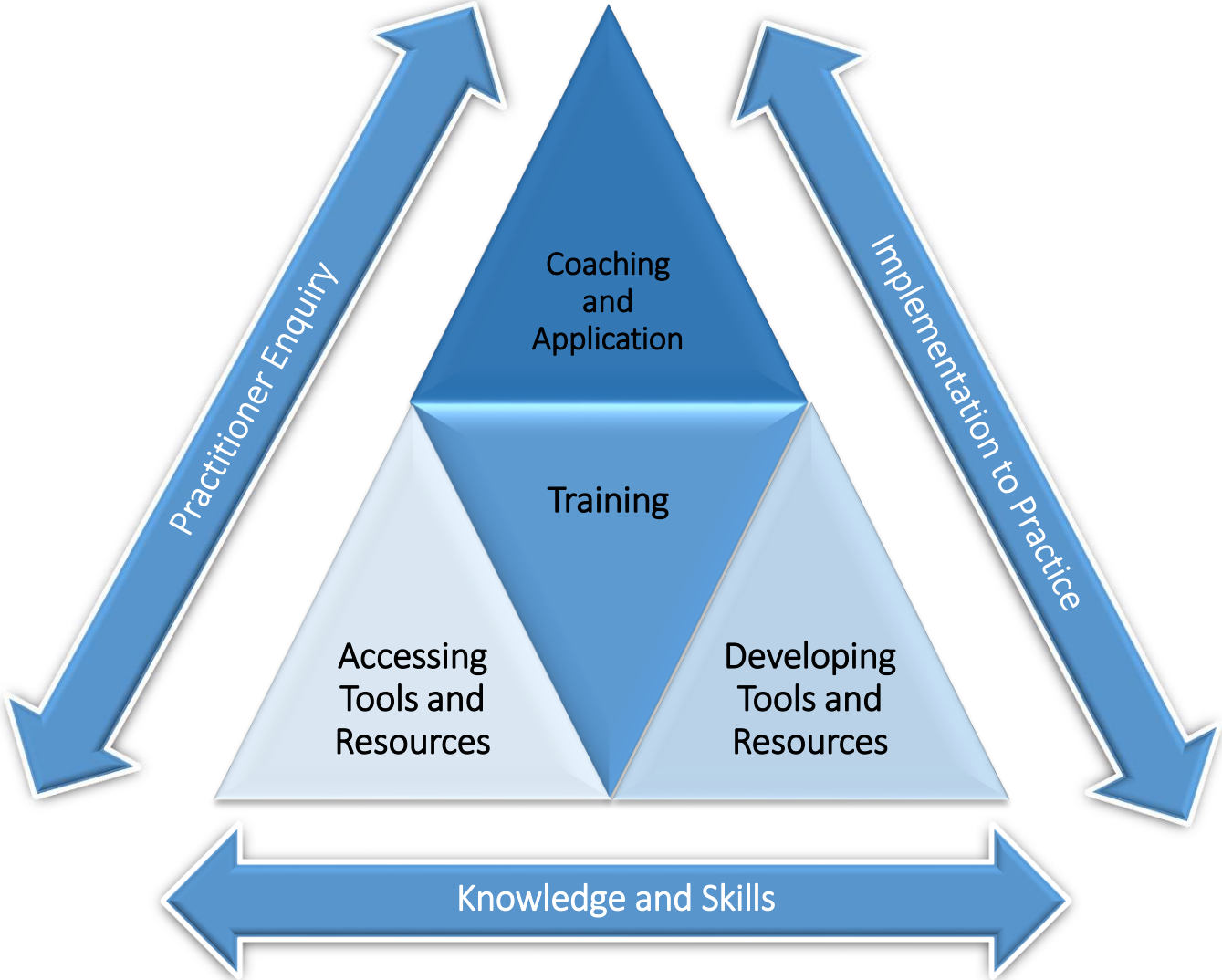
The CLPL programme reflects the principles contained in the National Model of Professional Learning (Education Scotland, 2018) and the Standard for Career-Long Professional Learning (The General Teaching Council for Scotland, 2012). The content is also consistent with current and relevant educational policy and guidance (e.g. Included, Involved, Engaged; Part 1 and 2; Scottish Government, 2019).

Key Themes

*The key themes are reflective of national and local priorities,
all of which are underpinned by relationship-based approaches*



Model of Training







Enhancing Inclusive Practice through Professional Enquiry: Present, Participating, Achieving and Supported

Key Programmes for 2019-2020

The following principal programmes from each of the 3 Key Themes adopt a professional-enquiry approach and incorporate all key elements of the model of training: *accessing and developing tools and resources; training; and coaching and application*. This approach is consistent with the Educational Psychology Service Delivery Model which aims to build capacity amongst education staff and assist the application of new skills and knowledge to practice

KEY THEMES	PRINCIPAL TRAINING PROGRAMMES
Promoting Attendance, Engagement and Achievement	<p>Understanding and Supporting Pupils with ASD</p> <p>Using the school improvement partnership methodology, practitioners from early learning centres, primary schools and secondary schools will attend 6 sessions and develop and address a research question pertinent to supporting pupils with ASD. Participants will complete a write up of their professional learning journey which will be shared with schools/establishments across East Renfrewshire.</p>
Supporting Emotional Wellbeing and Mental Health	<p>Promoting Resilience and Emotional Wellbeing in Primary Schools: building capacity amongst staff</p> <p>This is a 'cluster approach' to developing primary teachers' understanding, confidence and skills to support children and young people's mental health and build their resilience. Participants will feel more skilled to support the needs of children with moderate mental health concerns and to conduct individual sessions and group work.</p>
Nurturing Approaches and Compassionate, Connected Communities	<p>The Compassionate and Connected Community</p> <p>This professional learning resource complements existing whole-school nurturing approaches and will provide more targeted support to staff to contribute to their understanding and practice around supporting those who have experienced trauma or adversity. A model of professional enquiry is used to enhance reflective practice and practitioners are encouraged to engage in collaborative action research between the 6 training sessions to further develop their knowledge and skills.</p>









Key Theme 1: Promoting Attendance, Engagement and Achievement

Title	Aims and Outcomes	Timescale	Facilitator	Participants	Critical Activities			
					 Accessing tools and Resources	 Developing Tools and Resources	 Training	 Coaching and Application
Understanding and Supporting Children and Young People with Social Communication Needs or Autism Spectrum Disorder	Practioner Enquiry model to build capacity amongst ELC, Primary, High School staff and ASN staff to support pupils with ASD <i>*details in Appendix</i>	Launch at Inclusion Conference 2019-2020	EPS CCC	Teachers CDOs	✓	✓	✓	✓
School Improvement Partnership Programme	Promoting collaboration and professional enquiry between schools/establishments to raise attainment in literacy, numeracy and HWB	Launch 4/9/19 Showcase 10/10/19 3 training sessions	EPS QIO	Teachers HTs CDOs	✓	✓	✓	✓

Key Theme 1: Promoting Attendance, Engagement and Achievement

Promoting Positive Attendance	Shortlife working group to develop a staged approach to supporting positive attendance in East Renfrewshire High Schools	Launch at Inclusion Conference Working group meetings 2019-2020	EPS Q.I.O	DHT/PTPS East Renfrewshire High Schools	✓	✓		✓
Inclusion Audit For ERC schools	Development of Inclusion Audit to be used by schools to support inclusive practice	Developed over session 2019/20	EPS Q.I.Os	All Schools /ELCC		✓		✓
Professional Dialogue about Inclusion	Presentation on the definition of Inclusion and inclusive practice in schools	Inclusion Conference	EPS Principal EP	HTs/DHTs			✓	
Developing an Effective Wellbeing plan	CLPL session for all sectors and ASN coordinators	3 individual training sessions	EPS	PT Pupil Support/ASN Coordinators/Teachers			✓	✓





Key Theme 1: Promoting Attendance, Engagement and Achievement (cont.d)

1.Supporting Children with ASN in ELCC	3-part training session to support staff working with children in ELCC with ASN: Part 1: Universal Approaches; Part 2: Supporting Children with ASD in the Early Years; Part 3: Assessing and Addressing Behaviours	Whole day training session; or three individual training sessions	EPs EY officers	ELCC workforce				
2.Applying Strategies to Practice in ELCC	Coaching and modelling to ensure application of strategies in nursery	Support from EPS following 1.'Supporting Children with ASN in the Early Years.'	EPS	ELCC workforce				
Assessment and Intervention Guidelines for Dyslexia	Training and Information to upskill staff and build schools' capacity to effectively implement the revised guidelines	Three training sessions throughout the school year	EPS/ PTs Support for Learning	Dyslexia Advisors/Support for Learning Staff				

Key Theme 1: Promoting Attendance, Engagement and Achievement (cont.d)

Meeting Learners' Needs	Training for NQTs	One ½ day training session	EPS team	NQTs 17 th and 19 th October 2019			✓	
ASN Curricular Checklist	Curricular audit to help staff evaluate their teaching and learning approaches and classroom environment for children with complex ASN		All EPs	Schools on request		✓		✓
Understanding the Development of Children with complex ASN and working with parents	Training on the development of children with more severe learning difficulties and supporting parents	Training, plus professional dialogue	EPS	Teachers and PSAs and Early Years staff working with children with complex ASN	✓		✓	✓
Understanding and Addressing Challenging Behaviours of Children with Complex ASN	Working out the function of a child's behaviours and using solution-focused approaches to reduce challenging behaviours and develop a child's skills	Training, plus professional dialogue	EPS	Teachers, CDOs, PSAs working with pupils with ASN	✓		✓	✓
BSS training	Training in proactive approaches to supporting behaviour that challenges	Training, preceded by audit of BSS approaches	EPs/CTs	Small group of teachers identified from audit			✓	✓





Key Theme 2: Supporting Emotional Wellbeing and Mental Health

Title	Aims and Outcomes	Timescale	Facilitators	Participants	Critical Activities			
					 Accessing tools and Resources	 Developing Tools and Resources	 Training	 Coaching and Application
Promoting Resilience and Emotional Wellbeing in Primary Schools	Building capacity amongst primary staff to support mental health and wellbeing and deliver group work <i>*details in Appendix</i>	Launch at Inclusion Conference 2019-2020	EPS	Primary staff in one cluster	✓	✓	✓	✓
HealthiER Minds Framework to support mental wellbeing	Familiarising staff with the HealthiER Minds Framework to ensure a staged approach to supporting children and young people's mental wellbeing	Launch in autumn of this year	EPS HSPC	HTs	✓		✓	
HealthiER Minds leaflet for parents and supporting children and young people	Session to assist schools in supporting parents to promote their child or young person's wellbeing	Sessions for school/parents following launch	EPS	HTs/school/parents	✓		✓	✓
Mental Health First Aid (Adult)	Course to increase awareness and understanding of mental health	19 th and 26 th September (further date to be added)	EPS	Education Staff	✓		✓	

Key Theme 2: Supporting Emotional Wellbeing and Mental Health (cont.d)

ASIST	Two-day 'suicide first-aid' workshop; developing skills through observation and simulation	Training in September, February and May	EPS	Education Staff			✓	
Mindfulness Training to Support Staff Wellbeing	Sessions with education staff to develop the use of mindfulness relaxation skills	Nov-January 8 sessions	EPS PT	ELCC, Primary and Secondary Staff			✓	✓
Bereavement and Loss Guidelines	Guidance for education staff to support pupils suffering loss	Available on request	EPS	Education Staff	✓			✓
CBT Group Work and Assemblies	CBT Activities and strategies to use in assemblies and in group work	Available on request	EPS	DHT /PTs Pupil Support				

Key Theme 3: Nurturing Approaches and Compassionate, Connected Communities

Title	Aims and Outcomes	Timescale	Facilitators	Participants	Critical Activities			
					 Accessing tools and Resources	 Developing Tools and Resources	 Training	 Coaching and Application
Compassionate Connected Communities	The resource and training sessions will complement existing nurturing approaches and provide targeted support to contribute to staff understanding and practice around supporting children who have experienced trauma or adversity. <i>*details in Appendix</i>	2019-2020	EPS	ELC./Primary/Secondary staff	✓	✓	✓	✓
Nurture Training	Training to develop school staff understanding of attachment and nurture; to facilitate the adoption of nurturing approaches in the classroom	2019-2020 2 Days	EPS	ELC./Primary/Secondary staff	✓		✓	

Appendices

Key Theme 1: Promoting Attendance, Engagement and Achievement

Principal Programme 1: Understanding and Supporting Children and Young People with Social Communication Needs or Autism Spectrum Disorder.

Target Practitioners

Early Learning and Childcare Staff – Teachers, Depute Heads of Centre, Senior Child Development Officers, Child Development Officers and Play Workers

Primary Staff – Depute Head Teachers (ASN), Principal Teachers, Class Teachers and Pupil Support Staff

Secondary Staff – Depute Head Teachers (ASN or Health and Wellbeing), Principal Teachers of Pastoral Support, Class Teachers and Pupil Support Staff

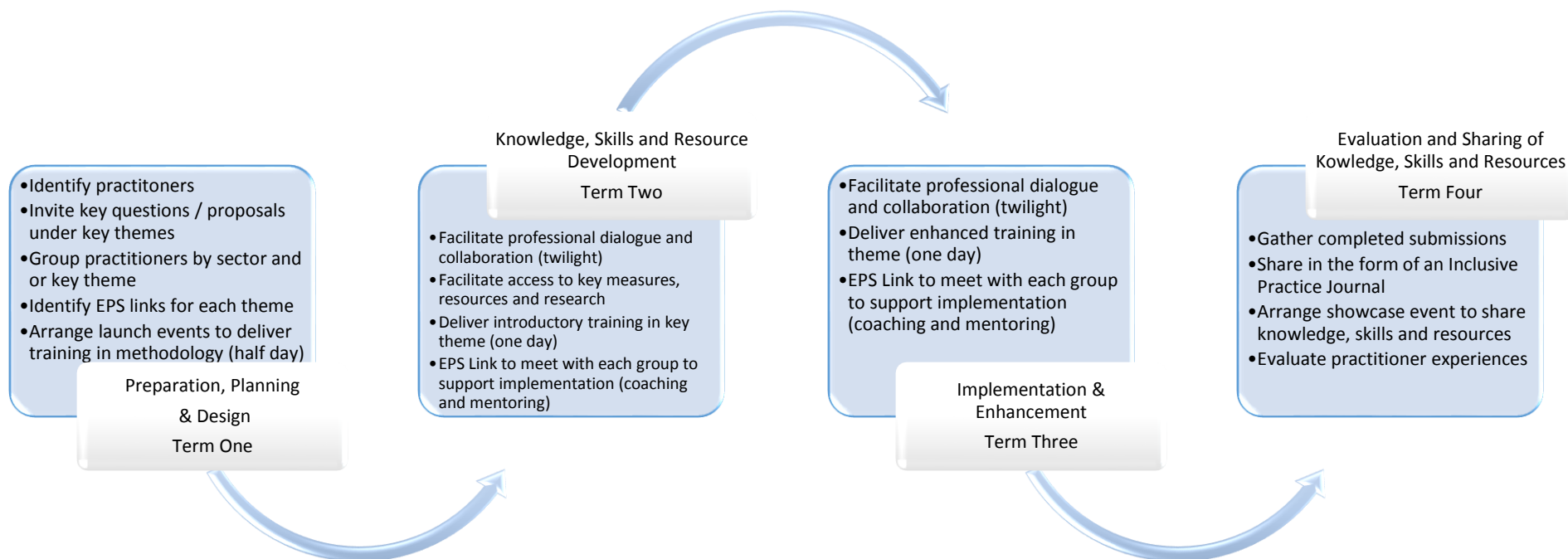
Practitioners should volunteer to undertake this professional enquiry approach with endorsement from their headteacher, with the aim being to develop inclusive practice in their setting. Using the school improvement partnership methodology, practitioners will be expected to develop and address a research question and complete a write up of their professional learning journey that will be shared with schools and early learning centres across East Renfrewshire. Nominated practitioners will receive an afternoon of training in the methodology and support to refine their research questions and two further full days of training in the field of autism. They will also have the opportunity through two twilight sessions to engage in critical professional dialogue within teams of practitioners who are addressing similar research questions. Key themes have been developed on the basis of feedback from schools and it is expected that most research questions will fit within these. Other research questions can also be put forward for consideration. HTs can nominate several practitioners if they wish and can arrange the necessary cover. However, we would ask that all practitioners attend all of the sessions.

Key Themes and Groups:

- Early Level (Any practitioners supporting children between the ages of 0-7yrs) – Supporting Children with Social Communication Needs in the Context of Playful Pedagogy (Maximum of 50 places)
- Primary Level (Any practitioners supporting children between the ages of 5-12 years) – Supporting and Developing Emotional Regulation in Children with Social Communication Needs (Maximum of 50 places)
- Secondary Level (12+ years) – Understanding and Supporting Mental Health and Wellbeing in Young People with Social Communication Needs (Maximum of 50 places).

Principal Programme 1: Understanding and Supporting Children and Young People with Social Communication Needs or Autism Spectrum Disorder.

Recruitment and Implementation



Key Theme 2: Supporting Emotional Wellbeing and Mental Health

Principal Programme 2. Promoting Resilience and Emotional Wellbeing in Primary Schools: Building Capacity in Teaching Staff to Deliver Targeted Group and Individual Work

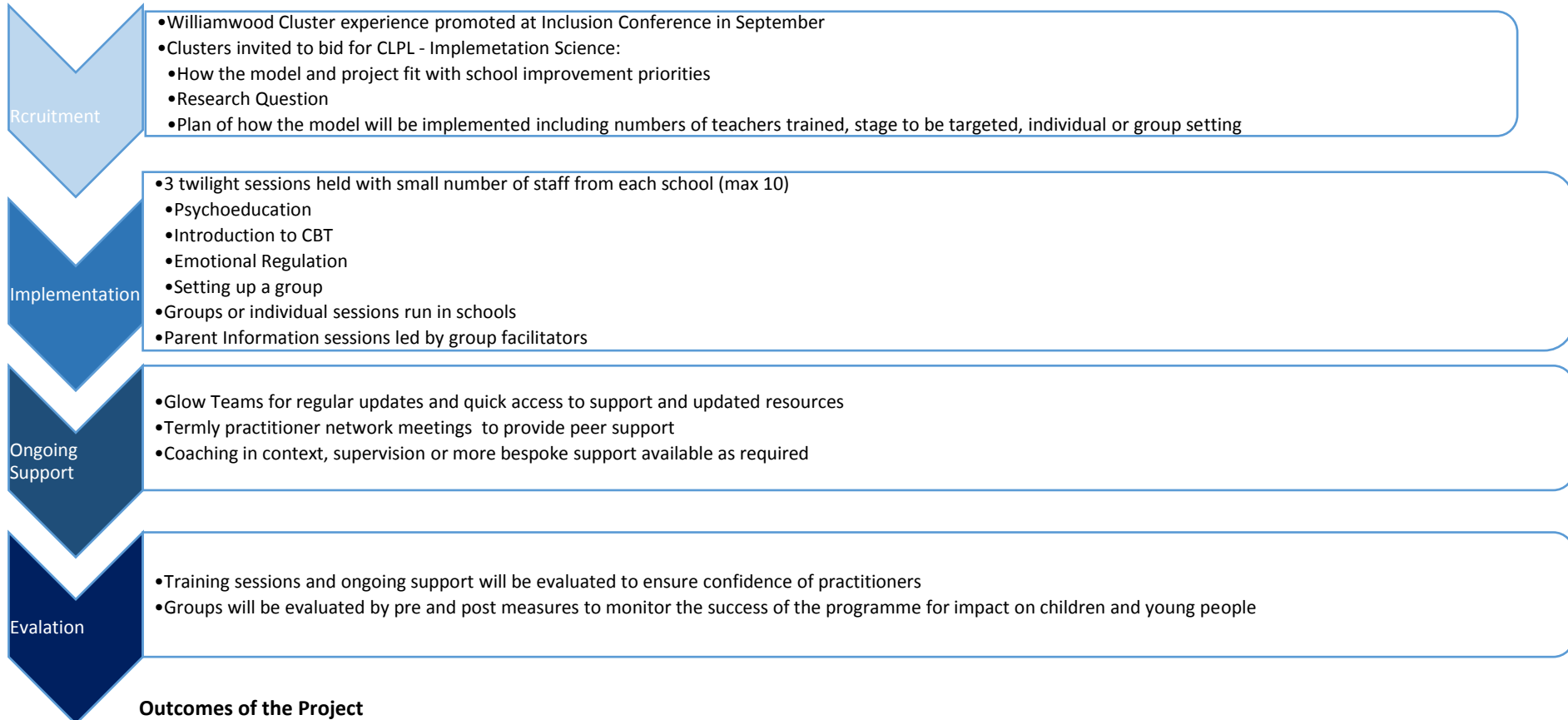
Target Practitioners: Members of staff from primary schools in one Cluster

The mental health and wellbeing of children and young people is a priority for those working in education. From a trauma-informed perspective, the establishment of a positive relationship with a significant adult is key to effectively supporting someone through a difficult experience. Yet teachers are often in a position of supporting children's distress and anxiety with no training, support or experience. With this in mind, it is recognised that teachers should have the opportunity to develop their understanding, confidence and skills to support children and young people's mental health and build their resilience.

It is also important that children and young people with mental health concerns receive support that is effective, proportionate and timely. Whilst a small group of children with more significant concerns will require involvement from CAMHS or other specialist providers, most children can be supported more effectively in the school setting. If education staff intervene early to support symptoms of stress and anxiety and to help children and young people develop coping strategies, there may be a reduced need for more specialist services in the future.

Promoting Resilience and Emotional Wellbeing in Primary Schools

Recruitment and Implementation



Teaching staff will feel more confident and skilled to support the needs of children with moderate mental health concerns

Pupils will report fewer symptoms of anxiety and stress and will report an improved ability to cope with challenge

There will be fewer referrals to the EPS for children experiencing mental health concerns

Title/Outcomes	Timescale	Facilitators	Participants
Promoting mental health: Williamwood Cluster experience (cluster 1)	Launch at Inclusion Conference	EPS	HT/DHT Primary
Cluster 2 submissions for CLPL and involvement in project	Cluster 2 submissions for CLPL by 4 th November 2019	EPS	HTs
Supporting mental health through targeted group or individual work CLPL – 3 sessions over 3 weeks	January	EPS	Class Teachers
Ongoing Support: (Cl 1 and 2) Glow Teams Group Cluster Meetings Coaching in Context Access to Resources	On conclusion of CLPL sessions Termly Ongoing Ongoing	EPS	Network Practitioners
Evaluation of Sessions and ongoing support	Microsoft Forms following completion of sessions and 6 months following sessions (Cluster 1 – November 19; Cluster 2 – June 20)	EPS	Group Facilitators

Pre and Post measures to evaluate efficacy of programme for reducing symptoms of stress and anxiety	Administered at the start and end of group or individual sessions	EPS	Group Facilitators
Cluster Parents Information Session	Date agreed by cluster once group sessions underway	EPS Group Facilitators	Parents

Key Theme 3: Nurturing Approaches and Compassionate, Connected Communities

Principal Programme 3: The Compassionate and Connected Community in East Renfrewshire

Target Audience: staff from schools that have been included following completion of the school readiness scale

There has been an increasing focus recently on supporting children and young people who have experienced adversity and trauma which links in with the nurturing approaches, Adverse Childhood Experiences and trauma-informed practice agendas. Education Scotland already has a suite of resources to support nurturing approaches, but it was recognised that additional professional learning and curricular materials were required to support practitioners. With this in mind, Education Scotland has developed *'The Compassionate and Connected Community'* professional learning resource. This professional learning resource is intended to complement the existing whole school nurturing approaches resources and will provide more targeted support to staff to contribute to their understanding and practice around supporting those who have experienced trauma or adversity.

The Compassionate and Connected Community resource uses evidence-based research and examples of effective practice to develop knowledge amongst practitioners whilst balancing this with the opportunity for reflective practice and skills development. This resource encourages staff to engage with practitioner enquiry as a model of professional learning recognised in Teaching Scotland's Future (Donaldson, 2011) as beneficial to supporting staff engagement with action research to support their own development and improve learner outcomes.

The professional learning consists of 6 flexible sessions:

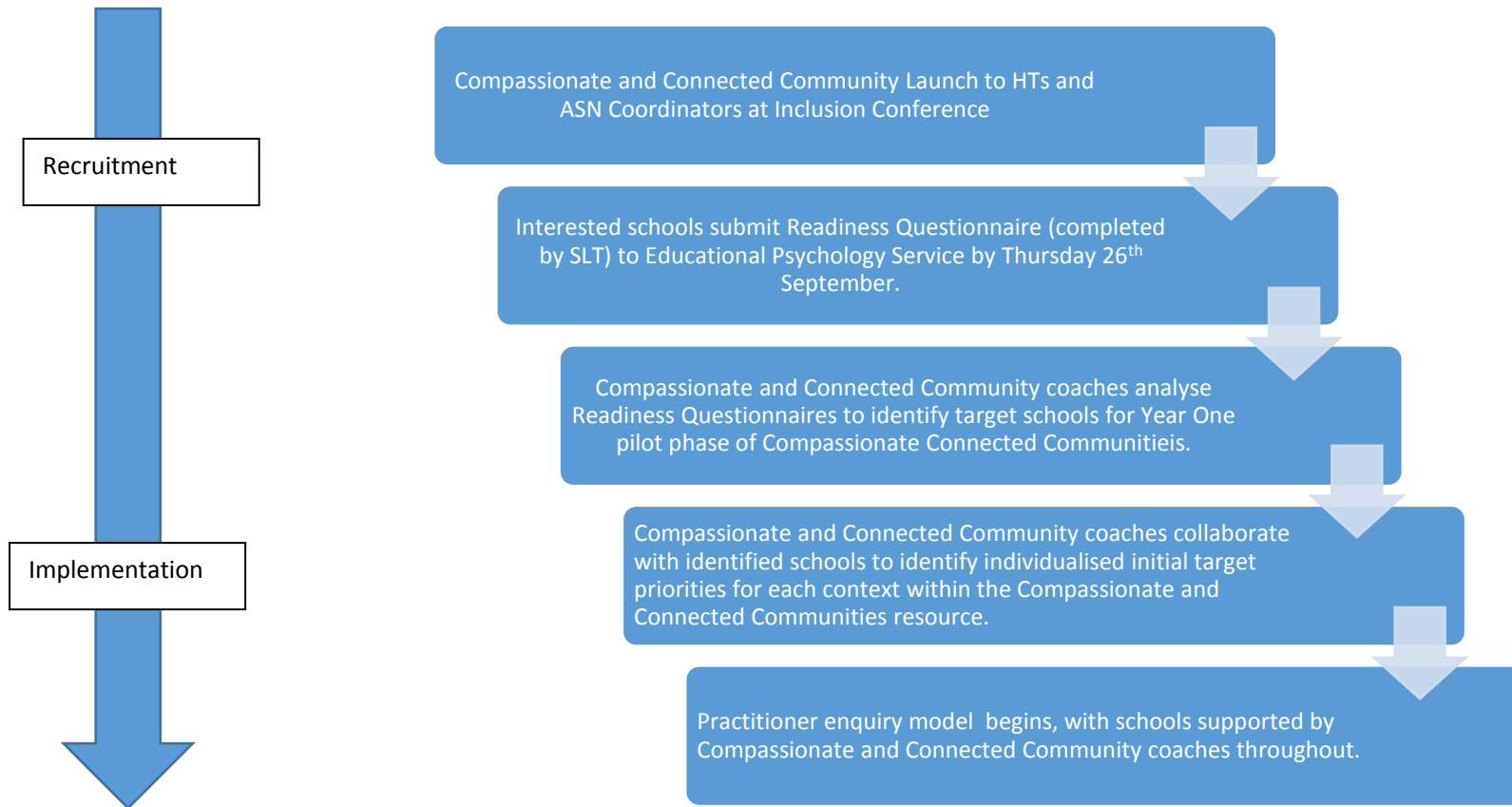
- Introduction/Setting the Scene
- Prevalence and impact of trauma
- Responding to trauma
- Attachment and attunement
- Self-regulation
- Staff wellbeing

(Content of each of these sessions is illustrated below)

The resource uses a model of practitioner enquiry throughout to enhance reflective practice and practitioners are encouraged to engage in collaborative action research between sessions to further develop their knowledge and skills in supporting children/young people who have experienced trauma and adversity. Participants are also encouraged to undertake further self-directed reading between sessions and key references and links are provided to support this.

The Compassionate and Connected Community in East Renfrewshire

Recruitment and Implementation



The Compassionate and Connected Community in East Renfrewshire

Timescale

Timescale	Coach Activity	Participant Activity
<p>Pilot phase likely to develop across a two-three year timescale, dependent on the needs of context, in order to fully embed resource.</p> <p>Phase two schools will be identified and introduced in to the plan in a flexible manner as the project progresses.</p>	Twilight session to discuss expectations and structures of resource	
	Delivery of Session 1 (Scene Setting)	Attendance and participation in Session 1
	Provide ongoing coaching and support as required	Staff undertake first practitioner enquiry round
	Delivery of Session 2 (Prevalence and Impact of Trauma)	Attendance and participation in Session 2
	Provide ongoing coaching and support as required	Staff undertake second practitioner enquiry round
	Delivery of Session 3 (Responding to Trauma)	Attendance and participation in Session 3
	Provide ongoing coaching and support as required	Staff undertake third practitioner enquiry round
	Delivery of Session 4 (Attachment and Attunement)	Attendance and participation in Session 4
	Provide ongoing coaching and support as required	Staff undertake fourth practitioner enquiry round
	Delivery of Session 5 (Self-regulation)	Attendance and participation in Session 5
	Provide ongoing coaching and support as required	Staff undertake fifth practitioner enquiry round
	Delivery of Session 6 (Staff wellbeing)	Attendance and participation in Session 6
	Provide ongoing coaching and support as required	Staff undertake sixth practitioner enquiry round
	Recruitment of participants for Phase 2, recruitment of coaches from Phase 1 cohort	
Reflection and maintenance planning		

The Compassionate and Connected Community in East Renfrewshire

Session Content

Introduction/scene setting

- What is the Compassionate and Connected Community resource
- Current context
- Professional values
- Educational landscape
- Nurturing approaches
- ACEs
- Trauma informed practice
- The importance of relationships
- Practitioner enquiry

Prevalence and impact of trauma

- What is trauma?
- Types of trauma
- Exploring adversity
- Factors impacting response to trauma
- Impact of trauma
- ACEs and links to justice
- Experience and the brain

Responding to trauma

- Responding to children and young people who have experienced adversity/trauma
- The importance of social and emotional skills development
- Trauma informed approaches in practice
- Avoiding re-traumatisation
- A model of risk and resilience
- Consideration of specialist supports

Self-regulation

- What is self-regulation?
- Why is self-regulation important?
- Developing self-regulation in children/young people through co-regulation
- How trauma impacts on self-regulation development
- Effective approaches to supporting self-regulation development

Attachment and Attunement

- Awareness of how attachment links to attunement
- Understanding of the attunement principles and the context as to the origins of these
- Understanding of how being attuned can be a key means of supporting children and young people who have experienced adversity and trauma

Staff Wellbeing

- Why does staff wellbeing matter
- The impact supporting children and young people who have faced adversity or trauma can have on staff
- Knowing your signature strengths
- Self and collective efficacy
- Frameworks to support your own wellbeing