



Service Overview

The Inclusion and Wellbeing Service is a Stage 4 provision with 40 young people with social, emotional and behavioural needs. We support individual pupils from across the authority with class sizes of six. There are 15 pupils within our primary provision and 25 within secondary. Across session 2025/26 there were 7 school leavers, all with a positive destination. 66% of our learners are care experienced.

Our curriculum spans from Early Level to National 5. In addition, we offer a variety of wider achievement experiences which are supported by National Qualifications and external providers. These include Dynamic Youth, High Five, Cycling Friendly Schools and Woodland Trust awards. We also work with a variety of partners within our local community to support our learners through college and work experience opportunities.

We have provided support to 55 pupils through our Outreach offer, working in 18 school establishments and 4 early learning centres. We work in education establishments across all clusters.



inclusion and
wellbeing service

watch us grow



Progress and Attainment

- 100% of the leavers have a positive destination which is an increase of 23% from last session
- Across secondary, pupils achieved a total of 222 national qualifications at all levels
- Across senior phase, pupils achieved total of 152 National 3 and National 4 course and unit qualifications – more than double that of last session
- Across senior phase, 92% of pupils achieved Nat 3 in Maths and 42% achieved Nat 4
- Across senior phase, 83% achieved Nat 3 in English and 50% achieved Nat 4
- Average attendance is 83% with an improvement of 20% from June 2025. Attendance has improved across this school session by 12%





Priority 1

Raising attainment using digital technologies

Research was completed by a broad range of staff roles at various stages across the school.

Most responses reported the use of iPads for learning, with collaborative documentation being the most common use of technology to support learning.

Raising staff confidence in using digital technologies was identified as a development priority.

Hands-on training sessions identified as more effective than information sharing alone.

Digital champion will be identified to support staff in session 2026/27.

Priority 2

Reduce in reach applications outreach

The team have been working alongside other agencies to identify a tool for measuring progress over time.

Educational psychology team have been supporting a tool to help measure progress. This will be taken forward in 26-27 session.

Collegiate training will take place to make sure that the tool is implemented consistently.



Priority 3

Raising attainment in numeracy

Consistent tracking system for maths implemented across BGE.

Maths champion identified to support continued development in attainment across the school.

Baseline assessments introduced across BGE to support evidence of progress and attainment over time

Staff trained in maths recovery and SNAP Baseline maths assessments.

Priority 4

Mental health curriculum for boys

Suitable programmes to engage programme for our male pupils have been identified. This includes No Knives, Better Lives.

Pupils have shared their voice about what they think they will benefit from taking part in. This will then be taken forward when planning 26-27 curriculum.

Pupils' baselines have been assessed and identified, and this will be the starting point.



Priority 5

Pupil Attendance

Established connections with partners including Well Wild, Sustainable Learning Scotland at the Kinneil Estate, Equine Therapy and Under the Trees.

High level of engagement which has demonstrated pupil engagement, improved regulation, resilience and ability to focus.

Connection with the outdoor environment has improved relationships with staff.

Outdoor learning sessions were offered to 21 identified pupils.

73% of pupils offered outdoor education sessions in the last term have engaged successfully.





Key School Priorities 2026/27

Curriculum, Learning, Teaching and Assessment

- Developing a curriculum framework to ensure planned progression from BGE to senior phase

Learning, Teaching and Assessment

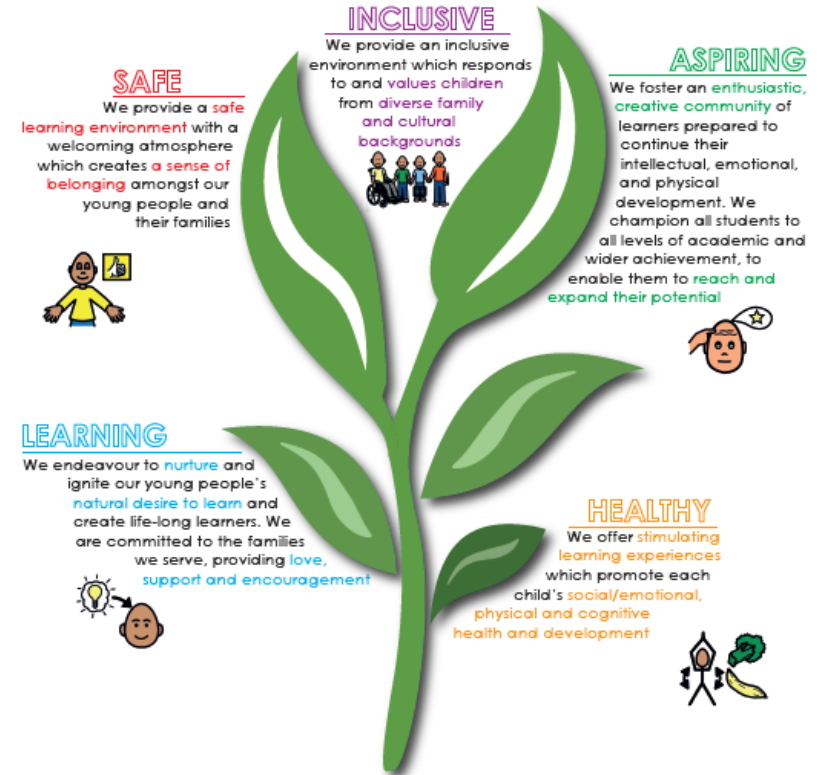
- Consistent approach to Learning, Teaching and Assessment across the school
- Baseline assessment processes to support individual child planning
- Developing an attainment over time model

Health, Wellbeing and Relationships

- Develop a core package of staff training around HWb support for pupils
- Develop our outreach teams' approaches and systems to support care experienced learners and learners not in school
- Refocus our outreach model to support mainstream settings to manage more complex behaviours

Inclusion & Wellbeing Service

Vision & Values



IWBS MISSION STATEMENT

We aspire to educate and inspire our young people and families to achieve their potential and make valuable contributions to their communities and world.