

# Bellahouston Academy



---

## Inclusion Policy 2021-22

## Contents

- Vision Statement P3
- Staff roles and responsibilities P4
- Staged Intervention P6
- Nurture as a whole school approach P8
- Nurture Groups P9
- School based interventions P10
- Pupil Support Centre P11
- EAL P12

## **Vision Statement**

At Bellahouston Academy, we are committed to creating an inclusive, nurturing learning environment where young people are recognised as individuals and supported in response to their needs.

This is embedded within Scottish legislation (GIRFEC, Every Child is Included) and Glasgow City Council policy (Getting it Right in Glasgow). Our aim is to address barriers to learning through assessment, intervention and review to ensure positive future outcomes for all Bellahouston Academy Pupils.

We recognise the importance of working collaboratively within the context of the school, wider community, external agencies and our parents/carers as partners in the framework of Staged Intervention. All staff have a clear understanding of roles and responsibilities and shared values in relation to inclusive approaches both in the classroom and the wider school.

This document outlines the roles of the Faculty of Inclusion and Pastoral Care in the context of the wider school and the employment of strategies and interventions used to support our pupils from Primary transition through to their post school destinations.

## **Staff Roles and Responsibilities**

In Bellahouston Academy, staff have a responsibility to all our pupils and it is expected that both teaching and non-teaching staff use an inclusive approach in their practice. To drive forward this agenda we have a designated team comprising of the Faculty of Inclusion, PT WOW/ SDS, House teams and the PEF team.

Our roles are to:

- Support teaching and learning
- Offer CPD to staff
- Carry out holistic and specific assessments to identify ASNs/Learning barriers
- Advise and employ strategies to support learning in the classroom and wider school
- Co -ordinate and facilitate interventions in response to pupils' needs
- Monitor, record and review progress

### Staff

Faculty of Inclusion	Designation
Faculty Head of Inclusion	Claire Duncan
SFL teacher (0.6)	Janice Beacher
SFL (0.4)	Imran Akram
Teacher of Wider Achievement	Gordon Philips
EAL teacher	Janice Morran
EAL teacher	Stephanie Johnson
EAL teacher	Natalyia Bowles
Pupil Support Worker	Victoria Caldwell
Pupil Support Worker	Davina McWilliams
Pupil Support Worker	Josie Hampson
Pupil Support Worker	Liz Nicholson
Pupil Support Worker	Kanwal Arif
Pupil Support Worker	Mechelle McPhilemy

House Teams	PTPC
Arran	Struan Atha
Iona	Lynne Kennedy
Mull	Micheal Ruiseil
Skye	Shaheen Rashid

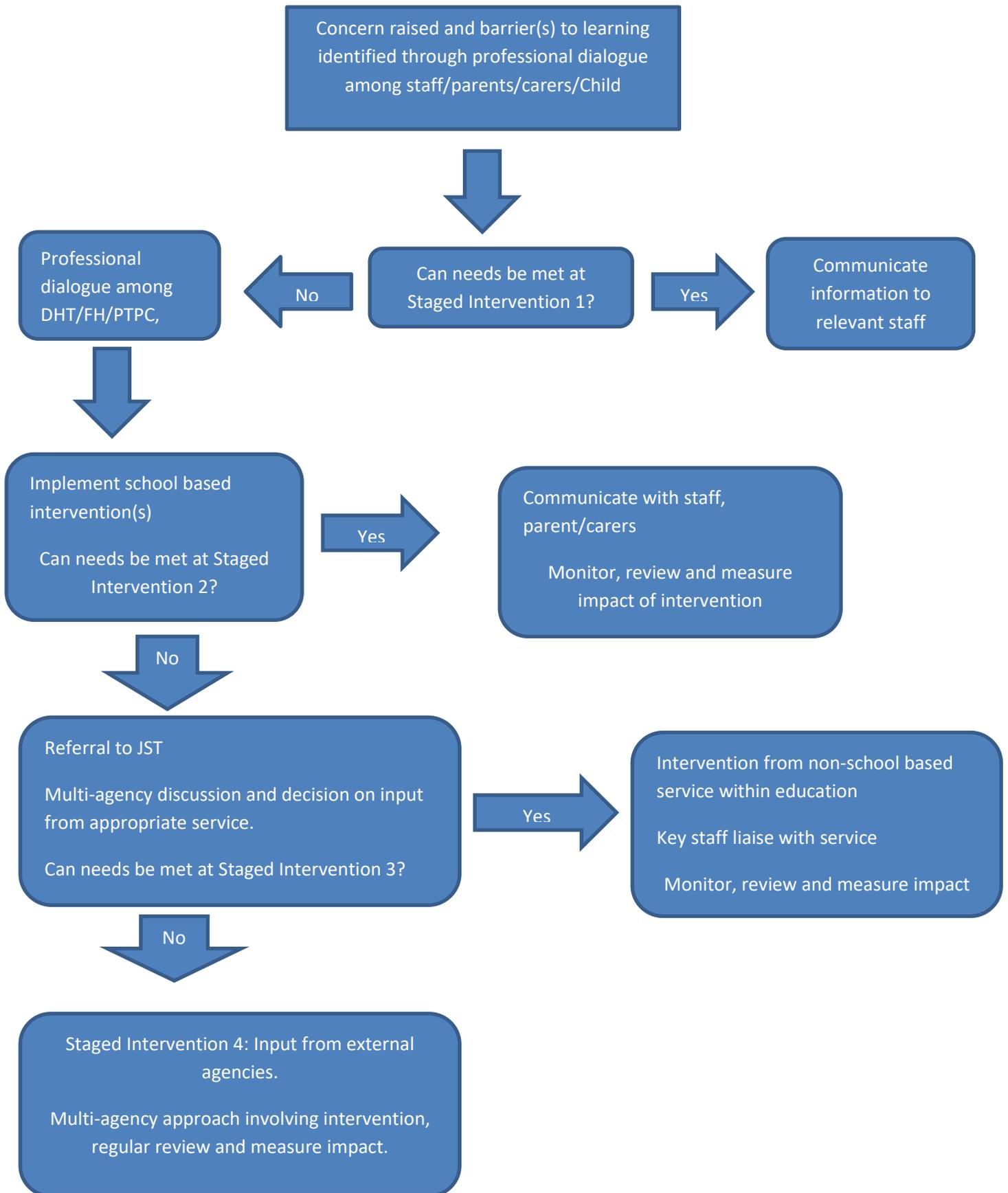
Employabilty	
PT WOW	Rabia Babar
SDS	Tamla Feeney

PEF Team	
PT Raising Attainment	Alison Notman
PT Numeracy	Bushra Nizam
PT Tracking and Monitoring	Paul Devlin
PT Tracking and Monitoring	Peter McCloy

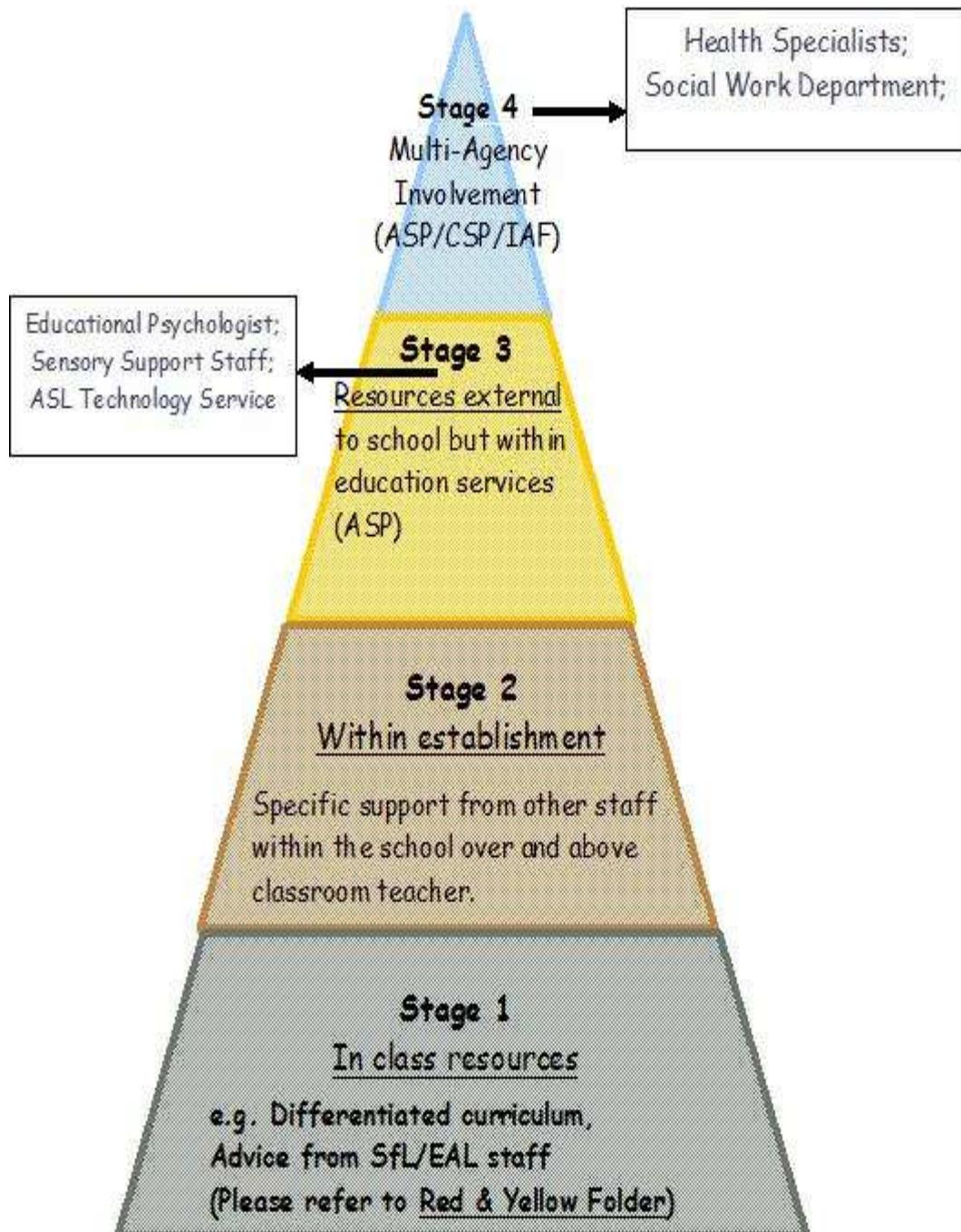
MCR Pathways	Ish Khan
--------------	----------

Staff work collaboratively in close consultation with pupils, parents/carers and partner agencies to involved them fully in the decision making process. Through self-evaluation, we are able measure impact to enhance the quality of service provided for our young people.

## Staged Intervention Process



# Staged Intervention



## **Nurture as a whole school approach**

In Bellahouston Academy, we are proud of our ethos of creating a learning environment in line with the Nurturing Principles.

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

We are committed to continuous professional development and all staff are involved in training on:

- Nurturing approaches
- ACES and trauma informed practice
- Promoting positive relationships
- Restorative approaches

The social emotional wellbeing of our pupils is a priority. We understand the importance of teaching social, emotional skills as well as developing positive relationships and building resilience.

## Nurture Groups

Our Nurture programme is aimed at S1-2 and involves 6 pupils per group working with 2 members of staff who have accreditation in delivering Nurture. Each group accesses the Nurture base for 2 periods per week and runs for 4 terms (October-October)

Pupils are selected based on:

- Transition information from primaries
- Concerns raised by staff
- Information sharing from external agencies through SIIM/JST
- Working in partnership with parents/carers

Suitability for a nurture group is assessed using the Boxall Profile which informs the action planning and targets for the intervention.

The main focus of the Nurture sessions is to promote social and emotional wellbeing, to encourage positive relationships and to develop the skills to engage in learning. Activities are all linked to CFE outcomes in literacy, numeracy and health and wellbeing.

Each session, the impact of the Nurture programme is measured using:

- Boxall Profile
- Pupil/Parent evaluation questionnaires
- QIs from HNIOS



## **School Based Interventions**

In line with the National agenda on Inclusion, our approach at Bellahouston Academy is to meet the needs of all pupils in terms GIRFEC. Many pupils at some point in their secondary school experience will require support out with the classroom environment. We have a range of interventions that pupils can access on either a short or long term basis

- SFL in class to support learning
- Literacy groups
- Numeracy groups
- Toe by Toe literacy support
- Scotland Reads
- ASD support group
- MCR groups
- 1:1/Group SEBN support
- Social, emotional input from third sector agencies (Quarriers, Lifelink)
- Seasons for Growth
- Nurture
- EAL

## **Pupil Support Centre**

The Pupil Support Centre is a whole school resource that meets the needs of a range of learners who may experience barriers to learning both on a short term or long term basis.

The PSC provides a safe, nurturing learning environment where pupils will work on individualised learning that meets their needs at the given time. Pupils work in the PSC with teaching staff from SLT/Pastoral Care/Inclusion who deliver both curricular and social emotional learning to pupils.

Referral System

### **Planned Referrals**

Pupils who experience learning barriers can be referred to the PSC using the Staged Intervention process. Referral forms can be completed by SLT, Pastoral Care or FH Inclusion. These forms identify a learning need and the nature of the intervention. This information is recorded on the PSC record sheet and is updated on a daily basis

### **Ad Hoc Referrals**

Pupils who experience an issue at a given time may be referred to the PSC on an ad hoc basis. These referrals are made by SMT/ PTPCs or FH Inclusion. In this instance, when possible, pupils should be brought to the PSC by the referring teacher who will explain:

- The reason for the referral
- The appropriate intervention

The receiving teacher will record this information on the PSC record sheet and mark SCH on Seemis.

Pupils do not self-refer to the PSC and all access to the PSC must be done through the above processes.

## English as an Additional Language

Bellahouston Academy is a very culturally diverse school with a number of pupils who are bi-lingual. There are around 20 different languages spoken in Bellahouston with pupils at all stages of language acquisition.

The EAL resource is incorporated into the Faculty of Inclusion and has 2.6 FTE teaching staff. EAL staff work with pupils 1:1, in small groups and as a supporting teacher in the classroom. EAL staff present ESOL, at all levels in the senior phase curriculum.

### English Language Levels

Level 1	New to English	Silent period, relies on gesture, uses L1 to communicate
Level 2	Early Acquisition	Increasing vocabulary, moves between 2 languages
Level 3	Developing Competence	Growing more confident in using social English. In the early stages of developing literacy, developing academic language
Level 4	Competent	Confident in using social English in different contexts, Able to access information in text,
Level 5	Fluent	Fluent communicator in English, Able to access all areas of the curriculum
Level 6	English as a first language	Monolingual, speaking only English