

Bellahouston Academy



Inclusion Policy 2022-23

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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 and Partners.

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 | |
| 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 (0.6a0 |
| Skye | Shaheen Rashid |

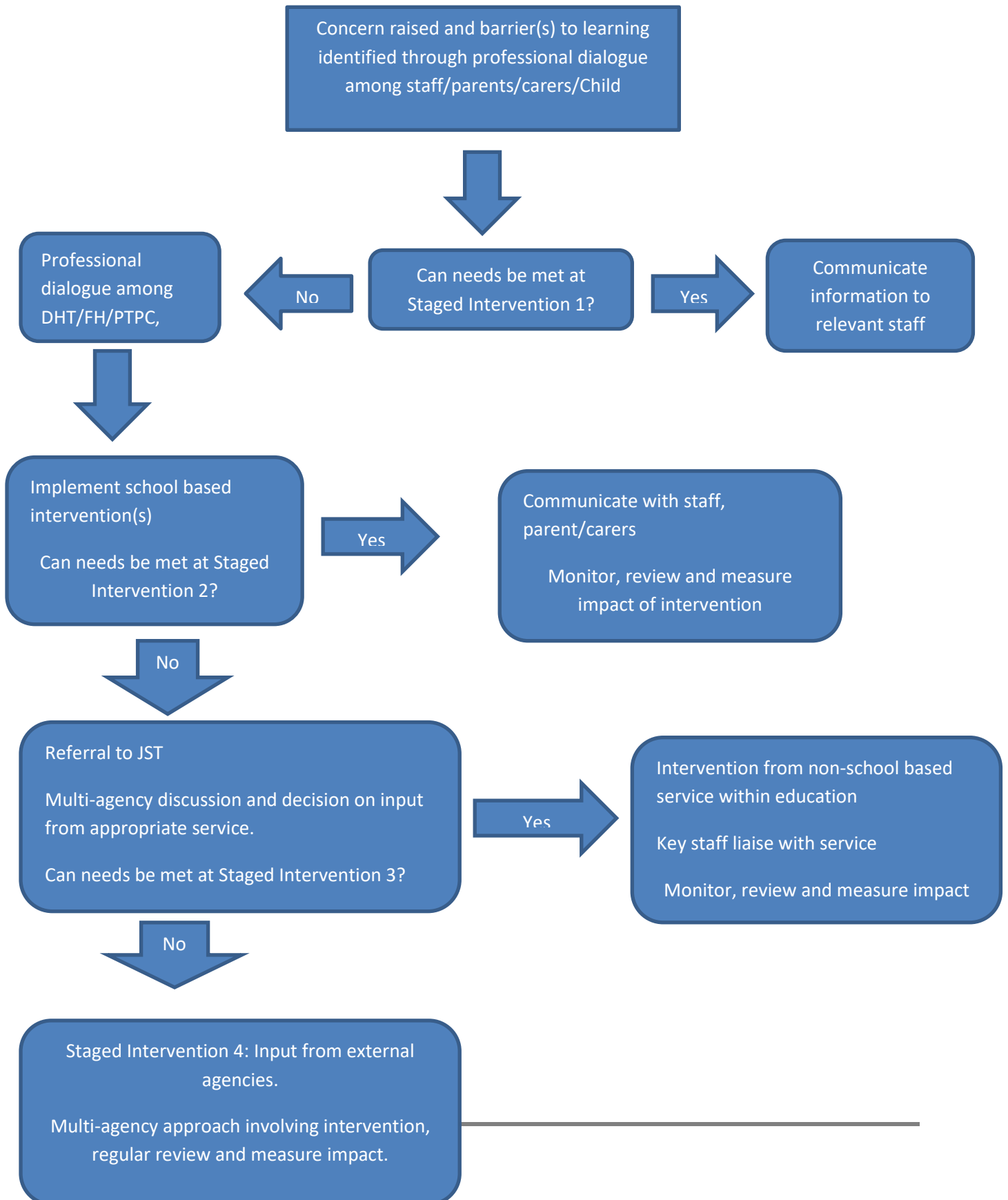
| | |
|---------------|--------------|
| Employability | |
| PT WOW | Rabia Babar |
| SDS | Tamla Feeney |

| | |
|----------------------------|------------------|
| PEF Team | |
| PT Raising Attainment | Alison Notman |
| PT Literacy | Charlotte Gibson |
| PT Numeracy | |
| PT Tracking and Monitoring | Paul Devlin |
| PT Tracking and Monitoring | Peter McCloy |

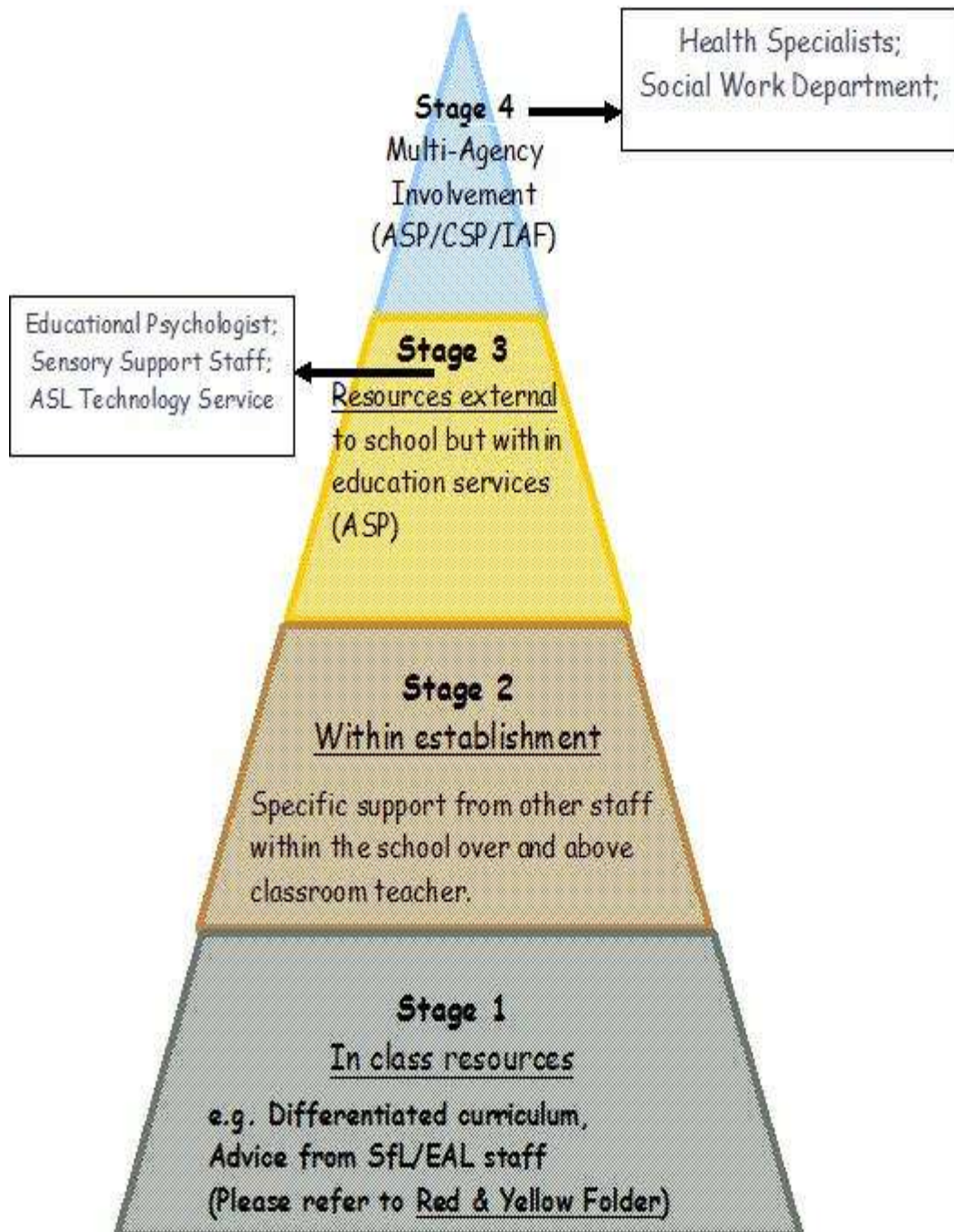
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| MCR Pathways | Ish Khan |
| Home School Support Worker | Miranda Weir |
| Fayre Youth Worker | Kirsty Elsever |

Staff work collaboratively in close consultation with pupils, parents/carers and partner agencies to involve them fully in the decision making process. Through self-evaluation, we are able to 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, Action for Children)
- Seasons for Growth
- Nurture
- Wider Achievement
- EAL

Planned Interventions and Wellbeing Spaces

The Faculty of Inclusion 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 Faculty provides a safe, nurturing learning environment where pupils will work on individualised and group learning that meets their needs at the given time. Pupils work in the Faculty with staff who deliver both curricular and social emotional learning to pupils.

Planned Interventions

Pupils who experience learning barriers can access supported learning in the Faculty of Inclusion. Learning and Wellbeing needs are assessed using assessment tools and the Staged Intervention process. Pupils access supported learning based on their need and learning barrier

Wellbeing Spaces

Pupils who experience a difficulty at any given time may be brought to the Faculty on an unplanned basis where the need arises. In this instance, the need is assessed by SLT, FH Inclusion or Pastoral Care staff. Pupils will be able to access a safe space in a positive learning environment to allow them to access learning and work toward reintegration into the mainstream classroom.

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

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|---------|-----------------------------|--|
| 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 |