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Inclusion Policy

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity.

Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Background

Our schools work in line with North Ayrshire's GIRFEC in Ayrshire policy. The Education (Additional Support for Learning)(Scotland) Act 2004, and its 2009 amendments provide the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face barriers to learning.

Our Aims

Our aim is to ensure that every child meets their full potential, with support in required areas. By supporting a collaborative approach between those who work with children, we will ensure that we are *Getting It Right For Every Child*.

Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.



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What we will do as a school

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

- Take into account that Additional Support Needs may arise from a number of factors and can be short or long term.
- Provide educational opportunities tailored to the ability of each child, suited to their needs.
- Assess children where required to identify needs and provide specific support, as far as possible.
- Use a Staged Intervention approach, where additional needs are identified, reviewing these on a regular basis with parental support.

Article 18 (Parental responsibilities; state assistance): Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children – the Convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

- Use North Ayrshire Wellbeing Plans, where appropriate.
- Seek to provide support for children with additional support needs to ensure they can access education with their peers.
- Endeavour to identify needs at the earliest possible stages.
- Work closely with a range of service providers, parents/carers to meet the needs of the children.
- Regularly and accurately enter information into Seemis relating to a child's wellbeing and additional support needs.



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Meeting Needs - Good Practice

Identifying Needs-Assessing Needs-Planning Support-Providing Support-
Reviewing Support

Wellbeing Assessment

For those children identified as having additional support needs, a Wellbeing Plan will be completed, based on SHANARRI indicators. These are Safe, Healthy, Active, Nurtured, Responsible, Respected, Included.



The Wellbeing Assessment Process

	Management	Class Teacher	Pupil Support Teacher
Pupil is not making expected progress in school (maybe academic or social)	Discussion with class teacher Discuss concerns with parent	Collect evidence Discussion with management Discuss concerns with parent Discuss possible strategies with PS Teacher Make adjustments within the classroom/set review date Note concerns and adjustments and evaluate (Appendix 1)	Available for consultation
Following review of strategies, pupil is still not making expected progress	Inform parents of need for further assessment and gain their consent	Provide information to PS teacher Discuss if further information is required prior to deciding on a further intervention Agree with PS teacher on assessments to be carried out <i>Any assessment should reflect the outstanding identified concerns</i> (Appendix 2)	Agree with class teacher any further assessments to be carried out Carry out further assessments Assessments should not be carried out before parents have been informed and given their consent. <i>Any assessment should reflect the outstanding identified concerns</i>
Initial information is available Stage 2 and above only	Co-ordinate completion of Wellbeing Assessment including consultation with parents, pupil and other agencies involved with the pupil	Provide information and evidence for the Wellbeing Assessment (Appendix 5)	Provide information and evidence for the Wellbeing Assessment
Wellbeing Assessment is completed and signed off Strategies and Action Plan are developed	Distribute Wellbeing Assessment to parties involved Approve Action Plan Ensure the parent is aware of actions to be completed and the reasoning behind them	Discuss with PS Teacher strategies to be used to support the pupil in the classroom/playground (Appendices 3, 4a, 4b) Discuss with PS Teacher programme of work to support the pupil Contribute to the Initial Action Plan for the pupil <i>Any actions in the Action Plan should be clearly linked to the Wellbeing Assessment</i>	Discuss with Class Teacher strategies to be used to support the pupil in the classroom/playground Discuss with Class Teacher programme of work to support the pupil Draw up an initial Action Plan for the pupil with clear evaluation dates. <i>Any actions in the Action Plan should be clearly linked to the Wellbeing Assessment</i>
Scheme of work is developed to support the Action Plan	Inspects records as part of school's self-evaluation process	Discuss progress with PST at agreed intervals	Develop session plans to support the Action Plan If appropriate, develop plans for work to be continued by other staff when PST is not in school Record and evaluate each session At end of intervention, evaluate progress and agree next intervention (if any) <i>Scheme of work should clearly link to Action Plan and be monitored</i>
Evaluation of a specific intervention	Ensure Wellbeing Assessment is updated if required Ensure that parents are kept informed of progress	Discuss evaluation of intervention and next steps with PST	Complete evaluation of intervention Discuss with Class Teacher and parents, if appropriate, next steps Suggest any updates to Wellbeing Assessment to Management Update Action Plan and Scheme of work



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Stage 0

The universal provision is what is generally available through the school. The universal provision for all children and young people in North Ayrshire's establishments includes:

Universal provision supports the 'Nurturing North Ayrshire' approach, supporting by whole establishment practice, ethos, and experience- all staff have a responsibility to use positive approaches to build relationships and support children and young people's wellbeing.

Stage 1

Enhanced universal for children and young people include those whose wellbeing needs are met with either additional approaches **within the establishment**, (for example, nurture room, access to some additional classroom assistant time). Educational establishments will have a **North Ayrshire stage 1 plan for children and young people supported at this level**.

Stage 2

Outwith the establishment but within education, for example the extended outreach support service, involvement with educational psychology. As these are "associated services", they are considered universal.

• Nurture Bases

- Longer term support from Educational Psychology
- Education in a base attached to a school (Elderbank, Ardrossan, Dreghorn, with no additional **targeted** support from other agencies at collaborative or enhanced collaborative stage
- Educated within a specialist EYE establishment (James MacFarlane, Haysholm, Stanecastle, James Reid) with no additional **targeted** support from other agencies at collaborative or enhanced collaborative stage
- Outreach support from an education service- an ASN school or base or extended outreach
- Home visiting
- Early Years Language Resource (EYLR)



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Stage 3

Collaborative

The collaborative stage reflects children and young people who require a more coordinated interagency approach to ensure their wellbeing needs are met, and the authority cannot meet needs through services which are generally available. Targeted intervention is required. The wellbeing needs are likely to be more complex than those at the enhanced universal level. **A Statutory Child's Plan must be in place at this level.** A multi-agency wellbeing assessment will inform the Child's Plan. **The Named Person has responsibility for co-ordinating the discussion about whether targeted provision is required.** A Lead Professional is appropriate because more services require co-ordination and will be identified dependent on the most appropriate lead agency. The team around the child (TAC) assess wellbeing and decide whether more or less support is needed.

For Example:

- CAMHS- substantial, long term input
- Social work (non-statutory)
- Health

Stage 4

Children and young people whose needs are such that they require more focussed collaborative planning. For instance, Child Protection, Looked After, Looked after away from home and residential care. A Statutory's Child's Plan will be in place at this level. A **Lead Professional** will be identified dependent on the most appropriate lead agency.

If there is a compulsory role for children decided on by the Children's Hearing Social Work will take on the role of the **Lead Professional** and **review and manage the plan**. This includes all children who are Looked After.

If Child Protection Processes are initiated, Social Work will take on the role of Lead Professional, and concerns will be addressed. Where children require a **Child's Plan** to manage risks, a multi-agency assessment and **Child's Plan** will follow when it does not exist. The team around the child (TAC) review wellbeing and decide whether more or less support is needed.