



Bell's Brae Primary School Inclusion Guidance

The purpose of the guidance is to support and promote a culture and ethos within our learning community whereby everyone – children, young people, parents / carers and staff - feels **included, respected** and **safe** and where their achievements and contributions are valued and celebrated.

Scottish Context for Inclusion, Equality and Equity

Scottish education is based on the belief that education is a human right and that all children and young people should be supported to reach their fullest potential.

Scotland's education system is designed to be an inclusive one for all children and young people in Scottish schools, with or without additional support needs.

'Inclusion is the cornerstone to help us achieve equity and excellence in education for all of our children and young people.'

[Supporting Children's Learning Code of Practice Summary document](#) updated Feb 2026

Scottish Government : [Consultation on the Presumption of Mainstreaming 2019](#)

Children's rights and entitlements are fundamental to Scotland's approach to inclusive education. [United Nations Convention on the Rights of the Child \(UNCRC\)](#)

To be fully included learners need to be present, participating, achieving and supported.



Inclusion at Bell's Brae Primary School

Whole-school responsibility: Inclusion is viewed as a collective effort, with all teachers taking responsibility for supporting pupils with additional support needs.

Mainstream setting first: The presumption is to educate pupils with additional support needs in mainstream schools, provided their needs can be met there.

Accessibility: We aim to create environments that are accessible to all learners, which includes adapting the curriculum, teaching methods, and physical environment.

Pupil voice: The views of pupils should be considered in the support they receive.

ASN Department: For pupils with more complex needs, Bell's Brae provides additional support through a special unit with enhanced staffing and resources.

Support for Pupils

Pupils will be given the support they need to fully access the curriculum in the general course of their education. There will be times when some pupils will need additional support. This could be on a long-term basis with the amount of support varying according to the needs of the pupil or as a temporary support when a need arises.

In Bell's Brae, each class teacher will develop a relationship with the pupils in their class and will have an overall picture of how each child is progressing. Parents/carers are welcome to contact their child's class teacher to discuss their child. Regular discussions about learning will take place throughout the year with pupils. From these, pupils will be fully aware of their learning targets and will be encouraged to reflect on their learning. Through this process they will identify their next steps in learning.

Information on how pupils' additional support needs are identified and addressed can be found on Shetland Islands Council's website. The website also provides information on mediation and dispute resolution services, links to the NHS and other agencies or organisations that can provide further support, information and advice about support and advocacy. The direct link is: http://www.shetland.gov.uk/education/asn_home.asp

As mentioned above, Bell's Brae has an Additional Support Needs department that caters for primary children from all areas of Shetland who have severe to profound or complex learning difficulties. We also have Additional Support Needs teachers who provide support for children in the mainstream setting.

An educational review for a child with ASN should take place at least once per year, for those with more complex needs this could be every 6 months or more often as needed. All members of the multi-agency team involved with a child should be invited to attend the review meeting. Parents/carers and others involved with a child's education will be sent a copy of the summary of any review meeting.

Some children with complex additional support needs may be using the CfE milestones for foundation skills and competencies, Literacy and English, Numeracy and Mathematics. Some children may benefit from the SCERTS model. More information about SCERTS and Milestones can be found here:

[BB SCERTS Information Leaflet](#)

[Milestones: Supporting learners with complex additional support needs](#)

Most pupils in the ASN department also spend time in their mainstream class.

Any parents/carers who think their child may require some additional support should contact one of the Depute Head Teachers who can provide advice. It is vital that parents/carers share information about their child's difficulties and successes with the school so that we can best meet their needs.

Other useful information and advice regarding additional support for learning can be found on the Enquire website. The direct link is: <http://www.enquire.org.uk/>

Information about on mediation and dispute resolution services, links to the NHS and other agencies or organisations that can provide further support, information and advice about support and advocacy can be found here: [Additional Support Needs Information Shetland](#)

Target Setting and Individual Educational Programmes

At Bell's Brae we have robust systems in place to identify additional support needs. The management team and ASN teaching staff meet regularly to plan and review support for individual pupils. Guidance for Staged Intervention (February 2022) is closely adhered to during this process to ensure any support provided is fair and equitable.

An Individualised Educational Programme is drawn up for children with additional support needs. This document contains personal details about a child such as their name, address and contact numbers, the nature of their learning difficulty and information on how best to assist the child. It also contains details of curricular aims and long and short-term targets. Targets will be reviewed and updated each term. Class teachers set targets after discussing and carefully considering the needs and abilities of each child with all members of the team of workers involved with the child.

Parents/carers are encouraged to be closely involved in this process. Advice regarding IEPs in Shetland is available on the Shetland ASN Glow tile.

Reviews and Reports

For children with additional support needs, an educational review of their needs will take place at least once per year, this could be every 6 months or more often if needed. All members of the inter-disciplinary team involved with a child will be invited to attend. Written reports are compiled for this review and future targets for a child's Individual Educational Programme will be discussed. Additional reviews can be called at any time, if the need arises. Parents/carers and others involved with a child's education will be sent a copy of the summary of any review meeting.

GIRFEC

Latest information is available at:

[Getting it right for every child \(GIRFEC\): policy statement](#)

and locally at http://www.shetland.gov.uk/children_and_families/GIRFEC.asp

[Supporting documents - GIRFEC wellbeing resources \(SHANARRI\) - gov.scot](#)

Co-ordinated Support Plans

Coordinated Support Plans (CSPs) and GIRFEC Child's Plans and Reviews for children with additional support needs. We have a staged approach to interventions in Shetland. Pupils at Stage 2 will usually have a GIRFEC Child's Plan prepared.

When a child or young person is referred for assessment, it may be found that a coordinated support plan is required to meet the additional support needs of the child or young person. The plan will be required where a child or young person has additional support needs arising from complex or multiple factors that necessitate the coordination of their support from the authority and from other agencies. Parents and children are fully involved in every stage of preparing and reviewing a Coordinated Support Plan or GIRFEC plan. Information about CSPs can be found in the revised Code of Practice chapter 5 <http://www.gov.scot/Publications/2017/12/9598>

Useful links:

[Preventing and Managing Exclusions in Shetland Schools](#)

[Shetland Anti-Bullying Policy](#)