



Inclusion Policy

As a community we grow

Barrhead High School

RAISE THE BARR



Barrhead High School Inclusion Policy

Introduction

For children and young people to be included at school, they must be present, participating, supported and achieving. Together, these four features support the delivery of inclusive learning environments for all children and young people. (Morgan Review: All Our Children and All their Potential, 2020).

At Barrhead High School we provide a safe, welcoming and supportive learning environment. We have high expectations of all learners and we celebrate the diverse talents, abilities and achievements of our community. Staff are well informed and skilled in meeting learners' needs; communication and information sharing is effective and timely; and we strive to ensure there are no limits imposed on our learners' potential.

Additional Support Needs (ASN)

The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009, describes additional support needs (ASN) as a broad and inclusive term which applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.

Barrhead High School is committed to removing barriers to learning while delivering an aspirational curriculum which 'raises the barr' for all.

The Barrhead Capacities underpin our vision for inclusive education for all our learners:

- We want our young people to be successful learners who are enthusiastic about learning and set aspirational goals.
- We want our young people to live our school values so that they leave Barrhead High with the confidence to thrive in a rapidly changing world.
- We want our young people to be active citizens with an awareness of global issues who use their voice to campaign for change.
 - We want our young people to embrace opportunities to develop their resilience and contribute effectively to society.



Identifying learners with ASN

Transitions

Some learners' ASN are known to us when they join Barrhead High School.

The Support Faculty plays a significant role in the primary transitions process, working closely with primary ASN co-ordinators, teaching staff and learners to ensure appropriate supports and strategies are in place and positive relationships are built ahead of a seamless transition.

- Primary visits and observations (extended transitions calendar)
- P7 learner visits (group and individual)
- Parent and carer visits and school tours
- Meeting with P7 teachers to review ASN profiles
- Attendance at primary JST and review meetings
- Ongoing communication between primary ASN co-ordinators and PTs Inclusion and Support for Learning
- Parent and carer S1 information evening in September
- S1 settling-in interviews in October

Referrals

Learners' ASN may emerge during their time at high school. Information about a young person's ASN may come from the learner, their parents or carers, school staff and/or external partners. Barrhead High School adopts a staged approach to support, and learner voice is at the centre of the staged intervention process.

- Universal support refers to the in-class strategies and short-term school supports that are in place to meet learners' needs.
- Level 1 support is the next step if in-class support strategies prove unsuccessful. Level 1 support includes specific targets that are identified and planned in partnership with the learner and their parents or carers. Further assessment of ASN may be carried out to inform support planning at this level.
- Level 2 support is where it is necessary to draw on the expertise of partner agencies to meet learners' needs. With the consent of learners and their parents or carers, learners will be discussed at our Joint Support Team and a referral may be made for specialist advice and support. Further assessment of ASN may be carried out to inform support planning at this level.



Supporting learners with ASN

ASN Profiles

All learners with ASN have an ASN Profile which is accessed via the whole-school ASN Spreadsheet. Profiles are updated in response to each learner's individual circumstances and they are shared confidentially with school staff for the purposes of support planning. Profiles may be updated by Support Faculty teachers or Pastoral teachers.

Wellbeing Plans

Learners who have individual targets related to SHANARRI wellbeing indicators have a Wellbeing Plan. The Wellbeing Plan is reviewed and updated by the learner's Pastoral teacher in partnership with the learner and their parents or carers. Learners who have a Level 2 plan are discussed at Joint Support Team meetings.

Coordinated Support Plans (CSP)

Where appropriate the PTs Inclusion and/ or Support for Learning may be responsible for the coordination of a CSP. The decision to investigate the opening of a CSP will be made at the request of the young person and/ or their family, or by the Joint Support Team and the process follows East Renfrewshire Council's CSP guidelines.

Tracking interviews

The Support Faculty conduct annual tracking interviews with learners who have ASN. These interviews ensure that we are respecting learner voice and that the guidance in our ASN profiles is current.

Additional Assessment Arrangements (AAA)

The PT Support for Learning will coordinate AAA for eligible learners for both internal and external assessments. Further information can be found in the Barrhead High School Additional Assessment Arrangements (AAA) Policy.

Assistive Technology

ICT and assistive technology supports learners to work with independence. Learners with ASN are trained to use a range of digital supports in classwork and assessments. Teaching and support staff are knowledgeable about the ways in which ICT and assistive technology can support learning.



The Base Website

The Support Faculty maintains a comprehensive online support for learners with ASN. The Base website features activities and links to support literacy, numeracy and health and wellbeing.

Bespoke Curriculum and Interventions

The ASN of most learners will be met through high-quality classroom teaching. However, some learners may require bespoke arrangements which target their specific needs. The Support Faculty offers a range of personalised 1:1 or small group interventions, including those which focus on core skills (literacy, numeracy, study skills) and Nurture-based programmes including Forest School and Check-in which support learners' personal development, peer relationships and emotional regulation. In addition, the Support Faculty offers SQA accredited courses including Personal Achievement Award, English for Speakers of other Languages and Mental Health and Wellbeing. Bespoke curricular arrangements and interventions take into account the progression and future pathways of individual learners. Learners and their parents or carers are involved in setting targets and intended outcomes which are then monitored via their Wellbeing Plan and/ or whole school tracking and monitoring processes.

Pupil Support Assistants

Pupil support assistants (PSAs) play a vital role in ensuring learners are safe, healthy, achieving, nurtured, active, respected, responsible and included at Barrhead High School. PSAs will often work with learners who have ASN to promote their inclusion and independence within the curriculum and the wider school. Ongoing communication with teaching staff, and learners themselves, ensures appropriate support strategies are deployed based on learners' individual needs.

Peer Tutors and Paired Reading Programme

The Support Faculty works with senior learners to promote their participation in the support for learners in S1 and S2, and particularly learners with ASN.

Lunch Club

The Support Faculty provides a calm and structured environment at break and lunchtime. Learners can go to room 14, a nurturing space which is supervised by a member of staff at all times.



Staff Development

CLPL

The Support Faculty leads CLPL for school staff to ensure that as a school we are well-equipped to meet the needs of our community. An annual programme of training for NQTS includes sessions on Adverse Childhood Experiences (ACEs), Inclusive Classrooms and Additional Assessment Arrangements. We also offer a rolling programme of refresher training on specific ASN, including ASC and dyslexia, differentiation, support for bilingual learners and assistive technology. Wider staff CLPL responds to learner profiles, school improvement priorities and staff requests. Our PSA team also undertake regular professional learning, both as part of a collaborative programme with cluster secondary schools and through local authority training opportunities.

Consultancy

The Support Faculty works closely with subject departments and individual teachers to support them in developing strategies and differentiated materials for learners who have ASN. Examples of consultancy support may include:

- approaches to meeting the needs of individual learners
- developing creative assessment approaches
- identifying and signposting appropriate materials and CLPL
- adapting resources and/ or lesson planning
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Co-operative Teaching

As a short-term, targeted measure, Support Faculty teachers work alongside subject teachers to ensure that the learning and teaching within class is meeting the needs of pupils with ASN. This involves:

- agreed focus for intervention
- rigorous joint-planning and professional dialogue
- team-teaching
- lesson evaluation



Liaison with Specialist Services

The Support Faculty works closely with a range of specialist services to ensure that we are meeting the needs of all learners. Young people and their parents and carers are fully involved in decision-making.

The services we work with include:

- Educational Psychologist
- Social Work
- Healthier Minds
- Sensory Support Services Team
- Social Justice Manager
- School Nursing Service
- Skills Development Scotland
- College partners
- Community partners

Parental Engagement and Involvement

Barrhead High School understands that parents and carers must be valued, supported and empowered to be engaged in their child's lifelong learning journey. Regular communication ensures learners and their families are active participants in support planning and review. Parents are encouraged to work with the Support Faculty, for example by

- attending information evenings
- attending review meetings
- Regular progress updates
- accessing the school website and Twitter

Monitoring and Reviewing the Policy

A policy review will take place within a three year cycle. Any priorities identified through impact assessments will be addressed through the school improvement plan and Support Faculty improvement plan. Next review: June 2026



Related School Documents:

Nurture Policy
AAA Policy
Positive Relationship Policy
Parental Engagement and Involvement Policy
Barrhead High School PSA Handbook

Further reading:

GIRFEC: <https://www.gov.scot/policies/girfec/> (refreshed 2022)

Morgan Review: All Our Children and All their Potential, 2020

Mental health and wellbeing: whole school approach: framework, 2021

The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009

Supporting Children's Learning: Code of Practice (Revised Edition) 2010

United Nations Convention on the Rights of the Child, 1992 Equality Act, 2010

The Children and Young People (Scotland) Act 2014 Circle Framework:
<https://education.gov.scot/media/raqp5dzk/circle-secondaryresource-int.pdf>