



Inclusion Policy

As a community we grow

Barrhead High School

RAISE THE BARR



Rationale

At Barrhead High School we are committed to the inclusion of all our young people. As the Scottish Government vision for inclusive education states:

“Education is a human right and the foundation for a more just society. An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to achieve to their fullest potential is the cornerstone to achieve equity and excellence in education.”

Building an inclusive learning community is a shared responsibility involving young people, parents and carers, school staff, visitors and partner agencies. This policy works alongside the following documents:

- BHS Transitions Policy
- BHS Equality and Diversity Policy
- BHS Promoting Positive Behaviour Policy
- BHS Nurture Policy
- BHS AAA Policy
- BHS Attendance Policy
- ERC Standard Circulars, including (12) Inclusion

Our inclusive approach is underpinned by the United Nations Convention on the Rights of the Child (UNCRC) and national legislation and policy, including:

- Standards in Scotland's Schools etc. Act 2000.
- Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009)
- Equality Act 2010
- Children and Young People Act 2014 (including GIRFEC)

Aims

As an inclusive school, we aim to:

- maintain a safe, welcoming and supportive learning environment
- celebrate the diverse talents, experiences and achievements of our community
- maximise learners' potential with innovative and flexible opportunities
- deliver an aspirational curriculum with high expectations for all
- work in partnership to identify and remove barriers to learning



Expectations and Responsibilities

Young people are expected to:

- participate in planning the supports that work well for them
- know they can speak to an adult if they require changes to the support in place

Parents and carers are expected to:

- actively advocate for their child
- raise any concerns about their child's learning or wellbeing with the school
- share any updates to their child's circumstances to inform support planning
- work in partnership with the school

Staff are expected to:

- understand the needs of individual young people
- engage in ongoing training to enhance skills in meeting learners' needs
- share concerns appropriately and seek support as needed
- monitor and adapt support in place for learners, in collaboration with colleagues
- provide feedback and relevant information to inform support planning

Transitions

Support for young people begins long before they join Barrhead High School. The Pastoral Team and Support Faculty play a significant role in the primary transitions process, working closely with primary colleagues and learners to ensure appropriate supports and strategies are in place and positive relationships are built to facilitate a seamless transition.

- Primary visits and observations (extended transitions calendar)
- P7 learner visits (group and individual)
- Parent and carer visits and school tours
- Attendance at primary JST and review meetings
- Ongoing communication between primary and secondary staff
- Parent and carer S1 information evening in September
- S1 settling-in interviews in October

Further information can be found in the Barrhead High School Transitions Policy.



What are 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.

Referrals

Some young people's ASN are known to us when they join Barrhead High School; others become apparent later. Information about a young person's ASN may come from the learner, their parents or carers, school staff and/or external partners.

ASN Investigation

If a concern is raised about a potential ASN, the Support Faculty will initiate an investigation which involves gathering relevant information from the young person, their parents or carers and school staff. The young person and their family are central to this process and next steps emerging from the in-school investigation will be planned in partnership.

Support for learners

Support at Barrhead High School is needs-led, and not dependent on a formal diagnosis. We understand that barriers to learning can be complex, and may arise from such factors as family circumstances, disability and health needs, social and emotional factors and the learning environment. We are committed to seeking innovative and flexible adaptations to secure every young person's right to their education.

Barrhead High School adopts a staged approach to support, and learners are active participants in 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

ASN Profiles

All learners with ASN have an ASN Profile. Profiles are produced in collaboration with learners and their parents/ carers, and they are updated in response to each individual circumstances. Profiles 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.

Bespoke Curriculum and Interventions

The needs of most learners will be met through high-quality classroom teaching. However, some learners may, at times, require bespoke arrangements which target their specific needs. Barrhead High School 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.

Bespoke curricular arrangements and interventions take into account the interests, 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 to promote their inclusion and independence across curricular areas 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

Career Long Professional Learning (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.

Collaboration

The Support Faculty works closely with subject departments and individual teachers to support them in developing strategies and adapted materials to ensure all learners are supported to access their curriculum. 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

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 all learners. This involves:

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

Liaison with Specialist Services

At Barrhead High School we closely work 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

Parent/ Carer 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 and carers are encouraged to work with us, for example by

- attending information evenings
- attending review meetings
- sharing progress updates
- engaging with us to resolve any concerns
- accessing the school website and Instagram

Monitoring and Reviewing the Policy

This policy will be reviewed annually to ensure it continues to meet the needs of our school community.