

Scottish Borders Council Inclusion Strategy 2018

The purpose of this strategy is to promote and develop an inclusive culture and practice in all learning establishments within Scottish Borders Council.

Scottish Borders Council's Children and Young People's Directorate has a strong vision for all young people – *In Our Sight, In Our Minds, In Our Actions and Being Heard*. This is set within the ambition to raise the attainment and achievement of Children and Young People whilst ensuring full participation and inclusion.

Context and background

Recent National Guidance has been published which provides a strong legislative framework for promoting inclusive practice in Scottish Schools.

Scottish Borders Council is committed to providing an education service which has a relentless focus on Inclusion, Achievement, Ambition and progress for all. Over the last two years there has been a significant drive to create a culture and ethos of inclusion in Scottish Borders. This strategy provides a framework to build upon this developing culture and to ensure the best possible outcomes for children and young people.

This strategy provides an overarching framework for the wider Inclusion agenda. Consultation will focus on which other strategies need to be developed to support the Inclusion Strategy eg Participation and Partnerships.

Guiding Principles of the Inclusion Strategy

UNIVERSAL

1. Positive relationships will be experienced by pupils and staff in all learning establishments.
2. All staff understands that all behaviours are a form of communication and respond appropriately.
3. Ensure schools deliver inclusive practice through effective learning and teaching and maintain positive learning environments for all children and young people.
4. Support the development of positive relationships in schools by identifying core professional learning and development for staff which is evidence based.
5. Ensure compliance with legislation and National and Local Guidance.
6. Realise the wellbeing of our children and young people through recognising their rights and hearing their voice.
7. Value and celebrate equality and diversity within our learning establishments.

TARGETED

8. Provide targeted support in schools and local communities to meet the needs of our most vulnerable children, young people and families.

9. Ensure that learners affected by poverty are supported to attain and achieve their full potential.
10. Develop a professional learning and development strategy to support targeted approaches.
11. Provide guidance to ensure that exclusion is rarely used and used by schools to support and re-establish or engage the learner

Principles of Practice

The Inclusion strategy will be a key driver in the Council's Education Improvement Plan and be included in all Learning Community and School level Improvement Plans.

- Learning Community 'Inclusion Champions' will support the implementation of the Inclusion Strategy.
- A staged support model of support for inclusion and ASN will be established.
- GTCS standards for Professional Values and Personal Commitment will be used as a benchmarking tool in schools
- We will design and develop a clear planned approach to professional learning on inclusive practice and support schools in order to develop an inclusive practice in all our learning establishments.
- We will work with Learning Establishments to ensure active engagement with statutory duties and codes of practice.
- Learning communities/schools will review/update their Behaviour (Relationship) Policies on a regular basis
- Celebration of diversity will be achieved through the implementation of highly effective practice as identified in How Good Is Our School quality indicator, 3.1 'Ensuring Wellbeing, Equality and Inclusion'.
- Clear links will be made between the SBC Inclusion Policy and the UNCRC in Learning Establishments.
- There will be an overhaul of curriculum design and development (ASN and secondary) – establishing a clear vision and rationale for the curriculum .The structure of the curriculum will provide equity of opportunity to maximise the successes and achievements of all learners. The curriculum will be regularly reviewed.
- Review and update the Council's Attendance Policy in line with Included, Engaged Involved 1.
- Schools will include plans for the Scottish Attainment Challenge fund and/or the Pupil Equity Fund within their improvement plans.
- Partnerships with parents/carers, allied health professionals and the third sector will be a focus for development to ensure effective implementation of the strategy.

Milestones

All Learning Establishments will be familiar with the Council's Inclusion Policy by **December 2018**

A 3 year programme will be established for Professional Learning Plan for training in inclusive practice by **August 2018**

The curriculum offer is expanded for all students by **May 2019**

Secondary curriculum rationales detail clearly how the school will meet the needs of all pupils by **June 2019**.

Professional learning on inclusive practice is undertaken by staff in all Learning Establishments by **August 2020**

Develop links between the Council's Equality and Diversity Policy to be used in conjunction with the Council's Inclusion policy by **August 2018**

All schools will have a behaviour (Relationship) policy in line with National expectations by **June 2019**

Success Criteria (measures to be consulted on with stakeholders)

A suite of measures will be discussed with stakeholders as part of the consultation process. Based upon feedback targets will then be set in the following areas:

Reduced exclusions – at risk group (repeat exclusions)

Increased attainment/achievement at all levels

Increased attendance

Curriculum design and flexible learning pathways at different levels which lead to raising attainment through meeting the needs and aspirations of all learners

Increase in levels of participation for children and young people using the 4 arenas from Education Scotland's resource

Evaluation of professional learning on inclusive strategies and the impact on organisational change

School improvement reports identifying positive qualitative feedback on inclusive practice

The Council's Inclusion Policy used in conjunction with the Equality and Diversity Policy

Using the National Improvement Framework data to demonstrate the closing of the poverty related attainment gap at school and authority level.