
APPROVAL OF FINAL DRAFTS OF INCLUSION FRAMEWORK AND INCLUSION POLICY

Report by Service Director Children & Young People
EXECUTIVE COMMITTEE

21 January 2020

1 PURPOSE AND SUMMARY

- 1.1 **This report proposes that the attached Inclusion Framework (Appendix 1) and Inclusion Policy (Appendix 2) both reflect and align with National guidance and legislation to provide a clear strategic direction on inclusive practice for all schools and Early Years settings in Scottish Border Council.**
- 1.2 The Inclusion Framework (Appendix 1) replaces the previous Inclusion Strategy and the Inclusion Policy (Appendix 2) is a revised and updated version of the draft presented to the Executive Committee in June 2018.
- 1.3 In line with National Legislation and Guidance listed in the previous Committee Report (June 18), recent documents have been published by Scottish Government (Education Scotland) to provide further guidance to Local Authorities and their policy making and outline Scotland's vision and underlying principles of inclusion:
- 1) [Included, Engaged and Involved part 1: A positive approach to promoting and managing attendance in Scottish schools](#) (June 2019)
 - 2) [Guidance on the presumption to provide education in a mainstream setting](#) (March 2019)

Scottish Borders Council has a clear commitment to ensuring children and young people are '*in our sight, in our minds, in our actions and are being heard*' as part of the Council's vision to raise attainment and achievement for all learners whilst ensuring full participation and inclusion. The Inclusion Framework and Policy, along with other associated documents, have been designed to provide learning establishments within Scottish Borders Council a clear framework to build on the developing inclusive culture.

2 RECOMMENDATIONS

2.1 I recommend that the Executive Committee:-

- (a) Agrees to approve the final drafts of the Inclusion Framework (Appendix 1) and Inclusion Policy (Appendix 2) and confirm these can be circulated to all learning establishments in Scottish Borders.**

3 BACKGROUND

3.1 The Scottish Government produced two new documents:

- 1) [Included, Engaged and Involved part 1: A positive approach to promoting and managing attendance in Scottish schools](#)
This guidance replaces 'Included, Engaged and Involved Part 1: Attendance in Scottish Schools' originally published in 2007. It draws together advice on good practice. This guidance seeks to explore and address wider issues around the promotion and management of good attendance and seeks to make stronger links between absence and the protection of children. Attendance is one of the five key drivers for raising attainment, alongside attainment, exclusion, engagement and participation.
- 2) [Guidance on the presumption to provide education in a mainstream setting](#) in March 2019, which provides guidance to education authorities on their duty to provide education in a mainstream school or early learning and childcare setting, unless certain exceptions apply. This guidance sets the presumption of mainstreaming within inclusive practices.

These documents helped support the revisions and updates made to the Inclusion strategy and Policy to form the Inclusion Framework and Policy to align with national advice and policy.

3.2 The Inclusion Framework sits within a suite of frameworks:

- a) Quality Improvement
- b) Learning Teaching & Assessment
- c) Inclusion
- d) Partnerships with Parents

3.2.1 Each of these frameworks are informed by research and strategies known to be successful in pursuit of the overarching aim of raising attainment. They form part of the Council's strategy to raise attainment for all – "**Achieving Excellence in Learning** play **#yourpart**". The Inclusion Framework, and its associated documents, details the actions required by all to ensure the ongoing development of inclusive practices in all learning establishments within Scottish Borders Council.

3.2.2 The Inclusion Framework (*Appendix 1*) is the overarching document of a suite of 5 policies and guidelines which align with Scottish Borders Council Directorate's vision for all young people – *In Our Sight, In Our Minds, In our Actions and Being Heard*. These are:

- 3.2.3 The Inclusion Framework and associated documents, aim to provide a clear framework which supports Scottish Borders Council to implement the national guidance and legislation for inclusion in educational settings whilst building upon the inclusive practice that has been a focus for development in recent years. The framework also allows for flexibility within learning communities and clusters throughout the Scottish Borders to adapt strategies to best meet the needs of learners within their own unique context. All documents in Appendices 1,2 and 3 continue from the previous work to further develop and embed inclusion in Scottish Borders Council's learning settings.

4 CONSULTATION PROCESS

- 4.1 The Council consulted a range of stakeholders in order to ensure that the following aspects of the Inclusion Framework and Policy were reliable, relevant and valid. The aspects for consultation were:
- a) The guiding principles within the Inclusion Framework;
 - b) A 3 year training programme for all staff to support inclusion;
 - c) All key elements within the Inclusion Policy except those covered by statute and national legislation.
- 4.2 Since bringing the draft Inclusion Strategy and Policy to the Executive Committee in June 18, the documents have been out for extensive consultation with a number of stakeholders, namely:
- a) Headteachers – November 2018
 - b) Depute Headteachers – November 2018
 - c) Cluster groups of school staff – Nov – Dec 2018
 - d) Focus groups of parents – Nov to Dec 2018
 - e) Focus group of pupils – Nov to Feb 2018
- 4.2.1 Taking into account revised National guidance, the Inclusion Strategy was replaced by the Inclusion Framework and the Inclusion Policy was revised and updated. These revised documents have been out for consultation and shared with:
- a) Support for Learning Teachers across the authority at a Network meeting in August 2019
 - b) Strategic Inclusion Working Party – Aug – Oct 2019 (HT representatives from 9 Clusters and Educational Psychologists)
 - c) Quality Improvement Team – October 2019
 - d) Strategic Cluster Headteacher Chairs – October 2019 (who shared with other colleagues in the cluster and provided feedback)
 - e) Children & Young People Leadership Group – November 2019
 - f) The Senior Education Officer and Education Officer of Inclusion from Education Scotland at a meeting held in December 2019

Stakeholders' views have been incorporated within the framework and policy as appropriate.

- 4.2 The methods of consultation included:
- a) Online surveys
 - b) Attendance at parent groups
 - c) 1-2-1 meetings with individual parents and Headteachers
 - d) School based events (specific for pupils)
 - e) Engagement with head teachers, teachers and wider staff
 - f) Strategic Inclusion Working Party

5 CONCLUSION

- 5.1 These final documents have been amended and developed based on the information gathered during consultation and national guidance.
- 5.2 The Inclusion Framework (Appendix 1) will be supported by 5 documents of guidance and resources which will further enhance the educational experience of young people in Council learning settings. Appendix 2 (Inclusion Policy) and Appendix 3 (Framework for Staged Intervention) are the final revised versions. The remaining policies and guidelines (Respectful Relationships Policy, Attendance Policy and Nurturing Approaches) are due to be revised and presented to the Executive Committee later this year.
- 5.3 The Council's approach will ensure that all young people living in Scottish Borders experience an inclusive education. The Council will work together to ensure that all children and young people are included, develop a sense of self-worth, a sense of belonging and a self-confidence to achieve.

6 IMPLICATIONS

6.1 Financial

There are no costs attached to any of the recommendations contained in this report.

6.2 Risk and Mitigations

The Council has considered new national documentation and ensure that Council policy and guidance takes account of all national advice, guidance and statute. Officers have fully consulted with a range of partners before finalising documents, therefore mitigating any potential risks to practice.

6.3 Equalities

- (a) An Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications.
- (b) It is anticipated that there are no adverse impact due to race, disability, gender, age, sexual orientation or religion/belief arising from the proposals in this report.

6.4 Acting Sustainably

There are no significant impacts on the economy, community or environment arising from the proposals contained in this report.

6.5 Carbon Management

There are no significant effects on carbon emissions arising from the proposals contained in this report.

6.6 Rural Proofing

This report does not relate to new or amended policy or strategy and as a result rural proofing is not an applicable consideration.

6.7 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to be made to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals contained in this report.

7 CONSULTATION

7.1 The Chief Officer Education, Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR and the Clerk to the Council have been consulted and any comments have been incorporated into the final report.

Approved by

Stuart Easingwood

Signature

Interim Service Director Children & Young People

Author(s)

Name	Designation and Contact Number
Carolyn Didcock	Quality Improvement Officer, Education

Background Papers:

Scottish Government papers:
Included, Engaged and Involved (Part 1) –A Positive Approach to promoting and Managing School Attendance (2019),
Included, Engaged and Involved (Part 2) –A Positive Approach to preventing and Managing School Exclusions (2017),
Guidance on the presumption to provide education in a mainstream setting (2019),
Better Relationships, Better Learning, Better Behaviour (2013),
Children and Young People (Scotland) Act (2014),
National Improvement Framework (2016),
Getting it Right for Looked after Children and Young People Strategy (2015-2020)

Previous Minute Reference: June 2018

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