

**EAST AYRSHIRE COUNCIL:
DEPARTMENT OF EDUCATIONAL
AND SOCIAL SERVICES**

**PATHWAYS TO INCLUSION: A
STRATEGY**

Revised May 2004

1. PURPOSE

- 1.1** To describe a strategy of inclusion for social emotional and behavioural difficulties.

2. BACKGROUND

- 2.1** In its annual statement of improvement objectives, East Ayrshire has given a high priority to increasing self discipline of pupils. This is given under the heading of National Priority 2. There are however other areas covered in the National Priorities framework that are relevant to the notion of inclusion and the promotion of self discipline.
- 2.2** Over the academic sessions 2001-2003 a multi disciplinary group met chaired by the Director of Educational and Social Services in order to discuss the concepts that lay behind a policy of inclusion, particularly for children affected by Social Emotional and Behavioural Difficulties (SEBD). The membership of the group is given at Annex A. During the life of that group a variety of papers were produced which made suggestions both on the philosophy and practicalities of inclusion. This paper is the result of those deliberations.
- 2.3** The issues described in this paper have also been the subject of general consultation with headteachers at a number of seminars and headteacher meetings. Colleagues from the spectrum of services supporting young people have also been consulted in a representative basis. The results from these consultations have indicated that colleagues are supportive of the general approach described in the following paragraphs.
- 2.4** At its meeting of 11 April 2002, the Education Committee considered a report on "Learning Partnerships". This latter paper sets the overall framework within which the "Pathways to Inclusion" strategy will be delivered.
- 2.5** The Standards in Scotland's Schools etc Act, 2000 makes it clear that children have a right both to a school education and to have their talents developed to the fullest potential. These rights to an education are undiminished by exclusion. In practical terms this means that any exclusion has the following effects:
- The education of the young person is disrupted, with a clear implication for the development of their talents and potential.
 - Additional burdens are imposed on teachers both in making provision during exclusion and in the re-integration process.
 - Alternative provision is expensive and draws resources away from schools and the wider benefit of the pupil community.
 - Young people are labelled and react accordingly
 - Burdens are imposed on other support agencies

3. THE STRATEGY

3.1 This paper examines a number of aspects of provision:

- The Strategic and Planning Framework at Authority Level
- The Authority Approach to Staged Intervention
- Managing change
- Financial aspects

An attempt is made to set out the various roles of the different parts of the Authority organisation and to particularly emphasise the important part played by schools, class teachers and headteachers. However, in considering this approach it would be wrong to think of this problem as being capable of analysis into various compartments of provision. Rather, this is a collective responsibility in which pupils, parents, staff (teaching and ancillary), schools, allied services and the Authority all have a mutually supportive role to play. The complexity of the issues makes this a significant area of concern for management at all levels. Equally, it is an area in which policy cannot be divorced, or stand remote from, the experience of practice. There is a need therefore to develop, implement, monitor, evaluate and refine policy on a continued cycle. Existing approaches to development planning, already well established in the Authority, are capable of delivering this approach.

4. The Strategic and Planning Framework at Authority Level

4.1 Policy

The Authority is committed to a policy of inclusion. This is apparent from a number of existing documents and those in production, including:

- The Authority's Statement of Commitment
- The Annual Statement of Improvement Objectives, 2004
- The Annual Service Improvement Plans for the Education Department
- An overarching policy on inclusion produced in 2004
- Every Child is Special 2002, a policy on special educational needs
- Commitment to Inclusion, Education Committee 5 February 2002
- Revised Policy on Special Educational Needs, Summer 2002
- Commitment to the Social Inclusion Partnership expressed through several documents
- The adoption of the Integrated Community School concept
- Charter of Rights
- Looked After and Accommodated Policy
- Early Intervention Strategy
- Community Learning Plan
- The Community Plan published in 2003

Taken together these statements establish and reinforce the basic principle that children should be educated within their local community in the school to which they are zoned. The only significant exceptions to this would be:

- In the case of parental placing request;
- An established special educational need that cannot be met in the local school;
- A wish to be educated in the Gaelic medium or other lesser used language; and
- Hospitalisation, ill health or other legal basis for education "by other means"

Over the years, in order to support the application of this policy, the Authority has developed a range of resources and approaches to support young people and establishments.

4.2 Standard Circulars on School Exclusion and Multi-Disciplinary Assessment

Standard Circular 8 relates to exclusion from school was revised in the wake of the Standards in Scotland's Schools etc Act, 2000 and subsequently in 2004 following revised SEED guidance. Although fundamentally concerned with codifying the procedures under which a child or young person can be excluded from school, the revision of Standard Circular 8 also considered the wider educational issues, the principle of "last resort", and the rights of children and young people. The Standard Circular also pointed out that any excluded child was likely to face difficulties upon re-admission that might manifest themselves in behaviours that would cause more disruption to learning.

This general approach was supplemented by Standard Circular 76 which formalised the workings of multi-disciplinary assessment teams (often referred to as SATs and CATs). These are child-centred approaches which seek to harness the potential of involvement of colleagues from a range of backgrounds in case management. Standard Circular 76 is, also an early, formalised, statement of the Authority's approach to staged intervention.

4.3 Better Behaviour - Better Learning

In the autumn of 2001, the Scottish Executive Education Department (SEED) issued a document entitled "Better Behaviour – Better Learning". This was followed by an action plan which itemized the various responsibilities of participants in the education system. In addition to putting positive behaviour towards the top of the national agenda, it, like other documents also emphasized the need to promote positive and imaginative approaches to discipline management. As a consequence both schools and education authorities were expected to bring forward through development planning processes, proposals to deal with behaviour management problems.

In March 2002 SEED issued a CD-ROM entitled "Dealing With Disruption". This provides a number of staff development activities. It, too, takes an holistic approach to the issue and emphasises aspects of service provision which are aimed at creating the right climate within the education service to prevent or reduce disruption.

4.4 Supporting Learning Partnerships

At its meeting of 11 April 2002, the Education Committee considered a paper on "Learning Partnerships". This concept builds on the former idea of cluster groups. It seeks to produce better co-ordination of services at local level by empowering managers within establishments and services to make decisions that meet the local need. This new managerial arrangement has rapidly become consolidated within the life of the Authority. There is recognition that this type of approach has the potential to produce a more flexible and responsive deployment of resources in relation to need. Such a view was reflected in an independent evaluation of learning partnerships conducted in 2003.

4.5 Flexibility in the Curriculum

Through a paper approved by the Education Committee on 05 February 2002, schools can better meet the needs of children by a flexible approach to curricular planning. It is therefore no longer essential that all children should complete 8 Standard Grades across all curricular modes. A variety of methods can be used to better capitalise on the interests and aptitudes of young people and teachers alike. By using such a strategy, schools are enabled to reduce the sense of alienation from the traditional curriculum that has been experienced by some young people. In turn, this will promote a more inclusive ethos in establishments.

4.6 Circle Time

Since 2000, the Authority, working through the Quality Improvement Team, has organised a programme of staff development and training in Circle Time. This programme has been extremely well received by schools and staff. It has therefore become a familiar and important part of provision and the encouragement of positive approaches to managing pupil discipline through the promotion of self-respect. This programme will therefore continue and develop. The Circle Time approach is complementary to other strategies within Pathways to Inclusion – notably the Authority’s approach to Staged Intervention.

4.7 Staged Intervention

The Staged Intervention approach draws extensively on best practice throughout the United Kingdom. Its introduction to schools in East Ayrshire has been managed by Psychological Services in partnership with Youth Strategy. This is an approach that seeks to manage the problems associated with indiscipline as near to the classroom as possible. The merits of Staged Intervention were recognised in the national report “Better Behaviour – Better Learning”, but more importantly, it is valued by classroom teachers. Staged Intervention requires the appointment of recognised practitioners as behaviour co-ordinators (BeCos) in schools. Establishments wishing to take this initiative forward are supported by the Authority’s approach to devolved school management (DSM).

4.8 Provision of Statistics

The Authority collects a range of relevant statistics. These include:

- Free Meal Entitlement (FME)
- Footwear and Clothing Grant
- Attendance and Absence
- Exclusions
- Attainment Data
- Looked-after and accommodated children

In a transparent approach, it has been the practice to make these statistics available to heads of establishment and services. This is in order to provide direct feedback to management, but also to promote in-depth discussions at establishment and learning partnership level as part of monitoring and evaluation procedures. This will continue and develop.

4.9 Identification of good practice

Some establishments are more successful than others in addressing the issues that are associated with managing difficult behaviour in children and young people. There is, however, a universal commitment to inclusion with an associated recognition that exclusion at any level will in all probability create difficulties for learners, families and fellow professionals. There is therefore a pressing need to continue to identify and disseminate good practice. This will be achieved through:

- More effective use of the departmental web-site
- Organisation of seminars and staff development opportunities

- Monitoring and dissemination by Quality Improvement staff
- Good-Practice write-ups as appropriate.
- Use of Staged Intervention and Circle Time training events
- Access to national seminars
- Use of the “Dealing with Disruption” CD-ROM
- Joint training on school exclusion; social exclusion and related meetings

4.10 Staff development

“A Teaching Profession for the 21st Century” introduced contractual Continuing Professional Development (CPD) for teachers. In addition to the formalised provision through Staged Intervention and Circle Time it is expected that teachers and other staff will commit to this issue through the variety of CPD opportunities linked to the Local Improvement Objectives. This should be logically managed through the Staff Development and Review process. For some staff this area will only require a light touch approach while others may want a more in-depth support. Staff development on this matter will be a priority consideration as part of probationers’ support programmes during the induction year.

5. The Authority Approach to Intervention

- 5.1** In defining the Pathway to Inclusion the Authority will apply the principles that have emerged from national work in the area of special educational needs where it has proved to be an effective way of approaching a complex problem. This approach is based on minimal intervention with transition to higher levels of response being managed by assessment processes. This approach has won the support of practitioners, parents, children and young people alike and is wholly compatible with the idea of inclusion.

To work, however, such a hierarchy of phased responses needs to be owned by all levels in the system. The tendency must be resisted to apply expedient solutions in reaction to external pressures and miss out logical steps in the progression through stages. The most successful interventions result in practicable solutions being found as near to the classroom as possible.

The pathway is defined by a series of resources that may be brought to support a young person, or group of young people, with social emotional and behavioural difficulties. Sequential progression along the pathway is not inevitable. Rather, the aim of each stage is to return the young person to the beginning, or at least the previous stage of the pathway. An essential part of this process is the notion of continual review of each case. No decision, once taken is absolute. All decisions must be subject to review in the light of experience and the development of the young person.

- 5.2** The steps in the staged intervention process are:

- Step 1. Classroom
- Step 2. Department
- Step 3. School
- Step 4. Learning Partnership
- Step 5. Authority – stage 1 (part-time)
- Step 6. Authority – stage 2 (full-time)
- Step 7. Specialist placement

Each step in the pathway is described in more detail below

6. Step 1 : Delivery at Class Level

6.1 Responsibilities

The fundamental responsibility for behaviour in class rests with the child. Self-discipline and its acquisition, is an important part of the learning process. It is central to our society that everyone should work to a set of shared norms of behaviour and values based on respect for the individual. Expectations and rules are an intrinsic part of all successful social structures. Parents and teachers have a shared responsibility to support young people in the acquisition of self discipline that will help them to become successful members of society. It therefore follows that approaches to teaching and learning and classroom organisation should aim to promote self-discipline in young people. Teachers will wish to promote a strong partnership with parents, and young people themselves in this shared aim.

6.2 Ethos

Guidance on promotion of a positive classroom ethos is given in the CD-ROM “Dealing with Disruption”. Classrooms should provide an atmosphere in which everyone relates to one another on a basis of self-respect. There should be a purposeful working atmosphere that is conducive to learning. Confrontation should not become a routine part of the learning experience.

6.3 Organisation

Classrooms should be well organised and present an ordered learning atmosphere. Each classroom will present a different organisational environment according to:

- The learning and teaching methods being used.
- The subject being studied.
- The age, stage and needs of the learners.
- The number of learners.

However, the following guidelines have universal application:

- All lessons should be well-planned, with clear outcomes which are known to the learners.
- The reasons for undertaking tasks should be explained.
- Class routines should be established and known to the learners.
- The respective roles of teacher and pupil should be understood by all.
- The environment should be tidy, business-like and ordered.

Learning and teaching approaches should reflect suitable levels of differentiation while maintaining intellectual challenge. For some learners, individual education programmes (IEPs), co-ordinated support plans (CSPs), personal learning plans (PLPs) or care plans will be developed. Teachers need to know their role in

delivering these plans and programmes and should be given the opportunity to contribute to the planning process.

6.4 Strategies

The various strategies available to teachers are well rehearsed elsewhere. All teachers are aware that there is a hierarchy of sanctions available to them. These are best applied judiciously. Confrontation is best avoided. It is better to use low-order strategies in preference to escalation to the maximum level immediately. The expert teacher will know how to deflect and defuse situations rather than escalating them.

All teachers and ancillary staff have the right to expect full support from their line managers when they have dealt with a situation in a professional manner and all alternatives have been explored and exhausted.

6.5 Continuing Professional Development

As society changes and learning and teaching methods develop, so the atmosphere of classrooms will alter. Equally, new methods of managing children's behaviour are being developed that do not rely on recourse to the lock-step of misbehaviour-sanction. As part of the contractual commitment to continuing professional development teachers will wish to take advantage of these developments in approaches to classroom management.

6.6 Communication

The effective management of children with social emotional and behavioural difficulties relies on communication. It has been found that an exchange of information between class teacher and home using a diary system, or equivalent measures, can be helpful to both teacher and parents. Strengthened dialogue between teacher and home is one of the main foundations of the pathways to inclusion approach.

It is also important that class teachers communicate through the school's line management if they have emerging concerns about young people at as early a stage as possible. This will facilitate early intervention.

6.7 Co-operation

Class teachers can make an important contribution to multi-disciplinary approaches. Working with colleagues from other agencies should be seen as an important part of CPD. Wherever possible, class teachers should be given the opportunity to contribute directly to multi-disciplinary team meetings and case conferences. Equally, class teachers are entitled to know the results from such meetings together with their role in delivering any care plan, individualised education programme or co-ordinated support plan. Class teachers should expect the full support of the professional agencies who can contribute to the management of children in difficulties.

7. Step 2 : Delivery at Department Level

This section is primarily framed in relation to secondary schools. Its content will however also have relevance to special schools and large primary schools where a departmental management structure exists.

7.1 Responsibility

The management of a department is the responsibility of the principal teacher, or in some cases a member of school senior management. Staff who have been promoted to these positions have much to offer in the pathways to inclusion process. They can therefore be reasonably expected to bring their experience and expertise to bear to assist unpromoted staff and pupils within the learning context where difficulties are being experienced. Such promoted staff will be able to make a considerable contribution to the management of such cases. Their role is therefore much more than transmitting problems to the school senior management.

7.2 Ethos

It is a task of middle managers, or appropriate senior staff to create the correct working atmosphere in their area of responsibility. Staff should feel supported in terms of the advice that is available to them and the direct support where necessary. Promoted staff have a duty to monitor the provision in their department and provide opportunities where problems can be aired in a spirit of openness, honesty and transparency with constructive solutions offered.

7.3 Organisation

Promoted staff should offer guidance to teachers on the development of expectations for classroom behaviour. This will be specific to the situation while also taking account of whole-school guidance of the department or stage, but will cover matters such as:

- Rules/codes
- Subject specific issues
- Health and safety

There will also be a departmental policy on referral of matters to promoted staff. Guidance will also be offered on how this area will be monitored and evaluated. It is anticipated that departmental or stage meetings will offer a significant opportunity for staff to review the operation of policies, including those relating to behaviour.

7.4 Strategies

Departments will adapt the curriculum and learning and teaching approaches to the needs of the individual learners, groups and classes that come to them. In this way a stimulating learning environment will be offered that will do much to reduce student alienation from the curriculum. This important aspect of the teaching task will include consideration of;

- Alternative ways of presenting material;
- Differentiation of learning tasks;
- Contextualising learning in terms of “real world” situations;
- Enterprising activities;
- Deployment of the lessons from the latest “brain research”; and
- Appropriate use of educational technology.

In developing these approaches, consideration will also be given to matters such as:

- Homework policy
- Marking and correction policy
- Development of departmental sanctions
- Policy on presentation of work
- Completion of mandatory assessments for SQA purposes
- Departmental supported study

The leader of the department also has a critical responsibility in consultation with school senior management in deciding the correct deployment of staff and pupils to classes. The effective use of co-operative teaching, classroom assistants and SEN auxiliaries will be critically important, as will the creation of teaching groups of optimal size and composition.

7.5 Staff development

The departmental leader has first-line responsibility for managing the staff development of their team. Most obviously this will be through contributions to the Authority’s staff development and review process. However, at departmental level there are opportunities for CPD that are more difficult to organise at other levels:

- Co-operative and team teaching.
- Development of specific learning resources.
- Development of new teaching approaches.
- Discussion of particular cases or issues and identification of solutions
- Sharing good practice.

It is the departmental leader’s responsibility to identify the needs of their team and to discuss these with the school staff development co-ordinator.

7.6 Communication

At departmental level, communication is a two way process. The departmental leader will wish to communicate any problems that are creating difficulty or causing concern to school senior management or pupil support staff. Equally, the school senior management will need to communicate on equivalent matters through the departmental leader. The departmental meeting is an excellent opportunity for this, and the practice of a link senior management person will facilitate the process.

It should be anticipated that there may be challenging messages to be relayed in either direction. This should be seen as part of an essential professional dialogue. Teachers may therefore have important comments on the operation or efficacy of school policy. Conversely, senior management may have identified that there are particular issues coming from a department or classroom. In both cases, discussion is essential.

There is also much to be gained in discussion between departments on particular cases. This will help to identify difficulties and effective practice alike – and therefore solutions should emerge naturally from a professional and focused dialogue.

7.7 Co-operation

Departments do not exist in isolation. They can make an important contribution to the development of school policy on the one hand, and monitoring and evaluating it on the other. While departments should be encouraged to tailor whole-school approaches to their own situation, the maintenance of a team approach across the school is essential. This is particularly the case in areas related to behaviour management where consistency of approach is paramount. By taking responsibility for supervision of common areas of the school departments can make a key contribution to a positive ethos.

There is a particular need to work closely with pupil support staff to ensure that complete packages of support can be delivered to pupils in difficulty and that the statutory obligations to those children are met.

8. Step 3 : Delivery at School Level

8.1 Responsibility

The management of a school is the responsibility of the head teacher, supported by school senior management and promoted staff. In the case of inclusive approaches, however, all staff have a role to play and share the responsibility. Staff in senior promoted posts have an influential role in the pathways to inclusion process. They should bring their considerable experience and expertise to bear to support all staff where difficulties are being experienced. At this level, the concept of support should not be narrowly interpreted as administratively processing decisions that have in practice been taken at a more junior level. The role of senior staff including headteachers in this process is exceptionally demanding, it is:

- To advise staff appropriately and to establish and reinforce the ground rules that underpin a positive approach to discipline in a fair, consistent and reasonable manner.
- To resolve incidents and cases of unacceptable behaviour as near to the classroom as possible.
- To manage resources and implement strategies in such a way that escalation to crisis intervention becomes rare. This will be achieved by ensuring that the opportunities to establish consensus are never exhausted, and that decisions are not taken prematurely before all of the facts have been considered.
- To ensure that exclusion genuinely is a sanction of last resort.
- To seek advice and additional resources where a particular case cannot be dealt with at school level.

Senior staff will wish to continually evaluate their own decisions. In the context of Best Value this evaluation will benchmark against recognition that any failure to resolve an issue at school level will result directly in a disproportionate amount of resources being lost to the education of the vast majority of pupils. At the same time, staff should always feel supported, and know that when needed, strong decisions will be taken. Sound decision making based on this balance of pressures is the hallmark of effective senior management.

The only member of staff authorised to exclude a child from school is the headteacher, or acting headteacher. The procedures in SC8 must be followed and exclusions only justified as a last resort.

8.2 Ethos

Headteachers should promote a positive ethos in the school. The promotion of a positive ethos is best approached through a variety of strategies. It is unlikely that any single approach will work in isolation. Therefore headteachers will need to consider in their overall strategy for managing the school in this context:

- The clear establishment and communication of the schools vision, values and aims

- Consistent and continual reinforcement of the vision, values and aims through all of the policies and practices of the school.
- Establishing a positive, focused and challenging approach to the work of the school in partnership with all involved.
- Reinforcing good work by both pupils and staff using positive recognition and rewards systems.
- High visibility of all school managers in all areas of the school's life.
- Monitoring and evaluating all aspects of the work of the school.
- Intervention and support where necessary.

8.3 Organisation

8.3.1 Approach to Managing Discipline

The school should have a clear statement on how it manages discipline. This should be the subject of wide consultation including involvement of the school board and pupil council (or equivalent). There is a real difference between the management of discipline and the management of indiscipline. It is the former that is of critical importance. Although it may deal with codes of conduct, dress codes, attendance and similar issues, the core of the school's approach to discipline will be defined by the positive ethos of the establishment.

There must, too, be a clear statement known to pupils and parents on how incidents of indiscipline will be managed. Of all school statements it is likely that this one will be subject to greatest continuing review and refinement.

8.3.2 Flexibility in the Curriculum

The Authority has a statement of policy on the use of flexibility in the curriculum. Schools should use this flexibility to ensure that so far as possible all pupils are provided with a relevant set of experiences that meet their learning needs.

8.3.3 Strong Support for Learning Department

In order to support inclusion, whether through special educational needs or through social emotional and behavioural difficulties, there requires to be a strong approach to support for learning. This will be led by the relevant principal teacher or senior manager. It will involve the effective deployment of support for learning staff, including those provided from sources external to the school. It will also however consider how ancillary staff such as SEN auxiliaries and classroom assistants can be best used to support pupils' learning.

Support for learning is a collective responsibility. Arrangements must be in place to allow learning support specialists to link effectively with classroom practice. Colleagues with a support for learning background have an important part to play in advising class teachers, contributing to policy development and monitoring effective practice both in relation to individualised pupils and general support matters.

8.3.4 Pupil Support Staff

A considerable investment is made in the school staffing structure by the employment of promoted support staff. “A Teaching Profession for the 21st Century” has allowed discussions in schools on the possible role and deployment of guidance teachers. The possibility of guidance staff in the primary school also exists. Pupil support staff engage in a wide variety of tasks. Reports from schools continually re-emphasise that pupils support staff spend a disproportionate amount of time engaged in disciplinary issues. Schools should consider how they can best use the experience and expertise of pupil support staff within their overall approach. This deployment should retain a focus on how the development of the child can be best supported.

The needs of looked after children should be given special consideration in a school’s pastoral care arrangements. A member of staff should be appointed as a co-ordinator for looked-after children.

8.4 Strategies

8.4.1 Staged Intervention

This approach has been developed as a result of best practice nationally and the East Approach was recognised in the Scottish Executive Report “Better Behaviour – Better Learning”. The Authority has run an extensive programme of training on this initiative. A key element of the approach is the identification of a behaviour co-ordinator (BeCo) from within the staff. With the support of the BeCo, and the techniques associate with this approach, the number of incidents escalating beyond classroom level will be reduced.

8.4.2 Pupil Support Team

Schools should give strong consideration to forming a pupil support team (PST). This will be deployed to help manage cases, mainly as a result of recommendations emanating from the School Assessment Team (SAT). The PST should be led by a promoted member of staff and may consist of:

- School learning support staff
- Behaviour support staff
- BeCo
- Nominated guidance/pastoral care teacher
- Educational psychologist
- Social worker
- Community Learning officer
- Home/Parent link worker
- Home/School Link Worker (Looked After Children)

It is the role of the pupil support team to :

- Implement recommendations from SAT or other review processes
- Support class teachers directly or through advice and staff development
- Contribute to whole-school strategies

8.4.3 Behaviour Support Base Policy

The establishment of behaviour support bases was one of the key recommendations of “Better Behaviour – Better Learning”. Some East Ayrshire schools have had considerable success with this type of facility. A behaviour support base requires to be a place of effective learning which strikes the right balance between presenting a business-like environment while also being consistent with the positive ethos of the establishment. Work should be supervised by a member of staff who has proven skills in managing the behaviour of challenging pupils.

8.4.4 Related Policies and Strategies

In developing these approaches, consideration will also be given to matters such as:

- Curricular framework.
- Pastoral care policy.
- Documentation on personal and social education.
- Timetabling policy.
- Policy on home-school links/parental partnership.
- Guidelines for the school assessment team.
- Homework policy.
- Whole-school marking and correction policy.
- Supported study.

The headteacher is responsible for the deployment of staff in order to best deliver the school aims. This will include the correct mix of subject specialists, pastoral care staff and learning support teachers. The effective use of co-operative teaching, classroom assistants and SEN auxiliaries are all important considerations in the context of behaviour support and the management of intervention.

8.5 Staff development

The school will have a staff development policy that is consistent with the Authority scheme of staff development and review. From 2002 onwards teachers are required contractually to undertake 35 hours of continuous professional development annually. The issue of pupil behaviour and its management is included in the Authority local improvement objectives, and this in turn is a result of concerns expressed by the profession in consultative and other exercises. Headteachers should therefore expect that staff will wish to undertake CPD activities in this area of provision. Where staff are having particular difficulties headteachers should encourage them to access relevant CPD opportunities and include this within the CPD arrangements. Initiatives such as staged intervention and Circle Time should be high on the list of CPD priorities for many staff.

The Authority will through its programme of courses and seminars ensure that a range of CPD opportunities are available to staff in the area covered by the Pathways to Inclusion concept.

8.6 Communication

In order to manage inclusion successfully, school senior managements will need to establish and maintain effective links with a number of agencies. This communication will exist at three different levels. Each level reflecting a different purpose:

- Multi-disciplinary assessment through SAT, CAT and Children's Hearing processes.
- Co-ordination of support following assessment. This will include such issues as review meetings, construction of IEPs, CSPs, PLPs and care plans.
- Strategic review of overall service development.

In all cases the school will be the recipient of information on pupils as well as a contributor to other agencies. School managers who receive information on individual cases, groups or wider issues such as community problems must ensure that all relevant staff are informed and the necessary actions that follow are taken.

The agencies with which the school require to be in contact include:

- Social services staff
- Psychological services
- Community Learning and Development
- Health professionals
- Police
- Reporter to the Children's Panel
- Learning Support Network
- Youth Strategy

8.7 Co-operation

8.7.1 School Board

The school board has a statutory duty to support the management of the school in the improvement of provision. This duty consolidates the position of the school board in its role of being consulted on key areas of development – in this context, dress codes, codes of conduct and discipline policies are particularly relevant. Head teachers will, however, also wish to work with school boards in terms of explaining objectives in the improvement plan and seeking their help in reinforcing these messages with the wider school community and parents. Certainly school board members should be encouraged to sit on attendance councils and appeals committees.

8.7.2 Other establishments and Services

The Authority's strategy of promoting learning partnerships builds on the good practice that has hitherto existed as "cluster groups". Under the learning partnership concept establishments and services in a local area will co-operate to benefit the individual child. In practice this means that schools will work closely together through sharing expertise, staff and resources. Moreover, the nature of working with other colleagues will develop into a wider teamwork approach involving mutual support, co-operation and agreed action. More background to this is given in the next section.

8.7.3 Inclusion

All children are entitled to a school-based education as a legal right. With the exception of parents actively choosing home education, therefore, all children will be educated in school. If a child is excluded, the Authority still must make provision for education to continue. The Authority's policy of inclusion relies on the schools playing a key role. Excellent work has already taken place to reduce rates of exclusion, and this will continue. Headteachers have expressed considerable concern when excluded children are being moved from one school to another. Educationally, such movement rarely works resulting in lower attainment for the child and is often associated with poor attendance and increased alienation. Placements in Youth Strategy, although highly effective for some, should only ever be seen as a temporary measure. It should therefore be expected that as a matter of principle, all children will be educated in their catchment area school so long as this is appropriate for their age and any special educational needs.

9. Step 4 : Delivery at Learning Partnership Level

9.1 Ethos

Schools will always wish to develop their own ethos and distinctive ways of working. As co-operation increases between establishments and services there will be much to be gained by working together to develop shared standards and norms on issues such as behaviour management, expectations on quality and presentation of work. It will also be beneficial for better understanding of methods of classroom organisation to be developed across the sectors.

Within the Authority area many problems for children and young people originate in the community and from particular rivalries. Effective work between establishments involving children and parents has the potential to reduce tensions attributed to this source.

9.2 The Curriculum

Work within the learning partnerships will naturally focus on curricular continuity – both in terms of planning and delivery. Although natural priority will be given to literacy and numeracy, other curricular areas should not be ignored. Co-operation on Personal and Social Education (PSE) will yield benefits both in terms of shared expertise and resources but also in the exchange of good practice on the promotion of children's self discipline and positive self esteem.

9.3 Support for Learning

As time progresses, learning partnerships will be expected to develop an increasingly sophisticated approach to pupil support. This approach will evolve around the related concepts of:

- Support for learning
- Early intervention
- Behaviour support

9.4 Targeting

The Authority will devolve resources and staffing to the learning partnerships for local management. The effective use of these resources and staff does not simply rest on finding, and agreeing, formulae for distribution. Views will be developed on the relationship between the three concepts above in facilitating learning and promoting positive behaviour. It is expected that in a teamwork situation heads of establishment and educational services will target resources at where they are likely to yield the maximum long term benefit for the learning partnership as a whole.

9.5 Forward Planning

There is also a requirement for managers to look at the skills of staff that are available to them and develop a profile that is likely to meet the long term needs of the pupil population. In consultation with all concerned therefore staff will acquire skills in specialisms such as behaviour support, ADHD, Asperger's

syndrome, ASD, dyslexia, dyspraxia etc. Ultimately, learning partnerships should have a full range of skills and advice available to them.

It also follows that judgements will have to be made about the balance to be held between staff with a generalist role in teaching as against those who are deployed to meet specialist needs.

9.6 Pupil Support Team

While staff will operate within establishments where they will be responsible to the head teacher, the learning partnership will have available a considerable range of staffing composed of:

- Network support staff
- Behaviour support staffing
- Early intervention team
- Organic learning support staff
- Guidance and pastoral care staff
- SEN nursery nurses
- SEN auxiliaries
- Classroom assistants
- Social deprivation staffing
- Home/school link workers
- Community Learning staff
- Home/School Link Teacher (Looked After Children)
- Social services staff
- Community learning workers

It will be expected that best use will be made of this considerable amount of resourcing through the further development of innovative approaches and multi-disciplinary working.

9.7 Integrated Community Schools

The integrated community school concept has replaced that of the new community school. There have been two new community school pilots in East Ayrshire. One was centred on Kilmarnock Academy and Hillhead Primary School while the second is based at Cumnock Academy. Funding has been confirmed for the roll-out of the new community school concept across the Authority. In order to make a difference the key characteristics include:

- Better integration of services at learning partnership level.
- Increased involvement of social services and health professionals in the educational process.
- Continued development of Personal Learning Plans.
- Shared CPD

Provision has been made for additional staffing to improve co-ordination of services. The staff who have this function as a focus of their work will clearly

have a key role in supporting schools to derive best use of the wide variety of services available.

9.8 Support to communities

Community learning staff have been allocated a central position within the learning partnership. They will be able to support families through adult literacy and numeracy projects. Staff in community learning also have special skills and are in a unique position to engage with young people and create in them a sense of wider social responsibility and interest in the learning process using non-conventional methods. How young people can better engage with the services offered by Community Learning is one of the major opportunities for the learning partnership.

9.9 Shared Resources and Approaches

Under the “Better Behaviour – Better learning” initiative funds were allocated to learning partnerships. This was one of the first of such allocations and engaged colleagues in collaborative work to identify priorities in order to target, allocate, share and make best use of resources. Learning partnerships are encouraged to look at the resources that are collectively available and ensure that best use is made of them to the benefit of young people. There is already good practice in the Authority in the Cumnock and Grange partnerships where establishments have agreed a joint plan of action to create a behaviour support base and pooled resources to realise the plan. Primary schools in the St Joseph’s Academy partnership work together through a shared outdoor learning programme to promote self-esteem and facilitate primary-secondary transition.

Co-operation will however also extend to developing common and shared approaches to issues at local level. Again, this will facilitate best use of resources and the ability, for example to jointly train staff. More importantly however it will ease times of transition and reduce disruption to learning. Such work includes:

- The curriculum
- Learning and teaching strategies
- Homework
- Assessment
- Reporting
- Home-school links
- Creation of shared expectations in pupils
- Common approach to dress codes, codes of conduct etc
- Promoting positive behaviour
- Schemes of sanctions
- Protocols for exchange of information

9.10 Linking to External Support

The structure of the learning partnership will facilitate improved links with other agencies such as educational psychology and social work services. Both of

these agencies have much to offer to the development of the Pathways to Inclusion model at local level. Both have played a significant role in the production of the overall strategy. It is likely that these and other services will be of great assistance in areas such as:

- Direct support to pupils
- Direct support to families
- Advising headteachers and key school staff
- Contributing to CPD
- Developing local strategies and establishment based strategies.

10. Step 5 : Delivery at Authority Level (Stage 1)

10.1 The Authority responses at this level differ from those at Stage 5 principally in the level of association with the base school. Within this Step, the primary educational responsibility remains with the base school. Provision should be seen as anticipating that the pupil will return to school. It is therefore incumbent on school managements to have arrangements in place that will work on the assumption of a return to school. In practice this will mean:

- The pupil stays on base school register.
- Time away from school is minimised.
- A member of staff at the base school is nominated to supervise the pupil's educational welfare.
- The base school will receive reports and monitors attainment and achievements.
- Reintegration will be staged and supported according to young people's needs.

10.2 Directorate letter

Some schools apply for a letter to be written by the Authority to parents and pupils when exclusions have reached a certain level (usually 10 days). Standard Circular 8 does not require this. It is an option that is available, however.

10.3 Directorate referral (optional)

On occasions headteachers have asked for a young person to be interviewed by a member of the directorate even though there is no procedural requirement for this. There is a limited capacity for this facility to be used too frequently. It is only appropriate in the following circumstances:

- There has been an exclusion of at least 5 days.
- There is an exceptional circumstance relating to the exclusion incident.
- Such an interview is likely to have an impact on the development of the pupil's behaviour.

10.4 Directorate referral (mandatory)

Where the level of exclusion has reached or exceeded the relevant level specified in the standard circular in any session then the case must be referred to the directorate for disposal. The procedures under which this step is taken is defined in Standard Circular 8. The referral must be accompanied by the minutes of relevant multi-disciplinary team minutes. In addition to being a sanction in itself, this meeting is a means of co-ordinating the resources at Authority and school level. The member of the directorate chairing the meeting will consider the various options that are available and will pay particular attention to any recommendations coming from the multi-disciplinary team.

10.5 Community Assessment Team (CAT)

The role of the CAT is described in Standard Circular 76. It is through the CAT system that access can be gained to resources beyond the school. It is a multi-

disciplinary meeting aimed at co-ordinating resources to support young people. Authority resources are accessed through the CAT. Equally, it is the CAT that will consider cases where re-integration to school is possible.

10.6 College placement

For some young people, it may be possible to design an educational programme in partnership with the local further education colleges. The circumstances under which this can occur are described in Standard Circular 4A. Schools will however retain responsibility for the educational attainment, attendance and behaviour of young people while attending College. It will only be suitable for young people who are of sufficient age and orientation to benefit.

10.7 Split placement

In certain circumstances it may be possible to consider a split placement for a young person. This could be between two establishments – such as a mainstream and special school – but equally could be with the Youth Strategy (see below), or an external provider such as Rathbone CI, or an FE College.

10.8 Reduced timetable

For some children who cannot benefit from a full timetable it may be possible for the Authority to agree to a reduced timetable. Such an application must be supported by an educational psychologist and will rest heavily on the “age, ability and aptitude” criteria established in the Education Scotland Act, 1980 and the requirement under the Standards in Scotland’s Schools etc Act, 2000 to develop talents to the fullest potential. Provision of this nature will be exceptional.

10.9 Youth Strategy (1st Phase)

A temporary placement in the Youth Strategy may be recommended by the CAT. This will be for assessment purposes and will last no more than 8 weeks. The Youth Strategy placement at this level is designed to provide a greater insight into the young person’s needs and to plan for future provision.

10.10 Youth Strategy (2nd Phase)

Following the first phase the young person may be assessed as needing further support from Youth Strategy. An individual package of support will be assembled that may comprise in addition to a time in one of the Youth Strategy bases:

- Split placement with the base school.
- Work with College.
- Support from Support to Communities staff.
- Social Work support.
- Vocational placement.
- Outdoor education.
- Other measures as appropriate.

11. Step 6 : Delivery at Authority Level (Stage 2)

11.1 Move of establishment

In exceptional circumstances, a move of establishment may be considered. This decision can only be taken at directorate level. A move of establishment raises a number of issues:

- The likely support from parents.
- The likely support from the pupil concerned.
- Disruption to the child's education.
- Problems created for the receiving school.

The idea of moving pupils between establishments is discussed in paragraph 8.7.3. In practice a move of establishment creates more problems than it solves and will only be appropriate if there is an irretrievable situation in the base school or community.

11.2 Youth Strategy (Full Time)

A full time Youth Strategy placement may be considered if this is seen to be appropriate following the assessment stages. This step will only be taken with extreme reluctance since in practice it will mean that re-integration into mainstream will be extremely difficult. Since the Youth Strategy is not staffed to take anything other than a small number of cases it is unlikely that a full timetable will be able to be offered. Instead, provision will rest on a wider package of support in partnership with Support to Communities, Social Services and parents. Centre-based tuition may be a specific resource for some young people. Where possible, arrangements will be made for young people to complete SQA qualifications.

11.3 Vocational placement

The Authority presently has a contract with an external provider for vocationally related placements. These are managed through the Youth Strategy and CAT systems. They are only suited to pupils who are in, or who are entering, S4. Places are limited within this provision which has proved to be beneficial to participants. It forms a viable alternative to establishment- based education for suitable cases.

11.4 Centre-based tuition

Centre-based tuition is a minimal provision which can only be considered for S4 pupils. It has extremely limited capacity. Although it offers one-to-one support, the time available is limited and the possibility to re-accessing mainstream provision is greatly reduced. This is therefore only an option of last resort.

11.5 Education at home

It is a parental responsibility to secure adequate educational provision for their children. If a child has difficulty conforming to the norms expected in a school then it remains an option for the parent to educate "by other means". In this case

the Authority has a monitoring responsibility. Permission to withdraw from school is given by the Authority and cannot be unreasonably withheld. Such permission would be given in these circumstances only if the parent can produce a convincing case that they are using this as a serious rather than expedient option. While this measure is available to parents and may therefore be a possibility in managing difficult cases, the education of pupils should be seen as a fundamental task of schools.

12. Step 7 : Outwith Placements

12.1 Prioritisation Group

The Prioritisation Group is jointly populated by staff from educational and social work backgrounds. Its task is to gatekeep access to external placements under arrangements described in Standard Circular 76. In order for an external placement to be approved a proforma must be signed by the respective Heads of Service and finally authorised by the Director of Educational and Social Services.

Once arranged it will be difficult to reintegrate children placed in specialist provision. This must however remain a possibility. All placements will therefore be subject to review. The collective aim is to reduce such placements to an absolute minimum. The reintegration process will be managed through established Prioritisation Group-Youth Strategy-CAT procedures, and will include curricular considerations.

12.2 Option Appraisal

The level of funding associated with an outwith placement is such that it can only be considered by the application of an option appraisal process. This process will evaluate the advantages, disadvantages and costs associated with the various alternatives:

1. In-house package
2. Section 23 placement
3. Voluntary/private sector provision (including possibilities offered by alternative providers)

13. Managing Change

13.1 Local Improvement Objectives

The overall direction for service development is provided in the annual statement of local improvement objectives. The development of the provision described here is consistent with both national priorities and the local plan which will remain the principle drivers for change.

13.2 Establishment and Service Improvement Plans

By implementing the Pathways to Inclusion strategy establishments will be automatically overtaking a number of the areas covered by the Local Improvement Objectives. This document has been presented in a format that will allow a convenient extraction of those aspects of the strategy that apply to their area of provision. It is anticipated that the issues covered by Pathways to Inclusion will be prominent in discussions in Learning Partnerships and the roll-out of New Community Schools. Shared development priorities should therefore emerge at local level.

13.3 Specific Funding

These developments have already been supported with specific funding from the national initiative on Framework for Intervention and implementation of “Better Behaviour – Better Learning”. Further allocations will be made from existing mainstream resources and the National Priorities Action Fund. It is anticipated that heads of establishments and services will also give priority to this area which has achieved prominence as a significant issue throughout the education service.

Savings against budget on outwith placements will be re-allocated to establishments and services in order to progress the aims of this initiative.

13.4 Continuing Professional Development

The Authority will through its programme of courses and seminars ensure that a range of CPD opportunities are available to staff in the area covered by the Pathways to Inclusion concept.

13.5 Monitoring and Evaluating

Basic responsibility for monitoring and evaluating resides with the individual heads of establishment and heads of support services involved. However, this strategy is of such importance in the life of the Authority that it will be essential to review its successful implementation. This will be done in three ways. The Pathways to Inclusion Group established at Authority level will continue to meet on at least a three monthly cycle and review progress in implementation. Lastly, the research and intelligence officer will collect and analyse data and disseminate it to the directorate, establishments and services and learning partnership to facilitate management action and review processes.

14. CONCLUSION

- 14.1** This area of provision is complex. Society is continuing to evolve with changing expectations of young people and schools and this is reflected in developments in legislation, regulations and exemplifications of best practice. Of necessity therefore the nature and intentions of provision must change in response. It is essential therefore to view the initiatives collected under the banner of Pathways to Inclusion to be no more than the basis upon which future provision may be developed.

ANNEX A**MEMBERSHIP OF THE PATHWAYS TO INCLUSION GROUP**

John Mulgrew	Director of Educational and Social Services
Graham Short	Head of Service : Quality Improvement
John McCarney	Head of Service : Support to Schools
Tom Williams	Principal Psychologist
Ronnie Thompson	Senior Educational Psychologist
Maggie Fallon	Manager, Youth Strategy
Fred Wildridge	Headteacher, Grange Academy
Muriel Reid	Quality Improvement Officer (SEN)
Hugh Carswell	Integration Manager, New Community Schools
Jackie MacLean	Headteacher, Shortlees Primary School
Neil McBride	Service Officer, Children and Families
Bill Eadie	Principal Officer, Children and Families, Criminal Justice

ANNEX B**PATHWAYS TO INCLUSION : SUMMARY**

Level	Responsibility	Roles and strategies
Classroom	Class teacher	Positive approach to discipline Classroom code of conduct Well organised learning Clear expectations Contribution to and implementation of individualised programmes. Staged Intervention
School Department	Middle/senior manager	Direct advice and support to staff. Departmental codes of conduct Development of effective learning programmes Clear rationale for class organisation Effective deployment of staff Acquisition of effective learning resources Staff Development and Review
School/Establishment	Head of Establishment	Effective curricular planning Creation of positive ethos Creation of a culture of achievement for all Development of clear policies on attendance, discipline and inclusion Advice and support from senior staff Strong approach to support for learning Well organised guidance and pastoral support Best use of Staged Intervention Leadership of the Pupil Support Team Behaviour support base effectively organised. Staff development and review and continuing professional development organised effectively Well run multi-disciplinary teams Development of effective approaches for IEPs, PLPs, CSPs and care plans. Good links to support services and external agencies
Learning Partnership	Heads of Establishment	Co-operation on curricular planning Unified approach to PSE Targeting of support for learning Forward planning to meet the needs of pupils

		<p>Managing times of transition Securing best use of support services attached to the learning Partnership. Shared approach to behaviour support. Effective implementation of Integrated Community School concept</p>
Authority	Directorate	<p>Provision of policy and strategic framework Organisation of systems that will deliver effective SDR and CPD. Support for Staged Intervention Provision of effective support services. Provision of alternative means of service delivery including Youth Strategy Securing Best Value from Youth Strategy, vocational and external placements. Gate-keeping alternative resources or types of provision Direct support to schools for specific cases. Oversight of multi-disciplinary assessment systems Provision of management information Monitoring and evaluating delivery of strategy</p>