

Leadership, Management and Inclusive Practice

- 1 Leadership, Management and Inclusive Practice
- 2 Ethos
- 3 Effective Learning and Teaching
- 4 Behaviour Management and Support
- 5 Sustaining Inclusiveness

Information is available in Braille, on tape, in large print and community language. Please contact the Interpretation and Translation Service on 0131 242 8181.

هذه المعلومات متوفرة بلغة بزل وعلى شريط ويخط كبير وبلغات الجالية. الرجاء الإتصال بخدمة الترجمة على الهاتف 0131 242 8181

এই তথ্য আপনি ব্রইল, টেপ, বড় অক্ষরে এবং কমিউনিটির বিভিন্ন ভাষায় পাবেন। অনুগ্রহ করে ইন্টারপ্রিটেশন অ্যান্ড ট্রান্সলেশন সার্ভিসের সঙ্গে যোগাযোগ করুন। টেলিফোন: 0131 242 8181

這份資料是可以凸字、錄音帶、大字印刷及社區語言的式本提供。請聯絡傳譯及翻譯服務部。電話：0131 242 8181

ਇਹ ਜਾਣਕਾਰੀ (ਹਿੰਦੀ) ਟੈਪ, ਬ੍ਰੇਲ, ਵੱਡੇ ਫੋਂਟ ਅਤੇ ਸਮਾਜ ਦੀਆਂ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ। ਇਹ ਸੇਵਾ ਲਈ ਸੰਪਰਕ ਕਰੋ। ਟੈਲੀਫੋਨ ਨੰਬਰ: 0131 242 8181

یہ معلومات بڑی (ہندی) ٹیپ، بڑے فونٹ اور سماج کی دیگر زبانوں میں دستیاب ہیں۔ براہ کرم ایسا کرنے کے لیے رابطہ کریں۔ 0131 242 8181 پر ایف ایم کریں۔

Informacje te mogą być przełożone na język Braille'a, dostępne na taśmie magnetofonowej lub wydane dużym drukiem oraz przetłumaczone na języki mniejszości narodowych. Prosimy o kontakt z Usługami Tłumaczeniowymi pod numerem 0131 242 8181.

For further information please contact

Alison Raeburn
 Interim Additional Support Needs Manager (ASN)
01506 282634

DATA LABEL: PUBLIC



Indicator 1**Leadership, Management and Inclusive Practice**

How do we know?	Some Features We Might Look For	Overall Evaluation						Evidence/Future Action
		1	2	3	4	5	6	
How effective is school leadership in taking forward inclusive approaches?	<ul style="list-style-type: none"> Understand the context of the school and systematically seek out and develop productive partnerships in the immediate and wider community 							
	<ul style="list-style-type: none"> The Head Teacher recognises the need for support, challenge and stimulation through actively seeking feedback from partner agencies (in particular, the Cluster Resource Group) 							
	<ul style="list-style-type: none"> The Head Teacher recognises and values the contribution of others to the school's activities and the part the school can play in meeting the needs and expectations of the wider community 							
	<ul style="list-style-type: none"> The Head Teacher and Management Team are proactive in driving a vision on inclusiveness for the school which impacts on policy and practice 							
	<ul style="list-style-type: none"> The Head Teacher and Management Team seek the involvement of all staff in promoting an inclusive approach 							
	<ul style="list-style-type: none"> The Head Teacher and Management Team identify appropriate targets in support of school inclusion 							
	<ul style="list-style-type: none"> The Head Teacher ensures that plans are put in place at strategic and individual child level addressing barriers to inclusion in order to ensure effective achievement 							
	<ul style="list-style-type: none"> Devolved budgets are used creatively to support the needs of all learners 							
	<ul style="list-style-type: none"> The Head Teacher and management team adopt a solution focused approach to meeting need 							
	<ul style="list-style-type: none"> Self evaluation is embedded in the school's culture. It is focused on improving learning and reducing barriers to learning 							
	<ul style="list-style-type: none"> Staff at all levels propose and lead developments and improvements. Young people contribute effectively to this work 							
	<ul style="list-style-type: none"> Staff are challenged and supported to provide efficient learning experience for all pupils 							
	<ul style="list-style-type: none"> The Head Teacher takes forward a collaborative approach and gives a high priority to building confidence and self-esteem in others and to helping colleagues develop and contribute to the inclusion agenda. 							
	<ul style="list-style-type: none"> The Head Teacher and management team are a model of good practice for the staff and community, are principled and clearly demonstrate professional integrity in taking forward inclusive practice within the school and with partner agencies 							
	<ul style="list-style-type: none"> The Head Teacher and management team develop processes which allow others to exercise leadership and to be innovative in developing inclusive practice within and outwith the school environment 							
<ul style="list-style-type: none"> The Head Teacher inspires and empowers staff and pupils to make a difference 								

Ways of Finding Out

- School Plan
- Minutes of whole staff meetings
- Targets evidenced at review
- Personal learning planning/multi-agency support plans
- Outcome of Cluster Resource Group meetings

Ethos

Information is available in Braille, on tape, in large print and community language. Please contact the Interpretation and Translation Service on 0131 242 8181.

هذه المعلومات متوفرة بلغة برايل وعلى شريط ويخط كبير وبلغات الجالية. الرجاء الإتصال بخدمة الترجمة على الهاتف 0131 242 8181

এই তথ্য আসনি ব্রেইল, টেপ, বড় অক্ষরে এবং কমিউনিটি ভাষায় উপলব্ধ। অনুগ্রহ করে ইন্টারপ্রিটেশন অ্যান্ড ট্রান্সলেশন সার্ভিসের সঙ্গে যোগাযোগ করুন। টেলিফোন: 0131 242 8181

這份資料是可以凸字、錄音帶、大字印刷及社區語言的文本提供。請聯絡傳譯及翻譯服務部。電話：0131 242 8181

ਇਹ ਜਾਣਕਾਰੀ (ਬ੍ਰੇਲ) ਟੇਪ, ਵੱਡੇ ਫੋਂਟ ਦੇ ਪ੍ਰਿੰਟ ਅਤੇ ਸਮਾਜ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ। ਇਹ ਸੇਵਾ ਟੈਲੀਫੋਨ 'ਤੇ 0131 242 8181 ਨੰਬਰ 'ਤੇ ਮਿਲ ਸਕਦੀ ਹੈ।

یہ معلومات بریل (بڑے فونٹ پر) اور ٹیپ اور بڑے حروف پر دستیاب ہو سکتی ہیں۔ براہ کرم براہ کرم 0131 242 8181 پر رابطہ قائم کریں۔

Informacje te mogą być przełożone na język Braille'a, dostępne na taśmie magnetofonowej lub wydane dużym drukiem oraz przetłumaczone na języki mniejszości narodowych. Prosimy o kontakt z Usługami Tłumaczeniowymi pod numerem 0131 242 8181.

- 1 Leadership, Management and Inclusive Practice
- 2 Ethos
- 3 Effective Learning and Teaching
- 4 Behaviour Management and Support
- 5 Sustaining Inclusiveness

For further information please contact

Alison Raeburn
 Interim Additional Support Needs Manager (ASN)
 01506 282634



Indicator 2**Ethos**

How do we know?	Some Features We Might Look For	Overall Evaluation						Evidence/Future Action
		1	2	3	4	5	6	
Does the school demonstrate a clear commitment to Inclusive Practice?	■ All staff are fully committed to joint working and work with a variety of partners to provide a rich and inclusive educational experience							
	■ Staff actively reduce barriers and obstacles which hinder joint working							
	■ The Head Teacher works proactively with partner agencies to include all children within their own school							
	■ School aims emphasise an inclusive approach. Aims are demonstrated and evidenced across the school							
	■ A Curriculum for Excellence is achieved for all, including the most challenging pupil							
	■ Policies and procedures acknowledge and value parents and young people as partners							
	■ Evidence involving partnerships with partner agencies							
	■ Evidence of effective consultation procedures							
	■ Parents/carers are an integral part finding solutions to meet the needs of children and young people							
	■ Relevant information shared promptly and efficiently across the school and with partner agencies							
	■ The school is a key partner in the Cluster Resource Group							
	■ Individual and group achievements are recognised, communicated to and celebrated with parents/carers in a wider community							
	■ School fosters high expectations for all its pupils, targeting effective achievement for all							
	■ Parents and young people work with the school to develop Individualised Education Plans.							
	■ The school works closely with other agencies in support of a staged approach to meeting need							
	■ Close monitoring occurs of pupil progress to evaluate effectiveness of support plans							
■ Reasons for decision are fully explained to those affected by them								
■ Communication focuses on progress/next steps and not perceived deficits of the pupil.								
Do we place enough emphasis on encouraging participation?	■ Parents and young people actively encouraged to participate in decision-making process as appropriate							
	■ Effective links with partner agencies in developing out more focussed multi-agency support plan for individual children							
	■ The school fosters high expectations for all pupils targeting resources to ensure achievement for all							
	■ Pupils are consulted about their needs and aspirations and their views are taken into account in developing learning programmes							
	■ Teachers and partner agencies work together to ensure a culture of high expectation for pupils with additional learning needs.							
	■ Appropriately challenging learning targets are set with all pupils including those with additional support needs.							
	■ All staff are made aware of the admission of new pupils, in particular pupils with additional needs							

Ways of Finding Out

- Discussion with CRG partners
- Outcome of consultation
- Parent Focus Groups
- Evidence of shared information
- Target setting and support for children to achieve these – Pupil Focus Groups

Effective Learning and Teaching

- 1 Leadership, Management and Inclusive Practice
- 2 Ethos
- 3 Effective Learning and Teaching
- 4 Behaviour Management and Support
- 5 Sustaining Inclusiveness

Information is available in Braille, on tape, in large print and community language. Please contact the Interpretation and Translation Service on 0131 242 8181.

هذه المعلومات متوفرة بلغة برايل وعلى شريط ويخط كبير وبلغات الجالية. الرجاء الإتصال بخدمة الترجمة على الهاتف 0131 242 8181

এই তথ্য ব্রাইল, টেপ, বড় অক্ষরে এবং কমিউনিটি ভাষায় উপলব্ধ। অনুগ্রহ করে ইন্টারপ্রিটেশন অ্যান্ড ট্রান্সলেশন সার্ভিসের সঙ্গে যোগাযোগ করুন। টেলিফোন: 0131 242 8181

這份資料是可以凸字、錄音帶、大字印刷及社區語言的文本提供。請聯絡傳譯及翻譯服務部。電話：0131 242 8181

ਇਹ ਜਾਣਕਾਰੀ (ਬ੍ਰੇਲ) ਟੇਪ, ਵੱਡੇ ਫੋਨਟ ਅਤੇ ਸਮਾਜ ਭਾਸ਼ਾ ਵਿੱਚ ਉਪਲਬਧ ਹੈ। ਇਹ ਆਪਣੇ ਟੈਲੀਫੋਨ ਅਤੇ ਟਰਾਂਸਲੇਸ਼ਨ ਸੇਵਾਵਾਂ ਨੂੰ ਇਸ ਨੰਬਰ 'ਤੇ ਸੰਪਰਕ ਕਰੋ। 0131 242 8181

یہ معلومات بریل (بڑے فونٹ)، ٹیپ، بڑے حروف اور کمیونٹی زبانوں میں دستیاب ہیں۔ براہ کرم ایئر 0131 242 8181 پر رابطہ قائم کریں۔

Informacje te mogą być przełożone na język Braille'a, dostępne na taśmie magnetofonowej lub wydane dużym drukiem oraz przetłumaczone na języki mniejszości narodowych. Prosimy o kontakt z Usługami Tłumaczeniowymi pod numerem 0131 242 8181.

For further information please contact

Alison Raeburn
 Interim Additional Support Needs Manager (ASN)
 01506 282634



Indicator 3**Effective Learning and Teaching**

How do we know?	Some Features We Might Look For	Overall Evaluation						Evidence/Future Action
		1	2	3	4	5	6	
To what extent is there an inclusive approach to curriculum planning and delivery?	■ Teachers are supported in planning and delivery of the curriculum to meet needs of all pupils							
	■ Pupils with additional support needs have full access to a broad, balanced and progressive curriculum							
	■ Staff take active steps to encourage parents to engage with the school							
	■ Planning and target setting support continuity and progression of learning at periods of transfer and transition							
	■ Teachers and support staff actively engaged in collaborative planning of the curriculum							
	■ Individual class/subject teachers liaise regularly with the Pupil Support Manager and Principal Teacher (Support)							
	■ Reasonable adjustments are made to include all pupils in learning.							
	■ The role of any additional adults in classrooms is clearly defined and planned to promote effective learning							
To what extent are lessons accessible to all pupils?	■ Adults actively promote attention to task and independent learning for all pupils							
	■ Learning and teaching policy provides a framework for ensuring that all learners are treated fairly							
	■ Staff recognise and continually keep up to date with what constitutes excellent practice							
	■ A variety of teaching styles and approaches is used							
	■ The curriculum is differentiated, and an elaborated curriculum is provided for those pupils who require such, eg life skills/work placement/flexible packages							
	■ Pupils with additional learning needs participate as fully as possible in mainstream classes and activities							
	■ Individualised Education Programmes provide clear guidance to teaching staff and members of support services on the most effective and efficient ways of meeting additional educational needs.							
	■ IEPs set out smart targets and are integrated fully with care plans, looked after and accommodated children plans and personal learning plans							
To what extent does the PSD curriculum promote inclusion?	■ A variety of pupil groupings is planned to maximise achievement							
	■ Pupils are involved in setting personal and group attainment goals							
	■ The curriculum is planned to encourage the development of self-esteem, increased independence and self advocacy							
To what extent does the PSD curriculum promote inclusion?	■ Positive and supportive relationships are encouraged and modelled consistently by adults in the school							
	■ Arrangements are made for supporting pupils who are vulnerable during break times and between lessons							
	■ Assessment seen as a collaborative exercise							
To what extent does the PSD curriculum promote inclusion?	■ Co-ordinated and multi-disciplinary processes of assessment in place							
	■ Consistently applied review and assessment procedures							
	■ Written record of assessment outcomes and future action agreed and understood							
	■ Joint review of outcomes with partner agencies							
How effectively are needs assessed	■ Expectation of each partner identified within action plans							
	■ Evidence that intervention has affected change							
To what extent does a school have appropriate arrangements for support and learning of pupils who are absent through illness or are excluded	■ The school has clear arrangements in place for supporting children who are ill							
	■ The school follows national and local authority guidance to support pupils who it has excluded.							
How effective do we use space within the school?	■ Classes and learning areas are planned to maximise access for all pupils							
	■ Space is provided to support individual and small group needs and also school visits and activities are planned to include all pupils or to broaden the experience of pupils							

Ways of Finding Out

- Possible use of video recordings of teaching sessions
- Mutual observation during team teaching situations
- Monitoring by SMT
- Monitor course/topic plans
- Discuss with colleagues
- Absence consultation/planning meetings
- Discussion with support for learning
- Review folders, records and profiles
- Review assessment results
- Talk to pupils about the purpose of tasks and the response to these
- Discussion with parents

Behaviour Management and Support

- 1 Leadership, Management and Inclusive Practice
- 2 Ethos
- 3 Effective Learning and Teaching
- 4 Behaviour Management and Support
- 5 Sustaining Inclusiveness

Information is available in Braille, on tape, in large print and community languages. Please contact the Interpretation and Translation Service on 0131 242 8181.

هذه المعلومات متوفرة بلغة برايل وعلى شريط ويخط كبير وبلغات الجالية. الرجاء الإتصال بخدمة الترجمة على الهاتف 0131 242 8181

এই তথ্য আপনি ব্রইল, টেপ, বড় অক্ষরে এবং কমিউনিটির বিভিন্ন ভাষায় পড়তে পারেন। অনুগ্রহ করে ইন্টারপ্রেটেশন অ্যান্ড ট্রান্সলেশন সার্ভিসের সঙ্গে যোগাযোগ করুন। টেলিঃ 0131 242 8181

這份資料是可以凸字、錄音帶、大字印刷及社區語言的式本提供。請聯絡傳譯及翻譯服務部。電話：0131 242 8181

ਇਹ ਜਾਣਕਾਰੀ (ਬ੍ਰੈਲ) ਟੈਪ, ਵੱਡੇ ਟਿੱਪਣੀ, ਟੇਪ, ਅਤੇ ਸਮੂਹ ਦੀਆਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ। ਇਹ ਜਾਣਕਾਰੀ ਲਈ ਸੇਵਾਵਾਂ ਪ੍ਰਦਾਨ ਕਰਨ ਲਈ ਸੇਵਾਵਾਂ ਦੀ ਸਹਾਇਤਾ ਲਈ ਸੰਪਰਕ ਕਰੋ। ਟੈਲੀਫੋਨ: 0131 242 8181

این معلومات بریل (بریل)، نوار، چاپ بزرگ و زبانهای جامعه در دسترس است. برای اطلاعات بیشتر، لطفاً با واحد ترجمه و تفسیر تماس بگیرید. تلفن: 0131 242 8181

Informacje te mogą być przekazane w języku Braille'a, dostępne na taśmie, magnetofonowej lub wydane dużym drukiem oraz przetłumaczone na języki mniejszości narodowych. Prosimy o kontakt z Usługami Tłumaczeniowymi pod numerem 0131 242 8181.

For further information please contact

Alison Raeburn
 Interim Additional Support Needs Manager (ASN)
 01506 282634



Indicator 4**Behaviour Management and Support**

How do we know?	Some Features We Might Look For	Overall Evaluation						Evidence/Future Action
		1	2	3	4	5	6	
To what extent is the whole school approach to behaviour management and support?	<ul style="list-style-type: none"> The school has an agreed positive behaviour policy which recognises the importance of self-esteem and is implemented by all staff 							
	<ul style="list-style-type: none"> There is an emphasis on positive approaches, using consistently applied system of rewards, privileges and consequences across the school 							
	<ul style="list-style-type: none"> Staff, pupils and parents are familiar with the behaviour policy 							
	<ul style="list-style-type: none"> Induction arrangements are provided for all staff including supply staff and behaviour management is evident in the planning and delivery of the curriculum across the school 							
To what extent is there a collaborative approach to implementing positive behaviour management	<ul style="list-style-type: none"> Regularly reviewed systems in place to assess and monitor pupils with behavioural needs, eg risk assessments/ Individual Behaviour Plans 							
	<ul style="list-style-type: none"> Data is collected to inform decisions at individual pupil, classroom and whole school level 							
To what extent is there a collaborative approach to implementing positive behaviour management	<ul style="list-style-type: none"> Team approach to working with partner agencies to generate and implement creative, inclusive and flexible responses to challenging behaviour 							
	<ul style="list-style-type: none"> Evidence of strategies which promote a preventative approach 							
	<ul style="list-style-type: none"> Pupils contribute to the monitoring and evaluation of their own targets 							
	<ul style="list-style-type: none"> Evidence of peer mentoring approaches 							
To what extent are staff supported in the management of challenging behaviour?	<ul style="list-style-type: none"> Roles and responsibilities of all staff are clearly defined within policy 							
	<ul style="list-style-type: none"> High priority given to Continued Professional Development and sharing of good practice 							
	<ul style="list-style-type: none"> Challenging behaviour is addressed within the context of social inclusion and disability 							
	<ul style="list-style-type: none"> Clear support routes for staff in meeting the needs of individual pupils who present challenging behaviour 							
	<ul style="list-style-type: none"> Parents and carers encouraged to support the school in managing challenging behaviour 							
To what extent does the school maximise attendance of all pupils?	<ul style="list-style-type: none"> Procedures to monitor and promote attendance 							
	<ul style="list-style-type: none"> Analysis of data for more vulnerable groups 							
	<ul style="list-style-type: none"> School has a positive relationships with partner agencies to maximise attendance and in support of pupils following exclusion 							
	<ul style="list-style-type: none"> A proactive approach to ensuring a flexible curriculum for those children who cannot maintain full-time mainstream attendance 							
	<ul style="list-style-type: none"> Alternatives to Exclusion evident. 							

Ways of Finding Out

- Whole school policy
- Exclusion data
- Pupil/Parent focus groups
- Evidence of behaviour plans and support base

Indicator 5**Sustaining Inclusiveness – Participation and Consultation**

How do we know?	Some Features We Might Look For	Overall Evaluation						Evidence/Future Action
		1	2	3	4	5	6	
To what extent do the school's resources support an inclusive approach?	<ul style="list-style-type: none"> Financial, human and physical resources are targeted to maximise curricular and social inclusion for all learners. 							
	<ul style="list-style-type: none"> Evidence that the school recognises that some learners require more resources than others do and meets those requirements fully. 							
	<ul style="list-style-type: none"> Transparency in use of ALN funding. 							
	<ul style="list-style-type: none"> Audit funding is used creatively to support the inclusion and achievement of individual and groups of young people with additional needs. 							
	<ul style="list-style-type: none"> Transparent and supportive system for monitoring reviewing provision for children with additional learning needs are used effectively 							
	<ul style="list-style-type: none"> Management information systems inform future action in relation to targeting resources 							
How are human resources deployed to promote the achievement and well-being of all pupils?	<ul style="list-style-type: none"> All adults in the school accept responsibility for all children and young people. 							
	<ul style="list-style-type: none"> Effective team work is a key part of developments. 							
	<ul style="list-style-type: none"> At all levels, the school provides clear and agreed roles and responsibilities for adults in meeting pupil needs, using a co-ordinated approach to planning. 							
	<ul style="list-style-type: none"> Opportunities for sharing differing professional perspectives before decisions are reached is a key part of active planning 							
Do we place enough emphasis on Continued Professional Development?	<ul style="list-style-type: none"> Evidence of systematic approach to professional development 							
	<ul style="list-style-type: none"> Achieve engagement in taking forward opportunities to share good practice 							
	<ul style="list-style-type: none"> Joint training has taken place with other agencies and service providers in relation to developing excellent provision for children 							
Do we place enough emphasis on encouraging participation?	<ul style="list-style-type: none"> Consultation mechanisms within the school are well defined and supported 							
	<ul style="list-style-type: none"> Consultation is seen as a priority in terms of developing appropriate support plans for children with additional needs key recommendations evolve from consultation 							
	<ul style="list-style-type: none"> Reasons for decisions are explained clearly in terms of next steps 							
	<ul style="list-style-type: none"> Children, young people and their families are consulted and listened to in all issues which affect them. 							
	<ul style="list-style-type: none"> Commitment to positive communication with parents, young people and partner agencies 							
How effective are systems of quality assurance and improvement?	<ul style="list-style-type: none"> Agreed system of quality insurance in place across the school which includes a system of self-evaluation which addresses issues of inclusiveness. 							
	<ul style="list-style-type: none"> The co-ordination and review of outcomes of multi-agency support plans is undertaken on a regular basis 							
	<ul style="list-style-type: none"> Transparent and supportive system for monitoring and reviewing provision against key principles as adopted. 							

Ways of Finding Out

- Whole school policy
- Tone of letters sent from school
- Staff form groups
- Staff review
- School implement planned Standard and Quality reports