

Inclusion Review Update – Feb 24

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Edinburgh Learns for Life

Our Vision

A fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community, and in the workplace.

Our Mission

To create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued. To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

Our Goals



Transform

We will provide inclusive, equitable, valuable learning opportunities for everyone.



Connect

We will use a place based approach to build collaborative and sustainable learning communities and networks.



Empower

We will co-create the environments where learners can lead and shape their own learning.



Vision - In Edinburgh, every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel: We belong, we contribute, we learn, we are supported, and we help others

Framework - details the actions required by all to ensure the ongoing development of inclusive learning communities and positions the policy Included, Engaged, Involved in Edinburgh at the heart of all Inclusive Practice in the city

Key Performance Measures –

- Every school has an inclusive curriculum which is co-created to be flexible, tailored, promote independence and skills, and accredited
- Every school culture promotes Relationships, Rights, Restorative approaches, and Resilience
- All children have the right help at the right time from the right people to support their wellbeing in the right place, to make progress in line with their own personal learning targets
- Every learner who needs it has an effective transition at all stages of their learner journey
- Learning communities actively promote inclusion with all families, learners and staff
- All Edinburgh's children are present; participating, achieving and supported

Collaborative Enquiry Findings

- Schools and early years settings are very well resourced
- Committed, dedicated, and skilled staff who show commitment to meeting the needs of all learners.
- Overall vision for inclusion is clear and strong across the range of policies and practices and Headteachers endorse the authority values and ambition to raise attainment for all.
 - **Universal Level** - resources include the high level of quality professional learning documents in the Edinburgh Learns Teachers' Charter.
 - **Targeted level** - resources include fully funded Support for Learning Teachers, Transition Teachers, Wellbeing Hubs, Enhanced Support Bases, Additional Support for Learning Service staff and Educational Psychologists.
 - **Intensive Level** - specialist schools and third sector partners
- Additional Support for Learning Service and the Educational Psychological Service was seen as very helpful by most senior leaders who engaged in the evaluation.
- Senior leaders felt empowered to find local solutions to improve inclusion rather than reaching out and making referrals to other services.
- Recent work to embed collaboration across learning communities is strengthening the sense of '*all Edinburgh's children*' by encouraging assessments of need at pupil, school and learning community level.
- More strategic approaches to improving inclusive supports through the establishment of Wellbeing Hubs in every secondary school are showing early signs of impact through the continued decline in exclusions.

Improvement Actions

1. Revisit the Vision Values and Aims of Edinburgh Learns for Life to clearly emphasise the service vision and the inclusive, equitable pathways for '**All Edinburgh's Children.**' Ensure that all staff are consulted and involved in shaping the purpose of inclusive education, as part of the refreshed narrative of education.
2. Revisit the Edinburgh Learns Inclusion Framework to update the roles, remits and responsibilities of all; include those of learners and their parents and carers
3. Refresh the Staged Intervention Pathways to rebalance understanding of universal, targeted and intensive
4. Refresh GIRFEC, including guidance and professional learning, quality assurance, clear processes and a communication strategy
5. Improve the Quality Assurance of Inclusion
6. Simplify and declutter the paperwork around supporting inclusion
7. Incorporate the refreshed narrative into all developing work with Teams around the Learning Community ensuring that stakeholders are involved in the discussions about the core purpose of learning in Edinburgh and how inclusion is embedded within all curricula and wider achievement

Inclusion Review

- Inclusion review advisory group
- Council Managing Change policy
- Stakeholder engagement and consultation phase
- Consultation commences 15th May for 45 days

Inclusion Review

1. Maximising Attendance - Education Welfare Officers
2. Support Workers remits and grading
3. Central Additional Support for Learning Service
 - ASL Service
 - Educational Psychology Service
 - Central ASL officers
4. Management Structure in Specialist Provisions
5. Learning Estate Strategy

Reflections

- 'All Edinburgh's children matter and matter equally'
- Commitment, relationships, experience and skills of staff
- Creative individualised planning and use of resources
- Do we have the right resources in the right place?
- Collaborative networks versus collaborative accountability
- School Estate – does it meet the diverse needs of learners now .. will it meet them in the future?

Next Steps

- **Vision for Inclusion locality events**

- Fri 8 March 2024 1.30pm to 3pm @ Craigroyston High School
- Fri 15 March 2024 1.30pm to 3pm @ St Crispins School
- Fri 22 March 2024 1.30pm to 3pm @ Portobello High School
- Fri 26 April 2024 1.30pm to 3pm @ Forrester High School



- **Edinburgh's Vision for Inclusion Survey**

- Link will be distributed on social media and via schools in next few weeks

- **Provide your views - inclusion@edinburgh.gov.uk**

- **Parent Advisory Group**

- If you are interested email inclusion@edinburgh.gov.uk

