

NE/SE Locality Meeting

Meeting Details			
Date of Meeting:	28/02/2024	Location:	Via Microsoft Teams

Meeting Attendees Present	
Name:	Position Held:
Catherine Chrystal	Senior Education Officer CEC
Lynne Binnie	Head of Education (Inclusion) CEC
Jennifer Connell	Senior Development Officer (Attendance) CEC
Stephen Kelly	Senior Education Manager CEC
Jeni Rowe	Frogston Primary School
Jennifer Graham	Abbeyhill Primary School
Eva Oliveira	N/K
Helen Duncan	Trinity Primary
Stuart Barlow	Firrhill High School
Rebecca Diggle	Canaan Lane Primary School
Jo King	Nether Currie Primary
Hilary Snaith	N/K
Nerissa Drennan Lang	Bun-sgoil Taobh na Pàirce
Caroline Dellow	Bun-sgoil Taobh na Pàirce
Kevin Boyd	N/K
Kirstin Leighton	James Gillespie's Primary school Parent Rep Education Committee
Alex Ramage	(High Schools)
Lorraine Milne	Minute Taker

Apologies Received	
Louise Collingwood	Parent Rep Education Committee (Primary Schools)

1.Introductions
Cath Chrystal (Chair) Senior Education Officer welcomed all to the meeting. Cath outlined tonight's agenda and noted apologies.

2. Inclusion Review Update
<p>Lynne Binnie, Head of Education (Inclusion) advised that the Inclusion Review is held under the Edinburgh Learn for Life Framework. There are nine implemented boards under this framework, one of which is the Inclusion Board. This is headed by Pam Brigg, Head Teacher, East Craigs High School and includes several education representatives. It was being considered that this would be opened up to third party representatives, parents, and Young People and this is something that can be looked at in the future. Each board has a framework of key performance measures, and they compile a report in January each year. Four to six weeks prior to Lynne commencing her post in July 2023 the Collaborative Enquiry review group visited Edinburgh for three days. They looked at a number of data, visited schools and spoke with staff.</p> <p>Collaborative Enquiry Findings are as follows.</p> <ul style="list-style-type: none"> • The 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. <ul style="list-style-type: none"> ▪ 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.

Although it was felt that Edinburgh was very well resourced there was also felt that there were some improvements to be made and seven Improvement actions were recommended.

The **Improvement Actions** are as follows.

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.

There is no timeframe for these improvements however it is hoped that these will be implemented over the academic year, as some improvements are interlinked, they will be developed alongside each other. It will be the Edinburgh Learners Inclusion board who take this forward they will link in with the Inclusion review advisory group, resources will be taken from the Council Managing Change policy. There will then be the Stakeholder engagement and consultation phase before the Consultation commences on the 15th of May for 45 days.

Lynne advised that although some of the work had started prior to her starting her job she now has oversight over five strands of work which are being taken forward.

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

Three sections of this work will be completed prior to the formal consultation in May however as two sections of this are directly linked to people's jobs this may take longer as this may require internal consultations.

Overall, the reflections from the review were that all Edinburgh's children matter and that they matter equally, the commitment, experience and skills of staff is high, and the creative individualised planning and use of resources is very good. There were questions as to whether we have the right resources in the right place? Does the school Estate meet the diverse needs of learners now and will it continue to do so in the future?

The next step in the review is to have Parents, Young People's and staff's views. This will be done through a number of online and face to face Inclusion Events, these can be accessed via the QR code on the attached slides. Inclusion Survey's will also be made available, and these will be provided at school level. Also, any queries can be sent to the parent advisory group email inclusion@edinburgh.gov.uk

Questions relating to the Inclusion Review Update

Helen Duncan, Trinity Primary stated that it is interesting that it is felt that Edinburgh is well resourced as it is felt by parents that there are gaps.

Lynne advised that benchmarking is done with other local authorities of similar sizes and compared it these other local authorities it was felt that Edinburgh was well resourced. Head Teachers have reported that they do not feel that this is the case however Edinburgh has a wide range of ASL teachers, Educational Psychologist, fully funded wellbeing hubs and this is not the case with other Local Authorities.

Halary Snaith asked who are our comparative authorities?

Lynne advised benchmarking is done with cities such as Glasgow.

Alex Ramage advised that within the Council League Table Edinburgh came in the bottom three.

Stephen Kelly advised that this was five or six years ago and since this time Edinburgh has significantly improved. The question is does Edinburgh have higher needs to other Local Authorities with similar demographics.

Jennifer asked if this information can be shared with parents.

Lynne advised that this can be shared.

Helen stated that there are concerns that classes are already in danger of losing staff, Helen asked what timescales are in place for the improvement actions.

Lynne advised that it is hoped the parents' views will be completed by the end of term in time for the formal consultation on 5th May 2024. Other work is ongoing and may need more time however it is hoped that this will be completed by June 2024.

Helen asked if Head Teachers views will be sought anonymously. She added that it is felt that Head Teachers are reluctant to give their full views.

Lynne advised that Head Teachers have a professional responsibility to share their views and due to the logistics of handing views in it was not felt that this could be done anonymously. However, this was something that she would take back to the advisory group.

Stephen stated that it is worrying to hear that Head Teachers may be talking to parents about bad situations within the school, yet they feel that they are not able to raise this with the heads of education. Unless staff make the heads of education aware of any difficulties things cannot change.

Eva Oliveira asked if there were any college/university courses available to staff on Inclusion awareness.

Lynne stated that there are significant resources available to all staff.

3. Draft Maximising Attendance Policy

Jennifer Connell, Senior Development Officer for Attendance advised that the purpose of the policy is to provide guidance to school to maximise school attendance. The Policy will be in place to promote school attendance and to ensure measures for early intervention and support are put in place when there are concerns about a Child or Young Person's school attendance. It is known that Young People may be absent for a number of reasons, and it is important to understand their individual circumstances. The GIRFEC framework will be used to learn what barriers Young People are facing and to provide appropriate support to getting them back into school. The four main aims of the policy are to support school attendance, to encourage and facilitate communication with families, to promote partnerships when addressing the barriers, the Young People are facing and to allow schools to target interventions by learning about barriers to maximizing attendance to specific groups.

Jennifer stated that it is hoped that introducing the policy and maximizing school attendance this will:

- Ensure every child has the entitlement to an education directed towards reaching their potential.
- Help develop a young person's relationships with their peers generating opportunities to make friends and to be involved in clubs and activities.
- Help to develop young people's relationships with staff who they can trust to support them in reaching their full potential.

- Build relationships between young people, families, staff and partners in our communities.
- Promote academic success which can support progression onto positive post school destinations.
- Attendance is identified as a Key Performance Indicator for improving outcomes for children and young people impacted by poverty.
- Serve as a protective factor.

The key principals of the Policy are.

- A school ethos that promotes attendance.
- Schools are welcoming, nurturing, safe.
- Young people fully included and engaged in the life of the school.
- Schools have additional support strategies for young people that have additional supports needs and/ or are care experienced.
- Schools have clear procedures for monitoring attendance.
- A shared understanding that school absence impacts attainment, achievement, wellbeing and outcomes.
- Schools work collaboratively with families to understand barriers to attendance.

Jennifer advised that this piece of work has been data driven and has been a well-informed piece of research. This has looked at what barriers children are facing and what supports can be put in place to help them get back into school. Schools will be working in partnership with other services to see how the whole family can be supported and to address any issues the family may be facing.

Questions relating to Draft Maximising Attendance Policy

There were no questions from parents in relation to this.

4. Parents Rep Update

Alex advised a recent CCWP took place. A few things which were discussed was vaping, Connect anniversary and Education reform. Alex stated that he felt that this was a good discussion and progress was made.

Hilary Snaith asked what discussions were made about vaping.

Cath stated that she would contact Hilary directly regarding this.

5. Communications Group

Cath advised that the communications group have now had two meetings. The group was attended by Jennifer, Ava and Helen. Three main points were looked at by the group.

1. Making information more accessible to parents on the council website.
2. The format of the locality meetings and how these can be more accessible for parents.
3. How parents can have their voices heard.

Jennifer Graham, Abbeyhill Primary School advised that the communications group have met, and they are looking at ways to make information more accessible to parents more easily. It has been suggested that the council website should be more accessible, and all information should be available in one place. The wording of this has also been discussed and how this can be more accessible for parents who are not from a professional background.

Helen Duncan, Trinity Primary advised that it was suggested that ahead of locality meetings slides and presentations can be sent in advance of the meetings so allow meetings to be shorter and to allow parents time to have questions available in advance. These meetings have to be used effectively and it needs to be worked out how to use parents time effectively. It was also suggested that these could be done face to face again. These are all options which has still to be considered.

6. A.O.C.B

Alex advised that he needs 3 representatives from the NE and three representatives from the SE locality to join him at the next CCWP meeting. This is going to take place on 13th March 2024 6pm – 8pm.

Jennifer and Ava stated that they would be able to attend.

Alex stated that there are concerns around facility management within school and there are concerns that Head Teachers are not in control of the janitors. It has been reported by numerous parents that there are issues around toilets, and it has been asked if this can be raised by facilities management.

Stephen stated that all schools have a good relationship with facility management however it is felt that it is appropriate for Head Teachers not to have management of janitors and cleaners. It was accepted that there is occasionally there are performance issues however Stephen is reluctant to contact facilities management until he knows what the concerns are and which school they relate to.

Cath advised that there is a weekly Education and Facilities Meeting and Head Teachers can raise any issues with her or Arran Finlay to be addressed at these meetings.

Stuart Barlow advised that Firhill have a new Business and Careers working group and he asked if there were certain business links that the education department could recommend.

Stephen advised Stuart to contact him via email and that they would discuss this further.

Cath thanked everyone for attending and brought the meeting to a close.

Next Meeting		
Date	Venue	Time
1 st May 2024	Via Microsoft Teams	6.30 - 8.30pm