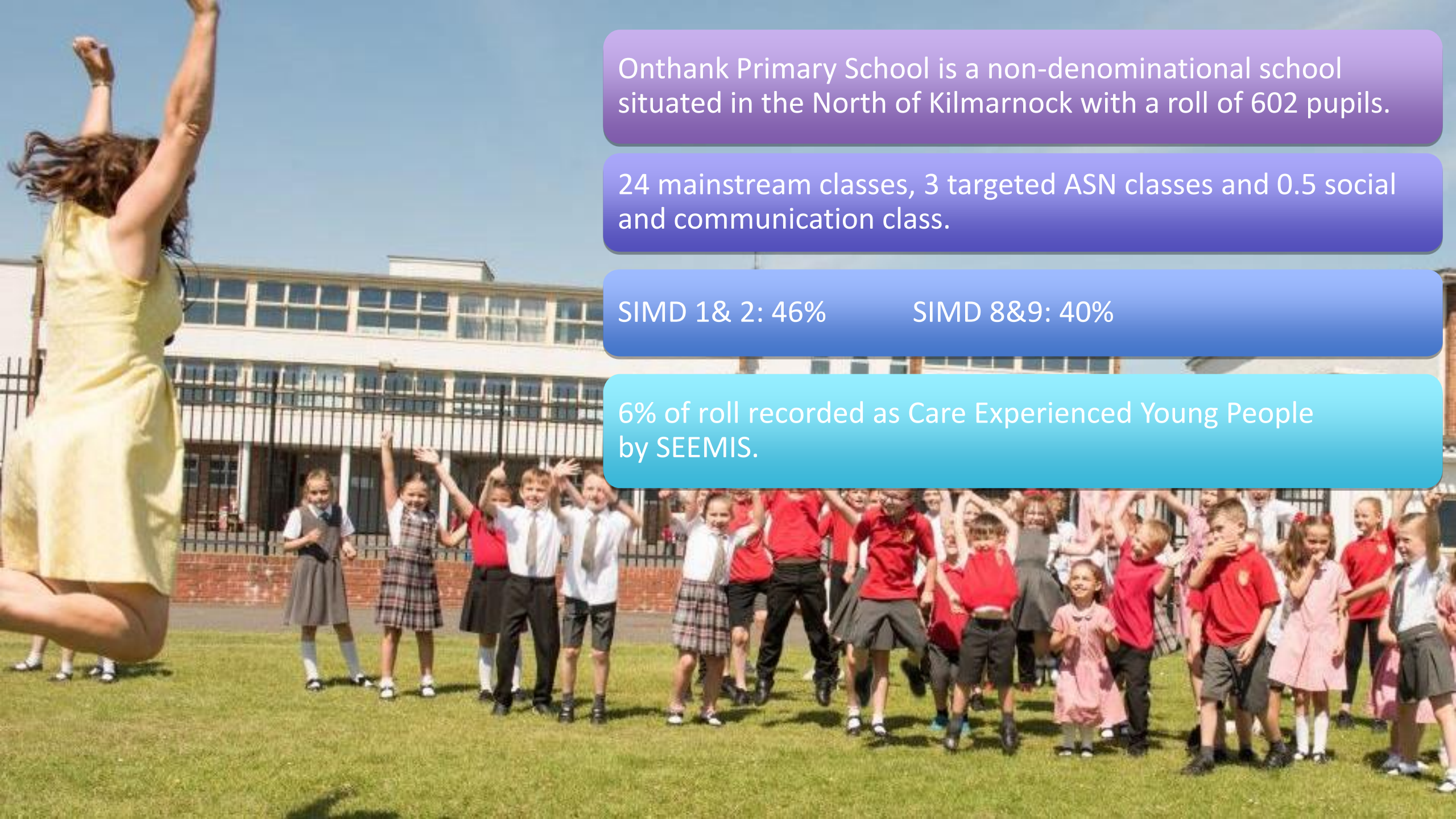




Case study: Implementing a relationships based approach for school improvement

Onthank Primary School, East
Ayrshire Psychological Services &
East Ayrshire SAC Team





Onthank Primary School is a non-denominational school situated in the North of Kilmarnock with a roll of 602 pupils.

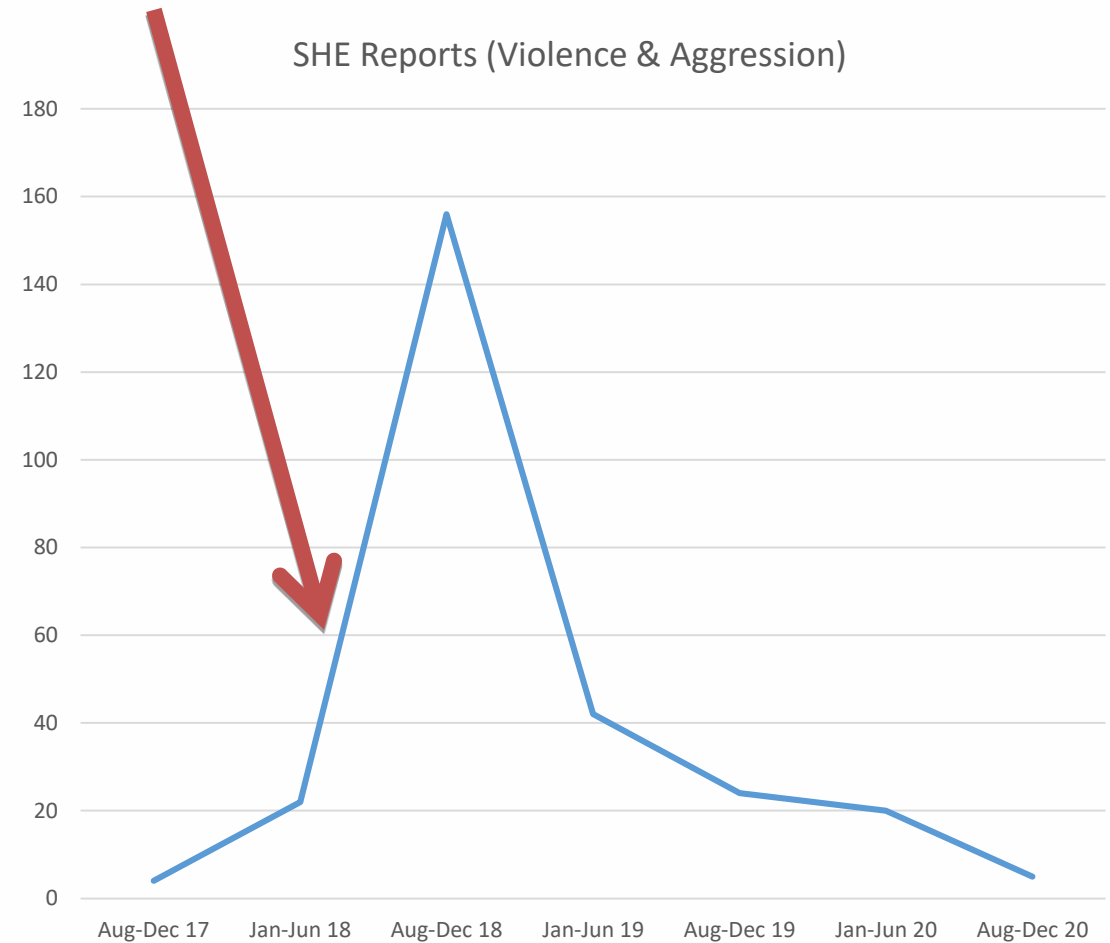
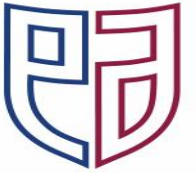
24 mainstream classes, 3 targeted ASN classes and 0.5 social and communication class.

SIMD 1& 2: 46%

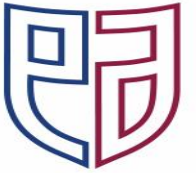
SIMD 8&9: 40%

6% of roll recorded as Care Experienced Young People by SEEMIS.

Our Context, Our Story ...



Needs Analysis 2018-2019 – A Stressed System

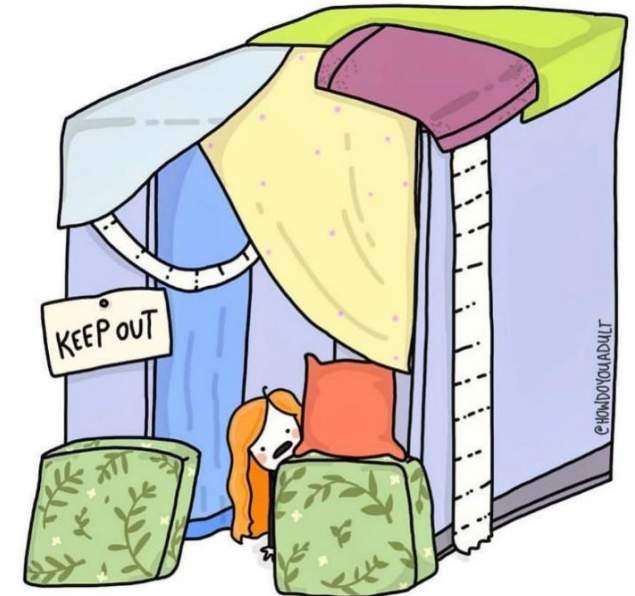


Qualitative

Complaints from Facilities Management about cost of damage to building
Elected Member queries
Parental complaints
Parent council complaints
Local paper article
Staff Union involvement
Staff ethos
Behavioural approaches – e.g. Reflection Room
Assessment of individual need.

Quantitative

Work Place Health & Safety 'violence & aggression' reports
Exclusions
Time out of class
Use of Reflection Room
Children running out of school
Safe holds
Requests for Assistance to Ed Psychological Services
No of children known to behaviour support team.





THEORIES & GUIDANCE WHICH INFLUENCED OUR WORK AND CASE STUDY

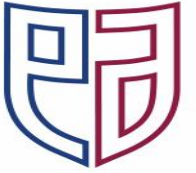
ASL Review (Scottish Government, 2020)

"What range of educational provision is required and how does it need to be shaped to ensure inclusion of all children and young people"?

"The concept of 'mainstream' needs to be redefined and repositioned for the profile of children and young people as they are now and are projected to be in the future, not as they were in the past".

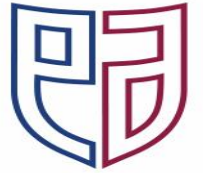


Neuroception and the Learning Environment Offers a Safe BAse



- Neuroception describes how our neural circuits detect whether situations or people are safe, dangerous, or life threatening.
- For many of our more vulnerable children their neuroception is biased towards danger even when it may appear to us that there is no real threat.
- This can happen to us when supporting children who experience trauma.
- In this situation, neuroception shifts the child from a safe & social state into a defensive state of flight fight or freeze which becomes a barrier to learning





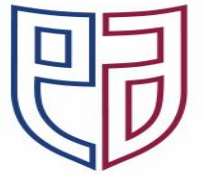
The Neurosequential Model in Education (NME): Being Biologically Respectful = Better Learning

The challenge for educators is to create a learning environment that allows children to be in their 'reflect', safe & social state

'You can be the best teacher in the world, with the best content in the world, but if that child is physiologically dysregulated, it's just not going to go in'

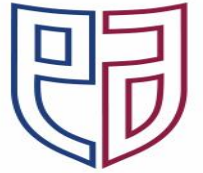
- **Increase the acquisition of new content** as well as **decrease behavioural difficulties** – two pronged goal by taking this approach
- Education is about literally changing and strengthening neural networks in the brain
- So we have to influence **the lower parts of the brain** – **physiological regulation** 'somatosensory' approaches and **relation**. 'limbic whispering' approaches –relationships to allow children to profit most from the education we offer

Nurture & NME



- NME builds on our Nurture principles and deepens them
- For example, we really think about stress and regulation across the learning environment to increase somatosensory regulation & relational safety

Watch the State – how does the learning environment influence a child’s state & vice versa?
Organisations are living systems. We used the Neurosequential Model to help us think about the problem situation



Our challenge was to help move the system to blue - REFLECT – and keep it there.

At the initial point of engagement the school can acknowledge that many parts of their system were in flight – with many children out of class and feeling unsafe

Over time the school has moved to Reflect

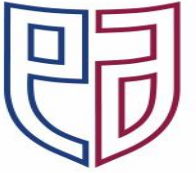
| Adaptive Response | REFLECT | FLOCK | FREEZE | FLIGHT | FIGHT |
|--|---|--|--|--|---|
| Predictable De-escalating Behavior <i>(behaviors of the teacher when the child or classroom is in various states of arousal)</i> | <ul style="list-style-type: none"> Calm sounds Personal space Predictable touch Predictable routine | <ul style="list-style-type: none"> Quiet voices Eye contact Confidence Rhythmic movement Clear directions Somatosensory activities | <ul style="list-style-type: none"> Comforting and predictable voice; invited therapeutic touch Singing, humming, music Reflective listening Reassurance | <ul style="list-style-type: none"> Calm, quiet, presence Disengage Turn off lights, white noise Reduce sensory input | <ul style="list-style-type: none"> Calm affect Disengage but don't disappear Adult support Individual attention |
| Predictable Escalating Behavior <i>(behaviors of the teacher when the child or classroom is in various states of arousal)</i> | <ul style="list-style-type: none"> Loud Noises Close uninvited proximity Unpredictable touch Changes in daily routine or schedule | <ul style="list-style-type: none"> Frustration or anxiety Communication from a distance (like yelling) Complex directions Ultimatums | <ul style="list-style-type: none"> Raised voices Raising hands/point finger, sudden movement Threatening tone Chaos in classroom, disorganization of materials | <ul style="list-style-type: none"> Frustration of teacher Yelling, chaos Collective dysregulation of peers | <ul style="list-style-type: none"> Physical restraint, grabbing, shaking Screaming Intimidating stance |
| "Mediating" Brain Region | NEOCORTEX Cortex | CORTEX Limbic | LIBBIC Midbrain | MIDBRAIN Brainstem | BRAINSTEM Autonomic |
| Cognition | ABSTRACT | CONCRETE | EMOTIONAL | REACTIVE | REFLEXIVE |
| CLASSROOM "STATE" | CALM | ALERT | ALARM | FEAR | TERROR |
| CLASSROOM CHARACTERISTICS | Reflection and consolidation of new information is actively taking place; or while testing, efficient retrieval of content is possible. | Active teaching can take place; students are internalizing new content and, 'mind wandering' to efficiently store new content. | Learning new content is difficult; students are either disengaging or acting out. Increases in individual self-regulatory behavior seen. | Learning is impossible. Engaging students difficult. Many demonstrate 'freeze' responses that appear oppositional/defiant. Increased acting out. | Aggression, reckless behavior, openly defying rules and authority. Full 'fight/flight' or "shut down." |



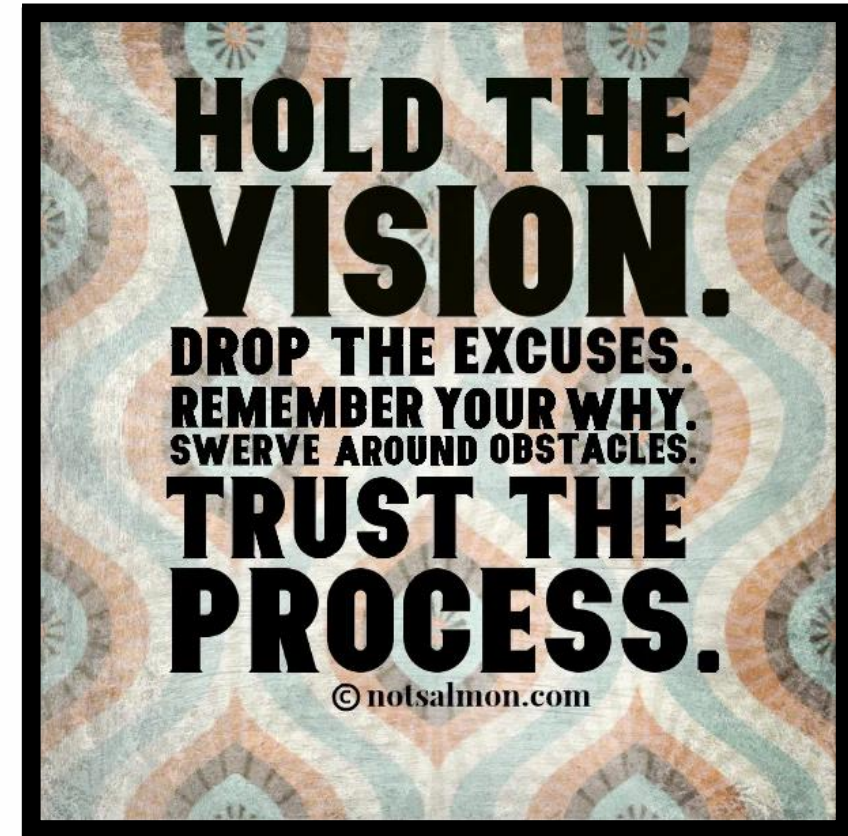
SETTING GOALS AND OUTCOMES

Where to Start? Create an Enabling Context for change

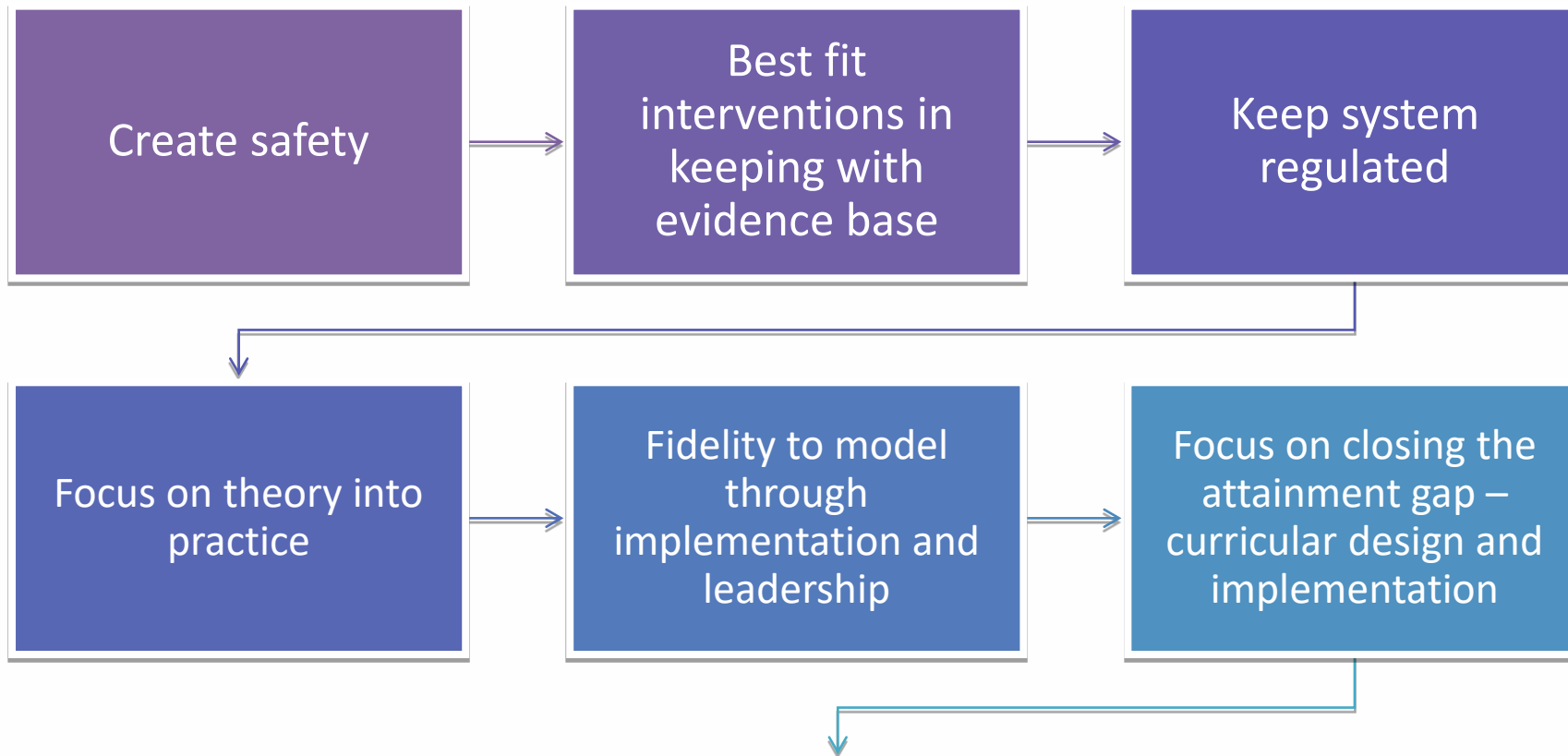
Safety
Relationships
Partnership
Leadership
Data Focus



Active Implementation Formula



Goals



Improved Outcomes
Create targeted provision – The Centre
Embed whole school systems and cultural change

3 Widespread FOCUS ON EQUITY

SYSTEMIC CHANGE in terms of CULTURE AND ETHOS increasingly evident

APPROACHES TO EQUITY AND SOCIAL JUSTICE becoming embedded and sustained

HEADTEACHERS confident when choosing suitable approaches

LOCAL AUTHORITIES accountable and driving forward a strategic vision for equity

4 IMPROVED WAYS OF WORKING

BETTER USE OF DATA

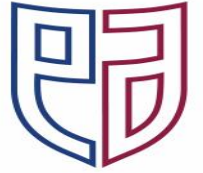
Higher quality LEARNING, TEACHING and ASSESSMENT

Targeted HEALTH AND WELLBEING approaches

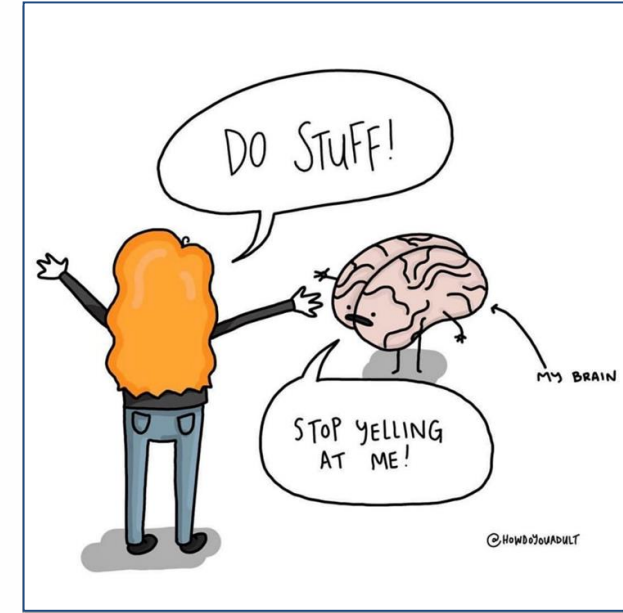
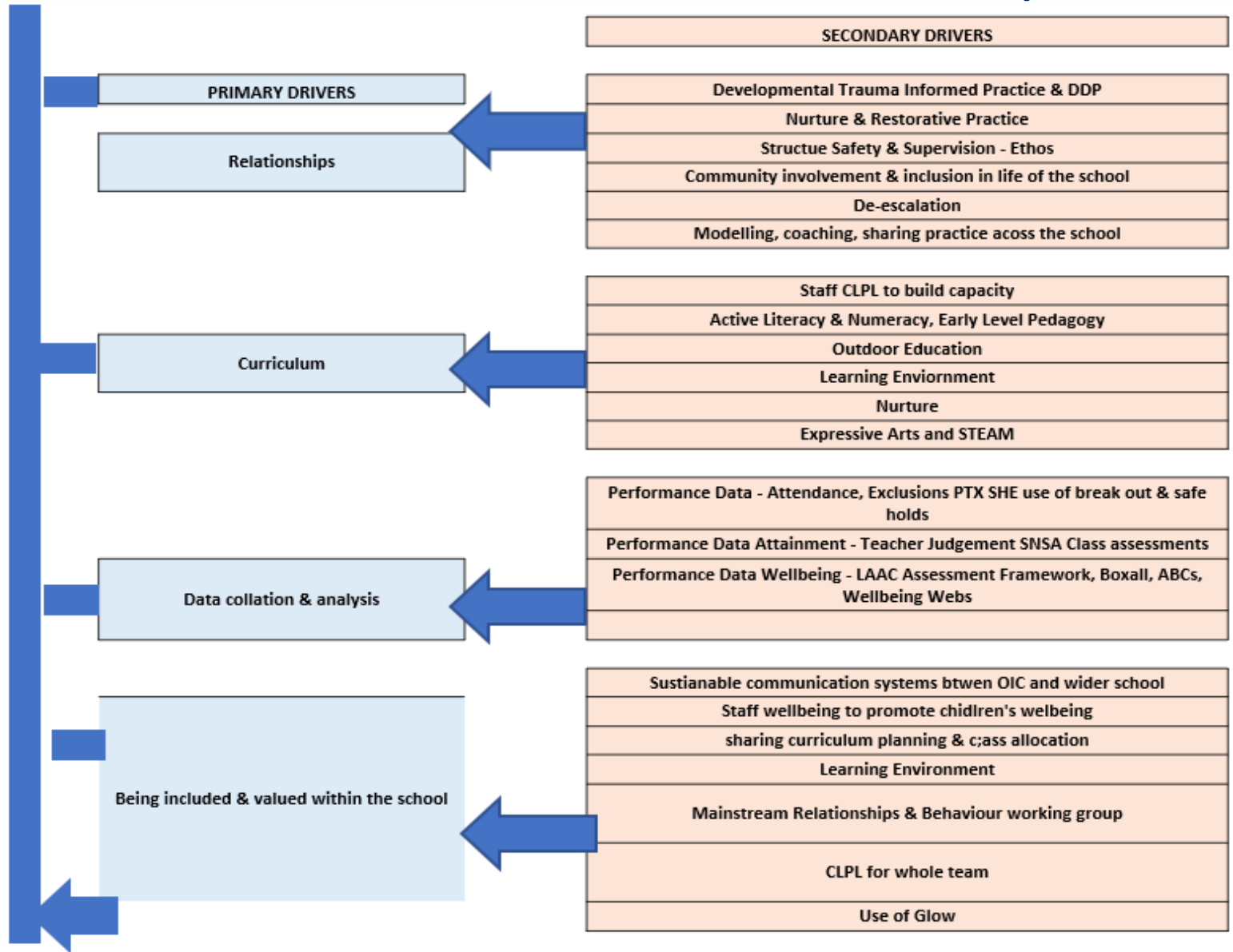
WORK COLLABORATION AND PARTNERSHIP

between local authority, schools and community strengthened

Onthank Centre - Model for Improvement

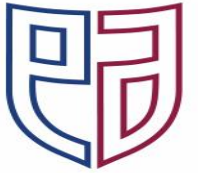


| |
|--|
| TITLE |
| Aim |
| Create a safe & inclusive learning environment where all learners can reach their full potential in all areas of the curriculum. |



Complex problems require complex solutions and the most effective interventions are multi-stranded.

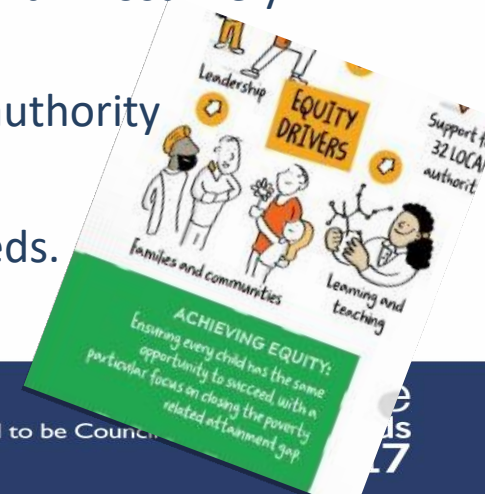
Creating an Enabling Context

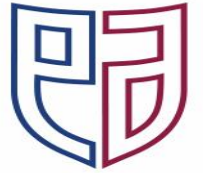


Care for the caregivers

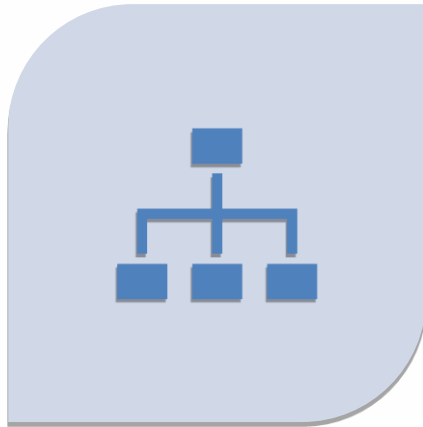
- Senior leadership support – regular consultation Educational Psychologist (EP) and Inclusion Manager (IM)
- Twilight listening sessions for Centre staff by EP and IM
- Physically being present and being in class
- Ongoing CLPL and coaching through whole school early adopters group (includes all Centre teachers)
- HT and DHT attended four-day Dyadic Developmental Practice CLPL
- Followed up by DDP Leaders Supervision from Psychological Services
- Nurture CLPL from Psychological Services for all team members

- DHT given remit and autonomy to lead Centre, whole school ASN development, and Health and Wellbeing across the school
- Ongoing coaching for Principal Teacher from IM
- Parental engagement via Home Link Worker, Centre teachers and SLT
- Refocus of PEF spend including Barnardos PATHS whole school HWB approach with Coaching
- Data driven intervention twinned with most likely interventions to meet need
- Presenting needs analysis to local authority
- Resource - 2 FTE teachers
- Redefined role to meet learner needs.





Improvement Journey – 3 Priorities & Significant Points of Change



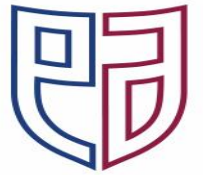
**ESTABLISHING STRUCTURE FOR THE
CENTRE (CLASSES, GROUPS, LEARNING
ENVIRONMENT)**



**WHOLE SCHOOL CULTURE & SYSTEMS
CHANGE**



**ASSESSMENT OF LEARNER PROGRESS -
USING DATA TO INFORM CHANGE FOR
INDIVIDUAL LEARNERS**



School Leadership

INTERVENTION: STRUCTURE, SAFETY & SUPPORT

Our Options

- Manage the behaviour – status quo
- Create a group – ‘protect the rest of the school’ ‘specialist SEBN class
- 1:1 support for children on a planned part time, time limited basis with focus of reintegrating into class
- Take an intensive Nurture class approach and include a mixed dynamic
- As in 4 but think more broadly around ASN needs across the school - LD and neurodevelopmental difference.

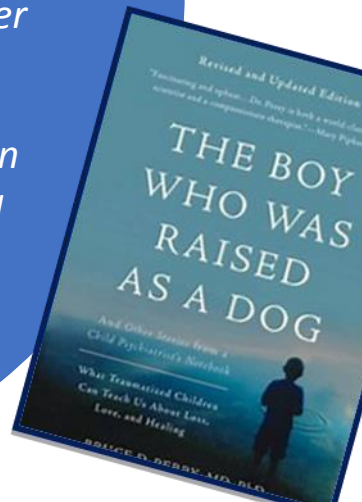
Factors – readiness, resource

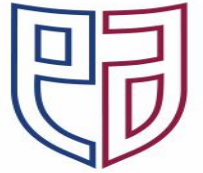
In reality all 4 approaches were implemented until there was enough readiness to engage in 5 and create three classes with mixed ASN populations

ASL Review (Scottish Government, 2020)

"Resource must be directed to actions that increase inclusion, not actions that further exclude and stigmatise children and young people."

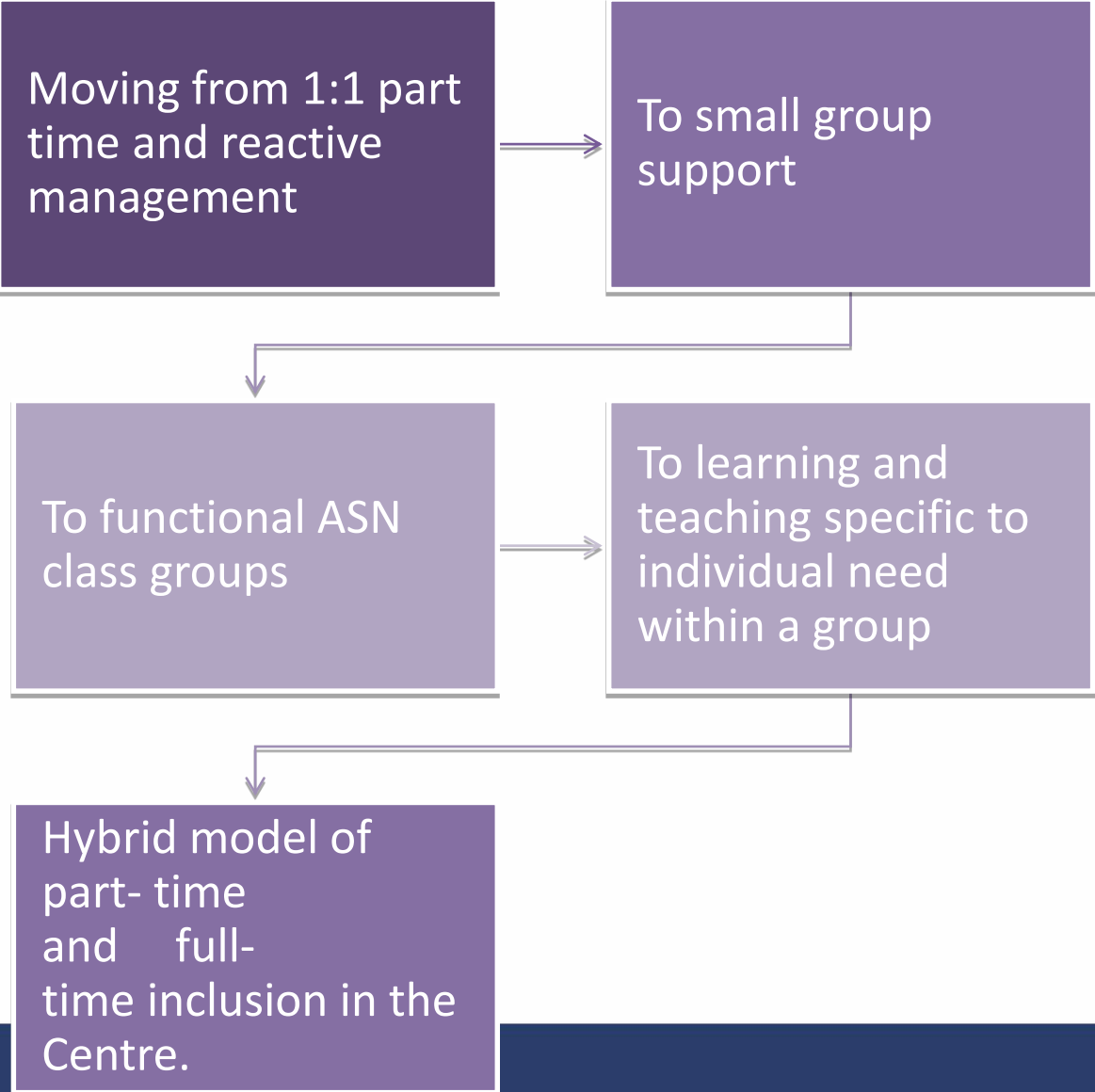
"Research has repeatedly found that surrounding a child with other troubled peers only tends to escalate bad behaviour...this pattern of backfiring interventions would continue through his childhood and adolescence as he was shunted into 'special ed' and other programmes. There, he also found other anti-social peers who reinforced each other's impulsivity. They became partners in crime, egging each other on and modelling for each other the idea that violence is the best way to solve problems" Bruce Perry

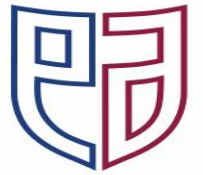




Establishing Patterns of Need and the right model for our context

Goal for all children to have **meaningful mainstream inclusion** at their own pace of development.





Teacher Professionalism

INTERVENTION:

WHOLE SCHOOL CULTURE & SYSTEMS CHANGE





School Leadership was a crucial implementation factor with SLT scaffolding the whole school changes to practice

Building Capacity & Leadership of Change

- Partnership collaboration - regular meetings between Educational Psychologist and SLT
 - SLT, EP and SAC IM collaborate on CLPL
 - Monthly formal support to emerging 'Centre Team' from EP and SAC IM – sometimes 'listening sessions'
 - SIP outlines desired changes and whole staff CLPL planned into WTA – EP supports early adopters, DHT and Early Adopters 'teach' their colleagues
 - HT and both DHTs engage in CLPL and early adopters' group
 - Leadership in the school evidences 'High Expectations, High Support' authoritative leadership
 - Leadership puts children at the centre, yet understands the need to care for the caregiver to enable them to effectively care for the children.

I AM A PROFESSOR EMERITUS AT O.I.S.E.

new pedagogies for deep learning

DR. MICHAEL FULLAN

LEADERSHIP

COMPETENCIES

- challenge status quo
- build trust thru clear comms
- commonly owned plan
- team over self
- urgency
- continuous self-improvement
- build networks

SYSTEMNESS

- mutual allegiance
- collaborative competition
- spread quality implement.
- develop capacity
- persist
- relationship
- change knowledge
- culture of learning
- teaching + learning

These underscore everything

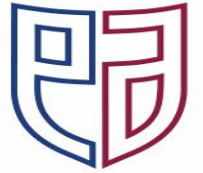
• whole system reform • Pedagogical precision • All links to outcomes • All about doing

APPLE EDUCATION LEADERSHIP INSTITUTE • Toronto, ON • Nov. 3-5 '13

REDUCING CHANGE ANXIETY

How do we focus on and actually reduce Change Anxiety? How do we make learning a safe and desirable process? I believe there are at least eight conditions that must be created in order to allow this to happen:

1. Provide psychological safety—a sense that something new will not cause loss of identity or of our sense of competence.
2. Provide a vision of a better future that makes it worthwhile to experience risk and tolerate pain.
3. Provide a practice field where it is acceptable to make mistakes and learn from them.
4. Provide direction and guidance for learning, to help the learner get started.
5. Start the learning process in groups, so learners can share their feelings of anxiety and help each other cope.
6. Provide coaching by teaching basic skills and giving feedback during practice periods.
7. Reward even the smallest steps toward learning.
8. Provide a climate in which making mistakes or errors is seen as being in the interest of learning—so that, as Don Michael has so eloquently noted, we come to embrace errors because they enable us to learn.



Whole School Systems Change – Multi-stranded but Complimentary Approaches

- As a school, we considered whole school values and ethos
- Planned staged CLPL & coaching for staff on the Neurosequential Model in Education to deepen our Nurture Practice – focusing on the Learning Environment Offers a Safe Base
- Explaining concepts of NME to children to deepen their understanding of their own HWB
- Implemented evidenced based HWB programme PATHS with coaching from Barnardos for every teacher within the school
- Home Link Worker role developed to focus on parental involvement and school community building
- Long term goal of embedding into practice through supporting teacher professionalism:
 - Use of Plan Do Study Act model
 - Staff developed resources for their colleagues e.g. environmental checklists, regulation resource bank and rhythm of the day framework
 - Development of school processes, including systems which analysed data
 - Using performance data and assessment of children’s progress
 - CLPL evolved dependent on need – not just a standardized programme

Whole School Culture, Values, Ethos and Practice

Lockdown 1

Neuro-sequential Model in Education Book Study led by school psychologist

- Increased capacity for sustainable change
- Challenged current practice and thinking
- Brought the team together and harnessed the power of team
- Improved understanding the needs of the children better
- Involved staff presenting their learning during final session – ‘what do you want to change in Onthank now?’
- Developed a new vision & formed part of SIP.



3 things we have learned

The Hand Model of the Brain
Parts of the brain and what it needs to thrive

The Three R's: Reaching The Learning Goals
Reason
Relate
Repetition

Relationships are key

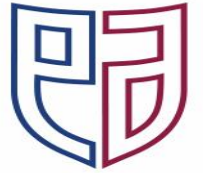
3 things we would move forward

Build in practical strategies

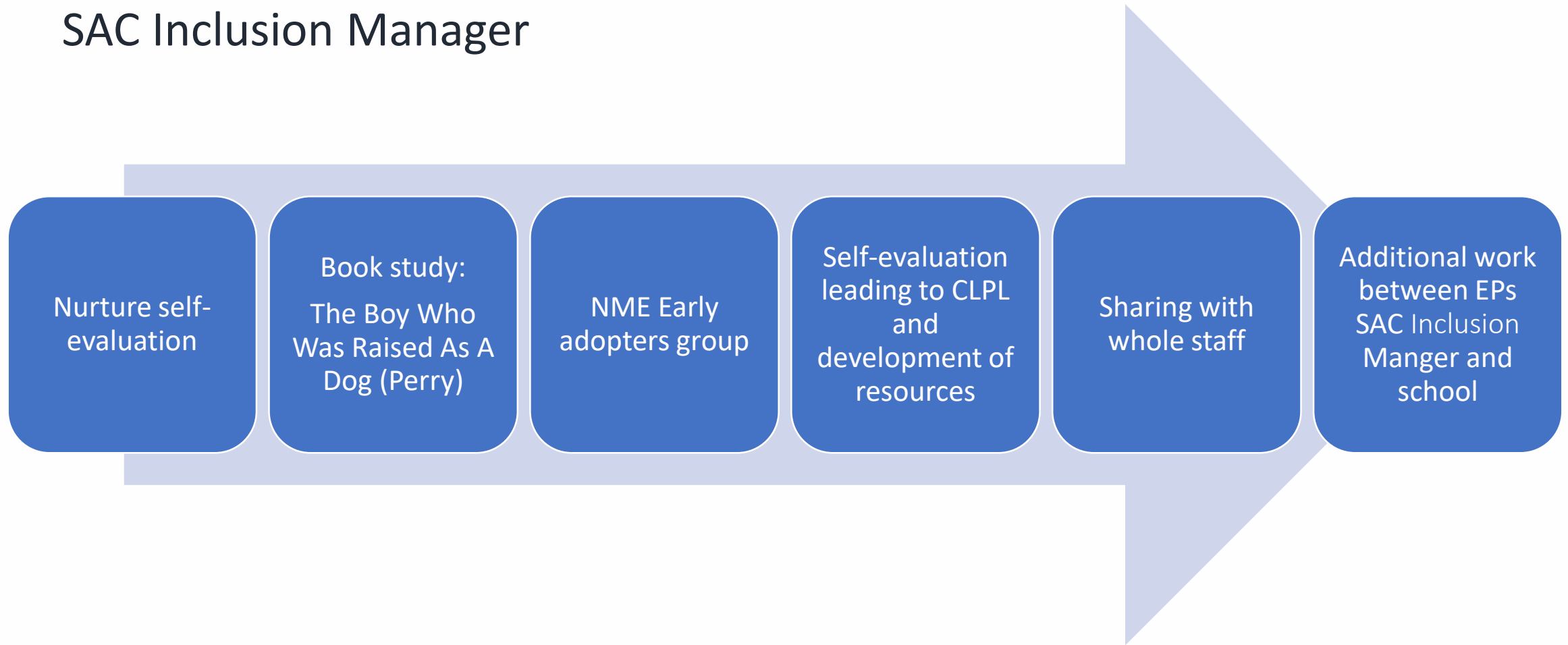
BOOM!

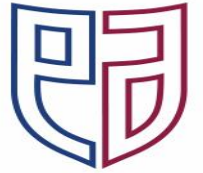
Identify a web to support a pupil

Staff shared approach - Create a rhythm which is the norm.



Onthank's CLPL JOURNEY (2020-2022): Developed & supported by Psychological Services & SAC Inclusion Manager





What did this look like for staff?

CLPL for staff

- Universal Regulation & Stress
- Sequence of Engagement, regulation
- Ready to Teach – adults in the classroom
- PDSAs – regulation in the classroom x 2
- NME – Staff wellbeing
- Whole School Inset – teachers taught colleagues

Resources developed:

- Group developed Environmental Checklist
- Group developed a 'map of the day' for rhythm of regulation

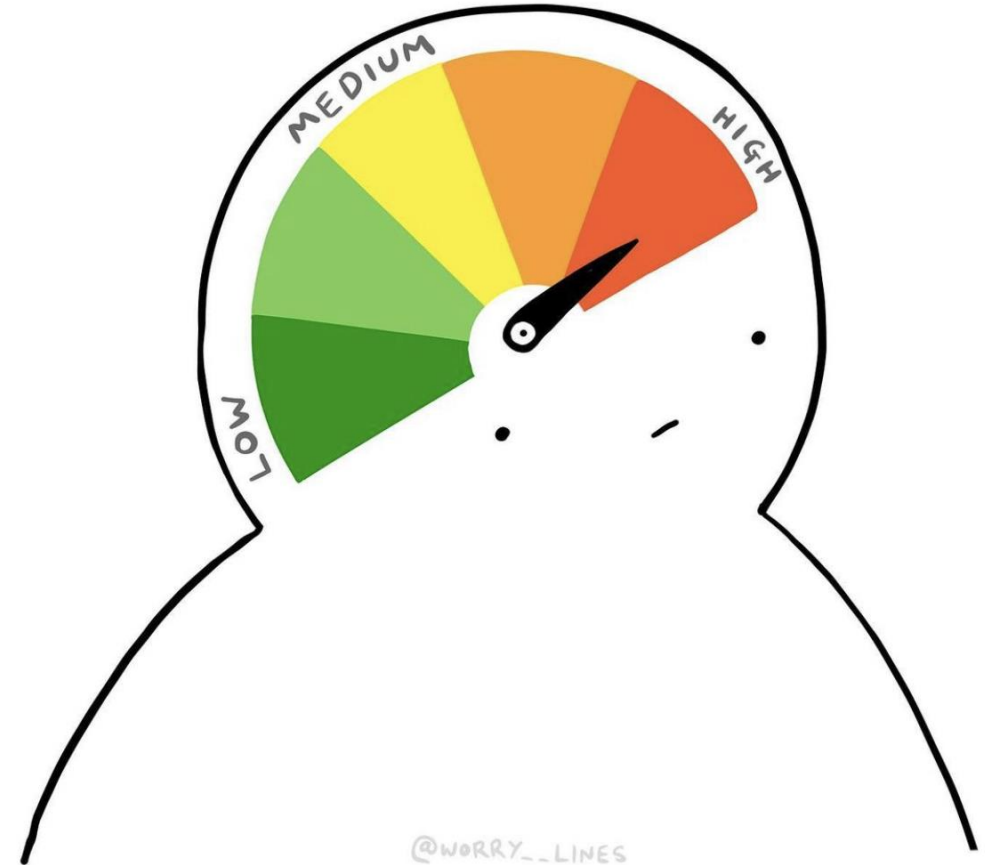
Other elements involving Ed Psychs:

- Pupil Support Team
- Learning Centre Specific sessions
- Safe holds & significant dysregulation
- ASC approaches

Sharing NME with Learners

1. Ensure adults aware of when they need regulation within the classroom
2. Teach children about the brain
3. Introduce the idea of regulation
4. Attune to needs of the class
5. Find a way to assess if this helps or hinders
6. Involve children in this process
7. Use a Plan Do Study Act to measure impact within the classroom setting

RISK OF SUDDEN
EMOTIONAL OUTBURSTS TODAY:



Implementing Theory into Classroom Practice Across the School: Using PDSAs to support teacher professionalism



Wellbeing

| Level | Description |
|-------|---|
| 1 | I am not feeling good at all. I feel a bit sad, frightened or angry. I'm feeling tearful. I'm finding it difficult to think about class work. |
| 2 | I'm not feeling comfortable in class just now. |
| 3 | I'm doing OK in class at the moment. |
| 4 | I'm coping well in class just now. I feel happy and have confidence in myself. |
| 5 | I'm coping really well in class just now. I am relaxed and feel confident I can learn. |

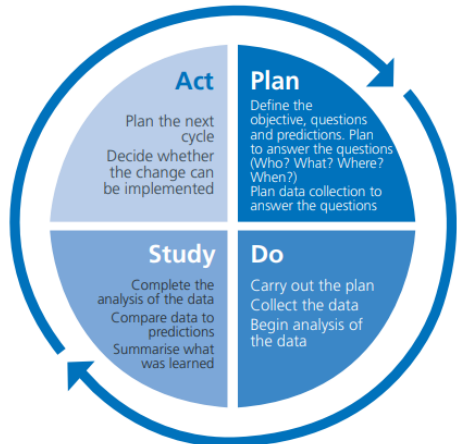


My learning log

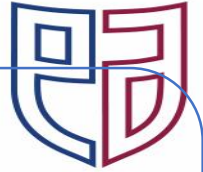
Involvement

| | |
|---|---|
| 1 | I'm finding it hard to concentrate and I think I've missed parts of the lesson. I am easily distracted. I feel like I have no energy. |
| 2 | I can concentrate a little bit. I think I have been daydreaming a bit and I'm distracted by things around me. |
| 3 | I can concentrate sometimes but I find myself getting distracted by other things in the class. |
| 4 | I can concentrate well and feel involved in the lesson. |
| 5 | I am really concentrating and fully engaged in |

| | |
|--------------|--|
| STUDY | <p><u>Study - Describe the measured results and how they compared to the prediction</u></p> <ul style="list-style-type: none"> Help pupils to analyse data (children's logs, pupil's work, children's graphs, low level disruptions log, <u>leuven scale 3 target children</u>) Regulation increased on days with regulation activities Regulation increased most when activities were outdoor or involved rhythm such as music & movement & rhythmic tapping |
| ACT | <p><u>Act - Describe what modifications to the plan will be made for the next cycle.</u></p> <ul style="list-style-type: none"> Increase frequency to 5 times a day - measure impact as above Next question - does 2-4 minute bursts help in the afternoon versus a half hour physical activity? <u>e.g.</u> daily mile worked well in morning but needed a transition breathing activity before settling to learn. Again in afternoon or something different? Children liked corridor obstacle course but abandoned as they got 'too high' Too dysregulating? Not right for this stage? Or potentially need more explicit teaching re how to do well? Drumming on tables to YouTube videos was a favourite increase x3 a day and see if still works over course of term or if boredom becomes an issue <p><u>Next Steps</u></p> <ul style="list-style-type: none"> Begin new PDSA cycle Goal - Increase frequency of regulation breaks Goal - Further investigate which activities benefit majority of the class Begin classroom with music and class greeting - add 3 x drumming and 2 x physical movement each day Analyse data over 3 week period |



Creating a Safe Learning Environment



2.3 LEARNING, TEACHING AND ASSESSMENT

Classroom Environment Checklist

The classroom environment is of key importance in our whole school nurturing approach and in raising attainment and achievement at Onthank. The provision of a calm, yet stimulating and welcoming environment is critical to effective learning. Please find below guidance which will help to support further development of our classroom environments as we begin to set up our new classes for the 21-22 academic session. This also links to our 'Excellent Learning Experience'. We ask that all teaching staff please use this checklist in preparation for your new class in August.

Many thanks, NME Group.

| | In place | Partially in place | Not in place | Notes |
|--|----------|--------------------|--------------|-------|
| Resources | | | | |
| Resources are all clearly labelled in pupil friendly fonts or neatly handwritten. Be mindful of colours used to prevent visual stress. | | | | |
| Drawers/cupboards are labelled. | | | | |
| 80:20 principle: 80% of your stuff is tidied away, with 20% on show. Good housekeeping – keep clutter to a minimum. | | | | |
| Commonly used resources grouped together and can be independently accessed by pupils. | | | | |
| Designated areas set up where possible for key curricular areas e.g. literacy, numeracy. | | | | |
| Resources for inclusive practice are easily accessible. | | | | |
| Displays | | | | |
| Greenery, wood, muted colours. Reduce bright primary colours and bright display boards. | | | | |
| Reduce cluttered, visual displays. | | | | |
| Visual timetable should be on display and updated daily. | | | | |

ASL Review (Scottish Government, 2020)

"The physical environments of many schools create significant difficulties for children and young people with particular conditions and increase the likelihood of distressed behaviour. Many of the improvements and solutions in physical environments would appear to be of benefit to all children and young people".



Performance Data & Assessment of Children's Progress



- *Analysis of data to evaluate practice (e.g. LAC Framework, NME, Mini-map, Boxalls. Working Levels etc.)*
- *Class Teacher PDSAs in NME Early Adopters Group*
- *Class Teacher presentations to colleagues*
- *Self-evaluation through Solution Oriented Meetings and evidence collation*
- ***System in place to monitor dysregulation** – discussed with SAC Inclusion Manager and Educational Psychologist, **analysis of incidents to inform change***
- *Observation*
- *Listening to children's perceptions and views.*
- *Use of checklists and frameworks **developed by School** staff in NME early adopters group to gauge change in learning environment across mainstream*
- ***Analysis of Pupil Support assessment** – quality assurance and themes – themes support, along with Attainment Tracker, class and group structures of support led from The Centre and mainstream targeted ASN support*

ASL Review (Scottish Government, 2020)

*"In practice, any review and repositioning of the edges and relationships between inclusion and specialism, requires a strategic approach to practitioner knowledge and skill **development** person centred provision. There needs to be the **earliest possible access to any tailored and specialist support needed**".*

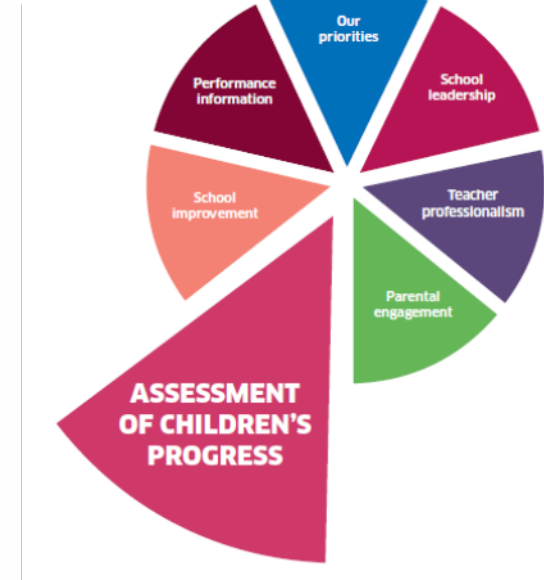


Assessment of Children's Progress

ASSESSMENT OF LEARNER PROGRESS

| Monday | Tuesday |
|--------|---------|
| Green | Yellow |
| Green | Red |
| Green | Red |
| Yellow | Red |
| Yellow | Red |
| Red | Yellow |
| Yellow | Yellow |

Individual Need - A Snapshot

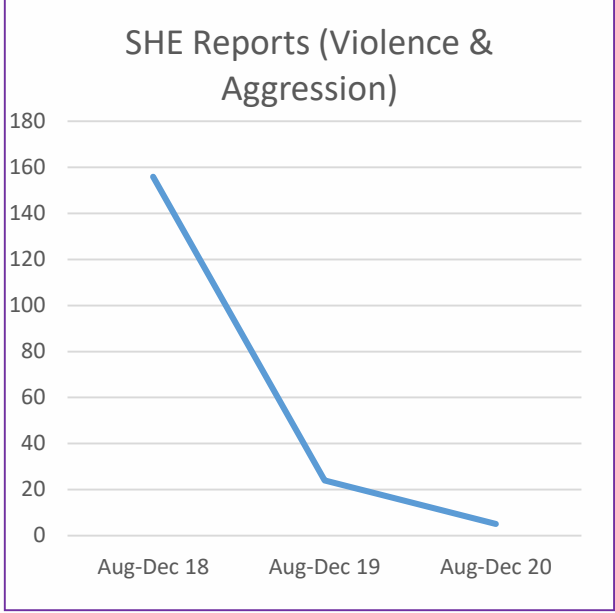
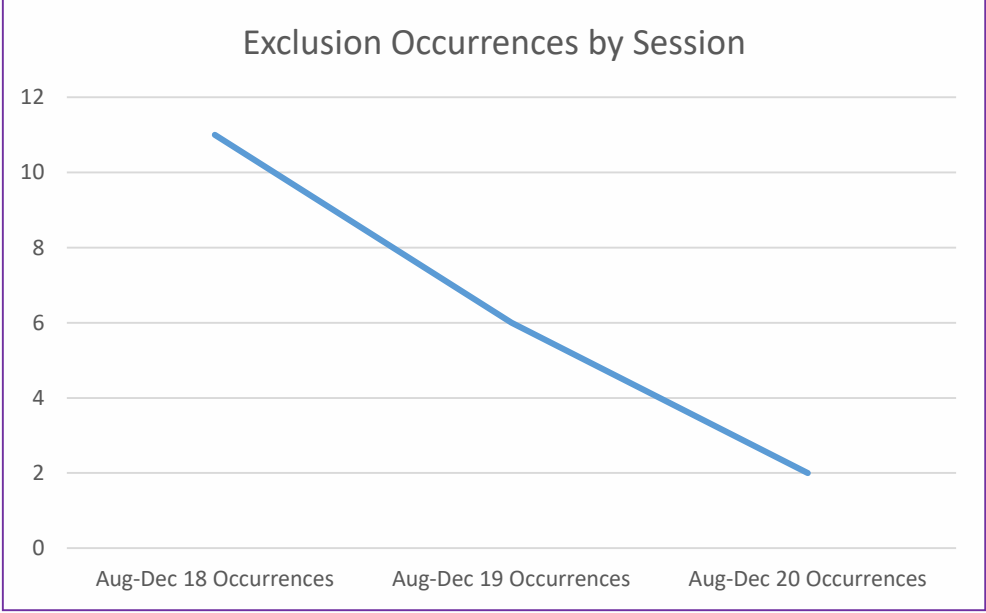
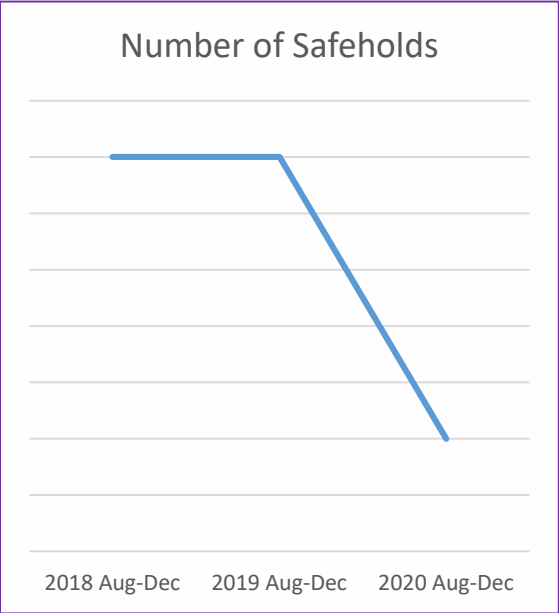
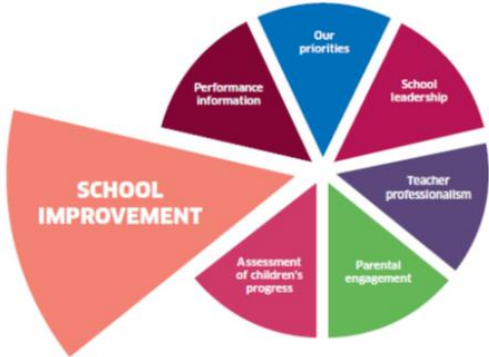


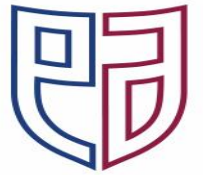
- Child very unsafe. Part time timetable implemented for short period with goal of reconfiguring supports and impacting change
- Daily tracker showed 60% of time in school was not positive, resulting in almost daily safe holds or running away
- Stretch aim – **60% of time in school will be positive**
- Changed teacher to DHT
- Implemented increased structure in learning and teaching
- Increased group size
- Began to build therapeutic web of adults in school
- Began 8-week therapeutic sessions with Ed Psych, DHT and target child.

Outcomes

- Safe holds ceased
- Exclusions ceased
- More time spend actively engaged in learning
- Child's view and story of who they were and what school meant to them changed
- Child began to understand that when they were anxious, they controlled situations to help them regulate
- They began to trust adults to help them co-regulate and allowed rather than rejected this
- Increased time in school
- Increased time in mainstream class.

What Have We Achieved So Far? Increased Safety.



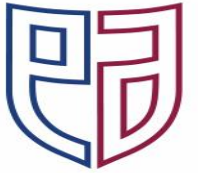


Assessment of Children's Progress

IMPACT:

WHAT HAVE WE ACHIEVED SO FAR? NEXT STEPS?

Improvement Priorities



Increased collaboration with wider agencies and teams.



Continued development of teaching and learning, and inclusive practices.



Establish a full time Social and Communication class.



Embed NME across all classes and all adults' practice.



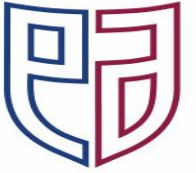
Develop Curriculum.



Focus on improving high quality learning and teaching to raise attainment of all.



NME Self Evaluation. Strengths:



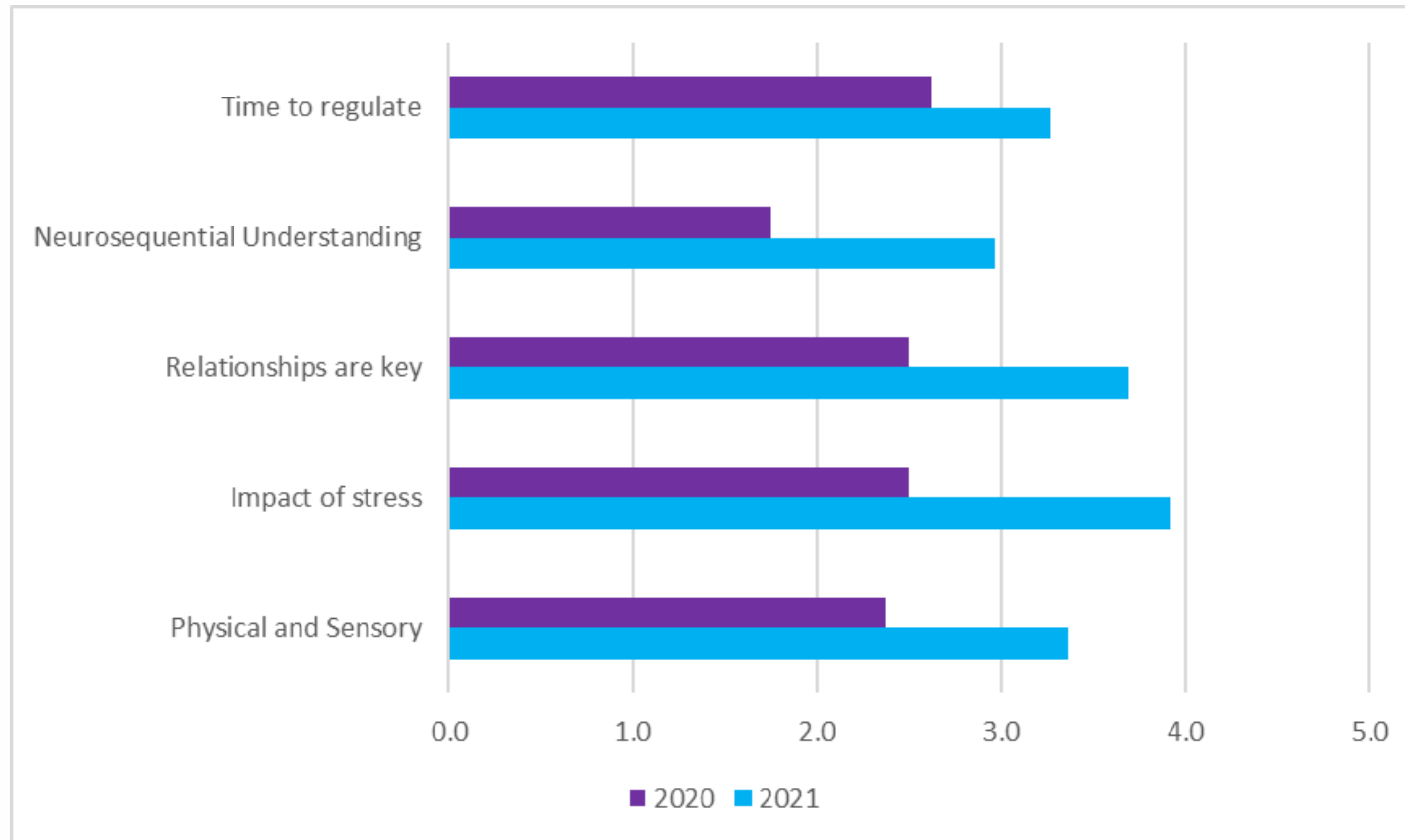
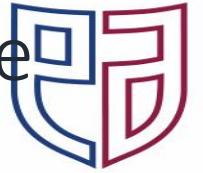
Impact on Children:

- Teaching children about the brain & own wellbeing
- Increased acceptance of self- feelings and behaviours
- Increased accepting of others & increased kindness
- Improved group process/pro social
- NME helps children to access cognition; PATHs gives them the language, however, NME supports children's ability to think and reflect. NME & PATHs go well together
- Children now expect an increased level of structure and regulation activities. Children can be excited and cope with regulation activities.
- Children's language has changed – “flipped his lid miss, he needs a wee minute’
- Environment is calmer

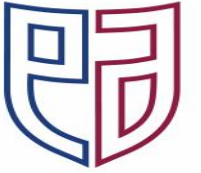
Impact on Teachers:

- Safer to try things out
- Permission to de-stress in class. Apply it to ourselves
- Teachers more curious about a child's behaviour and underlying feelings
- Teachers have more empathy
- More ideas up your sleeve
- Increased our toolkit
- Less dependent on management to sort things out
- Take things less personally – feel less of a failure
- Helps us understand about the stress level of the child; not necessarily about us

One year of implementation – Self Evaluation of NME using the Classroom Readiness Tool



Environment

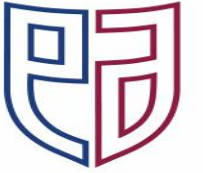


- Environmental checklist outwith class areas & playgrounds
- Increase consistency in classes – independent work areas
- Safe spaces in classes – ‘regulation stations’? And ‘free to develop their own’ ? – Use of landing spaces?
- Flexible seating
- Consideration to seating of hyper vigilant children
- Interruptions to classes

Agreed Actions 2021-22

1. **Amend checklists to include flexible seating & independent work stations – visual of this & resource to fund**
2. **Learner Participation**– what do they think about their classrooms & school environment?

Understanding of Stress



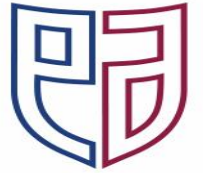
- Teachers – deepening the understanding of stress required
- ‘Framework’ for how to teach children about stress
- Educators aware of own trigger points & appropriate structure in place to support

Actions 21-22

- 1. Further NME Learning with NME Group**
 1. EP + teachers disseminate to whole school
 2. Develop **NME curricular resource** from Early to Second Level that fits with PATHS
- 3. Revisit CLPL from last year re Triggers in Class**
- 4. Develop clear structure for school** when children are experiencing significant dysregulation

Neurosequential Understanding & Regulation

- Importance of play across P1-P7
 - Children can identify when they need a regulation activity & can monitor if this was helpful – more with early majority – then roll out
 - Adult understanding of state dependent functioning & account for across the school day
 - Understanding of ‘the brain’ not consistent by stage across the school
- 1. Use curricular resource – establish bank of regulation strategies and activities in classes/**
 - 2. See previous slides re CLPL for staff & curricular resource**



Any questions?

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