Slide 1

Print or save this document to use for reference and to record your reflections as you progress through the Circle Resource Training.

Direct links are embedded throughout.

Slide 2

Welcome. This is the first of three recordings introducing the CIRCLE framework for secondary schools. I'm Pauline Lynch and I will be joined this session by my colleague Haley Mc Murray.

Slide 3

Once you have completed these three sessions **you will have :**

- an understanding of how to promote effective inclusive practice using the CIRCLE Framework for Inclusion

- knowledge and experience of using the CIRCLE framework tools

Slide 4

Learning outcomes

After Session 1 you will have :

- An understanding of what is meant by inclusion
- Considered the views of learners with ASN
- An overview of the CIRCLE framework
- An introduction to the Classroom Scale

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After Session 1 you will have :

- An understanding of what is meant by inclusion
- Considered the views of learners with ASN
- An overview of the CIRCLE framework
- An introduction to the Inclusive Classroom Scale

Slide 5

What helps you to feel included?

Imagine you are joining a new club.
You don't know anyone else there...
What would help you to feel included?
What would be a barrier to inclusion?

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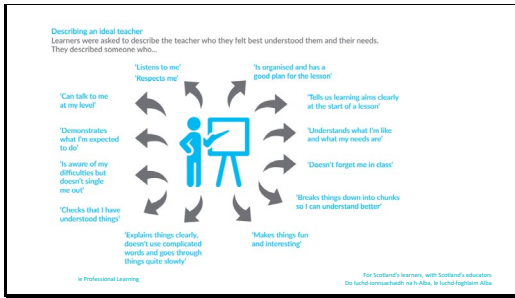We are now going to consider what helps us feel included

I want you to imagine you are joining a new club. You don't know anyone at the club.

What we find is that often what helps us as adults is similar to what our learners want and need.

What would help you to feel included?

What would be a barrier to inclusion?

Slide 6

P23 of Secondary manual

Now here are some of the thoughts that young people told the CIRCLE team about how a teacher has helped to include them.

Including statements like the staff listen to me and understand what I'm like and what my needs are. When they explain the learning clearly and slowly and don't use complicated words, then check if I've understood things.

Slide 7

[Presumption to provide education in a mainstream setting: guidance - gov.scot (www.gov.scot)](www.gov.scot)

[Recognising and realising children's rights: A professional learning resource to promote self-evaluation]

In 'How Good is Our School 4?' inclusion is described as taking positive action and intervening in order to enable achievement for all by building and fulfilling the potential of every child, young person and adult.

The Scottish Government has defined inclusion as starting from the belief that education is a human right, and the foundation for a more just society
An inclusive approach recognises diversity and holds the ambition that all children and young people are able to achieve their full potential.

This inclusive approach is seen as the cornerstone for achieving equity and excellence in education for all learners

How do you define Inclusion?
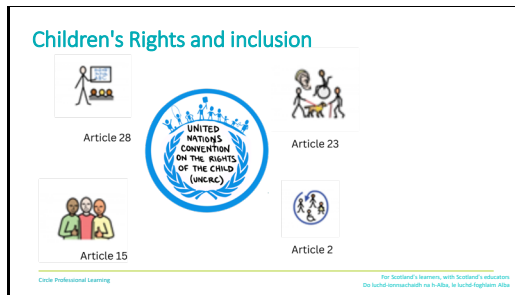
How far do learners in your setting understand their rights?

and improvement planning | Resources | Education Scotland

Understanding learner's rights to additional support for learning - Enquire

Disabled learners' rights - Enquire

Slide 8

Children's Rights and inclusion

Article 28

Article 23

Article 15

Article 2

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As of July 2024 – the UNCRC is Statutory across Scotland

In terms of children's rights a number of articles are relevant when we consider inclusion.

In terms of children's rights, a number of articles are relevant when we consider inclusion.

Article 15 for example includes recognition of the rights of the child to freedom of association
There is the right to protection against discrimination (Article 2).
Article 23 notes that children with a disability should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community...and given support to enable the fullest possible social integration and individual development, including his or her cultural and spiritual development (Article 23)

Human rights are the basic rights and freedoms to which we are all entitled in order to live with dignity, equality and fairness, and to develop and reach our potential. Human rights are a list of things that all people – including children and young people – need in order to live a safe, healthy and happy life. Human rights are:
- universal (they apply to everyone, regardless of who they are)
- inalienable (they cannot be taken from you or given away)
- Indivisible (they are all equally important)
- interdependent (a breach of one impacts them all)

Slide 10

Equality Act (2010)

- The Act protects pupils from discrimination and harassment
- based on 'protected characteristics'.
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- It gives the duty to advance equality of opportunity between people who share a protected characteristic and those who do
- not and to foster good relations between them.

EQUALITY

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[Equality Act (2010) | Resources | National Improvement Hub (education.gov.scot)](#)

Appendix is available separately to download as PDF

The Education Scotland module on Inclusion gives details on the legislative and policy context for inclusion.
We have also summarised these in Appendix 1 of the Notes and Reflections log for this session.

The Equality Act is one key piece of legislation which protects people from discrimination and gives the duty to advance equality of opportunity between people who share a protected characteristic and those who do not, and to foster good relations between them.
Note that in schools age and being married or in a civil partnership are NOT protected characteristics for schools provisions.

Putting this into practice in the classroom: How well do I plan activities to support positive relationships between groups of learners?
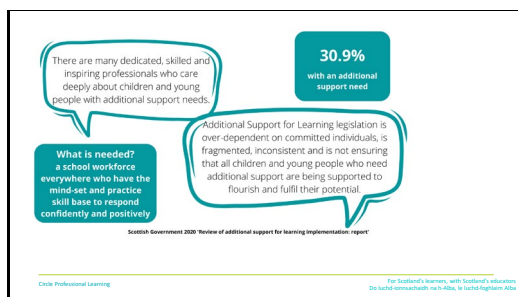
Slide 11

Additional Support Needs

What do we know?

[Review of additional support for learning implementation: report - gov.scot (www.gov.scot)](#)

[Improving additional support for learning: 2022 progress report - Enquire](#)

So what do we know about Additional Support Needs in Scotland? Scottish Government conducted a review of this area and published a report in June 2020 followed by a progress report in November 2022

Slide 12

[Review of additional support for learning implementation: report - gov.scot (www.gov.scot)](#)

[Improving additional support for learning: 2022 progress report - Enquire](#)

A review of the implementation of additional support needs was held and reported on in 2020 by Angela Morgan
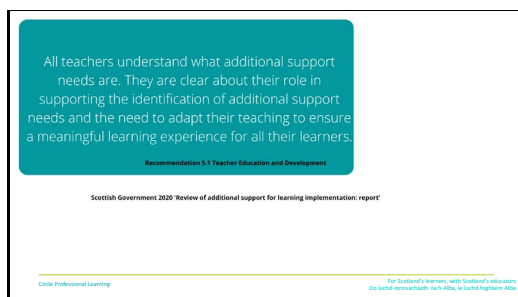
- At this time, the percentage of learners with an additional support need was 30.9%, emphasising that inclusion is core business for all practitioners
- She noted that there are many dedicated and skilled professionals but that the system is over-dependent on these committed individuals and is inconsistent, meaning that not all learners fulfil their potential.
- The report noted that not all professionals are signed up to inclusion values. Some shared a core belief that their role should only be to teach children and young people capable of learning within traditional academic standards.
- Some distinguished between the 'deserving' and 'undeserving' with ASN.

Slide 13
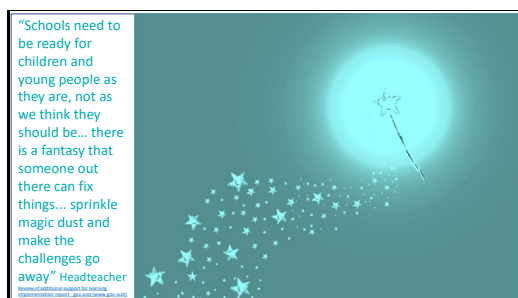
Angela Morgan quotes a Head teacher: " Schools need to be ready for children and young people as they are, not as we think they should be…. There is a fantasy that someone out there can fix things… sprinkle magic dust and make the challenges go away"

Slide 14

All teachers understand what additional support needs are. They are clear about their role in supporting the identification of additional support needs and the need to adapt their teaching to ensure a meaningful learning experience for all their learners.

Recommendation 5.1 Teacher Education and Development

Scottish Government 2020 'Review of additional support for learning implementation: report'

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[Additional support for learning: action plan - gov.scot (www.gov.scot)](www.gov.scot)

[Education (Additional Support for Learning) (Scotland) Act (2004) | Resources | National Improvement Hub](#)

[CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) | Resources | Education Scotland](#)

[Presumption to provide education in a mainstream setting: guidance - gov.scot (www.gov.scot)](www.gov.scot)

So what did the report recommend? The recommendations were wide ranging, but one that is particularly relevant is the following:
'All teachers understand what additional support needs are. They are clear about their role in supporting the identification of additional support needs and the need to adapt their teaching to ensure a meaningful learning experience for all of their learners'.

This standard chimes with GTC standards for example in relation to planning for learning, 'identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner'

We feel that the CIRCLE framework can help to meet this recommendation.

Slide 15

How can we make inclusion work?

Changing outcomes for vulnerable learners is unlikely to be achieved unless there are changes in the attitudes, beliefs and actions of adults

Mel Ainscow 'Teaching Scotland' Issue 96 April 2023

You are the Strategy!

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GTC Teaching Scotland April 2023
[Teaching-Scotland-Issue-96.pdf (gtcs.org.uk)](#)

Mel Ainscow, an expert on inclusion in Scottish schools, also noted that the key to inclusive education lies with the adults. Practitioners like yourselves who have chosen to explore this area more deeply can not only upskill yourselves but also have the potential to influence the adults around you.

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The CIRCLE Framework

Interdisciplinary

Research on inclusion in literature

Input from young people

Practitioner evidence

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[CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) | Resources | Education Scotland](#)
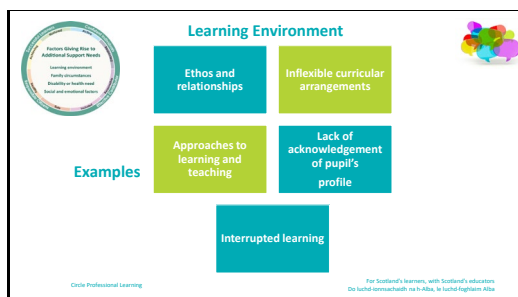
The CIRCLE framework is one way of helping all practitioners develop the confidence and skills to meet the needs of a wide range of learners.
It was developed to take account of evidence on inclusion from the literature, from practitioners and learners and the development was supported from professionals from a range of disciplines.

Slide 17

The Additional Support for Learning Acts of 2004 and 2009

Duty to provide additional support to children and young people who have an additional support need which is causing a barrier to their learning:

Factors Giving Rise to Additional Support Needs

Learning environment
Family circumstances
Disability or health need
Social and emotional factors

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[Additional support for learning: statutory guidance 2017 - gov.scot (www.gov.scot)](www.gov.scot)

[The Additional Support for Learning Act | Additional support | Parentzone Scotland | Parentzone Scotland (education.gov.scot)](education.gov.scot)

[getting-right-child-practice-guidance-4-information-sharing-2022.pdf (www.gov.scot)](www.gov.scot)

The main piece of legislation in the area of inclusion is the Additional Support for Learning Act (2004), which was amended in 2009.

A number of interlinked factors are identified that might give rise to additional support needs. For example:

Learning environment- e.g., a child who enters an English speaking setting who speaks Punjabi but does not yet have English as an additional language (temporary barrier)
Family environment- e.g., living with domestic abuse
Disability or health need- e.g., may have cerebral palsy and be unsteady on their feet
Social and emotional factors- e.g., has experienced high level of inconsistent care due to parental addiction
These broad themes are overlapping
Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) 2017

This Act is complemented by the policy 'Getting it right for every child'.

Slide 18

Thinking now about barriers that might exist in the learning environment: what might be they be?

Slide 19
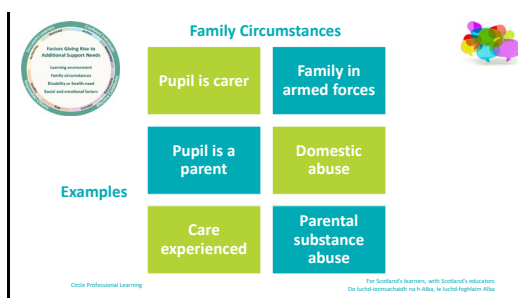
Slide 20
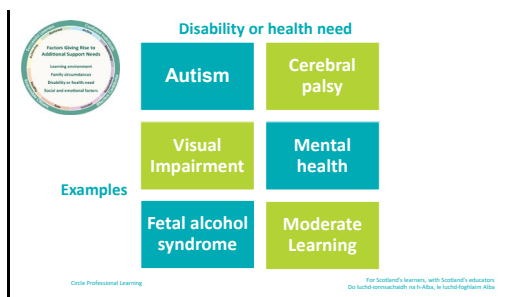
When we think about disability or health needs, a range of needs will come to mind, such as autism, cerebral palsy, visual impairment, a mental health difficulty or fetal alcohol syndrome.

It is important to recognise that needs here may be formally diagnosed by a health professional or may be undiagnosed. They may have a short or long term effect on the learner's ability to carry out everyday tasks or access their learning.

Slide 21
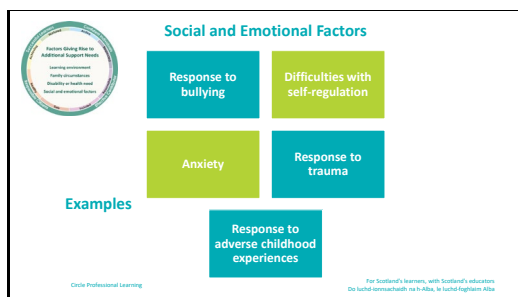
Social and emotional factors can include responses to bullying, trauma or adverse childhood experiences, or the learner may struggle with anxiety or regulating their emotions.

Look at your SEEMIS data and note how the pupils in your class/establishment are recorded, with other colleagues, compare cohorts and year groups.

Which factors are leading to the most common barriers in your setting?

Ministerial Foreword - Presumption to provide education in a mainstream setting: guidance - gov.scot (www.gov.scot)

The Scottish Government guidance on inclusion suggested the following key features; children need to be present, participating, achieving and supported.

Present
All children and young people should learn in environments which best meet their needs
All children and young people should be fully engaged in the life of their school, through the inclusive ethos, culture and values of the school
All children and young people should receive a full time education including flexible approaches to meet their needs

Participating
All children and young people should have their voices heard in decisions about their education. Including decisions on where they learn

Is there one particular feature that needs more development in my classroom?

All children and young people will have the opportunity to participate and engage as fully as possible in all aspects of school or early learning and childcare life, including trips and extracurricular activity

All children and young people should be enabled and supported to participate in their learning

Children and young people with additional support needs, who are aged

12-15, also have extended rights within the ASL framework to use rights on their own behalf to affect decisions made about them

Achieving

All children and young people should be achieving to their full potential

All children and young people should have access to a varied curriculum tailored to meet their needs

Supported

All children and young people should benefit from the ethos and culture of the school, inclusive learning and teaching practices and relationships

All children and young people should be given the right help, at the right time, from the right people, to support their wellbeing in the right place

All children and young people should be supported to participate in all parts of school life

All children and young people should be supported to overcome barriers to learning and achieve their full potential

Young Ambassadors for Inclusion

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The Inclusion Ambassadors are a group of secondary school-aged pupils from across Scotland who have a range of additional support needs and attend a variety of school provisions.

Originally formed in 2016 by Education Scotland and now supported by Children in Scotland, the group was established to ensure the views of young people with additional support needs are heard in discussions about education policy. The group are encouraged to speak freely and openly, sharing their experiences of being a pupil with additional support needs in Scotland, including what works and what could make things better.

One of their pieces of work was to create a film sharing their thoughts.

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'Ask Us, Hear Us, Include Us!'

ASK US, HEAR US INCLUDE US!

Click here for the film

Link https://youtu.be/dkGecrJC2ME
1.44 to 3.14
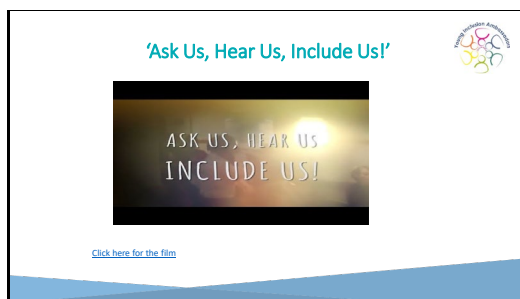
Note that some young people ask for contradictory things e.g. treat us the same but also meet our needs.

As adolescents the young people are often both wanting to blend in and not stand out and yet also know adjustments are needed for them to flourish.

Why might that be?

Slide 25

Consider

What do the young ambassadors say makes inclusion work?

What do you do already to make your classroom inclusive?

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What do the young ambassadors say makes inclusion work?

What do you do already to make your classroom inclusive?

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The CIRCLE Framework

The CIRCLE Framework of Inclusion was developed by Edinburgh City Council, Queen Margaret University and NHS Lothian to promote effective inclusive practice in classrooms. A version for primary schools was first developed followed by secondary and early years versions.

Inclusive Learning and Collaborative Working
Ideas in practice

Secondary School Resource (Ages 11-18 years)

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CIRCLE website: www.thirdspace.scot/circle

CIRCLE was developed through a ten year research and implementation process by a collaborative partnership consisting of teachers, therapists and academics from City of Edinburgh Council, NHS Lothian and Queen Margaret University. CIRCLE stands for Child Inclusion Research into Curriculum Learning and Education. The CIRCLE Framework has been created to support the development of inclusive practice as best practice in all schools and early years settings. It brings together and shares good practice and ideas from education staff, focusing on advice and strategies for improving the participation and achievement of learners with additional support needs. There are three CIRCLE education resources, one each for Early Years, Primary and Secondary. All are available to download on the CIRCLE website

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The CIRCLE Framework

NAIT CIRCLE Framework Introduction
2021 - YouTube
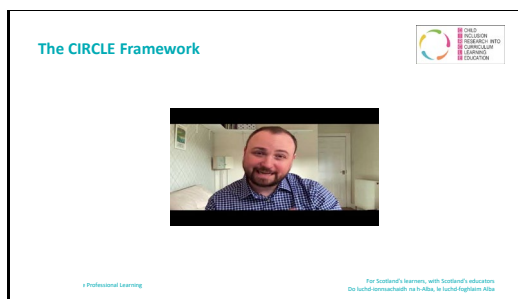
We're now going to play a 5 minute film by Dr
Donald Maciver, Senior Researcher in the CIRCLE
Team at Queen Margaret University, that provides
an overview of the development and use of the
CIRCLE resources.

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Practitioner Resources

Home | Autism Toolbox Autism
Toolbox

CIRCLE resource to support
Inclusive Learning and Collaborative
Working (Primary and Secondary) |
Resources | Education Scotland

Education Scotland, in collaboration with the
CIRCLE team, have created badged online learning
modules for practitioners with the aim of
improving familiarity and confidence in using the
resource. Modules are available for both the
Primary and Secondary resources.

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[Education Resources | ThirdSpace](#)
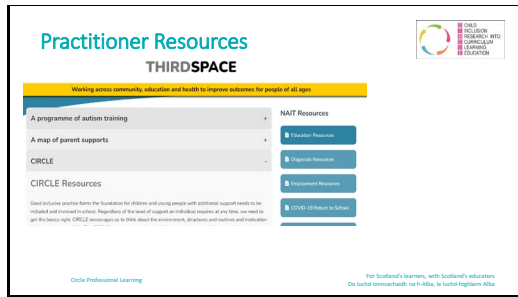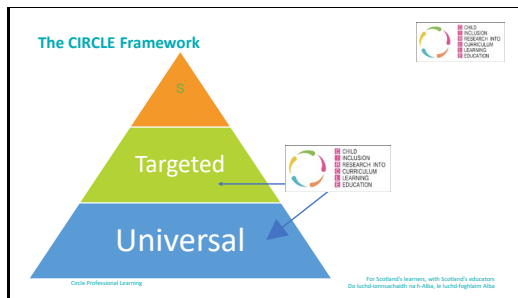
The resource manuals can be accessed via the National Autism Implementation Team (NAIT) website. The NAIT team has created 'Train the Trainer' resources which aim to support leads in local authorities who wish to facilitate professional learning in their setting. These resources are free to access via their website.

Slide 30

Good inclusive practice sits within a staged intervention model. Staged intervention is the national approach to creating an inclusive school environment that seeks to meet the needs of everyone. For many children with Additional Support Needs, their needs will be well met in an inclusive mainstream environment. For some learners who require a more tailored approach, the Getting it right child planning process will support individualised planning via the 'team around the child'. And for a smaller number of learners, specialists from education and health may be required to support planning (e.g. Outreach Teachers, Speech and Language Therapists and Occupational Therapists). The CIRCLE framework provides a foundation for good inclusive practice in supporting all children with additional support needs. As a child's support need move through the stages, CIRCLE is still relevant. Big problems don't always require big solutions. It's important to keep checking that the basics are in place.

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Inclusion in Practice

The CIRCLE Framework introduces the importance of considering inclusion in terms of four main areas:

. Skills
. Motivation
. Structures and routines
. The environment (physical and social)

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CIRCLE aims to support staff to work collaboratively to provide inclusive learning environments to support all children. Rather than expecting the child to change, CIRCLE supports us to think about adaptations that can be made to the physical and social environment around the child. The CIRCLE framework introduces the importance of considering inclusion in terms of four main areas:

- Skills
- Motivation
- Structures and routines
- The social and physical environment

CIRCLE tells us that, when we recognise need and are looking for ways to support we should first consider adaptations to the physical and social environment. We need to create clear and predictable structures and routines and ensure that motivation is intrinsic to the task or activity – that a child knows why they are expected to do something and that it is meaningful to them. Only when all of these things are in place should we look to develop the child's skills. For example, if a child isn't regularly initiating or asking for help, just telling them the words to say and teaching them to say, "I need help" won't change this… unless: The child's day is set up to provide opportunities (structure and routine), the child has a reason to ask (motivation) and the people around them are supportive of and responsive to their request attempts (adapted social environment).

Working within an Inclusive Classroom

The CIRCLE Inclusive classroom Scale (CICS) provides a rating of how different aspects of the environment impact on learners in the following areas:

- The physical environment
- The social environment
- Structures and routines

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In common with all of the CIRCLE resources, the focus is on the environment first. We focus on whole school and classroom environments in terms of the physical environment, the social environment and structures and routines. Rather than thinking about what a learner can and can't do or only thinking about their underlying ability or disability, the CIRCLE framework encourages us to think more widely, particularly paying attention to aspects of the environment, which impact on the child. Often when we consider adapting a child's environment, we think about the physical space around the child and the resources in place to support them. Equally important is the Social Environment; the attitudes, expectations and actions of the people around the child. Adapting our communication to match a child's developmental level and communication style, can have a real impact on how well that child is included within the class and school. We can, for example, reduce our language, cue the child in by name when speaking to them, and use consistent vocabulary within daily routines.

This tool enables you to rate (or score) your classroom environment in terms of: - the physical environment (objects, visuals, sensory, space) - the social environment (attitudes, information, empowerment, support) - and structures and routines (decisions, the appeal of activities, expectations, activity demand). It encourages you to consider whether each aspect of the environment is supporting or hindering children. You could complete the CIRCLE Inclusive Classroom Scale on your own, or together with other members of staff – for example, a stage partner or visiting allied health professional. Or you and a colleague could complete it independently and the compare results. The results of the CIRCLE Inclusive Classroom Scale will help you to identify areas of strength and areas to develop that will make your classroom more inclusive. You can 19 then make a plan using the CIRCLE Inclusive Classroom Planning Page on Page 29 and the guidance within this section of the resource.

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'The CIRCLE Inclusive Classroom Scale (Secondary)' in which a lecturer from Queen Margaret University, describes the CIRCLE inclusive classroom scale (CICS) and how to use it (film duration 2.42 minutes)
A transcript of this film is available.

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The CIRCLE Inclusive Classroom Scale is comprised of three ratings tables similar to this one, one for each of the areas Physical Environment, Social Environment and Structures and Routines, as well as a summary page. This is the rating table for the physical environment, which can be found on Page 46 of the online manual

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This is the rating table for the Social Environment, which can be found on Page 48 of the online manual

Slide 36

And this is the rating table for Structures and Routines which can be found on page 50 of the online manual.

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Each of these three areas has been further divided into five constituent parts. The Circle Inclusive Classroom Scale enables you to assign a rating to each of these three areas so that areas of strengths and weaknesses within the environment can easily be identified.

The tool can be completed individually with a colleague or group of colleagues, It can be used to share information with colleagues about your classrooms or utilised as a framework to support discussions with student teachers and probationers about setting up an inclusive classroom.

You may also wish to ask a group of learners to rate the classroom environment from their perspective.

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You will also find a set of reflective questions adjacent to each of the ratings tables which will help you when you are considering the different aspects of your classroom environment, such as this one provided for the area of Structures and Routines.

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When completing the CIRCLE Inclusive Classroom Scale, you should work through each of the three ratings pages, identifying which of the criterion statements best describes that aspect of the environment. When working through these, it is important to bear in mind that the Inclusive Classroom Scale is designed to measure a broad range of environmental impacts with a wide range of learners.

The scale uses the same 4 point rating scale for all of the items to be rating, with 4 being assigned to aspects of the environment which strongly support learners' participation and 1 for aspects of the environment which strongly interfere with learners' participation. Note that '4' does not represent 'good' environmental support, but is indicative of 'exceptional;' environmental support.

Use your professional judgement to decide on the rating for each item. It is not anticipated that you will spend a great deal of time selecting the appropriate rating.

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If it is not clear which of the two ratings to use, choose the lower of the two possible.

Once you have completed all three rating scales for each of the three areas, Physical Environment, Social Environment and Structures and Routines, these scores should then be transferred to the Inclusive Classroom Scale summary page which can be found on page 52 of the online manual. . This will help you to quickly identify areas of strength and areas for development within the environment.

It is likely that the average classroom which is operating effectively will receive mainly '3s' with an occasional '2' rating. This environment would not be expected to make significant change, although would need to focus on the '2s' to facilitate improvement.

However, if an environment received '1s' for most items, with only a few '2s' or '3s', this would indicate that improvement were needed and an action plan warranted.

It is essential to focus any efforts for improvement on things which are within your control. For example if you have rated 'Adequacy of Space' (an item within the Physical Environment) as '1' due to building constraints, this would be outside your control. You could raise your concerns with management, but then focus on other areas requiring improvement which are under your control.

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If you identify areas requiring development form the CIRCLE Inclusive Classroom Scale, you can make a plan using the CIRCLE Inclusive Classroom Planning Page which you will find on page 53 of the online manual. This provides a structure for you to document and evidence how you are developing the principles of an inclusive classroom. The CIRCLE Inclusive Classroom Scale can be used as often as required to demonstrate changes or improvements. This, together with the CIRCLE Inclusive Classroom Planning page can be used as evidence of reflective practice and your development towards an inclusive classroom.

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Circle Resource Secondary Session 2

Notes and Reflections
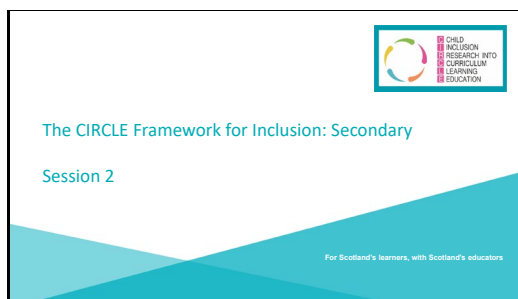
Slide 1	The CIRCLE Framework for Inclusion: Secondary Session 2 For Scotland's learners, with Scotland's educators	Print or save this document to use for reference and to record your reflections as you progress through the CIRCLE Resource Training. Direct links are embedded throughout.	
Slide 2	WELCOME	Welcome to you all. This is the second of three recordings introducing the CIRCLE framework for secondary schools. I'm Pauline Lynch and I will be joined this session by my colleague Hayley Mc Murray.	Something different I have learned since session 1?
Slide 3	Learning outcomes **In Session 1 we:** • Explored what is meant by inclusion • Considered the views of learners with ASN • Were introduced to the CIRCLE framework and the Circle Inclusive Classroom Scale (CISC)	As you will recall in Session 1, we explored what we mean when we talk about inclusion and additional support needs. We considered the views of learners with additional support needs and were introduced to the CIRCLE framework and to the Inclusive Classroom Scale. Hopefully since then you will have had the opportunity to use the Inclusive Classroom Scale in your own setting.	How did you find completing the classroom scale?
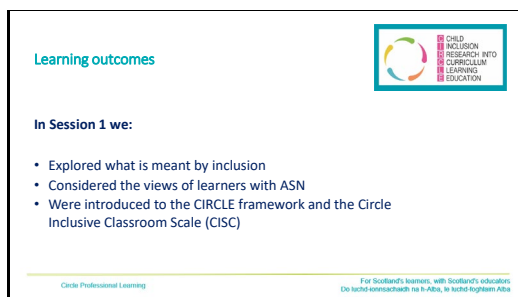
Slide 4

In Session 2 we will:

- Learn how to use the CIRCLE Participation Scale

Slide 5
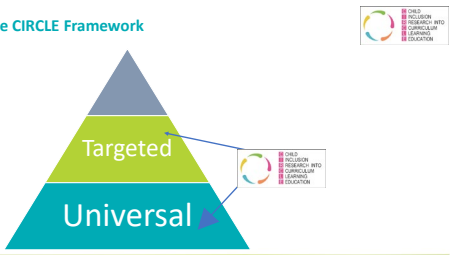
CIRCLE recognises the importance of adapting the physical and social environment of the classroom to meet the needs of learners as well as building structures and routines and motivation. Skills development is the last piece of the jigsaw
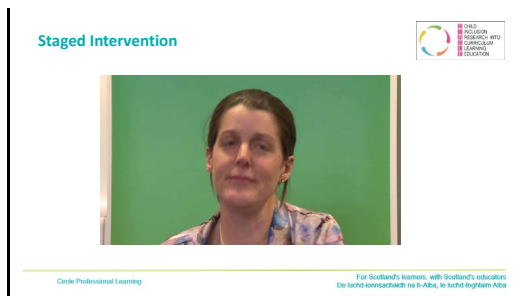
Slide 6

Good inclusive practice sits within a staged intervention model. Staged intervention is the national approach to creating an inclusive school environment that seeks to meet the needs of everyone. For many young people with Additional Support Needs, their needs will be well met in an inclusive mainstream environment. For some learners who require a more tailored approach, the Getting it right for every child planning process will support individualised planning via the 'team around the child'. And for a smaller number of learners, specialists from education and

Your Local Authority may have a different staged level of intervention. Do you know what and where that is?

health may be required to support planning, for example Outreach Teachers or Occupational Therapists). The CIRCLE framework provides a foundation for good inclusive practice to support all young people with additional support needs. It is still relevant when support needs are more complex. As mentioned in session 1, it is important to keep checking that the basics are in place even when more complex needs are in evidence.

Slide 7

[Circle staged intervention approach - YouTube](#)

In this film, a Primary Depute head explains how the CIRCLE framework is used to support a staged approach to intervention in Edinburgh

Slide 8		The CIRCLE Participation Scale is a measure of participation in school life. It has been designed as an initial assessment to give an overview of a learner's strengths and potential areas for development.
Slide 9		Watch this film in which a lead research practitioner from Queen Margaret University describes the CIRCLE Participation Scale and how to use it.

Participation Scale Primary - YouTube
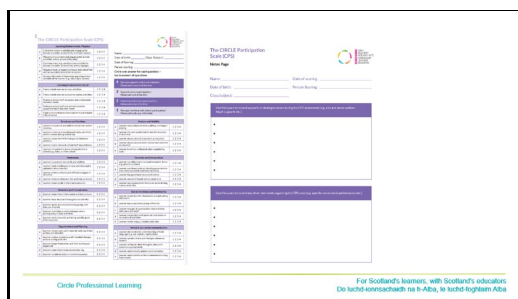
| Slide 10 | | The CIRCLE Participation Scale, which can be found from Page 33 of the online manual, enables a more detailed assessment of a learner's needs. The Participation Scale is a measure of participation in school life which has been designed as an initial assessment to give an overview of a learner's strengths and potential areas for development.

Completion of the Participation Scale may involve other staff within the schools such as the extended pupil support team or school management team. |

| Slide 11 | | The CIRCLE Participation Scale assesses the physical and social environment, structures and routines, motivation and skills in the areas of social, emotional and relationships, organisation and planning, motor, attention and concentration and verbal and non-verbal communication. The tool then allows you to explore strategies to help address the five skills areas.

The completed CIRCLE Participation Scale will direct you to the relevant pages of the resource containing the specific supports and strategies for that learner profile. |

Slide 12

The CIRCLE Participation Scale asks you to read a set of statements and for each to consider and 'score' the response which is most accurate for the learner you are assessing, ranging on '4' if an aspect strongly supports school participation or is observed almost all of the time to '1' for aspects which strongly interfere with school participation or are observed hardly any of the time.

Slide 13

The Participation Scale can be completed alone or in consultation with colleagues, or colleagues could complete separately and compare results
You should try to answer all of the questions.

It can be useful to observe the learner or reflect on their participation across a variety of circumstances and then use your professional judgement to decide which 'score' gives the most accurate overview of the learner.

Once you have completed the Participation Scale, take time to go through the categories looking for patterns in how you have scored the learners. Look for categories where you have given a score of 4 or 3 – these show areas of strength where things are currently working well. It is important to highlight these, as well as identifying areas of need. Categories when you have given a score of 1 or 3 highlight areas that restrict or inhibit the learner's participation in school life and may require development. Consider if these findings were what you expected and reflect on ways in which you may be able to tap areas of strength to address areas of need.

| Slide 14 | | It is possible that a learner has more of a mixed pattern. In this case, look for the skill area where there is the lowest total score and begin by looking at that section to see if the outline of the needs corresponds to those encountered by the learner. If so, try implementing some of the supports and strategies suggested in that skill area. If not, then consider whether one of the other low scored skill sections might be the actual 'cause'.

For example, a learner with Verbal and Non-Verbal Communication needs may have low scores for Social and Relationship skills, but by focusing on supports and strategies on the former skill area, this will improve the latter. |
| Slide 15 | | For some learners the CIRCLE Participation Scale might highlight needs in one particular skill areas e.g. Attention and Concentration. This table gives the pages within the resource where you will find supports and strategies for that particular skill area. |
| Slide 16 | | Each skills section has an overview page such as the one shown here for Attention and Concentration skills... |

Slide 17

And lists of suggested Supports and Strategies which you can chose from by either ticking or highlighting.

Slide 18

At the end of each skills section, you will find a CIRCLE supports and strategies planning page. This can be used to document your current concerns and input, your planned intervention, and eventually the outcomes and next steps. There are also sections on this page where you can record the learner's views if appropriate. This information, together with the CIRCLE Participation Scale can be used for your own reflection or professional learning; to provide evidence of input and aid discussions with parents/carers or colleague, as well as to support onward referral to other agencies where relevant.

Slide 19

You can repeat the CIRCLE Participation Scale as often as required. It can be useful to repeat it at the beginning of each term to evaluate the impact of any supports and strategies that have been introduced.

Slide 20

Slide 1

Print or save this document to use for reference and to record your reflections as you progress through the CIRCLE resource training.
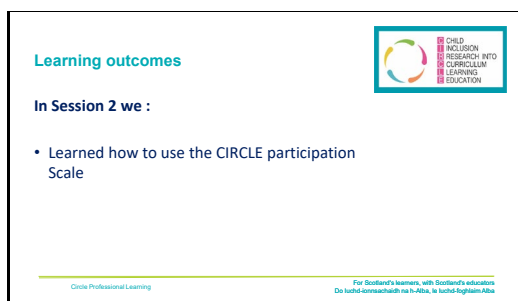
Direct links are embedded throughout.

Slide 2

Welcome back. This is the third of three recordings introducing the circle framework for secondary schools. I'm Pauline Lynch and I will be joined this session by my colleague Hayley McMurray.

Slide 3

In Session 2 we learned how to use the CIRCLE Participation Scale

Did a particular aspect of what we explored in the last session resonate with you?

Slide 4

And in Session 3 we will consider what we mean by motivation, and will explore collaborative working (thinking particularly about our crucial partnership with parents) and the ways that we can better involve learners.

Slide 5

This jigsaw will now be familiar to you. In the participation scale we started to look at different skills by considering

- Modifications to the learning environment
- Establishing structures and routines
- Approaches to enhance motivation

Let's take the example of a child with co-ordination issues. After identifying where our learning environment needs to change, we might build in **modifications** such as:

- the choice to sit on supportive seat at carpet time
- The use of physical boundaries e.g. a carpet square to identify their seating space
- Breaking down tasks such as how to catch a ball

In terms of **Structures and Routines**, we might use verbal rehearsal of the task then modelling in PE before the child has to perform a physical task.

We might ensure the learner has regular changes of position in the classroom.

To **enhance motivation,** we might adapt tasks to ensure success e.g. use of a larger ball, a closer distance for throw, sensitive assignment of roles in group work in PE.

Slide 6

Example:
A child with co-ordination issues:
Modifications
Use IT to record answers rather than write
Structures and routines
Regular opportunities to move
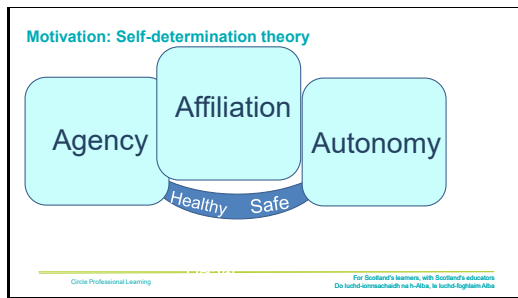Enhance motivation – adapt tasks to ensure success e.g. use of larger ball, closer distance for throw, sensitively assign roles in group work in PE.

Slide 7

As we have seen approaches to enhancing motivation are threaded through every skill. But are we clear about the elements required for motivation?

Motivation: Self-determination theory

Agency   Affiliation   Autonomy

Healthy   Safe

Circle Professional Learning   For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

Wellbeing Profile: Glasgow Motivation and Wellbeing Profile (GMWP) | Resources | Education Scotland

We can understand motivation better if we consider Self-determination theory. Glasgow Psychological Service has used this theory to devise a motivation and wellbeing profile for use with all learners allowing schools to track these aspects and intervene for improvement. It is available on the National Improvement Hub.
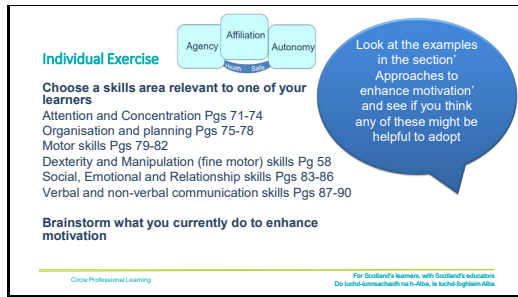
Self-determination theory suggests that people can become self-determined, or motivated when their needs for agency, affiliation and autonomy are fulfilled. The theory of motivation suggests that what drives people is a need to grow and gain fulfilment. According to self-determination theory, people are deemed to have built in psychological needs that need to be met in order to foster wellbeing

The first of these is the need for agency. People need to gain mastery of tasks and learn different skills. When people feel that they have the skills needed for success, they are more likely to take actions that will help them achieve their goals.

The second need is the need for affiliation: people need to experience a sense of belonging and attachment to other people, that is a sense of belonging. Autonomy is the third need identified. People need to feel in control of their own behaviours and goals. This sense of being able to take direct action that will result in real change plays a major part in helping people feel self-determined.

On the slide you can also see the words 'healthy' and 'safe': although not specific to Self-determination theory, we know that people need to have positive mental wellbeing and a sense of safety to fully engage in learning.

Slide 9

Look at the examples in the section 'Approaches to enhance motivation' and see if you think any of these might be helpful to adopt for the learner you are thinking about.

Slide 10

We will now move on to consider the topic of collaboration

Slide 11
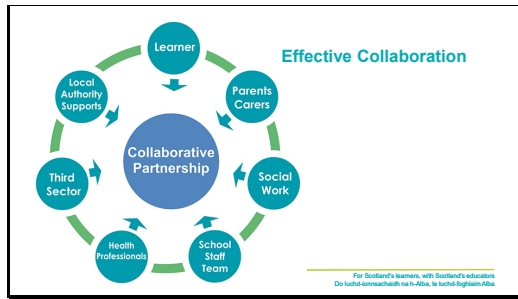
Supporting learners is a collaborative process that involves effective partnership working.

The role and views of the parents, carers, and child or young person are very important. Parents, carers or someone else involved with the family (e.g. social worker, health visitor) may have brought concerns to the teacher's notice in the first instance. The involvement of professionals will vary depending on the needs of the learner.

This figure highlights the range of people who may be involved in working collaboratively the support and identification process over a period of time, working collaboratively to support the needs of the child or young person. This is not an exhaustive list.

Slide 12
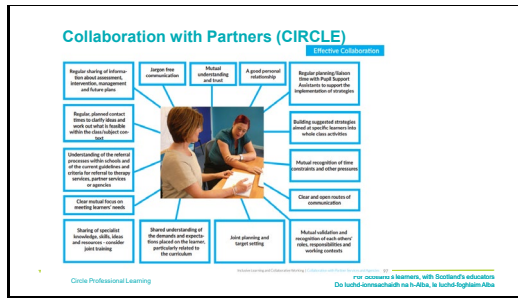
Page 97 of the Secondary CIRCLE Manual highlights key features of effective collaborative working. These include the importance of good relationships based on mutual understanding and trust, clear and open routes of communication and a shared focus on meeting the needs of learners.

What do you feel is vital for successful collaboration?

Slide 13		Parents are a crucial partner when supporting learners. You and the family have a shared goal –to get the best outcome for their child. We need to also remember that **parents and carers have the right to have their views listened to and be involved in decisions about their child's education and support.** The national support agency Enquire has been set up to help families of learners with additional support needs. They have compiled what in their experience helps families and schools work together most effectively.
Slide 14		Most were parents of children with autism. Anxiety, ADHD, mental health issues, behavioural issues, dyslexia, speech or language delay, physical health condition, learning environment, learning difficulty. Almost a third of parents who phoned were not in full-time education due to school related anxiety, part-time timetables, mental ill health, unlawful exclusion
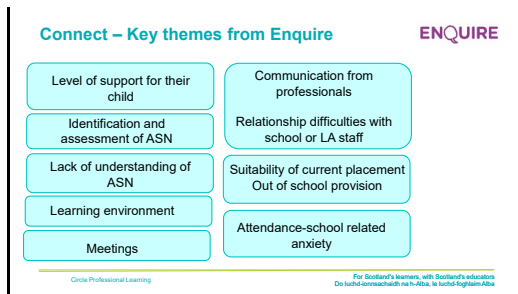
Slide 15

Here are some of the points that they make. They find that it helps to......

The CIRCLE handbook also details many helpful suggestions for enhancing collaboration between parents and school staff.

Involving parents and carers - Enquire

asl-guide-parents-carers.pdf (enquire.org.uk)

Slide 16

In the CIRCLE handbook, you will also see examples of postcards that can be used to enhance the communication between home and school. These share information about specific strategies which can be shared two-way.
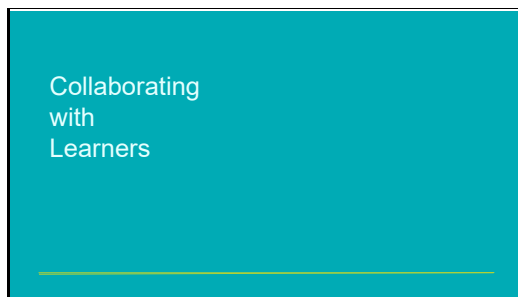
| Slide 17 | Collaborating with Learners | Supporting learners is a collaborative process that involves effective partnership working. The role and views of the parents, carers, and child or young person are very important. |

[SLF Online 2022 We have a voice too! (capturing the alternative voice of learners) - YouTube](#)

This webinar created by practitioners for the Scottish Learning Festival highlights a variety of ways learners can be supported to share their views.

| Slide 18 | **Collaboration with pupil support assistants**

Circle Professional Learning   For Scotland's learners, with Scotland's educators / Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba | Watch this video

What ideas can you take into your own classroom practice from this? |

[Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)](#)

Slide 19
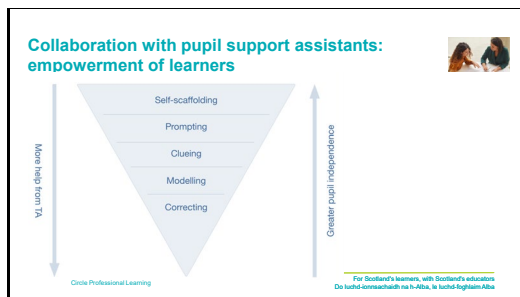
Self-scaffolding Self-scaffolding represents the highest level of pupil independence. Teaching Assistants (TAs) observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

Clueing Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first
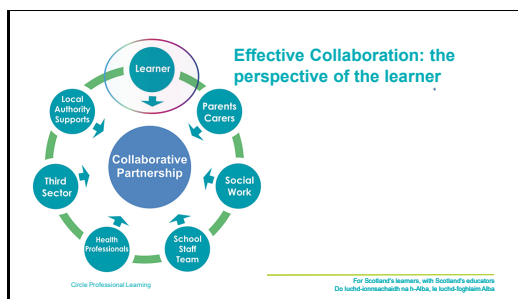
| Slide 20 | | Parents, carers or someone else involved with the family (e.g. Social Worker) may have brought concerns to the teacher's notice in the first instance. The involvement of professionals will vary depending on the needs of the learner. This figure highlights the range of people who may be involved in working collaboratively the support and identification process over a period of time, working collaboratively to support the needs of the child or young person. This is not an exhaustive list. | |
| Slide 21 | | Article 12 of the UNCRC gives children the right to express their views freely in all matters affecting them – including their education. Children's views should be taken seriously, in line with their age and maturity. | NB – from July 2024 UNCRC is statutory and enshrined in Scottish law |

Slide 22

Children have a right to share their views

Standards in Scotland's Schools etc. Act 2000

'...in carrying out their duty to provide school education, local authorities and schools must have 'due regard, so far as is reasonably practicable, to the views (if there is a wish to express them) of the child or young person' in decisions that significantly affect them.'

This is upheld by the Standards in Scotland's Schools Act which states that 'in carrying out their duty to provide school education, local authorities and schools must have 'due regards, so far as is reasonably practicable, to the views of the child or young person in decisions that significantly affect them'.

Slide 23

Children have a right to share their views

Education (Additional Support for Learning) (Scotland) Act 2004, as amended

'...local authorities and schools must seek and take account of learners' views in specific situations. These are when:
• identifying whether a learner has additional support needs
• reviewing what additional support a child or young person needs
• preparing or reviewing a co-ordinated support plan.'

According to Scotland's Additional Support for Learning Act, 'local authorities and schools must seek and take account of learners' views in specific situations. These are when: identifying whether a learner has additional support needs; reviewing what additional support a child or young person needs; preparing or reviewing a Coordinated Support Plan'.

Slide 24

Young Ambassadors for Inclusion

They should ask, listen and act, on what the young people say about the support that works best for them.

From 'Young Ambassadors for Inclusion: vision statement for success'

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This is very much in line with the views of the Young Ambassadors for Inclusion, who express that adults should 'ask, listen and act on what young people sat about the support that works best for them'.

Slide 25

It is important to reflect on any barriers a child or young person may face to sharing their views

Are you the right person to ask them these questions or is there another staff member they may feel more comfortable talking to?

Do they know why you're asking these questions and what you're going to do with their answers?

Slide 26

The Education Scotland website provides information and guidance around enhancing learners' participation in education settings.

Learner Participation in Educational Settings (3-18) | Resources | Education Scotland

Slide 27

7 Golden rules for participation - The Children and Young People's Commissioner Scotland (cypcs.org.uk)

The Children & Young People's Commissioner for Scotland has 7 Golden rules for participation which includes downloadable symbol cards. These can help children understand their rights and share their views with you.

May at first glance look like it is geared towards younger learners, but some useful universal advice to effective approaches

Slide 28

My Rights, My Say
(myrightsmysay.scot)
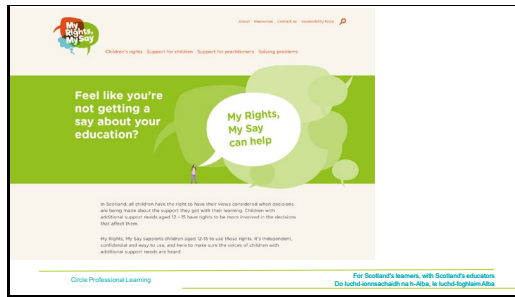
In Scotland, all children have the right to have their views considered when decisions are being made about the support they get with their learning. Children with additional support needs aged 12 – 15 have rights to be more involved in the decisions that affect them. My Rights, My Say supports children aged 12-15 to use these rights.

It's independent, confidential and easy to use, and here to make sure the voices of children with additional support needs are heard.

Slide 29
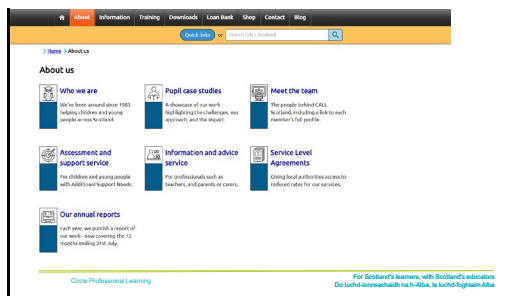
If a learner has complex communication needs (a small minority of children you come across may well have complex needs), or their first language is not English, their views must still be sought. If you're not sure how best to go about this, you can speak to your colleague with lead responsibility for additional support for learning. Just good to know that this service exists for information and guidance

Slide 30

Reflection

Who do I need to update in school?
Who do I need to work in partnership with/ what can I do myself?
What class/learner do I want to focus on?
How and when will I review progress?
How will I share the learning?

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- Who do I need to update in school?

- Who do I need to work in partnership with/ what can I do myself?

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- How and when will I review progress?

- How will I share the learning?

Slide 31

Education Scotland
Foghlam Alba

C CHILD
I INCLUSION
R RESEARCH INTO
C CURRICULUM
L LEARNING
E EDUCATION

For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

Scottish Education - Legislative and Policy Framework Summary

Scotland has a wide range of legislation to support inclusion and equality in education. These promote a child centred approach to encourage every child to reach their 'fullest potential'. Our legislation ensures rights and entitlements for children and young people to education, support and wellbeing. There is a range of legislation and educational policies which place duties and expectations on schools and local authorities to ensure that they:

- Deliver an inclusive education
- Support learners to achieve to the best of their ability
- Do not discriminate against those with protected characteristics
- Provide assessments when requested.

Children's rights and entitlements are fundamental to Scotland's approach to inclusive education. It is supported by the legislative framework and key policy drivers including, Curriculum for Excellence, the getting it right for every child approach and the Framework for Professional Standards for teachers. These are underpinned by a set of values aligned to social justice and commitment to inclusive education.

Updated Presumption of Mainstreaming Guidance
This guidance aims to bridge the gap between legislation, policy and day-to-day experience, ensuring that children and young people have equitable access to a quality education which meets their needs and helps them achieve their full potential.
Presumption to provide education in a mainstream setting: guidance - gov.scot (www.gov.scot)

Additional Support for Learning: Research on the experience of children and young people and those that support them
This qualitative research explored the experiences of children and young people of additional support for learning, and the experiences of those who support them.
Additional support for learning: experiences of pupils and those that support them - gov.scot (www.gov.scot)

Disability Strategies and Pupils' Educational Records (2002)

An Act of the Scottish Parliament to require bodies responsible for schools to develop and implement strategies relating to the accessibility, for pupils with a disability, of school education; and to make provision in respect of the educational records of school pupils. Requires (Responsible bodies) to develop and publish an accessibility strategy. The building, curriculum and all communication mut be accessible.

Planning improvements for disabled pupils' access to education: guidance for education authorities, independent and grant-aided schools - gov.scot (www.gov.scot)

Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009

This legislation provides a framework to support children and young people who require some help with their learning. The framework is based on the idea of additional support needs, a term which applies to any child or young person who requires additional support, long or short term, to help them make the most of their school education. The amended Act deems that all looked after children and young people have additional support needs unless the education authority has established through assessment that they do not. The Act also aims to ensure a partnership with parents/carers and collaborative working with professionals from partner services and agencies, to meet the needs of the child or young person. This module supports staff in meeting many of the learning needs of the learners in their school.

http://www.legislation.gov.uk/asp/2009/7/pdfs/asp_20090007_en.pdf

Supporting Children's Learning: Code of Practice (Revised Edition) 2017

This provides guidance on the implementation of the Education (ASL) (Scotland) Act, as amended in 2009. It gives a summary of the Act including clear definitions of which groups of learners are covered by the Act and what constitutes additional support needs. The duties under the terms of the Act on education authorities and other agencies with respect to supporting children's and young people's learning are set out. Examples of best practice are provided with reference to the Getting it Right for Every Child (GIRFEC) approach and Curriculum for Excellence framework.

Additional support for learning: statutory guidance 2017 - gov.scot (www.gov.scot)

The Children and Young People (Scotland) Act 2014

This legislation underpins the Getting it Right for Every Child (GIRFEC) approach and aims to improve the way services work together to support children and young people. It provides a common practice framework and embeds partnership working with families across the full range of services and agencies in order to meet the needs and promote the wellbeing and potential of all children and young people. Key to this is a consistent single planning approach for children who require additional support from services, a Named Person for every child and a holistic understanding of wellbeing. In addition to the Named Person children who have complex needs may also have a Lead Professional to coordinate their care. In some cases, the Named Person will also take on the role of the Lead Professional, but this role could be taken on by any person who is closely involved with the child and their family, so could be from any agency. Under this legislation there are new duties placed on schools and other public bodies to focus on improving broader wellbeing outcomes for children. Following a legal challenge the Named Person part of the legislation has been removed but is still considered to be good practice with the proviso that information-sharing legislation is followed. Select the BBC news link for further information. [What happened to the named person scheme? - BBC News](#)

http://www.legislation.gov.uk/asp/2014/8/pdfs/asp_20140008_en.pdf

The Equality Act 2010

This Act brings together and extends the existing UK equality legislation. The Act introduced protected characteristics (for example a person's disability, race, ethnicity, religion and sexual orientation) for which discrimination is unlawful. The Act places specific duties on public bodies (including schools) and individuals to prevent discrimination, harassment and victimisation. In relation to schools this includes, for example, making reasonable adjustments to the school environment, teaching methods, assessment procedures and school trips to ensure that learners with protected characteristics (or learners associated with others who have these protected characteristics) are not discriminated against. Further guidance specifically for education providers, produced by the Equality and Human Rights Commission, can be accessed at

[Equality Act (2010) | Research | National Improvement Hub (education.gov.scot)](#)

[What equality law means for you as an education provider – Schools | Self-evaluation | National Improvement Hub](#)

Curriculum for Excellence

The Curriculum for Excellence aims to improve the learning, attainment and achievement of children and young people. It clearly focuses classroom practice on the learner and around developing the four capacities of education: that young people should be successful learners, confident individuals, responsible citizens and effective contributors. This resource *(Inclusive Learning and Collaborative Working: Ideas in Practice)* aims to help teachers to meet these aspirations by providing supports and strategies which will promote the learning of all learners, by addressing specific areas of challenge and by giving information on how to seek out further support if required.

[What is Curriculum for Excellence? | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](#)

How Good is Our School?

'How Good is Our School?' is designed to promote effective self-evaluation as the first important stage in a process of achieving self-improvement. It provides a framework for improvement that focuses in particular upon closing the gap in attainment, achievement and wellbeing between children and young people living in our most and least deprived areas in Scotland. 'Inclusive Learning and Collaborative Working: Ideas in Practice' is designed to support self-evaluation for improvement.

For example, the supports and strategies detailed in each area of the Skills, Supports and Strategies section could act as a useful guide when evaluating how well the school makes arrangements to meet the learning needs of learners. The 'discussion points' included in most sections could also be used as a basis for discussions around self-evaluation, at both an individual and a whole school level.
[How good is our school? (4th edition) (education.gov.scot)](#)

Scottish Schools (Parental Involvement) Act 2006

This legislation places duties on local authorities to support and strengthen the involvement of parents/carers in their children's education. It refers to the body of evidence that supports the premise that children do better when parents/ carers and schools work together. The Act provides a framework which gives parents/carers the opportunity to get the information they need to support their child and encourages them to express their views and have these considered, either at individual meetings or through a school parent forum or parent council. Under the terms of the Act each

local education authority must produce a 'Strategy for Parental Involvement' which will outline how parental engagement will be supported and strengthened http://www.legislation.gov.uk/asp/2006/8/contents