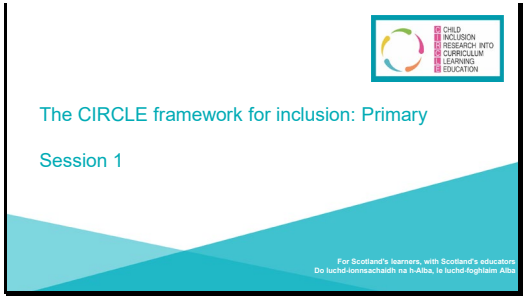
Circle Resource Primary Session 1

Notes and Reflections

Slide 1



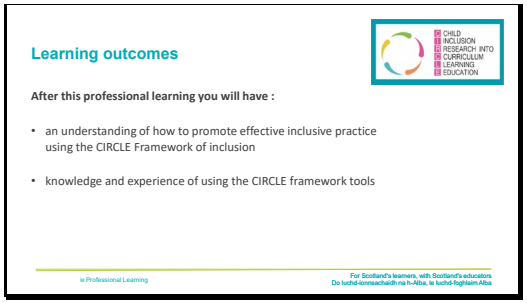
Print or save this document to use for reference and to record your reflections as you progress through the Circle Resource Training.

Direct Links are embedded throughout.

Slide 2

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

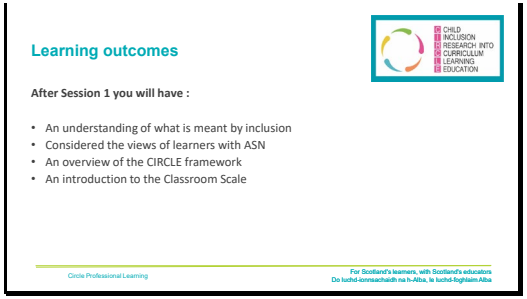
Slide 3



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

- an understanding of how to promote effective inclusive practice using the CIRCLE Framework of inclusion
- knowledge and experience of using the CIRCLE framework tools

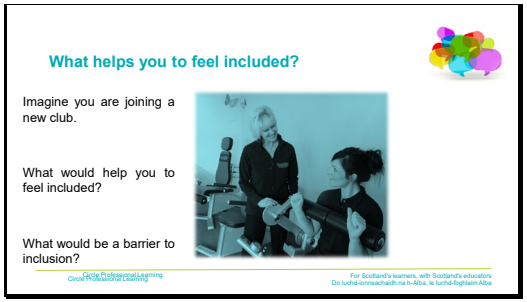
Slide 4



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

Slide 5



We are now going to consider what helps us feel included

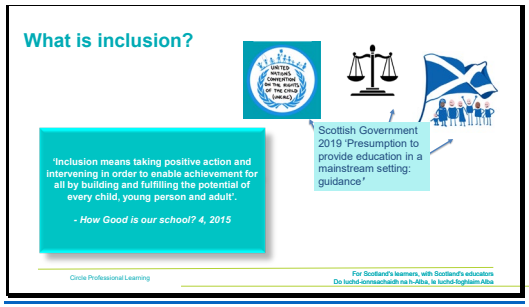
I want you to imagine you are joining a new club.
You don't know anyone at the club.

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



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

Recognising and realising children's rights: A professional learning resource to promote self-evaluation and improvement planning | Resources | Education Scotland

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

Disabled learners' rights - Enquire

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

Article 15 for example includes recognition 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)

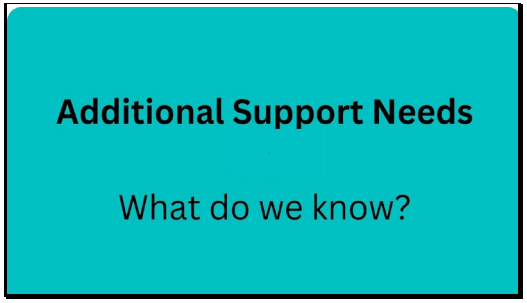
Slide 7

[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 the schools provisions.

Slide 8

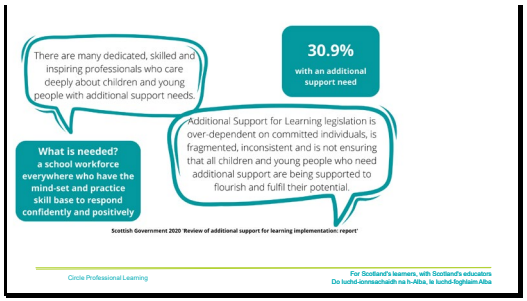


[Review of additional support for learning implementation: report - gov.scot (www.gov.scot)]

[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 November 2022

Slide 9



[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 who care deeply about children and young people with additional support needs 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

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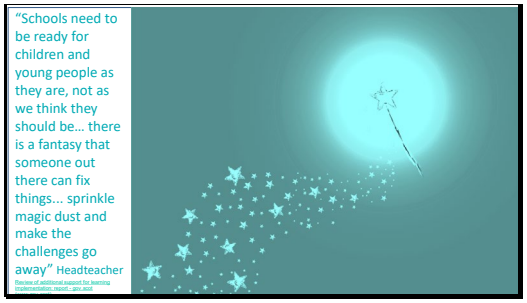
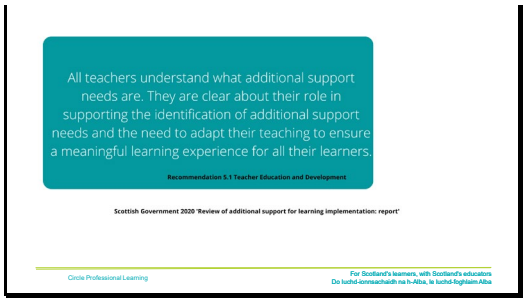


Angela Morgan quotes a HT

" 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 11



[Additional support for learning: action plan - 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)]

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'

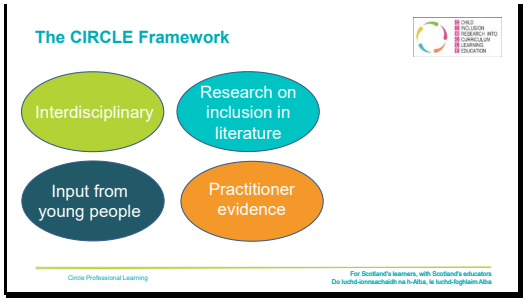
We feel that the CIRCLE framework can help to meet this recommendation.

Slide 12

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.

Link
GTC Teaching Scotland April 2023
Teaching-Scotland-Issue-96.pdf (gtcs.org.uk)

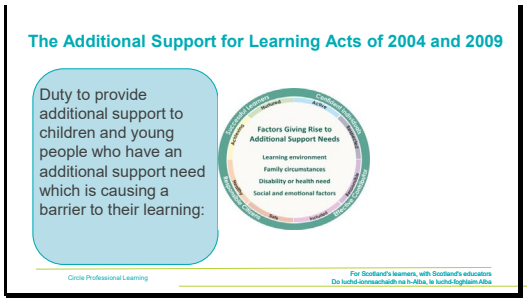
Slide 13



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.

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

Slide 14



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

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

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

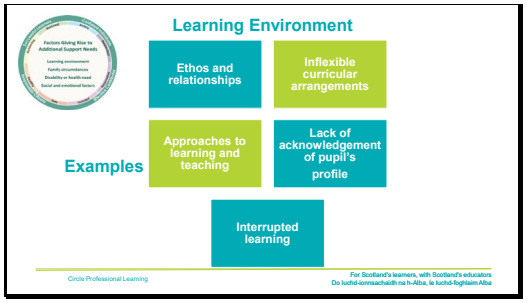
The main piece of legislation in the area of inclusion is the Additional Support for learning Act which was amended in 2009.

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

Learning environment-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- living with domestic abuse
Disability or health need-may have cerebral palsy and be unsteady on their feet
Social and emotional factors- 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

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

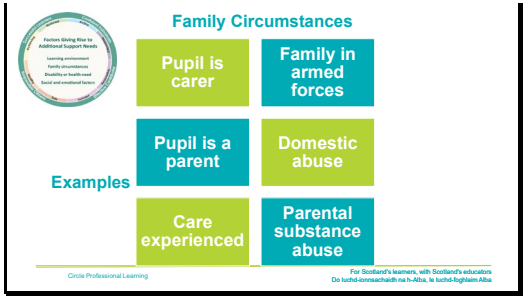
Slide 15



Here are some examples
The ethos and relationships in the classroom might be a barrier
Access to the curriculum might be a barrier
Or the different approaches to learning and teaching.

Thinking now about family circumstances: what barriers might learners face here?

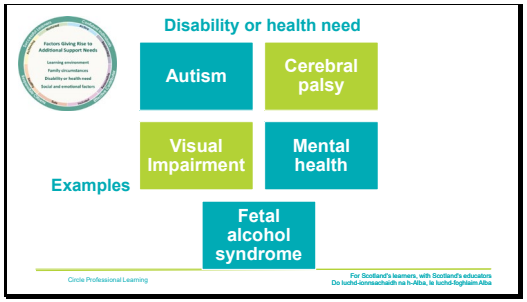
Slide 16



Here are some examples such as when a learner may have caring responsibilities or they are living within a household where there is domestic or substance abuse

It is important to recognise that the needs of learners may change as a result of transitions related to changes in family circumstances

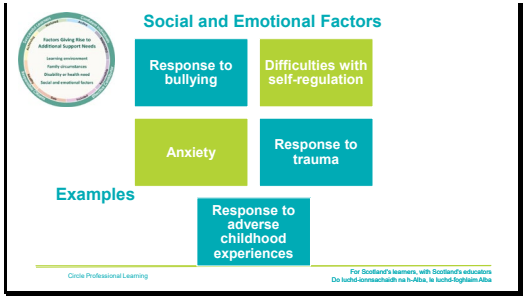
Slide 17



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 18



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?

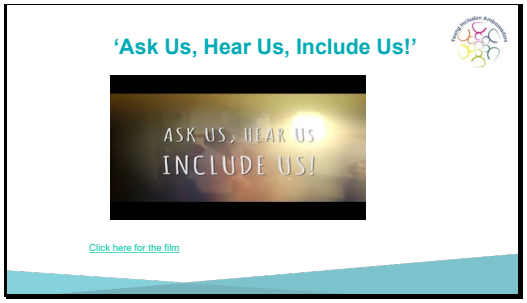
Slide 19

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

Slide 20

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.

Slide 21



Keen to share their views on what works in inclusion, the Young Ambassadors decided to create a film which could allow their views to be heard and could help staff know how to support young people with additional support needs.

Link to Video to watch:

'Ask Us, Hear Us, Include Us' Young Ambassadors for Inclusion

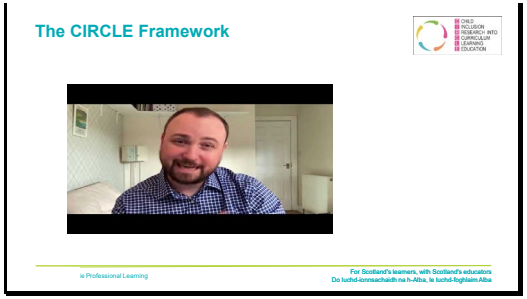
Slide 22

Having watched the clip, now pause the film and take some time to consider these questions:

What do the young ambassadors say make inclusion work?

What do you do already to make your classroom inclusive?

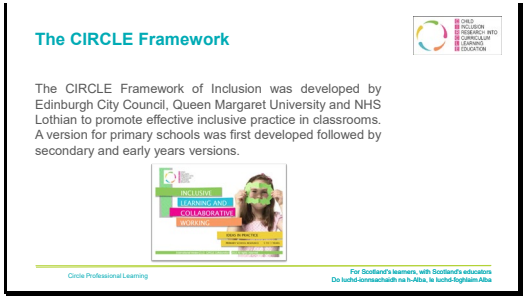
Slide 23



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.

NAIT CIRCLE Framework Introduction 2021 - YouTube

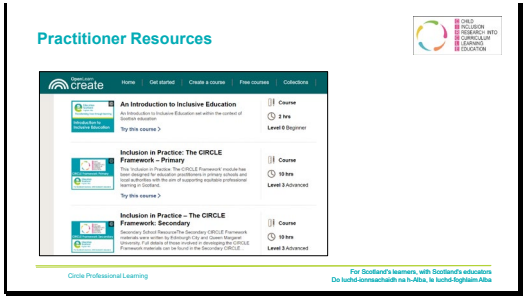
Slide 24



All are available to download on the CIRCLE website [CIRCLE | ThirdSpace]

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.

Slide 25

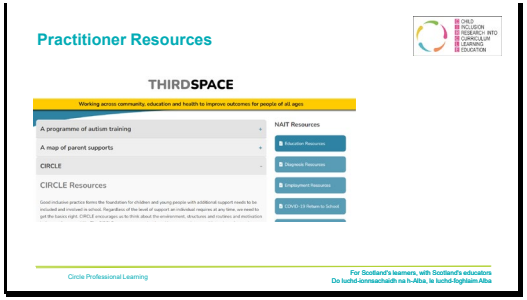


Education Scotland, in collaboration with the CIRCLE team, have created badged online learning modules for practitioners with the aim of improving familiarity and confidence in using the resource. Modules are available for both the Primary and Secondary resources.

https://education.gov.scot/improvement/learning-resources/circle-resource-to-support-inclusive-learning-and-collaborative-working/

Education Resources | ThirdSpace

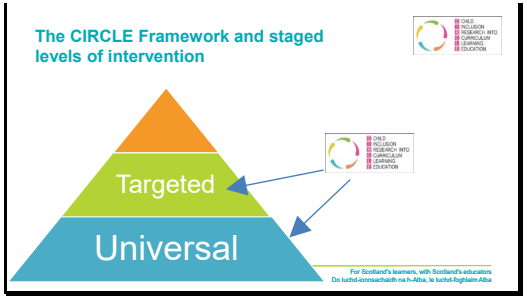
Slide 26



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.

Education | ThirdSpace

Slide 27

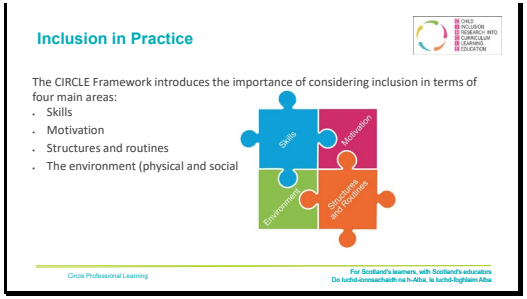


Good inclusive practice sits within a staged intervention model. Staged intervention is the national approach to creating an inclusive school environment that seeks to meet the needs of everyone. For many children with Additional Support Needs, their needs will be well met in an inclusive mainstream 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.

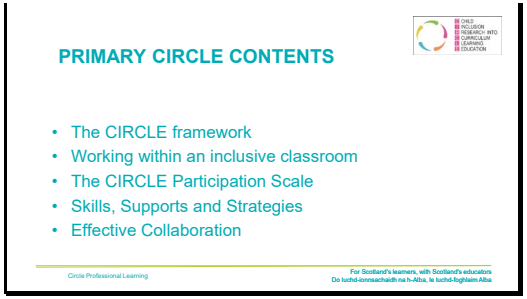
Slide 28



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

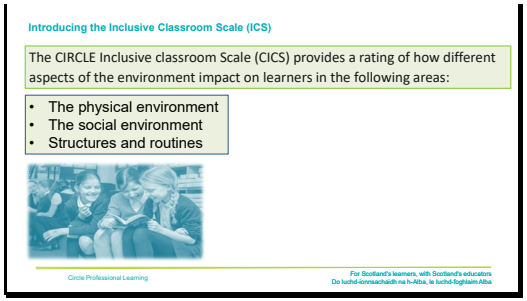
CIRCLE tells us that, when we recognise need and are looking for ways to support we should first consider adaptations to the physical and social environment. We need to create clear and predictable structures and routines and ensure that motivation is intrinsic to the task or activity – that a child 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).

Slide 29



The Primary CIRCLE resource begins with a focus on the inclusive classroom and introduces the CIRCLE Inclusive Classroom Scale. Some children and young people will need more targeted support and this can be informed by the CIRCLE Participation Scale (CPS). Following this there are pages of Skills, Supports and Strategies, organised into categories. Finally there is information and guidance to support Effective Collaboration – with parents and carers and with partner services and agencies.

Slide 30



In common with all of the CIRCLE resources, the focus is on 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.

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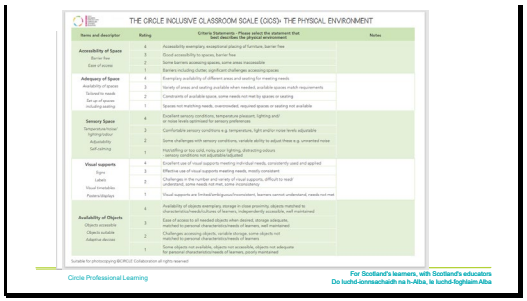
The CIRCLE Inclusive Classroom Scale (Primary)

In this film, Cathleen Hunter from Queen Margaret University provides an overview of the Inclusive Classroom Scale and how it is used.
2 and ½ min

Before moving on to session 2, you may wish to view examples of practitioners speaking about their experiences of using the CIRCLE framework, or to view the quick guide of how to complete the Inclusive Classroom Scale.

Slide 32



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 22 of the online manual.

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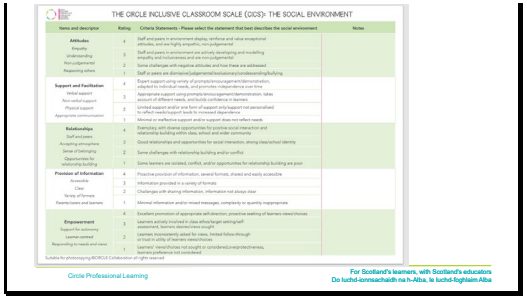
Each of these three areas has been further divided into five constituent parts. The Circle Inclusive Classroom Scale enables you to assign a rating to each of these three areas so that areas of strengths and weaknesses within the environment can easily be identified.

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.

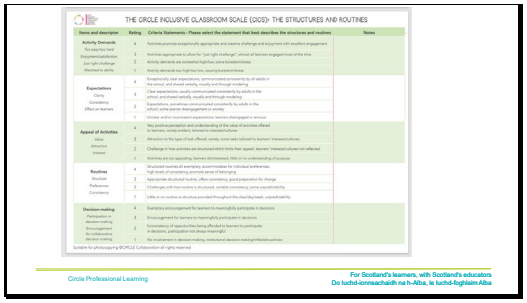
You may also wish to ask a group of learners to rate the classroom environment from their perspective.

Slide 34



This is the rating table for the Social Environment, which can be found on Page 24 of the online manual

Slide 35



And this is the rating table for Structures and Routines which can be found on page 26 of the online manual.

Slide 36

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.

Slide 37

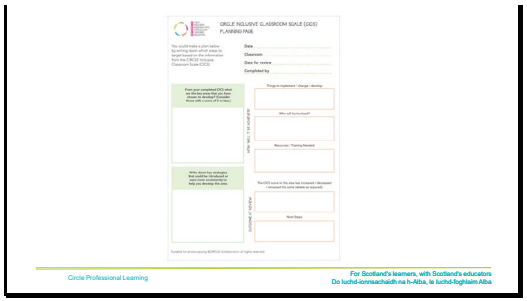
Once you have completed all three rating scales for each of the three areas, Physical Environment, Social Environment and Structures and Routines, these scores should then be transferred to the Inclusive Classroom Scale summary page which can be found on page 52 of the online manual. . This will help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

Slide 38



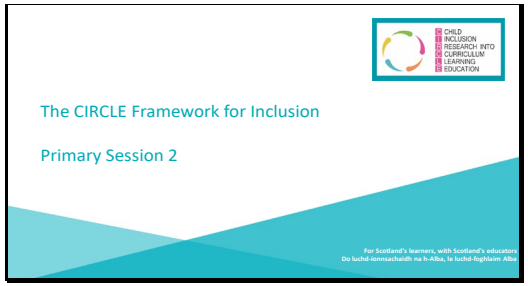
If you identify areas requiring development form the CIRCLE Inclusive Classroom Scale, you can make a plan using the CIRCLE Inclusive Classroom Planning Page which you will find on page 29 of the online manual. This provides a structure for you to document and evidence how you are developing the principles of an inclusive classroom. The CIRCLE Inclusive Classroom Scale can be uses 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.

Slide 39

Circle Resource Primary Session 2

Notes and Reflections

Slide 1



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

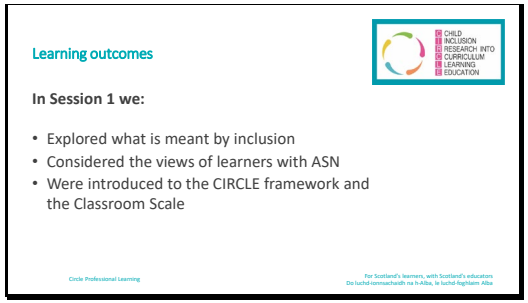
Direct Links are embedded throughout.

Slide 2

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

Something different I have learned since session 1?

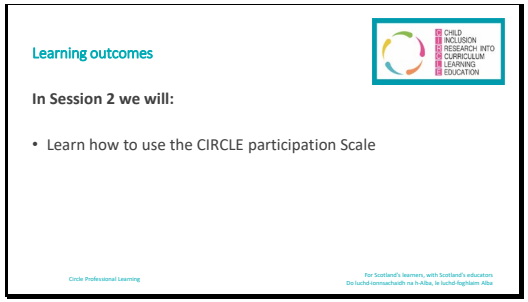
Slide 4



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 classroom scale. Hopefully since then you will have had the opportunity to use the classroom scale in your own setting.

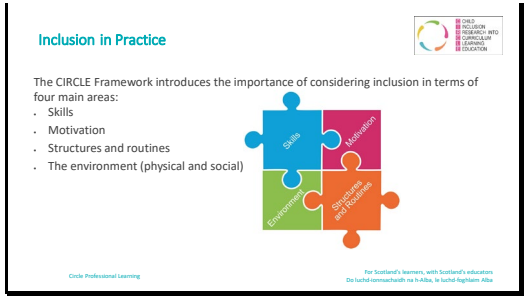
How did you find completing the classroom scale?

Slide 5



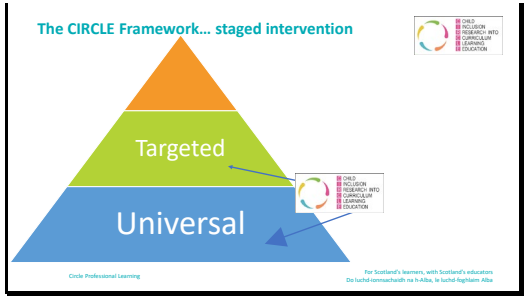
In Session 2 we will learn how to use the CIRCLE Participation Scale

Slide 6



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 7



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.

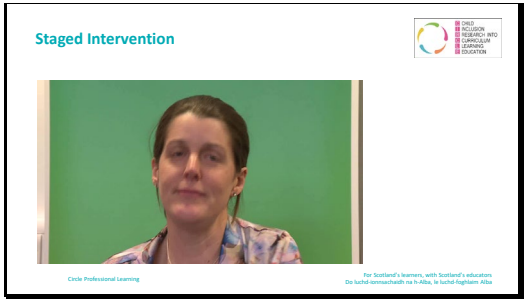
For some learners who require a more tailored approach, the Getting it Right Child Planning Process will support individualised planning via the 'team around the child'. And for a smaller number of learners, specialists from Education and Health may be required to support planning (e.g. Outreach

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

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. 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.

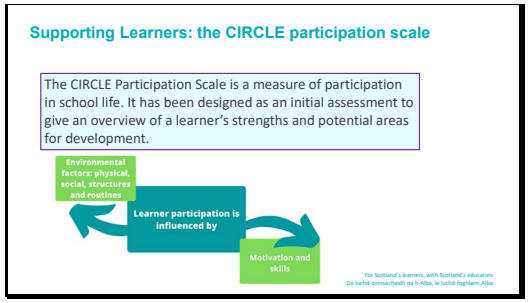
Slide 8



[Circle staged intervention approach - YouTube]

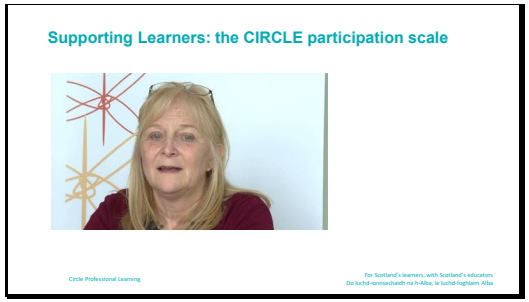
In this film a Primary depute head explains how the CIRCLE framework is used to support a staged approach to intervention in Edinburgh

Slide 9



The CIRCLE Participation Scale measures the extent to which an individual participates in school life. For some learners changes to the classroom environment using the classroom scale has not enabled the full participation of these learners. For these learners it can be helpful to complete the CIRCLE participation scale. This scale will allow you to identify and record both the learner's strengths and where supports or further assessment are required. The participation scale provides a baseline assessment which allows progress to be recorded and measured.

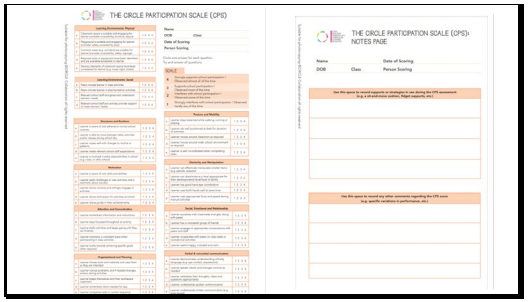
Slide 10



In this 2 and a half minute film, a member of the Queen Margaret University CIRCLE team describes the CIRCLE Participation Scale.

Participation Scale Primary - YouTube

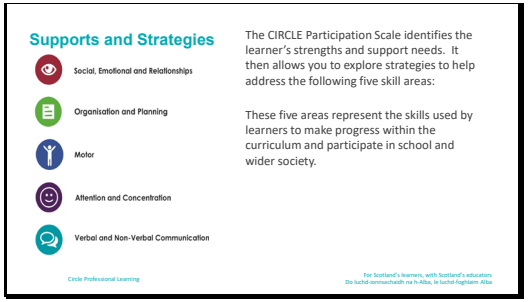
Slide 11



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.

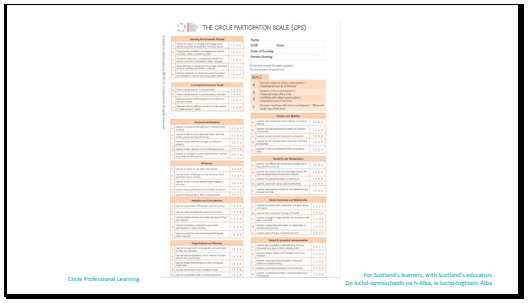
Slide 12



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 framework then allows you to explore strategies to help address the five skills areas.

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

Slide 13

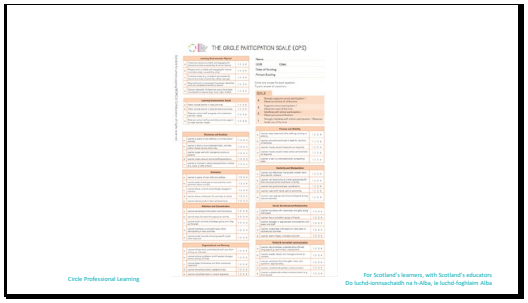


The Participation Scale can be completed alone or in consultation with colleagues, or colleagues could complete separately and compare results
You should try to answer all of the questions.

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.

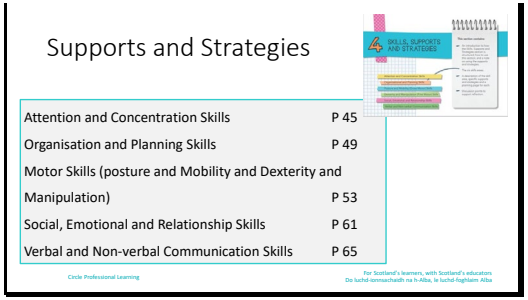
Once you have completed the Participation scale take time to go through the categories looking for patterns in how you have scored the learners. Look for categories where you have given a score of 4 or 3 – these show areas of strength where things are currently working well. It is important to highlight 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 focussing on supports and strategies on the former skill area, this will improve the latter.

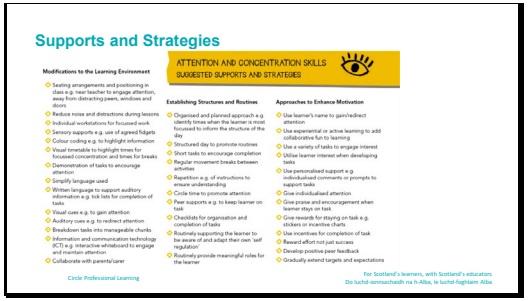
Slide 15



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 under Section 4 where you will find supports and strategies for that particular skill area.

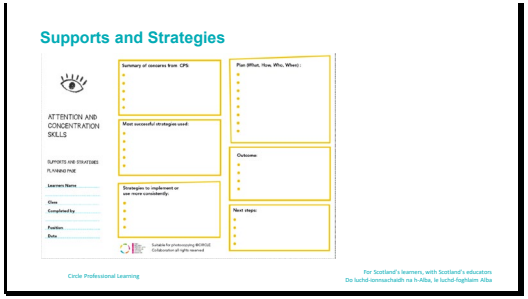
How will this fit into your LA's levels of intervention?

Slide 16



Each skills section has a suggested supports and strategies page such as the one shown here for Attention and Concentration skills…

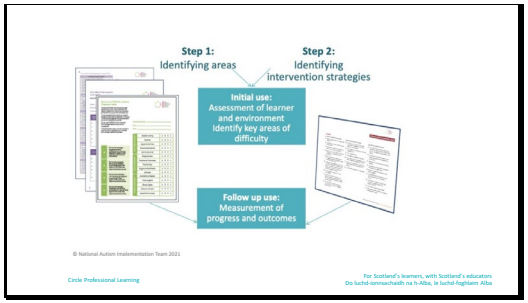
Slide 17



And a 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 won 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 18



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.

Between now and our next session please chose one learner from your class and complete the CIRCLE participation scale for them.

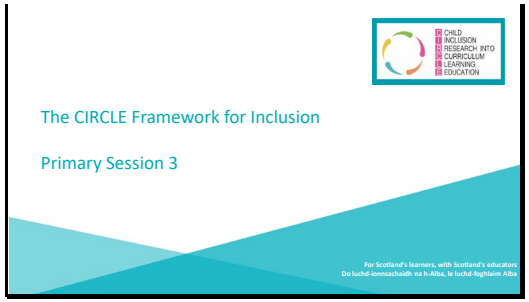
As an individual exercise fill out a CIRCLE participation scale for one of your learners. Put an asterix where you will need to gather further information.

Slide 19

Circle Resource Primary Session 3

Notes and Reflections

Slide 1



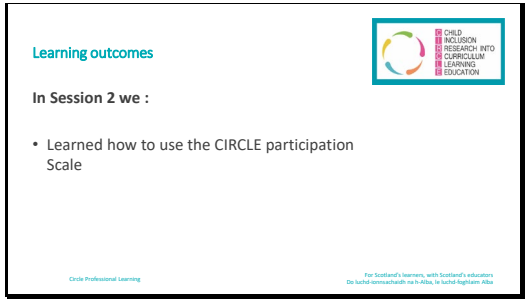
Print or save this document to use for reference and to record your reflections as you progress through the Circle Resource Training.

Direct Links are embedded throughout.

Slide 2

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

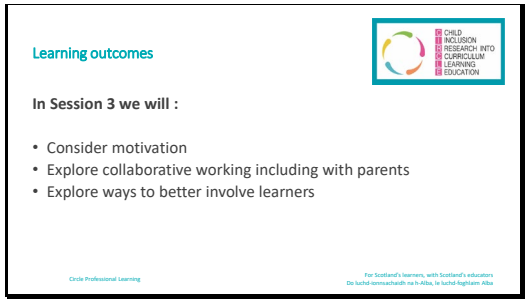
Slide 3



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

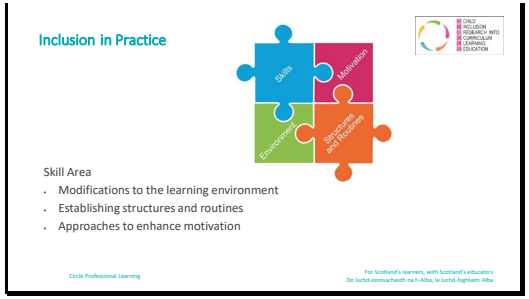
Did a particular aspect of what we explored in the last session resonate with you?

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

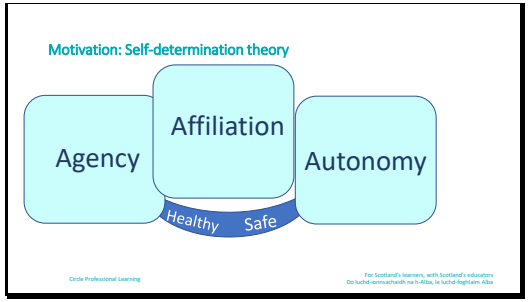
In terms of **Structures and routines** we might use verbal rehearsal of the task then modelling in PE before the child has to perform a physical task. We might ensure the learner has regular changes of position in the classroom

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

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

Slide 7

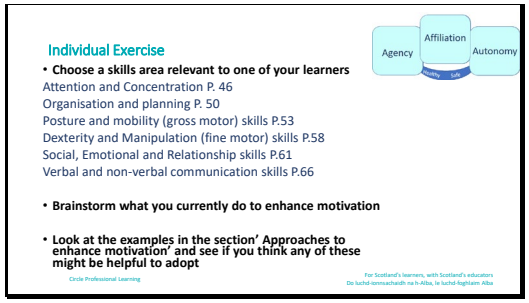


[Wellbeing Profile: Glasgow Motivation and Wellbeing Profile (GMWP) | Resources | Education Scotland]

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 8



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.

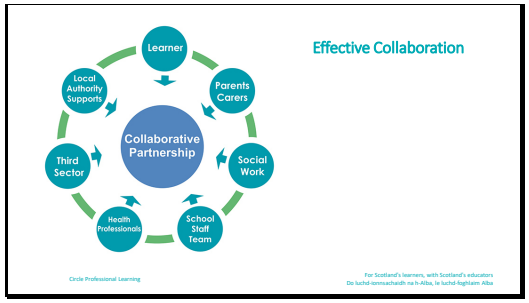
Now choose a learner and a skill that this learner needs support to develop.

Brainstorm what you currently do to enhance motivation for this skill.

Slide 9

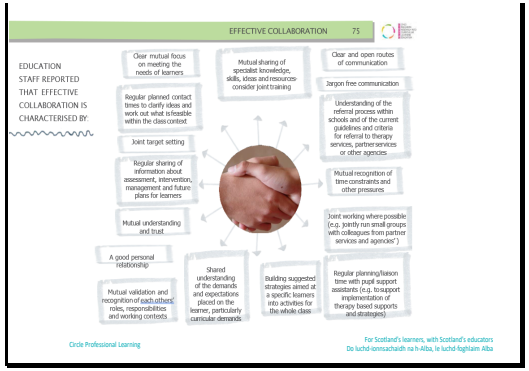
We will now move on to consider the topic of collaboration

Slide 10



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 11



Page 75 of the Primary 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.

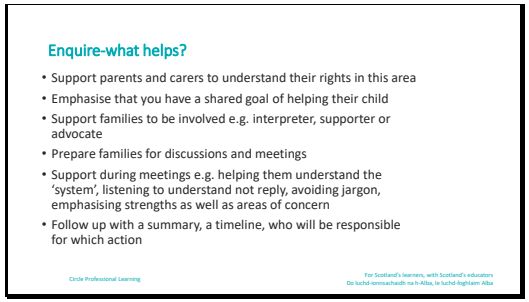
Slide 12

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 13



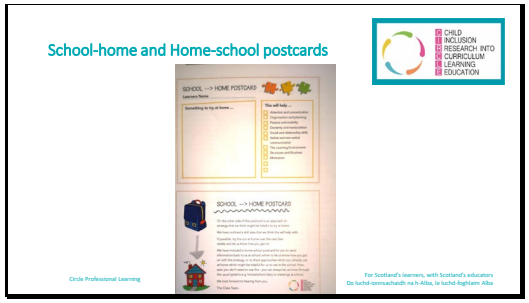
Here are some of the points that they make. They find that it helps to.....

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 14



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.

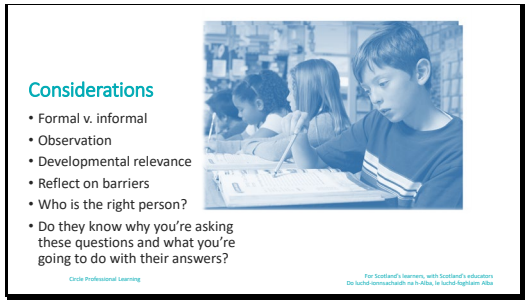
These are available in P.82-86 of Primary Circle Manual

Slide 15

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 16



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?

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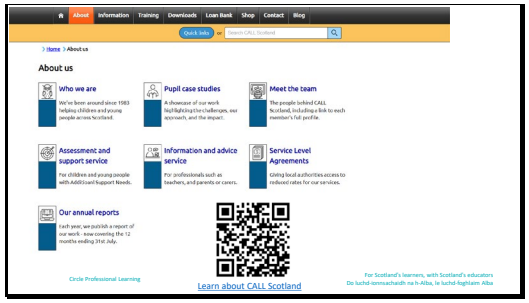
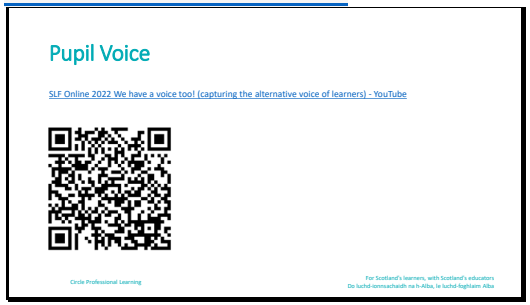
Slide 17



If a learner has complex communication 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.

Learn about CALL Scotland

Slide 18



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

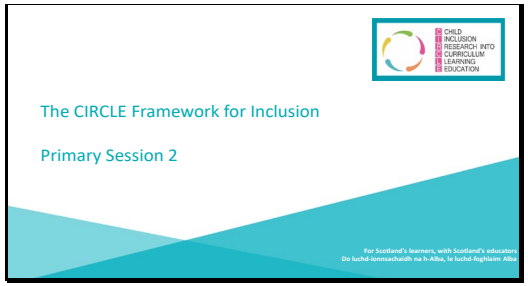
SLF Online 2022 We have a voice too! (capturing the alternative voice of learners) - YouTube

Slide 19

Circle Resource Primary Session 2

Notes and Reflections

Slide 1



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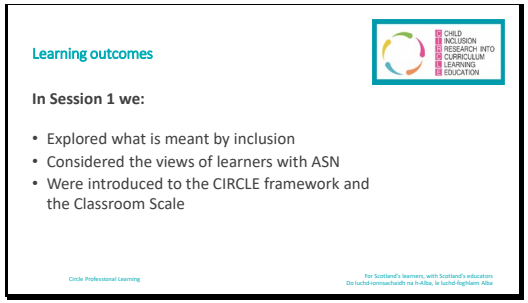
Something different I have learned since session 1?

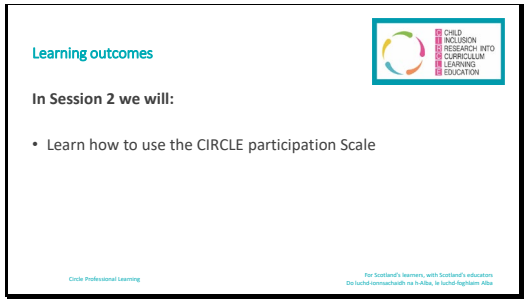
Slide 4



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 classroom scale. Hopefully since then you will have had the opportunity to use the classroom scale in your own setting.

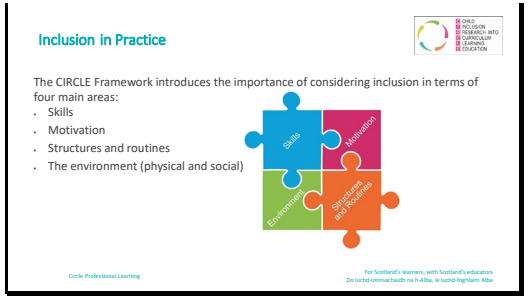
How did you find completing the classroom scale?

Slide 5



In Session 2 we will learn how to use the CIRCLE Participation Scale

Slide 6



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.

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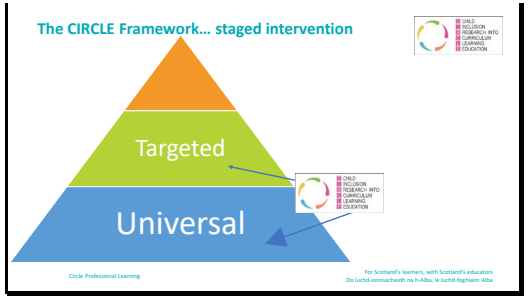

Good inclusive practice sits within a staged intervention model. Staged intervention is the national approach to creating an inclusive school environment that seeks to meet the needs of everyone. For many children with Additional Support Needs, their needs will be well met in an inclusive mainstream 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

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

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. 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.

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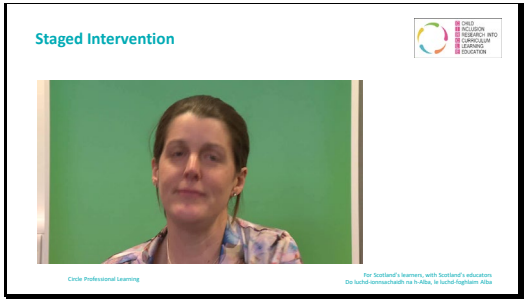

[Circle staged intervention approach - YouTube]

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

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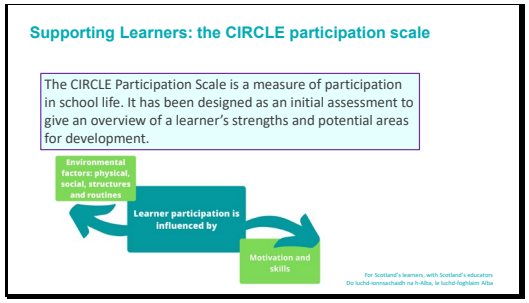

The CIRCLE Participation Scale measures the extent to which an individual participates in school life. For some learners changes to the classroom environment using the classroom scale has not enabled the full participation of these learners. For these learners it can be helpful to complete the CIRCLE participation scale. This scale will allow you to identify and record both the learner's strengths and where supports or further assessment are required. The participation scale provides a baseline assessment which allows progress to be recorded and measured.

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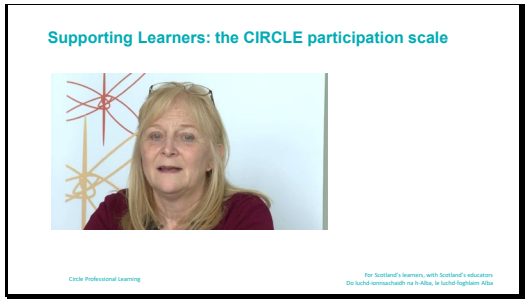

In this 2 and a half minute film, a member of the Queen Margaret University CIRCLE team describes the CIRCLE Participation Scale.

Participation Scale Primary - YouTube

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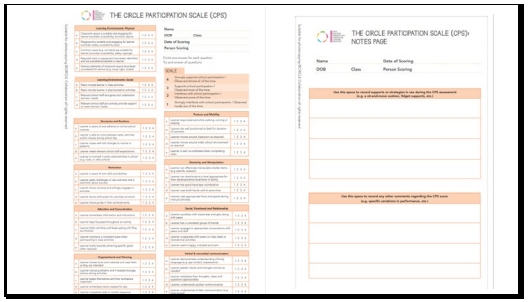

The CIRCLE Participation Scale, which can be found from Page 33 of the online manual, enables a more detailed assessment of a learner's needs. The Participation Scale is a measure of participation in school life which has been designed as an initial assessment to give an overview of a learner's strengths 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.

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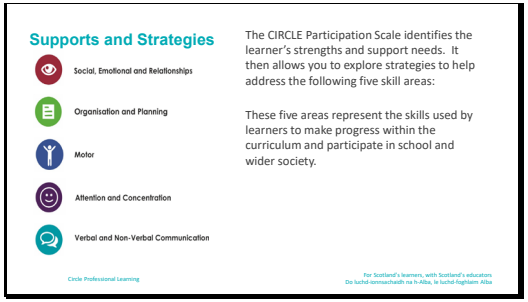

The CIRCLE Participation Scale assesses the physical and social environment, structures and routines, motivation and skills in the areas of social, emotional and relationships, organisation and planning, motor, attention and concentration and verbal and non-verbal communication. The framework then allows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

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

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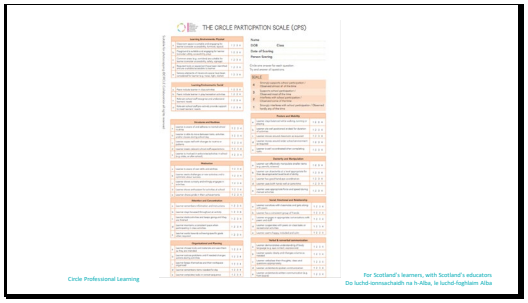

The Participation Scale can be completed alone or in consultation with colleagues, or colleagues could complete separately and compare results
You should try to answer all of the questions.

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.

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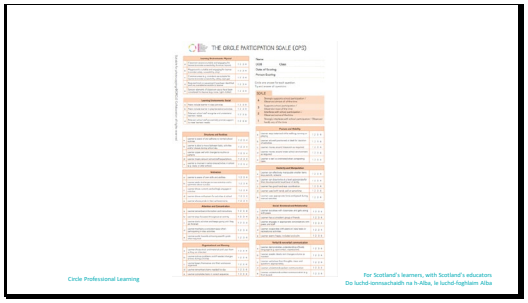

It is possible that a learner has more of a mixed pattern. In this case, look for the skill area where there is the lowest total score and begin by looking at that section to see if the outline of the needs corresponds to those encountered by the learner. If so, try implementing some of the supports 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 focussing on supports and strategies on the former skill area, this will improve the latter.

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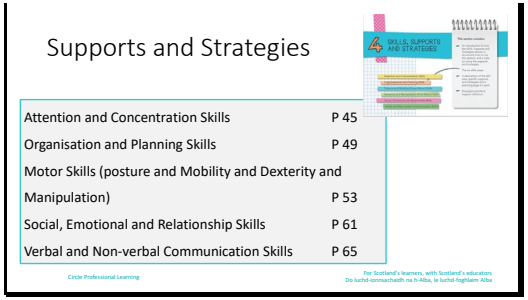

For some learners the CIRCLE Participation Scale might highlight needs in one particular skill areas e.g. Attention and Concentration. This table gives the pages within the resource under Section 4 where you will find supports and strategies for that particular skill area.

How will this fit into your LA's levels of intervention?

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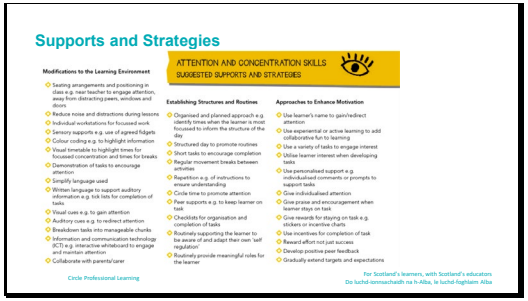

Each skills section has a suggested supports and strategies page such as the one shown here for Attention and Concentration skills…

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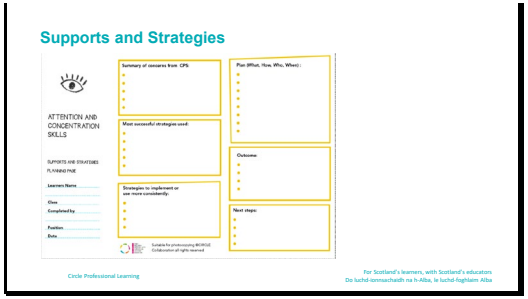

And a supports and strategies planning page. This can be used to document your current concerns and input, your planned intervention, and eventually the outcomes and next steps. There are also sections on this page where you can record the learner's views if appropriate.

This information, together with the CIRCLE Participation Scale can be used for your won 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.

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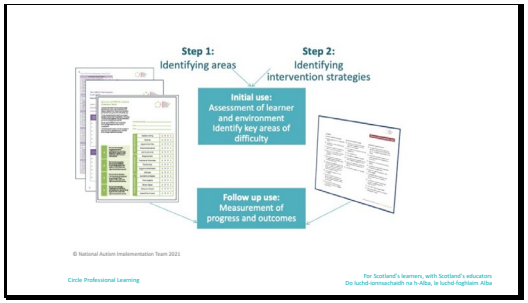

You can repeat the CIRCLE Participation Scale as often as required. It can be useful to repeat it at the beginning of each term to evaluate the impact of any supports and strategies that have been introduced.

Between now and our next session please chose one learner from your class and complete the CIRCLE participation scale for them.

As an individual exercise fill out a CIRCLE participation scale for one of your learners. Put an asterix where you will need to gather further information.

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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