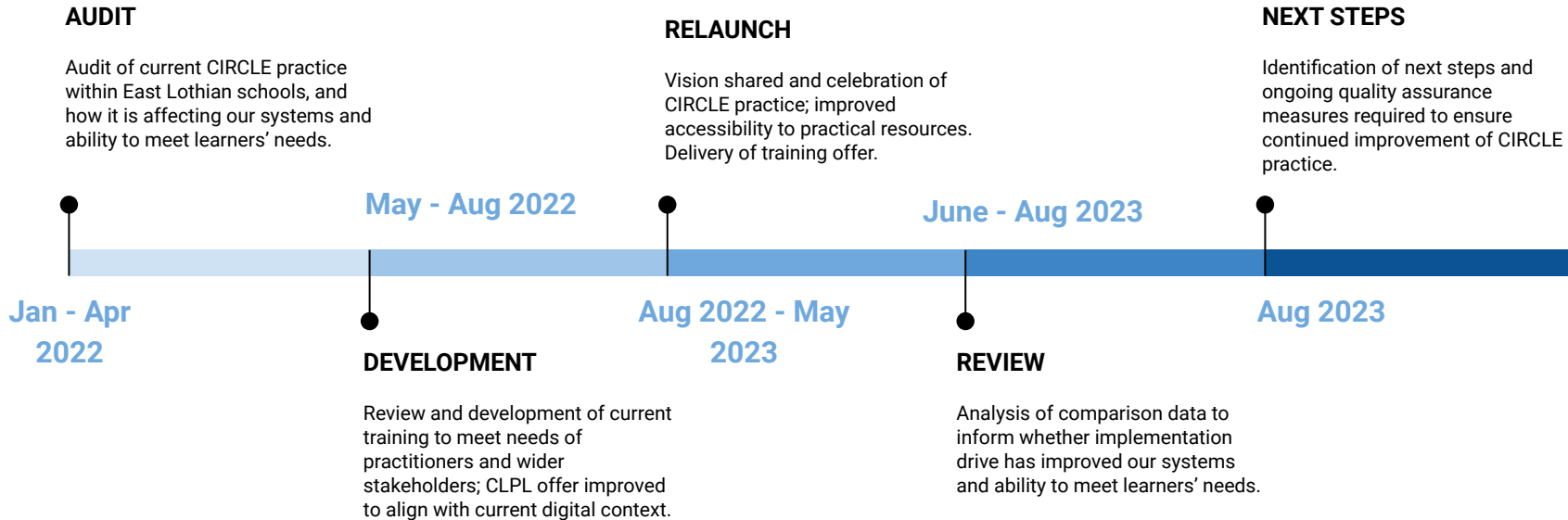


CIRCLE in East Lothian

2022/23 Implementation

Impact Report

Implementation Timeline (2022/23)



IMPROVEMENT THEME 2:

Develop Inclusive Practice Across All East Lothian Schools

ACTION POINTS:

- 2.1 Audit sample of schools' professional learning and current implementation of the CIRCLE document.
- 2.2 Develop implementation plan to target identified schools.
- 2.3 Support identified settings so that all primary and secondary schools embed the CIRCLE document at whole school and individual level.

Action Plan

The audit informed the:

- ★ Development and promotion of a dedicated webpage for practitioners (EduHub)
- ★ Development of accessible, digital versions of the two CIRCLE tools: the Inclusive Classroom Scale and the Participation Scale
- ★ Identification of the training delivery model mirroring East Lothian's staged intervention framework: Universal, Additional and Targeted
- ★ Proposal for CIRCLE to be included in the Working Time Agreement 2022/23

2022 / 23 Delivery Model

UNIVERSAL	UNIVERSAL	ADDITIONAL	TARGETED
2hr CIRCLE Training (online)	1hr CIRCLE Surgeries (online)	Support for Key Identified Roles (hybrid: online and in-person)	Individual Plans of Support for Identified Schools (in-person)
Sept 2022	Oct 2022	Support for Learning teachers	Wallyford PS
Nov 2022	Dec 2022	Support Staff	Stoneyhill PS
Feb 2023	Feb 2023	Probationers	Preston Tower PS
Mar 2023		Pedagogy Team	Humbie/Saltoun PS
May 2023			Preston Lodge HS

★ Total = 20 CLPL events

Targeted Schools

Identified through:

- ★ Readiness to learn
- ★ Previous Requests for Assistance to Educational Psychology
- ★ School Review-informed improvement plans
- ★ Attendance, Exclusion and Physical Intervention data monitoring
- ★ Stage 2 complaint themes

Impact

CIRCLE Informed Exceptional Needs Applications

- ★ 15.8% increase in Child's Plans submitted for Exceptional Needs funding (a Targeted Level resource) that referenced CIRCLE
- ★ 40.5% increase since CIRCLE first introduced to East Lothian

Academic Session	2020/21	2021/22	2022/23	2023/24
Number of continuing EN applications	135	159	184	155
Number of new EN applications	92	75	67	75
Percentage of new EN applications that reference CIRCLE	2.17%	17.33%	26.87%	42.67%

Stage 2 Complaints

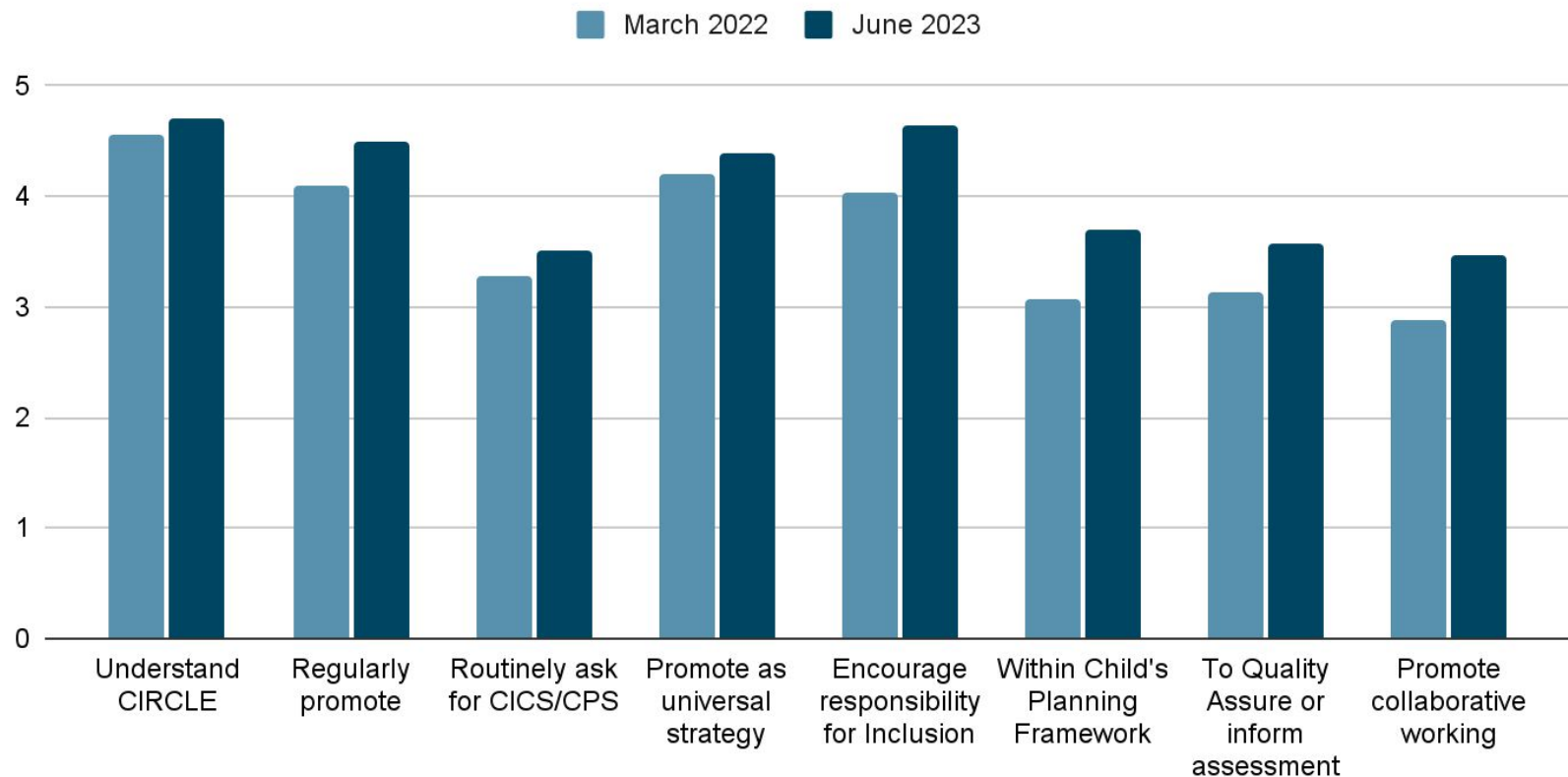
- ★ Minor reduction in Stage 2 Complaints regarding meeting learners' needs in a mainstream setting; lowest percentage across four school years.

Financial Year	2019/20	2020/21	2021/22	2022/23
Number of Stage 2 Complaints to Education	28	28	38	24
Percentage of above Stage 2 Complaints regarding meeting learners' needs in a mainstream setting	25%	17.86%	31.57%	16.67%

Note: Cognisance should be taken of COVID-19's impact on authority's ability to deliver service (from March 2020).

Figures accurate as of 11.05.23

How do staff across Education (Senior Leadership, Support for Learning, Educational Psychology and Local Authority leads) use CIRCLE?



The biggest impact from the 2022/23 CIRCLE Implementation has been on:

- ★ Consistent use of CIRCLE as a core part of the Child's Planning Framework
- ★ All relevant parties encouraging staff to take responsibility for inclusive practice to inform support needs
- ★ Using CIRCLE resources to support communication and collaborative working between school staff, parents and partner agencies

Critical Success Factors

What?

- ★ Robust audit and initial data gathering across a range of roles and services
- ★ Professional Learning support and delivery model informed by audit process
- ★ NAIT (National Autism Implementation Team)'s Indicators for Implementation used to support measuring impact
- ★ CIRCLE used as catalyst for wider discussion on improving inclusive education / universal practice
- ★ Identified actions in statutory Accessibility Strategy 2020 - 2023 & 2023 - 2026
- ★ Common, clear message - "We've been expecting you" (NAIT) aligned with national and local authority vision for inclusive education

Who?

- ★ Designated Leads from Inclusion & Wellbeing Service with allocated time for implementation
Clare McGarr (Education Support Officer) and Laura Clark (Educational Psychologist)
- ★ Established multi-agency CIRCLE implementation team: representation from Primary and Secondary schools; Speech and Language Therapy; Occupational Therapy; School Leadership; and Support for Learning. Active engagement from 14 of 19 implementation team members
- ★ Training delivery supported by implementation team and wider Inclusion & Wellbeing Service
- ★ Collaboration with NAIT

How?

- ★ Google Workspace tools supported collaborative working across services
- ★ Hybrid training delivery model
- ★ Reasonable timeline agreed and remit kept within scope

Challenges

What were the barriers and/or data limitations?

- ★ No uptake on online CIRCLE Surgeries (drop in sessions) - feedback suggested practitioners weren't as aware of these; they were unclear of their purpose
- ★ CIRCLE Implementation Team became solely Education with multi-agency support reducing across the year
- ★ A school identified as Targeted chose not to opt in to the Local Authority offer
- ★ Staff survey questions were not identical for robust comparison data
- ★ Staff survey respondents were not always the same for robust comparison data
- ★ Wider picture of inclusive education improvement within East Lothian; cannot claim CIRCLE solely responsible for changes in practice / service improvement
- ★ Pressure to include Early Learning and Childcare ahead of agreed timeline

Next Steps

What would staff across Education like to see happening next?

- ★ Further Professional Learning offers, both online and in-person
- ★ For CIRCLE to remain a priority at both Local Authority and school level
- ★ Continually refreshed resources and examples of good practice available through EduHub
- ★ Implementation of CIRCLE in Early Learning and Childcare settings
- ★ Consistency of use across schools (Primary and Secondary)

Action	Lead	Support	Timeframe
1. Support Early Learning & Childcare settings to improve universal inclusive practice	CIRCLE Implementation Leads	Early Learning & Childcare Team Inclusion & Wellbeing Service	2023 / 24 session
2. Delivery of introductory CIRCLE input for probationers	CIRCLE Implementation Leads	Probationer Manager Inclusion & Wellbeing Service	Annually, August
3. Communicate expectations and quality assurance markers to all relevant stakeholders	CIRCLE Implementation Leads	All stakeholders	August 2023 - COMPLETE

Action	Lead	Support	Timeframe
4. Ongoing accessible Professional Learning developed and published	CIRCLE Implementation Leads Staff Development	Inclusion & Wellbeing Service LearnPro support	2023 / 24 session
5.1 Second iteration support for identified Secondary schools, using Targeted model 5.2 Priority: Rosehill HS	Link Education Support Officer	School's Senior Leadership Team School's Guidance and Pupil Support dept Educational Psychology	2023 / 24 session
6. Standing item in CLPL calendar for Support for Learning teachers and Support Staff	Staff Development Link Education Support Officer	CIRCLE Implementation Leads CIRCLE Implementation Team	Annual, June and August

Implementation Timeline (2023/24)

REPORTING

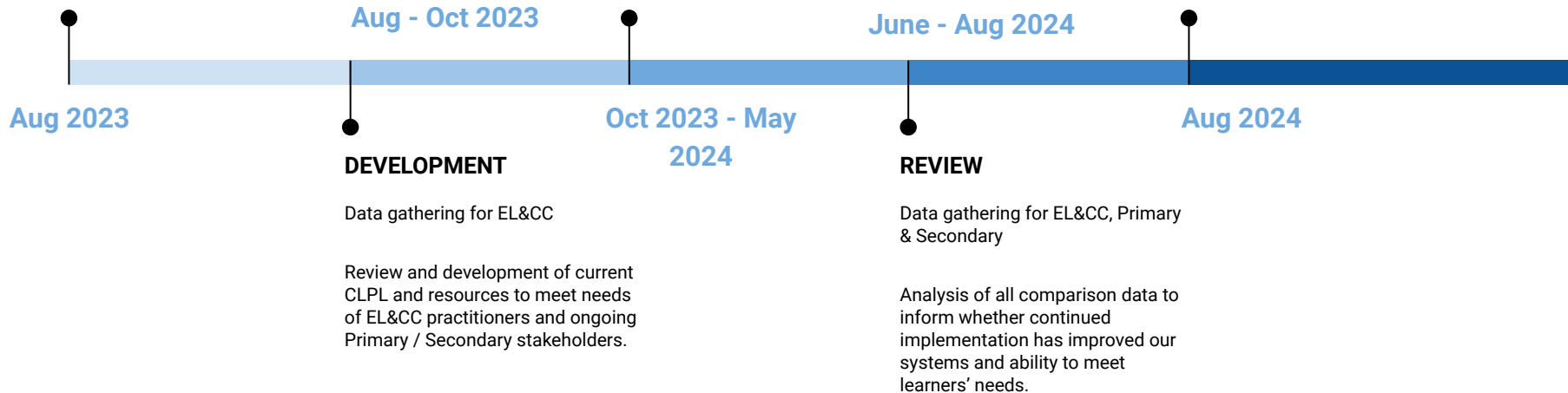
Impact of implementation shared with all relevant stakeholders including 2023/24 actions.

LAUNCH

Vision shared with EL&CC; delivery of training offer; promotion of accessible resources.

NEXT STEPS

Identification of next steps and ongoing quality assurance monitoring to ensure continued improvement of CIRCLE practice.



Quality Assurance and Expectations

2023 / 24

Role	Responsibility	Timeframe
CIRCLE Implementation Leads	★ Moderate Exceptional Needs applications (Child's Plans) for CIRCLE informed practice	Annually, January - May
	★ Repeat implementation survey: School Leadership; Support for Learning network; Educational Psychology; Local Authority leads	Annually, June
	★ Share comparison data / annual report	Annually, August
	★ Gather feedback on and continue to develop CICS and CPS tools	Annually, June
	★ Ongoing population of EduHub website with good practice examples and resources	Ad hoc
	★ Maintain links with NAIT, Education Scotland and South East Improvement Collaborative	Ad hoc

Role	Responsibility
Support Staff	<ul style="list-style-type: none"> ★ Engage with online resources and CLPL offered ★ Support teaching staff with CICS and CPS processes
Class / Curricular Area / Peripatetic Teachers	<ul style="list-style-type: none"> ★ Engage with online resources and CLPL offered ★ Complete annual CICS (minimum) for own learning space ★ Support peers with CICS ★ Maintain up to date CICS and CPS required for learners before progressing Requests for Assistance
Support for Learning Teachers / Guidance Teachers / Leadership of Pupil Support	<ul style="list-style-type: none"> ★ Engage with online resources and CLPL offered ★ Request / support with up to date CICS and CPS for learners before progressing Requests for Assistance ★ Maintain self as knowledgeable contact for teaching staff
School Senior Leadership	<ul style="list-style-type: none"> ★ Engage with online resources and CLPL offered ★ Facilitate time for practitioners to complete CICS ★ Request / support with up to date CICS and CPS for learners before progressing Requests for Assistance ★ Maintain self as knowledgeable contact for teaching staff ★ Ensure CIRCLE referenced / linked to EduHub on school website and relevant policies

Role	Responsibility
Education Support Officers	<ul style="list-style-type: none"> ★ Engage with online resources and CLPL offered ★ Maintain self as knowledgeable contact for link schools ★ Include CIRCLE in policy development ★ Include reference to CIRCLE in Professional Learning development and delivery ★ Request CIRCLE assessments and planning as part of Service Level Agreement and/or school review processes
Quality Improvement Officers	<ul style="list-style-type: none"> ★ Engage with online resources and CLPL offered ★ Maintain self as knowledgeable contact for link schools ★ Include CIRCLE in policy development ★ Include reference to CIRCLE in Professional Learning development and delivery
Heads of Service	<ul style="list-style-type: none"> ★ Maintain designated CIRCLE Lead/s ★ Promote CIRCLE at Service Manager and Education Committee level

Role	Responsibility
Educational Psychology	<ul style="list-style-type: none"> ★ Maintain their practice and professional learning in relation to CIRCLE ★ Provide schools with support with CIRCLE as required ★ Encourage submission of CIRCLE information with new Requests for Assistance ★ Include reference to CIRCLE in Professional Learning development and delivery
Mental Health Youth Workers	<ul style="list-style-type: none"> ★ Maintain an awareness and level of professional knowledge surrounding the CIRCLE framework and associated documents that will allow understanding and application of said information when provided as part of MHWB Requests for Assistance. ★ Engage with online professional learning resources on an annual basis to maintain knowledge.

It is everyone's responsibility to promote the importance of Universal inclusive practice.