



Williamwood
High School

Mighty oaks from little acorns grow

Inclusion Policy

An Ongoing Story of Getting it Right for Every Child

Respect * Ambition * Kindness



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Williamwood High School's Aims

The school promotes high expectations and standards which create an inclusive environment, where all are encouraged to strive to achieve their full potential. The positive ethos across the school and a high degree of commitment shown by our staff, our young people and our parents, as well as the wider community, allow the young people of Williamwood to achieve their full potential, both academically and socially.

Our school values of Respect, Ambition and Kindness underpin the life and work of the school. We recognise learners' successes in living the school values through their actions and choices. Our school vision of 'Mighty Oaks from Little Acorns Grow' aims to develop the skills which will enable our young people to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Rationale

'For children and young people to be included at school, they must be present, participating, supported and achieving. Together, these four features support the delivery of inclusive learning environments for all children and young people' (Scottish Government, 2020).

At Williamwood High School we provide a safe, welcoming and supportive learning environment. We have high expectations of all young people and we celebrate the diverse talents, abilities and achievements of our community. Staff are well-informed and skilled in meeting young people's needs; communication and information sharing is effective and timely; and we strive to ensure there are no limits imposed on our young people's potential.

Background and Legislation

This policy makes use of current documentation that has supported our strategic planning. In particular, we have utilised the following documents:

- Education Scotland. (2024). *Circle Framework* <https://education.gov.scot/resources/circle-resource-to-support-inclusive-learning-and-collaborative-working-primary-and-secondary/>
- Scottish Government. (2022). *Getting it Right for Every Child* <https://www.gov.scot/policies/girfec/>
- Scottish Government. (2022). *Achieving Excellence and Equity: National Improvement Framework and improvement plan 2023* <https://www.gov.scot/publications/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/>
- Scottish Government. (2021). *Mental Health and Wellbeing: Whole School Approach: Framework* <https://www.gov.scot/publications/whole-school-approach-mental-health-wellbeing/>
- Scottish Government. (2020). *Morgan Review: All Our Children and All their Potential* <https://www.gov.scot/publications/review-additional-support-learning-implementation/documents/>
- Scottish Government. (2010). *Supporting Children's Learning: Code of Practice (Revised Edition)* <https://www.gov.scot/publications/supporting-childrens-learning-code-practice-revised-edition/>



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- The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009
- The UNCRC (Incorporation) (Scotland) Act 2024
- United Nations Convention on the Rights of the Child
<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>
- Equality Act 2010
- The Children and Young People (Scotland) Act 2014

Aims of Policy

This policy outlines the strategies and supports in place at Williamwood High School to ensure that all young people are included academically and socially. It highlights provision for pupils with additional support needs, including how we identify and support these young people, from transitions and universal supports to bespoke interventions. The policy also highlights ways in which staff are supported to develop their professional learning in these areas, as well as how we work with external partners and involve all stakeholders in decision making.

Additional Support Needs (ASN)

The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009, describes additional support needs (ASN) as a broad and inclusive term which applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.

Williamwood High School is committed to removing barriers to learning while delivering an aspirational curriculum for all. The Williamwood's school values of Respect, Ambition and Kindness underpin our vision for inclusive education for all our young people. We want our young people to:

- live our school values so that they leave Williamwood High School with the confidence to thrive in a rapidly changing world
- be responsible citizens with an awareness of global issues who use their voice to campaign for change
- embrace opportunities to develop their resilience and contribute effectively to society

Identifying Young People with ASN

Some young people with ASN are known to us when they join Williamwood High School. The Support Team plays a significant role in the primary transitions process, working closely with primary ASN co-ordinators, teaching staff and young people to ensure appropriate supports and strategies are in place and positive relationships are built as part of a rigorous transitions programme.

Young people's ASN may emerge during their time at high school. Information about a young person's ASN may come from the young people, their parents or carers, school staff and/or external partners. Williamwood High School adopts a staged approach to support, and pupil voice is at the centre of the staged intervention process:

- Universal support refers to the in-class strategies and short-term school supports that are in place to meet young people's needs.
- Level 1 support is the next step if in-class support strategies prove unsuccessful. Level 1 support includes specific targets that are identified and planned in partnership with the young people and their parents or carers. Further assessment of ASN may be carried out to inform support planning at this level.
- Level 2 support is where it is necessary to draw on the expertise of partner agencies to meet young people's needs. With the consent of young peoples and their parents or carers, young people will be discussed at our Joint Support Team and a referral may be made for specialist advice and support. Further assessment of ASN may be carried out to inform support planning at this level.
- Level 3 is where multiple agencies are supporting the needs of a young person, for example this may be where social work are involved.

Supporting Young People with ASN

ASN Profiles

All young peoples with ASN have an ASN Profile which is accessed via the whole-school ASN Spreadsheet. Profiles are updated in response to each young person's individual circumstances and they are shared confidentially with school staff for the purposes of support planning and removing barriers to learning. Profiles may be updated by any of the Pupil Support Team and are over seen by the PT Support for Learning.

Wellbeing Plans

Young people who have individual targets related to SHANARRI wellbeing indicators have a Wellbeing Plan. The Wellbeing Plan is reviewed and updated by the young person's Pupil Support Teacher in partnership with the young people and their parents or carers.

Coordinated Support Plans (CSP)

Where appropriate the PTPS and/or PT Support for Learning may be responsible for the coordination of a CSP. The decision to investigate the opening of a CSP will be with East Renfrewshire Council.

Learner Conversations

The Support Team conduct annual tracking interviews with young people who have ASN. These interviews ensure that we hear pupil voice and that the information within our ASN profiles is current.

Additional Assessment Arrangements (AAA)

The PT Support for Learning will coordinate AAA for eligible young people for both internal and external assessments. Further information can be found in the Williamwood High School Additional Assessment Arrangements (AAA) Policy.

Assistive Technology

ICT and assistive technology supports young people to work with independence. Young people with ASN are trained to use a range of digital supports in classwork and assessments. Teaching and support staff are knowledgeable about the ways in which ICT and assistive technology can support learning.

Bespoke Curriculum and Interventions

The ASN of most young peoples will be met through high-quality classroom teaching. However, some young people may require bespoke arrangements which target their specific needs. The Support Team offers a range of personalised 1:1 or small group interventions. In addition, the Support Team and wider staff offer SQA accredited courses. Young people and their parents or carers are involved in setting targets and intended outcomes which are then monitored via their Wellbeing Plan and/or whole school tracking and monitoring processes.

Pupil Support Assistants

Pupil Support Assistants (PSAs) play a vital role in ensuring young people are safe, healthy, achieving, nurtured, active, respected, responsible and included at Williamwood High School. PSAs will often work with young peoples who have ASN to promote their inclusion and independence within the curriculum and the wider school. Ongoing communication with teaching staff, and young people themselves, ensures appropriate support strategies are deployed based on young people's individual needs.

Fresh Start

This is a systematic synthetic phonics programme for struggling readers aged 9-13+. Pupils are taught at their challenge point, so they learn to read accurately and fluently in just 25 minutes a day.

Fresh Start is for students who:

- are not yet reading age-appropriately
- have missed schooling or are late arrivals into school
- are new to the UK education system
- are learning English as an additional language

Reading Wise

This is an online, evidence-based literacy intervention facilitated by trained staff.

S1 Buddying

Each S1 pupil is allocated an S6 buddy. The S1 and S6 pupil check in two to three times throughout the year and the senior pupil is a friendly face to offer support if required.

Peer Mentoring

All of the S6 cohort are trained in safeguarding through PSHE. S6 Peer mentors get to know their allocated pupil and offer support where required.

Staff Development

CLPL

The Support team leads CLPL for school staff to ensure that as a school we are well-equipped to meet the needs of our school community. Staff deliver sessions for NQTs on a range of supports to meet the needs of all. We also offer a rolling programme of refresher training on specific ASN, including ASC and dyslexia. Adaptive teaching, and assistive technology. Wider staff CLPL responds to young people's profiles, school improvement priorities and staff requests. Our PSA staff also undertake regular professional learning, both as part of a collaborative programme with cluster secondary schools and through local authority training opportunities.

Liaison with Specialist Services

The Support Team works closely with a range of specialist services to ensure that we are meeting the needs of all young people. Young people and their parents and carers are involved in decision-making. The services we work with include:

- Educational Psychologist
- Social Work
- Healthier Minds
- Sensory Support Services Team
- School Nursing Service
- Skills Development Scotland
- College partners
- Community partners



- Parental Engagement and Involvement

Williamwood High School understands that parents and carers must be valued, supported and empowered to be engaged in their child's lifelong learning journey. Regular communication ensures young people's and their families are active participants in support planning and review. Parents are encouraged to work with the Support Team, for example by:

- attending information evenings
- attending review meetings
- regular progress updates
- accessing the school website and Twitter
- communicating with their young people
- family learning events