



Film Transcript for What is the CIRCLE Framework?

What is CIRCLE

The Child Inclusion: Research into Curriculum, Learning and Education (CIRCLE) Collaboration is a partnership consisting of teachers, therapists and academics from City of Edinburgh, NHS Lothian and Queen Margaret University, led by Professor Kirsty Forsyth.

The overall aim of CIRCLE

The overarching aim of the CIRCLE Collaboration is to generate an evidence base to underpin practical tools to support effective collaboration between school staff and health professionals to improve outcomes for children with additional support needs in schools.

Research

CIRCLE has completed a variety of research studies, including studies of teacher and therapist practice, investigations of collaborative working and systematic reviews of literature-based evidence for interventions.

Research underpinning the CIRCLE primary resource

The CIRCLE Primary Resource reflects several years of research on experience and good practice. The information was gathered with large numbers of teachers, other education staff, health staff and partner agencies, parents and children. The first version of the Primary resource was developed.

The Second edition

The Second Edition builds on the experience and best practice highlighted in the initial resource. It has been updated taking account of up-to-date research findings and

policy, and is underpinned by the CIRCLE Framework as a way of conceptualising inclusion and participation.

Following on from the success of the Primary School resource we were asked to develop the CIRCLE Secondary School resource. This followed a similar pattern to the primary school resource with information gathered via large numbers of secondary school teachers, other education staff, health staff, partner agencies and parents and children. In keeping with the Primary School resource, the Secondary School resource is underpinned by the CIRCLE framework.

The CIRCLE Framework

CIRCLE begins from the standpoint that teachers are experts in teaching and that what is required to support inclusion is a framework that allows this expertise to be applied in the most effective way, by using a set of general principles. Many resources focus on skill development (i.e. how specific physical, sensory or behavioural challenges can impact on a learner's ability to be included in school. However, we know from current research that this is only a small part of the picture, and that inclusion is influenced by a combination of factors including the physical environment, the social environment (e.g. attitudes and expectations), routines and structures around the child, in addition to the child's skills and motivation. The CIRCLE Framework introduces the importance of considering all of these factors, by thinking of them as a jigsaw consisting of – Environment (physical and social), Structures and Routines, Motivation, and Skills. By structuring the circle framework in this way it is hoped that it will encourage teachers to consider as the first step how they set up the environment to be inclusive of all children.