



## **Inclusive Learning and Collaborative Working; Ideas in practice Secondary School Resource (Ages 12-18 years)**

### **The CIRCLE Collaboration Background**

This is a resource by those who work in secondary schools for those who work in secondary schools.

Many learners within secondary schools have identified or emerging additional support needs that may impact on their ability to engage with the curriculum and/ or to participate fully in school life. This resource will help secondary school staff support these learners.

It is primarily for subject teachers but will also be relevant for any secondary school staff who support learners with additional support needs. It provides an overview of the processes for providing that support and a reflective framework for considering additional support needs. Probationers may find the information particularly helpful and sections of the resource could serve as a valuable part of an induction programme, as a basis for group discussion and/or professional learning. Specific sections of the resource will also provide useful material for practitioners as they encounter learners who have additional support needs in their daily practice.

Additionally, members of the Extended Pupil Support Team may find this resource useful when evaluating their school's overall effectiveness and consistency in supporting learners with additional support needs.

This resource represents the expertise of subject teachers, Pupil Support Assistants, the Extended Pupil Support Team (Support for Learning (SfL), Support for Pupils (SfP) or the school management team), visiting specialist teachers, representatives of partner services and agencies, and learners themselves.

It is designed to build on pre-existing knowledge, skills and experience, support reflection on good practice and develop solutions to meet learners' needs.

This resource is intended to complement other materials and structures already available to teachers - for example, 'Getting it Right for Every Child' and 'A Curriculum for Excellence'.

## How did we gather this information?

This resource represents analysis of 164 contacts, including in-depth interviews and focus groups held in 5 mainstream schools, 2 special schools and with other staff groups within the City of Edinburgh.

Data collection was tailored to identify:

- Additional support needs commonly experienced.
- General strategies routinely put in place to support learning and participation in school life.
- Supports and strategies used to address specific additional support needs.
- When and why additional support is requested.
- Effective collaboration with colleagues within school and partner services and agencies.

## Aims of the resource

- To bring together and share experience and good practice of subject teachers, Pupil Support Assistants, the Extended Pupil Support Team (Support for Learning (SfL), Support for Pupils (SfP) or the school management team), visiting specialist teachers, representatives of partner services and agencies, and learners.
- To promote effective inclusive practice using the CIRCLE framework of inclusion.
- To support the development of Inclusive classrooms as best practice in all schools.
- To provide a tool, the CIRCLE Inclusive classroom Scale (CICS) for rating the classroom environment.
- To provide a tool, the CIRCLE Participation Scale (CPS) for identifying and measuring areas affecting a learner's participation.
- To provide a quick, accessible reference point for teachers which provides practical solutions to address learners' needs.
- To promote a learner-centred approach where learners are listened to and involved in the management of their own learning.
- To provide suggestions for successful collaborative working between school staff, parents/carers and partner services and agencies.
- To provide tools to support documenting evidence of assessment and input.
- To provide a reflective framework and training resource for teachers and other education staff

## **The CIRCLE Collaboration©**

This resource was developed by the Child Inclusion: Research into Curriculum, Learning and Education (CIRCLE) Collaboration ©. It follows the primary school resource “Inclusive Learning and Collaborative Working: Ideas in Practice”, which captured and shared the good practice that was already taking place within primary schools to support learners with additional support needs. The CIRCLE Collaboration© is a practice/academic partnership consisting of teachers, therapists and academics from The City of Edinburgh Children and Families Department, NHS Lothian and Queen Margaret University. The overall aim of the CIRCLE Collaboration© is to generate an evidence base to underpin practical tools that will support more effective collaboration between education staff and therapists working in schools in order to support learners with additional support needs to participate more in school life.

For more information about the CIRCLE Collaboration© contact Professor Kirsty Forsyth at [KForsyth@qmu.ac.uk](mailto:KForsyth@qmu.ac.uk).