

Inclusion

Issue

A consistent approach to Inclusion is essential across Scottish Education to ensure parity across authorities.

Headline position

An Inclusion task group with input from Scottish Government, AHDS and other professionals should be formed to standardise GIRFEC policy and practice to support all our young people in achieving their potential.

Full position

In response to legislation (Children and Young People (Scotland) Act 2014) and other drivers (National Framework for Inclusion, Partnership Working & Wellbeing indicators), a range of initiatives and funding have sought to address elements of the Inclusion agenda. This has resulted in pockets of good practice across the country but it has not combined to provide a cohesive system which effectively promotes and delivers Inclusion.

The Scottish Government should commit to follow up recommendations made by the group.

Despite commitment to the principles of Inclusion and a determination to deliver on the indicators of good practice identified, many schools and school leaders face challenges which make inclusion more difficult to achieve. Considerable challenges which must be recognised when considering school progress in this area include budget cuts, staffing difficulties and increased workload.

Inclusion can be achieved through appropriate:

- Administrative practice in relation to planning and record keeping which is consistent across Scotland
- Provision which is suited to the individual needs of the child or young person.
- Relevant training for all staff.
- Resources which are appropriate to the individual needs of the child or young person.
- Staffing levels which are dictated by the individual needs of the child or young person.

AHDS believes that sufficient resources should be made available to ensure the individual needs of the child or young person remain the priority and that the views of the child are taken into consideration.