



Colquhoun Park Primary

The Circle



C CHILD
I INCLUSION
R RESEARCH INTO
C CURRICULUM
L LEARNING
E EDUCATION

CIRCLE stands for:

Child
Inclusion
Research into
Curriculum
Learning
Education

What is it?

The CIRCLE framework is an inclusive toolkit that will benefit all learners and this may be especially important when learners have additional support needs.

There are three CIRCLE documents available, Up, Up and Away! Inclusive Learning and Collaborative Working for Early Years (ages 0-5 years), CIRCLE: Inclusive and Collaborative Working, Ideas in Practice (ages 5-11) Learning and CIRCLE: Inclusive Learning and Collaborative Working, Ideas in Practice for Secondary Schools (ages 12-18).

Who is it for?

CIRCLE stands for Child Inclusion Research into Curriculum Learning Education. CIRCLE provides evidence based resources, developed through extensive qualitative research with teachers to define best universal practice for inclusion in schools and nurseries.

The CIRCLE model is for teachers, therapists, parents and children to develop evidence-based interventions and assessments to support inclusion and participation of children with additional support needs in school. Professionals will work with parents and children to talk about and identify useful support strategies using the approach of the CIRCLE.

How is CIRCLE being introduced in East Dunbartonshire?

Schools in East Dunbartonshire have started to implement CIRCLE to support inclusive practice in all schools. This will provide a comprehensive grounding in staff knowledge, skills and practice in supporting all children. It will support GIRFEC (Getting It Right For Every Child) and form part of the ASN Strategy in East Dunbartonshire. The Circle is a main focus of our School Improvement Plan (SIP) for both this year and next. Professional learning is being undertaken through training sessions and joint working across settings will be taking place.

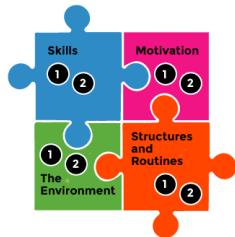
Year 1

This year we are using the CIRCLE Inclusive Classroom Scale (CICS) to review our school environment. Teachers, support staff and pupils assess the environment and how this can be adapted to further benefit children (focusing on both individual strengths and needs, as well as those of the whole class). The CIRCLE framework promotes setting up an inclusive environment as the first stage for all learners, taking account of the physical and social environment. So far this term our staff have completed self and peer assessments of the learning environment and we have also gathered the views of the Pupil and Learning Council. Staff have now created individual action plans to ensure their classrooms are inclusive and supportive to all. Staff will next undertake peer observations during class time to further assess adaptations put in place. Next term we plan to work closely with another EDC school to share our practice and learn about the successful practice in other establishments.

How will we choose what to focus on?

There are 6 key skills areas:

- Attention and Concentration
- Organisation and Planning
- Posture and Mobility
- Dexterity and Manipulation
- Socialising, Emotions and Relationships
- Verbal and Non-verbal Communication



For each skill area there are suggested strategies to support learners. These will be written into support plans and overviews in order to provide the best support for our learners.

Year 2

For some learners who have additional support needs the CIRCLE Participation Scale (CPS) will be utilised. The CPS is a measurement tool which helps to identify the learner's strengths and areas requiring development. The CPS enables teachers to assess barriers to learning in terms of the physical environment, social environment, structures

and routines, and motivation and skills for individual pupils.

What is the role of parents/carers?

The education of all children is often best served by partnership working, especially between home and school. Parents bring insight to their child's needs and how they may affect them throughout their day, which can be valuable information for schools. Working in partnership in all aspects of a learner's education can also help ensure that any successful strategies are shared and implemented consistently at school and home to highlight the importance of home/school approaches.

The four main areas of the CIRCLE Framework are detailed below.

The Environment	The environment includes both the physical and social factors. The physical environment refers to the physical layout of the classroom and the resources used within it. The social environment concerns the attitudes, expectations and actions of peers and adults.
Structures & Routines	Structures and routines are events that happen in the same way with regularity. Daily routines help learners to know and anticipate what comes next and social routines help them enjoy and interact with others.
Motivation	Motivation gives learners incentive, enthusiasm and interest when engaging with activities and the people around them. Learners can be motivated by their own feelings, desires, self-esteem, confidence and the responses of others.
Skills	Skills refer to a learner's ability in the following areas: attention and concentration; organisation and planning; motor skills; socialising, emotions and relationships; verbal and non-verbal communication.

How can I find out more?

Information about CIRCLE can be found on the third space website:
<https://www.thirdspace.scot/circle/>