

Presumption of mainstreaming – guidance review

Background

1. The original guidance on presumption of mainstreaming was first published in 2002, following the establishment of the presumption of mainstreaming in Standards in Scotland's Schools Etc. Act (2000) and its exceptions. The guidance has not been updated in the interim.
2. The Additional Support for Learning Act (2004), changed the basis for the provision of support to pupils. Statistical information between 2005-2010 reported on pupils learning in special schools and those receiving formally planned support through co-ordinated support plans and Individualised Educational Programmes only.
3. Since 2010, the statistical collection has included those receiving additional support in any setting and via any planning mechanism (including child's plans and other plans). This ensures that the statistical picture reflected more accurately the support provided to pupils. This change has meant that a greater number of pupils with additional support needs are now reported on. Crucially, these needs have always been catered for and the statistics fully recognise children and young people have an additional support needs.

The review of presumption of mainstreaming guidance

4. The review of the presumption of mainstreaming guidance seeks to recognise the strengths of inclusion and set out the practical steps that can be taken to ensure your school, your class and your approach is as inclusive as possible.
5. It also recognises the role of specialist provision, and the role that special schools and extended support provision can play. Whilst 95% of children with additional support needs learn in mainstream education, the services provided to those with the most complex additional support needs is necessary.
6. Finally, the review proposes a definition of inclusion that sits within the wider strategic vision for Scottish education of Equity and Excellence for each and every child and young person. This definition is:

'Education is a basic human right and the foundation for a more just society. An inclusive approach, with an appreciation of diversity and an ambition for all to achieve to their full potential, is essential to getting it right for every child and raising attainment for all. **Inclusion is the cornerstone to help us achieve equity and excellence in education for all of our children and young people.'**

Your influence

7. To aid our development of the guidance, particularly in the final section on practical implementation, we need a better idea of what would be most helpful for you. To facilitate discussion, we have 3 simple questions:
 - a. What do you want to see in this guidance?
 - b. What would you not want to see in this guidance?
 - c. Are there any practical measures that would help you in your day-to-day work? (an example of this might be a service like Enquire, where parents and

teachers can access the information that they need, for example on accessible outdoor learning opportunities, from a knowledgeable provider).

Learning Directorate, Scottish Government, Feb 2017