



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

INCLUSIVE

LEARNING AND

COLLABORATIVE

WORKING



IN THIS ISSUE

What is CIRCLE?	1
Good Work is Good for You	5
Food for Life: Get Togethers	7
Lothian Deaf Counselling Service	9
Branching Out	10
Dates for Your Diary	11

What is CIRCLE?

by Professor Kirsty Forsyth

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

The aim of CIRCLE is to increase the confidence, knowledge and skills of teachers, Allied Health Professionals (AHPs) and related services personnel in order to promote effective and inclusive practice for children with additional support needs. A key emphasis of CIRCLE is to provide a common language and share good practice.

Welcome to edition #11

by Linda Irvine Fitzpartick

I'm delighted to be able to share with you details about our first *Thrive Edinburgh Conference*. It will be a great opportunity to learn from others, share our good practice and hopefully develop further collaborations across the city. Further details on how to request a place are on the back page.



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R RESEARCH INTO
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The CIRCLE Framework introduces the importance of considering all of these factors, by thinking of them as a jigsaw.

By structuring the CIRCLE framework in this way it is hoped that it will encourage practitioners to consider as the first step how they work and develop the environment to be inclusive of all children.

What is CIRCLE?

Continued from page 1

CIRCLE has completed a variety of research studies, including studies of education and health practices, investigations of collaborative working and systematic reviews of scientific literature. Extensive work has taken place to present the research findings in user friendly ways.

The CIRCLE Framework

CIRCLE provides a framework for inclusion and participation of children with additional needs across early years, primary and secondary. A combination of factors are included in the framework, including the environment, routines and structures, and the child's own motivation and interests. The *CIRCLE Framework* introduces the importance of considering all of these factors, by thinking of them as a jigsaw (*see above*).

By structuring the *CIRCLE* framework in this way it is hoped that it will encourage practitioners to consider as the first step how they work and develop the environment to be inclusive of all children.

It is recommended that *CIRCLE* is used within a graded approach to guide support for all children. It is a first choice for all teachers and other professionals working directly with children in school. If further support needs are identified, support could then be sought from Support for Learning leads within the school and then specialists out with school e.g. occupational therapist, speech and language therapist, physiotherapist, educational psychologist and third sector partners. When *CIRCLE* is used within schools it can support effective joint working with these partners through the provision of a common language and shared framework.

CIRCLE impacts in Edinburgh and beyond

CIRCLE crosses early years, primary and secondary, and has been fully implemented in Edinburgh's schools and early years settings. Eleven other local authorities across Scotland have also adopted *CIRCLE*.

Continued on page 3



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

A CIRCLE post graduate qualification is available from Queen Margaret University, aimed at teachers and Health Professionals.

Continued from page 2

The *CIRCLE* framework has recently been adopted as a best practice framework by the **Scottish Government National Autism Implementation Team**, and will form part of the best practice development of that work across Scotland.

Learning about CIRCLE

Print and electronic resources are available to support implementation of CIRCLE. There are complementary manuals for:

Education colleagues:

- Early Years
- Primary School
- Secondary School

Allied Health Professional colleagues:

- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy

A *CIRCLE* post graduate qualification is available from Queen Margaret University, aimed at teachers and Health Professionals. Course content is research led, and delivered by the *CIRCLE Collaboration Research Team*. Fully online and blended study options are available.

CIRCLE for older children (secondary schools) has recently been developed by **Education Scotland** into an online learning resource. This is a badged professional learning module. The module is designed to be of use to all secondary teachers. It will also be useful for **School Leaders** to help raise awareness of key elements of effective inclusive practice. A similar module focused on the **Primary School** resource is being developed.

Links

To access resources, assessment and intervention tools please contact:

Professor Kirsty Forsyth
kforsyth@qmu.ac.uk

For the CIRCLE postgraduate qualification:

<https://www.qmu.ac.uk/study-here/postgraduate-study/2020-postgraduate-courses/pgcert-collaborative-working-education-and-therapy/>

Next intake January 2020:

Contact Chunter@qmu.ac.uk for further details.

For the CIRCLE for older learners short course:

<https://education.gov.scot/improvement/learning-resources/inclusion-in-practice>

Continued on page 4



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R RESEARCH INTO
C CURRICULUM
L LEARNING
E EDUCATION

CIRCLE Resources:
Nurseries Resource.
Primary School Resource.
Secondary School Resource.
Therapy Manuals.

Continued from page 3



Nurseries Resource:

These resources are primarily for early years practitioners and foster and day carers. They aim to support pre-school children who may be at risk for poor achievement in language, literacy and learning.



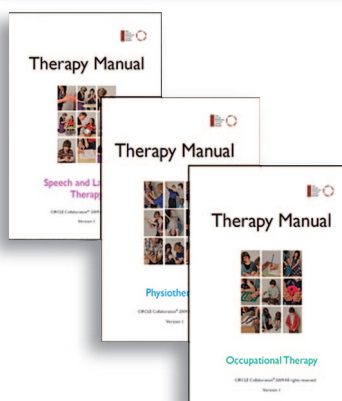
Primary School Resource:

This resource, aimed at teachers and school staff, aims to improve the participation and inclusion of primary school pupils who have additional support needs. It provides practical strategies to support teachers in practice.



Secondary School Resource:

This resource is aimed at teachers and other staff working in Secondary Schools. It provides supports and strategies to support the participation of pupils with additional support needs in Secondary Schools.



Therapy Manuals:

The Manuals are designed to be used principally by therapists themselves, especially newer therapists and those working with students or mentoring colleagues.

Therapy Manuals describe in detail the key techniques, which therapists use during intervention in schools and explain, with practical examples, what the therapist does to help the pupil to develop or learn from these techniques. The theoretical background literature underpinning each technique is also included.

Good Work is Good for You

by Dr Susan Prior

The WORKS is an NHS Lothian service based on an international recognised best practice approach to supporting people attain employment "Individual Placement and Support" or "IPS".

"I really do like my job..."

*My CPN told me about **The Works**. Before my first appointment I felt confused and wasn't sure I was ready for work. ...I decided I would like to find a cleaning job. **The Works** made contact with a cleaning company on my behalf and found out there was a vacancy that suited my abilities, the hours I wanted and sounded like a job I might enjoy.*

I like and enjoy my work a lot and it gives me independence and a reason to get up in the morning. When I go home, I never see anyone but at work everyone is really nice and I enjoy having people to speak to. I feel better now I am working, I really do like my job.

I didn't work for 7 years and I was worried I wouldn't be able to again. Sometimes I feel I can do better, but this morning at work they said to me 'the floor is the cleanest it's ever been'. So I must be doing it well!

We know that being in employment is good for both physical and mental health, and is often highly valued offering the opportunity to improve self-identity as well as social and financial status. Indeed the entitlement to work and fair remuneration is enshrined in the United Nations universal declaration of human rights.

The WORKS is an NHS Lothian service based on an international recognised best practice approach to supporting people attain employment "Individual Placement and Support" or "IPS". Research has been conducted in the US, Australia, European and Asian countries – unanimously this approach has been identified as more successful than any alternative approach, and 55% of people accessing IPS attain employment.

Occupational therapists providing IPS at **The WORKS** draw on their own professional knowledge to understand the strengths individual have to build on in employment and challenges that they may face. The team works closely with local employers to seek out employment opportunities which might match individual's interests and strengths.

Continued on page 6

A recent evaluation of the WORKS by ActiVate found that 63% of people who were supported by The WORKS successfully attained employment or education.

Continued from page 5

The *Transformation Station* is a practice research collaboration between NHS Lothian and Queen Margaret University. *The WORKS* is engaged in an ongoing evaluation as part of *Transformation Station*. We wanted to discover if IPS would work locally and if Occupational Therapists using their skills and knowledge could enhance the outcomes of IPS. Many people who experience mental health problems have aspirations to be in open paid employment but experience barriers to achieving their goals.

This situation is not unique to Edinburgh, in Scotland the current employment rate is 75% but for people with a disability this drops to 47%, for those with a mental health problem only around a fifth are in employment, and for those with a long term mental health problem the estimate is as low as 13% are in paid employment. **However a recent evaluation of *The WORKS* by ActiVate found that 63% of people who were supported by the WORKS successfully attained employment or education.**

If you are currently accessing mental health support and have goals to attain employment, speak to your health or social care professional about how to refer yourself to *The WORKS*. Or maybe you are an employer and want to speak to *The WORKS* employment opportunities in your organisation, please contact 0131 536 9469.

"I am a worker now..."

I am now working in a bakery. It's not a glamorous job and it's hard work. I serve customers, operate the till and clean. It's a lot of cleaning! I thoroughly enjoy it though. When I first started there, I had a beaming smile all over my face.

I met with a friend for coffee after my first day and she told me "*it's a joy to see you like this*". I am a worker now ...It makes me feel happy and I like being a valued member of the team.

Food for Life: Get Togethers



The Get Togethers programme aims to help bring people of different ages together in their communities to grow, cook and share food.



Who Food for Life are
Food for Life (FFL) is a Soil Association initiative, founded in 2003, which has developed into an award-winning national programme to transform food culture.

Background to Food for Life Get Togethers

The *Get Togethers* programme aims to help bring people of different ages together in their communities to grow, cook and share food. Almost 50% of UK kids never get outdoors with their families and at the same time, more than nine million people often or always feel lonely. Young and older people lack opportunities to bond with one another.

Through *Get Togethers* we want to work closely with communities to develop ways in which people of different generations can develop strong and meaningful relationships through the growing, cooking and sharing food together. We hope that by doing this we can play a part in helping to tackle some of the big issues society faces, such as loneliness, isolation, and a lack of connections within our communities.

The *Get Togethers* programme is happening in communities in the Midlands, the North of England, Wales, Northern Ireland and Scotland and will be funded by *Big Lottery Community Fund* until June 2023.

Continued on page 8



We want to talk to people in communities across the UK, so that we can understand how they think and feel... and what coming together in their community around growing, cooking and sharing food, would mean to them.

Continued from page 7

Ethnographic research

An important part of the *Get Togethers* programme is ethnographic research – we want to talk to people in communities across the UK, so that we can understand how they think and feel about things like food, people of different ages, how they create connections with people of different ages, and what coming together in their community around growing, cooking and sharing food, would mean to them.

Talking to people in this way helps us to be able to work with communities across the UK, and focus on helping design and deliver opportunities for people of different ages to get together and grow, cook and share food, in ways that are meaningful and important to them.

What happens to the information (or data) we collect?

All data and information we collect will be stored in accordance with the Data Protection Act (2018).

When people provide us with data and information, it won't be anonymous when it's first collected, but when the data and information is used to help us evaluate the *Get Togethers* programme, the data and information provided will be anonymous.

Further information

We really hope that all this makes sense, but if you have any questions or need more information, please get in touch by telephone or email.

Ben Langston
blanston@soilassociation.org
 Tel: 01173 145057

If you'd like to raise any concerns about anything you've read here, please contact Dale, who is leading the *Get Togethers* programme.

Dale Cranshaw
dcranshaw@soilassociation.org

Lothian Deaf Counselling Service

One of our counsellors is deaf and the others have extensive experience of working with deaf people and people who are hard of hearing and receive professional supervision.

Lothian Deaf Counselling Service provides a free face-to-face confidential counselling service for those aged 18 or over who are Deaf, deafened, hard of hearing or deafblind throughout Lothian, who will benefit from a counselling service specially designed to meet their needs.

We offer counselling in *British Sign Language* (without interpreter) and also in English. A personal loop system and communication in written English are available for people who are deafened or hard of hearing.

What is counselling?

Counselling is a confidential and supportive relationship with someone who is trained and experienced in helping people talk about the difficulties they are experiencing in their lives and helps to build trust and overcome personal challenges to take greater control of life.

Who are our counsellors?

One of our counsellors is deaf and the others have extensive experience of working with deaf people and people who are hard of hearing and receive professional supervision.

How do I access the service?

You can self-refer or be referred to the service by your GP, Social Work, Audiology, Community Mental Health Team or other health professionals.

Find out more

To find out more, and to watch a BSL video about this service, please visit our webpage: https://www.health-in-mind.org.uk/services/lothian_deaf_counselling_service/d143

The service is provided by *Health in Mind* in association with *NHS Lothian*.

Service Contact information

Tel: 0131 225 8508 (voice)

Text: 07786202875

Email: deafcounselling@health-in-mind.org.uk



Branching Out

Utilising the great outdoors to help people with mental health difficulties in a holistic way

Edinburgh & Lothian Greenspace Trust (ELGT) has been running a longstanding project in conjunction with NHS Lothian and *Scottish Forestry* (previously known as Forestry Commission Scotland) helping people who are service users of mental health services to engage in a range of holistic and therapeutic woodland activities.

We work with people from a range of backgrounds, from young homeless people to older persons with a history of poor mental health, dementia patients and BME groups. We encourage participants to learn new skills and use their creativity and personality to shine. We spoke to one participant to get their thoughts on their involvement.

"Before Branching Out, I lived a very isolated life. I had low self-confidence and little self-worth. When Branching Out was first suggested, I was terrified. I found it hard to be out of the house for more than a couple of hours."

Groups participate in a number of woodland-based activities including conservation, fire-lighting, bushcraft skills, woodland arts and crafts, tree and wildflower identification, bird watching and willow weaving. We also run physical activities such as thai chi and health walks.

The programme runs over a 12-week period each being a three-hour session that are adapted to suit the client groups we engage.

"It was an incredibly helpful experience because there was a focus on activity, it made talking less pressured and easier, you always had something to talk about. It got me out into nature, which is a beautiful, healing thing. It made me more active too."

Participants are then awarded the John Muir Trust Award for their participation which helps to round off the experience in a positive and morale boosting way.

"I completed Branching Out feeling very positive. The world opened up for me. I moved on to a social enterprise project and after a year of that into part time employment and then full-time study. The difference in my life is amazing. It's all because I took the first step into branching out."

Participants are put in touch with groups for future volunteering possibilities and are given options for future engagements.

Engaging persons with mental health problems with nature can really improve their sense of self, identity and purpose. It's a vital programme that helps to tackle mental health in a non-clinical environment. To that end ELGT continues to engage with medical practitioners to offer outdoor activities to patients who would most benefit from the service.

For more information about our projects, contact the team at:
info@elgt.org.uk
 Twitter: @greenspacetrust
www.elgt.org.uk

We work with people from a range of backgrounds, from young homeless people to older persons with a history of poor mental health, dementia patients and BME groups.

Dates for your diary...

thrive

thrive

EDINBURGH CONFERENCE 2019

Thrive Edinburgh is a city where every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community.¹ Our ability to thrive as human beings and as a city is closely tied to our mental health.

¹ Adapted from the World Health Organisation

In Edinburgh we are thinking big and differently.

We have big ambitions and long-term strategic aims when it comes to mental health. We have made it our goal to promote mental health and protect our citizens' resiliency, self-esteem, family strength and joy and reduce the toll of mental illness on individuals, our communities and our city.

Our first Thrive Edinburgh Conference will be held on Friday 29th November 2019.

This will be a chance for a wide range of stakeholders to come together to hear from other cities who are implementing their Thrive plans, hear about our aspirations for Edinburgh and work already underway and meet people who have a passion and commitment for improving citizens mental health and wellbeing.

When:
Friday 29th November 2019

Where:
National Museums Scotland,
Auditorium House,
Lothian Street Entrance,
Edinburgh EH1 1JF

Registration from:
9.30am

Conference begins:
10.00am

Conference ends:
4.30pm

To reserve a place:
<https://thriveedinburgh29november2019.eventbrite.co.uk>

Closing date:
7 November 2019

Places confirmed:
10 November 2019



SATURDAY 7TH DECEMBER
12 - 3PM

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wonderland garden*

Holly Wreaths for Sale

Redhall Walled Garden is a SAMH service dedicated to mental health for all

www.samh.org.uk. SAMH is the Scottish Association for Mental Health.
Scottish Charity No. SC-00897. Registered office: Brunswick House, 51 Wilson Street, Glasgow G1 1UZ

We welcome your contribution

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