



From mountain to sea

# Managing Aberdeenshire's Enhanced Provision Centres and Community Resource Hubs

## Guidelines

November 2017



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This guidance has been written by Education and Children's Services Additional Support Needs Team.

Date	Version	Status	Reason for update
November 2017	1.0	Guidance	New document

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# 1 Introduction

Aberdeenshire council is committed to providing “***the right support, in the right place and at the right time***”, working to

- improve services to better meet the needs of all children and young people throughout Aberdeenshire
- ensure equity and fairness in provision and delivery of support
- provide clarity and transparency about the support that is available

This management guidance needs to be considered alongside the Aberdeenshire Support Manual <http://asn-aberdeenshire.org/>

Text underlined in blue will link you to the relevant national and Aberdeenshire legislation and policy documentation.

[Standards in Scotland’s Schools Act 2000](#) provides the legal framework which underpins the policy of ‘presumption of mainstreaming’: that all children will be expected to attend mainstream school unless certain circumstances apply.

[The Education \(Additional Support for Learning\) \(Scotland\) Act 2004, amended 2009](#) provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face barriers to learning.

[The Code of Practice 2010](#) explains the duties on education authorities and other agencies to support children and young people’s learning.

[The Equality Act 2010](#) provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

[The Education \(Disability Strategies and Pupils’ Educational Records\) \(Scotland\) Act 2002](#) requires education authorities to develop and maintain accessibility strategies which aim to minimise the barriers that disabled learners might face and help ensure that they are properly included in their school education. Aberdeenshire GIRFEC guidance can be found on <http://www.girfec-aberdeenshire.org/>

Our aim is to support children and young people to remain with their own families and, as far as possible, to educate them in their local schools within their own communities. **Presumption of mainstreaming** means that every effort will be made to accommodate the needs of learners within their local schools with their peers, with appropriate support from staff and access to resources. **All schools** are working towards being [autism](#) and [dyslexia friendly](#), and with an emphasis on **nurturing approaches**: this is the universal level of support to which we aspire.

In addition to the universal support available in all schools across Aberdeenshire, children and young people will receive targeted and specialist support through **staged intervention**. For most children this support will be provided in their local school. However, some children and young people will require a level of provision to meet significant additional support needs. Within each cluster, the academy and one of the associated primary schools are designated **enhanced provision centres**. Within these schools, a higher level of targeted provision is available, either on a part-time, full-time or outreach basis.

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Some children and young people with the most complex needs may require a more specialist provision available through nine **community resource hubs** which cover all of Aberdeenshire, either on a part-time, full-time or outreach basis.

The enhanced provision centres and community resource hubs complement the provision within our mainstream schools and together they provide **a continuum of support** across Aberdeenshire. Learners have the opportunity to access this flexible support structure, making appropriate use of both mainstream opportunities and targeted and specialist support.

## 2 Getting It Right for Every Child

In line with the legal **presumption of mainstream education** embraced by Aberdeenshire Council, every child's needs will be assessed with a view to meeting them in their local school. Almost all children will be educated in their local school, including those with challenges to learning arising from physical, sensory or language impairment, or difficulties associated with diagnoses such as developmental delay, autism, cerebral palsy or Down syndrome. Children requiring access to Community resource hub provision will be those with the most significant and complex needs requiring a more specialised learning environment than can be provided in their local school or enhanced provision centre.

Aberdeenshire Council's **staged approach to assessment and intervention** means that every child's needs will be thoroughly assessed and addressed in their current learning context. Full use will be made of curriculum flexibility and adjustments to the learning environment, approaches to learning and teaching and support arrangements. ASL teachers within the school and cluster are a valuable source of advice and may provide targeted support.

Education Scotland defines curriculum flexibility as:

*“More flexible curriculum helps schools to provide learning experiences designed to meet needs and wishes of each individual pupil, experiences which aim to ensure all pupils have the opportunity to ensure their full potential.”*

Where staff in the current learning context require support to identify or meet a child's needs, the staged approach involves seeking consultation or direct input from professionals beyond the school. Staff may refer to Central Support Services within Education: Educational Psychology Service, Sensory Support Service, Aberdeenshire Specialist Technology Service (ASPECTS), and English as an Additional Language Service (EAL). Their intervention will focus on improving the provision for the child in their local school, supporting school staff to identify and implement further adjustments and interventions to better meet the child's needs.

Where support from beyond Education is required, referrals may be made to other professionals, e.g. Speech and Language Therapist, Occupational Therapist or Social Worker, leading to multi-agency assessment and action planning within GIRFEC guidelines. It is expected that the support of these professionals will also be directed towards meeting the child's needs in their local school. When this ongoing process of thorough assessment, adjustment, intervention and review indicates that flexibility in provision may be required beyond what is available in the local school,

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**the team around the child** will consider whether the child may benefit from access to enhanced provision.

## 2.1 Single Agency and Multi Agency Action Planning

Single Agency Action Planning (SAAP) or Multi-agency Action Planning (MAAP) meetings are held regularly to ensure that a co-ordinated approach is taken to meet the needs of learners. These meetings provide the opportunity for everyone involved in supporting the child/young person to review his/her progress with parents/carers and the child/young person.

In some cases the MAAP process may identify that a referral to the local enhanced provision centre should be explored. There may also be cases where a referral to the community resource hub should be considered. A MAAP recommendation will be made and the finalised minutes from this MAAP meeting should clearly detail the recommendation and the section on 'areas for disagreement' should be completed to ensure all stakeholders' views are represented.

## 2.2 Area Enhanced provision Forum

All MAAP recommendations are put forward for consideration, accompanied by the appropriate referral form, by the Enhanced provision Forum for the Area. See [Appendix 1](#) for an exemplar referral form.

This area forum comprises of:

- Head Teachers of enhanced provision centre and community resource hub (primary)
- Depute Head Teachers Pupil Support of enhanced provision centre and community resource hub (secondary)
- Educational Psychologists for enhanced provision centres/community resource hubs
- Community Paediatricians for enhanced provision centres/community resource hubs

The role of the Area Enhanced provision Forum is to **consider all recommendations put forward on a case-by-case basis with an overview of pupil need, capacity and available resources across the Area**. Consideration of the recommendations will be done through **termly** meetings. It will be for each Area to consider what structure and organisation of meetings best responds to the local Area context.

## 2.3 Right Support, Right Place, Right Time

Should the referral be agreed, access to the support provided through the enhanced provision centre or community resource hub should be planned and, where appropriate, phased to allow the learner to settle in and experience success. Exit strategies should also be considered. The support will then be regularly reviewed to ensure that it continues to be the most appropriate method of meeting the learner's needs. This will include identifying appropriate mainstream opportunities, as early as possible.

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## 2.4 Assessment Placements

Enhanced provision centres and community resource hubs may also be accessed for an assessment placement. The purpose of this is to allow clear identification of pupil barriers to learning and strategies to address them within the small class / targeted support setting.

## 2.5 Blended Placements

On occasion a child/young person may benefit from a 'blended' placement which allows the child to spend a proportion of their time in their local school and a proportion in the enhanced provision or community resource hub school. This allows the child to access a flexible curriculum package of targeted support in accordance with their needs at any one time. Further information is provided in [Appendix 2](#)

## 2.6 Outreach

Staff from the enhanced provision centre and/or community resource hub may provide outreach for the staff within the local schools to develop their skills and confidence.

Support should be regularly reviewed to ensure that the child's needs continue to be met, taking into account whether any amendments to the agreed curriculum package require to be made.

# 3 Early Years

All children from the term after their 3<sup>rd</sup> birthday are entitled to 600 hours of funded Early Learning and Childcare (ELC) through the current legislative orders of the Children and Young People (Scotland) Act 2014 (CYPA).

In addition:

- Children aged two or over who are (or have been at any point since turning two) looked after by a local council, the subject of a kinship care or guardianship order are eligible from the point that they have been looked after.
  - Two year old children from the term after their second birthday are eligible for 600 hours of funded ELC if their parent/carer receives:
    - Income Support (IS)
    - Job Seeker's Allowance (income based)
    - Any income related element of Employment and Support Allowance
    - Incapacity Benefit or Severe Disablement Allowance
    - State Pension Credit
    - Child Tax Credit (CTC), but not Working Tax Credit and your income is less than £16,105
    - Both maximum CTC and maximum Working Tax Credit and your income is under £6,420
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- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (interim measure)
- Any other qualifying benefit listed by the Department for Work and Pensions
- The Welfare Reform (consequential Amendments) (Scotland) Regulations 2017 – Early Learning and Childcare, allows the professional judgement of health visitors to identify children who would benefit from early learning and childcare in the term after their second birthday or the term after their referral has been received.

Full details of eligibility criteria can be found at <http://www.earlylearningandchildcare.scot/>

Each of the 17 clusters in Aberdeenshire has an enhanced ELC provision which provides inclusive, targeted support for 3 to 5 year olds with additional support needs. This offers positive role models and opportunities for the development of all children including awareness raising, tolerance, understanding and value of diversity.

Admission to enhanced ELC provision is through the Multi- Agency Action Planning (MAAP) process and Area Enhanced provision Forum as per Section 2 above. Should the referral be agreed, the Head Teacher of the Enhanced ELC Provision will ensure that the place is allocated and prioritised in accordance with Aberdeenshire's ELC policy for admissions.

In exceptional circumstances, children with a significant level of additional support needs may be placed in a partner provider setting in response to parental preferences. Such circumstances will be considered on a case-by-case basis by the Quality Improvement Manager (Early Years).

In addition, there are 14 core ELC settings offering extended day provision in response to families who are experiencing short term periods of difficulty. Admissions to Extended ELC Provision is through a referral process and approved by local panels on a case-by-case basis. Referrals can be made by Health Visitors, Social Workers, ELC staff, parents or third sector organisations. Patterns of sessions are agreed at a meeting with the parents and Head Teacher and are reviewed on a regular basis.

There is one extended ELC provision for children aged 0-3 years at Westfield School, Fraserburgh.

Further details about enhanced and extended ELC provision can be found at: <http://www.aberdeenshire.gov.uk/schools/admissions/early-learning-and-childcare/>

## 4 Curriculum Flexibility

### 4.1 Curriculum Flexibility

**Curriculum for Excellence** is designed to meet the needs of all learners. To successfully implement this, teachers require to develop the skills and expertise to be able to differentiate learning opportunities for learners within the class. Additional

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Support for Learning (ASL) staff and other specialist staff may be able to offer advice and support in this. Where a learner's needs are complex, ASL staff within the local enhanced provision/community resource hub may be able to provide some level of outreach.

**Total communication** in schools will include the use of signing, symbols, voice output machines and other strategies to support a learner to make known their needs, to effect choices and to express their opinions and learning. A [Total Communication Policy audit tool](#) is available to support the partnership working of Education and Health in developing learners' speech, language, communication, confidence and learning.

[A Learning Pathway Plus](#) is an individual, flexible and holistic learner-centred programme of support delivered through a variety of practical skills and experiences offered in different environments. This educational programme is created to address core personal and social competencies, promote self-esteem and confidence and address specific individual educational targets, and can be implemented at any stage of the learner's education. Therapeutic interventions such as equine therapy or art therapy may be commissioned in line with Aberdeenshire policy to provide an appropriate curriculum.

In Aberdeenshire, **Wrap Around Care** is a way of working that seeks to design and provide an extensive range of support that helps families meet the 24/7 needs of their children. Wrap Around Care Service Provision is currently available in Fraserburgh, Peterhead, Banff, Inverurie and Stonehaven. [Information for practitioners about groups and community resources for children and young people with additional support needs](#) including contact details can be downloaded from Arcadia.

[Aberdeenshire Specialist Technology Service](#) (ASPECTS) is a peripatetic service staffed by teachers with a specialism in the development and use of ICT for supporting children and young people in the classroom. ASPECTS staff aim to assess needs and provide appropriate advice, resources and support to enhance a learner's access to the curriculum. Teachers may refer learners to the service by completing an ASPECTS [referral form](#). It is also possible to request advice and training by completing an [informal referral form](#)

## 4.2 Pupil Plans

Single-agency assessment and action planning should be used where support is provided by a single service. Multi-agency involvement requires multi-agency assessment and action planning which follows the [Getting It Right For Every Child](#) (GIRFEC) framework.

When planning and thinking about a child's or young person's needs, every practitioner should think about the whole child or young person. The [My World Triangle](#) focuses on the child and young person and what is needed for their development and wellbeing. Adults who are parents or carers may have needs or problems that could affect children, and these problems should be considered too.

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All learners within enhanced provision centres and community resource hubs require to have an [Individual Education Plan](#) (IEP) identifying educational objectives. Guidance for writing an IEP can be found [here](#).

Where a multi-agency approach is required to meet the needs of a learner with additional support needs arising from complex or multiple factors, a decision may be taken to put in place a [Co-ordinated Support Plan](#) (CSP). Advice on assessment and planning for a CSP can be found [here](#).

In addition, planning may be required where a learner requires significant planned intervention around access to information or to the physical environment by completing a [Managing Accessibility Plan](#) (MAP). A [Personal Emergency Evacuation Plan](#) (PEEP) may also be completed to capture the support put in place to evacuate a learner safely during an emergency. Guidance for these documents can be found [here](#).

### 4.3 Learning Environment

All enhanced provision centres and community resource hubs will have appropriate flexible space for learning:

- a nurturing room with a life skills area in order to promote the learning of social and independence skills
- a quiet area for use by children/young people who need space for time alone, or to work with an adult or in a small group
- a basic specification of sensory equipment in a designated sensory area, to enable delivery of a sensory curriculum

These facilities will benefit all learners as they can provide learning experiences for all.

On occasion, further adaptations to the school environment may be required to promote safety, independence and accessibility. This should be given due consideration as part of the Managing Accessibility Planning process. A report should be submitted to the Head Teacher/Depute Head Teacher (Pupil Support) by the specialist service (e.g. Occupational Health, Sensory Support Service) recommending the adjustments. The Head Teacher/ Depute Head Teacher then forwards it to the Quality Improvement Manager ASN for authorisation and then to their Business Support Officer. Depending on the nature of the adaptation, this may take some time to implement and therefore should be processed at the earliest opportunity.

Similarly, a learner may require **specialist equipment** such as an adapted chair or a communication aid. The Head Teacher/ Depute Head Teacher should, in this instance, submit a report from the specialist service (e.g. Occupational Health, Physiotherapist) making the recommendation to the Quality Improvement Manager ASN for authorisation. Again, equipment requests may take some time and therefore should be processed at the earliest opportunity.

Specialist equipment to meet the needs of a learner with a sensory impairment is supplied by the Sensory Support Service where appropriate after an assessment by

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the service; specialist ICT is supplied, where appropriate, by [ASPECTS](#), again after the service has assessed the needs of the learner.

#### 4.4 Transport

Where a child or young person is placed in an Enhanced provision centre or a Community resource hub which is not their local school, they may receive free transport, where necessary. **Guidance for the Safe Transport of Children & Young People** for schools is available [here](#). The transport referral form, **PTU 500**, should be completed and in consultation with parents/carers, child/young person (where appropriate) and relevant partner agencies.

### 5 Management of Support in Schools

Teaching staff are line managed by their Head Teacher. Enhanced provision centres and community resource hubs have core ASL teaching staff, separate from the cluster ASL allocation to ensure appropriate levels of support for learners with a higher level of need.

Allocation of ASL teachers to a school is according to a formula based on roll and needs (in a ratio of 70% roll: 30% deprivation). ASL teachers are line managed in primary schools by the Head Teacher. Where the teacher visits more than one school, the Head Teacher of the school where most time is spent is the line manager. In secondary schools the ASL teachers are line managed by the Principal Teacher Additional Support for Learning (PT ASL). The PT ASL is well placed to oversee the continuing professional development of all ASL teachers in their school cluster as one of their 5 roles.

**Management time** is allocated to enhanced provision centre/community resource hub primary schools, recognising that relevant meetings (Multi-Agency Action Planning, Looked After Children, Annual Reviews etc.) and collaboration with other professionals, create additional demands on time. In addition there is an acknowledgement that there may be more time required in a primary school for management to support staff in instances of high pupil demand/needs.

An allocation of **Pupil Support Assistant (PSA)** hours for each cluster is calculated centrally through an annual Pupil Needs Analysis based on school roll, needs and deprivation. Within each cluster a **Local Management Group (LMG)** is set up consisting of Head Teacher representatives. The PT ASL is an associate member of the group. The Local Management Group is responsible for the allocation and deployment of PSA hours within the cluster. The Local Management Group has a responsibility to ensure that PSA hours are effectively deployed in order to support pupil needs. [Guidelines for Pupil Support Assistants \(PSAs\)](#) provide further information about their management and the management of Relief PSAs.

It is useful for all members of the group and all Head Teachers to be familiar with the [Local Management Group Guidelines](#). In addition, a moderation toolkit has been developed to support the deployment of PSAs in line with pupil need.

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Day to day line management of PSAs is the responsibility of the Head Teacher in the primary. In a secondary school they are line managed by the PT ASL.

## 6 Continuing Professional Development and Training

There is an expectation that all staff will access professional development to support their knowledge and understanding of working with children who have additional support needs. The level of professional development offered will be commensurate with the skill set required for each member of staff in order to support roles and responsibilities.

ASL teachers have the opportunity to develop the appropriate skills and understanding to fulfil their 5 roles through courses on [Aberdeenshire Learning & Development Online \(ALDO\)](#). In addition, it is good practice for newly appointed ASL teachers to be able to access an induction programme.

All teachers' needs should be identified using the General Teaching Council for Scotland's [Professional Update](#) through **Professional Review and Development** (PRD); non-teaching staffs' needs through [Employee Annual Review](#) (EAR) procedures.

Teaching and non-teaching staff may access an identified space, [Supporting Learning in Aberdeenshire](#), on **ALDO** which provides an eLearning programme on support for a range of additional support needs.

## 7 Self-evaluation

A reflective audit tool developed by the Educational Psychology Service is available to support standards of consistency across Aberdeenshire's enhanced provision centres and community resource hubs. It is, however, likely to be a helpful process for any school management team.

## 8 Working with Parents

Aberdeenshire Council is committed to working in partnership with parents/carers. [The Guide for Parents](#) provides an overview of [The Education \(Additional Support for Learning\) \(Scotland\) Act 2004, amended in 2009](#), which is the foundation of additional support needs provision in Scotland. Important information is also provided in the parent/carer leaflet on [Requesting an Assessment](#).

[STARS \(Supported to Achieve Real Success\)](#) is a booklet for parents/carers and children/young people describing the support available in Aberdeenshire Schools for children and young people with additional support needs.

[The Right Support in the Right Place at the Right Time](#) is a booklet designed for parents/carers explaining the 9 area model of Enhanced provision.

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Parent Information Leaflets, including conflict resolution, are available [here](#).

The [Support Directory for Families](#) contains over 1000 entries with information about a diverse range of subjects from benefits to grants, housing, education, social work, charitable organisations supporting specific disabilities, transport etc. All entries have contact details and direct links to websites with further information.

A variety of resources is available on Aberdeenshire Council's website to increase knowledge, understanding and skills for supporting children and young people with additional support needs.

## 9 Other Resources

[Aberdeenshire Support Manual](#) provides links to legislation, clarity about roles and responsibilities and essential information for staff working with children and young people who have additional support needs.

It is tailored to the practice in Aberdeenshire and shared with partners in Education and Children's Services and NHS Grampian. Part 1 of the Support Manual focuses on the legislative background and meeting learners' needs. Part 2 considers effective leadership, partnership, roles, responsibilities, identification and assessment of additional support needs. Part 3 contains Support Manual 2 which has valuable resources for those supporting children and young people with significant and complex needs.

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## Enhanced Provision Referral Process

# ONGOING PARENTAL INVOLVEMENT

### Presumption of inclusion in Early Learning Childcare (ELC), school and community

#### Staged approach to assessment and intervention

(Interventions include differentiation, curriculum flexibility and adjustments to the learning environment, approaches to learning and teaching, targeted support from Early Years Practitioners (EYPs), Pupil Support Assistants (PSAs) and Additional Support for Learning (ASL) staff, consultation or direct input from professionals beyond the school)



**Single Agency Action Planning**



**Multi- Agency Action Planning**



Team around the child decides that flexibility of provision beyond what is available in the local ELC / school should be explored in order to meet needs. Multi-Agency Action Planning process identifies that appropriate support beyond the local ELC / school is necessary (e.g. outreach support / an assessment placement / a blended placement or full time placement at enhanced provision centre (ELC / school) or community resource hub (school))

Lead professional makes recommendation/referral to Area Enhanced Provision Forum

Recommendation/referral is considered by Area Enhanced Provision Forum at termly meeting and a decision is made

(Area Enhanced Provision Forum to consider all referrals on a case by case basis with an overview of pupil need, capacity and resources across the Area)

Chair of Area Enhanced Provision Forum informs Lead Professional of decision.

Named person informs parents of decision

If access to the support provided through enhanced provision centre or community resource hub is agreed, transitions to be carefully planned through Multi-Agency Action Planning process with ongoing review of support and increasing inclusion in local ELC, school and community where appropriate.

## Appendix 1: XXXX Area Enhanced Provision Forum Referral Form

<b>Name of Lead Professional</b>		<b>Designation</b>			
<b>Pupil Name:</b>					
<b>Date of Birth:</b>					
<b>School:</b>					
<b>Class:</b>					
<b>CfE Level</b>	<b>Reading</b>	<b>Writing</b>	<b>Talking &amp; Listening</b>	<b>Maths</b>	<b>Health &amp; Wellbeing</b>
<b>Aberdeenshire Staged Intervention Level</b>					
<b>Support being sought:</b>	<b>Enhanced Provision Centre (EPC)</b>			<b>Community Resource Hub (CRH)</b>	
<b>Brief summary of the pupil's strengths</b>					
<b>Brief summary of factors giving rise to the need for additional support. Please indicate any staff training needs.</b>					
<b>Access to the curriculum</b>					
<b>Communication</b>					
<b>Mobility</b>					
<b>Safety</b>					
<b>Self-help skills</b>					
<b>Sensory needs</b>					
<b>Social skills</b>					
<b>Other</b>					
<b>Please highlight the interventions already in place or attempted previously. Please indicate where this information can be found.</b>					
<b>Staged intervention</b>	<b>CSP Co-ordinated Support Plan</b>	<b>IEP Individual Education Plan</b>	<b>MAAP Multi Agency Action Plan</b>	<b>OTHER -Please Specify</b>	
<b>Targeted Support (Level 1) e.g.</b> <ul style="list-style-type: none"> <li>• Targeted group planning</li> <li>• Intervention by Additional Support for Learning (ASL) teacher</li> <li>• Targeted support from Pupil Support Assistant (PSA)</li> <li>• Adaptations to materials</li> <li>• Use of visual supports (Widget - Communicate in Print) for visual timetables etc.</li> <li>• Alternative strategies to de-escalate emotion or behaviour</li> </ul>					

<b>Targeted Plus Support (Level 2) e.g.</b> <ul style="list-style-type: none"> <li>• Individual Education Plan (IEP)</li> <li>• Language development intervention</li> <li>• De-escalation techniques used on a regular basis</li> <li>• Access to quiet area/ sensory room</li> <li>• Access to additional resources such as Riding for the Disabled Association (RDA), swimming / physical pursuits, social outings and trips promoting personal and social skills</li> </ul>				
<b>Intensive Support (Level 3) e.g.</b> <ul style="list-style-type: none"> <li>• Highly differentiated curriculum</li> <li>• Co-ordinated Support Plan (CSP)</li> <li>• Therapeutic interventions</li> <li>• Alternative and augmentative communication system</li> <li>• Significant use of quiet area/ sensory room</li> <li>• Physical intervention/ CALM</li> <li>• De-escalation followed by access to named staff</li> <li>• Personalised and enhanced transition arrangements</li> <li>• Multi-agency support</li> <li>• Learning Pathway Plus</li> </ul>				

**Please tick to indicate documentation that is currently in place to support this referral. Copies of the most recent Multi Agency Action Plan (MAAP) Minutes, Individual Education Plan / Co-ordinated Support Plan must be submitted with the referral.**

<b>Individual Education Plan:</b>		<b>Educational Psychology record of consultation:</b>	
<b>Co-ordinated Support Plan:</b>		<b>Child / Young Person's Plan:</b>	
<b>MAAP Minutes:</b>		<b>Child And Family Mental Health: (Correspondence)</b>	
<b>Community Paediatrician: (Correspondence)</b>		<b>Speech and Language Therapist Report:</b>	
<b>Occupational Therapist Report:</b>		<b>Physiotherapist Report:</b>	
<b>Managing Accessibility Plan:</b>		<b>Risk Assessment:</b>	
<b>Learning Pathway Plus (give details):</b>			
<b>Assessments already undertaken:</b>			
<b>Other: (please specify)</b>			

### Views of parents / carers

### Views of child / young person

**What EPC/CRH support mechanisms would be utilised if provision was approved?**

<b>Outreach Support</b>	✓	<b>Placement</b>	✓
Whole class input		Assessment	
Work with individual pupil			
Block of co-operative / team teaching		Blended	
IEP			
Individual Behaviour Risk Assessment and Plan		Full-time	
Strategies			
Staff development			

**Proposed Targets and Exit Strategy**

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**Based on the Wellbeing indicators, what would the impact and benefit be to the pupil/family if EPC/CRH Provision was approved?**

<b>Safe</b>	
<b>Healthy</b>	
<b>Achieving</b>	
<b>Nurtured</b>	
<b>Active</b>	
<b>Respected</b>	
<b>Responsible</b>	
<b>Included</b>	

<b>Lead Professional's Signature</b>	
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<b>Outcome</b>	
<b>Date referral form considered by Area Forum:</b>	
<b>Outcome of referral:</b>	<b>Date lead professional informed:</b>
<b>Is transport required?</b>	<b>Transport arrangements to be actioned by:</b>

<b>Chair of Area Enhanced Provision Forum's Signature</b>		<b>Date:</b>
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## Appendix 2: Blended Placement Guidelines

A “blended placement” is defined as a situation whereby more than one Aberdeenshire school is responsible for the education of a pupil. This would generally involve a blended teaching, learning and curricular experience between the pupil’s zoned school and the local enhanced provision or community resource hub.

A blended placement is distinct from curriculum flexibility. Curriculum flexibility uses the stage 0-3 to determine the most appropriate provision available on a school or cluster level. This might, for example, involve accessing a particular resource at the local community resource hub, such as the swimming pool for one session per week. In such instances the pupil’s zoned school retains sole responsibility for the pupil’s education.

A blended placement is also distinct from a flexible learning pathway. This is usually a stage 3+ programme, emerging from multi-agency assessment and action planning processes, and involving the commissioning of services. Some pupils may have a flexible learning pathway in addition to a blended placement.

In Scotland there is a presumption of mainstream education for pupils with additional support needs, and it is the policy of Aberdeenshire Education and Children’s Services to educate children within their home community. In some instances a blended placement may be beneficial to a pupil, in that it can provide the opportunity to access targeted enhanced support whilst maintaining key relationships with peers and school staff in their zoned school. Blended placements can also offer valuable opportunities for teachers to share good practice across schools. However, a blended placement is an intensive intervention and may have a number of unintended consequences. It is therefore recommended that the following factors are considered prior to the recommendation of a blended placement for a pupil, and during key review points throughout the blended placement.

### Inclusion-Centred Planning:

- What needs cannot currently be met in the zoned school?
- What can the enhanced provision / community resource hub offer that the zoned school can’t offer?
- Are there staff training needs in the zoned school that, if met, would negate the need for a blended placement?
- Would a flexible curriculum that utilises specific resources within the enhanced provision / community resource hub meet the child’s needs without the requirement for a blended placement?

### Child-Centred planning:

- What is the pupil’s history of coping with transitions between people and places?
  - How easy is it for the pupil to develop new relationships with teachers and peers?
  - What is the likely impact on the pupil of missing some of the day-to-day shared learning and social experiences with their current peer group?
  - How will the pupil feel included in both settings (e.g. sports days, school trips, school uniform, Christmas plays etc.) in a way that does not overwhelm them?
  - How will the pupil be kept-up-to date with important events / news in each school?
  - How will the pupil’s views of the blended placement be meaningfully gathered and incorporated into planning?
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#### Educational Outcome planning:

- What are the expected educational outcomes of a blended placement?
- How will educational outcomes be measured?
- In considering the educational objectives, what would be the anticipated duration of the blended placement?
- Are the educational outcomes reflected within the pupil's IEP targets?
- Which provision is responsible for which aspects of the pupil's IEP?
- When responsibility is shared for particular IEP targets, who will take responsibility for doing what?

#### Practical considerations:

- How will the pupil's teachers share assessment and planning information on an ongoing basis? Can ICT be used to facilitate this? Would there be opportunities for each teacher to observe practice in the other provision?
  - How can information be communicated between two key teachers and parents in a concise and manageable way? For example, would one home-school book be used by both provisions?
  - What would the timetable look like? Is there an expectation of full days in each provision, or will the pupil spend time in both provisions over the course of a day?
  - What factors might hinder a blended placement? For example, how feasible is travel between the zoned school and the enhanced provision / community resource hub? How would this be managed?
  - Who is responsible for travel and escort arrangements?
  - Where will review meetings take place?
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