



From mountain to sea

Operational Guidance for Enhanced Provision Centres / Community Resource Hubs

Working Draft

December 2017



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1 Introduction

This guidance has been drafted to support managers and staff in schools with enhanced provision and/or community resource hub to audit, review, plan and develop practice in line with GIRFEC, Scottish Government legislation for meeting additional support needs and the Aberdeenshire Council [Education and Children's Services Plan 2017-20](#) strategic objectives:

- To improve learning outcomes for all
- To reduce inequalities in outcomes for children, young people and families

Education in Aberdeenshire is based on the principles of acceptance and inclusion of all children and young people. Children and young people should see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is valued and all individuals are respected. Equitable, inclusive education is also central to creating a cohesive society and a strong economy that will secure future prosperity. Equity and excellence go hand in hand. As an agent of change and social cohesion, our education system supports and reflects the values of fairness, equity, and respect for all.

Guiding principles of equity and inclusive education:

- A foundation of excellence
- Meets individual needs
- Identifies and eliminates barriers
- Promotes a sense of belonging
- Involves the broad community
- Builds on and enhanced previous and existing initiatives

We believe that all children benefit from being educated and included within their own community, enjoying companionship of their peers. This setting offers opportunities to access a wide curriculum and build resilience in preparation for post school and the world of work, embracing our philosophy of preparing the whole child for the whole world.

This guidance should be read in conjunction with the [CRH/EPC Management Guidance](#), [LMG Guidance](#) and other planning formats and documentation which is available on the [ASN Website](#)

2 Presumption of mainstream and provision of support

In Aberdeenshire we are committed to providing the **right support**, in the **right place**, at the **right time**. 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 mainstream classes with their peers.

Research has demonstrated the benefits for children with limited language and communication skills to have good role models – children with imaginative play and

well-developed expressive language. Integrating children with additional support needs with their peers in mainstream provides positive role models and opportunities for development of all children, including awareness raising, tolerance, understanding and value of difference.

2.1 Enhanced provision centres

Some children have needs which affect their learning that require greater levels of support than that available within the mainstream classroom environment. They may require a more specialized curriculum including access to sensory rooms and/or some targeting of life skills, or different and specialist strategies for learning. The resources to provide this level of support are referred to as 'enhanced provision', and comprise of teachers with a higher level of expertise than those supporting mainstream classes, and life skills/sensory areas within a building – enhanced staffing and environment. Outreach and in-reach may be sourced for children attending local mainstream schools but requiring additional support.

2.2 Community resource hubs

A community resource hub supports pupils with significant and complex needs, these are children who are in primary or secondary school but learning within the early level of the Curriculum for Excellence. These young people require access to teachers with a specialist level of expertise, and may need daily access to sensory areas and work from a curriculum based strongly on practical life skills: personal self-help skills, communication and self-regulation. **Outreach** from community resource hubs will be available to support children/young people in enhanced provision centres, and some **in-reach** in the form of **assessment placements** or **blended placements** may be appropriate for a period of time. Placements in community resource hubs will be reviewed regularly, and if/when appropriate youngsters will increase their time or return to a mainstream environment. A very small minority of children may spend much of their schooling attending a community resource hub.

3 Legislation

The Scottish Government has a strong commitment to inclusion and the promotion of equality for all. [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. Most GIRFEC provisions have now been legislated for through [The Children and Young People \(Scotland\) Act 2014](#).

3.1 GIRFEC

Children and young people have their needs assessed on an individual basis and support will be provided as required in line with [GIRFEC](#). The Getting it Right for Every Child (GIRFEC) is a national approach to improving the Wellbeing of children and young people in Scotland. Aims from GIRFEC which particularly apply in this guidance are listed in [Appendix 1](#) along with more information about GIRFEC and the 5 questions and [website links](#).

4 Audit

Enhanced provision centres and community resource hubs should be audited in order to clarify the relationship between pupil needs and resources, and to create a development plan alongside an operational structure. The Head Teacher (primary) or PT ASL and DHT pupil support (secondary) together with staff and other stakeholders can use the information and checklists in the [Reflective Tool](#) for Enhanced Provision to support the auditing and planning process.

In the first instance, reference should be made to the principles of equity and inclusive education which are demonstrated in schools by:

- Shared and committed leadership
- Equity and diversity
- Accountability and transparency
- Relationally rich environments
- Aspirations
- Partnership with parents
- The learning environment
- Responsibilities of All
- Self-evaluation

The questionnaire and information in [Appendix 3](#) will assist school staff with discussion and evidence gathering.

5 Prior to Child starting at the school

When the admissions group have agreed that a child/young person will be admitted to a school with additional resources, the first task for all is to gather information and initiate processes:

- Information to be obtained from parents/carers and where appropriate other agencies to determine the level of support needs and whether any physical adaptations to property are required. In the event of a child with sensory impairment, the [Sensory Support Service](#) should be contacted for advice. In the event of a child with English as an Additional Language (in addition to other ASN) please contact the [EAL Service](#).

- The QIO and Business Support Officer should be contacted to undertake a site visit and agree to necessary adaptations – these should be progressed in a timely fashion before the child starts attendance
- NHS Grampian Allied Health Professionals should be consulted in the event of a child with significant physical needs, for assessment and recommendation of equipment.
- School managers should approach the Joint Equipment Stores Manager (please refer to [Moving and Handling guidance](#)) to source the required equipment, or to place an order if none is available. Arrangements should be made for delivery of the equipment to the school ahead of the child commencing attendance
- Staff to provide targeted support should be identified and training needs determined. Applications for training should be made and appropriate agencies contacted i.e. Moving and Handling training through ALDO and Aberdeenshire Council Trainers, Epilepsy or Diabetes training from the Specialist Nurses. Guidance is available [here](#).
- Information should be sought regarding needs for ICT and a [referral](#) completed for ASPECTS
- A [Managing Accessibility Plan](#), [Risk Assessments](#), [Personal Emergency Evacuation Plan](#), [Special Dietary Requirements](#) and [Medical Protocols](#) should be completed with the assistance of parents/carers, the child/young person and NHS Grampian Health Professionals / Aberdeenshire Social Workers as appropriate. Guidance for completion of all the above plans is available [here](#).
- PT ASL / Additional Support for Learning Teachers should be involved in the information gathering and planning meetings to inform the level of support required.
- Arrangements are made for the child/young person and parents/carers to visit the school and be introduced to peers and staff, provided with information ([school prospectus/handbook](#) etc.) and shown around the premises to begin orientation. A visit may be offered when there are no pupils in the school (quiet and a map provided if possible). The child/young person should be provided with a timetable and information about equipment/school clothing and other requirements (e.g. arrangements for dinner money etc.) Additional information may be provided to parents about Aberdeenshire School Provision for children with additional support needs. The [STARS](#) and [Right support, right place, right time booklets](#) are available on the corporate website
- Processes for communication and partnership with [parents](#) should be clarified – how do parents contact school staff, how often, what feedback will be provided from school regarding the day / behaviours / achievements etc. More information is available on the corporate website [here](#)
- If transport to and from the premises will be required, the head teacher or PT ASL/ DHT pupil support should complete a PTU 500 and contact the Pupil Transport Unit. Information for escorts, schools and parents for transporting children with additional support needs to and from their place of education may

be sourced [here](#). Agreement with the Cluster Quality Improvement Officer is required.

Please note, children and young people should not begin attendance until personnel are identified and trained to meet their needs where moving and handling is required (refer to [Moving and Handling](#) guidance); and the minimum equipment required for their safety and comfort has been provided.

6 The Child commences attendance at the school

- A designated member of staff meets and greets the child/young person and escorts them to the cloakroom / lockers etc. Staff need to ensure that the child has appropriate equipment (e.g. gym kit, dinner money) and that they can find their way to classes or provide assistance as required.
- A peer may be selected in advance and tasked with 'buddying' the newcomer to provide some inclusive support
- The child/young person is assigned to a mainstream class for registration. Presumption is made that the young person will attend as many mainstream subjects/ classes as appropriate and access to the EPC/CRH is on an 'as needs' basis.

7 Assessment to determine IEP targets and detailed planning for education

- Allocation of resources is managed by the LMG on the basis of needs (please refer to the [LMG guidance](#)). Where PSA support is required for a child with physical needs and there has been insufficient time for those usually based at the school to complete training, it may be necessary to arrange a temporary exchange of staff in order to ensure provision in accordance with Health and Safety regulations (refer to the [Moving and Handling guidance](#))
- ASL teachers and mainstream teachers will assess the child's needs in order to inform planning for educational achievement. All children in EPC and CRH should be provided with an IEP to ensure that their targeted interventions are appropriate, monitored and tracked and progress ensured.
- The IEP will also be informed by Health professionals and other agencies in addition to input from other Educational Services such as the [Educational Psychology Service](#), [English as an Additional Language](#), [Sensory Support Services](#), [ASPECTS](#) as appropriate
- Once further assessments have been conducted, the existing planning documents should be reviewed and updated regularly.
- Parents/carers, the child/young person and other supporting personnel should be consulted for information and provided with a copy of the IEP targets to ensure that there is clarity, agreement, ownership and co-ordination.

8 Attendance and the Curriculum as delivered in the life skills / sensory areas of the EPC / CRH

- The child/young person will access the level of support required in the life skills / sensory areas. This will be different for each child and according to their needs

Aberdeenshire council do not operate a system of 'traditional style bases' – children attend mainstream classes and other provisions and are expected to participate in a flexible curriculum according to needs. Enhanced provision is a flexible space for the school to use to meet needs of children/young people.

- Attendance within the life skills areas will be in accordance with IEP targets and may be due to participation in exercise programmes (as prescribed by Health professionals: OT/PT), sensory programmes (OT and/or ASL), social skills/communication groups (SLT) or to undertake tasks supporting independence such as cooking, shopping, travel etc.
- Attendance within sensory areas will be in accordance with IEP targets and likely to be due to sensory integration needs. Use of sensory rooms should be targeted at increasing or decreasing sensitivities to specific stimuli (hyper or hypo sensitivities), or for specialist teaching using the sensory equipment (such as UV light and fluorescent markers/paints which provide increased visual feedback)
- [The Aberdeenshire Framework for supporting pupils with significant and complex needs](#) is available on the ASN website and should be consulted for planning allowing the child/young person to follow an extended early level of the Curriculum for Excellence.
- When a child exhibits behaviours that indicate anxiety (this could include physical or verbal behaviours considered to be socially inappropriate), consideration must be given to how teachers and other staff may change the learning environment/way they work to better meet needs. For example, a child with ASD who cannot concentrate in a mainstream classroom, may simply require a less busy area, work station, peer support or time for withdrawal. A child with ADHD who cannot manage the unstructured playground at lunchtime may require to join a supportive group for organised games/activities with adult supervision to ensure that rules are followed. **The teacher will first consider the learning environment and teaching/learning methodologies and make appropriate changes to meet needs.** When a child's needs are being met they will be better able to participate in social integration.
- A child with significant and complex needs may be accessing time to develop life skills in a CRH, but will still benefit from access to mainstream classes for the modelling of good communication and social skills, and the opportunity to experience the 'wider world'. Children with significant and complex needs need access to the wider world to learn strategies to cope with busier environments and build resilience. Mainstream children will also benefit by developing an increased tolerance and understanding, with the aim of creating a more inclusive and socially cohesive society.
- Schools should embrace diversity in all of its forms whether cultural, religious or due to ability/disability and create opportunities to celebrate all achievements.

9 Curriculum and achievements

- Students should be able to access a varied curriculum to meet their needs. In secondary this may include SQA National 1 and 2 courses (and beyond) and associated assessments; ASDAN, Caledonian Awards, Youth Achievement and Duke of Edinburgh Awards. In primary schools John Muir awards are often undertaken to increase confidence, self-esteem and practical skills. Information on SQA alternative assessment arrangements can be found [here](#).
- A record should be kept of a youngster's progress in all areas of the curriculum through the IEP and other tracking and monitoring. Acknowledgement should be made of the contribution of a wide variety of experiences to holistic development including increasing maturity, self-esteem, confidence and self-regulation.

10 Reviews and Transitions

- A review should be held within 6 weeks of the child/young person commencing school in order to ensure that communication with families (and agencies) is working well and that the placement is progressing smoothly. This meeting is an opportunity to review and amend procedures if parents/carers share concerns. Guidance for review meetings is to be found [here](#).
- Depending upon the level of agency involvement, a [multi-agency meeting](#) may be scheduled at this point. Parents/carers and the child/young person are entitled to any minutes of meetings, which should be presented within two weeks of the event with an invitation for comments. Amended minutes can then be issued to reflect the perception of all attendees.
- Review of progress should take place with all participants and providers at least once per year, this would be through an annual review (Single Agency Plan, either statutory or non-statutory depending upon the level of needs). For children in the MAAP or LAC system these reviews may be more frequent but in all instances assessments should have been undertaken prior to the meeting and the opportunity used to plan for the next period of time.
- The child/young person's views should be sought using the [My Voice](#) questionnaire, and in the instance of transitions there will shortly be a My Voice transitions questionnaire. In addition schools may collect information using the 'Moving On Passport' - a more recent version is being developed.
- IEPs should be evaluated by the end of the academic year and a copy of the evaluated plan sent home to parents/carers. This would provide a discussion point in a review meeting.
- If the meeting is being held prior to the end of the academic year, then all participants should provide a report for the meeting detailing achievements, continuing support and next steps.
- When children/young people are Moving On, transitions should be carefully planned. The personnel involved with the next placement should be contacted to attend meetings, and consideration should begin up to 2 years in advance of a possible date for transition for example a meeting held when a child is 14 years old to begin

preparation to adult services, the S3-S6 senior phase etc. Sensitivity is required to the fact that the child/young person may find change very difficult to manage, and support should be offered as appropriate. It is often the case that with a good preparation and transition programme, youngsters are able to make changes more easily than anticipated. When youngsters are not managing a transition programme, the supporters need to reconsider options to ensure that the most appropriate destination is being offered together with the amount of support required to achieve a successful outcome. All appropriate agencies such as Skills Development Scotland, FE College and Adult Health Services should be involved.

- Some children may have a Co-ordinated Support Plan. These are statutory documents for children who meet the criteria, and the review dates are stipulated in Law. Please consult the [CSP guidance](#) for more information.

Please refer to [Appendix 4](#) for a FLOWCHART of the process and [Appendix 5](#) for the Staged Intervention Levels.

10.1 Review of documentation

Planning

Plans are built on the twin pillars of Curriculum for Excellence and the GIRFEC principles. Processes supporting GIRFEC include:

- SAP/MAAP/LAC – Single or Multi-Agency Action Planning meetings and Looked-After-Child Reviews: part of the staged intervention and Child’s Plan process. Review meetings provide the opportunity to evaluate progress and plan for the future. This planning must be based on **evidence** of success or the need to change goals. The evidence is provided when a child / young person has a well written and updated IEP with sources recording observations, achievements etc.: evidence-based learning.
- CSP – Co-ordinated Support Plan process.
In addition, other documentation in support of planning includes:
 - Curricular plans (class / subject) linked to Curriculum for Excellence at the appropriate level (including [Aberdeenshire’s Extended Early Level](#) for children with significant and complex needs)
 - IEP – [Individual Educational Plan](#).
 - MAP – [Managing Accessibility Plan](#).
 - PEEP – [Personal Emergency Evacuation Plans](#)
 - [Risk Assessments](#)
 - [Medical protocols](#)
 - [Special dietary requirements](#)

11 Resources

11.1 Learning environment

Life skills/nurturing and autism friendly

Schools are encouraged to install height adjustable hobs, sinks and tables for use by children/young people who are wheelchair users. Youngsters should have regular access to develop life skills including shopping, cooking, home economics, swimming, community access and engagement including social opportunities, work experience and independent travel. For young people who wish to continue their education at College, independence is a pre-requisite.

For children with more significant and complex needs personal skills such as washing and dressing/undressing, independent use of the toilet, feeding, communication skills, maximising personal mobility and postural maintenance are extremely important.

Nurturing schools engage learners by their positive, inclusive and caring ethos – it is more about the attitudes and approaches offered than physical resources such as a nurture hub. Some children who have had difficult experiences in their young lives will require additional emotional support to develop confidence, self-regulation, self-esteem and resilience.

Autism friendly environments support children and young people with ASD. A variety of resources may be provided from calm spaces with reduced visual stimulus, ear defenders for youngsters with hypersensitivity to noises, work stations for those requiring less distractions and access to sensory rooms for work on sensory integration and regulation.

Sensory room

Enhanced Provision Centres / Community Resource Hubs are equipped with a basic specification of sensory equipment in a designated sensory room, to enable delivery of a sensory curriculum, responding to the needs of children with hyper or hypo sensitivities (such as those on the Autism spectrum). These facilities will also benefit all children as they can provide learning experiences for all. For more information please refer to [ALDO](#) for training courses, the ASN website for [information](#) and [guidance](#)

Quiet room and de-escalation spaces

Some schools have a quiet room that may be used as a de-escalation or seclusion space. ***The use of a quiet space should be planned for, risk assessed and agreed with parents prior to implementation***

For this to be successful the following must be achieved:

- The room must be readily accessible and contain a minimum of equipment – bean bag / floor cushions and dimmed lighting may be suitable. Weighted blanket / other

small sensory items may be readily available depending upon the child/young person's needs

- The child/young person must be comfortable to access the room and perceive it as a 'safe haven'
- The child/young person must never be left unattended, or closed into the room and/or locked in
- An accompanying adult should keep interaction minimal until the youngster has calmed sufficiently to engage in interaction
- Parents/carers should always be informed if a child has required the use of a quiet room due to loss of emotional control.
- A review following the seclusion should take place to inform risk assessment procedures
- When a youngster experiences a loss of self-control and becomes physically or verbally challenging, completion of an ABC chart may be appropriate (Antecedent, Behaviour, Consequence). It is important to complete these accurately and identify when one incident has finished and another started – most often this happens due to the child not completely de-escalating and therefore they begin the next sequence from a more advanced state of agitation. This cycle may repeat and result in a very high level of violence, which could have been avoided if the initial incident had been properly de-escalated. The purpose of the ABC chart is as a tool to analyse behaviour and identify triggers in order to prevent repetition, and identify successful interventions and better outcomes for the child/young person
- De-escalation techniques involve identifying triggers that are causing anxiety and removing these – it is always preferable to change plans and de-escalate properly in order to avoid a possible physical intervention. Although a number of staff are CALM trained, it is important to recognise that this training focuses on the ability to recognise a deteriorating situation and avoid violence. In the event of staff having to use physical restraint upon a child, the de-escalation has not been successful. **Parents/carers must always be informed if physical restraint is used. CALM physical intervention should be recorded in line with authority policy and guidance.** A debrief and review of practice should always follow a CALM physical intervention in order to ensure that the triggers are identified and practice changed for the future – this safeguards the child and the staff.

Information about best practice in the use of Time Out or Seclusion is found [here](#).

Multi-purpose and break out areas

These are areas within schools that may be used for a variety of purposes: general purpose spaces, small group and individual tuition rooms, open plan areas outside classrooms etc. It is preferable for an adult to work for a short time with a child in a break out space if possible rather than to remove the youngster to a life skills area. This enables the adult to support more children at one time (others within a mainstream class may benefit from smaller group work) and maintains the child's place with their peers whilst ensuring a more appropriate level of support is available. For some

youngsters this approach is critical to acceptance of additional support as they do not wish to be perceived as 'different' to their peer group

Other facilities

Accessible toilets/changing rooms will be well signed, and available for pupils who have a variety of needs, not just those with physical needs. Children and young people with Autism Spectrum Disorder, wheelchair users and some with sensory / mental health needs will have access using fobs, swipe cards, or toilets being kept unlocked and available at all times. Each Enhanced Provision Centre / Community Resource Hub has been provided with an accessible toilet with enough space for a plinth (changing table) and free-standing/tracked hoists are installed where appropriate.

Consideration has been given to the acoustics in halls and other areas for children with a hearing impairment, and to possible future installation of acoustic panels / acoustic clouds to reduce reverberation/echoes. For children with visual impairment, installation of visual tapes to steps, handrails and other equipment will follow on the advice of the Sensory Support Services.

Lifts will be bright and have adequate lighting, and where appropriate mirrors to reflect light and create a feeling of space.

Outdoor learning spaces may be developed to enhance the curriculum, and include raised beds for gardening and enterprise opportunities and play equipment adapted for children with a variety of needs.

Children and young people have access to [swimming](#) and to [horse riding](#) (RDA) as a part of a more flexible curriculum. For some youngsters in danger of exclusion access to commissioned services is available through the [Learning Pathways Plus+](#).

What will the learning environment look like?

In-reach, outreach and integration – a seamless ASN provision		Welcoming and nurturing
Therapeutic interventions		Holistic education
Parents feel supported and included, close partnership working		Focus on cognitive skills, life skills, independence and resilience
Rich and varied learning experiences targeted to individual needs through detailed assessment and planning		Attainment and achievement

Aberdeenshire COUNCIL 

11.2 Personnel

Allocation of personnel to CRH/EPC is done according to a formula and with flexibility through the LMG. Please refer to LMG guidance. Roles and responsibilities are detailed in [Section 11](#) of the Aberdeenshire Support Manual.

Class and subject teachers

Please refer to the General Teaching Council for Scotland [Standard for Fully Registered Teachers](#) as this details the requirements and expectations for delivery of all aspects of a teacher's remit, roles and responsibilities.

ASL teachers

In addition to the above, ASL teachers are also expected to deliver on the five roles of support for learning:

- Identification and assessment
- Planning learning and teaching, including co-operative teaching
- Consultancy / consultation
- Partnership with specialist services
- Contributing to professional development

The roles and responsibilities for ASL teachers is detailed in [Section 11](#) of the Aberdeenshire Support Manual. In the event of a teacher accepting a post in Additional Support, it is their responsibility to identify their development needs (as with all staff) and to undertake appropriate training in order to deliver on all 5 of the above roles. CLPL requirements should be discussed with the line manager and agreement reached for development of knowledge, understanding and skills.

Early Years Practitioners and Pupil Support Assistants

Remits, roles and responsibilities are described in [Section 11](#) of the Aberdeenshire Support Manual. Guidance for pupil support assistants is available [here](#)

11.3 Partnership working

Contributions are made through liaison and advice from Community Paediatricians, School Nurse, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Child and Family/Adolescent Mental Health Services and Social Work. Remits, roles and responsibilities are detailed in [Section 11](#) of the Aberdeenshire Support Manual.

Education partners include ASPECTS (technology solutions), the Sensory Impairment Service, English as an Additional Language, the Educational Psychology Service, Community Learning and Development, the Health and Well-being Team and Language Development.

We work with our partners to deliver education integrating appropriate activities such as:

- Speech and Language therapy.
- Occupational Therapy and Physiotherapy.
- Mobility Opportunity Via Education (MOVE), Motor skills, Mobility and Rehabilitation service (MARS).
- Horse Riding (RDA).
- Swimming, hydrotherapy.
- Activities in multisensory rooms and Snoozelen.
- Play therapy and free play in soft playroom.
- TACPAC (touch and music therapy), Kodaly.
- Brain gym, Hip Hop, Expressive Movement.
- Creative modelling and sensory art, theatre workshops, wheelchair dancing and disability sport.
-

11.4 Total communication

Research highlights a clear link between speech and language skills and literacy difficulties. Effective communication skills are essential for children if the aspirations of the Curriculum for Excellence are to be met and enable all children and young people

to become successful learners, confident individuals, responsible citizens and effective contributors.

Total communication in schools will include the use of signing, symbols, voice output machines and other strategies to support a child to make known their needs, effect choices and express their opinions and learning.

Spoken language skills are one of the aspects of a child's development that is most amenable to change. While this change is likely to be beneficial in its own right it is also likely to have a mediating effect on the impact of social disadvantage by improving the child's ability to:

- Negotiate with peers
- Establish friendships
- Create and retell stories
- Contribute to the development of literacy and other more academic skills.

Self-confidence and self-esteem are vitally important for all children. Aberdeenshire schools aim to develop the skills and knowledge of all staff and parents/carers so the children's communication skills can be developed by those who work with them on a daily basis.

A communication friendly school:

- Encourages all forms of communication, developing children's language skills and ensuring social, emotional and academic progress.
- Provides opportunities for building speech, language and communication skills from the Curriculum for Excellence by providing a supportive environment and ensuring adults are aware of children's language levels.
- Works closely with parents/carers so that they can support language development and communication at home.
- Continues to promote opportunities for speaking, listening and communication across a broad and creative curriculum enabling children to become articulate and confident.

Policy and audit

An audit tool forms part of the [Total Communication Policy](#) information, and should be used by schools to identify development needs and ensure that all children receive the best opportunities to develop good communication skills. NHS Grampian Speech and Language Therapists provide advice and information to support the communication needs of children who have been referred to them.

Bronze award for symbolisation of the environment

Aberdeenshire Education and Children's Services together with NHS Grampian Speech and Language Therapy Services have developed a 'Bronze Award' scheme for symbolisation of the environment. The criteria for achievement of the Bronze Award are to be found [here](#). As schools achieve their awards, head teachers and staff are reporting a huge improvement in many aspects of children's welfare and significant appreciation from parents including those of children with a wide variety of needs

including EAL, ASD, ADHD, Literacy/Dyslexia difficulties, Dyspraxia, and Nursery aged children/ those at pre-reading stages of development.

My Voice

An online symbolised questionnaire is available entitled 'My Voice'. This resource can be used to capture the views of the child/young person for any review meetings, comments on planning formats or other requirements in line with GIRFEC. Information on My Voice may be found [here](#).

12 Monitoring classroom practice

All CRH/EPC management teams should make arrangements for monitoring of classroom practice in line with HGIOS 4 and their school improvement plan. Feedback should be provided to staff on evidence of planning and provision.

Folders may contain the following for ASL teachers:

- Teacher's timetables detailing curriculum delivery
- Pupils timetables detailing curriculum, support in mainstream and EPC/CRH
- Group planning for life skills, enterprise etc.
- Literacy, numeracy, health and well-being plans for groups of children based on topics (these may be in line with class teachers or distinct for separate delivery)
- A copy of each child/young person's IEP
- A Quality Indicator list with comments referring to feedback following monitoring of practice and evaluation of planning etc.

Each child/young person receiving support from EPC/CRH should have a folder containing the following information

- Timetable
- IEP
- Risk assessments
- MAP
- PEEP
- Medical / health needs protocol
- Special dietary requirement and provision
- Evidence folder for recording achievements of IEP targets including photographs
- Report for annual review or evaluated IEP

13 Wrap around Care

In Aberdeenshire Wrap Around Care is a way of working supported by Social Work Services that seeks to design and provide an extensive range of support that helps families meet the 24/7 needs of their children.

Expectations

- There should be a range of effective alternatives to external (out-of-authority) placement
 - There is a need to identify gaps in services
 - A philosophy of keeping children in their own communities where ever possible
 - Provide a continuum of support services
 - Equality and consistency across Aberdeenshire
 - Intervention at the earliest appropriate opportunity as a key principle
- Studies have proved that long term outcomes and destinations for children and young people are better if they can be kept with their own families, and educated within their own communities. By developing Wrap Around Care in each of the 9 Community Resource Hubs, it would be possible to further enhance the provision both in terms of an increase in provision and integrated service

Identified developments include:

- Holiday Play Scheme
- Saturday Fun Clubs
- After School Club
- Short Break Respite
- Overnight Respite
- Teens Clubs
- Support for siblings

14 Continuous Lifelong Professional Learning

Our community resource hubs and enhanced provision centres employ teaching staff with a higher level of expertise to meet learner's needs efficiently, effectively and appropriately.

Continuous professional development and training is offered through programmes such as:

- Post Graduate Certificate in Inclusive Practice.
- A comprehensive range of speech and language therapy training (e.g. Derbyshire Language Scheme, EKLAN, Makaton).
- National Autistic Society (NAS) accredited staff training including:
- University of Strathclyde Post Graduate Certificate in Autism
- TEACCH
- NAS e-learning: Autism: Best Practice
- NAS e-learning: Asperger Syndrome
- Other accredited courses such as CALM (Crisis and Aggression Limitation and Management) and Restorative Practice.
- Training for teaching children and young people with dyslexia

Support is also available for staff through the Aberdeenshire Support Manual, and ALDO (Aberdeenshire's online learning tool), school based in-service events, and Aberdeenshire Events (authority led training).

Please refer to [Appendix 5](#) for information about specialist knowledge aligned to staged intervention levels, and to [ALDO](#) for more information

Appendix 1: GIRFEC

[Getting it right for every child](#) (GIRFEC) is a national approach to improving the Wellbeing of children and young people in Scotland.

GIRFEC sets out a vision which aims to:

- Improve outcomes for children, young people and their families.
- Put the child or young person at the centre of any assessment, planning and support, actively promoting their participation and engagement in any processes.
- Proactively seek the views of children, young people and their families, providing information and support which encourages involvement.
- Promote shared language through a [National Practice Model](#) providing a consistent approach to safeguard, ensure and promote the Wellbeing of children and young people.
- Streamline assessment, planning and decision-making processes via a single planning framework – called the Child’s Plan – to ensure a consistent approach to how a range of extra support that is not generally available should be planned, delivered and coordinated around an individual child’s needs and circumstances.
- Increase prevention and earlier intervention so all children and young people are supported to achieve their potential
- Achieve high standards of multi-agency working, based on a co-ordinated approach to identifying Wellbeing concerns, assessing need, and agreeing outcomes and actions.
- Maximise the skills of the Universal Services workforce, and focus targeted and specialist services to meet the needs of children and young people where higher thresholds of risk and need exist
- Embed individual and unique professional responsibility and accountability towards supporting children and young people
- Support proportionate and considered sharing of Wellbeing information, in line with Data Protection, other legislative requirements, confidentiality and the views of families.
- Ensure a [Named Person](#) is available as a central point of contact for children, young people and parents, to provide advice, information, and support, and help to access other services if and when needed
- Identify a [Lead Professional](#) where a Child’s Plan is in place, to co-ordinate and monitor progress of actions and improved outcomes.

The Five GIRFEC Questions

A child or young person's Wellbeing is influenced by everything around them, and by different needs they will have at different points of their life. Wellbeing concerns may arise from a child or young person's individual experiences or circumstance, or be posed by the impact of a family member or significant person's situation (this could include a non-resident partner of a parent/carer, or a peer).

When a Wellbeing concern is identified or raised for a child or young person, you should ask yourself the 5 GIRFEC questions:

1. **What is getting in the way of this child or young person's wellbeing?**
2. **Do I have all the information I need to help this child or young person?**
3. **What can I do now to help this child or young person?**
4. **What can my service or organisation do to help this child or young person?**
5. **What additional help, if any, may be needed from others?**

If you don't have all the information you need, you may need to gather further information either by speaking with the child or young person themselves, their parents or carers, or from other people within your own, or other agencies. This will ensure you have as full a picture as possible to inform your own assessment, and informs any Request for Assistance made to other agencies if needed.

Findings from recent Significant Case Reviews tell us that sharing the right information at the right time can help improve outcomes for children, young people and their families. It can often help prevent low level concerns growing into more serious or entrenched difficulties. In the majority of cases, Wellbeing concerns should be openly discussed with the child, young person, family members or other person, including explicit discussions* around what information may need to be shared, why, and with whom.

**Unless there are child protection concerns*.*

Unborn Babies: It is important to note that while the 5 GIRFEC questions specify child or young person, this also applies to considering Wellbeing needs of unborn babies.

Child Protection Prompt: If at any point concerns are raised which suggests a child or young person is at risk, of harm or neglect, or potentially at risk of harm or neglect, Child Protection Procedures must be followed without delay.

Appendix 2: Information gathering for resources

FACILITIES	STAFFING		
•	ASN staffing specific to EPC		FTE
	SfL staffing – part of cluster (CSN)		FTE
	Intervention and Prevention teacher		FTE
	Nurture teacher		FTE
	Extended nursery provision		FTE
	Additions for LAC		FTE
	Additions for flexible learning pathways		FTE
	TOTAL		FTE
	PSA		Hours
	TOTAL		Hours

Appendix 3: How do you use your enhanced provision?

Principles of equity and inclusion – how do you rate your provision against HGIOS4?

Please read and consider the following:

- **Shared and committed leadership** - staff behave in ways which develop and sustain all aspects of well-being, while acknowledging the important role played by parents and partners. Central to the development of leadership is an understanding of appropriate codes of conduct and professional standards
- **Equity and diversity** - all stakeholders demonstrate a commitment to equality and diversity through fair, transparent and inclusive policies and practices in relation to age, disability, gender, gender identity, race, ethnicity, religion, belief and sexual orientation.
- **Accountability and transparency** - the use of clear measures of success (based on established indicators) and through communication to all stakeholders of our progress towards achieving equity for all children and young people.
- **Relationally rich environments** – creation of conditions which promote the emotional wellbeing of children and young people which underpin effective learning. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. Relationships are characterised by mutual respect, trust and confidence and schools will use a wide range of approaches to encourage positive behaviour including a focus on restorative practice, nurturing approaches, peer mentoring, and solution focused activities
- **Aspirations** – success should be encouraged at all levels as aspirations and attitudes can have a major impact on educational attainment and achievement
- **Partnership with parents** – families are by far the most important influences on children's lives and effective communication supports both parents and teachers. Provision of information helps parents to engage with school and their children's education.
- **The learning environment** – this is crucial to meeting the needs of learners and reasonable adjustments are made as required under the Equality Act. Planning is essential and completion of protocols such as MAP, PEEP and risk assessments ensure appropriate provision
- **Responsibilities of All** – all staff work together to improve wellbeing and outcomes for children. Identification of needs, differentiation and provision of an appropriate curriculum, resource allocation, assessment and feedback contribute to raising attainment. This responsibility is also multi-agency and delivered through teamwork approaches (i.e. education, social work and NHS Grampian)
- **Self-evaluation** – staff consider their progress in relation to meeting learners' needs and ensuring inclusive practice and pursue CLPL in line with their own professional development needs to enhance their provision for children

In the first instance you may meet with staff to consider the answers to the following:

How is your existing enhanced provision area used?
Do you have supported classes in S1 for Numeracy, Literacy / other?
Do you have 'in class' support? If yes, please elaborate
How do you use your sensory room?
Do you have a sensory curriculum? If yes, please elaborate
How well accessed and accepted is your support centre by the whole school?
How is your support centre staffed?
What systems (e.g. card system) do you use to give access to the support centre / quiet room?
Who makes the decisions about the use of the cards / other system to gain access? Pupils or other adults?
Do you have a central courtyard / other enclosed garden area? If yes, how is it currently used?

Do you have any equipment in the courtyard / enclosed garden (e.g. swings, raised beds for plants, gazebo)?

What is the access to your support centre from outside the school? Do pupils gain access directly off buses / through the main entrance / exit?

What happens during break time and lunchtime for your pupils requiring additional support? (e.g. quiet area, access to support centre)

Do you have any rooms with blinds to reduce visual stimulation during bright weather? If yes, please elaborate

What bell / tannoy system do you have?

What alternative learning do you offer at present (e.g. riding, music therapy, access to a rock wall / BMX track / high ropes facility)

Checklist (adapted) from HMIE on Education Scotland Website

Self-evaluation summary for enhanced provision / community resource hub:			
Enter text:			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS4?
QI 1.3 Leadership of change Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change			
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
QI 2.3 Learning, teaching and assessment Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring			
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
QI 3.1 Ensuring wellbeing, equality and inclusion Wellbeing Fulfilment of statutory duties Inclusion and equality			
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
QI 3.2 Raising attainment and achievement Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners			

Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Additional QI: Click here to enter text.			
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
QI 2.2 Curriculum: theme 2 Learning pathways			
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
QI 2.7 Partnerships – theme 3 Impact on learners			
The impact of parental involvement on improving children and young people’s learning.			
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

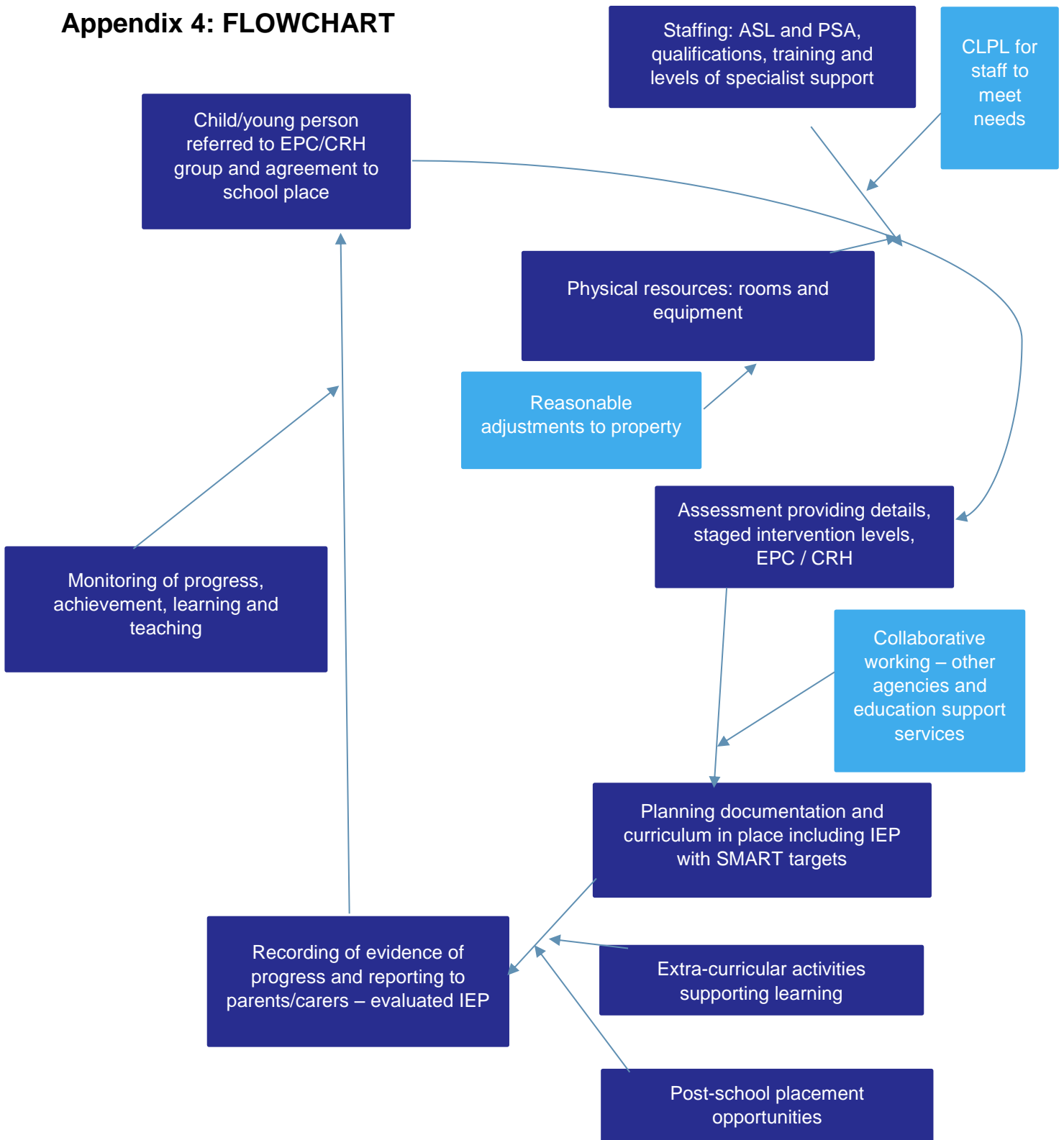
Gather the following documents to evidence your self-evaluation:

	Item	<input type="checkbox"/>
Children and ASN	List of children and young people with additional support needs and brief details of support provided (include LAC and detail all children/young people attending the EPC/CRH).	
	Details of children and young people with regular/long-term absence from education if they attend the EPC/CRH	
	Details of children and young people on assessment or blended placements	
Staffing	Names of all teaching and other staff working with children who attend the EPC/CRH and their responsibilities. Please indicate any job-sharing arrangements. Completion of staffing tables detailing training completed and needs for teachers and PSA staff/others	
	Support agencies information and timetables such as speech therapist, physiotherapist, occupational therapist, social worker, commissioned service provider and child/ren who are supported	
	Support from peripatetic education services such as educational psychologist, EAL teachers, sensory support services and ASPECTS and the child/ren being supported.	
Physical	Physical resources available: floor plan with annotations regarding use Rooms Equipment	
Assessment	Evidence of assessment and records – formative and summative including anecdotal for individual children. Formal records of EPs observations and recommendations	
Planning documentation	The most recent and previous year's School Improvement Plan illustrating EPC and CRH development	
	Planning documentation: generic and pupil specific: <ul style="list-style-type: none"> • IEPs • CSPs • Child's Plan 	

	<ul style="list-style-type: none"> • MAP • PEEP • Risk assessments • Medical Protocols • Dietary requirements and provision • Pupil passports • Other – please specify 	
	<p>Information about the curriculum, for example curriculum overview, details of partnerships to enhance the curriculum.</p> <p>Samples of class plans (primary) and subject plans (secondary)</p> <p>Extended early level curriculum for children with significant and complex needs</p>	
Recording and reporting	Pupils' progress records (PPRs) illustrating maintenance of appropriate recording and reporting, including chronology	
	Sample agendas and minutes of SAP / MAAP / LAC meetings and Annual Reviews	
	A sample from different year groups of reports to parents and carers on children's and young people's progress/learning.	
Collaborative working	Outline of arrangements for contact, visits and sharing information, on children's and young people's achievements and learning needs at points of transfer with mainstream schools and other educational establishments.	
CLPL	List of professional learning activities carried out during last session and planned for this session for ASL staff	

Extra-curricula	Brief details of any out-of-class activities, after-school care and supported study initiatives.	
Post school	Approaches to developing young workforce (DYW) such as work placement opportunities	
Monitoring	Information used by the school to monitor and evaluate the school's performance and children's and young people's attainment and wider achievements.	
	Information used by the school to monitor and evaluate the quality of learning and teaching including monitoring of classroom practice.	
	Information about children's and young people's progress/performance over time and any available benchmarking data such as PIPS, INCAS, evaluated IEPs	
	Samples of children's and young people's work in literacy and numeracy, across learning. Evidence of children's learning in support of IEP target achievements	
	Any evidence of strategies or innovative practices which are having a positive impact on learning, teaching, raise attainment and close the gap.	

Appendix 4: FLOWCHART



Appendix 5: Staged intervention levels

Provision	Support Level
<i>Universal Support (Level 0)</i> • <i>Class level with advice/consultation within school/Additional Support for Learning (ASL) teacher</i>	0
High quality learning and teaching approaches and environment	
Cooperative learning and active literacy	
Multisensory approaches to teaching and learning	
Dyslexia friendly environment (use of Read Write Gold)	
English as an Additional Language (EAL) advice and consultation	
Autism friendly environment	
Whole school approach to positive behaviour (including restorative practice) including CALM theory	
Differentiated curricula	
Personal learning planning using Getting It Right For Every Child (GIRFEC) wellbeing indicators	
Nurturing environment and positive relationships	
Robust assessment arrangements linked to tracking, monitoring and reporting	
Additional Support for Learning (ASL) advice and consultation	
Aberdeenshire Support Manual	
• All resources provided within the school	
<i>Targeted Support (Level 1)</i> In addition to support available at Level 0: • <i>School level with planned ASL teacher and/or Pupil Support Assistant (PSA) intervention</i> • <i>Advice if required from Enhanced Provision/Education & Children's Services (ECS) specialist services</i>	1
Children and young people may access targeted group planning	
Intervention by Additional Support for Learning (ASL) teacher	
Targeted support from Pupil Support Assistant (PSA)	
Shared support (general access to PSA) within some classes	
Informal consultation from Educational Psychology Service	
Advice and consultation from Sensory Support Services	
English as an Additional Language (EAL) advice and consultation/ targeted support	
Aberdeenshire Special Technology Service (ASPECTS)	
Partnership working and collaborative interventions	
Supervised extra time/separate accommodation for assessment	
Individual registration arrangements/ Alternative registration arrangements e.g. Soft Start	
Adaptations to materials	
Use of visual supports (Widget - Communicate: In Print) should be used for visual timetables etc.	
Alternative strategies to de-escalate emotion or behaviour	
• All resources provided within the school	

<p>Targeted Plus Support (Level 2) In addition to Level 1:</p> <ul style="list-style-type: none"> • School level • Enhanced Provision • Education & Children's Services (ECS) specialist services 	2
A pupil plan may be appropriate for children and young people: IEP, Care Plan, MAP	
Regular contact with named staff member for support	
Nurture group support	
Flexible approaches and timetable arrangements (e.g. within secondary school, this could be tutorial classes within the Enhanced Provision – in senior Phase – National 1/2 units and/or courses)	
Central support services outreach/ in-reach intervention	
Enhanced Provision Centre (EPC) outreach, MAP, Care Plan, SAAP, MAAP if appropriate	
Early years enhanced provision support	
Language development intervention	
Targeted literacy intervention	
English as an Additional Language (EAL) – in <i>addition</i> to other additional support strategies	
Alternative assessment arrangements	
Additional transition visits and planning: Nursery – Primary, Primary – Secondary, BGE – Senior Phase, post-school planning	
De-escalation techniques used on a regular basis	
Access to quiet area/ sensory room	
Access to additional resources such as Riding for the Disabled Association (RDA), swimming and other physical pursuits, social outings and trips promoting personal and social skills	
Formal consultation with Educational Psychology may be appropriate	
Involvement from Intervention & Prevention teacher, ASPECTS, Pupil Support Worker (PSW) or Community Learning and Development (CLD) may apply	
Consultation with Social Work may be appropriate	
In exceptional circumstances some individual tuition may be authorised by ASN Manager	
<ul style="list-style-type: none"> • Some resources accessed from out with the school 	

<p><i>Intensive Support (Level 3)</i></p> <p>In addition to Level 2:</p> <p><i>Intensive Targeted Support:</i></p> <ul style="list-style-type: none"> • <i>multi-agency action as required</i> • <i>school with Community Resource Hub (CRH) intervention</i> 	3
<p>Children and young people will have a robust pupil plan. These include: IEP, MAP, Care Plan, CSP within multi-agency action planning (MAAP) where appropriate</p>	
<p>May have individual tuition, highly differentiated curriculum</p>	
<p>English as an Additional Language (EAL) – in addition to other significant complex support needs</p>	
<p>Therapeutic interventions</p>	
<p>Alternative and augmentative communication system</p>	
<p>Intimate care may be required</p>	
<p>Significant use of quiet area/ sensory room</p>	
<p>Physical intervention/ CALM</p>	
<p>De-escalation followed by access to named staff</p>	
<p>Personalised and enhanced transition arrangements</p>	
<p>Formal consultation with Educational Psychology may be appropriate</p>	
<p>Involvement from Intervention & Prevention teacher, ASPECTS and Family Support Worker (FSW) may be appropriate</p>	
<p>Multi-agency support</p>	
<p>Intervention with CLD/Social Work is likely to be appropriate</p>	
<p>Possible access to Community Resource Hub outreach or in-reach</p>	
<p>Access to commissioned services may also be authorised by the ASN Manager</p>	
<p>• More resources may be accessed from out with the school e.g. Flexible Learning Pathway</p>	

Appendix 6: Specialist knowledge aligned to staged intervention levels

Level 3	Level 2	Level 0-1	TRAINERS
A specialist knowledge of ASN and targeted information to meet specific individual needs	A specialist awareness of specific ASN	An awareness and general understanding of ASN	CPD providers
	SMT HT DHT	PARENTS & FAMILIES	SENSORY SUPPORT SERVICES
PT ASL	LDSS leaders	Janitorial and catering staff	Aspects
ASL teachers	Pupil support workers	Pupil escorts and drivers	EAL
IPT & Nurture teachers	Home link workers	Library staff	Educational Psychologists
Educational Psychologists	Class teachers	Office staff	Active school coordinators for staff supporting pupils with ASN
ASN	Social work children & families	Technicians	Social work children & families
Special school teachers	NHS	External curriculum providers	MOVE co-ordinators
Community resource hub/ enhanced provision teachers	Partner providers agencies	Work experience providers	Travelling children officer
Sensory support services	Respite providers (wrap around care providers)	Admin & clerical	OT supporting motor skills programmes
ASPECTS	GIRFEC locality groups	Children's panel	School community hub staff with specialist knowledge
Gastronomy nurse	School nurse	Volunteers	Enhanced provision centre staff with specialist knowledge
Neurology nurse	PT/OT/SLT	School services coordinators	Tracheostomy nurse
Stoma care nurse	PSAs	Active school coordinators	Moving & handling trainers
Epilepsy nurse	Home tutors	Swimming pool staff	Calm trainers

Diabetes nurse	Fostering and adoption	Horse riding staff	SLT
Clinical specialist nurse	QIO	Youth services worker	PT individual
	Guidance	Travelling children officer	Food and safety support officer
	Visiting specialist teachers	College link	First aid
	Main stream teachers	Career officers	ALDO
		CLD	Autism toolkit
		Early years staff (teachers / nurses)	Dyslexic toolkit
		Probationer teachers	Support Manual
		EYs officers	

Date	Version	Status	Reason
December 2017	1.0	Working Draft	New guidance

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