Aberdeenshire
COUNCIL

From mountain to sea

Aberdeenshire Enhanced Provision Model Reflective Tool for Schools

December 2017

Contents

This guidance was written by Education and Children's Services: Educational Psychology Service

Date	Version	Status	Reason
December 2017	2.0	Guidance	Transfer to corporate format

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ABERDEENSHIRE ENHANCED PROVISION MODEL REFLECTIVE TOOL FOR SCHOOLS

1 Background

It is recognised that each school with Enhanced Provision will have different strengths and priorities based on the historical needs of the local context. The purpose of this tool is to support standards of consistency across Aberdeenshire in terms of how Enhanced Provision schools operate and the philosophy underpinning everyday practice. The tool is intended as a framework to support professional reflection on the development of Enhanced Provision, and to complement approaches to self-evaluation and improvement planning which are already well embedded in schools. It may also be a helpful process for any school leadership team seeking to reflect on the inclusiveness of their establishment.

The tool is also designed to provide a quantitative and qualitative snapshot of the development of the Enhanced Provision Model across Aberdeenshire in order to support ongoing strategic planning.

2 Guidance for pathfinder schools

- An initial session, lasting approximately 2-3 hours should be arranged during term 1.
- The purpose of the initial session is to review all sections of the reflective tool and gain an overview of strengths and areas for development.
- The initial session is led by a member of the school leadership team.
- It is suggested that the following people participate in this session; Depute Head Teacher for Pupil Support and / or Head Teacher, PT Support for Learning and / or ASN Teacher, a member of the ASN Team and the School Educational Psychologist.
- School Leaders may also find it helpful to invite others, such as the QIO.
- It is anticipated that an action plan to address priority areas for development will emerge from the initial session.
- As part of the action plan, schools may wish to seek further support from the ASN team and / or the Educational Psychologist to further explore specific areas. This may take the form of a specific piece of work (e.g. staff training) or participation in further reflective sessions with the wider school staff.
- Following the initial session, each pathfinder school is asked to complete the summary sheet on page 14. This should be e-mailed to Stonehaven.PsychologicalServices@aberdeenshire.gov.uk
- The summaries will be used to gain a broad picture of strengths and development areas across schools. Individual schools will not be identified in the snapshot report.
- A Review session, involving all participants who were present in the initial session, should be arranged for early in term 3 to review progress and support school improvement planning for the following session.

- An Educational Psychology Research Assistant will contact each pathfinder school in January to arrange a brief semi-structured interview with the Head Teacher or Depute Head Teacher. The purpose will be to elicit feedback on the usefulness of the tool and the impact of the process on school improvement.

3 Structure of the tool

Within each of the nine sections there are a series of questions designed to stimulate discussion and reflection, prior to allocating an overall rating (see below) which describes the school's progress relative to the overarching statement. Illustrations of good practice within Aberdeenshire schools are given, although it is acknowledged that this is by no means an exhaustive list. References for further reading are also included where appropriate.

Each section requires an overall score using the following 10-point rating scale:

1	2	3	4	5	6	7	8	9	10

This does not reflect

our current practice

There are elements of this but significant development required

We are very confident this reflects our current practice

Strengths and priority areas for development are recorded for each section to support reflection and planning. However, it is acknowledged that each school with Enhanced Provision will be at their own unique point in the developmental process of the Model and as such, will prioritise different elements of policy and practice over time.

Each school with Enhanced Provision is asked to complete and submit the summary sheet (page 14) which will be used to gain a quantitative and qualitative snapshot of the development of the model across Aberdeenshire in order to inform strategic planning.

SECTION 1

Statement: There is evidence of a shared understanding of Roles and Responsibilities within the school and across the cluster.

Questions to consider:

- Do Senior Leaders understand the staged assessment and intervention process, and are they clear about what constitutes universal, targeted and specialist support? Do they actively support a shared understanding of this across the school and cluster?
- Is there is a clear understanding across the cluster of the vision, values and aims of the Enhanced Provision model?
- Do Senior Leaders across the cluster have an overview of the operational practices within the Enhanced Provision school?
- Is there is an emphasis on individual class teachers holding the key responsibility for assessing, planning for and meeting additional support needs?
- Are Senior Leaders aware of the 5 roles of Support for Learning staff and do they ensure they are used to maximum effect?
- Are Senior Leaders clear about the range of expertise available within Education, Social Work, Health and the Voluntary sector to help meet additional support needs, and do they know how to access them?

Further reading:

1. Managing Aberdeenshire's Enhanced Provision Centres / Community Resource Hubs
2. Support Manual Section 11: Effective Partnership (Roles & Responsibilities)
3. Aberdeenshire ASN, Disability, EAL and Assessing Support Level Guidance Manual

Rating relative to overarching statement:

Area(s) of particular strength:

Area(s) for development:

SECTION 2

Statement: There is evidence that the Enhanced Provision school operates on the principles of collaboration, creativity and most inclusive practices.

Questions to consider:

- Are children and young people considered for Enhanced Provision support through an ongoing multi-agency action planning process?
- Is the process through which Enhanced Provision support is allocated transparent? Does it involve collaboration between the Enhanced Provision school and partners?
- Can children and young people access Enhanced Provision on a full-time or blended placement basis, dependent upon individual needs? Can the Enhanced Provision school be accessed on a short-term assessment basis?
- Does the school with Enhanced Provision offer a combination of in-school and outreach support across the cluster, dependent upon individual needs?
- Is there is an emphasis on ASN staff and mainstream staff working together to ensure the needs of children and young people are met within mainstream contexts?
- Is ownership of the learning assessment and planning retained by mainstream staff, with support from ASN staff as appropriate?
- Are the needs of children and young people accessing Enhanced Provision support continually reviewed within the context of the presumption of mainstream?

Further reading:

1. Managing Aberdeenshire's Enhanced Provision Centres / Community Resource Hubs

Examples of good practice:

Every pupil remains part of their mainstream class. They attend targeted classes in enhanced provision and return to their mainstream classes for other subjects throughout the day as well as school-wide activities. Pupils from across the school work together on activities such as paired reading or project work.

The "Enhanced Provision Support Network" meets each term to share information and consider how Enhanced Provision staff can effectively offer advice and support to all schools in the cluster. The focus is on building confidence and capacity across the cluster to help ensure that children remain within their local schools.

All recommendations for enhanced provision support within the cluster are considered by a forum consisting of the Enhanced Provision Head Teacher, the Educational Psychologist for the Enhanced Provision and the Community Paediatrician. The forum recommends a package of Enhanced Provision Support based on the needs of the individual child (identified through the MAAP process around the child) and consideration of the overall profile of needs currently being met through the Enhanced Provision.

Community Resource Hub Senior Management staff provide outreach support and advice to a mainstream class teacher to help ensure the level of curricular flexibility and differentiated learning opportunities are appropriate to a particular pupil's needs. The pupil's learning needs and emotional well-being are being appropriately supported within his local school without the requirement to transfer to another provision.

Rating relative to overarching statement:

Area(s) of particular strength:

Area(s) for development:

SECTION 3

Statement: There is evidence that assessment and planning processes are underpinned by effective partnerships with children and young people, parents and other professionals

Questions to consider:

- Are the needs of children and young people who access Enhanced Provision support closely monitored and collaboratively reviewed by mainstream and ASN staff?
- Are the views of children and young people actively sought in advance of planning meetings?
- Do children, young people and their parents actively participate in assessment and action planning processes?
- Are parents confident in the school's ability to work in partnership with them to meet the needs of their children?
- Are single and multi-agency meetings purposeful, solution-focused and open to suggested improvements?
- Do Senior Leaders ensure that school-based actions and recommendations are followed through?
- Do strong communication networks exist between professional groups in the cluster?
- Do parents believe that multi-disciplinary professionals work well to meet the needs of their children?

Further reading:

1. Managing Aberdeenshire's Enhanced Provision Centres / Community Resource Hubs
2. www.girfec-aberdeenshire.org
3. Support Manual Section 10; Key Principles of Effective Leadership and Partnership

Examples of good practice:

Each pupil participates in their Individualised Education Plan review meetings, regardless of their age or the nature of their additional support needs. The pre-meeting preparation, and the format and style of each meeting are adapted in accordance with the needs of the individual pupil.

Multi-agency professionals working across the cluster meet regularly to identify and explore themes emerging from work at the casework level. Where possible, a co-ordinated approach is then taken to tackle systemic issues impacting the community.

Rating relative to overarching statement:

Area(s) of particular strength:

Area(s) for development:

SECTION 4

Statement: There is evidence that all staff have access to high quality Career Long Professional Learning opportunities, enabling them to feel confident and skilled in supporting the needs of all pupils

Questions to consider:

- Do all practitioners feel confident in supporting children and young people with additional support needs?
- Do all staff have a shared understanding of the implications of all relevant legislation and Government guidance? For example:
- Getting it Right for Every Child (GIRFEC)
- Standards in Scotland's Schools etc. Act 2000
- The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009
- The Equality Act 2010
- Children and Young People (Scotland) Act 2014
- Have all practitioners undertaken the level of training expected of their post according to National and Local Guidelines?
- Do Enhanced Provision staff play an active role in meeting Continuing Professional Development needs across the cluster?

Further reading:

1. Managing Aberdeenshire's Enhanced Provision Centres / Community Resource Hubs
2. Aberdeenshire ASN Learning & Development Strategy (CPD and Training Strategy) 2015

Examples of good practice:

Opportunities have been created for other schools to benefit from the extensive experience of a member of staff from the Enhanced Provision Centre. Time has been protected to enable this staff member to visit other schools in the cluster to offer advice and support to teaching colleagues who are working with children with autism.

Rating relative to overarching statement:

Area(s) of particular strength:

Area(s) for development

SECTION 5

Statement: There is evidence that robust policies and procedures are in place to meet the needs of individual children and young people

Questions to consider:

- Does the school have robust policies and procedures on:
- Intimate care
- Risk assessment
- CALM intervention and support
- Moving and handling
- Eating and drinking
- Alternative augmentative communication
- Medication
- Personal care?
- Is there a system to ensure all relevant practitioners, including visiting specialists, are informed about the medical and health needs, the communication and physical needs and the social and emotional needs of children and young people?
- Do all practitioners use the above information to inform their daily practice?

Further reading:

1. Managing Aberdeenshire's Enhanced Provision Centres / Community Resource Hubs

Rating relative to overarching statement:

Area(s) of particular strength:

Area(s) for development:

SECTION 6

Statement: There is evidence that the needs of individual learners are largely met through whole school inclusive practices

Questions to consider:

- Do class teachers differentiate learning intentions and teaching approaches according to the needs of individual learners?
- Is appropriate curricular flexibility offered to meet creatively the needs of individual children and young people?
- Does the school meet the standards required of a dyslexia-friendly school?
- Does the school meet the standards required of an autism-friendly school?
- Is practice underpinned by nurture principles?
- Is total communication in place across the school which includes the use of signing, symbols, voice output machines and other strategies as appropriate to ensure that children can communicate their needs, effect choices and express opinions?

Further reading:

1. Managing Aberdeenshire's Enhanced Provision Centres / Community Resource Hubs
2. http://www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit
3. Dyslexia friendly school audit tool
4. http://www.autismtoolbox.co.uk/
5. How Nurturing is our school? A self-evaluation tool based on Nurturing Principles.
6. Total Communication Policy Audit Tool
7. Learning Pathway Plus+ guidelines

Examples of good practice:

Sensory awareness is being developed as whole school approach. INSET training has been delivered and a working group has been established within the school. Sensory strategies in all classes is being explored and developed to support positive transitions and engagement in learning across the school environment.

A teacher has introduced whole class non-verbal "Show and Tell" in order that a child with very little language can fully participate. There are now examples of the class generalising this to other situations involving the child – for example, spontaneously signing "thank you" to him when he held the door open.

Makaton is being used across the whole school, including school assemblies. A whole-school "sign of the week" has been introduced to support understanding.

All Pupil Support Assistants have been trained in nurturing approaches. Each PSA has responsibility for "touching base" with specific pupils throughout the week, in a subtle and non-intrusive way that is designed to promote a sense of human connectedness.

Schools across the cluster are developing nurture approaches Enhanced provision staff have supported Breakfast Club in schools providing healthy eating opportunities for vulnerable children and also providing opportunities to promote and support the development of social skills for all pupils. In one school the teachers, Pupil Support Assistants, Social Worker, 'Jannie' and Educational Psychologist dip in from time to time to participate and chat to pupils over toast and tea.

Rating relative to overarching statement:

Area(s) of particular strength:

Area(s) for development:

SECTION 7

Statement: There is evidence that the Learning Environment is conducive to all pupils feeling safe, welcome and able to actively engage with learning

Questions to consider:

- Do staff use space flexibly to meet learner needs as required?
- Does the school have a life skills area which is used to support the development of social and independence skills?
- Does the school have a quiet area for use by children and young people who need space for time alone, with an adult or as part of a small group?
- Does the school have a designated sensory space which is appropriately equipped with a basic specification of sensory equipment?

Further reading:

1. Managing Aberdeenshire's Enhanced Provision Centres / Community Resource Hubs

Examples of good practice:

In the absence of a designated sensory room, a small area within a quiet corridor has been sectioned off by a curtain. A blackout blind can be used to cover the window. Within this area there is a rug, bean bags, cushions and a "calm box" of sensory materials. This has provided a safe haven for a child on the autistic spectrum who experiences high levels of anxiety.

Rating relative to overarching statement:

Area(s) of particular strength:

Area(s) for development:

SECTION 8

Statement: There is evidence that the school is a Learning Organisation which strives for continuous improvement through reflection and self-evaluation

Questions to consider:

- Do mainstream staff and ASN staff learn from each other's practice how best to meet the needs of all children and young people?
- Do all schools in the cluster work together to learn from each other's practice how best to meet the needs of all children and young people?
- Are opportunities sought for education services and multi-agency partners to share practice to meet the needs of all children and young people?
- Does the school share evaluations and plan improvements in collaboration with partner services and agencies?
- Do parents and their children believe they can positively influence the quality of Enhanced Provision practices?
- Is there is openness for colleagues from education, health, social work and the voluntary sector to carry out peer observations as part of the improvement process?

Further reading:

1. Managing Aberdeenshire's Enhanced Provision Centres / Community Resource Hubs
2. ASN Manual Section 9: Improvement Through Self-Evaluation

Examples of good practice:

Education and multi-agency partners (PT Guidance, Educational Psychology, Social Work, Community Learning, Police) meet to discuss antisocial behaviour and young people. This forum enables colleagues to share information and to develop intervention opportunities and coordinate them systemically.

Rating relative to overarching statement:

Area(s) of particular strength:

Area(s) for development:

SECTION 9

Statement: There is evidence that there is a strong vision for our Enhanced Provision

Questions to consider:

- Do the vision, values and aims of the school promote an accepting and positive ethos based on strong and meaningful relationships?
- Is there is a clear vision for Enhanced Provision, which encapsulates the standards set out in this document?
- Is the presumption of mainstream enshrined within all policies, procedures and practices?
- Has the vision for Enhanced Provision has been explicitly communicated to pupils, parents, staff, schools across the cluster and to other agencies?

Further reading:

1. Managing Aberdeenshire's Enhanced Provision Centres / Community Resource Hubs

Rating relative to overarching statement:

Area(s) of particular strength:

Area(s) for development:

SUMMARY SHEET

School:

Completed
by:

Date:

Overall ratings for each section:

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7	SECTION 8	SECTION 9

Please identify one area of strength that you would like to share with colleagues across Aberdeenshire:

Please identify any areas for development that will be specifically targeted during 2015-16