



From mountain to sea

# Managing Aberdeenshire's Enhanced Provision / Community Resource Hubs

## Guidelines

November 2021



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This guidance has been written by the Inclusion, Equity and Wellbeing Team.

Date	Version	Status	Reason for update
November 2017	1.0	Guidance	New document
November 2021	1.1	Guidance	Updated information and referral form

**Visit [aberdeenshire.gov.uk](http://aberdeenshire.gov.uk)**

# 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

[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.

[The United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Bill](#) was introduced to the Scottish Parliament in September 2020. On 16 March 2021, Members of the Scottish Parliament voted unanimously for the Bill to become law, meaning public authorities will have to comply with children’s rights as enshrined in the [United Nations Convention on the Rights of the Child](#) (UNCRC). The Bill will commence six months from Royal Assent.

Aberdeenshire GIRFEC guidance can be found on <http://www.girfec-aberdeenshire.org/> and the [Additional Support Needs, Inclusion, Equity and Wellbeing](#) website also provides information on local policies and guidance.

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** schools. 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.

Enhanced provision 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 school.

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. Additional Support for Learning (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, **the team around the child** will consider whether the child may benefit from access to enhanced provision.

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## 2.1 Single Agency and Multi Agency Child's Plan

Single Agency Child's Planning or Multi-agency Child's Planning meetings are held regularly to ensure that a coordinated 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 Child's Planning process may identify that a referral to enhanced provision should be explored. There may also be cases where a referral to the community resource hub should be considered. A recommendation will be made and the finalised minutes from this Child's Plan 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 Local Enhanced Provision / Community Resource Hub Forum

All Multi Agency Child's Plan recommendations are put forward for consideration, accompanied by the appropriate referral form, to the Local Enhanced Provision / Community Resource Hub Forum for the Area. See [Appendix 1](#) for an exemplar referral form.

This forum comprises of:

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

Clusters may opt to include additional key personnel such as Principal Teacher of Additional Support for Learning.

\*In areas where the Community Resource Hub is a freestanding Special School, the Head Teacher and/or the Depute Head Teacher of that school is a member of the Local Enhanced Provision / Community Resource Hub Forum

The role of the Local Enhanced Provision / Community Resource Hub 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 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**

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**learner's needs.** This will include identifying appropriate mainstream opportunities, as early as possible.

## 2.4 Assessment Placements

Enhanced provision 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 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 Learning and Childcare

Please note that the current arrangements for continuation of the Enhanced Early Learning & Childcare (ELC) Provision settings status are due for review and decisions about the future of Enhanced ELC Provision will be made in consultation with stakeholders. It is expected that process will start in Autumn 2021

All children, from the term after their 3rd birthday are entitled to 1140 hours of funded Early Learning and Childcare (ELC)  
[Early education and care: Early learning and childcare expansion - gov.scot](http://www.gov.scot)  
[/www.gov.scot](http://www.gov.scot)

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 1140 hours of funded ELC if their parent/carer receives:

- Income Support (IS)
  - Job Seeker's Allowance (income based)
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- 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 with eligible income
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (up to the eligible amount)
- Any other qualifying benefit listed by the Department for Work and Pensions

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

The Funding Follows the Child approach places choice in parents' and carers' hands allowing them to access their child's funded entitlement from any setting – in the public, private or third sector and including childminders, as long as the setting has a space, a contract with Aberdeenshire Council and meets the National Standards (Care Inspectorate Grades of Good or above in all areas).

In line with the Funding Follows the Child approach, all providers must adhere to the criteria set out as follows;

#### Criteria 6 - Inclusion

Sub-criteria 6.1 - The setting must comply with the duties under the Equality Act 2010.

Sub-criteria 6.2 - The setting will be willing to provide appropriate support, including making any reasonable changes to the care and learning environment, to ensure that children's additional support needs do not provide a barrier to them accessing a full range of experiences and meets their individual needs.

Early Years operates on a presumption of mainstream meaning every effort will be made to support all children within the ELC setting of their choice. All settings are working towards being autism and dyslexia friendly with an emphasis on nurturing approaches.

The introduction of 1140 and Funding Follows the Child has had an impact on Enhanced ELC Provision settings 1140 because now, adult to child ratios are the same in every setting and any staffing additionality required to meet an individual child's needs will be provided in whichever setting they attend. At present, admission to the Enhanced Provision settings, if they are not a child's zoned school, remains through the Multi- Agency Child's Planning process and Area Enhanced Provision Forum as per Section 2 above. If agreed, a place will be allocated as a priority and in accordance with Aberdeenshire's ELC policy for admissions.

For all children, parents can choose to take their 1140 hours entitlement in a funded provider, or within a split placement between two funded providers\* or a funded provider and a school ELC setting, if this suits their/their child's needs better. Careful consideration should be given to how this will impact on individual children and, if a split is in place the settings involved should work together to ensure that the child's needs are met. Staff in school may need to discuss with parents the impact on their child of such an arrangement, particularly if it does not work well for them.

Further details about enhanced and extended ELC provision can be found

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Funded providers include day care, play groups and childminders. Some children, depending on their needs may benefit from time in a home environment with a childminder as well as a bigger school or funded provider.

## 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 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 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 a centrally funded arrangement for the commissioning of additional Third Sector/independent services to meet the needs of children and young people, identified through the Multi-agency Child Planning process who are at risk of being placed in an out-of-authority school, out with their home community. Children and young people in this situation will be at Level 3 + of the Staged Intervention process.

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 Alford, Banff, Ellon, Fraserburgh, Inverurie, Peterhead, 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.

### 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

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that could affect children, and these should be considered too.

All learners within enhanced provision 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 schools 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. A report should be submitted to the Head Teacher/Depute Head Teacher by the specialist service (e.g. Occupational Health, Sensory Support Service) recommending the adjustments. The Head Teacher/ Depute Head Teacher then forward the report to Learning Estates for consideration. 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 [ecs.asnadmin@aberdeenshire.gov.uk](mailto:ecs.asnadmin@aberdeenshire.gov.uk) 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 the service; specialist ICT is supplied, where appropriate, by [ASPECTS](#), again after the service has assessed the needs of the learner.

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## 4.4 Transport

Where a child or young person is placed in enhanced provision 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 schools 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 relief time** is allocated to enhanced provision primary schools and integrated community resource hub primary schools, recognising that relevant meetings (Multi-Agency Child's Plan, Looked After Children, Co-ordinated Support Plan, Annual Reviews etc.) and collaboration with other professionals, create additional demands on time.

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](#).

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.

\*In areas where the Community Resource Hub is a freestanding Special School, it should be noted that Special Schools are staffed separately in accordance with the Scottish Negotiating Committee for Teachers (SNCT)

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## 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 The Aberdeenshire Framework of Interventions and 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 Personal Performance Planning (PPP) procedures.

## 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

In Aberdeenshire we are committed to providing the right support, in the right place, at the right time. Education and Children's Services work in partnership with parents / carers to ensure we meet the needs of all of our children and young people in inclusive schools and communities.

For more information visit Aberdeenshire's [Additional Support Needs, Inclusion, Equity and Wellbeing](#) and [Getting it Right for Every Child \(GIRFEC\)](#) websites.

A variety of resources is also available on the [Educational Psychology Service's](#) website to increase knowledge, understanding and skills for supporting children and young people with additional support needs.

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## Local Enhanced Provision (EP) / Community Resource Hub (CRH) Forum Referral Process

### 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 Child's Plan**



**Multi- Agency Child's Plan**



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 Child's 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 or community resource hub)

Lead professional makes recommendation/referral to Local EP / CRH Forum

Recommendation/referral is considered by Local EP / CRH Forum at termly meeting and a decision is made

(Local EP / CRH 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 Local EP / CRH Forum informs Lead Professional of decision.

Named person informs parents /carers of decision

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

**Appendix 1:  
Local Enhanced Provision / Community Resource Hub 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 (EP)</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>					

Please highlight the interventions already in place or attempted previously. Please indicate where this information can be found.

Staged intervention	CSP Co-ordinated Support Plan	IEP Individual Education Plan	MAAP Multi Agency Action Plan	OTHER -Please Specify
<p><b>Targeted Support (Level 1) e.g.</b></p> <ul style="list-style-type: none"> <li>• Children and young people may access targeted individual / group intervention</li> <li>• Assessment and intervention by Additional Support for Learning (ASL) teacher</li> <li>• Targeted support from Pupil Support Assistant (PSA)</li> <li>• Professional dialogue with Educational Psychology Service</li> <li>• Advice and consultation from Sensory Support Services</li> <li>• English as an Additional Language (EAL) advice and consultation/ targeted support</li> <li>• Informal advice from Aberdeenshire Special Technology Service (ASPECTS)</li> <li>• Supervised extra time, separate accommodation, digital papers for assessment e.g. SQA, formal assessment</li> <li>• Individual registration arrangements/ Alternative registration arrangements e.g. Soft Start</li> <li>• Alternative strategies to de-escalate emotion or behaviour</li> <li>• Use of Makaton</li> <li>• Access to quiet area/ sensory room</li> <li>• Outreach provided by Enhanced Provision</li> </ul>				
<p><b>Targeted Plus Support (Level 2) e.g.</b></p> <ul style="list-style-type: none"> <li>• A pupil plan may be appropriate for children and young people: IEP, Care Plan, MAP</li> <li>• Regular contact with named staff member for support</li> <li>• Nurture group support</li> <li>• Adapted timetable arrangements to facilitate targeted support</li> <li>• Enhanced Provision in-reach,</li> <li>• Single Agency Assessment and Child's Plan</li> <li>• Targeted speech, language and communication intervention in accordance with IEP targets</li> <li>• Targeted literacy intervention in accordance with IEP targets</li> <li>• English as an Additional Language (EAL) – targeted support in response to additional support need (other than EAL)</li> <li>• Targeted support from Sensory Services</li> <li>• Targeted support for assessment e.g. reading, scribing</li> <li>• Targeted enhanced transition planning at key stages</li> <li>• Outreach support provided by Community Resource Hub</li> <li>• Access to a personalised curriculum to support social, emotional and life skills development e.g. RDA, swimming, community visits</li> <li>• Formal consultation with Educational Psychology may be appropriate</li> <li>• Formal consultation with Aberdeenshire Special Technology Service (ASPECTS) which may lead to targeted intervention</li> <li>• Targeted intervention from Community Learning and Development (CLD) in accordance with Child's Plan</li> <li>• Targeted intervention from IPT, PSW and school counsellors</li> <li>• in accordance with the Child's Plan</li> <li>• Short term individual tuition may be authorised by Inclusion, Equity and Wellbeing Team</li> </ul>				
<p><b>Intensive Support (Level 3) e.g.</b></p> <ul style="list-style-type: none"> <li>• Multi-agency assessment and Child's Plan</li> <li>• Coordinated Support Plan where appropriate</li> <li>• Alternative and augmentative communication system</li> <li>• Regular targeted support required to attend to care needs</li> <li>• Targeted programs of work by education staff under the guidance of NHS staff</li> <li>• In-reach support provided by Community Resource Hub</li> <li>• Targeted support to develop social, emotional and life skills through the implementation of LPP</li> </ul>				

Please tick to indicate documentation that is currently in place:			
Individual Education Plan		Managing Accessibility Plan	
Single Agency Child's Plan		Behaviour Risk Assessment	
Multi Agency Child's Plan		Personal Emergency and Evacuation Plan	
Coordinated Support Plan			
NHS Protocol(s)		Detail of NHS Protocol(s):	

Please tick to indicate other services and agencies involved:			
Community Paediatrician		Educational Psychology	
Social Work		CLD	
Child & Family Mental Health		Intervention & Prevention Teacher	
Occupational Therapy		Pupil Support Worker	
Physiotherapy		Nurture Teacher	
Speech & Language Therapy		Sensory Support Service	
Other (please specify below)		EAL Service	
		School Counselling Service	
		Learning Pathway Plus Provider(s) (please specify below)	

### Views of parents / carers

### Views of child / young person

What EP/CRH support mechanisms would be utilised if provision was approved?			
Outreach Support	✓	Placement	✓
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			

**Based on the Wellbeing indicators, what would the impact and benefit be to the pupil/family if EP/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>	

**Lead Professional's  
Signature**

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**Outcome**

**Date referral form considered by Area Forum:**

**Outcome of referral:**

**Date lead professional informed:**

**Is transport required?**

**Transport arrangements to be actioned by:**

**Chair of Local  
Enhanced Provision /  
Community Resource  
Hub Forum's Signature**

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**Proposed Targets and Anticipated Exit Strategy**

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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 Learning Pathway Plus. 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 Learning Pathway Plus 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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