

Enhanced Provision Support in Primary Schools Guidance

Published: May 2024

This guidance aims to assist with the consistent and equitable allocation of Enhanced Provision supports across Aberdeenshire within a culture of inclusive values and practices informed by every child's right to be part of their local community.

Universal Inclusive Offer to all Children and Young People

A whole school inclusive approach embeds everyday practices that are known to be effective in supporting pupils with additional support needs. These practices often benefit other learners who do not have additional support needs too.

There are a number of whole school inclusive approaches being implemented in Aberdeenshire schools. These include:

1. The CIRCLE Resource to support inclusive learning & collaborative working.
2. Play Based Learning Approaches and Playful Pedagogy.
3. Staff who have the knowledge and skills required to understand and support autistic learners.
4. Staff who adopt dyslexia friendly approaches and who are able to identify and respond to difficulties that pupils with dyslexia may encounter.
5. Staff who adopt nurture approaches and who are able to sensitively support children who may have experienced trauma or adversity.
6. A supportive and effective communication environment which uses every means of communication available to ensure learners understand and can be understood.

Schools may contact the Inclusion, Equity & Wellbeing Team for information on the supports available to further develop their universal whole school inclusive approaches.

Targeted Additional Support

Aberdeenshire Council is committed to meeting the additional support needs of children and young people in their local mainstream school. The presumption of mainstream education forms the basis of planning for *all* children and young people.

When planning for children and young people with additional support needs the starting point should always be a focus on *need rather than place*. That is, planning must start with the assumption that the child or young person will attend their local mainstream school. There should always be a full and authentic exploration of what a child or young person will need to support them within their local school and what steps need to be taken for the school to be ready to welcome the pupil. This includes consideration of, for example, curricular adaptations, teaching and learning



approaches, support strategies, environmental adaptations, communication requirements, specialist equipment or staff professional learning needs.

A solution-focused approach is essential to overcoming any barriers to inclusion which are identified, with support from relevant Education Support Services and multi-agency partners as appropriate.

Children, young people and their families should be at the centre of all planning and decision-making.

Practice must also be taken in accordance with the following legislation and policies:

1. The legislative presumption of mainstream education for children and young people with additional support needs in accordance with the Standards in Scotland's Schools etc Act 2000.
2. The Additional Support for Learning (Scotland) Act 2004 (as amended 2009), which requires Education Authorities to identify and assess children and young people with additional support needs, review the additional support needs identified and the adequacy of the support provided.
3. Getting It Right For Every Child (GIRFEC) national and local policy, which places an expectation on other agencies to work in partnership with education to ensure that children and young people's holistic needs are identified, assessed, planned for and met.
4. The Equality Act 2010, which places a duty on schools and Education Authorities to eliminate unlawful discrimination, harassment and victimisation of learners with protected characteristics and to actively promote equality of opportunity. This includes making reasonable adjustments for disabled pupils and providing auxiliary aids and services. There is a duty 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by, or on behalf of, a school or by the absence of an auxiliary aid or service.
5. The Children and Young People Act (2014) which places a duty on local authorities and schools to ensure the wellbeing of children and young people is safeguarded, supported and promoted.
6. UN Convention on the Rights of the Child (UNCRC) which has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to.

Enhanced Provision

A small number of children and young people may have additional support needs that their local school does not yet have the experience, knowledge and skills to fully support.



There is a dedicated Primary School within each of Aberdeenshire's 17 school clusters, with enhanced staffing and resources to meet additional support needs. These are known as Enhanced Provision Schools. These schools are listed below:

Aboyne cluster: Aboyne Primary
Alford cluster: Alford Primary
Banchory cluster: Banchory Primary
Banff cluster: Banff Primary
Ellon cluster: Ellon Primary
Fraserburgh cluster: Fraserburgh North Primary / Sandhaven Primary
Huntly cluster: The Gordon Primary
Inverurie cluster: Strathburn Primary
Kemnay cluster: Kintore Primary
Mearns cluster: Laurencekirk Primary
Meldrum cluster: Meldrum Primary
Mintlaw cluster: Mintlaw Primary
Stonehaven cluster: Mill O'Forest Primary
Peterhead cluster: Dales Park Primary
Portlethen cluster: Portlethen Primary
Turriff cluster: Turriff Primary
Westhill cluster: Crombie Primary

All 17 Aberdeenshire Academies have enhanced provision staffing and resources.

Enhanced Provision Outreach Support

Enhanced Provision Outreach support is Level 1 (Targeted Support) within Aberdeenshire's Staged Model of Intervention. The purpose of Enhanced Provision Outreach is to support the school to develop the knowledge, skills and confidence to meet the pupil's additional support needs, and / or to provide short-term targeted support directly to the pupil.

There are a range of different types of Enhanced Provision Outreach support, depending on the needs of the pupil and the needs of the school:

1. Advice and Consultation from senior staff within the Enhanced Provision School
2. Enhanced Provision Outreach Practitioner

From August 2024 there will be an Enhanced Provision Outreach Practitioner attached to each Primary Enhanced Provision. The purpose of the post is to provide advice and outreach support to mainstream primary schools, with a particular emphasis on the early stages, to meet the additional support needs of children within their settings. Their involvement may include:

- Supporting staff to plan and implement curricular programmes, individualised education programmes, curricular adaptations, play-based learning approaches, learning and teaching strategies, and environmental adaptations, which meets the needs of individual children in line with national and local policies and guidance.



- Collaborating with the 'Team Around the Child' as required and under the direction and supervision of senior school leaders.
- Carrying out and evaluating targeted, time-limited work with individuals/groups of children and providing written reports, where required, by the school leadership team.
- Assisting in transition planning and delivery for children going into Primary 1.
- Providing targeted support to children
- Attending to medical and personal care needs of children where required.
- Undertake professional learning as detailed in Aberdeenshire's Professional Learning Framework for Enhanced Provision Outreach Practitioner, in accordance with the needs of the individual pupils.

3. Pupil Wellbeing Worker (Primary)

From August 2024 there will be a Pupil Wellbeing Worker attached to each Primary Enhanced Provision. The purpose of the post is to provide targeted support to primary aged children in relation to mental health and wellbeing, bereavement and loss, social, emotional and behavioural needs, LGBTQ+ matters and personal safety. Their involvement may include,

- Liaising with teaching colleagues concerning the health and wellbeing of individual pupils, and contributing to the development and implementation of individualised support programmes,
- Identifying, developing, encouraging and supporting pupils to implement self-help and support strategies based on their individual needs,
- Providing a listening service for pupils where this is deemed as appropriate by the "Team around the Child",
- Delivering evidence-based interventions to individual and groups of young people,
- Collaborating with the "Team Around the Child" as required and under the direction and supervision of school senior leaders,
- Planning and delivering cluster P7-S1 transition work with young people as required, in collaboration with the Pupil Wellbeing Worker (Secondary).
- Evaluating work completed with individuals/groups of young people and providing written reports where required by the school senior leadership team.

4. Nature Nurture Practitioner

There is a Nature Nurture Practitioner attached to each Primary Enhanced Provision. Nature Nurture is a holistic therapeutic intervention that combines the theory and principles of the nurture approaches that are widely promoted across Aberdeenshire, with the recognised benefits of outdoor learning and child-led play. The purpose of the post is to provide targeted Nature Nurture outdoor intervention which fosters positive relationships, emotional resilience, and enhanced self-esteem and self-awareness for pupils with social, emotional and behavioural needs.

5. Additional Pupil Support Assistant (PSA) hours (Primary 1 and 2 only)



From August 2024, all Primary 1 and Primary 2 pupils, with the exception of those with the most significant and complex learning needs, will have their needs met in their local mainstream school.

Each cluster will have an allocation of PSA hours which are ringfenced specifically for Primary 1 and Primary 2 pupils with a profile of need that may previously have been met through an Enhanced Provision place. For context, across academic years 2021-22, 2022-23 and 2023-24 this was an average of 2-3 pupils per cluster per year.

Each cluster has a core of 27.5 PSA hours ringfenced for Primary 1 and 2 pupils, and a pro-rata share of 467.5 hours allocated to clusters based on a roll / deprivation / need formula.

A school may apply for additional PSA time through the Enhanced Provision referral process (see appendix 1). Alternatively, some hours may be allocated at the discretion of the Local ASN Forum to enhance support for Primary 1 and 2 pupils for whom a Complex Needs Provision place was requested but not granted, or who have a blended place between their mainstream school and the Complex Needs Provision. This decision is at the discretion of the Local ASN Forum.

It is the responsibility of each school to prioritise their allocation of PSA hours in accordance with the needs of their pupils. This includes those pupils who may previously have been allocated an Enhanced Provision place. Any additional ringfenced PSA hours to support Primary 1 or Primary 2 pupils will supplement the school's core PSA hours. The additional PSA hours are allocated with a view to further strengthening the school's capacity to meet a Primary 1 or 2 pupil's needs rather than necessarily representing the entirety of a pupil's targeted support.

There is a legal duty to meet the additional support needs of children. It is important that parents and carers are reassured that this duty will be fulfilled regardless of the number of additional PSA hours that a school is allocated.

Additional hours are allocated for a maximum of one academic year. It is the responsibility of the school in receipt of additional hours to notify the Local ASN Forum of any circumstances that result in the additional hours no longer being required. They may not be absorbed into the school.

Whilst a Local ASN Forum may cover up to 3 clusters, each individual cluster's share of the additional ringfenced PSA hours may not exceed their allocation.

Budget responsibility is allocated to Enhanced Provision Head Teachers. Ringfenced PSA hours should be coded as follows:

E380503	Banff Cluster
E380513	Fraserburgh Cluster
E381503	Mintlaw Cluster
E381510	Peterhead Cluster



E382503	Ellon Cluster
E382513	Meldrum Cluster
E382515	Turriff Cluster
E383503	Inverurie Cluster
E383508	Kemnay Cluster
E383513	Westhill Cluster
E384503	Stonehaven Cluster
E384508	Mearns Cluster
E384513	Portlethen Cluster
E385503	Aboyne Cluster
E385508	Alford Cluster
E385518	Banchory Cluster
E385523	Huntly Cluster

Enhanced Provision Places (Inreach Support) (Primary 3-7 only)

Enhanced Provision places (also known as Inreach support”) are Level 2 (Targeted Plus Support) within Aberdeenshire’s Staged Model of Intervention.

There are no set “criteria” for an Enhanced Provision place and no threshold which determines that a place must be offered. An Enhanced Provision Inreach place *may* be appropriate for Primary 3-7 pupils who:

- have highly significant learning difficulties and / or social and emotional needs, and
- would benefit from targeted support from a specialist teacher in a small group setting, and
- have ongoing difficulties accessing the curriculum and wider aspects of school life, despite intensive long-term Individualised Education Planning, and
- have been subject to a rigorous long-term cycle of planning, implementing and reviewing of supports, strategies and approaches, and
- have accessed all appropriate school based resources, and
- have accessed all relevant Enhanced Provision Outreach supports, and
- have had ongoing involvement from relevant education support services (e.g. Educational Psychology Service, English as an Additional Language Service, Sensory Support Service).

Practice should be guided by the Aberdeenshire’s Staged Intervention Model and the legislative presumption of mainstream education.

The views of the child must be taken into account when considering whether an Enhanced Provision place may be appropriate for a pupil. Careful reflection should be given to how the pupil may experience a move to another setting, and the potential impact of losing key peer and/or adult relationships within their current setting. The extent to which they are likely to identify with other pupils accessing the Enhanced Provision and feel a sense of belonging there should be a key part of the assessment process.



Enhanced Provision is a finite resource which is allocated on the basis of priority of need at any given time. The level and complexity of needs within a pupil population will vary over time and between cohorts. The threshold for accessing Enhanced Provision places will therefore shift in response to this and will also involve professional judgements based on knowledge, experience and relative population level comparisons.

The number of pupils accessing an Enhanced Provision setting is determined by:

- the staffing allocation (determined by cluster roll),
- the needs of the current pupil population within the Enhanced Provision (informed by professional judgement),
- the proportion of time that pupils who have been allocated an Enhanced Provision place spend in a mainstream setting. This will change over time as pupils develop the confidence, skills and resilience to successfully access mainstream experiences.

The *minimum* capacity of an Enhanced Provision is determined by a ratio of 10 pupils per 1 full-time equivalent Enhanced Provision teacher, in accordance with SNCT guidance on class sizes. However, the presumption of pupils having their needs met within mainstream provision continues to apply to pupils who have been allocated an Enhanced Provision place. It is therefore expected that pupils will access as much mainstream experiences as possible and appropriate to their needs. As such, it is unlikely to be the same 10 pupils that are consistently accessing the Enhanced Provision. Thus, the *actual* capacity of an Enhanced Provision will be greater than is implied by the 1:10 staff to pupil ratio.

Enhanced Provision placements should be reviewed through single or multi-agency child's plan processes a minimum of each academic year, and more frequently if appropriate. The review should include consideration of the frequency, nature and quality of the pupil's mainstream experiences, the support they require to enable them to access mainstream, and the training / support needs of mainstream staff to effectively include the pupil.

Every pupil with an Enhanced Provision place should have an Individualised Education Plan, which clearly sets out the focus of the placement and how progress is being measured.

Over time some pupils will transition back to mainstream education on a full-time basis. For this reason, regular communication between the Enhanced Provision school and the pupil's zoned school is encouraged throughout the placement. It is the responsibility of both schools to ensure a robust transition plan is in place to ensure the pupil's learning, social and emotional needs are taken into account in preparing for the pupil's return to their local school. Some parents may have a preference for their child to remain on the roll of the Enhanced Provision school to support consistency of relationships. Transport will not be provided in these circumstances, although exceptional circumstances may be considered by the school QIO/QIM.

Pupils who have been allocated an Enhanced Provision place will be placed on the roll of the Enhanced Provision School. There is *no requirement* for a parental



placing request to be submitted alongside an application for an Enhanced Provision place.

An Enhanced Provision Place may be applied for through the Enhanced Provision referral process (see appendix 1) or may be allocated at the discretion of the Local ASN Forum to enhance support for Primary 3-7 pupils who were not allocated a Complex Needs Provision place.

It is important that the parents of Primary 1 and 2 children are clearly advised that the support offered to their children will not differ between their local mainstream school and the designated Enhanced Provision school. With the exception of those with the most significant and complex learning needs, all Primary 1 and Primary 2 children will have their needs met through mainstream provision, including those who attend a designated Enhanced Provision school.

Blended Placements

A small number of children and young people benefit from a “blended placement” between two settings (mainstream/enhanced provision; mainstream/complex needs provision; enhanced provision/complex needs provision) whereby both schools are involved for a period of time in the provision of a pupil’s education. Enhanced Provision schools do not offer blended placements for Primary 1 and Primary 2 children.

The purpose of a blended placement is to allow the pupil to access a blend of teaching, learning and curricular experiences across two schools, at least one of which is a specialist provision. The aim of a blended placement is for a specialist provision to intensively support specific areas of the pupil’s development, whilst also supporting the pupil’s local mainstream or enhanced provision school to further develop staff knowledge, skills and confidence in supporting that pupil.

Pupils accessing a blended placement remain on the roll of the school that was responsible for their education at the point of the blended placement commencing. It is expected that pupils will spend at least 50% of their time within their own school throughout the time that the blended placement arrangement is in place.

Please refer to the Blended Placement Guidance, which can be found on the ASN, Inclusion, Equity & Wellbeing website [Additional Support Needs \(ASN\) Aberdeenshire, Inclusion, Equity and Wellbeing \(asn-aberdeenshire.org\)](https://asn-aberdeenshire.org)

An Enhanced Provision Blended Place may be applied for through the Enhanced Provision referral process (see appendix 1) or may be allocated at the discretion of the Local ASN Forum to enhance support for Primary 3-7 pupils who were not allocated a Complex Needs Provision place.

Application Process

Applications for Enhanced Provision support (Outreach and Placements) should be made by the pupil’s zoned school using the *Enhanced Provision Request Form* in



Appendix 1. It is recognised that not all sections within this form will be relevant to all pupils.

A recommendation for Enhanced Provision support must be documented through single or multi-agency child’s planning processes. Any disagreement about the decision to apply for Enhanced Provision support must be fully discussed and clearly recorded within the record of the meeting.

An application may not proceed without full parental consent and the views of the pupil.

An application should not proceed on the basis of parental preference alone in the absence of robust assessment information which evidences the likely need for the support.

All applications should be submitted to the chair of the Local ASN Forum along with a copy of the Child’s Plan, a record of the most recent Child’s Plan meeting, and any other relevant planning documentation (as per section 17 of the Enhanced Provision Request Form).

The local authority has a duty to meet the additional support needs of children and young people that it is responsible for educating. This duty remains regardless of whether or not a child or young person is offered Enhanced Provision support. It is important that parents and carers are reassured that this duty will be fulfilled, regardless of the outcome of the application.

Local ASN Forum

Enhanced Provision supports are allocated by the Local ASN Forum. The outcome of an application may be:

Outcome	✓
No further action by Local ASN Forum	
Signposting to other sources of advice, supports, services or facilities (This may include, for example, advice regarding further assessment or planning, signposting to other supports such as Educational Psychology)	
Enhanced Provision Outreach Practitioner	
Pupil Wellbeing Worker (Primary)	
Nature Nurture Practitioner	
Additional PSA hours (P1 and P2 only) If so, please specify number of hours being allocated:	
Enhanced Provision Blended Placement (P3-P7 only; See <i>Blended Placement Guidance</i>)	



If so, please specify how much time will be spent within the Enhanced Provision:	
Enhanced Provision Placement (P3-P7 only)	

The outcome should be shared with the professional who completed the request form, with a clear reason given for the forum’s decision. It is the responsibility of the referrer to advise the parent/carer and the Team Around the Child of the outcome and to lead planning around next steps.

It is at the discretion of Local ASN Forums to allocate ringfenced PSA hours to Primary 1-2 pupils, or Enhanced Provision places (full-time or blended) to Primary 3-7 pupils who have a high level of need but have not been allocated a Complex Needs Provision place.

It is the role of the Local ASN Forum to allocate supports that are currently available, or that can be reliably predicted as becoming available in the near future.

There is no waiting list for Enhanced Provision places. An unsuccessful application may be re-submitted to a future Local ASN Forum meeting. At this point the application will be considered alongside any other applications and the place will be allocated on the basis of priority need. It is the responsibility of the Local ASN Forum to update zoned schools on placement availability.