

Enhanced Provision Support in Primary Schools Guidance

Updated May 2025

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

1. 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 also often benefit other learners who do not have additional support needs.

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

1. The CIRCLE Resource to support inclusive learning and 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 ASNInclusionEquityWellbeing@aberdeenshire.gov.uk for information on the supports available to further develop their universal whole school inclusive approaches.

2. 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.

3. 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
 Laurencekirk 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.

4. Enhanced Provision Outreach Support

Enhanced Provision Outreach support is Stage 2 (Enhanced Targeted Support) within Aberdeenshire's Staged Assessment and Intervention Process. 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:

For an overview of [Outreach Supports see Appendix 3](#)

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

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, and



- undertaking 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)

A Pupil Wellbeing Worker is attached to each Primary Enhanced Provision. The purpose of the post is to provide quality 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 in accordance with Aberdeenshire's Framework of Intervention to individuals 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) and
- 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 a 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. Their Involvement may include:

- delivering targeted Nature Nurture outdoor intervention work that aims to foster positive relationships, emotional resilience, and enhanced self-esteem and self-awareness for children;
- liaising with teaching colleagues concerning the health & wellbeing of individual pupils and contribute to implementation of individual and/or group Nature Nurture support programmes;
- drawing on the theory and principles of nurture to identify and develop support strategies within the context of Nature Nurture work, taking account of the needs of individual children;
- working directly with individual children or groups of children aged 5-11 years. This may be extended to age 12-13 years if appropriate to the needs of the young people and,



- where appropriate, to include individual parents, or small groups of parents in Nature Nurture intervention work.

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

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 Request Form ([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 | Laurencekirk Cluster |
| E384513 | Portlethen Cluster |
| E385503 | Aboyne Cluster |
| E385508 | Alford Cluster |
| E385518 | Banchory Cluster |
| E385523 | Huntly Cluster |

Enhanced Provision Outreach support should be used to support the pupil for whom it was intended. It should not be redirected by the school to support another pupil.

Outreach support should not be used to undertake activities which are the responsibility of the receiving school (e.g. writing a pupil's IEP).

An at a glance an Outreach Support Overview, Appendix 3 for a summary)

5. Continuation of Outreach Support

Outreach Support should not continue indefinitely. Requests for the support to continue beyond the agreed timeframe (Maximum of 12 weeks) should be submitted to the Local ASN Forum (or designated subgroup) using the "Request to Local ASN Forum for Continuation of Outreach Support" Form ([Appendix 2](#)).

There is no requirement to apply for the continuation of Enhanced Provision and Complex Needs Provision places.

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

Enhanced Provision places (also known as Inreach support) are Stage 2 (Enhanced Targeted Support) within Aberdeenshire's Staged Assessment and Intervention Process.

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;
- would benefit from targeted support from a specialist teacher in a small group setting;
- have ongoing difficulties accessing the curriculum and wider aspects of school life, despite intensive long-term Individualised Education Planning;
- have been subject to a rigorous long-term cycle of planning, implementing and reviewing of supports, strategies and approaches;



- have accessed all appropriate school-based resources;
- 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 Assessment and Intervention Process 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 them. 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 based on 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 contingent upon:

- 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 experience 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 planning processes a minimum of once 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 guarantee the pupil's learning and 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 cases, 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 Placement may be applied for through the Enhanced Provision Request Form ([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 mainstream classes of their 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.

7. 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 [Aberdeenshire Inclusion, Equity and Wellbeing Website](#).



An Enhanced Provision Blended Placement may be applied for through the Enhanced Provision Request Form ([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.

8. Request Process

Requests for Enhanced Provision support (Outreach and Placements) should be made by the pupil's zoned school using the Enhanced Provision Request Form ([Appendix 1](#)) in accordance with the guidance. 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.

A request may not proceed without full parental consent and the views of the pupil.

A request should not proceed on the basis of parental preference alone and in the absence of robust assessment information (which evidences the likely need for the support).

All requests 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 request.

9. Local ASN Forum

Enhanced Provision supports are allocated by the Local ASN Forum. The outcome of a request 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) | |



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|---|--|
| 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) In the event of a placement being offered an Outcome Letter (Appendix 1 of the Local ASN Forum Guidance) should be sent to the referrer. | |

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 person who made the request to advise the parent/carer and the Team Around the Child of the outcome and to lead planning around next steps.

Decisions relating to specialist placement applications (i.e. Enhanced Provision or Enhanced Provision Blended Placement) are communicated to the person who made the request by email by email using Forum Outcome Letter [Appendix 1](#) or using the table in section 9 of the [Enhanced Provision](#) or [Complex Needs](#) request form. This ensures transparency of decision-making in the event of a complaint or legal challenge.

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 request may be re-submitted to a future Local ASN Forum meeting. At this point the request will be considered alongside any other requests and the place will be allocated based on priority of need. It is the responsibility of the Local ASN Forum to update zoned schools on placement availability.

| Enhanced Provision in Primary Schools Guidance Updates | |
|--|---|
| Revision Date | Summary of Changes |
| October 2024 | <ul style="list-style-type: none"> Updated in alignment with ASN Forum Guidance – addition of Outcome Letter (Appendix 1) Update of Request/Outcome Form to reflect this addition |



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|---------------|--|
| December 2024 | <ul style="list-style-type: none"> • Amendments to Section 4: Clarification on how Enhanced Provision Outreach support can and cannot be used by the receiving school. • Addition of Section 5 “Continuation of Outreach Support” and associated application form (Appendix 2) • Amendment outcome table in section 9 relating to Enhanced Provision placements |
| April 2025 | <ul style="list-style-type: none"> • Amendment to document with changes to wording. From Staged Model of Intervention to Aberdeenshire Staged Assessment and Intervention Process |
| April 2025 | <ul style="list-style-type: none"> • Amendment to Section 4: Enhanced Provision Outreach support is Stage 2 (Enhanced Targeted Support), in line with Aberdeenshire Staged Assessment and Intervention Process |
| May 2025 | <ul style="list-style-type: none"> • Addition to Section 4: Outreach Support Overview, Appendix 3 |