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To: Councillor Wheeler, Convener; Councillor Lesley Dunbar, Vice Convener; Councillors Boulton, Cameron, Copland, Councillor Donnelly, the Depute Provost, Duncan, Flynn, Greig, Henrickson, Hutchison, Imrie, Laing, Lumsden, Catriona MacKenzie, Malik, Nicoll, Samarai and Jennifer Stewart and Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative (Primary Schools)), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative (Secondary Schools)), Mr Anthony Rafferty (Parent Representative (Secondary Schools)), Miss Pamela Scott (Teacher Representative (Primary Schools)) and Reverend Hutton Steel (Church of Scotland Representative).

Town House,
ABERDEEN 8 September 2017

EDUCATION AND CHILDREN'S SERVICES COMMITTEE

The undernoted item is circulated in connection with the meeting of the **EDUCATION AND CHILDREN'S SERVICES COMMITTEE** to be held here in the Town House on **THURSDAY, 14 SEPTEMBER 2017 at 2.00 pm.**

FRASER BELL
HEAD OF LEGAL AND DEMOCRATIC SERVICES

B U S I N E S S

GENERAL BUSINESS - EDUCATION

- 10.5 Cordyce School Consultation Timetable – updated appendices (Pages 3 - 26)

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Proposal Document

Proposal:

To permanently close Cordyce School in Aberdeen, with effect from 1 April 2018

Statutory Consultation Period

Wednesday 30 August 2017 to Friday 13 October 2017 (inclusive)

All submissions expressing views on the proposals detailed in this document should be made in writing or by email by 5.00pm on Friday 13 October 2017.

It is intended to respond to issues raised from correspondence within a report presented to the Education and Children's Service Committee by the end of January 2018.

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LIST OF CONSULTEES

Notice of the issuing of this Proposal Document will be provided to:

- Aberdeen's City-Wide Parent Forum
- Aberdeen City's ASN Parent Forum
- Aberdeen City Council school pupils who recently attended Cordyce School
- Parents or guardians of the above pupils
- Aberdeen City Council staff who recently worked at Cordyce School
- The trade unions representatives of the above staff
- Aberdeen City Council Children's Social Work Managers
- Dyce Community Council
- Constituency MSPs for Aberdeen
- Regional MSPs for the area
- Constituency MPs for Aberdeen
- Community Planning Partnership Board
- The Director of Communities, Housing and Infrastructure, Aberdeen City Council

A copy of this document is available from:

- Aberdeen City Council, Marischal College, Broad Street, Aberdeen, AB10 1AB
- Central Library, Rosemount Viaduct, Aberdeen, AB25 1GW
- All secondary schools in Aberdeen City

The Proposal Document is also available on the Aberdeen City Council website:

<https://consultation.aberdeencity.gov.uk>

This document is available in alternative formats or in translated form for readers whose first language is not English. Please apply to Education and Children's Services, Marischal College, Broad Street, Aberdeen, AB10 1AB, by telephone on 01224 522273; or by e-mail:

schoolestate@aberdeencity.gov.uk

STATUTORY CONSULTATION

1. BACKGROUND

ABERDEEN CITY COUNCIL’S VISION FOR EDUCATION

- 1.1 Aberdeen City Council has a Vision which conveys a picture of the aspirations and expectations of our service users, stakeholders and the wider community and makes clear linkage to the Corporate Vision and six key strategic priorities:

Our Corporate Vision is:

for Aberdeen to be an ambitious, achieving, smart city with the following strategic priorities:



- 1.2 Our vision for Education is:

Improving learning opportunities to deliver better outcomes.

- 1.3 This Proposal Document seeks comment on the proposal to close Cordyce School in Aberdeen, following the adoption of an alternative provision for supporting secondary aged children with emotional and behavioural support needs.

2. THE PROPOSAL

- 2.1 Cordyce School in Aberdeen was established to provide secondary education for pupils with additional support needs arising from social, emotional and behavioural difficulties. Children have previously attended the school from all parts of Aberdeen City.
- 2.2 The Standards in Scotland’s Schools etc Act 2000 introduced the presumption of mainstreaming, which requires local authorities to start with the assumption that all children and young people should access learning within their local school, alongside their peers, rather than necessarily attending a separate school specifically for children with additional support needs.
- 2.3 Since then, further legislation and national guidance has promoted the need for local authorities to put children and young people at the centre of our processes, and to engage

them and their families in the process of planning for their learning as well as their wellbeing.

2.4 During 2013/2014, Aberdeen City Council commissioned a review of Inclusion within the city, which was conducted by two national experts. Following this review a number of recommendations were made. These included:

- Implementation of the presumption of mainstreaming
- Providing earlier intervention and support
- Reducing exclusions, particularly of vulnerable children and young people
- Reducing out of authority placements
- Streamlining processes to support improvements in multi- agency working

2.5 In planning to implement these recommendations, the transformation of services for children and young people with social, emotional and mental health needs, including the services provided by Cordyce School, has been a key focus. The main objective of this transformation has been to ensure that all of our children and young people have timeous access to an appropriate level of support to address their individual needs, and not just those who are placed in a specialist school.

2.6 In bringing about this transformation, Aberdeen City Council has worked with its third sector partners to support the development of bespoke pathways for young people, focused on the needs of individuals and consisting of a range of interventions and opportunities to promote learning and wellbeing. In light of this there has been a gradual reduction in the pupil roll at Cordyce school, and an increase in the number of children and young people whose needs have been met within mainstream schools.

2.7 It is anticipated that this work will continue, and that there will no longer be any young people placed within Cordyce School. Since August 2017, there have been no pupils enrolled at the school.

2.8 Given the changes described above and the introduction of this new approach to supporting young people's development, it is proposed that Cordyce School is permanently closed, with effect from 1 April 2018.

2.9 The likely effects of the proposed changes are described below.

3. THE IMPACT OF THE PROPOSAL

Cordyce School

3.1 Cordyce School is situated in Riverview Drive, Dyce, Aberdeen. The school site is spread over three separate buildings, two of which were originally built as accommodation blocks as the school was previously operated as a residential school.

3.2 The building is generally considered to be in a poor condition. The most recent assessment of the building resulted in the school being rated C (poor) for both its condition and its suitability for use as a school. It also has an energy performance rating of G (very poor).

3.3 When the school had a full pupil roll, it had the highest running cost per pupil of all schools in Aberdeen. The average annual running costs for the building are shown below:

- Oil & Electricity - £64,160
- Carbon Charges - £8,550
- Water - £5,330
- Cleaning - £26,660
- Repairs/Maintenance - £30,315
- Grounds Maintenance - £4,765
- Waste Collection - £5,980

Total annual property running cost: **£145,760**

- 3.4 Closure of the school would help to bring about a reduction in running costs for the Council, as in the short term there would be a reduced need for fuel and facilities management costs, even whilst the site remains within the Council's ownership. However, whilst the building remains in place but not operating as a school, the payment of non-domestic rates relief would be required, at a cost of approximately £82,000 per year after an initial rates relief discount period. To remove this rates liability the building would need to be demolished, sold or leased out to a 3rd party. Retaining the building and site would leave the Council with ongoing property costs.
- 3.5 Should the proposal to close Cordyce School be accepted, it is not anticipated that there will be any significant negative impact on pupils, given that there are no longer any pupils enrolled at the school. Details of the likely education benefits of the proposed change for all pupils in Aberdeen City are detailed in Section 4 below.
- 3.6 As there are no pupils enrolled at the school, members of staff who previously worked at the school have already been deployed elsewhere within Education and Children's Services. A decision to close the school would therefore have no significant impact on staff.

Secondary Schools in Aberdeen City

- 3.8 Should the proposals be accepted, this will have a small impact on how secondary schools provide support for young people who have experienced a number of exclusions from school. This is in line with the changes which have been put in place with the implementation of presumption of mainstreaming as recommended in the Council's 2014 Review of Inclusion. Further details of the full arrangements for providing support for children with social and emotional needs can be found in Appendix 1.

4. EDUCATIONAL BENEFITS

The proposals described in this document will have the following benefits:

Context

- 4.1 An appreciation of the educational benefits related to the closure of Cordyce School requires an awareness of the background to the recent history of the school and the recent work which has been undertaken to transform services within Aberdeen City. The transformation of services is directly linked to the delivery of improved outcomes for all children and young people but specifically those with additional support needs which relate to social, emotional and mental health needs. See Appendix 1 for details of Aberdeen City's Continuum of Provision.

Background

- 4.2 As Cordyce was originally a residential school the staff compliment was made up of teachers, pupil support assistants (PSAs), education social workers and education support workers. The school can accommodate up to 44 young people. The ratio of staff to pupils was high and latterly, as the number of young people on the roll decreased (May 2017 total of 4) did not provide best value, especially given the high level of management posts.

TEACHERS AND PSAs	EDUCATION SOCIAL WORKERS	ADMIN POSTS
<ul style="list-style-type: none"> • Head Teacher x 1 • Depute Head Teacher x 2 • Principal Teachers x 2 • Class Teachers (14.42 Full Time Equivalent) • PSAs (165 hours per week) 	<ul style="list-style-type: none"> • Principal Social Worker x 1 • Senior Social Workers x 4 • Social Workers x 17 • Education Support Workers (1.5 full time equivalent) 	<ul style="list-style-type: none"> • Administrator x 1 • Support Assistant (64 hours per week)

Recent History

- 4.3 There has been a steady decline in the number of pupils attending Cordyce School and fewer than ten pupils were on the school roll for session 2016/17. A number of factors led to this reduction: an increased level of understanding amongst teaching staff of the needs of children and young people with social and emotional needs; an awareness of these within the continuum of additional support needs; increased skill level of staff, within our secondary schools, which enables the majority of young people to have their needs met within mainstream provision; more effective multi-agency working to address a broader range of needs.
- 4.4 In preparing for the transition of the young people who attended the school in 2016/17, a full review of each individual pupil took place, considerable work was then undertaken to plan appropriate Learning Pathways to meet the diverse needs. Account was taken of the fact that individuals were embarking on key transitions either from the Broad General Education to the study of qualifications with an exam component, or a move into the world of work or further education.
- 4.5 These bespoke pathways for the young people ensured that they experienced appropriate challenge and relevance in their learning. This approach had a positive impact on attendance and engagement. The young people benefited from a range of experiences beyond the school campus, which built their confidence and helped them to transition to life beyond Cordyce school.
- 4.6 This model was also deployed across the city to successfully support those young people for whom full-time mainstream education provision was a challenge.

Limitations of provision at Cordyce School

- 4.7 The recruitment difficulties faced within the service has impacted on Cordyce School, creating significant limitations as a result. The school is unable to provide a broad curriculum which meets the needs of all learners. Although the school had a staff of

experienced teachers the range of subject specialisms was limited and it was not possible to offer a breadth of options to provide sufficient personalisation and choice for the young people. Significant demands were placed on individuals who had to develop many aspects of the curriculum in order to provide sufficient breadth. Any changes in staff, for example, maternity leave, impacted on the school's ability to provide coherence and progression. As a result it was increasingly challenging for the school to deliver the entitlements of Curriculum for Excellence to all of the young people.

- 4.8** The setting of Cordyce school provides a positive environment for outdoor learning and this was capitalised on, however, the school building itself does not provide a suitably stimulating environment for the most vulnerable learners. Unfortunately, incidents of vandalism, sometimes carried out by the young people themselves, have contributed to the decline in the state of the building.
- 4.9** During 2016/17 discussions with the young people confirmed that they had a positive view of the school, however, many of them referred to the fact that they were 'the worst behaved' young people in the city. It is of great concern to think that the young people, and presumably others across the city, hold this view. From this it is clear that there is the potential for young people to be stigmatised or gain a reputation for having attended Cordyce. This is detrimental to the school but more importantly to the young people themselves.
- 4.10** In 2014 the Review of Inclusion in Aberdeen City recommended the transformation of services to implement the presumption of mainstream, to increase the number of children being educated within their local school and to reduce the number of children being placed out with the authority. As a result of the focus on the presumption of mainstream, and the reduction in the number of children and young people being permanently removed from the roll has led to a steady decline in the number of pupils attending Cordyce School. There are no pupils on the school roll in school session 2017/18.

Aberdeen City's Continuum of Provision

- 4.11** Following the transformation of the service there is now a clear continuum of provision, which sets out the supports available for children and young people at Universal, Targeted and Specialist level and which reflects the requirements outlined in the Children and Young People's Act (2014). The continuum supports the delivery of timeous and proportionate support for individual children and young people, who will remain on the roll of their mainstream school. This will ensure that young people continue to have access to a broad curriculum and those who know the child best will continue to lead and coordinate the supports they require to access learning.
- 4.12** Schools will be supported to ensure that where it is required appropriate adjustment is made in order for individual children and young people to access their learning. To ensure the diverse needs of the individual young people are met planning meetings involve the young people, staff, parents / carers as well as personnel from the agencies working with them, to ensure every young person has a Child's Plan and where appropriate a Person-centred Risk Assessment. The focus of these plans is:
- the delivery of an appropriate curriculum, with an emphasis on literacy, numeracy and health and Wellbeing
 - the provision of therapeutic interventions to address social, emotional and mental health needs

- the identification of family supports
- the preparation for transitions and in particular transitions beyond school

Revised Targeted and Specialist Provisions

- 4.13** Targeted provisions will be delivered in schools, supported by the teams of staff based within the Partnership Forums. These teams represent 75% of the resource previously deployed from the centre. Signposting and advice continue to be provided by the Education Support team.
- 4.14** Off-site provision has been reviewed and in place of Cordyce a number of satellite hubs will offer shared placements for young people, allowing them to maintain a place within their mainstream schools. These provisions will address the needs of the children and young people whose presenting behaviours result from poor attachment, significant mental health issues, engagement in high risk behaviour, or from the challenge of being a young parent.
- 4.15** Hubs will operate within the context of highly inclusive mainstream provisions, where skilled staff will be able to meet the needs of the majority of learners. Hub provisions will:
- have high aspirations for children and young people, demonstrating creativity, flexibility and ambition
 - work in partnership with other agencies to deliver a range of bespoke pathways
 - deliver appropriate therapeutic interventions
 - have well planned and supported transitions
 - deliver effective engagement with families
- 4.16** Education Support Officers will work in partnership with colleagues from within the service, Children's Social Work and partners, including third sector organisations, to ensure a broad and appropriate range of interventions are available for the most vulnerable children and young people.
- 4.17** The new Centre of Excellence to replace Pre-School ASN, Hazlewood and Woodlands schools will meet the needs of Aberdeen City's children and young people with the most severe and complex needs. The provision will also be the hub for a number of Outreach Services and will host key partners.
- 4.18** **Summary of Educational Benefits**
- Maintaining their place within a mainstream provision is, for the majority of children and young people, the option most likely to promote success. Children and young people can continue to be supported by those who know them best and in the company of peers. The continuum of provision in Aberdeen City will reduce the number of children and young people removed for the roll of their school and placed in an alternative location / out of authority.
 - The transfer of 75% of central support to Local Partnership forums will enable schools to enhance their capacity for inclusive practice. The impact of an inclusive ethos in schools will benefit all learners, their families and the wider community.
 - Improved Outcomes for all children and young people with additional support needs will result from the restructuring of education support services. The transformed additional support needs service will deliver earlier intervention to a broader range of children and

young people. By intervening early there is less likelihood of children and young people becoming disengaged from their learning, therefore, more likely to meet their potential.

- Teaching and support staff will continue to have access to a broad range of Continuous Professional Learning (CPL) opportunities to ensure that they can make reasonable adjustments in the classroom at Universal level. Staff who previously supported children out with the mainstream setting will work alongside school teams, providing further CPL through modelling of best practice.
- More immediate access to time-defined support from the Partnership Forum teams will provide targeted interventions for individuals and small groups. Vulnerable young people will be supported during the transition to S1 by the Targeted Transitions Team (previously Pupil Support Service).
- In early primary the Specialist Early Intervention Team will support schools to better meet the needs of children who require significant support to transition to full-time mainstream education.
- Outreach provisions from Hubs and the Centre of Excellence will focus on improving literacy, numeracy and health and wellbeing.
- For young people who face barriers to learning due to social, emotional and mental health needs Bespoke Pathways, which take account of their strengths and interests will seek to provide opportunities for attainment and achievement.
- Bespoke Pathways will provide the flexibility to focus on the key skills individual young people need. By building on existing partnerships with key third sector partners e.g. Foyer Futures and SHMU (Station House Media Unit) young people will have access to a range of opportunities, which will develop their skills for learning, life and work. Key workers will work alongside young people to develop their skills, enabling them to complete Employability Skills programmes and to participate in work experience.
- Shared Placements, which support continued mainstream attendance, will ensure young people have access to universal provisions to support the development of skills for life, work and learning e.g. careers support, financial management. Accessing this support within mainstream schools will allow for continued engagement with peers and the promotion of social and team skills.
- Earlier intervention is designed to support young people to access more of the Broad General Education. If there is a need for additional support, delivered off-site, children and young people will remain on the school roll. As a result, schools will retain responsibility for the delivery of a curriculum which provides challenge, enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. Child's Plans and Bespoke Pathways will ensure that these principles are upheld and will ensure accountability for the delivery of the actions within the plan / pathway.
- Aberdeen City's GIRFEC (Getting It Right For Every Child) procedures highlight the need for children and young people to be engaged in planning processes, either by attending meetings or sharing their views with the Named Person / an advocate. Ensuring that the

voice of the child or young person is heard means plans should reflect their preferences and choices.

- At specialist level all young people and families will be invited to engage with the Multi-Agency Specialist Team to allow them to develop an awareness of the provisions on offer, enabling them to engage more fully in the planning process when the Bespoke Pathway is being created.
- There has been an ongoing focus on the promotion of children and young people's wellbeing and reinforcement of the need to consider social and emotional needs within the context of additional support needs. This focus will continue as the recommendations from the Mental Health strategy (2017) are taken forward.
- At all stages school staff are advised to use the Wellbeing Indicators as a key tool for carrying out a holistic assessment of need. Children and families are engaged in this process and at targeted level a multi-agency plan requires input from a range of partners. Through this process personal, social, health and emotional needs are identified and planned for.
- Extension of the partnership between Foyer Futures and NHS School Nurse team will provide a higher level of direct input to children and young people, thereby addressing wellbeing needs. This includes support for young people with mental health issues who may face challenges engaging learning within the mainstream environment.
- All central teams will have a responsibility for the promotion of inclusive practice and for the provision of support for all learners. This will enable school leaders to identify aspects of systemic practice for which they require support. Curriculum Officers will have a key role to play in promoting effective classroom practice.
- The transformation of the service provides school leaders with access to managers of the targeted and specialist provisions. This interface will enable officers to reinforce key messages and to provide signposting and advice to enable schools to further develop their inclusive practice in order to meet the needs of all learners.
- The Virtual School Head Teacher will retain responsibility for promoting improved outcomes for Looked After Children and those on the edge of care. This will include tracking and monitoring of this group of children and young people. Feedback will be provided to the Quality Improvement Manager.
- Specialist provision for those with severe and complex needs and those with social, emotional and mental health needs will be overseen by one Service Manager. A key aim is to further develop Outreach Services from the Centre of Excellence to support schools to meet the needs of a more diverse group of children and young people.
- Parents will be engaged in the development of Child's Plans, Person-Centred Risk Assessments and Bespoke Pathways. Named Person training will continue to encourage colleagues to acknowledge and respect the role of parents in identifying the needs of children and young people and the unique perspective they bring to planning to address these needs.

- A strong feature of the Continuum of Provision is the focus on the development of partnerships as a means of enhancing capacity. Through the partnership with Foyer Futures young people will benefit from a range of services which this organisation can deliver or can access on behalf of young people. With employability being a strong feature of the work of Foyer Futures vulnerable learners will have access to a range of provisions otherwise not available to them.
- The transformation of the service will bring more effective and efficient use of resources. Local Partnership Forums will secure support for ASG schools from local services, including the third sector and business. This support will be in the form of contributions to systemic change and interventions for individuals / groups of learners.
- The partnership with Foyer Futures will have a significant impact on securing best value. The cost of the resource and provisions which will be delivered within the Service Level Agreement will in fact lead to a reduction in the current costs. Access to dedicated accommodation within a high quality location will be significantly less than the costs related to the upkeep of Cordyce School. In addition, through joint planning of projects we will be able to access funding not normally available to support educational establishments.
- In this new model as each school maintains responsibility for all of its pupils the Quality Improvement Officer will be well placed to review the outcomes for all children and young people. Where necessary they will be able to broker further support for schools to enable them to achieve the best possible outcomes for children and young people.

5. OPTIONS FOR CONSULTATION

- 5.1 The options under consideration and for which the Council seeks comment from interested stakeholders are:
- (i) To maintain the status quo and retain the existing Cordyce School;
 - (ii) To permanently close Cordyce School in Aberdeen.

6. ADDITIONAL INFORMATION

- 6.1 To assist stakeholders in accessing relevant information, a dedicated area of Aberdeen City Council website has been populated with all information within this consultation document and further detail on the consultation process and data relating to the proposal.

The relevant web pages can be accessed at:

<https://consultation.aberdeencity.gov.uk>

Please contact us on the telephone number below if you want this document in Braille, large print or on an audio CD, or if you want the document translated into another language.

إذا كنت تود الحصول على هذه الوثيقة بالخط العريض أو البريلا أو الأشرطة الصوتية المدمجة أو كنت تود ترجمتها الى لغة أخرى فالرجاء الاتصال بنا على الهاتف أدناه.

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01224 522273

6.2 A copy of this statutory consultation document will be available for public consultation during the period of consultation at the following venues:

- Marischal College
- Central Library
- Aberdeen Grammar School
- Bridge of Don Academy
- Bucksburn Academy
- Cults Academy
- Dyce Academy
- Harlaw Academy
- Hazlehead Academy
- Kincorth Academy
- Northfield Academy
- Oldmachar Academy
- St Machar Academy
- Torry Academy

7. PUBLIC MEETING

7.1 A public meeting to discuss the proposals will take place on:

Wednesday 20 September 2017, from 7.00pm to 8.00pm at Bucksburn Academy.

8. SUBMISSION OF VIEWS

8.1 Any interested stakeholders may respond to the consultation online, via the Council's Consultation Hub: <https://consultation.aberdeencity.gov.uk/>

Responses can also be submitted by completing the comment form attached at Appendix 2, and sending it to:

Cordyce School Consultation
Education & Children's Services
Aberdeen City Council
Business Hub 13
Second Floor North
Marischal College
Broad Street
ABERDEEN
AB10 1AB

Alternatively comments can be submitted in writing to the address above, or by sending an email to:

schoolestate@aberdeencity.gov.uk

All responses should be submitted before 5.00pm on Friday 13 October 2017.

9. OUTCOME OF CONSULTATION

9.1 A summary of submissions will be published on the council website at

<https://consultation.aberdeencity.gov.uk>

9.2 A report on the consultation will be delivered to the Education & Children's Services Committee in January 2018. This will provide information for Elected Members to make a final decision on the proposal.

ABERDEEN CITY'S CONTINUUM OF PROVISION



TRANSFORMATION OF SERVICES

Drivers for change

- Standards in Scotland's Schools Act 2000
- Children and Young People's Act 2014
- Mental Health Strategy (2017)
- Inclusion Review recommendations
- Requests for change from staff and families
- Integrated Children's Services Inspection
- EPS validated self-evaluation
- Data including attainment, attendance, exclusions and violent incidents

During the Inclusion Review schools expressed the desire for:

- an increase in locally based resource
- an increase in the contact that support service colleagues have with children & young people
- a strengthening of the links which support service colleagues have with schools
- increased engagement by support service colleagues with groups of children
- increased opportunities for specialist teachers to contribute to wider staff development

In essence, colleagues provided a mandate for increased access to the provisions which have only been available to relatively small numbers of children from across the city.

Developments following the Inclusion Review

Following the Inclusion Review of 2014 an Inclusion Team was established to take forward the review recommendations. The team identified the need for a clear focus on flexible and timeous approaches to reduce the number of part-time timetables, exclusions and out of authority placements, particularly for the following groups of children and young people:

- Pupils in early primary with Attachment issues
- Pupils in early primary with FASD
- Pupils being diagnosed with Autistic Spectrum Disorder
- Pupils living in homes where alcohol and drugs are misused
- Looked After Children

In addition to the appointment of the Inclusion Team a Virtual School Head Teacher for Looked after Children was also appointed. The remit of this person is to:

- influence policy and develop and improve services for Looked After (Care Experienced) Children
- promote individual achievement, health, and wellbeing.
- provide advice, support and training to professionals, schools and carers
- improve access to specialist services, including health assessments, mental health assessments and treatment.
- provide access to professional advice and guidance on education, training and employment.
- promote additional opportunities for out of school learning and leisure

Orchard Brae School, a brand new purpose-built specialist provision for children and young people aged 3 - 18 who are affected by profound, multiple and complex disability opens in August 2017. Significant research and planning has gone in to creating a learning environment that is flexible and accessible to pupils, from both a physical and sensory point of view. The school offers a number of specialist facilities including: a swimming pool, hydro pool, rebound therapy trampoline, sensory and soft play rooms and a specially designed outdoor area to encourage and facilitate outdoor learning. There is also an independent living unit where young adults can develop and practise their independence skills in preparation for life beyond school.

Orchard Brae will provide very individual, personalised and holistic education and support for pupils from across Aberdeen City within the school and as part of a new Outreach Service. There is a focus on multi-agency working with education, health and social work combining to support children and families to ensure each pupil is given every opportunity to maximise their potential. The curriculum is highly specialised and differentiated in order to meet the individual needs of each child.

Review of children and young people placed out of the authority

The service reviews for children and young people who had been placed outwith the Authority identified the need for interventions which provide more timeous and tailored supports to meet need. As a result provisions have been devised to reverse the trend of increasing numbers of children going out of the city, including young people who attended Cordyce school.

Key Principles



A Continuum of Provision

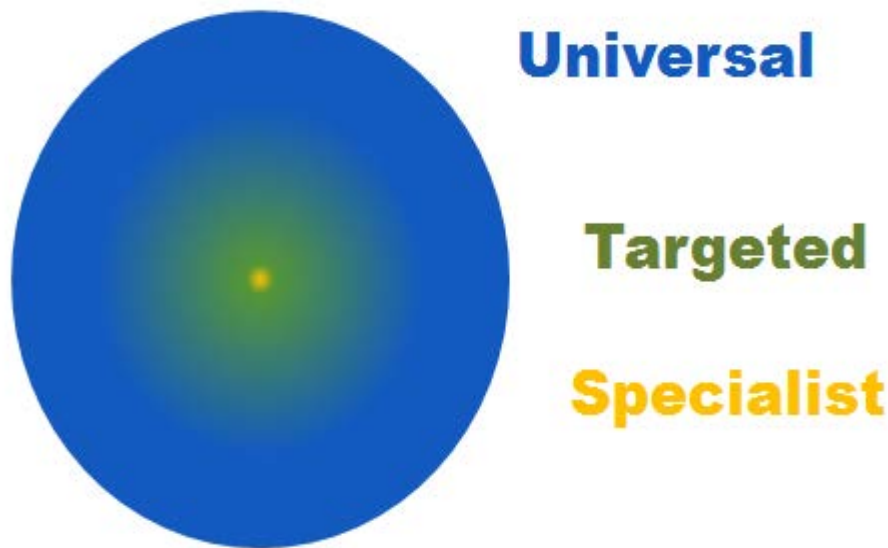
The transformation of Aberdeen City's services, outlined below, will lead to a further reduction in the need for our young people to be removed on a permanent basis from their local mainstream school. The transformation will ensure that the specialist skills which were invested in a small number of young people under the previous model will be more effectively deployed to meet the needs of children, young people, families and education staff across the city.

Improved Outcomes

- More children being supported in their learning within their local mainstream school
- Earlier intervention with children, young people and their families
- Reduction in removal from roll and an emphasis on reducing exclusions for particularly vulnerable children and young people
- Greater flexibility in terms of the curriculum and pathways available to individuals
- Reduction in the number of specialist services which only provide support for a defined number of pupils
- An increase in the nature and capacity of outreach services
- Increased and more effective multi-agency working delivered timeously

All provision should be viewed within the context of Aberdeen City's continuum of provision, which is based on the assumption that all children and young people are entitled to have their needs met through reasonable adjustment, which is proportionate and timeous. Interventions do not have arbitrary start and finish points and children are not defined by a level of support.

Continuum of Provision



UNIVERSAL PROVISION

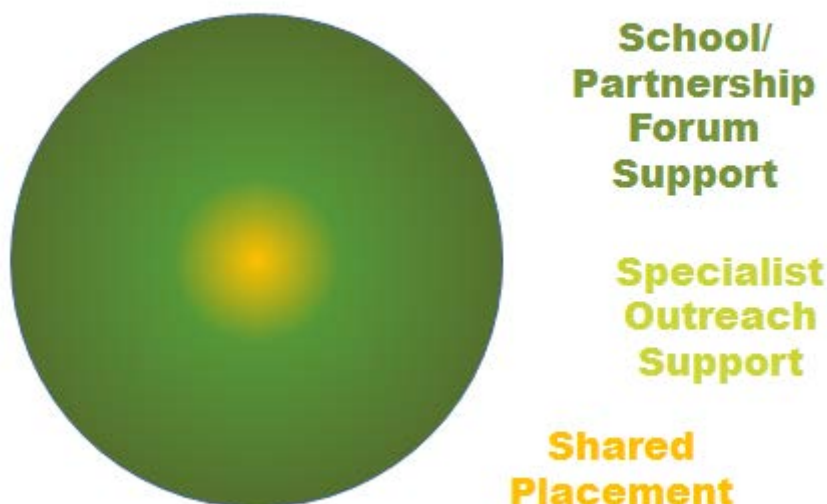
Universal support is that which is delivered in school by all school staff - teaching and support, enhanced by support from other parts of the service e.g. Educational Psychology Service and Curriculum Officers.

Core Requirements

- the provision of a welcoming environment in all areas of the school
- adoption of GIRFEC principles and processes
- the delivery of all Curriculum for Excellence Entitlements to all children and young people
- the delivery of a robust health and wellbeing curriculum across the school
- a clear focus on the needs of each individual and the delivery of bespoke interventions when required e.g. social skills / self-regulation
- effective planning based on appropriate assessment; listening to and respecting the views of those who know the child best
- commitment to long-term / consistent support for learners
- providing a 'Go To' person / place / activity for vulnerable learners
- building genuine, non-judgemental partnerships with all parents

The transformation of our services, which will deliver targeted and specialist support are designed to meet the needs of children and young people with severe and complex needs and those with social, emotional and mental health needs.

Continuum of Provision Targeted/Specialist



TARGETED PROVISION

Targeted support is delivered by all ‘universal’ providers and enhanced by other service providers e.g. Community Learning and Development and Family Education Workers; Partnership Forum Teams (ESW, Teacher, PSA), Partnership Forum providers, including third sector and business partners.

Core Requirements

- effective gathering and analysis of local data to develop a shared knowledge of the community – its resources, needs and aspirations.
- evidence based knowledge of ‘The Gaps’
- strong commitment to sharing expertise and resources
- effective planning (individual / partnerships)
- effective Child’s Planning / GIRFEC processes
- carefully planned ASG wide activities / projects with a shared commitment to wider achievement
- acknowledgement of the impact on achievement and attainment of bespoke interventions

Examples of Targeted Resource

School Resource	Local Partnership Resource (managed by the Local Partnership Forum)	Wider Resource
Class / subject teachers Pupil Supporty Assistant SfL advice / intervention PTs Pupil Support Principal Teachers (faculty) DHT / Year Head Educational Psychologist School Nurse / Doctor EAL / Sensory Support / Dyslexia Service Autism Outreach	Systemic development via collegiate working with partners Partner interventions Additional PSA / teaching hours* ESW allocation* Home School Liaison officers / Family Liaison officers Targeted Transitions Team (formerly PSS)** Family Learning / CLD Community Facilities	Skills Development Scotland Therapeutic experiences: Music / Art Therapy Outdoor Learning: Riding for the Disabled, Adventure Aberdeen SHMU (Station House Media Unit) Work Experience Placements

*75% of resource previously held centrally has been disbursed to Local Partnerships to enable ASGs to deploy colleagues on an early intervention basis.

**The Pupil Support Service Secondary Outreach team will focus on supporting those children who require additional support to enable them to make a successful transition to secondary education.

SPECIALIST PROVISION

Education Support Officers and the Virtual School Head Teacher will plan and work in partnership across agencies and with schools to address social, emotional and mental wellbeing needs. They will support the development of Bespoke Pathways for children, young people and their families, enabling them to develop resilience and the skills to make successful transitions.

Core Requirements

- joint assessment and analysis of need by school / central teams / key partners
- provision of outreach educational and family supports
- provision of off-site educational provision to promote attainment in literacy and numeracy
- provision of shared placements to maintain links with the school and to ensure access to an appropriate curriculum
- provision of a range of therapeutic interventions to support emotional wellbeing

Achieved through

- effective GIRFEC processes
- effective gathering and analysis of city and individual data
- awareness of partner agendas and commitment to supporting the same
- joint planning of pathways for children and young people
- joint planning and delivery of intervention projects at specialist level
- robust Child's Plans / Bespoke Pathways which are regularly reviewed by schools
- provision which promotes achievement and attainment whilst promoting 4 capacities and key skills for life and work

A focus on vulnerable learners

- those who may experience inequality related to: gender, sexual orientation, ethnicity
those with an ASC
- those who have experience trauma and loss
- those who are refugees or asylum seekers
- those who have poor attachment
- those who have family stresses as a result of: poverty, poor housing; alcohol and substance misuse, domestic violence,
- those who have become disengaged and hard to reach
- those who are at risk of or are within the criminal justice system
- those who are young parents or carers
- those who have mental health needs which have led to them becoming isolated, school phobics / refusers

Specialist Provsion Continuum

- children and young people and their families will be key to the process of developing an appropriate Bespoke Pathway
- the process by which specialist input is accessed puts the needs of the child/young person and/or those supporting them at the centre of planning
- within specialist level children and young people are likely to benefit from a blend of experiences including inputs at Universat and Targeted level
- the aim is to draw on the strengths of who and what may be helpful to the child or young person, it is not a stage whereby existing partners and supports are supplanted by 'Specialist Services'
- specialist inputs will be tailored to meet the needs of the children and young people and/or those supporting them and will be proportionate to the level of need
- in order to meet identified needs Specialist supports and interventions will be creatively designed and flexibly deployed

Examples of Specialist Interventions

- advice and guidance from appropriate professionals from the Specialist Intervention Partnerships Team (multi-agency / third sector partners)
- locally delivered PSA / teaching input (delivered by staff from the Centre of Excellence / Social Emotional and Mental Health needs outreach provisions)
- involvement of the Specialist Early Intervention Team (formerly PSS primary)
- access to bespoke learning experiences based on strengths and motivational factors; and which delivers the principles of challenge, enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance
- involvement of the St Nicholas Pupil Support Centre team
- access to learning sessions at St Nicholas Pupil Support Centre
- shared placement with access to Third Sector locations e.g. The Foyer
- access to Mental Health and Wellbeing supports via key partners e.g. The Foyer, NHS School Nurse team

Accessing Specialist support

In order to access specialist support all 'Requests for Assistance' will follow the same referral process. The Multi-Agency Screening Team, which will be made up of representatives from Education, Health, Children's Social Work and Third Sector. The team will provide advice and signposting for Named Persons and Lead Professionals and will support the development of Bespoke Pathways for individuals.

By working in close partnership with the child or young person and their family at an early stage and through effective partnership working agencies the combined knowledge, expertise and resource will deliver the following outcomes:

- Bespoke Pathways for individual children and young people
- raised attainment in literacy and numeracy through increased engagement and focused work with individuals
- improve wellbeing, specifically mental health, through access to specialist / therapeutic interventions
- further develop young workforce links through employability programmes and work experience placements

The service will benefit from:

- enhanced links with other organisations enabled through the key partnerships
- access to funding for partnership projects which would not be available to Education
- the development of sustainable and cost effective provisions

At specialist level the range of enhanced provisions and new partnerships, which will be available across the city, will allow us to better meet the needs of the most vulnerable children and young people in Aberdeen City making the campus at Cordyce redundant.

Comment Form Cordyce School Proposals 2017

Public Consultation

Proposal:

To permanently close Cordyce School in Aberdeen, with effect from 1 April 2018

All completed comment forms will be included in a final Consultation Report to the Education & Children's Services Committee.

Contact Information (Optional)

Provision of personal information is optional. Your personal details will not be published, nor will they be used for any purpose without your expressed consent.

First name(s):	
Last name:	
Address:	
Postal Code:	
Phone:	
Email:	
I am a	Please tick (✓) all applicable boxes
parent/carer of current primary pupil(s) <input type="checkbox"/>	School name: _____
parent/carer of current secondary pupil(s) <input type="checkbox"/>	School name: _____
parent/carer of future pupil(s) (pre 5 child) <input type="checkbox"/>	
local resident <input type="checkbox"/>	
other <input type="checkbox"/>	
If other, please describe:	

What is the most positive part of the proposal (if any)?

What is/are your main concern(s) about the proposal?

What would you like the Council to know about the proposal?

Overall, do you support the proposal? (Please tick) Yes No

Any other comments?

Thank you for your comments.

Please send this form to:

Cordyce School Consultation
Education & Children's Services
Aberdeen City Council
Business Hub 13
Second Floor North
Marischal College
Broad Street
ABERDEEN
AB10 1AB

or by email to schoolestate@aberdeencity.gov.uk

by 5.00pm on Friday 13 October 2017

Further information about the consultation process and a copy of the consultation document, are available from the Council website at <https://consultation.aberdeencity.gov.uk>

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