

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.

ABERDEEN CITY'S ADDITIONAL SUPPORT NEEDS PROVISION

Key Principles



A Continuum of Provision

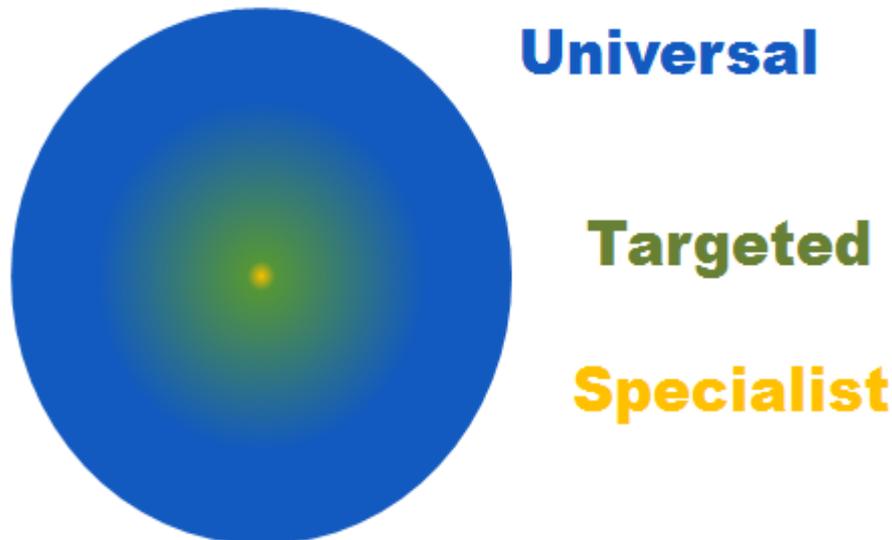
The transformation of Aberdeen City's services, outlined below, will lead to a further reduction in the need for our young people to be removed on a permanent basis from their local mainstream school. The transformation will ensure that the specialist skills which were invested in a small number of young 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



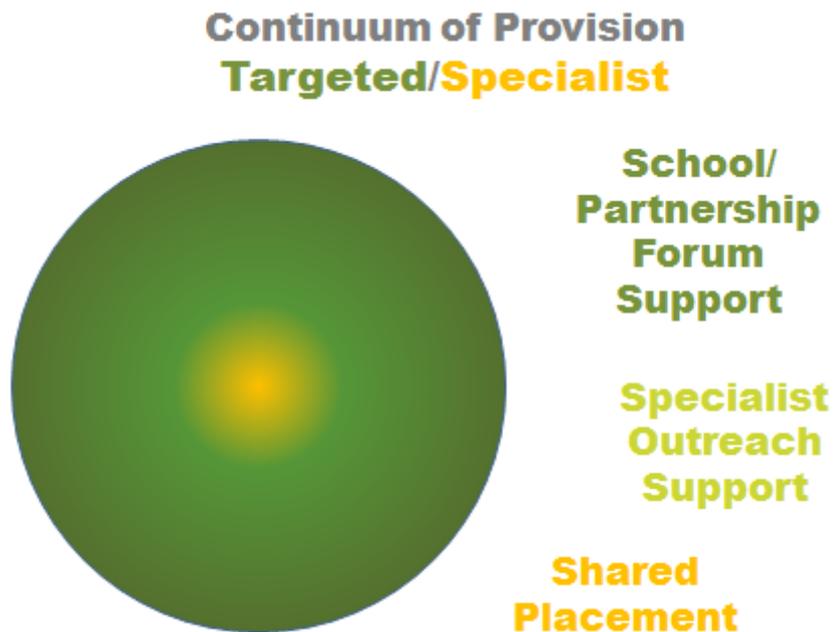
UNIVERSAL PROVISION

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.



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 Support Assistants 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 'Specialst 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.