

ADDITIONAL SUPPORT FOR LEARNING

Service Manager: Gillian Clark

Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB

Tel: 01324 590340 Email: ias@falkirk.gov.uk



Falkirk Council

Children's Services

To: All Headteachers, Managers and Officers
Children's Services

Enquiries to: Lyn McLafferty

Direct Dial: 01324 590340

Date: 28 November 2017

Dear Headteacher/Manager,

Placement Change Panel 2017-18 (previously Pupil Support Resources Group)

I am writing to provide details on the processes for the Placement Change Panel (Falkirk Council Education Provision) for 2017-18. The Placement Change Panel will fulfil the same task as the Pupil Support Resources Group. This change of name is linked to the streamlining of the decision-making processes for placements in Children's Services. The process will be largely similar.

The Placement Change Panel will meet as outlined in the table overleaf and consider the requests for a change of educational placement for individual children to specialist units and schools. Priority will be given at each Placement Change Panel to particular types of request and these details are provided in the table overleaf. This is to ensure that there is appropriate representation on the panel is to enable effective decision-making.

The emphasis from November to January will be on prioritising decisions for children requiring a specialist placement in PI or SI in August 2018. The aim is that the majority of these decisions are communicated by the end of January 2018. For other year groups it may be possible to initiate a within year transition, and the aim is that these would be communicated within 1 month of the Placement Change Panel meeting in which they were considered.

Submitting Requests

Although dates are provided for specific types of request, it is important to ensure that the Team Around the Child assessment process is completed well rather than ensure it has arrived in time for the particular Placement Change Panel. All requests should be submitted by post or email to IAS@falkirk.gov.uk using the subject line: **Placement Change Panel**. All requests will be acknowledged. All requests received *at least 10* working days in advance of the Placement Change Panel meeting will be scheduled, where possible, for the agenda of the next meeting. The only exception to this will be where there is not appropriate representation on the next Placement Change Panel to enable effective decision making.

Please ensure you use the Request for Placement Change Cover Sheet (attached and available at <http://inside.falkirk.gov.uk/services/childrens/individual-and-additional-support.aspx>) ensuring you are clear what the Team Around the Child is recommending.

The accompanying evidence should include, the integrated assessment as recorded in the Child's Plan, Form 6 (minutes) and an evaluated Form 4 (Action Plan). The supporting information should indicate the assessment of the child, the strategies tried, the outcomes achieved, the rationale for a specialist placement, and the views of the Team around the Child, recording particularly where there are different views. Please ensure you send additional reports only:

- when it is not captured in the records above
- if it contains the parents or child's own views

The parents and child's views **must** be included, and a parental signature and child's signature for children over 12 with capacity. If the parent or child views are not submitted it will create a delay in the decision-making process. The child's view should be sought using methods appropriate to their additional support needs. Their views should not be sought on the proposed educational placement being requested but rather their views of their strengths in learning and the support they require to support them in their learning. If the school have consulted the child on their views recently for another purpose, there is no need to seek the child's views specifically for the purpose of the Placement Change Panel.

Differences in views **must** be recorded in the minutes of the meeting. The following is expected for all future requests that are submitted. Within the *Record of a Child/Young Person's Meeting* (IAF form 6), question 6: *Is everyone in agreement with the decisions? – If not, please specify areas of disagreement* should be used to document any varying opinions of those in the Team Around the Child about the aspects of the proposed provision(s) that would be most or least suitable for the child. This needs to be documented even when the difference of opinion does not amount to disagreement about all aspects of the provision being considered unsuitable for the child.

There is no requirement for a specific professional group such as Educational Psychologist or Speech and Language Therapist to assess and advise within the Team Around the Child. The assessment is based on the performance and needs of the child and the integrated assessment process of the Team Around the Child provides a recommendation in advising on type of provision.

Type of Provision

You need to specify the **type** of provision:

- Additional Pre-School Year
- Early Entry
- Enhanced Provision (primary only)
- Additional Support for Learning Unit for Complex needs (e.g. Maddiston TimeZone or Kinnaird Thistle Wing)
- Additional Support for Learning Unit for Complex social communication and learning needs (e.g. Ladeside Additional Support for Learning Unit (primary), Grangemouth ASC (secondary), Denny Northfield (secondary))
- Special School for significant learning needs/complex needs, (e.g. Carrongrange)*
- Special School for Sensory Impairment, (e.g. Windsor Park)*

*Exceptions apply – see paragraph later in this letter called *Circumstances where applications to Placement Change Panel are not required*.

Request for Inclusion and Wellbeing Service (primary and secondary) placements

Requests for Social, Emotional and Behavioural Additional Support Needs - Inclusion and Wellbeing Service (primary: Oxbang and secondary: Mariner Support Service) placements should be made in the same way as outlined in this letter. This is a change to the previous arrangements where requests for Mariner Support Service were submitted to the Specialist Services Resource Group (SSRG). These request will be considered at one of the Placement Change Panels within Children's Services that considers a range of care and education placements.

Requests for Barnardos Cluaran (secondary) should still be submitted to Barnardo's Cluaran secure email at FV-UHB.BarnardosCLUARANServiceFalkirk@nhs.net, with subject **SSRG**. See 'other requests' appendix for further information.

Re-design of Inclusion and Wellbeing Service (Support for Primary-aged Children)

During session 2017-18, there will be re-development of the Inclusion and Wellbeing Service. Providing the criteria within the additional guidance is met, requests should continue to be submitted to the Placement Change Panel. Planned changes to how the Service currently operates will take place across session 2017-18 and be communicated once agreement is reached at strategic planning levels.

Request for Outreach: Inclusion and Wellbeing Service (primary and secondary) or Additional Support for Learning Outreach Team (ASLOT)

A new panel will consider outreach requests for:

Inclusion and Wellbeing Service (primary: Oxbang)

Inclusion and Wellbeing Service (secondary: Mariner Support Service)

Additional Support for Learning Outreach Team (ASLOT) – all requests with the exception of Pre-School Home Visiting Service.

This panel will meet every two weeks initially to consider requests. The previous communication sent regarding dates for the ASLOT outreach panel has been superseded by this new panel. You should continue to follow the guidance in this letter about the accompanying evidence required. A new cover sheet will be available at <http://inside.falkirk.gov.uk/services/childrens/individual-and-additional-support.aspx> soon. All requests should be submitted by post or email to IAS@falkirk.gov.uk using the subject line: **Outreach**.

Circumstances where applications to Placement Change Panel are not required

In the following primary 7 to secondary transitions, applications to the Placement Change Panel are not required:

- (i) Child is moving from P7 mainstream or specialist provision to S1 and they require mainstream placement with additional support – see additional guidance section: Secondary Sector, Mainstream Provision for Additional Support Needs
- (ii) Child is moving from Additional Support for Learning Unit for Complex needs (Maddiston Time Zone or Kinnaird Thistle Wing/Annexe) to Carrongrange School, providing all in the Team Around the Child are in agreement. Where there is a difference of opinion about the recommended placement type within the Team Around the Child or the recommendation is for a provision other than Carrongrange School, these requests should continue to be made to the Placement Change Panel
- (iii) Child is moving from Special School for Sensory Impairment primary (Windsor Park) to Special School for Sensory Impairment secondary (Windsor Park), providing all in the Team Around the Child are in agreement. Where there is a difference of opinion about the recommended placement type within the Team Around the Child or the recommendation is for a provision other than Windsor Park School, these requests should continue to be made to the Placement Change Panel

As per current policy, requests for an additional pre-school year do not have to be considered by the Placement Change Panel where the child's birth month is January or February – see additional guidance section: Information on current provision, Additional Pre-School Year.

All applications already received that are compliant with (ii) or (iii) above will have an outcome provided in writing without consideration at the Placement Change Panel. The Service Manager: Additional Support for Learning will need to be made aware of all future circumstances as outlined in (i), (ii) & (iii). There will be consultation with schools to discuss the most effective process for these circumstances.

Information on Current Provision

Parents/Carers and Named Persons should be fully informed about any provision being considered and requested. Information is contained in the Additional Guidance attached to this letter. The relevant sections of these descriptors should be shared within the Team Around the Child processes where a change of placement is being considered. In all circumstances, the parents/carers should have visited the education provision that they are requesting for their child. Where possible, Named Persons/Lead Professionals should also have visited the education provision being considered/requested for the child. Specialist Provisions have a variety of arrangements for visits – for further information, please contact the relevant member of the Senior Leadership Team in the Specialist Provision. It may be that a member of the Senior Leadership Team can attend a Team Around the Child Meeting to further inform the parents/carers and wider team about the provision – these arrangements need to be co-ordinated by the current school Named Person with the Senior Leadership Team in the provision being considered. All decision-making about placements will endeavour to provide a child with a placement as close to their local school as possible.

Proposed Expansion to Provision for Additional Support Needs

A consultation on an expansion to specialist provision closed on Friday 10 November 2017. We are grateful for all those staff and parents who participated in the consultation. If agreed these new provisions will be available at the earliest from August 2018, but possibly later. There will be an update as soon as possible. The ambition of Children's Services is for children to live and learn in their own community. Please see the Additional Guidance section – Information on Proposed Provision for further details. Teams Around Children can indicate if one of the proposed provisions is the recommended placement to meet the child's needs. This should also be based on the proximity of the child's home address to the proposed provision. The Team Around the Child should indicate what the alternative plans would be if this provision was not available. For requests already submitted and applications that do not make reference to the proposed provisions where this may be worthy of consideration for the child, the Placement Change Panel will provide advice to the Team Around the Child as part of the outcomes from the Placement Change Panel.

Representation on the Placement Change Panels

In order that effective decisions can be made, we require appropriate representation at each Placement Change Panel. I have attached a form for you to indicate the availability of any school management representatives from your establishment available to attend. These forms should be returned electronically to Caroline.Lawless@falkirk.gov.uk or through internal mail for the attention of Caroline Lawless (Additional Support for Learning Administrator). I will then confirm the panel representatives for each date. We are conscious of reducing bureaucracy by inviting the minimum panel required whilst maintaining effective decision making.

Additional Guidance

Additional guidance to assist the process leading to a request to the Placement Change Panel is provided in the attached documents. The additional guidance includes:

- Specialist provision (primary and secondary) - current provision
- Proposed provision expansion
- Other requests

Following the Placement Change Panel Decision

The decision of the Placement Change Panel will be communicated in writing to the Headteacher of the child's current school (or main requester if different). The head teacher, or requester then has to:

1. Communicate the decision to the parents and other relevant members of the Team Around the Child
2. Convene a planning meeting involving the parents and the proposed school
3. Identify in this meeting
 - a. the transition process
 - b. any additional risks
 - c. any additional support requirements
4. Where additional risks are identified, a risk assessment is advised, using the Council Risk assessment. This should be undertaken initially by the Team Around the Child, including the current school and proposed school. If adaptations are likely to be required in the proposed school, please ensure this risk assessment is made available to the Head Teacher or relevant manager for the proposed school.
5. The Headteacher of the proposed school submits requests for appropriate adaptations, in line with their normal processes for additional works, through the property section of Children's Services. In exceptional cases, additional funding to promote accessibility may need to be approved.

Future development of the Placement Change process

There will be further consultation and communication regarding the placement change process. This will include making placement decisions earlier for children, particularly those who are in their primary 6 year.

Yours sincerely,



Lyn McLafferty
Team Manager: Additional Support for Learning

Placement Change Panel (Falkirk Council Education Provision) 2017-2018

Date	Main agenda	Chair
07.11.17 3pm – 5pm	Education placements, Falkirk Council provision Priority given to change of placement required in session 2017-18	Lyn McLafferty, Team Manager: Additional Support for Learning
30.11.17 9am – 3.30pm	Education placements, Falkirk Council provision Priority given to S1 placements in Carrongrange, Denny Northfield, Grangemouth ASC	Lyn McLafferty, Team Manager: Additional Support for Learning
05.12.17 9am – 5pm	Education placements, Falkirk Council provision Priority given to primary 1 placements in Additional Support for Learning Wings and Enhanced Provision	Lyn McLafferty, Team Manager: Additional Support for Learning
19.12.17 9am – 5pm	Education placements, Falkirk Council provision Priority given to S1 placements in Carrongrange, Denny Northfield, Grangemouth ASC Priority given to primary 1 placements in Additional Support for Learning Wings and Enhanced Provision	Lyn McLafferty, Team Manager: Additional Support for Learning
16.01.18 1pm – 5pm	Education placements, Falkirk Council provision Priority given to primary 2-7 placements in Additional Support for Learning Wings and Enhanced Provision	Lyn McLafferty, Team Manager: Additional Support for Learning
06.02.18 1pm – 5pm	Education placements, Falkirk Council provision Priority given to S2-S6 placements in Carrongrange, Denny Northfield, Grangemouth ASC	Lyn McLafferty, Team Manager: Additional Support for Learning
20.02.18 1pm – 5pm	Education placements, Falkirk Council provision Priority given to early entry into P1 and for an additional year in Nursery.	Lyn McLafferty, Team Manager: Additional Support for Learning
06.03.18 1pm – 5pm	Education placements, Falkirk Council provision Priority given to re-submissions based on updated assessments, all year groups.	Lyn McLafferty, Team Manager: Additional Support for Learning
20.03.18 1pm – 5pm	Education placements, Falkirk Council provision Priority given to re-submissions based on updated assessments, all year groups.	Lyn McLafferty, Team Manager: Additional Support for Learning
17.04.18 1pm – 5pm	Education placements, Falkirk Council provision	Lyn McLafferty, Team Manager: Additional Support for Learning
01.05.18 1pm – 5pm	Education placements, Falkirk Council provision	Lyn McLafferty, Team Manager: Additional Support for Learning
15.05.18 1pm – 5pm	Education placements, Falkirk Council provision Priority given to summer transfers, pupils coming into authority	Lyn McLafferty, Team Manager: Additional Support for Learning
05.06.18 1pm – 5pm	Education placements, Falkirk Council provision Priority given to summer transfers, pupils coming into authority	Lyn McLafferty, Team Manager: Additional Support for Learning

Representation on the Placement Change Panel 2017- 2018

Date	Panel Requirements (please provide the name of school management representatives who can attend)
07.11.17 3pm – 5pm	
30.11.17 9am – 3.30pm	Carrongrange School Representative Denny Northfield Representative Grangemouth ASC Representative Windsor Park Representative check? Mainstream Secondary Representative Enhanced Provision Representative Mainstream Primary Representative
05.12.17 9am – 5pm	Kinnaird Thistle Wing/Annexe Representative Maddiston Timezone Representative Ladeside Support Base Representative Enhanced Provision Representative x 2 Mainstream Primary Representative x 2
19.12.17 9am – 5pm	Carrongrange School Representative Denny Northfield Representative Grangemouth ASC Representative Windsor Park Representative Mainstream Secondary Representative Kinnaird Thistle Wing/Annexe Representative Maddiston Timezone Representative Ladeside Support Base Representative Enhanced Provision Representative Mainstream Primary Representative
16.01.18 1pm – 5pm	Kinnaird Thistle Wing/Annexe Representative Maddiston Timezone Representative Ladeside Support Base Representative Enhanced Provision Representative x 2 Mainstream Primary Representative x 2 Early Years Manager x 2
06.02.18 1pm – 5pm	Carrongrange School Representative Denny Northfield Representative Grangemouth ASC Representative Windsor Park Representative Mainstream Secondary Representative Enhanced Provision Representative x 2 Mainstream Primary Representative x 2 Early Years Manager x 2

Date	Panel Requirements (please provide the name of school management representatives who can attend)
20.02.18 1pm – 5pm	Early Years Manager x 2 Mainstream Primary Representative x 2
06.03.18 1pm – 5pm	School management representatives on this date should differ from representatives who attended earlier panels Carrongrange School Representative Denny Northfield Representative Grangemouth ASC Representative Windsor Park Representative Mainstream Secondary Representative Kinnaird Thistle Wing/Annexe Representative Maddiston Timezone Representative Ladeside Support Base Representative Enhanced Provision Representative x 2 Mainstream Primary Representative x 2
20.03.18 1pm- 5pm	School management representatives on this date should differ from representatives who attended earlier panels Carrongrange School Representative Denny Northfield Representative Grangemouth ASC Representative Windsor Park Representative Mainstream Secondary Representative Kinnaird Thistle Wing/Annexe Representative Maddiston Timezone Representative Ladeside Support Base Representative Enhanced Provision Representative x 2 Mainstream Primary Representative x 2 Early Years Manager x 2
Panels for 17.04.18; 01.05.18; 15.05.18; 05.06.18 to be arranged at a later date.	

Please return form electronically to Caroline.Lawless@falkirk.gov.uk or through internal mail for the attention of Caroline Lawless (Additional Support for Learning Administrator).

Additional Guidance

Information on current provision (I)

This information should be referred to in Team Around the Child processes as one way of informing parents/carers and the wider team around the child about provision available and to consider how well matched the provision is to the needs of the individual child. This should enhance the understanding and decision making of the team around the child and should not replace the need for a parent/carer and members of the wider team around the child having visited the provision(s) being considered for the child.

Additional Pre-School Year

Guidance is included in Falkirk Council Children's Services, Service Circular 47 (Delayed School Entry) (August 2013) available at: <http://inside.falkirk.gov.uk/services/childrens/policies-circulars-procedures/docs/admissions/SC%2047%20Delayed%20School%20Entry.pdf?v=201708031535>

Early Entry to School

Guidance is included in Falkirk Council Children's Services, Admissions Policy (November 2014) available at: <http://www.falkirk.gov.uk/services/schools-education/school-admissions/docs/1%20Admissions%20Policy.pdf> and <http://inside.falkirk.gov.uk/services/childrens/policies-circulars-procedures/admissions.aspx>

Primary Sector – Specialist Provision

Enhanced Provision

This resource seeks to enable pupils who require significant additional support to access the mainstream curriculum and classes, and be included optimally in the life of the school.

Enhanced Provision is positioned in 15 of the authority's 50 primary schools:

Bainsford Primary School
Deanburn Primary School
Grange Primary School
Langlees Primary School
Moray Primary School
Shieldhill Primary School
St Patrick's Primary School
Victoria Primary School

Carronshore Primary School
Easter Carmuir Primary School
Hallglen Primary School
Larbert Village Primary School
Nethermains Primary School
Slamannan Primary School
Stenhousemuir Primary School

Wherever possible, primary age pupils are allocated places at a school within their local cluster. Allocation of this provision is determined by the level and flexibility of support required rather than an identified specific impairment or diagnosis. However, the resource is allocated most frequently to support pupils whose needs may arise from significant difficulties with learning, which may include language and communication disorder or the 'triad of impairments' associated with Autism Spectrum Disorder. It offers opportunities to undertake learning in a base classroom, which can be adapted to the sensory needs of the individual pupils. Although some pupils may present aspects of challenging behaviour associated to the above difficulties, and may require support to develop appropriate behaviour patterns, the need for support relating primarily to behaviour is not the main focus.

Key features of Enhanced Provision (primary) are access to:	Criteria/Evidence that:
<ul style="list-style-type: none">• differentiation and adaptation of the Curriculum for Excellence• provision of a communication-rich learning environment• where required, autism friendly pedagogy• mainstream stage class, with or without support as appropriate/in line with child's progress over time• a base classroom as a suitable context to support pupils for a flexible proportion of the school day• additional teaching and support staff - children are taught in classes with a maximum of 10 pupils with at least two staff attached to each group• support of varying nature by Speech and Language Therapy Service, where assessment indicates.	<ul style="list-style-type: none">• barriers to learning impact across the curriculum• inclusive educational approaches have been insufficient to meet the child's additional support needs• a differentiated or adapted learning environment and small group learning is required to meet the additional support needs as offered by Enhanced Provision.

Primary Sector – Specialist Provision

Ladeside Primary School Support Base

Based within a mainstream primary school, this facility provides additional support for pupils whose needs arise from significant social and communication difficulties, including those who have a diagnosis of Autism Spectrum Disorder. This resource seeks to enable pupils who require significant additional support to access a differentiated mainstream curriculum, through a carefully managed learning environment and structure of the day. Pupils in the facility may be supported into mainstream classes, and will be included in the life of the school.

Key features of Ladeside Primary School Support Base are access to: <ul style="list-style-type: none">• significant differentiation and adaptation of the Curriculum for Excellence, designed to meet the unique needs of each individual child as determined by their Child's Plan, and where applicable, their Co-ordinated Support Plan• alternative and augmentative systems of communication – for example, Picture Exchange Communication System or signing• specialist teaching approaches, for example, TEACCH• a learning environment that caters to particular sensory needs of individual pupils• a base classroom as a suitable context in which, where appropriate, to support pupils for a flexible proportion of the school day• support of varying nature by Speech and Language Therapy Service, where assessment indicates• a high ratio of teaching and support staff - children are taught in classes with a maximum of 6 pupils with at least two staff attached to each group• mainstream stage class with support, as determined by the child's needs and progress over time	Criteria/Evidence that: <ul style="list-style-type: none">• significant social and communication difficulties and differences in learning arising from social and communication difficulties, impacting across the curriculum• Significant Additional barriers to learning arising from other factors, such as:<ul style="list-style-type: none">• complex emotional, social and behavioural development• sensory processing• pronounced difficulties in learning• co-morbid medical conditions with a significant impact on learning and development• inclusive educational approaches being insufficient nor those of Enhanced Provision• a specialist and highly adapted learning environment is likely to meet the additional support needs as offered by Ladeside Support Base.
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Primary Sector – Specialist Provision

Primary Additional Support Needs Facilities (Time Zone, Thistle Wing and Annexe)

Based within two mainstream primary school these facilities provide support for children with enduring and lifelong physical, intellectual, communication, sensory or social, emotional and behavioural Additional Support Needs. Although not part of the mainstream primary department within these schools, opportunities for inclusion are embraced within these settings. The *Time Zone*, based within Maddiston Primary School, largely though not exclusively, serves the east of Falkirk, with the *Thistle Wing*, based within Kinnaird Primary School, largely though not exclusively serving the west. The Thistle Wing has two campuses, with the Annexe sited in the previous school building of Carrongrange (next to Larbert High School). This facility provides support in the same manner as the Thistle Wing and Timezone.

<p>Key features of Time Zone, Thistle Wing & Thistle Annexe provisions are:</p> <ul style="list-style-type: none">• high level adaptation of the Curriculum for Excellence, designed to meet the unique needs of each individual child as determined by their Child's Plan, and where applicable, their Co-ordinated Support Plan• provision of a communication-rich learning environment where the use of objects of reference, symbols, signing and augmented aids is common practice• high levels of personal support and care• high levels of needs are met through partnership working across a range of agencies including integrated support by Speech and Language Therapy Service, Occupational Therapy, Physiotherapy, specialist nursing and social services• children are taught in classes with a maximum of 6 pupils with up to three staff attached to each group <p>The Campus at the Thistle Wing Annexe has a hydrotherapy pool. This campus also has a physiotherapist and physiotherapy assistant based on site, to assist in the delivery of programmes promoting movement and physical development in the Annexe. This can be accessed by pupils based in other campuses.</p>	<p>Criteria/Evidence that:</p> <ul style="list-style-type: none">• significant complex needs and learning difficulties arising from medical factors and or disability, impacting across the curriculum• significant dependency on adults to interpret their needs and communications• a coordinated approach, often with multiple health services is required• inclusive educational approaches being insufficient nor those of Enhanced Provision• a highly adapted learning environment is likely to meet the additional support needs as offered by the Additional Support for Learning Wings.
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Primary Sector – Specialist Provision

Windsor Park School (Primary Department)

Windsor Park is an all through school and service for children with additional support needs arising from sensory impairment. The primary department is based in the campus of Bantaskin Primary School. It provides additional support for nursery and primary-aged pupils whose needs arise from significant hearing impairment. It seeks to enable pupils to access the mainstream curriculum and classes, and be included optimally in the life of mainstream school. The School is the base for the Windsor Park outreach service for children with Visual Impairment and Hearing Impairment.

<p>Key features of Windsor Park School (primary) are access to:</p> <ul style="list-style-type: none">• significant differentiation of the curriculum• trained teachers of the deaf offering specialist teaching approaches• a total communication environment• a base classroom as a suitable context in which, where appropriate, to support pupils for a flexible proportion of the school day• mainstream stage class, with or without support as required/in line with child's progress over time• a high ratio of teaching and support staff - children are taught in classes with a maximum of 6 pupils with at least two staff attached to each group• integrated support by Speech and Language Therapy Service, where assessment indicates.	<p>Criteria/Evidence that:</p> <ul style="list-style-type: none">• significant needs and learning difficulties arising from sensory impairment, particularly hearing impairment, impacting across the curriculum• a coordinated approach with health services is required• inclusive educational approaches being insufficient nor those of Enhanced Provision• an adapted learning environment is likely to meet the additional support needs as offered by Windsor Park.
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Primary Sector – Specialist Provision

Inclusion and Wellbeing Service (Support for Primary-aged Children)

This resource provides additional support for primary aged pupils whose needs arise from significant social, emotional and behaviour difficulties and often from family circumstances. The service works in partnership with mainstream primary schools such that the service will offer a package of support which may include time out of mainstream schools. The package of support can provide:

- an outreach service from small group work;
- direct support to children;
- consultation;
- shared placement between Oxbang School and a mainstream primary school, with the balance of time dependent on the child's needs;
- staff development

Planned changes to how the service currently operates will take place across session 2017-18 and be communicated once agreement is reached at strategic planning levels.

<p>Key features of the Inclusion and Wellbeing Service (primary) is access to:</p> <ul style="list-style-type: none">• a personalised intervention plan designed specifically based on the individual needs of the child and the collaborative involvement of the Team around the Child including the child's family• a focus on specialist understanding of social, emotional and behavioural difficulties• differentiation and adaptation of the Curriculum for Excellence designed to meet the specific needs of the individual child based on their specific Additional Support Needs• a focus on providing a period of intensive support to promote inclusion in mainstream school through enhanced nurture• consultation on individual pupils with staff in mainstream schools• outreach support for children in mainstream primary schools• in some circumstances, the provision of a part time placement or extended time placement in a specialist primary provision (currently Oxbang School) complementing the mainstream school - children are taught in classes with a maximum of 6 pupils with at least two staff attached to each group• liaison with children's parents and carers to ensure joint standards in social, emotional and behavioural improvement• continuing focus on Curriculum for Excellence• Staff from the Inclusion and Wellbeing Service have contact with any statutory, voluntary agencies and the locality Multi-Agency Group staff involved with, or offering support for, referred pupils and their families.	<p>Criteria/Evidence that:</p> <ul style="list-style-type: none">• significant needs and learning difficulties arising from multiple and complex social, emotional and behavioural development factors and/or family circumstances, impacting across the curriculum• that a coordinated approach with partner agencies including family support is required• inclusive educational approaches being insufficient nor those of other specialist resources• a differentiated learning environment is likely to meet the additional support needs as offered by Inclusion and Wellbeing Service.
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Secondary Sector

Mainstream Provision for Additional Support Needs

Mainstream Provision for Additional Support Needs

The specialist provision in Falkirk's mainstream secondary schools is staffed in a similar way as the primary Enhanced Provision, and they are able to accommodate the pupils with similar additional support needs. This resource seeks to enable pupils who require significant additional support to access a mainstream curriculum and classes, and be included optimally in the life of the school. Within each secondary school the design of the supports and contexts in which these supports will be provided will be determined for individual learners through effective Team around the Child assessment and planning processes in the transition period between primary and secondary education.

- every Falkirk mainstream secondary school has additional support available
- the resources are closely linked to the general provision to meet additional support needs
- Wherever possible pupils are allocated places in their local secondary school.

Although some pupils may present aspects of challenging behaviour associated to the above difficulties, and may require support to develop appropriate behaviour patterns, the need for behaviour support is not the main focus of support.

Allocation of this provision is determined by the level and flexibility of support required rather than an identified specific impairment or diagnosis. The resource is allocated most frequently to support pupils whose needs may arise from significant difficulties with learning arising due to differing factors.

Key features of the Enhanced Provision (Secondary) are access to: <ul style="list-style-type: none">• differentiation and adaptation of the Curriculum for Excellence• small group teaching for varying periods of the day or week• mainstream stage classes, with or without support• a base classroom as a suitable context in which, where appropriate, to support pupils for a flexible proportion of the school day including breaks and lunchtime• additional teaching and support staff• support of varying nature by Speech and Language Therapy Service, where assessment indicates.	Placement Decisions <p>The main decision-taking mechanism is the series of P6 and P7 additional support needs planning meetings undertaken in localities.</p> <p>Each Primary School highlights the needs of children in their school and a decision is taken on the level of support required to ensure their mainstream inclusion.</p> <p>A request to the Placement Change Panel is not required.</p>
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Secondary Sector – Specialist Provision

Support for Social and Communication Difficulties (Grangemouth High School Additional Support Centre and Denny High School Northfield)

Falkirk currently has two secondary schools offering specialist support to pupils experiencing severe specific learning and communication difficulties and in most cases related to the triad of impairments associated with Autism Spectrum Disorders. These facilities enable pupils who require additional support to access the mainstream curriculum and classes, and be included optimally in the life of the school, as well as providing close support for communication and social development.

Currently *Northfield*, based within Denny High School serves the west of Falkirk, and the *Additional Support Centre*, based within Grangemouth High School, serves the east. The dividing line is not drawn, allowing some flexibility to equate demand between the two facilities.

<p>Key features of Grangemouth High School Additional Support Centre and Denny High School Northfield are access to:</p> <ul style="list-style-type: none">• differentiation of the Curriculum for Excellence• specialist teaching approaches, for example, TEACCH and autism friendly pedagogy• a base classroom as a suitable context in which, where appropriate, to support pupils for a flexible proportion of the school day• a high ratio of teaching and support staff – when taught in small groups, class size is a maximum of 6 pupils• mainstream stage class with support• support of varying nature by Speech and Language Therapy Service, where assessment indicates.• a structure of the day which is flexible• a supported social area for breaks and lunchtimes.	<p>Criteria/Evidence that:</p> <ul style="list-style-type: none">• significant social and communication difficulties and differences in learning arising from social and communication difficulties, impacting across the curriculum• inclusive educational approaches being insufficient nor those of school based resource or other specialist resources• a combined small group learning environment and mainstream secondary school is likely to meet the additional support needs as offered by the facilities.
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Secondary Sector – Specialist Provision

Carrongrange School

This resource seeks to support secondary-aged pupils with enduring and lifelong physical, cognitive, communication, sensory needs which at times can lead to social, emotional and behavioural needs.

Pupils are supported to be included in a range of activities within school, colleges and the community.

The school is purpose-built, with a full range of facilities, and has excellent access for children with physical disabilities. The school is located in Grangemouth.

<p>Key features of Carrongrange School are access to:</p> <ul style="list-style-type: none">• a highly adapted or significantly elaborated Curriculum for Excellence beyond the support available in Falkirk's Mainstream Secondary School or Secondary Specialist Units• provision of a communication-rich learning environment where alternative and augmentative communication systems, including the use of objects of reference, symbols, signing and augmented aids is common practice• specialist teaching approaches such as TEACCH, PECS, sensory curriculum• high levels of personal support and care• small group learning with high ratio of teaching and support staff – class sizes vary from 6 to 10 with adult ratios based on the individual needs of the group of learners• links with mainstream secondary school where appropriate• a high level of input preparation for post-school life• high levels of needs are met through partnership working across a range of agencies including integrated support by Speech and Language Therapy Service, Occupational Therapy, Physiotherapy, specialist nursing and Social work Services, where assessment indicates	<p>Criteria/Evidence that:</p> <ul style="list-style-type: none">• significant complex needs and learning difficulties arising from medical factors and or disability, impacting across the curriculum• dependency on adults to interpret their needs and communications• a coordinated approach with health services is often required• inclusive educational approaches being insufficient nor those of school based resource or other specialist resources• a highly adapted learning environment is likely to meet the additional support needs as offered by Carrongrange.
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Secondary Sector – Specialist Provision

Windsor Park School (Secondary Department)

This resource, based within Falkirk High School, provides additional support for secondary aged pupils whose needs arise from significant hearing impairment. It seeks to enable pupils to access the mainstream curriculum and classes, and be included optimally in the life of mainstream school.

<p>Key features of Windsor Park School (secondary) are access to:</p> <ul style="list-style-type: none"> • significant differentiation of the curriculum • trained teachers of the deaf offering specialist teaching approaches • a total communication environment • mainstream stage class, with or without support • a base classroom as a suitable context in which, where appropriate, to support pupils for a flexible proportion of the school day • a high ratio of teaching and support staff • integrated support by Speech and Language Therapy Service, where assessment indicates. 	<p>Criteria/Evidence that:</p> <ul style="list-style-type: none"> • significant needs and learning difficulties arising from sensory impairment, particularly hearing impairment, impacting across the curriculum • a coordinated approach with health services is required • inclusive educational approaches being insufficient nor those of school based resource or other specialist resources • an adapted learning environment is likely to meet the additional support needs as offered by Windsor Park.
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Secondary Sector – Specialist Provision

Inclusion and Wellbeing Service (Mariner Support Service)

The Mariner Support Service is an integral part of the Additional Support Needs provision of Falkirk Council. The Service provides a flexible and holistic approach to meeting the needs of children and young people experiencing a range of social, emotional and behavioural needs. The Multi-disciplinary Team consists of the Head Teacher, Depute Head Teachers, Teachers, Community Learning and Development Workers, Inclusion Workers, Family Support Workers, Support for Learning Assistants and Clerical Staff. The Team can provide an Outreach Service to promote inclusion and sustain inclusive practices that aim to develop and enhance the skills of both children and staff operating in a range of systems and contexts. Intensive support for transition is offered for a small number of young people to complement Falkirk Council's arrangements for transition already in place. This is to help to ensure that times of transition and change in education for all children accessing the Mariner Support Service are as smooth as possible.

Placements are available at Mariner Support Service for a small number of young people experiencing significant and complex social, emotional and behavioural Additional Support Needs. Here they experience environments which allow them to continue with an education following a personalised curriculum which takes into account their past experiences, is responsive to their emotional and educational needs and maximises their achievements. The aim is always to enable young people to gain the skills required to make a successful transition into full time mainstream education or a post 16 positive destination.

There is an expectation that all young people accessing specialist provision will retain a mainstream element in their individualised programmes. Full time alternative educational provision will only normally be considered for the last 18 months of statutory education.

Key features of the Inclusion and Wellbeing Service (Secondary/Mariner Support Service) is access to:	Criteria/Evidence that:
<ul style="list-style-type: none">• an intervention plan designed specifically based on the individual needs of the child and the collaborative involvement of the Team around the Child including the child's family• a focus on specialist understanding of social, emotional and behavioural difficulties• personalisation of the Curriculum for Excellence designed to meet the needs of the individual child based on their specific Additional Support Needs• a focus on providing a period of intensive support to promote inclusion in mainstream school through enhanced Nurture• consultation on individual pupils with staff in mainstream schools• outreach support for children in mainstream secondary schools• require access to 1-1/small group teaching to access curriculum – could be via outreach or placement• when taught in small groups, class size is a maximum of 6 pupils with at least two staff attached to each group• specialist environment to support positive educational experiences including nurture and trauma informed practice• significant support to interact appropriately with adults/peers• support with family relationships• liaison with parents and carers to encourage good practice in meeting social, emotional and behavioural needs• any statutory or voluntary agencies involved with, or offering support for, referred pupils and their families• support for offending behaviour and/or substance abuse as required	<ul style="list-style-type: none">• significant needs and learning difficulties arising from social, emotional and behavioural development factors and/or family circumstances, impacting across the curriculum• a coordinated approach with partner agencies including Family Support/Social Care and /or health partners (eg. CAMHS) is required• inclusive educational approaches being insufficient nor those of school based resource or other specialist resources• differentiated learning environment and approaches, such as those offered by the Inclusion and Wellbeing Service is likely to meet the additional support needs.

Additional Guidance

Information on Proposed Provision

This information should be referred to in Team Around the Child processes where the proposed provisions outlined below may be recommended for the child based on how well matched the provision is to the needs of the individual child and the geographical locations of the provision.

A consultation on this proposed provision runs until Friday 10 November 2017. Parents can be encouraged to share their views via https://say.falkirk.gov.uk/childrens-services/inclusion-and-additional-support-needs-in-falkirk/consult_view/ or through the hard copies of the consultation available in school. The outcome of these proposals will not be known until early in 2018. If agreed these new provisions will be available from August 2018.

Primary Sector – Specialist Provision

Proposed Provision (Primary)

The proposed primary provisions will be in the following primary schools:

Sacred Heart Primary School
Easter Carmuir Primary School*
Moray Primary School*

*Two of these three primary schools already have Enhanced Provision Units.

This provision would provide a replication of the specialist support already available within Ladeside Support Base.

Based within a mainstream primary school, this facility would provide additional support for pupils whose needs arise from significant social and communication difficulties, including those who have a diagnosis of Autism Spectrum Disorder. This resource seeks to enable pupils who require significant additional support to access a differentiated mainstream curriculum, through a carefully managed learning environment and structure of the day. Pupils in the facility may be supported into mainstream classes, and will be included in the life of the school.

Key features of the proposed provision (primary) are access to:	Criteria/Evidence that:
<ul style="list-style-type: none">• significant differentiation and adaptation of the Curriculum for Excellence, designed to meet the unique needs of each individual child as determined by their Child's Plan, and where applicable, their Co-ordinated Support Plan• alternative and augmentative systems of communication – for example, Picture Exchange Communication System or signing• specialist teaching approaches, for example, TEACCH• a learning environment that caters to particular sensory needs of individual pupils• a base classroom as a suitable context in which, where appropriate, to support pupils for a flexible proportion of the school day• support of varying nature by Speech and Language Therapy Service, where assessment indicates• a high ratio of teaching and support staff - children are taught in classes with a maximum of 6 pupils with at least two staff attached to each group• mainstream stage class with support, as determined by the child's needs and progress over time	<ul style="list-style-type: none">• significant social and communication difficulties and differences in learning arising from social and communication difficulties, impacting across the curriculum• Significant Additional barriers to learning arising from other factors, such as:<ul style="list-style-type: none">• complex emotional, social and behavioural development• sensory processing• pronounced difficulties in learning• co-morbid medical conditions with a significant impact on learning and development• inclusive educational approaches being insufficient nor those of Enhanced Provision• a specialist and highly adapted learning environment is likely to meet the additional support needs as offered by this provision.

Secondary Sector – Specialist Provision

Proposed Provision (Secondary)

The proposed secondary provisions will be in the following secondary schools:

Bo'ness Academy
Larbert High School.

This provision would replicate the specialist support already available for social and communication difficulties within Grangemouth High School (Additional Support Centre) and Denny High School (Northfield). This provision would offer specialist support to pupils experiencing severe specific learning and communication difficulties and the triad of impairments associated with Autism Spectrum Disorders. These facilities enable pupils who require additional support to access the mainstream curriculum and classes, and be included optimally in the life of the school, as well as providing close support for communication and social development.

Key features of the proposed provision (secondary) are access to: <ul style="list-style-type: none">• (significant) differentiation of the Curriculum for Excellence• specialist teaching approaches, for example, TEACCH and autism friendly pedagogy• a base classroom as a suitable context in which, where appropriate, to support pupils for a flexible proportion of the school day• a high ratio of teaching and support staff - when taught in small groups, class size is a maximum of 6 pupils with at least two staff attached to each group• mainstream stage class with support• integrated support from the Speech and Language Therapy Service, where assessment indicates• a structure of the day which is flexible• a supported social area for breaks and lunchtimes.	Criteria/Evidence that: <ul style="list-style-type: none">• significant social and communication difficulties and learning difficulties, impacting across the curriculum• inclusive educational approaches being insufficient nor those of Enhanced Provision• a combined small group learning environment and mainstream secondary school is likely to meet the additional support needs as offered by the facilities.
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Additional Guidance

Other requests

Requests which are for additional Services with the child remaining in their current placement will be considered outside the Placement Change Panel process, such that the ASLOT request and urgent SfLA requests will be managed by the Individual and Additional Support section.

Allocation of Support for Learning Assistance hours (SfLA hours)

A separate letter was sent on the allocation of SfLA hours and staffing that I have re-attached. Please follow the guidance in this letter for SfLA requests.

Coordinated Support Plans

The process for assessing whether children require Coordinated Support Plans has not changed, other than Gill Clark being the authorising officer. Once the CSP has been agreed, and only then, please tick on the Child's Plan Form 4 that a child requires a CSP (on page 1). Please submit by post or email to IAS@falkirk.gov.uk using the subject: **CSP requests**. Revision guidance and briefings are being planned for session 2017-18.

Additional Support for Learning Outreach Service

Request for Outreach: Inclusion and Wellbeing Service (primary and secondary) or Additional Support for Learning Outreach Team (ASLOT)

A new panel will consider outreach requests for:

Inclusion and Wellbeing Service (primary: Oxbang)

Inclusion and Wellbeing Service (secondary: Mariner Support Service)

Additional Support for Learning Outreach Team (ASLOT) – all requests with the exception of Pre-School Home Visiting Service.

This panel will meet every two weeks initially to consider requests. The previous communication sent regarding dates for the ASLOT outreach panel has been superseded by this new panel. The process for all such requests is based on the assessment by the Team Around the Child and using the Child's Plan, available at <https://blogs.glowscotland.org.uk/fa/GirfecFalkirk/childsplan/version-3/>. You should continue to follow the guidance in this letter about the accompanying evidence required. A new cover sheet will be available at <http://inside.falkirk.gov.uk/services/childrens/individual-and-additional-support.aspx> soon. All requests should be submitted by post or email to IAS@falkirk.gov.uk using the subject line: **Outreach**.

Family Support Service

Requests for Family Support Service assistance should be submitted to the service via secure email at FamilySupportService@falkirk.gov.uk. Requests can be made on a single or multi-agency basis using Form 1a and Form 2/Form 3. When a team around the child meeting has taken place and the need for family support has been identified submitting a form 1a and form 6 is appropriate.

The Education Family Support Service provides a range of services for children, young people and their families on an individual basis and in group settings. Children, young people and their families are supported on a 1:1 basis and in group settings within homes, schools and community buildings.

Core services provided by the service include support:

- at transition, for example when children become particularly anxious during periods of change
- to develop self-confidence
- when experiencing difficulties building and sustaining friendships and healthy relationships
- when children and young people have experienced change, loss and grief
- to regulate behaviour and develop anger management techniques
- to explore, understand and communicate thoughts and feelings
- to consider personal safety.
- for parents to develop their parenting strategies. This can take place on an individual basis or in group settings. This support includes delivering elements of the Psychology of Positive Parenting evidenced based programmes, Triple P and Incredible Years. Teen Triple P is also available for parents and carers of older children.

Barnardos Cluaran Service (Secondary)

Requests for Cluaran should still be submitted to Barnardo's Cluaran secure email at FV-UHB.BarnardosCLUARANServiceFalkirk@nhs.net, with subject **SSRG**. Each Request for Assistance should be made following a Team around the Child meeting. In most circumstances the request should be made on a multi-agency basis by the Named Person or the Lead Professional. It is important that the meeting discusses the referral criteria. All Requests for Assistance should be explained to the child or young person and their family. All requests to be completed using Forms 1a, Form 4 - Child's Plan, Form 6 - minutes of a Team around the Child Meeting. This should provide sufficient information for the Group to make informed decisions and contain evidence of: multiagency assessment; team around the child involvement and nominated Lead Professional; clear identification of the strengths and risks and analysis of the needs of the young person; previous interventions. Contact can be made with the Service at any point, for advice and consultation, by phone or email. Requests are considered on a monthly basis. Crisis Requests can be made to Cluaran Service when there is a crisis in a child or young person's life – advice should be sought from Cluaran Service prior to making a crisis referral. A summary of the decisions made at the SSRG meeting for each young person will be emailed securely to both the Named Person and Lead Professional within 7 days of the meeting by the minute taker (Cluaran Administrator).

Each young person, where a Request for Assistance is made to Cluaran, should be aged between 11-16 and meet one or more of the essential criteria:

- Young people at risk of being looked after away from home.
- Young people at risk of being placed in residential school or in a residential unit out with the Falkirk area as a result of combined education and foster placement difficulties.
- Young people who have been in residential school or secure accommodation and require an integrated package of support to return to Falkirk Council area.

Cluaran's aim, in partnership with Falkirk Council Education and Social Work Services, is to ensure as many young people as possible remain with their own families, schools and communities wherever safe and appropriate. Cluaran offers individual support packages that are designed to meet the social, emotional, educational and behavioural additional support needs of the young person in a variety of ways:-

- Family Work – bringing families together to facilitate change and support.
- Support through transitions. Cluaran can start work in primary 7 to support transition between primary school and secondary school, leaving school/16+ transition, change in school placement/care placement or changes in family circumstances.
- Group Work - helping young people to learn from each other
- Outdoor, Informal Education and Alternative Curriculum – providing new ways of learning for young people.
- Support for Parents/Carers – Parent Network, direct support and opportunities to meet with other parents.
- Education support - helping young person within their Education Placement to enable them to achieve their full potential.
- Vocational Programme - exploring options for the future.
- Volunteer Befrienders - supporting young people by providing a positive adult relationship.
- Flexible support - Offering flexible support for young people, families and carers and responding to changes in circumstances.

Considering authority provision for a Child or Young Person

Application for Placement Change

A summary of opinion and decision taking for a pupil with additional support needs where the child may require a significantly higher level of provision



Falkirk Council
Children's Services

Young Person

Name:				Date of Birth:	
Address:					
School:				Year Group:	
Is this child looked after?	Yes		No		
Local Authority:	Falkirk			Other:	

Recommendation

Please specify the type of placement(s) requested and the desired outcomes for the child:

--

Alternative Arrangements

If this resource is prioritised for other children with greater need, what arrangements will be made for the child?

--

Agreed by

Parent/Carer

Child/Young person

School

Educational Psychologist

Social Worker

Others:

Name and details

Evidence submitted:

It is essential that there has been multi-disciplinary involvement and that this is reflected in the submissions. Falkirk Council uses the Getting it Right for Every Child in Forth Valley Child's Plan. Does the attached supporting information show (please tick)?

<i>Joint consideration of proposed placement (Form 6, Minutes)</i>	
<i>Joint planning and intervention by the Team Around the Child (Form 4, Action plan)</i>	
Joint assessment by the Team Around the Child: [name if additional document]	
Additional Views of parents and child (tick if additional document included):	
Other documents attached (please list):	

Parental Views

Any additional comments parents wish to be taken into account:

--

I have been given a copy of this form and agree with the recommendation.

Signed: _____ Date: _____ Relationship to Child: _____

Child/Young Person's Views

Any additional comments child or young person wish to be taken into account:

--

I have been given a copy of this form and agree with the recommendation (for children with capacity).

Signed: _____ Date: _____

Person Submitting Request on behalf of Team Around the Child:

Signature: _____ Date: _____

Named Person

--

Name: _____

Lead Professional

--

Designation: _____

Contact details: _____

Current costs

--

Proposed costs

--

Office use:

Date received: _____

Acknowledgement Date: _____

Date of Group: _____

Decision Communicated: _____