



Falkirk Council
Children's Services

ASN Service Placement Change Panel Descriptors and Scale Guide



Updated August 2020

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
- Carronshore Primary School
- Deanburn Primary School
- Easter Carmuir Primary School
- Grange Primary School
- Hallglen Primary School
- Langlees Primary School
- Larbert Village Primary School
- Moray Primary School
- Nethermains Primary School
- Slamannan Primary School
- Shieldhill Primary School
- Stenhousemuir Primary School
- St Patrick's Primary School
- Victoria 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. Some pupils may present aspects of distressed behaviour associated with the above difficulties, and may require support to develop strategies to self-regulate.

Key features:	Criteria/Evidence:
<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.

La deside PS ASC, Easter Carmuir PS ASC and Sacred Heart PS ASC (Additional Support Centre)

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.

Where possible pupils in the ASC may be supported into mainstream classes, and will be included in the life of the school.

Key features:	Criteria/Evidence:
<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.• Provision of a communication rich learning environment where the use of symbols, signing and Picture Exchange Communication is common practice.• A learning environment and specialist teaching approaches that cater to particular sensory/curricular and other additional support needs of individual pupils• The ASC provides a highly structured environment, placing particular emphasis on daily routine, whilst ensuring the flexibility to get it right for all of the learners.• The ASC classroom provides a safe base upon which mainstream inclusion is available. This is always carefully planned and subsequently evaluated by the school team and the Team Around the Child (TAC)• The base provide a low sensory stimulation environment to support the sensory needs of the young people.• Support from allied professionals, such as Speech and Language therapy and Educational Psychologists.• A high ratio of teaching and support staff - children are ordinarily taught in classes of 6 pupils with a teacher and support staff.	<p>Significant social and communication difficulties and differences in learning arising from social and communication difficulties, impacting across the curriculum.</p> <p>Significant additional barriers to learning arising from other factors, such as:</p> <ul style="list-style-type: none">• complex emotional, social and behavioural development• sensory processing• pronounced difficulties in learning <ul style="list-style-type: none">• Mainstream/enhanced provision inclusive educational approaches being insufficient.• A specialist and highly adapted learning environment is likely to meet the additional support needs

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

Based within two mainstream primary schools these facilities provide support for children with enduring and lifelong physical, intellectual, communication, sensory or social, emotional and behavioural additional support needs. Where possible, these facilities are involved and included in the wider school community. 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:</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:</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.• Mainstream inclusive educational approaches or those of Enhanced Provision being insufficient to fully meet learner's needs.• A highly adapted learning environment is likely to meet the additional support needs as offered by the Additional Support for Learning Wings.• A highly co-ordinated and planned curriculum package required and not available elsewhere in the authority.
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Inclusion and Wellbeing Service (3-18)

The Inclusion and Wellbeing Service is an integral part of the Additional Support Needs provision of Falkirk Council. The Service Campus is located within the Laurieston area of Falkirk and provides a flexible and holistic approach to meeting the needs of children and young people experiencing a range of significant/complex Social, Emotional and Behavioural needs that often arise from developmental trauma, Adverse Childhood Experiences and difficult family circumstances. The service is supported by a multi-disciplinary team including Inclusion Support Workers, Early Years Officers, Family Support Workers and Community Learning and Development staff. The service works in partnership with mainstream schools and nurseries to offer individual packages of support for the children and young people and the referring establishment.

The package of support can include:

- Staff training and development
- Consultation
- An Outreach service
- Small group work
- Direct support to children and young people
- Shared placement between IWS and a mainstream school or nursery school
- In very exceptional circumstances a full time placement may be offered at IWS with pupils remaining on the role of their mainstream school

Secondary Pupils:

Full time alternative educational provision will only normally be considered for the last 18 months of statutory education.

Key features:	Criteria/Evidence:
<ul style="list-style-type: none">• A personalised intervention plan designed, in collaboration with the Team Around the Child.• Differentiation and adaptation of a Curriculum for Excellence.• Liaison with parents and carers to encourage good practice in meeting social, emotional and behavioural needs• Specialist staff with extensive understanding of social, emotional and behavioural difficulties• Specialist environment to support positive educational experiences including nurture and trauma informed practice• Significant support to interact appropriately with adults/peers• A period of intensive support to promote inclusion in mainstream school through enhanced Nurture• Support for offending behaviour and/or substance abuse as required• Specialist Family Support Workers to support with family relationships• A shared In-Reach placement at Laurieston Campus where pupils benefit from small class groups with enhanced staff numbers <p>Young people accessing specialist provision will retain a mainstream element in their individualised programmes, with regular contact with a key member of staff from their mainstream school.</p>	<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 statutory and voluntary partner agencies including Family Support/Social Care and /or health partners (e.g. CAMHS) is required• Mainstream inclusive educational approaches or those of Enhanced Provision being insufficient to fully meet learner's needs.• Differentiated learning environment and approaches, such as those offered by the Inclusion and Wellbeing Service is likely to meet the additional support needs.

Mainstream Provision for Additional Support Needs

This resource seeks to enable pupils who require additional support access to a mainstream curriculum and classes, and to be included in the life of the school. Within each secondary school these supports will be delivered for individual learners through effective Team Around the Child (TAC) assessment and planning processes in the transition period between primary and secondary education.

- Every Falkirk mainstream school has additional support available
- Wherever possible pupils are allocated places in their local secondary school
- 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 those pupils with the highest level of need.

Key features: <ul style="list-style-type: none">• Effective transition planning and sharing of strategies from primary to secondary.• Priority is given to supporting S1 – S3 BGE pupils, helping identified pupils to develop their holistic skills before their transition into Senior Phase.• Differentiation and adaptation of the Curriculum for Excellence.• Interventions of a short or long term nature to support learning in curricular areas, in response to need.• Small group teaching for varying periods of the day or week• Mainstream stage classes, with or without support.• Access to study facilities and support for learning.• Where appropriate, access to nurture facilities for a flexible proportion of the school day, including start of day, breaks and/or lunchtime.• Additional teaching and support staff.• Support from and collegiate working with specialist agencies in response to individual pupil needs, for example Windsor Park VI and HI Service, NHS Professionals.• Use of a range of teaching pedagogies across the school curriculum, in response to identified additional support needs of pupils.	Placement Decisions: <ul style="list-style-type: none">• The main decision-taking mechanism is the series of P5 - P7 additional support needs planning meetings undertaken between establishments.• Each primary school and Enhanced Provision highlights the needs of their children and a decision is taken on the level of support required to ensure mainstream inclusion.
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A request to the Placement Change Panel is not required.

Secondary Additional Support Centre (Grangemouth HS, Denny HS, Larbert HS)

Falkirk currently has three mainstream secondary schools offering additional 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.

Key features:	Criteria/Evidence that:
<ul style="list-style-type: none">• Differentiation of the Curriculum for Excellence• Specialist teaching approaches and autism friendly pedagogy• A base classroom to support pupils for a flexible proportion of the school day.• A high ratio of teaching and support staff when taught in small groups.• Mainstream stage class with support.• Where assessment indicates, support by Speech and Language Therapy Service.• A structure of the day which is flexible• A supported social area for breaks and lunchtimes.• Regular home/school contact with key staff	<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 and causing significant anxiety and/or distressed behaviours.• A combined small group learning environment and mainstream secondary school is likely to meet the additional support needs as offered by the facilities.

Carrongrange High 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.

Key features: <ul style="list-style-type: none">• A child centred highly adapted or significantly elaborated Curriculum for Excellence beyond the support available in Falkirk's mainstream or specialist establishments.• Provision of a communication-rich learning environment where alternative and augmentative communication systems, including the use of objects of reference, symbols, Makaton and On-body signing, use of Eye Gaze and augmented aids is common practice in all subjects delivered.• Specialist approaches such as TEACCH, PECS, SCERTS• Sensory curriculum through sensory profiling.• Significantly high levels of personal support and healthcare procedures overseen by a Moving and Handling Co-ordinator/Trainer as well as external medical professionals.• Small group learning with high ratio of teaching and support staff – class sizes vary from 3 to 6 with adult ratios based on the individual needs of the group of learners.• A significantly high level of input preparation for post-school life through specialist school based and social work transition teams.• High levels of profound, enduring, severe and complex needs are met through partnership working across a range of agencies including integrated support by Speech and Language Therapy Service, Occupational Therapy, Physiotherapy, CAMHS, Educational Psychology Service, specialist nursing and Social Work Services.	Criteria/Evidence: <ul style="list-style-type: none">• Significant profound, enduring, complex needs and learning difficulties arising from medical factors and or disability, impacting across the curriculum and most likely life-long.• Significant level of dependency on adults to interpret their needs and communications throughout their life.• A coordinated and integrated approach with health services to support pupil development.• A highly co-ordinated and planned curriculum package required and not available elsewhere in the authority.• A highly adapted learning environment is likely to meet the additional support needs as offered by Carrongrange High School.
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Windsor Park School (Primary)

This school is purpose built and situated alongside Bantaskin Primary, providing education for deaf learners who require a very significant level of specialist support from highly specialised staff in order to access the curriculum.

Key features: <ul style="list-style-type: none">• Significant differentiation of the curriculum.• A Total Communication learning environment.• Trained Teachers of the Deaf deploying highly specialised teaching strategies.• Highly skilled support staff.• An acoustically appropriate classroom in which learning takes place for a flexible proportion of the school day.• Mainstream Stage Class to be accessed as and when appropriate.• A high ratio of teaching and support staff.• Integrated support by Speech and Language Therapy Service, where assessment indicates the need.	Criteria/Evidence: <ul style="list-style-type: none">• Highly significant language and communication needs as a result of deafness, impacting across all learning.• Inclusive educational approaches being insufficient nor those of school based resource or other specialist resource.• A highly adapted, Total Communication learning environment required.
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Windsor Park School (Secondary)

This resource based within Falkirk High School provides education to secondary aged deaf learners who require a very significant level of specialist support from highly specialised staff in order to access the curriculum. It seeks to enable pupils to access the mainstream curriculum and classes (where appropriate) and be included optimally in the life of mainstream school.

Key features: <ul style="list-style-type: none">• Significant differentiation of the curriculum• A Total Communication learning environment• Trained Teachers of the Deaf deploying highly specialised teaching strategies• Highly skilled support staff• Mainstream stage class (with or without support)• An acoustically appropriate base classroom as a suitable context in which, where appropriate, learners are supported for a flexible proportion of the school day• A high ratio of teaching and support staff	Criteria/Evidence: <ul style="list-style-type: none">• Highly significant language and communication needs as a result of deafness, impacting across all learning.• Inclusive educational approaches being insufficient nor those of school based resource or other specialist resource.• A highly adapted, Total Communication learning environment required.
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