

**East Dunbartonshire Council :
Review of Provision for Children with
Additional Support Needs**

1. Background & Rationale

- 1.1 In line with requirements in the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009), the Education Service within the Council has a duty to make adequate and efficient provision for the additional support of each child and young person with additional support needs for whose education they are responsible. With the implementation of getting it Right for Every Child (GIRFEC), and the forthcoming legislation contained within the Children and Young People's Act, there are increased expectations on schools to monitor progress within the wider context of wellbeing.
- 1.2 The Standards in Scotland Schools Act (2000) placed a presumption of mainstream education unless there are good reasons for not doing so. Since that time mainstream schools have accommodated a wider range of needs. This requires the provision of resources to meet these needs and a high level of knowledge and skill by teachers and support staff.
- 1.3 Schools within East Dunbartonshire have a very good reputation for inclusion with the needs of the individual child at the heart of the curriculum and learning and teaching approaches. A high level of support is provided to schools from the central team and the new Locality Teams provide advice, support and training. The Council's Psychological Service has a key role to play in the provision of support and advice to the Council's schools and central team.
- 1.4 Curriculum for Excellence details entitlements for every child:
 - A coherent curriculum from 3 to 18;
 - A broad general education to the end of S3;
 - A senior phase including qualifications;
 - Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
 - Personal support to enable them to gain as much as possible from the opportunities of Curriculum for Excellence; and
 - Support in moving to a positive and sustained destination beyond school.

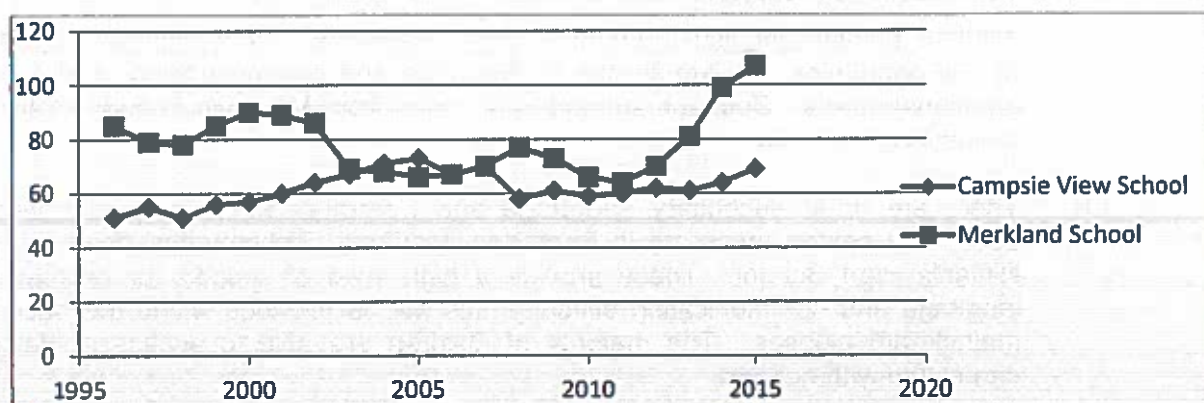
The provision in all special schools and units require to ensure the delivery of these entitlements through the provision of appropriate support.
- 1.5 The Education Service has carried out a strategic review of the provision of additional support needs. This has identified a number of strategic priorities which have been taken forward through the Additional Support Needs Strategic Plan, which is updated annually.
- 1.6 The strategy has centred on capacity building within primary and secondary schools through the provision of resources and from the Locality Teams. These teams led by the ASN Service Manager provide advice, training and support for schools.
- 1.7 The development of enhanced support for children's mental health and wellbeing in secondary schools has been provided through the provision of support from a trained teacher in a nurturing environment in the school's wellbeing support base. All eight secondary schools have a Wellbeing base staffed by a full time teacher.
- 1.8 The development of the central Primary Wellbeing Service and the Secondary Wellbeing Service provides enhanced support for children who cannot sustain a

place within a mainstream school on a short term or longer term basis. Outreach support is also provided. There are currently two specialist provisions within EDC; Campsie View School and Merkland School. Campsie View School provides education for children and young people with multiple and complex needs who require highly specialised education and care. The school has a nursery which provides specialist provision for children with complex needs. This is often in addition to a mainstream nursery place. An early years' home visiting support service is also provided. Merkland School provides education and support for children and young people aged 5-18 with moderate learning difficulties. Over recent years the profile of additional support needs of learners in Merkland School has altered significantly. The school now caters for children and young people who are not able to access a full-time mainstream placement for a range of reasons. The additional support needs of this population are largely due to language and communication, and social and emotional needs. Outreach support is provided from Merkland to support schools in mainstream schools.

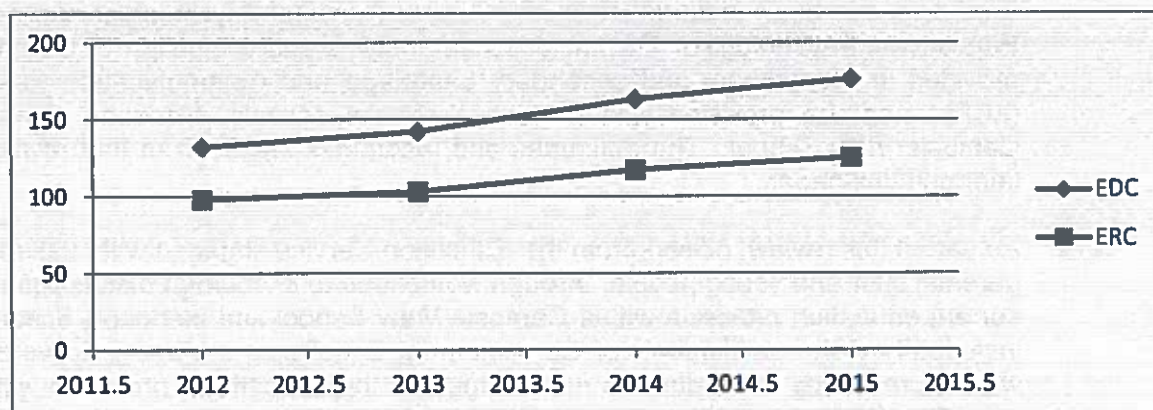
- 1.9 There are three secondary Language and Communication Resources within the secondary sector: these are in Bearsden Academy, Bishopbriggs Academy and St Ninian's High School. These provide a high level of support for children with a language and communication difficulty, this will be provided within the base and in mainstream classes. The majority of children are able to access a mainstream curriculum with support.
- 1.10 There are two Language and Communication Resources within the primary and early years' sectors. Castlehill LCR is a separate unit within the school and while some children can access the mainstream classes with support, some require more intensive support. Children from across East Dunbartonshire attend the LCR. The number of referrals has increased in recent years. Twechar LCR provides part time places for children in their pre-school year and early years of primary. Outreach support is also provided.
- 1.11 A comprehensive review and analysis of provision for children with Autistic Spectrum Disorders has been undertaken by the Depute Principal Psychologist and a Senior Educational Psychologist. This included an analysis and evaluation of the provision provided in the primary and secondary Language and Communication Resources (LCRs) and the provision within the two special schools; Merkland School and Campsie View School. The outcomes and recommendations from that review have informed this paper.
- 1.12 As part of this review, officers from the Education Service engaged with stakeholders, parents, staff and young people, through workshops to encourage discussions on the current education provision within Campsie View School and Merkland School. This included how the entitlements of Curriculum for Excellence are being delivered, and what more needs to be done to further improve the educational provision within the schools. The opportunity was also given to parents/carers who could not attend to complete a questionnaire. The outcome of this aspect of the review is detailed in Section 4 and 5 of this report.
- 1.13 In June 2016, the Council instructed officers to look at options for the replacement of Merkland School as a matter of urgency. Ahead of an update to the capital programme in February 2017, officers from the education service and Merkland and Campsie View Schools have met to make recommendations.

2.0 Provision in Campsie View School and Merkland School

- 2.1 Merkland School has significant issues relating to condition, suitability, and capacity. Campsie View School, while more suitable and in better condition, also has significant capacity issues, which in turn reduce suitability further.
- 2.2 Rolls at both schools have increased in recent years, and in particular rolls at Merkland have increase dramatically since 2012. It should be noted that the table below excludes Campsie View Nursery, currently 25 children.



- 2.3 Currently, EDC has a higher proportion of children in full time standalone specialist accommodation than comparator authorities. The table below shows comparative rolls since the opening of East Renfrewshire's new Isobel Mair School in 2012. In each of these years, ERC's total pupil roll been has been slightly higher than EDC's (200-300 children/1.5-2%). It is not felt that EDC's proportion of children requiring specialist provision is higher than other authorities.



- 2.4 It is clear that current provision, regardless of condition or suitability considerations, cannot support current trends of demand.

3.0 Analysis of the support needs of children within Campsie View and Merkland

- 3.1 The population at Campsie View, while it has increased over time, is relatively well defined. Children placed in Campsie View have significant and complex learning needs, often alongside significant physical and medical support needs. The recommendation of the review is that very few if any of these young people could

thrive outside of specialist provision. The senior phase children in Campsie View use the accommodation within Kirkintilloch High School for part of the week. This has been successful; the education is delivered by the staff of Campsie View in partnership with the staff at Kirkintilloch High School.

- 3.2 However, the population at Merkland, which has increased substantially, and has much more loosely defined needs. At present Merkland caters to young people with a range of learning needs, as well as social and communication needs. This range of needs has to some extent expanded over time. Reasons for this include parental expectations, expertise within the school, the curricular provision within mainstream schools particularly in the secondary sector. In addition EDC does not have a robustly applied set of criteria for allocation of places in Merkland. The recommendation of the review by the educational psychologists is that a significant number of these young people could thrive outside of a standalone specialist provision with appropriate support. There is some degree of crossover between current Campsie View and Merkland populations, as well as crossover between Merkland and LCR/Mainstream supported populations. In an attempt to address the accommodation issues, a Senior Phase base has been established within St Ninian's High School. This has had limited success. Some children have accessed mainstream classes with support and made use of the social areas. However it has been difficult to staff and timetable. A review is currently being undertaken. Two classes have been accommodated within St Flannan's Primary and this has been very successful. The access to mainstream facilities with the appropriate support has enhanced the educational experience of these children.
- 3.3 There are clearly identified benefits to maximising mainstream interaction for children with additional support needs, as well as a national and local presumption towards mainstream provision. It is recommended that any specialist provision focus on providing a specialist environment for children whose needs cannot be met within a mainstream setting. This would reduce the numbers in the specialist provision allowing for a greater focus on a narrower range of needs. To do this, appropriate support would be required in mainstream settings. This would allow mainstream schools to continue to support children in or near to their communities, and would provide educational benefit. This would represent a new, more distributed model of ASN provision.

4.0 Current provision within Campsie View and Merkland

- 4.1 The review included gathering the views of staff, parents and young people within both schools. A very high standard of support and educational provision was identified in both schools. The following strengths were identified:

4.1.1 Nurturing safe environment

- There is a nurturing, safe and caring ethos in both schools. Any issues reported to staff are promptly and effectively dealt with. Relationships between adults and children are extremely positive and children are treated with equality, fairness and respect. There is a strong and positive working ethos and a sense of fairness.
- The school and individual teachers promote an ethos of inclusion and nurture. Staff are very alert to the social and emotional needs of children and ensure these are well supported. Overall there is a strong emphasis on the care and welfare of children and a very nurturing ethos is evident throughout the school.

- Parents have high regard for the leadership of the Head Teacher in both schools. Parents feel that in both schools that there are excellent staff who are committed, flexible and well trained.
- Children are taught in small classes with high staff ratios, which ensure that the children are very well-supported and their needs met.

4.1.2 Curriculum

- The rationale for the curriculum is based on a strong ethos of respect for all and achievement. The curriculum framework in both schools is based on the entitlements of Curriculum for Excellence.
- Children within both schools have an individual educational programme which is designed to meet each child's specific needs.
- School environments are well used to provide stimulating learning experiences. All children are provided with opportunities to learn outdoors and the use of learning in the community to develop life skills are key elements of the curriculum.
- The schools demonstrates a strong commitment to recognising and celebrating young people's achievements. Young people benefit from a very broad range of well-planned opportunities for achievement.

4.1.3 Learning and Teaching

- Children enjoy a broad range of experiences across all areas of the curriculum and teachers plan engaging and interesting experiences as contexts for learning.
- Staff have an excellent understanding of their children, their barriers to learning and how to support them. They are very proactive in looking for ways to further develop their practice in order to improve outcomes for children. They rigorously plan, assess and evaluate the work that they do.
- Staff know children very well and respond promptly to any individual care or welfare need. The school makes good use of specialist resources to support the needs of learners with specific learning difficulties.
- School staff are aware of the need to focus on health and wellbeing as only by doing this can children develop the skills to help them access the curriculum effectively.
- AAC (Augmentative Alternative Communication) is used to enable children to access the curriculum.
- I.C.T is used very effectively across the schools to support and enhance child learning.
- The use of the specialist resources such as the Language and Communication Resource, sensory studio, soft play area and the hydro-pool support children with complex needs to access the curriculum.

4.1.4 Partnerships

- Partnership working is a key strength of the schools. Partners state that the school is very proactive in building teams of support around the child. Staff are responsive and flexible when working with partners and parents to meet child's specific requirements. Partners noted the commitment and resilience of all staff to ensure that children are included in the school, nurtured and supported.
- Both schools work very closely with staff from a range of partner agencies that provide advice and targeted support as necessary. These include the school nurse, occupational therapy, physiotherapy and speech and language therapy. The education psychology team play a key role in

supporting both schools and this leads to planned next steps that impact on outcomes for children and families.

- Families are fully involved in their child's learning, this including regular reviews and parental input into support plans
- Strong partnership has been developed with other mainstream schools. In Campsie View, a number of young people are based full time in Kirkintilloch High School. Senior children from Merkland School access National 4/5 classes in some subjects in St.Ninian's High School.
- Transition is very strong within both schools. There are excellent links with early years establishments, children transferring from other mainstream schools and post-school transitions.

5.0 Areas identified for Further Development

5.1 The review also sought the views of parents, staff and young people in relation to future areas for development. In particular there was a focus on ensuring that the schools were able to provide a stimulating learning environment suited for the delivery of the curriculum and in light of the Children and Young People's Act what more could be done for the children and young people of Campsie View and Merkland.

5.2 The following areas were identified:

- An improved learning environment would meet the needs of all of the children and young people. This could include larger, flexible teaching areas, an assembly space and access to subject specific facilities.
- Access to an improved outdoor learning area which would provide a safe environment for sport, play and social opportunities. A language and communication friendly environment which would include designated quiet, sensory and nurture areas.
- Opportunities to better establish links with partner agencies. This would include social workers and health professionals such as GP, Physiotherapy, Occupational Therapy, Speech and Language Therapy etc. If possible having these professionals based onsite would be a preference.
- Further opportunities for better links with the community. This could include work experience in the local area, employment opportunities, community café/businesses opportunities involving the young people.
- The implementation of Developing Scotland's Young Workforce and the entitlements for all children. Increased vocational and life skills focus would give the young people the opportunity to make a successful transition from school.

6.0 Policy Recommendations:

Taking into consideration current levels of demand, the identified strengths and weaknesses of current provision, the areas of further development identified above, and the Council's commitment to provide options for the redevelopment of Merkland school, it is recommended that:

- The number of children in standalone specialist provision should be reduced, and specialist provision should focus on supporting young people with the most profound needs.
- Support for children with additional support needs should be increased in mainstream settings to support a great number of pupils and meet a wider range of needs;
- The criteria and assessment for allocation of places in specialist provision should be clearly defined, and robustly applied; and

- Outreach, capacity building and support from specialist teams based within specialist setting should be expanded to support mainstream settings to deliver outcomes for all young people with ASN.

7.0 Summary of Educational Benefit

This policy approach allows for:

- Locally accessible provision in each cluster/ locality;
- Reduction of time children spend being transported to school and associated reduction in costs
- Opportunities for inclusion within local community - which will enhance relationships, sense of belonging with peers at school and access to local community resources.
- Flexible provision which can be adapted to meet the needs of each child depending on the individual's profile of additional support needs and the overall dynamics of the cohort of children referred in any year.
- Development of staff capacity - professionals with different areas of expertise can share their knowledge, practise and skills both with A.S.N. colleagues but also the wider teaching community in their respective cluster/ locality.
- Raising attainment by addressing individual learning needs and differentiating the learning environment and teaching processes according to need.
- Genuine engagement of the parents of children with A.S.N. as partners in clarifying the additional support needs of their child according to the profile of learner needs and supporting them to be active participants in shaping the curriculum and learning environment to meet their child's needs.
- Assessments will be driven by learner needs not the specific configuration of existing resources. Educational provision will be adapted to meet the needs of the learner not the other way around.
- Cluster Support Groups will be able to obtain information about the nature and number of referrals to local educational provision and can use this to identify, with colleagues and peers, areas for developing staff capacity at a local level and strategies to support this.

The educational benefits of this are:

- This is in line with the principles of GIRFEC - proportionate to children with greatest needs, holistic and multi-agency.
- Ensures all aspects of child's developmental needs are identified and taken into account.
- Ensures parents of the most vulnerable members of school population have opportunity for engagement with professionals and can better understand their own child's developmental trajectory and needs.
- Recommendations are consistent with the priorities of EDC's Autism Strategy (2014-2024): mainstreaming, transitions, training and mainstreaming
- A continuum of educational provision within EDC that has a presumption of mainstream as well as offering specialist provision
- Capacity building across all educational establishments and sectors through increased mainstreaming and outreach, which will be complimented and supported by Autism Advisers and the Language and the Communication Friendly Establishment approach

- Substantially supports the accurate and robust assessment of children with a complexity of needs which in turn leads to appropriate and fully considered placement, provision and planning.

8.0 Project proposals:

In order to deliver the outcomes identified above, it is proposed that

1. To address the accommodation issues within Merkland in the short term, a satellite provision should be established within a mainstream primary. This would be managed by the Head Teacher of Merkland School and staffed by Merkland staff. The Senior Phase base at St Ninian's should be reviewed to consider the most effective use of this resource.
2. Pathways for the delivery of ASN education should be clarified as a basis for the future allocation of support. Draft pathways are attached in Appendix 1. Children with additional support needs should be supported in a mainstream setting, taking account of legislation, the presumption of mainstream and with the appropriate level of support. This is defined as Tier 1 support. All primary and secondary schools would have a trained Autism Adviser to provide advice to staff within the school and build confidence and capacity. This would be supported through the provision of advice, support and training from the Locality ASN Team including Psychological Services.
3. Provision in early years should focus on assessment, intervention and support. See Appendix 1. The current Language and Communication Resources should be developed to provide early years' provision including outreach support, short term assessment places and part time places within a locality. This will be offered in cases where it is recognised that greater clarification of the child's complexity of needs is required. The sessions will be used to offer intensive intervention in a small group setting and collaborative multiagency assessment of progress. There will be strong parental involvement and family learning. The purpose of the assessment is to support the team around the child and the parents to identify the child's additional support needs and to make recommendations on the type of additional support which should be accessed.
4. The provision of support within the primary sector should be developed with an Enhanced Support Base provided in each locality area. This would expand the range of needs accommodated within the current Language and Communication Resources. This is defined as Tier 2 support. These bases would be able to support a wider range of learning needs, and social and communication needs. Children would use the base according to their level of need. Some children may access the base only as required, others would learn in the base full time. It is expected that some children would learn full time in the bases and some would access them as required. It is expected that the bases would also provide outreach support in the locality. It is expected that while some children would spend the whole of their school career in a particular base, some children would benefit from a period of support in the base, with a view to returning to a purely mainstream setting, supported through outreach. Bases would provide highly differentiated, small group learning in a nurturing environment. This would build on the provision in the current Primary Language and Communication Resource and the satellite provision in Merkland.

5. In the secondary sector, the scope of support offered in Language and Communication Resources and the wellbeing support bases in all secondary schools should be developed to provide an individualised curriculum and a high level of support, where this is required to meet a wider range of needs. This would aim to increase the number of young people who have the option of receiving ASN education within their community and peer group. This is detailed in Appendix 1.
6. Detailed work should be undertaken on the development of new build specialist provision. This should identify scope and scale of a new provision, as well as key features of the project brief. This should direct the usage of capital investment identified for ASN provision within the 10 year capital programme. These proposals should be shared with the Merkland and Campsie View school communities to gather input on options. These proposals will require a formal consultation process under the Schools (Consultation) (Scotland) Act 2010. In line with statutory guidance, before any formal consultation is launched, pre-consultation with school communities should be carried out to ensure communities have early sight of proposals.
7. Officers should present detailed updates to a future meeting of the council for implementation the 1 – 6 above.

APPENDIX 1 – PATHWAYS FOR SUPPORT

Early Years Sector: Criteria for access to additional support, summary of support offered and anticipated impact

Tier 1 Assessment block placement at specialist nursery

Criteria

- Children aged 3 and above. Child may have language delay, difficulties with social communication, difficulties following adult instruction and/or limited access to early year's curriculum. There may be a lack of clarity about whether the child requires intensive small group learning on a fulltime basis or can continue to have their learning needs met in mainstream provision with additional outreach support.

Support Offered

- Access for a short term placement in a total communication environment with differentiated curriculum and structured activities.
- Assessment by identified professionals from Health, Education and Social Work with final review meeting to collate reports from professionals and decide recommendations for further support. Child's existing team plus referrals to additional professionals identified (e.g. assessment process may highlight need for OT involvement).
- Active engagement of parents to contribute fully to assessment process.

Anticipated impact

- Multiagency assessment process will provide rich information on all areas of the child's strengths and development needs, thus providing clarity re: appropriate nursery or primary school placement
- Parental involvement in the process will result in a higher level of agreement between parents and professionals as to the child's developmental profile and appropriate educational provision.

Tier 2 Language and Communication Resource

Criteria

- Preschool children (with priority to children in their preschool year) who may have:
 - delays or impairments in expressive and/or receptive language,
 - difficulties in the area of social communication (e.g. eye contact, play with others, showing shared attention or enjoyment etc.); and
 - difficulties with focus and attention at a level significantly below typically developing peers.

Support Offered

- Small group sessions to develop language, concentration and social interaction (2 to 3 sessions per week in addition to existing nursery placement)
- Outreach support to staff in existing nursery in collaboration with: nursery lead staff; Autism Adviser; Speech and Language Therapist; Educational Psychologist; and any other relevant professionals. Language and Communication Friendly Environment and Autism Friendly audit materials should be used to guide staff through this process of adapting the nursery environment and curriculum.
- Support during transition process ensuring Primary 1 teacher has full understanding of additional support needs and strategies which support those needs.

Anticipated impact

- Ongoing assessment of child by LC resource staff will provide rich information regarding the child's strengths and development needs in the areas of expressive and receptive language, focus/joint attention and/or social communication
- Targeted interventions will support the development of children's skills in areas of language and communication/social communication
- Capacity will be raised within the child's mainstream nursery which will benefit all learners (e.g. LCFE, autism friendly environment)

Tier 3 Specialist Early Years Provision

Criteria

- Children has complex learning needs with high level of support required to access language/communication development and to develop basic social communication skills including shared attention. Child also requiring significant differentiation of early year's curriculum and small group learning.

Support Offered

- Nursery which has accreditation by National Autistic Society.
- Range of supports for children with CLN including: TEACCH strategies; Intensive interaction; Sensory Curriculum; Total communication environment; Close monitoring and tracking of progress; Physiotherapy programmes (where appropriate) to support motor development and promote physical independence in aspects of motor co-ordination.

Anticipated impact

- Multiagency partnership approach on-site to provide the highest quality education and care for children with complex learning needs
- Access to high quality learning experiences and facilities including sensory and play-based learning
- Maximising the learning potential of each child
- Opportunities for parents to be involved and engaged in their child's learning
- Rich assessment information will support discussions and decision making around primary school placement.

Primary Sector: Criteria for access to additional support, summary of support offered and anticipated impact

Tier 1 Mainstream school with enhanced transition

Criteria

- Any child who has required targeted support or targeted intervention in early years, and is now at the point of transition to primary school.

Support Offered

- Depending on assessed needs of child, there can be an offer of: additional planning meetings; extra visits; advice for parents on preparing the child for primary 1; and differentiated curriculum which may include an active/soft start, access to nurture based activities and play/ sensory based curriculum.
- Specialist teaching staff - based in Enhanced Support bases in primary schools - offer additional advice and support to mainstream staff in the area of language and social communication development to benefit a specific child. Observation and assessment in the classroom by specialist teaching staff and an offer of support (depending on child's identified need) which may include: team teaching approach; advice around specific strategies such as: using visuals, reduced use of language etc.; signposting to relevant resources such as: autism toolbox; and support in curriculum differentiation and action plan target setting.
- Whole class/school initiatives will be supported by ASN staff (e.g. Language and Communication Friendly Environment (LCFE))
- Capacity building at a class and school level

Anticipated impact

- Clearly planned transition to primary school resulting in clear communication pathways, parental involvement in the process, support given to primary school re: planning ahead for curricular needs and reduced anxiety of child and parents
- Child benefits from mainstream inclusion – good peer role models, scaffolding of learning and play and social inclusion - in local community mainstream school
- Capacity is built within mainstream setting which benefits all learners;
- The ASN staff will become part of the team around the child for the duration of the child's involvement with the resource.
- Ongoing assessment of child by ASN staff will provide rich information regarding the child's strengths and development needs in the areas of expressive and receptive language, focus/joint attention and/or social communication. This will feed into Team Around the Child (TAC) assessment and planning
- Targeted interventions will support the development of children's skills in areas of language and communication/social communication

Tier 2 Mainstream school with Enhanced Support Base

Criteria

- Children who may have:
 - Delays or impairments in expressive and/or receptive language
 - Difficulties in the area of social communication, i.e. interactions with peers and adults, that cannot be supported solely within mainstream school
 - Difficulties with focus and attention
 - Significant difficulties accessing the curriculum due to learning needs
 - Challenging behaviour
- All children must require access to small group learning for a significant proportion of school week but must also be able to access mainstream school for either learning or social activities.
- Access to Enhanced Support base would be available for those children with higher levels of targeted intervention needs who do **not** meet the criteria for fulltime placement in specialist provision. Priority to be given to outreach support to allow child to maintain placement in catchment school where possible

Support Offered

- Small group sessions to develop language, concentration, play skills and/or social interaction for some children
- Small group sessions to develop learning and progress curriculum at earlier level than typically developing peers for some children.
- Inclusion in mainstream
- High level of parental involvement and support offered within the Enhanced Support bases e.g. parenting support
- Enhanced support during transition processes to identify suitable resource for secondary stage and to ensure secondary school staff have a full understanding of additional support needs and strategies which support those needs.

Anticipated impact

- Children have the benefits of both small group learning/a differentiated curriculum and inclusion in mainstream
- Ongoing process of assessment, planning, intervention and evaluations process via Pupil Support Groups (PSGs), Team Around the Child (TAC) meetings and Action Plans will provide rich information on all areas of the child's strengths and development needs
- Parental involvement in the process will result in a higher level of agreement between parents and professionals as to the child's developmental profile and appropriate educational provision at stage of secondary transition.
- Parental capacity will be built across a range of areas e.g. Triple P approach
- Targeted interventions will support the development of children's skills in all areas
- With outreach, capacity will be raised within the child's mainstream school which will benefit all learners (e.g. Language and Communication Friendly Environment (LCFE), autism friendly environment)

Tier 3

Specialist School Provision

Criteria

- Child has complex learning needs with high level of support required to access language/communication development and to develop basic social communication skills including shared attention. Child also requiring significant differentiation of curriculum and small group learning.

Support Offered

- School which has accreditation by National Autistic Society.
- Range of supports for children with CLN including: TEACCH strategies; Intensive interaction; Sensory Curriculum; Total communication environment; Close monitoring and tracking of progress; Physiotherapy programmes (where appropriate) to support motor development and promote physical independence in aspects of motor co-ordination.

Anticipated impact

- Multiagency partnership approach on-site to provide the highest quality education and care for children with complex learning needs
- Access to high quality learning experiences and facilities including sensory and play-based learning
- Maximising the learning potential of each child across the four capacities of the Curriculum for Excellence
- Opportunities for parents to be involved and engaged in their child's learning
- Rich assessment information will support discussions and decision making around secondary school placement.
- The LCR staff will become part of the team around the young person for the duration of the young person's involvement with the resource.
- Ongoing assessment of young person by LC resource staff will provide rich information regarding the young person's strengths and development needs in the areas of expressive and receptive language, focus/joint attention and/or social communication. This will feed into TAC assessment and planning
- Targeted interventions will support the development of the young person's skills in areas of language and communication/social communication
- Capacity will be raised within the young person's mainstream school which will benefit all learners (e.g. LCFE, autism friendly environment).

Secondary School: Criteria for access to additional support, summary of support offered and anticipated impact

Tier 1 Mainstream school with enhanced transition

Criteria

- Any young person who has required targeted support or targeted intervention at primary school stage and is now at the point of transition to secondary school.
- Young person may have language delay, difficulties with social communication and/or difficulties following adult instruction due to a language/social communication difficulty.

Support Offered

- Depending on assessed needs of young person, there can be an offer of: additional planning meetings; extra visits; advice for parents on preparing the young person for secondary school; and differentiated curriculum.
- Observation and assessment in the classroom by specialist teaching staff and an offer of support (depending on young person's identified need) which may include: team teaching approach; advice around specific strategies, such as, using visuals etc.; signposting to relevant resources, such as, autism toolbox; and support in curriculum differentiation and action plan target setting.
- Whole class/school initiatives will be supported by ASN staff (e.g. LCFE)
- Capacity building at a class and school level

Anticipated impact

- Clearly planned transition to secondary school involving key members of secondary staff, resulting in clear communication pathways, parental involvement in the process, support given to secondary school re: planning ahead for curricular needs and reduced anxiety of young person and parents
- Young person benefits from mainstream inclusion – good peer role models, scaffolding of learning and play and social inclusion - in local community mainstream school
- Capacity is built within mainstream setting which benefits all learners;
- The Outreach staff will become part of the team around the young person for the duration of the young person's involvement with the resource.
- Ongoing assessment of young person by outreach staff will provide rich information regarding the young person's strengths and development needs in the areas of expressive and receptive language, focus/joint attention and/or social communication. This will feed into TAC assessment and planning
- Targeted interventions will support the development of the young person's skills in areas of language and communication/social communication
- Capacity will be raised within the young person's mainstream school which will benefit all learners (e.g. autism friendly environment).

Tier 2 Mainstream school with Enhanced Support Base

Criteria

- Young persons who may have:
 - Delays or impairments in expressive and/or receptive language
 - Difficulties in the area of social communication, i.e. interactions with peers and adults, that cannot be supported solely within mainstream school
 - Difficulties with focus and attention
 - Significant difficulties accessing the curriculum due to learning needs
 - Challenging behaviour
- All young persons must require access to small group learning for a significant proportion of school week but must also be able to access mainstream school for either learning or social activities.
- Access to Enhanced Support base would be available for those young persons with higher levels of targeted intervention needs who do **not** meet the criteria for fulltime placement in specialist provision.

Support Offered

- Small group sessions to develop language, concentration and/or social interaction for some young persons
- Small group sessions to develop learning and progress curriculum at earlier level than typically developing peers for some young persons.
- Inclusion in mainstream
- High level of parental involvement and support offered within ASN bases e.g. parenting support
- Differentiated curriculum including access to Nat 2 qualifications and alternative qualifications, such as, ASDAN, Core Skills, and Duke of Edinburgh awards etc.
- A senior phase which aims to maximise the potential of each young person across the 4 capacities of the Curriculum for Excellence
- High level of transition planning to post-school life

Anticipated impact

- Young person has the benefit of both small group learning/a differentiated curriculum and inclusion in mainstream
- Ongoing process of assessment, planning, intervention and evaluations process via PSGs, TAC meetings and Action Plans will provide rich information on all areas of the young person's strengths and development needs
- Parental involvement in the process will result in a higher level of agreement between parents and professionals as to the young person's developmental profile and appropriate planning for senior phase and post-school life
- Parental capacity will be built across a range of areas e.g. Triple P approach
- Targeted interventions will support the development of young person's skills in all areas
- With outreach, capacity will be raised within the young person's mainstream school which will benefit all learners (e.g. autism friendly environment)

Tier 3 Specialist School Provision

Criteria

- Young person has complex learning needs with high level of support required to access language/communication development and to develop basic social communication skills including shared attention. Young person also requiring significant differentiation of curriculum and small group learning.

Support Offered

- School which has accreditation by National Autistic Society.
- Range of supports for young persons with CLN including: TEACCH strategies; Intensive interaction; Sensory Curriculum; Total communication environment; Close monitoring and tracking of progress; Physiotherapy programmes (where appropriate) to support motor development and promote physical independence in aspects of motor co-ordination.
- Senior phase access to SQA Nat 1 qualifications and taster sessions at college etc. To support transition to adult services.
- Enhanced support and planning to support young people and their families at the point of transition to adult services.

Anticipated impact

- Multiagency partnership approach on-site to provide the highest quality education and care for young people with complex learning needs
- Access to high quality learning experiences and facilities including sensory and active learning
- Maximising the learning potential of each young person across the 4 capacities of the Curriculum for Excellence
- Opportunities for parents to be involved and engaged in their child's learning
- Rich assessment information will support discussions and decision making around transition to post-school life

