



Pupil Support Resources Group Guidelines – August 2015

Introduction.....	1
Primary Sector	2
Enhanced Provision	2
Ladeside Primary School Support Facility	3
Oxgang School.....	3
Primary Additional Support Needs Facilities (Time Zone and Thistle Wing)	4
Windsor Park School (Primary Department).....	4
Secondary Sector	5
Specialist Provision	5
Support for Social and Communication Disorders (Additional Support Centre and Northfield).....	5
Carrongrange School	6
Windsor Park School (Secondary Department).....	6

Introduction

This Document

These notes bring together information from several sources on the nature of provision offered in Falkirk in addition to Additional Support for Learning in mainstream schools. It is designed to remind Pupil Support Resources Group delegates of the specialist facilities in Falkirk and the children they can support.

The Work of the Pupil Support Resources Group

Access to support beyond that which is ordinarily available in mainstream primary and secondary schools is through referral to the appropriate Pupil Support Resources Group. Referral is most often made at times of transition - from nursery to primary, primary to secondary – although not exclusively.

It is the job of the various Pupil Support Resources Group meetings to make the best match, at an authority level, between needs of the children and the resources available. Often this is a relatively easy process, but when there are more requests than places in any facility, or when there is no facility providing an exact match to the needs of the child, judgements must be made. This is why an impartial body of professionals (headteachers or their representative, educational psychologists and allied health professionals) are called on to advise Children's Services.

Pupils who require additional support are kept under regular review to ensure that their needs continue to be well met, in the most appropriate setting and by the most appropriate means. Flexibility within provision, including links between specialist and mainstream resources, may be an appropriate approach to meeting pupil needs.

Primary Sector

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 approximately one in three of the authority's primary schools:

- Bainsford Primary School
- Carronshore Primary School
- Deanburn Primary School
- Easter Carmuir's Primary School
- Grange Primary School
- Hallglen Primary School
- Langlees Primary School
- Larbert Village Primary School
- Moray Primary School
- Nethermains Primary School
- Shieldhill Primary School
- Slamannan Primary School
- St Patrick's Primary School
- Stenhousemuir 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 Autistic Spectrum Disorder.

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.

Criteria

Key features of Enhanced Provision are access to:

- differentiation and adaptation of the curriculum
- small group teaching
- 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
- additional teaching and support staff
- integrated support by Speech and Language Therapy Service, where assessment indicates

Pupil Support Resources Group Decisions

The main decision-taking mechanism is a set of yearly meetings chaired by Falkirk Council Education Services Additional Support for Learning Adviser, and attended by all the headteachers in a cluster.

The decisions of these meetings across Falkirk are then moderated to ensure a fair allocation of places given the variation in Enhanced Provision.

Ladeside Primary School Support Facility

Based within a mainstream primary school, this facility provides additional support for pupils whose needs arise from significant social and communication difficulties, and who may have a diagnosis of Autistic Spectrum Disorder.

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.

Criteria

Key features of Ladeside Primary School Support Facility are access to:

- significant differentiation of the curriculum
- mainstream stage class with support
- a base classroom as a suitable context in which, where appropriate, to support pupils for a flexible proportion of the school day
- specialist teaching approaches, for example, TEACCH
- integrated support by Speech and Language Therapy Service
- alternative and augmentative systems of communication – for example, Picture Exchange Communication System or signing
- a high ratio of teaching and support staff.

Pupil Support Resources Group Decisions

The main decision-taking mechanism is a single yearly meeting chaired by Falkirk Council Children's Services Additional Support for Learning Manager, and attended by representative Falkirk headteachers.

Oxgang School

This resource, based beside a mainstream primary school, provides additional support for primary aged pupils whose needs arise from significant social, emotional and behaviour difficulties.

Key features of Oxgang School are:

- work with individual pupils on a full-time basis at Oxgang
- consultation on individual pupils with staff in mainstream schools
- outreach support for children in mainstream primary schools
- staff development

Staff at Oxgang 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.

Criteria

Oxgang offers:

- a focus on social, emotional and behavioural difficulties, and the factors giving rise to them
- liaison with children's homes to ensure joint standards in behavioural improvement
- continuing focus on Curriculum for Excellence
- all pupils are on stage 4 of Falkirk Council's 'Staged Intervention Process', are likely to be involved significant resource deployment by their Primary School and will usually have a multi-agency team around the child

Pupil Support Resources Group Decisions

The main decision-taking mechanism is a termly meeting chaired by Falkirk Council Children's Services Additional Support for Learning Adviser, and attended by a representative Falkirk primary headteachers, an Educational Psychologist and a colleague from Child and Adolescent Mental Health Services.

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

Based within these two mainstream primary schools, these facilities provide support for children with enduring or life-long physical, intellectual, 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, serves the east of Falkirk, with the *Thistle Wing*, based within Kinnaird Primary School, serving the west. The dividing line is not drawn, allowing some flexibility to equate demand between the two facilities.

Criteria

Key features of the Time Zone and the Thistle Wing provision are:

- all pupils are on stage 4 of Falkirk Council's 'Staged Intervention Process'
- 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 and specialist nursing
- children are taught in classes with a maximum of 6 pupils with up to three staff attached to each group
- provision of a communication-rich learning environment where the use of signing, symbols and augmented aids is common practice
- high level of personal support and medical care
- high level adaption of the Curriculum for Excellence, designed to meet the unique needs of each individual child as determined by their Individualised Educational Programme, Co-ordinated Support Plan or Integrated Assessment Framework Form 4

Pupil Support Resources Group Decisions

The main decision-taking mechanism is a single yearly meeting chaired by Falkirk Council Children's Services Additional Support for Learning Manager, and attended by representative Falkirk headteachers.

Windsor Park School (Primary Department)

This resource, based beside a mainstream primary school, 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.

Criteria

Key features of Windsor Park School are access to:

- 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

Pupil Support Resources Group Decisions

The main decision-taking mechanism is a single yearly meeting chaired by Falkirk Council Children's Services Additional Support for Learning Manager, and attended by representative Falkirk headteachers.

Secondary Sector

Specialist Provision

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.

The specialist provision on Falkirk's mainstream secondary schools is staffed in the same way as the primary Enhanced Provision, and they are able to accommodate the pupils with similar additional support needs. The differences are:

- **every** Falkirk mainstream secondary school has the 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.

Criteria

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, which may include specific learning difficulties, language and communication disorder or the 'triad of impairments' associated with Autistic Spectrum Disorder.

Key features of specialist provision are access to:

- differentiation and adaptation of the curriculum
- small group teaching
- 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

Placement Decisions

The main decision-taking mechanism is the series of P6 and P7 additional support needs planning meetings undertaken in localities. 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 integration.

Support for Social and Communication Disorders (Additional Support Centre and Northfield)

Falkirk has two secondary schools offering specialist support to pupils experiencing severe specific learning difficulties and the triad of impairments associated with autism spectrum disorders. Both 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.

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.

Criteria

Key features of Northfield and the Additional Support Centre are access to:

- significant differentiation of the curriculum
- mainstream stage class with support
- a base classroom as a suitable context in which, where appropriate, to support pupils for a flexible proportion of the school day
- specialist teaching approaches, eg TEACCH
- integrated support by Speech and Language Therapy Service
- a high ratio of teaching and support staff
- a structure of the day which is flexible
- a supported social area for breaks and lunchtimes.

Pupil Support Resources Group Decisions

The main decision-taking mechanism is a single yearly meeting chaired by Falkirk Council Children's Services Additional Support for Learning Manager, and attended by representative Falkirk headteachers Deputes and Principal Teachers along with Educational Psychologists and Allied Health Professionals.

Carrongrange School

This resource seeks to support secondary-aged pupils whose needs are of a significant and enduring nature to access an appropriate curriculum and to be included in a range of activities with schools, college and in the community. Carrongrange supports secondary-aged pupils whose needs are complex and may include significant difficulties with learning, physical impairment or autistic spectrum disorders. The school is purpose-built, with a full range of facilities, and has excellent access for children with physical disabilities.

Criteria

Key features of Carrongrange School are access to:

- significant elaboration of the secondary curriculum
- small group teaching opportunities
- specialist teaching approaches such as TEACCH, PECS, sensory curriculum
- alternative/augmentative communication systems
- a high ratio of teaching and support staff
- links with mainstream secondary school
- preparation for post-school life
- support by Speech and Language Therapy Service where indicated.

Pupil Support Resources Group Decisions

The main decision-taking mechanism is a single yearly meeting chaired by Falkirk Council Children's Services Additional Support for Learning Manager, and attended by representative Falkirk headteachers Deputes and Principal Teachers along with Educational Psychologists and Allied Health Professionals.

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.

Criteria

Key features of Windsor Park School are access to:

- 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(s) 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.

Pupil Support Resources Group Decisions

The main decision-taking mechanism is a single yearly meeting chaired by Falkirk Council Children's Services Additional Support for Learning Manager, and attended by representative Falkirk headteachers Deputes and Principal Teachers along with Educational Psychologists and Allied Health Professionals.