

Right Support, Right Place, Right Time



A guide for parents

Introduction

As a parent of a child with additional support needs, or someone involved in supporting a child, this booklet is designed to provide information about what is available and how your child's needs will be met.

In Aberdeenshire we are committed to providing the *right support, in the right place, at the right time.*

Children's Services (education and social work) will work in partnership with you and others (such as health professionals) to ensure we meet your child's needs.

Local schools for all

Your child's needs will be met in the local school at classroom level. Your child will follow the same curriculum as their peers, but may need some approaches and strategies such as adaptations to teaching and learning materials. Other assistance may be through technology (software programmes), adaptation to timetabling and curriculum flexibility, access to support for learning staff, visiting teachers or therapists, or small group and/or targeted support as appropriate.

All schools are working towards being autism and dyslexia friendly with an emphasis on nurturing approaches. This means that your local school will support your child's language, literacy, numeracy and communication needs; along with their social and emotional development.

Staff will be confident, equipped and supported to meet the needs of all pupils. Training will be provided on a regular basis to all staff. Training to meet more specific individual needs will be provided as required.

Provision in your area

Cluster	Primary enhanced provision	Secondary enhanced provision	Community resource hubs
Aboyne	Aboyne School	Aboyne Academy	Aboyne Primary Aboyne Academy
Banchory	Banchory School	Banchory Academy	
Alford	Alford School	Alford Academy	Alford Primary Alford Academy
Banff	Banff School	Banff Academy	Banff School Banff Academy
Ellon	Ellon School	Ellon Academy	Ellon School Ellon Academy
Meldrum	Meldrum School	Meldrum Academy	
Turriff	Markethill School	Turriff Academy	
Fraserburgh	*Lochpots School or Southpark School or St Andrew's School	Fraserburgh Academy	Westfield School
Huntly	Gordon Primary School	Gordon Schools (The)	Gordon Primary School Gordon Schools (The)
Inverurie	Strathburn School	Inverurie Academy	St Andrew's School Inverurie
Kemnay	Kintore School	Kemnay Academy	
Westhill	Crombie School	Westhill Academy	
Mintlaw	Mintlaw School	Mintlaw Academy	Anna Ritchie School
Peterhead	Dales Park School	Peterhead Academy	
Laurencekirk	Laurencekirk School	Mearns Academy	Carronhill School
Portlethen	*Portlethen School	Portlethen Academy	
Stonehaven	*Mill O'Forest School	Mackie Academy	

**subject to agreement following completion of the formal consultation process*

Enhanced provision and community resource hubs

By enhanced provision we mean that a local primary and secondary school has an enhanced level of resources, such as access to a sensory room and life skills area; and support for learning staff who have an enhanced level of expertise to meet a range of needs.

Further enhancement is available through the community resource hub, for a small minority of children with severe and complex needs, who regardless of chronological age are making very small steps in learning and are at the early levels of learning. The enhanced provision centres and community resource hubs can offer outreach support to mainstream schools, short term assessment placements, flexibility (e.g. blended places) and access to a variety of therapies.

Our philosophy and Curriculum for Excellence

Our provision embraces the philosophy of *preparing the whole child for the whole world*. Inclusion ensures the participation and highest achievement of all, development of transferable skills and building resilience.

We are committed to the principles of Getting It Right for Every Child (GIRFEC). The four cornerstones of Curriculum for Excellence underpin our educational programmes, core values and fabric of school life.



**Confident
Individuals**

**Responsible
Citizens**

**Successful
Learners**

**Effective
Contributors**

Identifying additional support needs

All children can have additional support needs at times in their lives for a range of reasons. Some children's additional support needs are clear at an early stage, perhaps even from birth whereas others may take longer to achieve developmental milestones. Other children's additional support needs become clearer when they start nursery/primary education.

Often a parent is the key person in recognising a child's needs, however in some circumstances it may be a professional from education, health or another agency.

Assessment can take place over a period of time and involve a range of professionals. The child's needs can be met at any age/stage. A lead professional will act as a coordinator, and to ensure that your views are taken into account. Your child's additional support needs will be reviewed regularly to check how things are going, and plans will be updated accordingly.

Children's needs will be met through a staged intervention model approach which means firstly at classroom level, secondly through a whole school approach and thirdly at a wider community level.

The continuum of support we offer between local schools, those with enhanced provision and community resource hubs creates the flexibility to meet needs more appropriately.

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Support and partnership

As a parent you are the main educator of your child, so a good working relationship and communication with your child's school is vital. Partnership is built on trust and recognition of what each person can contribute.

Your child's class/subject/guidance teacher has responsibility for the education of your child in school.

School staff and parents can ensure the best outcomes from meetings by planning carefully, focusing on positives and meeting the child's needs, clarifying goals, keeping calm, listening to others' perspectives, and being open to negotiation.

Support to meet learner's needs will be holistic - crucial to this is knowing the child by '*seeing the world through the child's eyes*'.

Support may also be available through 'Wrap around care' a Children's Services initiative that offers a variety of respite care to a child within the context of the family such as after-school clubs, weekend and holiday play-schemes. This support is accessed through social work and referral from schools.

Further information about additional support needs is available on:

The Aberdeenshire Council website at

www.aberdeenshire.gov.uk/parents/carers/additional/index.asp

The Enquire website at

<http://enquire.org.uk>







Transition

If your child has additional support needs it is particularly important that transitions (points of moving on) are as smooth as possible. With regards to transition between nursery, primary, secondary and post school destinations, all schools have transition programmes in place; and extended transition can be offered when appropriate. Your views and the views of your child will be sought to inform the transition planning.



Frequently asked questions/worries

My child cannot speak so how will you know what they want?

We are committed to developing 'total communication' in all of our schools: signing, symbols, voice and use of technology (tablet/computer etc.) to ensure that all children can make their needs known and express their opinions.

What will you do if my child has social, emotional and/or behavioural difficulties?

We will work with the child/young person, parents/carers and all supporters (including allied health professionals and other agencies) to identify triggers to anxieties, teach the child about their emotions and assist development of self-control and regulation. Working together ensures that all of us deliver a consistent approach for your child. Children need to be resilient to be active participants in the wider world, and this develops through understanding their emotions, learning coping strategies, and a gradual planned supported exposure to a range of life's experiences.

My child has additional support needs but they haven't been given a diagnosis.

Whilst a diagnosis may provide pointers amongst various professionals towards information, no two children are the same and therefore within education early identification of needs is more important than diagnosis. By law the local authority has a duty to meet the needs of all children and young people regardless of whether they have a diagnosis. We have a range of professionals within education and our partner agencies who may be involved in identifying and assessing additional support needs.

Further information on authority policies is available on the Aberdeenshire website at: www.aberdeenshire.gov.uk/about/departments/er_schools_other.asp

