



EDUCATION & CHILDRENS SERVICES

PROPOSAL DOCUMENT: JANUARY 2015

ABERDEENSHIRE SCHOOLS ENHANCED PROVISION

CRIMOND SCHOOL AND KELLANDS SCHOOL

DYSLEXIA UNITS



Proposal for Statutory Consultation Crimond School and Kellands School Dyslexia Units

SUMMARY PROPOSAL

It is proposed that:

Enhanced provision across Aberdeenshire has been reviewed and a nine area model is currently being implemented during 2014-16. The aim is to provide support for all learners including those with dyslexia in the local schools through universal and targeted support.

Almost all learners with dyslexia are supported in their local mainstream schools through recognised supports and strategies aligned to national policy and guidance and Aberdeenshire's Staged Intervention Framework. There are also two dyslexia units developed at a local level to provide support to a small number of learners with dyslexia however these provisions do not sit with an authority-wide model and as such are inequitable and unsustainable.

The new Enhanced Provision model aims to increase capacity at a school and cluster level for all learners including those with dyslexia ensure greater consistency of, and equity and access to, an improved quality of provision across the authority.

The provision of additional support for learning in our schools is underpinned by a strategic approach to continuing professional development and training, and supported by innovative Information Technology solutions at the classroom and individual learner levels.

Existing staff expertise and knowledge will be deployed across each area to effectively meet the needs of a wider group of learners.

This document has been issued by Aberdeenshire Council in accordance with the Schools (Consultation) (Scotland) Act 2010.

DISTRIBUTION

A copy of this document is available on the Aberdeenshire Council web-site: www.aberdeenshire.gov.uk, or by e-mailing Enhancedprovisionproject@aberdeenshire.gov.uk

This document will be provided to:

- School Parent Council of Crimond School and Kellands School
- Parents of the pupils of Crimond School and Kellands School
- Pupils of Crimond School and Kellands School
- Parents of pupils attending the dyslexia units within Crimond School and Kellands School
- Pupils attending the dyslexia units at Crimond School and Kellands School
- All schools within the Peterhead, Mintlaw, Fraserburgh, Inverurie, Kemnay and Westhill clusters
- Educational Psychology Team
- Quality Improvement Officers for the cluster areas
- Teaching and ancillary staff at Crimond School and Kellands School affected by redesign of provision
- Trade union representatives of the above staff
- Local Area Councillors
- Education, Learning & Leisure Committee
- Education Scotland

A copy of this document is also available from:

- Council Headquarters, Woodhill House, Westburn Road, Aberdeen, AB16 5GB
- Crimond School
- Kellands School
- Peterhead Library
- Fraserburgh Library
- Inverurie Library
- Westhill Library
- Kintore Library
- Kemnay Library
- Mintlaw Library

1. Introduction

- 1.1 Aberdeenshire Council strives to allocate its resources in a way that ensures the quality of all of its services. It attaches particular importance to providing the best possible educational experience for all of the pupils in its schools to ensure they receive the right support, at the right time, in the right place.
- 1.2 The Council's vision statement for its Education and Children's Service are:
 - the building of capacity
 - the realisation of potential
 - the achievement of excellence
- 1.3 In October 2013, it was agreed by Aberdeenshire Council's Education, Learning and Leisure Committee to conduct an audit of enhanced provision across Aberdeenshire.

- 1.4 In August 2014 the findings from the Enhanced Provision informal engagement events was presented to Aberdeenshire Council's Education, Learning and Leisure Committee.
- 1.5 The key themes from the informal engagement events were:
- 1.5.1 The need for clarity with regard to staffing implications of the model including Early Years provision
 - 1.5.2 The development of a comprehensive staff training programme based on a training needs analysis
 - 1.5.3 The development of an evidence based evaluation process to measure the impact of the new model on all learners including pupils without additional support needs
 - 1.5.4 The development of guidance on the management of the enhanced provision with detailed timeline for implementation including property adaptations

2. Reason for Proposal

- 2.1 The majority of pupils accessing the two dyslexia units are currently being educated out with their own community which has implications for social integration and transportation needs.
- 2.2 Almost all learners with dyslexia are supported in their local mainstream schools through recognised supports and strategies aligned to national policy and guidance and to Aberdeenshire's Staged Intervention framework which includes universal support and targeted support.
- 2.3 The definition of universal support at a class level includes support strategies for pupils including the following:
- High quality learning and teaching approaches and environment
 - Cooperative learning and active literacy
 - Dyslexia friendly environment (including Read and Write Gold software)
 - Differentiated curricula (adapted materials)
 - Personal learning planning
 - Nurturing environment and positive relationships
 - Robust assessment arrangements linked to tracking, monitoring and reporting
 - Support for learning advice and consultation
 - Online electronic Support Manual containing links to all policies and guidance
- 2.4 The definition of targeted support at a school level includes planned support for learning and/or Pupil Support Assistant intervention with advice as required from Educational Psychology Service, partnership with parents and specialist services. Targeted support in school can include 2.3 plus the following;

- Group plans
 - Targeted or shared support from a Pupil Support Assistant
 - Alternative assessment arrangements
 - Adaptations to materials
 - Use of visual supports
- 2.3 Historically there are two separate dyslexia units, developed at a local level to provide support to a small number of primary age learners with dyslexia.
- 2.4 Specialist software (Read and Write Gold) has been purchased, and Aberdeenshire Specialist Technology Service (ASPECTS) have trained school and service staff on using the software to support learners experiencing difficulties with literacy through a range of reading, writing and study features.
- 2.5 An individualised programme with specific support strategies and specialised software can be provided, ensuring the needs of each learner are addressed. This includes speech to text, symbols to words, personalised prediction and the use of digitised school books.
- 2.6 The ASPECTS team work to support individual learners with significant difficulties in literacy through bespoke software and hardware packages to ensure access to the curriculum and participation in learning.
- 2.7 The Educational Psychology Service are continuing a rolling programme for Support for Learning Teachers and class teachers as appropriate on the Addressing Dyslexia Toolkit over the coming academic year, complementing a comprehensive programme of continuing professional development offered by the authority to school and service staff.
- 2.8 The Addressing Dyslexia Toolkit launched April 2014 is a free comprehensive online resource for all who are involved in the identification and support of learners aged 3-18 years who are showing signs of literacy difficulties. The resource guide staff through the steps from initially identifying some early signs of difficulty in literacy development, ensuring appropriate teaching and support, evaluating that support, and where appropriate, considering whether the term 'dyslexia' is appropriate.
- 2.9 Learner's needs and appropriate strategies are discussed and reviewed as part of robust transition planning from primary to secondary education.
- 2.10 Learners with additional support needs including dyslexia can be reviewed for SQA alternative exam arrangements and this can be supported by technology.
- 3. Details of the Proposal**
- 3.1 The council proposes that dyslexia support should be fully embedded into each school across Aberdeenshire to ensure all schools are dyslexia friendly and all teachers have the appropriate skills to support all learners via a

flexible combination of dyslexia friendly approaches in class along with small group tuition where appropriate.

- 3.2 Existing staff and expertise to be reallocated to enhance capacity in each of the nine areas to develop a consistent approach to meeting needs.
- 3.3 The two existing dyslexia units at Crimond School and Kellands School to be discontinued and the 2 full-time equivalent Support for Learning teacher staffing resource reallocated to the appropriate areas in accordance with the new model of Enhanced Provision.

4. Educational Benefit Statement

- 4.1 The nine area model of Enhanced Provision will provide a fair, transparent and equitable service across Aberdeenshire and allows all children with dyslexia to be educated in their own areas with tailored support to meet their needs.
- 4.2 The model will utilise existing expertise and increase capacity by supporting staff with training and continuing professional development. Skills, experience and expertise developed by staff in the two dyslexia units will be further enhance training and continuing professional development opportunities for all teachers across the authority.
- 4.3 The proposed changes and the development of dyslexia friendly approaches will benefit all learners.
- 4.4 Aberdeenshire Council has two key policy and guidance documents for supporting pupils with dyslexia and are currently under review and revision in light of the national Addressing Dyslexia Toolkit.
- 4.5 The Guidelines to Support Literacy (2007) outlines good practice in ensuring equitable and appropriate teaching and learning for children and young people with dyslexia and literacy difficulties. The guidelines were developed by a team of teaching and educational psychology professionals in response to authority-wide research.
- 4.6 The Dyslexia Friendly School Framework (2007) is a checklist designed to support schools in assessing their dyslexia friendly status and is used by schools to evaluate and develop: whole school policy and practice; continuing professional development; teaching and learning; classroom environment; assessment; involvement of children and young people; and partnership with parents.

5. Alternatives to the proposal

- 5.1 Alternative possibilities considered are;
 - 5.1.1 Retention of the status quo

6. School Transport

- 6.1 The proposal will reduce the need for children to be transported to specialist centres for prolonged periods of time.
- 6.2 Transport times and related costs will be reduced to include escort duties where appropriate.

7. Sustainability

- 7.1 The proposal offers a sustainable solution that will provide equity of access to support across Aberdeenshire and enhance existing provision. Utilising current staff and supporting continued professional development will galvanise existing expertise and encourage collaborative learning and support.

8. Equal Opportunities

- 8.1 An Equality Impact Assessment (EIA) is a statutory requirement on the Council to assess the policies and practices necessary to meet the requirements of anti-discrimination and equalities legislation. It also affords an opportunity for the Council to consider the impact on the education service. In addition an EIA can provide more information to develop and deliver services that meet the needs, in this case, of children and parents.
- 8.2 The aim of an EIA is to examine policies and practice in a structured way to make sure that adverse effects on equality target groups are avoided. It is also a tool to enable the Council to assess what positive steps it can take to promote equality of opportunity and measure the results of the actions that have been taken.
- 8.3 Having regard to the nine area model of Enhanced Provision, it is not believed that this will have a negative impact on any of the equality protected groups.
- 8.4 As part of the consultation process the Council will consult with a range of stakeholders, including staff, parents/carers and young people, and will address comments about equality during this consultation.
- 8.5 Under the Equalities Act 2010 education providers must not treat disabled pupil less favourably and should take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

9. Implications for staff

- 9.1 Teaching staff and pupil support assistant resource will be reallocated within the cluster/area as appropriate.
- 9.2. The implementation of this reallocation will commence in August 2015.

10. Consultation Arrangements

- 10.1 This document was considered by Aberdeenshire Council's Education, Learning and Leisure Committee on 4th December 2014 when it was agreed that it should be issued as a basis for consultation. No decision will be taken by the Council on the proposal contained in the paper until after the end of the consultation period. The Council will then receive a report on the consultation and will reach a view on the proposal.
- 10.2 A copy of this document will be issued free of charge to all of the consultees listed on the first page of this document and it will also be published on the Council's website: www.aberdeenshire.gov.uk.
- 10.3 The period for consultation will extend from Tuesday 6th January 2015 until Thursday 26 February 2015 covering a period in excess of 30 school days.
- 10.4 Two public meetings will be held on Tuesday 3rd February 2015 at Crimond School and Wednesday 4th February 2015 at Kellands School. Anyone wishing to attend the meeting is welcome. The meeting will be convened by the Council and the Council will present the reasons for bringing forward the proposal. There will be an opportunity for questions and comment. A note will be taken so that comments can later be summarised and considered.
- 10.5 A meeting will be organised for pupils accessing the dyslexia units, and opportunities will be arranged for all current pupils at the Crimond School and Kellands School to engage in the consultation during February 2015
- 10.6 A copy of this document will also be sent to Education Scotland (ES). ES will also receive a copy of any relevant written representations that are received by the Council during the consultation period or, if ES agree, a summary of them. ES will further receive a copy of any oral representations made at the public meeting and a copy of any other relevant documentation. ES will then prepare a report on the educational aspects of the proposal. In preparing their report, ES may visit the school and make such reasonable enquiries as they consider appropriate.
- 10.7 Consultation with teaching and support staff at both Crimond School and Kellands School dyslexia units will take place during January and February 2015.

Consideration of Consultation Responses

- 10.8 The Council will review the proposal having regard to the Education Scotland Report, written representations that it has received and oral representations made to it by any person at the public meeting. It will then prepare a report on the consultation. This report will be published in electronic and printed formats. It will be available on the Council web-site and from Council Headquarters, as well as at all schools identified within the Enhanced Provision model, free of charge. Anyone who has made written representations during the consultation period will also be informed about the report. The report will include a record of the total number of written representations made during the consultation period,



a summary of the written representations, a summary of the oral representations made at the public meeting, the Authority's response to the Education Scotland Report as well as any written or oral representations it has received, together with a copy of the Education Scotland Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled. The report will also contain a statement explaining how the Council has complied with the requirement to review the proposal in light of the Education Scotland Report and representations (both written and oral) that it received. The Consultation Report will be published at least 3 weeks prior to the Council making a decision.

Decision Making

10.9 In the event that the Council approves the reallocation and relocation of services, it is required to notify the Scottish Ministers within 6 working days of that decision and provide them with a copy of the Proposal Document and Consultation Report in accordance with the Schools (Consultation) (Scotland) Act 2010.

11. Conclusion

- 11.1 The new Enhanced Provision nine area model aims to increase capacity at a school and cluster level for all learners including those with dyslexia to ensure greater consistency of, and equity of access to, an improved quality of provision across the authority.
- 11.2 The two remaining dyslexia units do not represent the approach Aberdeenshire Council is promoting mainly the presumption of mainstreaming and access to quality universal and targeted support for all learners in their local communities/areas.
- 11.3 The Council believes that the measures proposed in this document will enhance the provision of education across Aberdeenshire.