

Children and Young People Specialist Provision

EDUCATION AND CHILDREN'S SERVICES
Support for Children and Young People
Specialist Provision

TULLOCH PRIMARY

Description of the Provision

This specialist provision is located within Tulloch Primary School, Gillespie Place, Perth. Support is offered for up to 18 children with significant additional support needs, aged 5 -11. The school supports children, mostly from the Perth area, who require the particular specialist support offered. Pupils from outwith Perth may be placed by the Authority according to individual circumstances. Support is offered in line with normal school hours and holidays throughout the year.

The children are supported in 3 classrooms each of which supports children at different stages of primary school. In the early stages (P1-2) the pupil will spend the majority of time in the specialist provision but it is envisaged that as the child progresses he/she will be able to cope increasingly with the mainstream experience.

In P3-4 increasing amounts of time will be spent in mainstream classes. This is supported by staff from the specialist provision. In P5/6/7 the majority of time will be spent in mainstream with a gradually decreasing level of individual support.

Staff have appropriate qualifications and a high level of expertise relevant to working with youngsters with additional needs in this setting. Staff/pupil ratios are high and are reviewed on an annual basis.

The provision focuses on developing self help skills to encourage the child's ability to function independently. At the same time it focuses on building self esteem to help the pupil cope with social and personal relationships thus enabling them to interact as fully as possible with their peers and the outside world.

The philosophy of the school is that of "an active child being a happy child".

Who can access this provision?

- Children likely to experience significant learning difficulties including social and emotional difficulties.
- Their needs will have been assessed by a range of professionals.
- All pupils will have an Individualised Education Plan (IEP).
- They are also likely to have a Coordinated Support Plan or a Record of Need which reflects the outcomes of an integrated assessment.

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What Specialist Input is available?

All staff working with the specialist provision will have undertaken appropriate training. Tulloch also offers a range of specialist support services including;

- educational psychology,
- speech and language therapy, physiotherapy,
- occupational therapy,
- music therapy,
- Visual and Hearing Impairment Services.

The curriculum

Every pupil placed within the specialist provision will have an individual curriculum based on the elaborated curriculum and the 5-14 National Guidelines.

The school is always aware that children with significant additional support needs may not progress through the levels in the same way as mainstream children. The school therefore aims to provide a wide range of activities and experiences to maximise progress within the level appropriate to the child's ability.

Inclusion and Transition

Children with additional support needs are encouraged to participate as fully as possible alongside their peers in the interests and activities of the classroom. All children in the school are encouraged to socialise and play together both within the school and the playground.

This approach ensures that the children are accepted as valued members of their class. In all areas of the curriculum a very positive child centred approach is adopted.

It is expected that children accessing the specialist provision will have the potential in the longer term to cope with a full mainstream experience. At this point reintegration to the child's local primary may be considered. All placements will be reviewed annually as an integral part of the annual review process. Additionally re-assessment of the child's needs will be undertaken at key transition stages i.e. P3 and P7.

For further information please contact:

The Head Teacher
Tulloch Primary School
Gillespie Place
Perth PH1 2QX.

Tel: 01738 627500

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NORTH MURTON PRIMARY

Description of the Provision

This specialist provision is located within North Muirton Primary School, Uist Place, Perth.

It offers support for 8-10 children, aged between 5-11, with significant additional support needs.

The provision consists of 2 classrooms within the main school building situated between the nursery and infant classes. There is also an adjacent purpose built 'safe space'. This is accessed on a needs basis by the children and has been found to be very beneficial.

The base supports children mostly from the Perth area although pupils from outwith Perth may be placed by the Authority according to individual circumstances. Support is offered in line with normal school hours and holidays throughout the year.

Staff have appropriate qualifications and a high level of expertise relevant to working with youngsters who have significant additional support needs. Staff / pupil ratios are high and are reviewed on an annual basis.

The key focus for the child is on developing social and communication skills and on building self esteem to help pupils cope with social and personal relationships. This will enable them to interact as fully as possible with their peers and the outside world.

Who can access this Provision?

- Children who experience severe learning difficulties including social emotional and behavioural difficulties.
- Their needs will have been assessed and diagnosed by a range of professionals.
- Wherever possible pupils will access mainstream school as part of planned progression.
- All pupils will have an Individualised Education Plan (IEP).
- Pupils are also likely to have a Coordinated Support Plan or a Record of Need which reflects the outcomes of an integrated assessment.

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What Specialist Input is available?

- All staff supporting children who require specialist provision and many in the wider school will have undertaken appropriate training.
- The school also works in partnership with a range of agencies to meet the individual needs of each child. These include:
 - Educational psychology,
 - Speech and language therapy,
 - Physiotherapy,
 - Occupational therapy
 - Music therapy.
- Voluntary agencies such as PACT may also be involved.

Opportunities for one-to one and small group interaction are planned according to need.

Life skills are an important aspect of the plans which are discussed with staff and parents.

The Curriculum

Every pupil placed within the specialist provision will have an individual curriculum based on the elaborated curriculum and the 5-14 National Guidelines.

The school is always aware that children with significant additional support needs may not progress through the levels in the same way as mainstream children. The school therefore aims to provide a wide range of activities and experiences to maximise progress within the level appropriate to the child's ability.

Regular meetings take place between staff and parents to review and discuss all aspects of attainment and provision. Specific work on areas in need of development is offered (such as life skills)

Inclusion and Transition

It is expected that children will link with mainstream as part of a staged process. This is designed to be both purposeful and manageable for the child.

All children in the school are encouraged to socialise and play together both within the school and the playground.

Playtimes and lunchtimes are also used to help with supported inclusion with the wider school. The level and form will vary according to the individual needs of the child. Inclusion is always fully supported. Close links between school and family ensures a consistent approach towards inclusion.

Where appropriate, staff will work with home to develop strategies to assist in dealing with behaviour issues.

All placements are reviewed annually as an integral part of the annual review process. Additionally re-assessment of the child's needs is undertaken at key transition stages i.e. P3 and P7.

The majority of children are likely to require specialist secondary school provision.

For further information please contact:

The Head Teacher
North Muirton Primary School
Uist Place
Perth PH1 3BY

Tel: 01738 634681

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VIEWLANDS PRIMARY

Description of the Provision

Viewlands is a large mainstream primary located in Oakbank Crescent within the west of Perth.

The school supports children, (aged 5- 11), within mainstream who have specific physical or sensory difficulties. Pupils usually come from the Perth area although individuals from outwith Perth may be placed by the Authority according to circumstances.

The school offers support in line with normal school hours and holidays throughout the year.

The school's physical layout, which is all on one level, has a good level of accessibility for wheelchairs and walking aids which make it suitable for pupils with significant physical and sensory support needs. Over the years the school has built considerable expertise in supporting pupils with this type of need.

Who can access this provision?

- Children with significant physical or sensory support needs who are able to cope with a supported full time mainstream experience. They may have associated learning difficulties.
- Their needs will have been assessed and diagnosed by a range of professionals.
- All pupils will have an Individualised Education Plan which reflects the outcomes of an integrated assessment.
- Children may have had involvement with Craighalbert Centre for Children with Motor Impairments.

What Specialist Input is Available?

- Support for Learning Assistants have undertaken significant levels of specialist training – including Moving and Handling, R.N.I B, Makaton, and other relevant courses.
- The school works in partnership with Craighalbert Centre for Children with Motor Impairments, to provide highly individualised support where appropriate.
- Close working relationships with – Physiotherapy, Occupational Therapy and Speech and Language Therapy.

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- There is also support from the Educational Psychology Service, and the Visual Impairment and Hearing Impairment Services.
- Some pupils have access to hydrotherapy at PRI and Riding for the Disabled at Glenfarg, where appropriate.

The Curriculum

- Pupils have access to the full range of the 5 -14 curriculum - where necessary the curriculum is individualised and differentiated.
- Some pupils have an integrated therapy programme based on conductive education as part of the curriculum. A specially designated room is used for this purpose.
- All professionals work with school staff in a team approach to planning and delivering a curriculum.

Inclusion and Transition

All pupils are fully included in mainstream provision. Pupils may move onto mainstream secondary school or a special school.

Support for Learning Assistants provide assistance and supervision at break and lunch times.

Extensive transition planning is undertaken for pupils moving into nursery, from nursery to P1, and P7 to S1 secondary.

Re-assessments of the child's needs are taken at key transition stages i.e. Nursery and P7. In addition there is an annual review of progress and reassessment may take place at any point.

For further information please contact:

The Head Teacher
Viewlands Primary School
Oakbank Crescent
Perth PH1 1BU

Tel: 01738 621963

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CRIEFF PRIMARY
THE RAINBOW ROOM

Description of the provision

The Rainbow Room is located within Crieff Primary School, Commissioner Street, Crieff.

The Rainbow Room supports children mostly from the Crieff area although pupils from outwith Crieff may be placed by the Authority according to individual circumstances. Support is offered in line with normal school hours and holidays throughout the year.

This facility is situated within the Early Years part of the building. It offers support for 8 to 10 children between ages 5 and 11 who have been diagnosed as being on the autistic spectrum of children on the spectrum and has been specially designed and equipped to meet specific needs. It provides support for children at all stages of the primary school. Support is offered in line with normal school hours and holidays throughout the year.

The Rainbow Room caters for children who require a greater level of support than can be given in mainstream classes. It focuses on building skills and strategies to help pupils cope with social and personal relationships thus enabling them to interact as fully as possible with their peers and the outside world.

Staff have appropriate qualifications and a high level of expertise relevant to working with youngsters on the autistic spectrum. Staff/pupil ratios are high and are reviewed on an annual basis.

Children access the Rainbow Room as and when appropriate as part of their individualised programme. There is also a small multi – sensory room which is accessed on a regular basis by the children and which has been found to be very beneficial.

The philosophy of the school is to include the child wherever possible in a purposeful and supported way.

Who can access this provision?

- Children who access this provision will have had a professional assessment and diagnosis of autistic spectrum disorders including Asperger's Syndrome.
- These children are likely to have social and communication disorders and associated learning and behavioural difficulties.

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- All pupils will have an Individualised Education Plan (IEP) with targets reviewed on a regular basis.
- The pupil may also have a Coordinated Support Plan or a Record of Need which reflects the outcomes of a professional assessment.

What Specialist Input is available?

- All staff located in the Rainbow Room and many in the wider school will have undertaken specialist training.
- A range of specialist inputs including :
 - Brain Gym.
- Picture Exchange Communication System (PECS).
- Motor skills programmes are offered as appropriate.
- TEACCH.

Specialist support services include:

- educational psychology,
- speech and language therapy,
- physiotherapy,
- occupational therapy,
- music therapy, and
- Visual and Hearing Impairment services.

The curriculum

The pupil's individual curriculum and IEP are based on the National 5-14 curriculum and where appropriate on the elaborated curriculum.

Life Skills is seen to be an important component of the individual curriculum of each child who accesses the Rainbow Room.

Regular meetings take place between staff and parents to review and discuss all aspects of attainment and provision.

Inclusion and Transition

It is expected that children from the Rainbow Room will have the potential to cope with a partial mainstream experience. All children in the school are encouraged to socialise and play together both within the school and the playground.

Inclusion into mainstream is designed to be both purposeful and manageable for the child. The level and form will vary according to the individual needs of the child. Initial inclusion is always fully supported.

Close links between school and family ensures a consistent approach towards inclusion. Where appropriate staff will work with home to develop strategies to assist in dealing with behaviour issues.

Social inclusion is given a high priority dependant upon the necessary social skills being in place.

All placements will be reviewed annually as an integral part of the annual review process. Additionally re-assessment of the child's needs will be undertaken at key transition stages i.e. P3 and P7.

For further information, please contact:

The Head Teacher
Crieff Primary School
Commissioner Street
Crieff
Perthshire.PH7 3AY

Tel: 01764 652777

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COUPAR ANGUS PRIMARY

Description of the provision

This specialist provision is located within Coupar Angus Primary School and is situated within the infant building which also houses the nursery class. It offers support for 5 to 6 children between ages 5 and 11 who have been diagnosed on the autistic spectrum or as having moderate/ severe difficulties.

The school offers support to children mostly from the Coupar Angus area although pupils from other parts of Perth and Kinross may be placed by the Authority according to individual circumstances. Support is offered in line with normal school hours and holidays throughout the year.

A classroom with an integral purpose built 'safe space' which is accessed on a needs basis is used by the children and this has been found to be very beneficial. It provides support for children at all stages of the primary school. Children follow an individualised timetable which takes account of their specific additional support needs.

A sensory room is also available and there is easy access to a general purpose room, resource room, toilets and a shower room.

This specialist provision caters for children who require a greater level of support than can be given in mainstream classes. It focuses on building skills and strategies to help pupils cope with social and personal relationships thus enabling them to interact as fully as possible with their peers and the outside world.

Staff have appropriate qualifications and a high level of expertise relevant to working with youngsters with significant additional support needs. Staff/pupil ratios are high and are reviewed on an annual basis.

The philosophy of the school is of including the child wherever possible in a purposeful and supported way. All children in the school are encouraged to socialise and play together wherever possible both within the school and the playground.

Who can access this provision?

- Children who have a professional assessment and diagnosis of a particular condition (including global developmental delay).
- These children may present social and communication disorders with associated learning and behavioural difficulties.

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- All pupils will have an Individualised Education Plan (IEP) with targets which will be reviewed on a regular basis.
- The pupil may also have a Coordinated Support Plan or a Record of Need which reflects the outcomes of an integrated professional assessment.

What Specialist input is available?

- All staff who support children with significant additional support needs and many in the wider school will have undertaken specialist training.
- The base works in partnership with a range of agencies to meet the individual needs of each child. These include
 - educational psychology,
 - speech and language therapy
 - physiotherapy,
 - occupational therapy, and
 - music therapy.
- Opportunities for one-to one and small group interaction are planned according to need.

The curriculum

The pupil's individual curriculum and IEP are based on the National 5-14 curriculum and where appropriate on the elaborated curriculum. Regular meetings take place between staff and parents to review and discuss all aspects of attainment and provision. Specific work on areas in need of development is offered.

Inclusion and Transition

It is expected that children accessing this provision will not be able to cope with a full mainstream experience. Links with mainstream will be carefully designed to be both purposeful and manageable for the child. The level and form will vary according to the individual needs of the child.

For many pupils their delayed development and associated behavioural difficulties make social integration very important. Playtimes and lunchtimes are used to help with supported integration within the wider school.

Inclusion is always fully supported. Close links between school and family ensures a consistent approach towards inclusion.

Where appropriate, staff will work with home to develop strategies to assist in dealing with behaviour issues.

All placements will be reviewed annually as an integral part of the annual review process. Additionally re-assessment of the child's needs will be undertaken at key transition stages i.e. P3 and P7.

The majority of children may require specialist secondary school provision. It is anticipated that for some children Glebe School will be appropriate to their needs. However some children given adequate support may be able to access mainstream secondary school provision. Transition arrangements are planned in Primary 6.

For further information please contact:

The Head Teacher
Coupar Angus Primary School
Coupar Angus
Perthshire PH23 9AS

Tel: 01828 627356

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ROBERT DOUGLAS MEMORIAL SCHOOL

Description of the provision

The specialist provision at Robert Douglas Memorial School is provided in a purpose built building attached to the school, in Spoutswell Road, Scone.

This is an authority wide provision for children with a medical diagnosis of autism. Children are placed as a result of multi agency assessment and authority placing procedures. There are places for 16-18 children. Primary children have priority over nursery placement.

Support is offered in line with normal school hours and holidays throughout the year.

The facility consists of four classrooms, a life skills room, a therapy room, toilet facilities (including a shower), a Snoezelen, a safe space and a secure playground. Three of the rooms have viewing mirrors and a sound system to allow parents /professionals to observe the children at work. There is also access to all other areas of the school.

This specialist provision focuses on building skills and strategies to help pupils cope with social and personal relationships thus enabling them to interact as fully as possible with their peers and the outside world.

All staff within the specialist provision and some located in the wider school have undertaken relevant training

Who can access this provision?

Children who access this provision will have their needs assessed by a range of professionals and will have a medical diagnosis of autism. These children are likely to have social and communication disorders and associated learning and behavioural difficulties. They will be unable to cope with fulltime mainstream education.

All pupils will have an Individualised Education Plan (IEP). They are also likely to have a Coordinated Support Plan or a Record of Need which reflect the outcomes of an integrated assessment.

What Specialist Input is Available?

The school works in partnership with a range of agencies/staff to meet the individual needs of each child. This includes:

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- School Community Paediatrician
- School Nurse
- Music Therapist
- Speech and Language Therapist
- Occupational Therapist
- Riding for the Disabled
- Educational Psychology
- Hairdresser
- Dental hygienist

A specially designed sensory environment (Snoezelen) is available and on occasions can be used by the wider school. A combination of approaches is used rather than opting for a particular approach to autism.

Communication is seen as being of vital importance in the base. Picture Exchange Communication System (PECS) is used in every class. Aspects of the TEACCH programme are also adopted and put into practice. New ideas are often interpreted into current approaches.

The Curriculum

The pupil's individual curriculum and IEP are based on the national 5-14 curriculum and, where appropriate, the elaborated curriculum. IEPs are assessed termly with individual evaluations and forward plans being prepared for the following term.

Regular meetings take place between staff and parents to review and discuss all aspects of attainment and provision.

Specific work on areas in need of development is offered e.g. life skills.

There is an open door policy one afternoon each week where parents can meet with staff to discuss any aspect of their child's experience.

Inclusion and Transition

The school accepts there are times when children with autism are working alongside other pupils but not interacting with them. While this may appear to be inclusion, it is rather an individual task done in the company of others.

A measure of interchange is offered between pupils in the specialist provision and mainstream. Inclusion can operate on three levels:

- Physical inclusion (sharing the building and playground).
- Social Inclusion (inter-acting with mainstream pupils in the playground, dining hall, classrooms and base).
- Academic inclusion (working on the same curriculum materials as the pupils in mainstream part of the school).

All placements are reviewed annually as an integral part of the review process. Additionally reassessment of the child's needs are undertaken at key transition stages i.e. P3 and P6.

The majority of children are likely to require specialist secondary school provision.

For further information please contact:

The Head Teacher
Robert Douglas Memorial School
Spoutwells Road
Scone
Perth PH2 6RS

Tel: 01738551136

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GLEBE SCHOOL

Secondary Provision for young people with Additional Support Needs

Description of the provision

Glebe School is a local authority secondary school for young people with additional support needs. It is located in the village of Scone on the outskirts of Perth.

The school provides a broad and balanced curriculum for pupils aged 12 to 18. The capacity of the school is 40 places. Currently, six classes are organised as age and stage S1 – S6. Two other classes are multi stage classes. One of these is for pupils on the social spectrum and communication needs, some of whom are on the autistic spectrum, and the other is for pupils with severe and complex needs.

Personal and Social Development is central to pupils' progress and they are encouraged to develop independence skills in all areas of their work and daily routines. This is achieved in a range of ways – through work within the school curriculum, learning experiences outside of school and through enhanced experiences in residence.

All pupils have an Individual Education Programme. Targets are set termly over the course of the session. Parents are invited to discuss targets and give input into the setting of the targets.

The school offers support in line with normal school hours and holidays throughout the year.

Who can access this provision?

Young people enrolled in Glebe School will:

- be of secondary school age
- have an Individualised Educational Programme which reflects the outcomes of an integrated assessment
- be working within the 5-14 Elaborated Curriculum or 5-14 Pre Level A by the end of P7
- be pupils who require a curriculum and learning organisation which specifically develops communication and social skills
- be pupils with autism who require a specialised learning environment, and
- have learning needs best met within the elaborated curriculum, 5-14 and National Qualifications Access 2 provision. In most instances Access 2 would be the optimum level of achievement.

- Encounter complex or multiple barriers to learning which would impact on their educational development over an extended period of time. They would require support from, and access to, a range of services.

Pupils who have significant emotional and/or behavioural difficulties **as a main presenting need** would not be placed in the school

What Specialist Input is Available?

All teachers at Glebe are qualified and highly experienced. Most have undertaken further courses of study related to the teaching and care of children with additional support needs. Support for Learning Assistants are deployed in classes and provide help and encouragement with both the curriculum and care needs. This includes:

- Moving and Handling
- CALM training
- First Aid and epilepsy

Support for pupils is provided by other visiting staff including:

- physiotherapists
- occupational therapists
- speech and language therapists
- a teacher of pupils with visual impairment
- a music therapist
- the community paediatrician
- the school nurse

These members of staff play an important role in working with pupils on individual programmes as well as providing support to class teachers.

Residence staff provide enhanced personal and social development learning experiences for pupils during their overnight stays and are also involved in supporting pupils in their personal and social development during the school day.

The curriculum

The school aims to provide a broad and balanced curriculum for all pupils. Pupils are taught a wide range of subjects and have many varied experiences as part of their education at Glebe School. The key areas of the curriculum are:-

- Language and Communication
- Mathematics
- Personal and Social Development
- Environmental Studies
- Expressive Arts

There are specialist teachers in Art, Home Economics, Music and Physical Education.

Eco School Programme and Enterprise Education

The school has registered with the Eco Schools Programme and is working towards an award.

Enterprise Education is a major Scottish Executive initiative and pupils are given opportunities to work together in teams, learn about their strengths and create services and products. All classes have different enterprise experiences and projects.

Inclusion and Transition

Over the course of the last two sessions, very good links have been made with Perth Academy and some classes now access technical and science each week.

Within the school pupils work in a range of different groups to enable good links with peers and other age groups.

Transition for pupils from P7 moving into S1 is a planned programme of visits to the school which are tailored to meet the needs of pupils.

Transition for young people leaving school is tailored to meet their needs and is designed in conjunction with the next place they are moving to. This process is informed by the review procedures.

For further information please contact:

The Head Teacher
Glebe School
Abbey Road
Scone
Perth PH2 6LW

Tel. 01738 551493

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CHERRYBANK SCHOOL

Primary and Nursery Provision
for children with Additional Support Needs

Description of the Provision

Cherrybank School, Viewlands Terrace, Perth is located in the Cherrybank district of Perth. The school offers education for children across Perth and Kinross aged between 2 and 12 with complex and multiple additional support needs. Pupils from outwith may be placed by other local education authorities according to individual circumstances. The school offers support in line with normal school hours and holidays throughout the year.

The school consists of 2 buildings on a split level site. Most of the work takes place in the main building in Viewlands Terrace which comprises classrooms, hall and a range of small rooms for individual work. The old school on Glasgow Road has two large playrooms within the main school building situated between nursery and infant classes. Between the two buildings is a specially designed play area designed for both able bodied children and children with mobility problems.

Staff have appropriate qualifications and a high level of expertise relevant to working with youngsters who have significant additional support needs.

Staff / pupil ratios are high and are reviewed on an annual basis.

The school has a strong focus on developing language and communication, functional movement and personal and social development.

Who can access this Provision?

- Children who have a range of complex and multiple support needs. These will include physical, intellectual and sensory impairments, sometimes all three in one child. These are needs which cannot readily be met within a mainstream school, or mainstream specialist support provision.
- Most of the children also need high levels of therapeutic support.
- All pupils have an Individualised Education Plan (IEP).
- Children will have a Record of Need/Coordinated Support Plan.

What Specialist Input is available?

All teachers at Cherrybank are qualified and highly experienced. Most have undertaken further courses of study related to the teaching and care of children with additional support needs. Support for Learning Assistants are



deployed in classes and provide help and encouragement with both the curriculum and care needs. This includes:

- Moving and Handling
- CALM training
- First Aid and epilepsy

Support for pupils is provided by other visiting staff including:

- physiotherapists
- occupational therapists
- speech and language therapists
- a teacher of pupils with visual impairment
- a music therapist
- the community paediatrician
- the school nurse

These members of staff play an important role in working with pupils on individual programmes as well as providing support to class teachers.

The Curriculum

The pupil's individual curriculum and IEP is based on the 5-14 curriculum guidelines, but significantly elaborated to meet the particular needs of the pupils. Close working links with parents are maintained and the progress of each child is reviewed formally at least once a year.

Inclusion and Transition

The school operates within an inclusive philosophy, in the belief that disability should not be a barrier to participating in the widest range of experiences and opportunity. To give pupils access to activities with a verbal peer group there are good links with a local primary school and several nurseries. This can involve children joining in activities in the schools or the children from the schools visiting Cherrybank.

Placement in the pre-school provision does not pre-suppose continuing placement in the school at age five, so transition to primary education is carefully planned. Similarly, transition for secondary school starts when a child is in primary six. Most pupils transfer to Glebe School in Scone, but parents may wish to consider other options.

For further information please contact:

The Head Teacher
Cherrybank School
Viewlands Terrace
Perth PH1 1DA

Tel. 01738 622147

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FRIARTON NURSERY SCHOOL

Description of the Provision

Friarton Nursery School is located on the Edinburgh Road, Perth.

The catchment area for the nursery school is Moncreiffe Primary and Caledonian Road Primary but, when places are available, the nursery accepts children from other areas within Perth & Kinross.

The school offers support in line with normal school hours and holidays throughout the year. The nursery offers:

50 full time places (9am – 3pm) – following Support for Children and Families criteria

10 part time morning places (9a.m. – 11.30a.m.)

10 part time afternoon places (12.30p.m. – 3p.m.)

The total number of children in the building does not exceed 60 as recommended by Care Commission Inspectors.

10% of places at Friarton are designated for children with additional support needs (ASN).

Children are allocated depending on individual needs, staffing ratios and within existing resources. Children and families are usually supported by the Pre School Home Visiting Service and Educational Psychology in seeking a suitable pre school place.

A healthy snack is provided in the morning and afternoon session and lunches are cooked on the premises.

Transport is not provided by the council for children travelling from outwith the catchment area.

All our staff are fully qualified and continue to develop their skills by attending in service training provided by the authority throughout the year.

A "Wraparound Care" service is available during holidays, inset days and from 3 p.m. - 6 p.m. Places are allocated and charged on a first come first served basis. This is a joint venture with Crieff Road Pre School Centre until June 2006, with a maximum of 8 children from Friarton Nursery School being allocated places. Children with additional support needs (ASN) can access this service if parents require using it. However, each child's needs will be



looked at on an individual basis in order to place them in Wraparound Care within existing resources.

Who can access this provision?

- Priority is given to children aged 3 – 5 years within the locality.
- Other children applying will be allocated places in line with Perth & Kinross Policy on Admissions to Nursery Schools & Classes and the Support for Children and Families criteria.

What specialist input is available?

Staff development opportunities are regularly sought to further extend staff expertise through Continuous Professional Development. This includes:

- Makaton training
- Training from Down's Society
- Training from Autistic Society
- Speech and Language Therapy
- Behaviour Support Service

Additional advice and support is available from:

- Pre School Home Visiting Service
- Health Visitor
- Educational Psychology
- Community Paediatrician
- Sensory Services
- Family Support Worker
- Children's Services (Social Services)

The Curriculum

A wide range of learning experiences and activities are provided to develop children's learning in the 5 key areas;

- Emotional, Personal and Social Development
- Communication & Language
- Knowledge & Understanding of the World
- Expressive & Aesthetic
- Physical Development & Movement

Children follow the 3-5 curriculum accessing it at their own pace. An Individual Education Plan will be devised to ensure parents and all agencies working with children are working together towards inclusion and the same goals for learning.

Close links are established with parents and regular planning meetings are encouraged.

Inclusion and Transition

A full inclusive experience is offered to all children with additional support needs.

Where appropriate, the school makes good use of effective links with Cherrybank Primary School.

Transition to primary for children with ASN is tailored to suit individual family circumstances. Frequent visits are encouraged to receiving primary and by primary staff to Friarton. Children attend primaries throughout Perth & Kinross.

For further information please contact:

The Head Teacher
Friarton Nursery School
Edinburgh Road
Perth PH2 8BX

Tel: 01738 625675.

EDUCATION AND CHILDREN'S SERVICES
Support for Children and Young People
Specialist Provision

CRIEFF ROAD PRE-SCHOOL CENTRE

Description of the Provision

Crieff Road Pre-School Centre is situated in McCallum Court Fairfield Perth. It provides education and childcare for children age two to five years. The defined locality of the nursery is Fairfield, part of Balhousie, Goodlyburn and Tulloch

The nursery offers 55 fulltime places for 3/5 year olds, 44 part time places for 3/5 year olds and 20 part time places for 2 year olds.

Fulltime places and part time places for 2/3year olds are allocated under the criteria "Support for Children & Families". Consideration is given to children on a Council-wide basis.

10% of places are designated for children with additional support needs (ASN).

The total number of children in the building should not exceed 100 as recommended by The Care Commission.

The nursery is open 50 weeks of the year. Not all children are offered placement over school holidays.

Crieff Road is open daily from 8.30am-4.00pm.

Crieff Road Pre-School Centre comprises a large open plan indoor room for 3/5year olds and a smaller area for 2/3year olds. The indoors areas have easy access to outdoors and the nursery has extensive grounds which extend the learning environment.

There is also a Parents' Room.

All staff are fully qualified and staff/child ratios are appropriate to age of children.

A small number of Support for Learning Assistants enhance the staff to support children who have additional needs.

A "Wraparound Care" service is available during holidays, inset days and from 3.00pm - 6.00pm. Places are allocated and charged on a first come first served basis. This is a joint venture with Friarton Nursery School until June 2006, with a maximum of 8 children from Crieff Road Pre-School Centre being allocated places. Children with ASN can access this service if parents require to use it. However, each child's needs will be looked at on an individual basis in order to place them in Wraparound Care within existing resources.

Who can access this provision?

- Priority for part time places for 3/5 year olds is given to re-school children in the locality.
- All fulltime and 2/3year places are allocated by an Admissions Panel.
- A referral form "Support for Children & Families" must be submitted

by professional agencies already involved in supporting the child and his/her family along with the parental registration form.

What specialist input is available?

Staff development opportunities are regularly sought to further extend staff expertise through on-going Continuous Professional Development. This includes:

- Makaton Training
- Speech and Language Therapy training
- Behaviour Support Service training
- Picture Exchange Communication System trained (PECS)
- Early Bird training

Staff supporting nursery include:

- Speech and Language therapist
- Learning Support Teacher (North Perth New Community School)
- All staff team (North Perth New Community School – needs basis)
- Includes weekly Parents' Group Recreational activities with crèche)
- Also opportunities to link into adult learning eg computing
- Family Support Worker 1½ days
- Link Health Visitor

Additional advice and support is available from:

- Educational psychologist/Paediatrician/ITT/occupational Therapy/Social Work

The Curriculum

A wide range of learning experiences and activities are provided to develop children's learning in the 5 key areas:

- Emotional, Personal and Social Development
- Communication & Language
- Knowledge & Understanding of the World
- Expressive & Aesthetic
- Physical Development & Movement

CRPSC's planning for all children takes full account of the 3-5 curriculum and ensures children progress at their own pace. Individual Education Plans are drawn up for children with significant additional support needs and learning plans are implemented for children with identified needs. These plans are reviewed regularly to plan next steps in the child's development and learning. Strong links are fostered with parents and other agencies to maximise the support of children. Regular meetings are held to share information.

Inclusion and Transition

A fully inclusive experience is offered to all children with additional support needs. Transition from nursery to primary for children with Additional Support Needs is planned to best meet the individual needs of the child. Visits are arranged both to and by the receiving school. Children move on to schools throughout Perth & Kinross.

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GOWANS CHILD AND FAMILY CENTRE

Description of the Provision

The Child and Family Centre is located in Gowans Terrace, Muirton, Perth. It offers day care for children aged two to five years, and intensive family support if required. The Centre can take children from any part of Perth and Kinross, transport permitting.

The Centre is open 52 weeks a year and the opening hours for day care are:

Monday - 9.00am to 12.45pm

Tuesday to Friday - 9.00am to 3.30pm.

(It is not possible to offer all children placements during school summer holidays.)

The Centre has 2 playrooms. The smaller playroom takes a maximum of 6 / 7 children at any one time, with 2 members of staff. This can suit children who require intensive support, including children with additional support needs. The larger playroom can take up to 28 children. The Centre also has a Parents Room, a Family Room, and a large kitchen.

Children with additional support needs are fully integrated with other children who attend.

The centre has a very nurturing approach towards children, with a vision of "Confident Families, Safe Happy Children"

Who can access this provision?

- Anyone can request a place for a child at the Centre, including parents, health visitors and other professionals.
- Decisions about which children and families are allocated a service are made at an allocation panel.

The criteria for a service is based on Section 93(4) of the Children (Scotland) Act 1995. These are:

(a) Being "**in need**", is a child being in need of care and attention because:

- the child is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining a reasonable standard of health or development unless these services are provided by the local authority;

- the child’s health or development is likely significantly to be impaired or further impaired unless such services are provided;
 - the child is disabled, or
 - the child is affected adversely by the disability of any other person in the family.
- (b) Who is “**looked after**” by a local authority, shall be construed in accordance with section 17(6) of this Act.

What Specialist Input is available?

Staffing

- Speech and Language Therapist
- Learning Support Teacher
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Specialist teacher input for children with additional support needs, (including behaviour support)

Approaches

- Picture Exchange Communication System
- Makaton
- Early Bird (for children on the autistic spectrum).
- Positive behaviour approaches

Additional Support

- Parents can relax; have coffee and a chat in the Parents Room.
- In the Family Room, parents and carers meet with staff for different groups and activities. These groups range from cooking, recreation, healthy living, computing and handling children’s behaviour.
- Parents can be provided with individual support from our Family Support Staff.

The Curriculum

A wide range of learning experiences and activities are provided to develop children’s learning in the 5 key areas:

- Emotional, Personal and Social Development.
- Communication and Language.
- Knowledge and Understanding of the World.
- Expressive and Aesthetic.
- Physical Development and Movement.

- Planning takes full account of the 3-5 curriculum and ensures children progress at their own pace.
- Individual Education Plans are drawn up for children with significant additional support needs and learning plans are implemented for children with identified needs. These plans are reviewed regularly to plan next steps in the child's development and learning. Strong links are fostered with parents and other agencies to maximise the support of children. Regular meetings are held to share information.

Inclusion and Transition

Children with additional support needs are fully included with other children who attend. All children in their pre-school year and children with additional support needs will have an Individual Education Plan (IEP).

The Centre has a transition policy for children moving to a nursery class or Primary 1. Transitions are tailored to children's individual needs. Most parents are encouraged to move their child to the nursery of their local primary school in the child's pre-school year.

For further Information please contact:

The Centre Manager
Gowans Child and Family Centre
Gowans Terrace
Perth PH1 5AX

Tel: 01738 442174

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PERTH ACADEMY

Description of the Provision

Perth Academy is a large mainstream secondary (1063 pupils) situated in the west of Perth within easy access of major trunk routes.

The school supports young people, (aged 12 – 18), within mainstream who have specific learning, physical, sensory and social/emotional difficulties. There is also a small specialist provision for up to five young people who are on the Autistic Spectrum.

Young people in the autistic provision receive a high level of support, relevant to their needs. They can be accommodated full-time in the base or can access mainstream classes as appropriate. Pupils usually come from the Perth area, although individuals from outwith Perth may be placed by the Authority according to circumstances. The school offers support in line with normal school hours and holidays throughout the year.

Who can access this provision?

- Young people on the autistic spectrum.
- Their needs will have been assessed and diagnosed by a range of professionals.
- Young people who at some stage of their education will benefit from mainstream integration.

What specialised input is available?

- The provision is run by a very experienced teacher, with a high level of expertise in supporting young people with autism and other social and communication difficulties.
- Experienced Support for Learning Assistants who have undertaken significant levels of training also support the young people in the base and in classes.
- There are close working relationships with other support staff and subject departments in school.
- Support from external agencies, as appropriate, including educational psychologist, therapists, social work and Youth Enquiry Service.
- Access to ICT and school network.

The Curriculum

Pupils have access to the full range of the secondary curriculum, depending on their needs. They will be taught either by subject specialist or by the teacher in charge of the provision, depending on how much time is spent in mainstream classes. Personal, Social Development programmes are developed and delivered by the teacher of the provision and tailored to individual needs. Individual Education Plans are discussed and developed termly for each young person.

Inclusion and Transition

All pupils in the base have full access to mainstream provision, as appropriate. Support is also provided during break and lunchtimes. Extensive transition planning is undertaken for young people joining the provision, as well as moving on. Very close partnerships with parents/guardians are central to the provision, and progress of the young people is constantly monitored. In addition, there is an annual review of progress to consider future provision.

For further information please contact:

The DHT Support for Staff and Pupils
Perth Academy
Murray Place
Perth
PH1 1NJ

Tel 01738 458000