

# Enhanced Support Base

## Frequently Asked Questions

### 1. General

**What will the Base/Hub be known as by others in the school?** It is important to get this right from the outset to support the development of an inclusive whole school ethos. They are known as Enhanced Support Bases or Wellbeing Hubs but schools can take the initiative to work with children and young people in the Bases/Hubs to choose a name they are comfortable with.

**Is the provision full time (standard school times)? Is there an option to have different start and end time?** The bases can be used flexibly to meet individual needs with children timetabled full-time in the base or having some time in the base and other time in mainstream classes/accessing other learning opportunities. Start and end times can be considered to meet needs of the individuals through the GIRFEC child planning process.

**Once my child begins their placement, what is the process for reviewing how successful the placement is and if necessary, whether a change of placement should be considered?** The GIRFEC process reviews supports throughout the year and this can be raised through the child planning system. Timescales will take the context into consideration and the school and wider partners will work with children and families to manage this.

**Is there an option for a shared placement with a special school?** The benefits of opportunities to link with peers with similar profiles in other settings can be discussed as part of the Child Planning Process and if felt appropriate this could be explored. The Bases are keen to link with special schools to support each other. Joint events can also be explored if this would be of benefit to the children and young people.

**What is the difference between an Enhanced Support Base and a Wellbeing Hub?** Enhanced Support Bases cater for children with complex needs including learning disability and autism. Wellbeing Hubs cater for children with social and emotional needs. The curriculum and supports, including environments, are tailored to best meet the needs of their learners.

**What are the benefits of a child or young person accessing one of these resources over a special school?** Children have a right to be taught in their community and where possible their catchment school. The Bases are supporting the achievement of this vision with benefits such as less travel time, access to community supports for families and links with wider community partners, access to local work experience and the ability for children to stay with friendship groups and such like.

**What skills and expertise do Enhanced Support Base staff have?** Staff attend joint training throughout the session. All staff will have access to training and ongoing support from relevant partners including Psychological Services, the ASL Service, CAMHS LD Team and the National Autism Implementation Team. Training from other partners can be accessed as required. Individuals may choose to further their skillset in this area through continual professional development and reading. The Enhanced Support Bases work collaboratively to share effective practice and help ensure consistency of supports across the settings.

**What is the environmental layout of an Enhanced Support Base like?** All Enhanced Support Bases have had environmental reviews to ensure consistency of essential learning environments for the needs of the learners they cater for. Psychological services and the Additional Support for Learning Service have worked with staff in each of the hubs to create inclusive and supportive environmental layouts. .

**Do Enhanced Support Bases offer consistency with enhanced transitions?** Transitions are tailored to the needs of an individual. A parent and carer can discuss needs at a transition planning meeting once a place has been allocated in the Base. Transition planning in the context of school closures is currently underway. Further information will be provided as soon as possible.

**Will a transition CPM be held virtually before the summer?** Transition CPMs will be held virtually in May/early June.

**What support is there for staff in the Enhanced Support Base?** The staff are part of their school community and included in the life of the school. Staff across the Enhanced Support Bases provide a network of support for each other. Staff will also build networks with colleagues from special schools. Wider partners including ASL service, Psychological services and Allied Health Professionals also provide support in the form of training, advice and consultancy for the teams.

**Will the curriculum focus on life skills? e.g. cooking, creative learning, practical skills such as hairdressing, project-based learning. How will this work in a large mainstream school?** Schools will offer a range of subjects across the curriculum areas, with a focus on skills development. Schools will be supported to develop a skills framework which will be suited to the needs of the learners attending the Enhanced Support Bases. Learning will occur primarily within the base classroom. Learners will also be able to access specialist classrooms when required for subjects, e.g. Food Technology. The teacher and support staff leading the classes will have experience in planning and delivering project-based learning. Schools can also access support and training from the Additional Support for Learning Service to develop specialist learning resources and strategies.

**What opportunities will there be for parents and carers to network?** Parents and carers can access networks of support through the CEC Parents and Carers of Children with Disabilities in Edinburgh Facebook Page. The school and/or partner services can also support parents to develop their own networks with parents of other children attending the Enhanced Support Bases. We will work closely with parents and carers to make sure that we get their feedback and that their views inform all of our planning

**Will there be multi-agency input? For example, does the enhanced base have a link speech and language therapist, occupational therapist?** Access to these agencies will be in line with current practice in our special schools.

## 2. Class size

**The maximum class is 10 pupils at any one time with 1 teacher and 2 support staff, what will happen if there are fewer pupils?** The staffing allocation will not change for the Bases but how staff are used will depend on needs of the children. Schools will allocate staff to support children to best meet the needs of them.

**Is there a legal requirement on pupil/teacher/PSA ratio?** There is no legal requirement but there are recommendations of 1 teacher to 10 children with complex learning needs. Schools have flexibility to allocate support staff to best meet need.

**Is it possible that the class in the Base will be split into smaller classes or groups?** This will vary depending on need. The school will maximise the space and staffing they have to support learning. Children may be all together at some points of the day and may be in smaller groups at other times.

## 3. Environment / Curriculum

**How will the curriculum be adapted for these young people?** Each child will have their own Individual Education Plan (IEP) and targets will be specific to need. Learning will focus on adaptive skills to promote independence and will use children's interests to support engagement in meaningful learning.

**Will they have the option to sit National 3 and National 4 qualifications on an assisted basis? What other qualifications will be offered?** Children will have opportunity to achieve in a variety of ways including access to qualifications appropriate to their developmental level and interests; where appropriate, National 3 and National 4 qualifications will be part of this.

**What peer support will be offered from older pupils (e.g. a buddy system) and if this is to be offered how will this be managed?** The schools are inclusive and are keen that children accessing the Bases feel they belong as part of the wider school. Each school will look at opportunities to develop links for the children attending the Bases with mainstream peers and agree ways of enabling this. This can be discussed as part of the child planning process.

**What support will be offered to develop technology skills- especially those around internet /app safety?** Digital learning will be part of the Base curriculum. Personal safety is a key part of this for all children and will be adapted to support understanding at a level appropriate to need.

**What assistance /support will be offered where there are toileting issues?** Personal care will be supported as appropriate to need and where appropriate can be part of a child's target setting to promote independence with self-care skills.

**What steps are being taken to ensure the Bases are fit for purpose e.g.extra services / equipment ?** An audit of essential and desirable environmental needs has been carried out and addressed. The base staff will work with partners including ASL Service, Psychological Services and allied health to support the needs of the learners.

**What will be put in place to access after school activity and what support and supervision will be put in place to enable this? How would a young person be supported to get to and from home for these?** This can be discussed on a school level but schools will work hard to enable children to be included in extracurricular activities on offer. Transport is not provided for after school activities in any of our settings unless this is part of the after-school club support.

**What social activities will be put on for these young people?** This will be planned by school teams and adapted to meet needs.

**What guidance and support will be made available to these young people, who for example might not be able to understand the complexities of social relationships?** Base staff will work with guidance teams to provide relevant support for children and young people. Supports will be also put in place to develop individual learner skills that are identified as requiring support through the GIRFEC child planning process. All staff will have received training to support their understanding of communication needs in the classroom and wider school community.

**Spaces in the base are for S1-3 children. What happens in S4-6?** Young people will not be expected to change school for their senior phase. As young people progress into the senior phase they will be supported in wider areas of the school more. They will choose a senior phase curriculum as part of the school choices for senior phase pupils and access qualifications appropriate to interests and motivation. Enhanced Support Base schools also have enhanced support for learning departments to support senior phase young people from the Enhanced Support Base where appropriate. Some of their curriculum may be offsite subject to their senior phase choices eg accessing college courses/Outdoor Learning. Support to enable young people to access this curriculum will be provided. Alongside this GIRFEC child planning will continue to plan and implement the individual supports and considerations that should be put in place for each individual according to their identified additional support needs.

**Is the area separate to the rest of the High School?** The Enhanced Support Bases will be located within the grounds of the school. In some schools they will be a separate room within the main body of the school and in others, the

classes are located in a separate part of the building. The Depute Headteacher of your child's school will be able to provide more information about where your child's classroom will be located within the school.

**Will the learning environment just be the pupils in one room all day?** Learners will be based in one classroom and will begin and end the day in this room as a class group. The majority of learning will take place in this classroom with learners accessing specialist classrooms for some subjects as required. As learners progress through school, they will be supported to attend mainstream classes in line with their progression. Parents, learners and partners will be fully involved in planning discussions.

**Will all the learning be classroom based?** Learning will take place in the classroom. Opportunities for outdoor learning will be accessed where possible, and some learning will also take place in specialist classrooms as appropriate.

**My child is vulnerable socially. How will they be protected within a mainstream environment?** Children will be based in one classroom with the other learners in the ESB. If they are able to access classes with mainstream peers, this will be with the appropriate level of support until they are able to do this more independently. Parents will be fully involved in all planning around this.

**What will happen at breaks and lunchtimes? In addition to this, what will supervision around the school look like?** Children will be able to access quiet areas for breaks and lunchtimes, away from the main dining area and playground. Each school will have appropriate break and lunch-time supervision in place for the whole school. Additional supervision for the children attending the Base will be provided by the support staff working with them, as required.

**How many teachers will my child have?** Each base class will have one class teacher and two support staff. Other teachers may deliver specialist subjects, e.g. Food Technology, ICT, CDT. This will be supported by the staff who know the children and are familiar with the supports and strategies that work for them.

**How will the support in the base be maintained and/or develop as my child progresses from S1 to S6?** As children progress through school their supports needs will be reviewed through ongoing multi-agency planning. Parents will be fully involved in this, as will young people, as appropriate to their capacity to do so. We aim to develop independence for all of the learners in the Base, as we do for pupils attending special schools. This will be managed in a planned and progressive way with a focus on ensuring the wellbeing of the pupil is at the forefront of all planning.

**How will post-school links with adult services be successfully established? Will the level of my child's needs be recognised by young person/adult services in the future as they transition from an enhanced base in a mainstream school as opposed to a well-established specialist provision?** Young people transitioning into adult services will be supported by partners including the Social Work Young Adults with a Disability Team, Edinburgh College and third-sector partners, as appropriate. There will also be opportunities for staff to link with colleagues in special schools to support transition planning for learners. Transition out of school will be discussed from an early stage to ensure that there is a clear plan and that appropriate supports are in place.

#### **4. Identifying and Assessing Needs**

**What ongoing professional input and assessments from professionals such as Educational Psychologists, Clinical Psychologist, Occupational Therapists would these pupils have access to and will this be timely?** This will be part of the child planning process similar to how your child receives support now. Support from wider partners can be requested as part of this process.

**How will a school distinguish between, for example, high performers needing support with social aspects only and learners who have a learning disability and need a highly differentiated curriculum?** A Learning Disability label is not

necessary to access the Bases. Staff will use relevant assessments and information gathered to inform an appropriate curriculum and educational targets for each of the children and young people and where possible encourage appropriate peer groupings to develop learning, both academically and socially.

**Do all the children who will attend the Enhanced Support Bases have Autism and learning disability?** All of the learners placed in the Enhanced Support Bases have a similar profile of need, and the majority of learners will have Autism and/or Learning Disability.

### 5. Assessment for entry

**Are there any pupils currently in the schools involved that might need to be moved into Bases?** Yes

**Are the Bases based on age or ability? E.g. could there be a range of young people in there for S1- S6?** Ability grouping will be part of the organisation where appropriate. The bases will be targeted to S1 to S3 pupils.

**Will primary school children with learning disabilities automatically be granted a place in an Enhanced Support Base (i.e. not have to join a waiting list)?** Places will be allocated as need arises and will not be held for pupils.

### 6. Uniform

**Would the young people wear standard school uniform? What about those young people that might find this challenging?** This can be discussed with the school. Children in the Base will be encouraged to wear uniform in line with the wider school to help them feel part of the school community. Where children find this difficult, schools will work with parents to find a solution.

**It is important to encourage young people to partake in the school culture and rules. How would this be done?** This will be done at a level of need and understanding with adaptations to support participation where appropriate.

### 7. Travel

**What safeguarding issues could be foreseen?** Where needed, risk assessments can be carried out with measures put in place to support safe travel to and from school.

**How is my child going to get to school and back safely? Will transport still be provided?** Parents and carers can apply for transport for their child. Information is available at <https://www.edinburgh.gov.uk/support-pupils/school-transport/1>

### 8. Parent Council

**Would there be parent representation on the existing Parent Council?** The school would welcome this.

