



Stages of INTERVENTION in Education and Learning



Stages of Intervention Framework

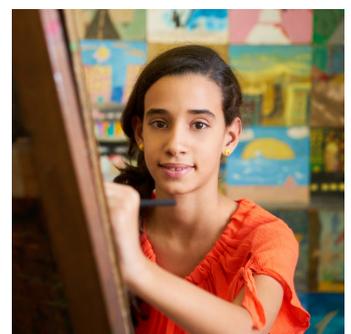
The Additional Support for Learning (Scotland) Act 2004, amended 2009, provides the legal framework for the identification and support of the Additional Support Needs (ASN) of children and young people who experience barriers to learning. This guidance provides key information to support the implementation of duties under this Act.

Additional support is a broad and inclusive term which applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their education and to be included fully in their learning. 'Additional Support Needs' is the standard terminology used in Scotland when children and young people need more – or different – support to what is normally provided in schools or pre-schools to children of the same age.

Legislation, policy advice and guidelines

This framework is informed by a range of legislation, advice and guidelines including:

- The United Nations Convention on the Rights of the Child
- The Standards in Scotland's Schools etc Act 2000
- Disability Strategies and Pupils' Educational records (2002)
- Additional Support for Learning (Scotland) Act 2004 (as amended 2009)
- Code of practice to support the ASL Act
- Equality Act 2010
- Children and young People (Scotland) Act 2014
- Education (Scotland) Act 2016
- The Getting it Right for Every Child (GIRFEC) approach
- Curriculum for Excellence
- The National Improvement Framework (NIF)
- Pupil Equity Funding
- How Good is our School? 4th edition (2015) (HGIOS 4)
- GTCS Professional Standards
- Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour (2018)
- Guidance on the presumption to provide education in a mainstream setting (2019)
- Support for Learning: All our Children and All their Potential, June 2020



Inclusion

This framework is set within the context of ensuring that all our children and young people feel included and can participate and achieve to their full potential. This is the responsibility of all.

There are four key features of inclusion which can be used to set expectations and evaluate children and young people's inclusion in their learning environment – present, participating, achieving and supported. These four features support the creation of an inclusive learning environment for all children and young people that enables them to reach their full potential.

All children and young people should be supported to overcome barriers to learning and achieve their full potential. To achieve their full potential, barriers to learning must be identified and addressed for all children and young people through personalised learning pathways.

Pupil and parental engagement in all aspects of decision making around a pupil's learning experiences and planning for progression are a key part of inclusion and are fundamental to the processes for supporting learners in Dumfries & Galloway.

Learning Environments

In Scotland, there is a range of provisions available to meet the needs of all children and young people. This includes:

- School and all ELC settings.
- Flexible Provision where a pupils' needs are met through a combination of learning environments which provides learning and support to meet individual needs.



Identifying additional support needs

All local authorities have a staged intervention process which provides schools, parents/carers, children and young people and other agencies with a framework to assess, identify, plan and review support for children and young people.

Which:

- Provides a solution-focused approach to meeting needs at the earliest opportunity.
- Involves the child, parents/carers, ELC and school staff and, when appropriate, other professionals, all working in partnership to get it right for every child.
- Is designed to be flexible and allows for movement between stages depending on a learners journey.

Factors giving rise to additional support needs

There is a wide range of factors which may lead to some children and young people having a need for additional support. These fall broadly into four overlapping themes:

- Learning environment
- Family circumstances
- Disability or health need
- Social and emotional factors

Within Curriculum for Excellence, all children and young people are entitled to support to enable them to achieve. Education authorities are required to identify the additional support needs of each child or young person for whose school education they are responsible.



Getting it Right for Every Child (GIRFEC)

Children's wellbeing is at the heart of Getting it Right for Every Child. In order to support the wellbeing of all children and young people it is important to consider the wellbeing indicators of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Appropriate support should then be provided to ensure wellbeing entitlements are delivered for all children and young people. This, in turn, will form part of the support they need to achieve their full potential.

At the core of the GIRFEC practice model are six key questions education practitioners need to ask themselves when they are concerned about a child:

- What is getting in the way of this child or young person's learning and achievement/well-being?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?
- What are the child and parent/carer views?

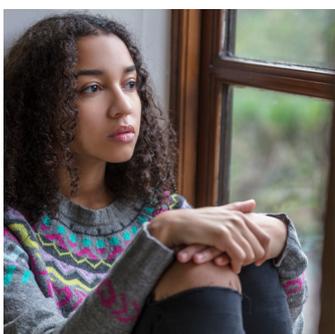
These questions also underpin decisions within the Stages of Intervention framework. They can be used at all stages of intervention to assess and help plan to meet needs.

Looked After Children

Looked After is statutory. For these children & young people there are legislative requirements around their safeguarding. Looked after children & young people include those:

- Looked after at home through a Compulsory Supervision Order (CSO) or
- Looked after away from home in a residential care setting, in foster care or looked after in kinship care.

The ASL Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education. In order to ensure that looked after children and young people have the planning and support they need, Dumfries & Galloway consider all such pupils level of need to be at Stage 3 of the Stages of Intervention.



Care Experienced Children

Care experienced is an umbrella term which can mean children & young people who are:

- Looked after at home through a Compulsory Supervision Order (CSO);
- Looked after away from home residential care setting, in foster care or in a kinship placement (Looked After or Non Looked After)
- Previously looked after, where at some point in their lives they have had any of the above experiences. The child / young person may never have been formally looked after.

In D&G we recognise that although there are no statutory rights in place for our care experienced children and young people, some of our pupils are likely to need additional support with their learning. Many care experienced learners may only need support for a particular stage of their lives, while others may need on-going support possibly due to the impact of previous trauma in their childhood. Care experienced children and young people can often struggle to feel safe in school because of their lived experiences and as a result may feel unable to benefit fully from education without support.

Key features of the Stages of Intervention model in Dumfries & Galloway

- Consistency of approach across schools
- Identification, assessment, plan, record, review
- Flexibility – movement between stages, both up and down
- Meeting needs early & with appropriate level of intervention
- Partnership with pupil & parents/carers
- Clear identification of responsibilities and documentation required



Stages of intervention is designed to be flexible to allow children and young people to move between the stages based on their current need.

Overview of Dumfries & Galloway Stages of Intervention

Stage 1 Monitoring



Learners at **Stage 1** will be supported within their setting by existing staff. Careful planning will already take into account the needs of all learners, but learners for whom some concerns have been noticed should receive additional monitoring and differentiated planning. The normal planning formats within the setting will be used and any additional monitoring and assessment should be discussed and noted within the setting's tracking & monitoring processes.

Stage 2 Focused Intervention



Learners within **Stage 2** will be supported within their setting by existing staff. The need for further assessment and support will be identified and planned for. Specialist advice from within education or from partner services may be sought. Planning formats will be more specific and detailed and may utilise specialist planning documentation e.g. Additional Support for Learning Plans

Stage 3 Targeted Intervention



Learners within **Stage 3** will be supported within their setting by existing staff in liaison with other specialist education or partner agency services.

Planning will largely be done collaboratively, utilising planning formats such as the Child's Plan or an Individual Educational Plan

Stage 4 Intensive Intervention



Pupils at **Stage 4** will predominately be accessing a specialist learning environment and flexible provision such as a Learning Centre. Planning and support will be highly specialised and usually multi-agency in nature

	Stage 1: Monitoring - (ELC/ school based)	Stage 2: Targeted Support - (ELC/ school based)	Stage 3: Targeted Intervention - (ELC/ schools supported by partners)	Stage 4: Intensive Intervention - (school and resourced provision)
WHO IS RESPONSIBLE?	<p>Responsibility of the Early Learning and Childcare staff or Class/ Subject Teacher.</p> <p>Leadership teams to have responsibility and provide oversight and input as required, through tracking and monitoring, including attendance.</p>	<p>Responsibility of the Early Learning and Childcare Practitioners or Class/Subject Teacher.</p> <p>Leadership teams to have responsibility and provide oversight and input as required through tracking and monitoring including attendance.</p>	<p>Responsibility of the Early Learning and Childcare Practitioner, Class/Subject Teacher and Educational Visitor Service/Additional Support for Learning Teacher/Pupil Support Teacher.</p> <p>Leadership teams to have responsibility and provide oversight and input as required through tracking and monitoring including attendance.</p> <p>All Looked After Children's level of need is Stage 3 and Care Experienced children who are not currently Looked After may be Stage 3 following the Stages of Intervention process.</p>	<p>Responsibility of the Principal Teacher Resource Provision/Early Learning and Childcare Managers/School Management Team.</p> <p>Leadership teams to have responsibility and provide oversight and input as required through tracking and monitoring including attendance.</p> <p>Education Central Team and partner agencies</p>
ACTIONS	<p>Solution Focused Approach - GiRFEC 6 Questions</p> <ol style="list-style-type: none"> 1. What is getting in the way of this child or young person's wellbeing? 2. Do I have all the information I need to help this child or young person? 3. What can I do now to help this child or young person? 4. What can my agency do to help this child or young person? 5. What additional help, if any, may be needed from others? 6. What are the child and parent/carer views? <p>Discussion of concern with parents/carers. Gather the views of parent/carers and child/young person and record on pastoral notes.</p> <p>Professional discussion within school to consider next steps.</p> <p>Early Learning and Childcare Practitioner/Class/subject teacher differentiate tasks and activities and sets personal learning planning goals and timescales.</p> <p>Possible adaptation or individualisation to timetable/sessions may be planned and offered.</p> <p>Use de-escalation strategies and techniques as required.</p> <p>Embed enhanced nurture principles commensurate with the Better Relationships/Better Learning approach.</p> <p>Consideration of formal assessment needs e.g. extra time, separate accommodation.</p> <p>Class/subject teacher/Early Learning and Childcare manager monitors and reviews effectiveness of support strategies.</p> <p>Consider further investigation/diagnostic assessment to inform planning.</p> <p>Stage of Intervention recorded on SEEMiS to reflect current need and revised position in staged intervention process if appropriate (School based setting not within ELC private providers).</p> <p>Health and Care Plans or Intimate Care Plans may be managed at this level with minimal intervention/self-regulated.</p> <p>Adopt techniques and strategies suggested by other services.</p> <p>Consider and complete an identification of concern form (IOCF), share with Setting/School leadership teams.</p>	<p>Consultation with Educational Visitor or Additional Support for Learning Teacher to inform personal learning planning goals and timescales.</p> <p>Maintain regular communication and liaison with parent/carer and child/young person. Share relevant support services for parents to access.</p> <p>Continued and further differentiation of tasks and activities.</p> <p>Early Learning and Childcare Practitioners/ Class/subject teacher to consider completing an Additional Support for Learning Plan (ASLP).</p> <p>Daily use of de-escalation strategies and techniques as required.</p> <p>Consider seeking consultation with Educational Psychology Service or Speech and Language Therapy through Virtual Consultation, discuss with parents.</p> <p>Provide opportunities for health care follow up programme/s to be delivered by appropriate professionals e.g. physiotherapy programmes.</p> <p>Enhanced differentiation through alternative arrangements/timetabling for specific curriculum area/s.</p> <p>Identify any need for further assessment and/or support.</p> <p>Stage of Intervention recorded on SEEMiS to reflect current need and revised position in staged intervention process if appropriate (School based setting not within ELC private providers).</p> <p>Transition between stages, ELC and school settings ELC – P1, P7 to S1 and Senior Phase and beyond school.</p> <p>Discuss identification of concern form (IOCF) already completed with Additional Support for Learning Teacher.</p> <p>Consider seeking Health Specialist advice with parental consent.</p> <p>Consider Request for Assistance Form submitted for appropriate service/agency based on previous appropriate planning.</p>	<p>In consultation with parents/carers, child/young person and other professionals involved, consider criteria for creation of an Individualised Education Programme (EP), set targets and upload to SEEMIS and record on pastoral notes.</p> <p>Ongoing monitoring of progress and review of effectiveness of targets.</p> <p>Advice and/or input, as appropriate, from Educational Visitor Service/ Additional Support for Learning Teacher/Pupil Support Teacher</p>	<p>Agree targets for Individualised Education Programme in consultation with parents/carers, child/young person and other professionals involved and upload to SEEMIS and record on pastoral notes.</p> <p>Provide opportunities for Health Care follow up programmes to be delivered by appropriate professionals.</p> <p>Multi-agency input for ELC, School and post-school planning.</p> <p>If appropriate and with parental consent request submitted for Coordinated Support Plan (CSP) to Supporting Learners.</p>

	Stage 1: Monitoring - (ELC/ school based)	Stage 2: Targeted Support - (ELC/ school based)	Stage 3: Targeted Intervention - (ELC/ schools supported by partners)	Stage 4: Intensive Intervention - (school and resourced provision)
SIGNS OF SUCCESS	<p>Have been successful in meeting needs, record measures of success.</p> <p>Early Learning and Childcare staff or Class Teacher/Subject Teacher continue to monitor progress, having evaluated and noted success within class planning and whole school tracking & monitoring.</p>	<p>If the action/s have been successful in meeting needs, record measures of success.</p> <p>Early Learning and Childcare staff or Class Teacher/Subject Teacher continue to monitor progress, having evaluated and noted success within focussed planning.</p> <p>If Specialist Services have provided advice which has been successful in meeting needs, this should be evaluated and shared with partners to the plan.</p>	<p>If targeted input has been successful in meeting needs this should be evaluated and noted within appropriate planning and the outcome shared with partners to the plan.</p> <p>If Specialist Services have provided advice and/or input which has been successful in achieving targets this should be evaluated and noted within the appropriate planning or service documentation and the outcome shared with partners to the plan.</p>	<p>If intensive input has been successful in achieving targets or overcoming aspects of the barriers to learning this should be evaluated and noted within Individualised Education Programme/CSP and the outcome shared with partners to the plan.</p> <p>If Specialist Services have provided advice and/or input which has been successful in achieving targets or overcoming aspects of the barrier/s to learning this should be evaluated and noted within the Individualised Education Plans, CSP or service documentation and the outcome shared with partners to the plan.</p>
	<p>Measures of Success:</p> <ul style="list-style-type: none"> • levels of attainment, achievement and attendance • readiness and/or engagement in learning • incidents and exclusions • social inclusion - peer relationships and social interactions • parental engagement • support requirements • GiRFEC 6 questions 		<p>Measures of Success:</p> <ul style="list-style-type: none"> • independence • self-regulation • GiRFEC 6 questions • wellbeing measures • specialist assessment tools • schedules and checklists • planning actions and targets achieved 	
DOCUMENTATION	<p>If Stage 2 is being considered the following documentation should be in place:</p> <ul style="list-style-type: none"> • Differentiated planning where learning needs are clearly identified. • Assessment/tracking evidence including attendance. • Feedback from or evidence of learning conversations/ parent meetings. • Note of consultation entered on SEEMiS Pastoral Notes. • Wellbeing assessments. • Health Care Plan or Intimate Care Plan, if appropriate. • Completed Identification of Concern form to share with management team, upload to SEEMiS, action recorded on Pastoral note. 	<p>If Stage 3 is being considered the following documentation should be in place:</p> <ul style="list-style-type: none"> • Feedback from or evidence of learning conversations/ parent meetings. • Evidence of consistent differentiation. • Evidence of any additional planning and outcomes (ASLP). • Chronology of assessment. • Entries on SEEMiS. • Health Care Plan or Intimate Care Plan, if appropriate. • Completed Identification of Concern form shared with Support for Learning Teacher. • Completed Request for Assistance Form to appropriate agencies for advice or input. • Evidence of consideration and discussion regarding the need for an Individual Education Plan (IEP). 	<p>At Stage 4 or if Stage 4 is being considered the following documentation should be in place:</p> <ul style="list-style-type: none"> • Feedback from or evidence of learning conversations/ parent meetings. • Current targeted plans and outcomes (e.g. Individualised Education Plan, Child's Plan, Risk Assessment, Safer Handling Plan, Positive Behaviour Plan – one or more of these plans will be in place at this stage). • Health Care Plan or Intimate Care Plan, if appropriate. • Assessment Chronology. • Entries on SEEMiS. • Evidence of consideration and discussion regarding which learning environment best meets the needs of the learner. 	

