**Moderation process:**

* Schools were asked to submit information detailing P1/S1 new entrants, P7/secondary leavers and details for all pupils who have needs at Stage 3 of the Stages of Intervention
* Supporting Learners Managers engaged with Headteachers across the authority to determine and agree the approach for robust moderation.
* Supporting Learners colleagues triaged all school returns, categorising pupils into Red, Amber and Green against an agreed criteria (based on levels of planning as agreed at the meeting with Headteachers).
* Contact was made with a small number of schools for further information, as the level of detail provided on the original return was not quite sufficient to confirm that these pupils needs should be met at Stage 3.
* Following all Stage 3 returns being fully triaged, the next stage of moderation happened at cluster level (combining smaller clusters as detailed and requested) with a separate meetings for secondary colleagues.
* Each session was facilitated by a Supporting Learners officer.
* Not all schools were asked to attend the cluster moderation exercise, only schools where we needed to sample and further moderate the Stage 3 returns.  These schools were asked to send 1 representative to the session and were asked to bring a sample of “Amber” pupils to discuss (SL confirmed which schools need to attend and the pupil sample in advance).
* The purpose of the moderation exercise was intended to develop a shared and standardised understanding of Stage 3 of the Stages of Intervention, and have a facilitated discussion to elicit a view from the attendees as to whether the child/young person is appropriately listed at Stage 3. The format was an open discussion session which welcomed challenge and reflection from all participants to reach a collective/majority agreement.
* Facilitators were asked to familiarise themselves with the criteria for Stage 3 (shared last session) as detailed below:

*1. Significantly enhanced Learning Assistant support (for basic care needs, for behaviour support, for curriculum support) as identified through pupil planning.*

*2. Long term multi agency planning to meet complex needs.*

*3. Highly specialised resources (adaptations to the environment).*

*4. Highly specialised methods of communication or use of communication systems.*

*5. Support to meet multiple significant needs which collectively create barriers to inclusion.*