The background of the slide features a large, light blue watermark of the University of Victoria crest. The crest is a shield divided into four quadrants. The top-left quadrant shows a building with a flag. The top-right quadrant shows a stag's head with a cross above it. The bottom-left quadrant shows a three-masted sailing ship on the water. The bottom-right quadrant shows an eagle with its wings spread. Above the shield is a crown with four floral motifs. Below the shield is a banner with the motto 'ANE FOR A'.

# **Agenda Item 7**

## **Framework for Staged Intervention**

Falkirk Council

**Title:** Framework for Staged Intervention  
**Meeting:** Education, Children and Young People Executive  
**Date:** 4 June 2019  
**Submitted By:** Director of Children's Services

**1. Purpose of Report**

- 1.1. The purpose of this report is to share and seek approval for the Framework for Staged Intervention guidance.

**2. Recommendation**

- 2.1. **The Education, Children and Young People Executive is asked to agree the revised framework document for Staged Intervention**

**3. Background**

- 3.1. This framework and guidance refreshes and updates our previous Additional Support for Learning Staged Intervention and reflects recent developments nationally and locally.
- 3.2. This framework and guidance have been developed by the Additional Support for Learning Team, in consultation with mainstream head teachers, head teachers of specialist provision and other stakeholders.

**4. Considerations**

- 4.1. This revised framework and guidance further embeds the Getting it Right for Every Child approach and aligns staged intervention with requirements of the Children and Young People's Act 2014, The Additional Support for Learning (Scotland) Act 2004, amended 2009 and other national guidance (Appendix 1).
- 4.2. It provides a clear operational framework for all educational establishments to identify, assess and meet the additional needs for children and young people.
- 4.3. The Staged Intervention guidance ensures that the duty to identify and address additional support needs is in accordance with the two main pieces of legislation referenced in 4.1.

- 4.4. The framework defines the needs of children and young people using a tiered approach. All support beyond stage 2 is targeted support:
- Universal Support  
Available to all in the course of everyday classroom practice.
  - Stage 1 - Early Intervention  
Children at Stage 1 are not considered to have Additional Support Needs as they require only minimal differentiation and support.
  - Stage 2 - Additional Support  
Children at Stage 2 are assessed as having Additional Support Needs and will receive high quality targeted support. (This may also include our highly able children).
  - Stage 3 - Enhanced Support  
Children at Stage 3 are assessed as having significant Additional Support Needs.
  - Stage 4 - Intensive Support  
Children at Stage 4 have significant Additional Support Needs which require intensive support.
- 4.5. The framework provides a clear descriptor for each stage, the assessment which will be undertaken and the supports that can be considered for the child, young person, teacher or school.
- 4.6. The guidance supports the understanding of these tiers through a number of practical case studies (Appendix 1, p11-14). The Guidance reflects the changing needs of our children and young people and the importance of the Team Around the Child in monitoring their needs. It provides examples where needs increase, remain constant or decrease and how the child or young person may move up and down the stages in response to these changes.
- 4.7. Specific advice and guidance is also provided in relation to Looked After Children and Young People. The guidance highlights that all Looked After Children and young people are assumed to have additional support needs, until the education authority determine, via appropriate assessment that they do not require additional support to enable them to benefit from school education.
- 4.8. This framework and guidance, once approved, will be hosted and shared on our Getting it Right for Every Child Practitioner Pages. This will enable it to be easily updated to reflect the changing nature of our schools, support provisions and children and young people's needs.

4.9. A comprehensive programme of training is also currently being developed to support the implementation of the revised framework and guidance. This will include Pupils, Parent and Staff leaflets and guides.

## **5. Consultation**

5.1. Head Teachers from across Falkirk Council were consulted as the revised framework was developed.

## **6. Implications**

### **Financial**

6.1 Training costs will be built into the planned Professional Development Programme for the coming session.

### **Resources**

6.2 None

### **Legal**

6.3 None

### **Risk**

6.4 None

### **Equalities**

6.5 None

### **Sustainability/Environmental Impact**

6.6 None

## **7. Conclusion**

7.1 This report sets out the revised Framework for Staged Intervention. This will provide clear guidance to schools and professionals on how to best support our children and young people across Falkirk Council to ensure that they can be supported to access education that is most appropriate to their abilities and talents.

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## **Appendix 1**

A Framework for Staged Intervention

### **List of Background Papers:**

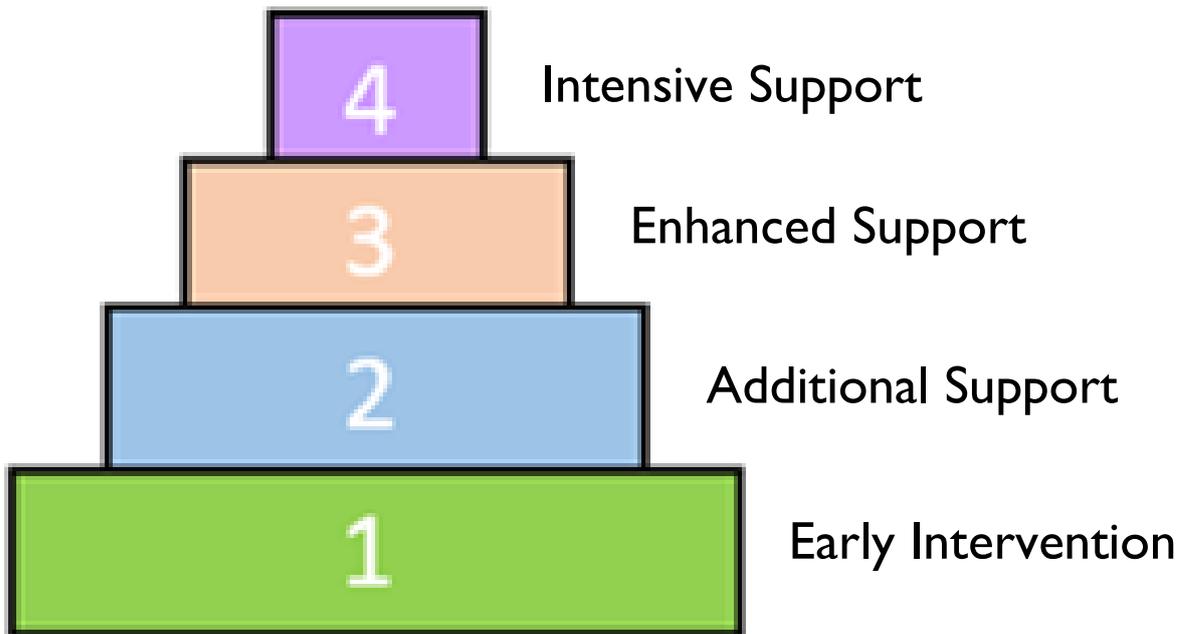
None



**Falkirk Council**  
*Children's Services*

Children's Services  
Getting it Right for Every Child

# A Framework for Staged Intervention



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## Introduction

**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 the Education (Additional Support for Learning) (Scotland) Act 2009 (ASL Act). The ASL Act requires education authorities to identify, provide for and to review the ASN of the pupils for whose education they are responsible.

This will include the planning of support to overcome barriers to learning and, where appropriate, the opening of a Co-ordinated Support Plan (CSP). In addition, education authorities are required to plan for the transitions of pupils with ASN.

From August 2016, all educational establishments must ensure their approaches to assessment, planning and review are compliant with the Children and Young People (Scotland) Act 2014 (CYP Act).

The CYP Act promotes the rights of the child as outlined in the United Nations Convention on the Rights of the Child (UNCRC). The CYP Act places key elements of the Getting it Right for Every Child (GIRFEC) approach to wellbeing into law including:

- A description of how people working with children, young people and parents understand and consider a child or young person's **wellbeing**.
- A **Named Person** is available as a central point of contact for children, young people and parents, who will provide advice, information, and support, and help to access other services if needed.
- Children and young people who need extra support which is not generally available will have a **Child's Plan**.

The responsibility for the promotion, support and safeguarding of wellbeing, lies with every member of staff in all educational establishments; all of whom share a duty to create a positive ethos and climate of respect and trust; so that everyone can make a positive contribution to the wellbeing of every individual in their care.

<http://www.educationscotland.gov.uk/learningandteaching/learningacrossthecurriculum/responsibilityofall/healthandwellbeing/>

This framework and guidance further embeds the GIRFEC approach and aligns Staged Intervention with the requirements of the CYP Act. This will ensure that high quality assessment and planning is in place for all children and young people with ASN. This will improve outcomes, reduce inequalities and have a positive impact on wellbeing.

The GIRFEC approach provides the overarching principles and practice model for educators within Falkirk's Children's Services, while Staged Intervention is used to support the development of learning and wellbeing for children and young people with additional support needs. It provides the framework for all educational establishments to identify, assess and meet the additional support needs of children and young people.

The Staged Intervention procedure is underpinned by legislation and ensures that the duty to identify and address additional support needs is in accordance with the Additional Support for Learning Act and the CYP Act.

Staged Intervention data is recorded by educational establishments using SEEMiS. This provides the information needed to meet Scottish Government reporting requirements on ASN. The Scottish Government uses the reported information to ensure the equitable and transparent allocation of national resources to Local Authorities.

The local allocation of resources from the Scottish Government is based on the provision of accurate individual educational establishment Staged Intervention data through SEEMiS.

In SEEMiS this is evidenced by educational establishment assessment, planning and the accurate recording of data that identifies patterns of need. Along with this SEEMiS information, the use of national data, such as Scottish Index of Multiple Deprivation (SIMD) which measures the extent of deprivation relevant to each educational establishment, locality trends are able to be identified and addressed.

Guidance was produced in 2017 to support the accurate recording of additional support needs in SEEMiS. This guidance can be found on the ASN website:

<https://blogs.glowscotland.org.uk/fa/asnfalkirk/>

## Staged Intervention Planning Tools

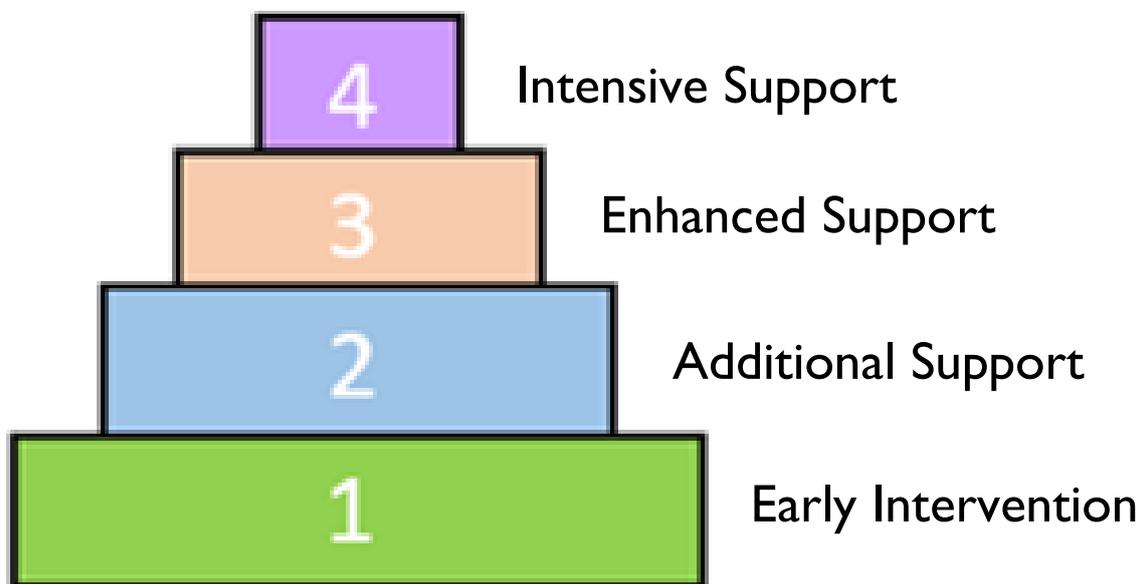
The multi-agency Forth Valley Child's Plan Development Group have developed a child's planning suite of paperwork to support the GIRFEC National Practice Model. **The Child's Plan** set of forms are for recording assessment, planning and review processes within Staged Intervention. It is also used to invite support from partners, and to develop integrated assessment and plans.

All services which come together to meet the needs of children and young people now share a common understanding of roles and responsibilities, a shared assessment and planning process and a practice model which supports joint action and accountability.

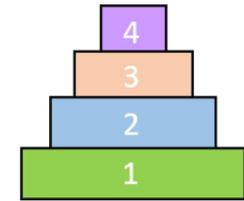
The up-to-date Child's Plan can be located within [Falkirk's GIRFEC Practitioner Pages](#).

Falkirk Council has adopted a 4 tiered approach to Staged Intervention beyond the Universal Service. All support beyond stage 2 is targeted support.

- Universal education
- Stage 1 - Early Intervention
- Stage 2 - Additional Support
- Stage 3 - Enhanced Support
- Stage 4 - Intensive Support



# Falkirk Council Staged Intervention Model



## Universal Education

Almost all of our children make their journey from birth to adulthood, supported by their family and universal services.

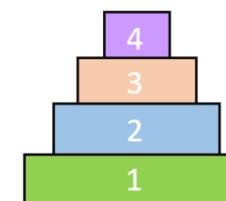
Parents/carers have regular opportunities to discuss their learning with staff and set appropriate targets. Families are at the centre of this planning, as active participants in their learning and development. Parents/carers are supported to actively and meaningfully engage in their children's learning and life at school. Staff work with parents/carers to reduce potential barriers to engagement and are responsive to the family circumstances.

All children and young people are benefiting from high-quality universal education. We have an effective strategy for securing positive relationships and behaviour which all staff and partners take responsibility for implementing. Children and young people are at the centre of all planning, as active participants in their learning and development. Our children and young people have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps. This enables them to review their own learning and plan for next steps, gain access to learning activities which will meet their needs, work with a range of partners, and prepares and supports them through changes and choices. Learning targets are in place specific to individual learners, built on prior learning and reviewed and evaluated systematically with next steps based on their progress. All staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing. Tasks, activities and resources are effectively differentiated to ensure appropriate pace and challenge for all learners. Our staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning, support and specialist resources.

[HGIOS 4, Education Scotland, 2015](#)

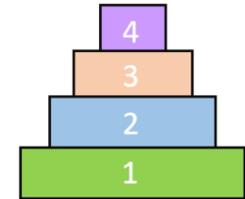
[HGIOELC, Education Scotland, 2016](#)

## Stage I Early Intervention



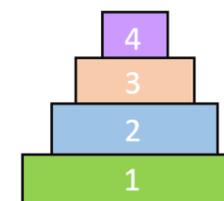
Descriptor	Assessment	Support Available
<ul style="list-style-type: none"> <li>• The child and their family are empowered partners.</li> <li>• Strategies or adaptations are minimally intrusive, short term and will be delivered within the child's classroom/learning environment.</li> <li>• Key adult(s) may require advice within the education setting.</li> <li>• Informal monitoring of short term adjustments required. Recorded in forward plan.</li> </ul> <p>Children at Stage I are not considered to have an ASN, therefore this does not need to be recorded in SEEMiS.</p>	<p>Use of the GIRFEC 5 key questions:</p> <ol style="list-style-type: none"> <li>1. What is getting in the way of this child's or young person's well-being?</li> <li>2. Do I have all the information I need to help this child and young person?</li> <li>3. What can I do now to help this child and young person?</li> <li>4. What can my agency do to help this child or young person?</li> <li>5. What additional help, if any, may be needed from others?</li> </ol> <p>Classroom practitioners use their teaching and learning, assessment over time, teacher judgement and observation to identify adjustments beyond differentiation.</p> <p>The parents are invited to discuss the early intervention and needs of the child with school staff, and they will be involved in the decision making. This is a stage I Team Around the Child. Team Around the Child assesses need. If the child may:</p> <ul style="list-style-type: none"> <li>- return to the universal level.</li> <li>- need more help at stage I.</li> <li>- need more help at another stage.</li> </ul>	<p>Within School or ELC with general advice and guidance available through the website or training.</p> <ul style="list-style-type: none"> <li>• <a href="#">HGIOS 4 – Quality Indicators.</a></li> <li>• <a href="#">HGIOELC guidance.</a></li> <li>• <a href="#">Falkirk GIRFEC Practitioners Page</a></li> <li>• Signposting and guidance from <a href="#">Educational Psychology Service Website.</a></li> <li>• Signposting from <a href="#">Additional Support Needs Falkirk Website.</a></li> <li>• Local Authority training courses delivered by EPS and ASN Team. These are available through <a href="#">Falkirk CPD Manager.</a></li> <li>• Consultation and advice from Support for Learning Teacher/School ASL Co-ordinator/Other school colleagues.</li> <li>• Parent meetings to discuss the assessment and intervention</li> </ul> <p>Adaptations, progress and planning are captured within curricular planning.</p>

## Stage 2 Additional Support



Descriptor	Assessment	Support
<p>Children at Stage 2 are assessed as having Additional Support Needs and recorded on SEEMiS. All children with additional support needs are entitled to high-quality targeted support, including highly-able children. Where a child is Looked After, they require additional monitoring. They are considered stage 2, as a minimum.</p> <p>Staff and partners take positive and proactive steps to ensure that barriers to learning are assessed and adaptations or <u>interventions</u> are put in place to minimise these.</p> <p>This involves additional support available within school or ELC, including Support for Learning, targeted pastoral support and behaviour support.</p> <p>Curricular and/or environmental adaptations are appropriate and short to medium term. Different contexts for learning may be used such as individual tuition or small group learning for specified, time limited periods.</p> <p>The progress of the child is monitored and further adjustments or blocks of intervention can be implemented based on this assessment.</p> <p>The interventions may still be recorded in the curricular planning, particularly for group based interventions. Where a child requires individualised intervention this could be recorded within a Form 4 – Child’s Action Plan. It is recommended that this is reviewed at the end of the time limited period, or at least annually.</p>	<p>Within the GIRFEC 5 key questions, where question 5 indicates potential for additional help beyond the class teacher. “What additional help, if any, may be needed from others?”</p> <p>Learners’ needs are identified early through reliable and valid assessment information, following the <a href="#">National Practice Model</a>, ensuring appropriate, proportionate and timely support including specialist input where required. Risks to the young person’s safety and wellbeing should be considered.</p> <ul style="list-style-type: none"> <li>• Most children will require a wellbeing assessment which would be recorded using Form 2A.</li> <li>• Some children may require a specific assessment such as when following the <a href="#">Literacy Pathway</a>.</li> </ul> <p>The Stage 2 Team Around the Child would involve the parents and the additional staff in school. Part of the decision making for the child considers, using the GIRFEC questions whether there is a:</p> <ul style="list-style-type: none"> <li>- return to stage 1.</li> <li>- need more help at stage 2.</li> <li>- need more help at another stage.</li> </ul>	<p>Stage 1 support and...</p> <ul style="list-style-type: none"> <li>• Direct support from the school or ELC Support for Learning staff in class, in groups or individually</li> <li>• Targeted pastoral support on specific areas of need</li> <li>• A lead professional from the school is identified, unless the lead professional is from another agency e.g. the social worker for a Looked After Child</li> </ul> <p>External Services may be involved at a consultation level, for example:</p> <p><i>Specific to the child, Outreach services:</i></p> <ul style="list-style-type: none"> <li>• Inclusion and Wellbeing Service 3-18</li> <li>• ASN Outreach teams.</li> <li>• Windsor Park visiting services</li> </ul> <p><i>General advice – practice and guidance</i></p> <p>Telephone consultation with Educational Psychologist Advice from ASL Adviser</p> <p>Support from Family Support Service may be appropriate for parenting groups or general advice.</p> <p>The child’s Chronology may be updated at this stage. A Form 6 – Record of Child/Young Person’s Meeting, to record planning, decisions and actions may be used. Form 2A, Wellbeing Observations and Assessment, would be added and updated in accordance with the reviewing cycle. Adaptations, progress and planning are still captured within curricular planning.</p>

## Stage 3 Enhanced Support

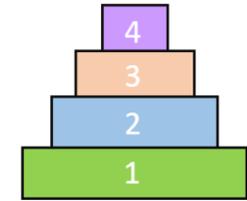


Descriptor	Assessment	Support
<p>Children and young people at Stage 3 are assessed as having significant Additional Support Needs. This means their barriers to learning are likely to last for a year or more. The nature of the intervention required is such that an enhanced level of support is required. The child's needs may require multi-agency interventions at substantial level.</p> <p>Additional assessment and intervention or specialist advice from agencies beyond the setting may be required.</p> <p>Planning recorded on a Child/Young Person's Action Plan and Chronology - tailored education programmes will be in place.</p> <p>Where a high level of multi-agency co-ordination is required a Co-ordinated Support Plan may be considered by Team Around the Child/Young Person.</p>	<p>Use of the <a href="#">GIRFEC 5 key questions</a>. Learners' needs are identified early through reliable and valid assessment information, following the <a href="#">National Practice Model</a>, ensuring appropriate, proportionate and timely support including specialist input where required.</p> <p>Risks to the young person's safety and wellbeing should be considered. Educational psychologist may provide assessment and consultation for the child/young person.</p> <p>The Stage 3 Team Around the Child assesses need. If the child may:</p> <ul style="list-style-type: none"> <li>- return to the stage 2.</li> <li>- need more help at stage 3.</li> <li>- need support at stage 4.</li> </ul>	<p>Support from Stage 1 and 2 and...</p> <p>Support from external services that come into the school to support the child or very high levels of support in school Examples of Stage 3 support in school include</p> <ul style="list-style-type: none"> <li>• A high level of Support for learning prioritised within mainstream school</li> <li>• School resources may be prioritised to support this young person, based on assessed need.</li> <li>• <b>Enhanced Provision in a local cluster primary or the equivalent in Secondary</b></li> <li>• A package of support equivalent to enhanced provision in their local mainstream school under the presumption of mainstream</li> </ul> <p>Direct Support from external services Outreach services:</p> <ul style="list-style-type: none"> <li>- Inclusion and Wellbeing Service 3-18</li> <li>- ASN Outreach teams.</li> <li>- Windsor Park visiting services</li> </ul> <p>Substantial involvement from EPS and attendance at TAC. Specific advice from ASL Adviser. Agencies where there is an ongoing direct role</p> <ul style="list-style-type: none"> <li>• Allied Health Professionals and Therapists</li> <li>• Social work services</li> <li>• Voluntary sector partners</li> <li>• Family Support</li> </ul>



Falkirk Council  
Children's Services

## Stage 4 Intensive Support



Descriptor	Assessment	Support Available
<p>At Stage 4 the child or young person is assessed as having exceptional additional support needs which are recorded on SEEMiS.</p> <p>Planning is recorded on a Child/Young Person's Action Plan and Chronology - tailored education programmes will be in place.</p> <p>A Lead professional has been identified and will be responsible for the progress plan.</p> <p>Reviewed as appropriate in line with the Education (Scotland) Act 2014, 2009, 2004.</p> <p>Intensive support now in place with access to specialist provisions beyond the educational setting's resources.</p> <p>Where a high level of multi-agency co-ordination is required a Co-ordinated Support Plan may be considered by Team Around the Child/Young Person.</p>	<p>Use of the <a href="#">GIRFEC 5 key questions</a>. Learners' needs are identified early through reliable and valid assessment information, following the <a href="#">National Practice Model</a>, ensuring appropriate, proportionate and timely support including specialist input where required.</p> <p>Risks to the young person's safety and wellbeing should be considered.</p> <p>Educational psychologist will provide assessment and consultation for the child/young person where appropriate.</p> <p>The Team Around the Child assesses need. If the child may:</p> <ul style="list-style-type: none"> <li>- return to the stage 3.</li> <li>- need more help at stage 4.</li> </ul>	<p>Support available at stages 1-3 and...</p> <ul style="list-style-type: none"> <li>• A very high level of support from support staff or multiple agencies into the educational setting.</li> <li>• Placement in special school or specialist provision (this requires a referral to Placement Change Panel). <ul style="list-style-type: none"> <li>○ Carrongrange High School</li> <li>○ Windsor Park School</li> <li>○ Inclusion and Wellbeing Service 3-18</li> <li>○ Ladeside Primary School: ASC</li> <li>○ Easter Carmuir's Primary School ASC</li> <li>○ Denny High School: Northfield</li> <li>○ Grangemouth High School: ASC</li> <li>○ Larbert High School: ASC</li> <li>○ Kinnaird Primary School: Thistle Wing</li> <li>○ Maddiston Primary School: Timezone</li> </ul> </li> <li>• Involvement from EPS and attendance at TAC.</li> <li>• Telephone/face to face consultation with specialised members of the TAC, such as Social Work, Health and Police.</li> <li>• Informing/requesting support from Team Manager – Service and School Improvement.</li> </ul> <p>Options appraisal to Children's Services Resource Group in very exceptional circumstances for placement in other special schools outwith Falkirk Council.</p>

# Exemplar Case studies

## Stage 1 of Intervention:

- James, presenting with challenges around literacy, particularly in spelling and reading. This appears to have an impact on his writing.
- James' Teacher has provided differentiated learning and teaching and he accessed learning in small groups to support this.
- Concerns were shared and further explored, with James' parents contributing to strategies which could be tried to support James in class.
- This was recorded in James' chronology and in the teacher's class overview of support.
- James' progress in spelling, reading and writing were monitored closely over a term.
- Interventions, such as Clicker 7/Nessy/over learning/repetition of spelling words planned.
- Following tracking of progress over the term, it became evident that further assessment would be useful in identifying if there was anything specific which was acting as a barrier to James' learning.
- The Teacher consulted with school support coordinator and with the Support for Learning Teacher for strategies and advice. Subsequently he was moved to Stage 2 Intervention in agreement and discussion with his parents, teacher and support for learning teacher.

## Stage 2 of Intervention:

- Marc is an S1 pupil and has been assessed as having social, emotional and behavioural needs (SEBN).
- He was identified through transition meetings as a learner who would require nurture support.
- He has ongoing monitoring by CAMHS for ADHD and Educational Psychology have been consulted.
- Marc struggles with his regulation and can present with a temper. He can present his mistrust in a violent manner at times. Marc has had a number of Alternative to Exclusions within the School Support Base.
- Marc does not enjoy literacy based tasks, especially reading and phonics.
- He has an allocated Pupil Support Key Teacher.
- Marc accesses the Nurture Base 3 times per week and Pupil Support 3 times per week, he attends all other mainstream classes.
- The team around Marc uses the Wellbeing Assessment to identify specific areas of need and review this as required.
- Planning, tracking and monitoring is recorded using the Form 6 - Record of Child/Young Person's Meeting, which is reviewed annually in order to plan for and respond to any additional support needs.

### **Stage 2 of Intervention:**

- Georgie is looked after and accommodated away from home. She is a 1st Year pupil at a local secondary school. She presents with no challenges within the educational context and has experienced a positive and successful transition from Primary 7.
- Georgie has good levels of attainment and has positive relationships across the year group and with staff.
- No additional support is required within the school setting.
- Georgie resides in a local care setting and has been care experienced since she was 7 years old.
- The social worker reviews her care setting regularly and an annual Children's Hearing is in place.
- The school update the team with her educational progress at parents' evenings and during planning meetings.
- There is ongoing use of the My World Assessment tool to ensure that the team respond to her needs where they arise.
- The Social Worker is Lead Professional and coordinates the Child's Plan which includes a 'Form 6- Record of Child/Young Person's meeting', a 'Form 4- Child/Young Person's Action Plan' and 'Form 7- Chronology'.

### **Stage 2 of Intervention:**

- Amir's first language is Urdu. He recently joined P3 having been at a school in Pakistan for 2 years prior.
- Amir's parents have limited English and they do not speak English at home.
- Amir shows very little interest in literacy tasks. His expressive language appears limited. He relies on gesture and non-verbal communication to make himself understood. The class teacher is concerned that Amir is isolated from his peers. He goes home from school at lunch time. His attendance is below school and authority average.
- His teacher has noticed that he has begun using avoidance strategies during lessons that require any kind of reading or writing. Some avoidance results in low level behaviour and this can be disruptive in small group settings.
- Amir enjoys numeracy lessons and is working just below average in the class but still within the expected level.
- His teacher reports that Amir appears very disorganised and he seldom completes tasks.
- Amir would go straight to stage 3 as he requires specialist assessment that needs to be provided out with the resource of the school.
- Amir's enrolment and on-going meeting would be supported by the Bilingual Team as required.
- A staged Intervention meeting is called by the school and parents to discuss the need for:
  - Consultation around assessment to establish level of English acquisition;
  - P1/P2 phonics screening by school SfL teacher;
  - Augmented phonological awareness program in class and at home.

**Stage 3 of Intervention:**

- Cara started nursery at age three. She was supported by the Preschool Home Visiting Service and Health Visitor due to developmental delay in all areas. Assessments evidence limited speech, lack of eye contact and solitary play as areas requiring development.
- Significant family issues including lack of parenting skills were also evidenced.
- A Form 4 – Child’s Action Plan with individualised targets were devised by the TAC and supported by PSHVS.
- Regular planning meetings are being held including parents, the nursery, PSHVS and the Health Visitor as required.
- Based upon the assessments a decision to refer to speech and language therapy was agreed.
- A Child’s Plan which includes a ‘Form 6- Record of Child/Young Person’s meeting’, a ‘Form 4- Child/Young Person’s Action Plan’ and ‘Form 7- Chronology’ is in place and updated regularly. The My World Assessment is regularly reviewed by the TAC and updated.

**Stage 3 of Intervention:**

- Suzanne is a primary 5 pupil who requires support as she was not reaching her milestones as expected.
- She has specific difficulties with literacy and the Dyslexia screener indicates dyslexia type difficulties.
- The school have developed an individualised education programme to support Suzanne.
- Continuing use of the My World Assessment and other assessment tools. The information gathered showed that Suzanne required more specialist support beyond the school resource to more effectively meet her needs.
- A request for support from Speech and Language Therapy was made and is now in place.
- The team around Suzanne assessed the need for significant transition planning to begin in Primary 6 for her move to secondary school.
- A Child’s Plan which includes a ‘Form 6- Record of Child/Young Person’s meeting’, a ‘Form 4- Child/Young Person’s Action Plan’ and ‘Form 7- Chronology’ is in place and updated regularly. The My World Assessment is regularly reviewed by the TAC and updated.

#### **Stage 4 of Intervention**

- Angus is a child who has been assessed as having significant Social Emotional and Behavioural Needs (SEBN). He is in primary 5 in mainstream school.
- He accesses support from CAMHS and is subject to a Compulsory Supervision Order with regular monitoring from the Children's Reporter and Social Work.
- For Angus to access education he requires significant support using school resources (support for learning and nurture), additional support teams and from a social worker.
- Angus' curriculum has been adapted to ensure that he is more able to engage with learning while working on outcomes specifically targeting his SEBN.
- The team regularly revisits progress using the My World Assessment and other specific assessment tools. The assessments undertaken lead directly to targeted interventions from across the teams supporting Angus and his family.
- Coordination of the interventions are clearly recorded and tracked using the Child's Action Plan and the Child's Plan suite supports all other areas.
- The team around Angus meet regularly to review progress
- The multi-agency chronology demonstrates improvements within the home setting however, education remains significantly challenging and disrupted.
- Based upon the updated assessment, the team are requesting a specialist placement out with the mainstream setting.
- The team around Angus are also considering the need for a Co-ordinated Support Plan as there is significant coordination required across the multi-agency team in meeting educational objectives.

#### **Stage 4 of Intervention:**

- Emma is a child who has been assessed as having severe and complex needs. She accesses Carrongrange HS where a high level of educational and personal support is available.
- Emma is provided with a high level of personal care for feeding, toileting and comfort – the school works closely with the parents/carers.
- For Emma to access education she requires a high level of support, in the form of a small class size with a high ratio of staff to pupils.
- Emma accesses an individualised curriculum that is fully recorded and reviewed using a Form 4 – Child's Action Plan.
- The team regularly revisits progress using the My World Assessment and other specific assessment tools. The assessments undertaken lead directly to targeted interventions from across the teams supporting Angus and his family.
- The team around Emma meets regularly to assess progress.
- Emma has a plan in place to support her from Physiotherapy and Speech and Language Therapy – this is delivered in school by SflA staff and at home, by the parent/carer.
- The team around Emma are also considering the need for a Co-ordinated Support Plan as there is significant coordination required across the multi-agency team in meeting educational objectives.
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## GIRFEC National Practice Model

When assessment, planning and action are needed, practitioners can draw on the *Getting it right for every child* National Practice Model, which can be used in a single or multi-agency context, and:

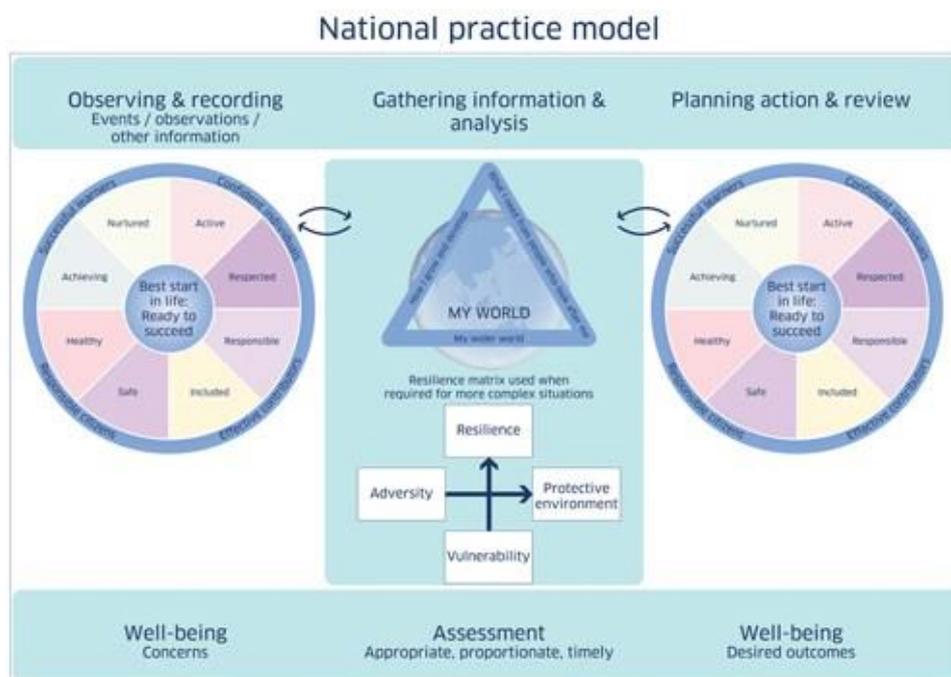
- provides a framework for practitioners and agencies to structure and analyse information consistently so as to understand a child or young person's needs, the strengths and pressures on them, and consider what support they might need
- defines needs and risks as two sides of the same coin. It promotes the participation of children, young people and their families in gathering information and making decisions as central to assessing, planning and taking action
- provides a shared understanding of a child or young person's needs by identifying concerns that may need to be addressed.

The National Practice Model is a dynamic and evolving process of assessment, analysis, action and review, and a way to identify outcomes and solutions for individual children or young people. It allows practitioners to meet the *Getting it right for every child* core values and principles in an **appropriate, proportionate** and **timely** way.

It contains the key elements of a single planning process that should in turn lead to a single child's plan - if one is needed.

It is a way for all agencies and workers who support children, young people and their families to begin to develop a common language within a single framework, enabling more effective inter- and intra-agency working.

Using the National Practice Model in this consistent way allows practitioners in any agency or organisation to construct a plan and take appropriate action. It also allows for regular and consistent reviewing of the plan.



[Further information](#)

## **Looked After Children & Young People**

All children/ young people Looked After At Home or Away From Home are deemed to have ASN under the ASL Act 2009, until the education authority determine via appropriate assessment that they do not require additional support to enable them to benefit from school education.

In Clackmannanshire and Stirling, all Looked After Children/ young people who have been assessed as not requiring Stage 3 or 4 interventions, will **remain on Stage 2** and educational progress will be reviewed as part of the Child Care review process.

### **Key features for Looked after Children & Young People**

- Minimum of Stage 2
- Require a Multi-agency Child's Action Plan using Outcome Framework (led by allocated social worker)
- Co-ordinated Support Plan (CSP) criteria considered as part of each review
- Looked After status recorded on SEEMIS

CYP (Act) Part 9 includes corporate parenting responsibilities with six duties identified. Fulfilment of these duties will uphold the rights and promote the wellbeing of looked after children and care leavers.

- Be alert to matters which, or which might, adversely affect the wellbeing of an eligible young person
- Assess the needs of eligible children and young people for any services or support provided
- Promote the interests of eligible children and young people
- Seek to provide eligible children and young people with opportunities to promote their wellbeing
- Take appropriate action to help eligible young people access those opportunities
- Keep their approach to corporate parenting under constant review, seeking out improvement wherever possible.

### **Co-ordinated Support Plans**

Children and young people who have enduring, complex and/or multiple needs that require a significant level of co-ordinated support from Education and other appropriate agencies may require a Co-ordinated Support Plan. At each review where there is a multi-agency approach consideration should always be given to the CSP criteria and whether one is required for the child or young person.

## **Parental Requests for Assessment**

The Education (Additional Support for Learning) (Scotland) Act 2004 aims to ensure that all children and young people, who face any kind of barrier to their learning, are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people and sets out parents' rights within the system. One of those rights is the right to an assessment of a child or young person to determine their ASN.

When the 2004 Act was amended in 2009, parental rights in respect of requesting assessments were extended and under the terms of the Education (Additional Support for Learning) (Scotland) Act 2009, parental/carers have the right to request an assessment of their child's needs *at any time*. Parents/carers, under the 2009 Act, can make a request for a specific type of assessment. This includes an educational, psychological or medical assessment.

When an Education Authority, on behalf of parents/carers, makes a request for an assessment from an appropriate agency, then that agency must comply, unless it considers the request to be incompatible with its own statutory or other duties. All appropriate agencies are obliged to respond to requests for an assessment within 10 weeks, though there are exceptions that apply.

The Education Authority will decide who is the most appropriate educational *professional* to carry out a particular assessment and the Education Authority is not required to arrange for assessments to be undertaken by named individuals, requested by parents/carers or others.

The Education Authority will take account of any relevant advice and information provided to them by parents/carers on behalf of their child or young person. For example, if the parents have privately commissioned an assessment or report on the child or young person, then the Education Authority must take that report or advice into account, if asked to do so. Also, the Education Authority must seek and take account of the views of parents and, where appropriate, of children and young people themselves in relation to assessments.

## **Named Person – Holding and Sharing Information**

The CYP Act is clear that information should be shared between services and the Named Person if it is likely to be relevant to promote, support or safeguard the wellbeing of the child or young person. Therefore, if you need to share information as the Named Person of a child or young person:

- Only share information that you consider relevant, necessary, legitimate, appropriate and proportionate.
- Do not hold more information than is necessary.
- Always keep an accurate record of the decision for sharing information and the reason for it.
- Ensure all Information is stored securely and access protocols are followed.
- Ensure that Information that is to be shared securely is always sent by GCSX to another secure domain.
- Adhere to the principles of the Data Protection Act 1998
- Adhere to all information sharing protocols
- Ensure that good practice is followed and the child, young person and/or family are aware of what information is being shared, who it is being shared with and why information is being shared. Ideally before the information is shared.

## **Wider Considerations:**

### **The Education (Additional Support for Learning) (Scotland) Act 2004**

This Act provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning.

### **Education (Additional Support for Learning) (Scotland) Act 2009**

This Act introduces amendments to the 2004 Act, the most important of which is the presumption that all LAC have ASN unless it is determined that they do not require additional support to benefit from school education. Similarly with CSP's. In addition, it extends parental rights to request specific assessments to determine ASN at any time from the Local Authority.

### **The Children and Young People (Scotland) Act 2014**

This provides the legal framework for the implementation of the National GIRFEC approach to promoting, supporting and safeguarding the wellbeing of children and young people and improving outcomes. It introduces an entitlement to a Named Person Service, a single planning process and a Statutory Child's Plan for those who need one.

### **UN Convention on the Rights of the Child (UNCRC)**

The 54 Articles of the UNCRC set out the civil, political, economic, social and cultural rights of all children and is an aspect of Human Rights legislation. It has been ratified in the UK and underpins a great deal of legislation and codes of practice relating to work with children and young people.

### **Getting it Right for Every Child**

GIRFEC is the National approach to promoting, supporting and safeguarding the wellbeing of our children and young people; using this approach enables practitioners to improve outcomes and reduce inequalities. GIRFEC is one of the National initiatives for the implementation of aspects of the UNCRC

### **Supporting Children's learning: The Code of Practice (2010)**

This is used in conjunction with the Education (Additional Support for Learning) (Scotland) Act 2009. It has important practice guidance on all aspects of responding to ASN and requirements under both ASL Acts

### **Professional Standards:**

#### **The General Teaching Council for Scotland (GTCS)**

It is a requirement of registration with the GTCS for all teachers in Scotland that they are familiar with and working to: the Standard for Full Registration, the Standard for Career Long Professional Learning and the Standard for Management and Leadership.

#### **Responsibility of All**

The [General Teaching Council for Scotland](#) Professional Standards, highlights every child's entitlement to have all aspects of their wellbeing promoted and developed. Delivering this entitlement is within the core set of professional values and personal commitment of all teachers.

#### **Scottish Social Services Council (SSSC)**

The [SSSC](#) is the regulatory body for social care and social services workforces, which includes early learning and childcare workers. Any practitioner working with children not yet at primary school and who is not a registered teacher with the GTCS , must be registered with the SSSC and abide by their Code of Practice and professional standards.