



**Clackmannanshire  
Council**

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Comhairle Siorrachd  
Chlach Mhanann

# Clackmannanshire Education Service

## Staged Intervention Guidance

Guidance for all Staff

**Updated April 2021 V2**

## **Contents**

1.0 Introduction

2.0 Context

3.0 Staged Intervention Process

4.0 Appendices

## **1.0 Introduction**

The Staged Intervention Process is used in all Clackmannanshire educational establishments to support children and young people who experience barriers to learning. It is designed to assist schools to deploy resources effectively to ensure all children and young people access an appropriate curriculum. The process is underpinned by a range of legislation outlined in the following context section.

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

Clackmannanshire Council's Staged Intervention Process provides schools, parents, children and young people and other agencies a framework to assess, identify, plan and review support for children and young people who have Additional Support Needs (ASN). This process ensures that children and young people and parents/carers are fully involved in planning and decision making regarding their education and that advice/support is requested from other services when required. Our aim is to identify and meet the needs of children and young people at the earliest opportunity to promote, support and safeguard wellbeing and improve outcomes for children and young people.

All stages of intervention require robust assessment using aspects of the National Practice Model (appendix 1) in a proportionate and timely manner, involving appropriate partners to ensure effective planning for children and young people.

In Clackmannanshire, education establishments will use inclusive practices and resources to support children and young people to access learning. Teachers will meet the needs of children and young people at classroom level through effective learning and teaching, differentiation and putting appropriate interventions in place to remove barriers to learning. Most children will have their needs met within the schools resources, however some may require targeted interventions from other agencies, which will be recorded and managed within the Child/Young Person's Plan.

Clackmannanshire Council actively encourages children and young people's involvement in decision making processes. The document 'Staged Intervention: Involving Children and Young People' includes tools to support establishments to do this.

## 2.0 Context

### Legislation

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

This Act provides a 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. <https://www.legislation.gov.uk/asp/2004/4/contents>

#### **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 Looked After and/or Accommodated Children/young People (LAAC) have additional support needs unless it is determined that they do not require additional support to benefit from school education. They should also be considered for Coordinated Support Plans. [https://www.legislation.gov.uk/asp/2009/7/pdfs/asp\\_20090007\\_en.pdf](https://www.legislation.gov.uk/asp/2009/7/pdfs/asp_20090007_en.pdf)

#### **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.

<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

#### **The 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 <http://www.unicef.org.uk/crc..>

[In April 2021 the Scottish Parliament passed the United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Bill making UNCRC part of Scottish law.](#)

## National Initiatives and Guidance

### 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

<http://www.gov.scot/Topics/People/Young-People/gettingitright>

### Supporting Children's Learning: **Statutory Guidance on Education (Additional Support for Learning) Scotland Act 2004 (as amended): the Code of Practice (third edition) 2017**

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

<https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>

### 3.0 The Staged Intervention Process

Clackmannanshire Council's Staged Intervention Process is a four stage model

Stage 1 Monitoring

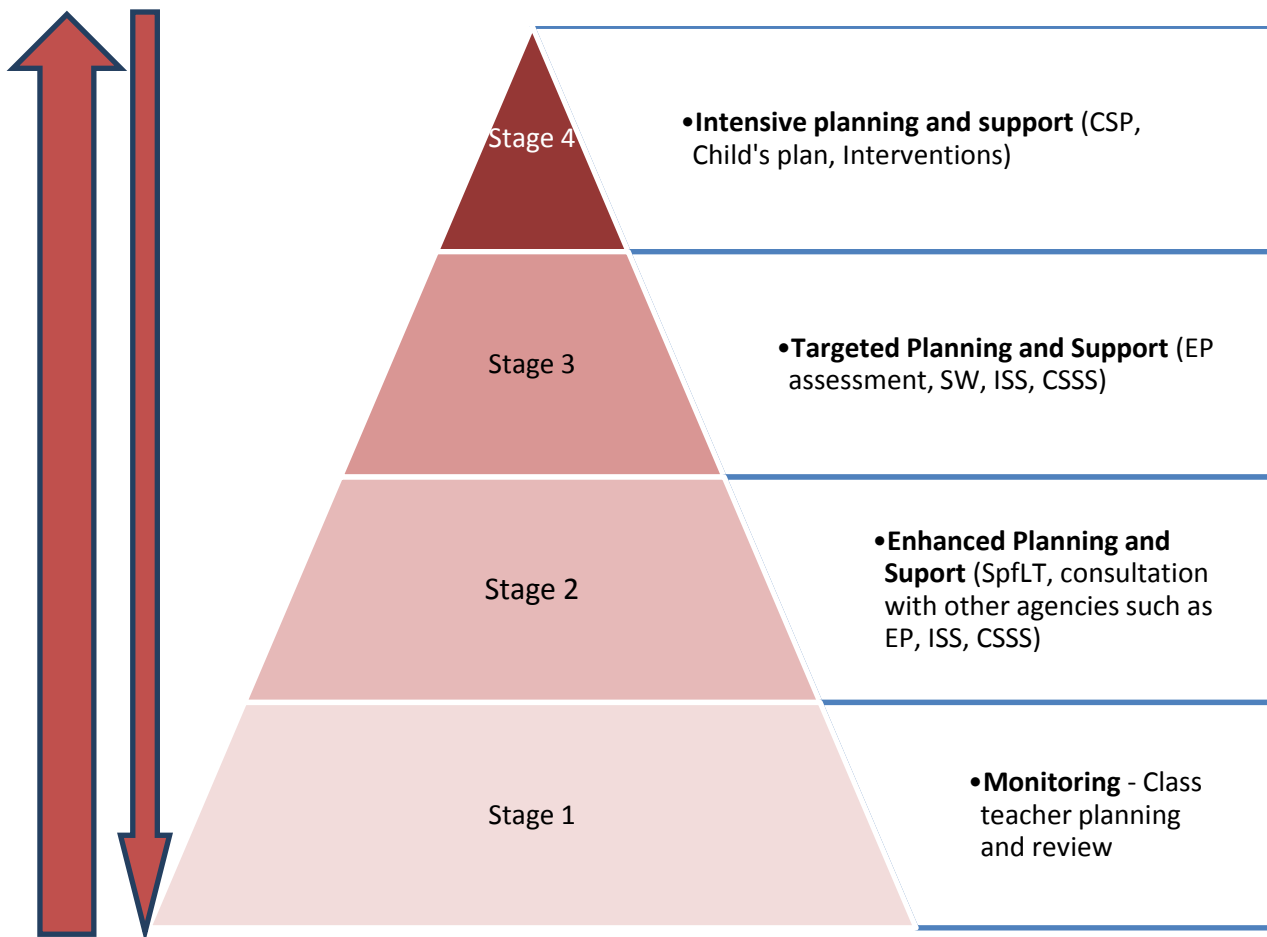
Stage 2 Enhanced planning and support

Stage 3 Targeted planning and support

Stage 4 Intensive targeted planning and support

**The stages do not have to be followed incrementally.**

The Support Co-ordinator is required to maintain an official register of all children and young people with ASN: the nature and level of Staged Intervention should be recorded on SEEMiS.



(See appendix 2 for a poster sized summary of the Staged Intervention process).

Children and young people with identified ASN will require enhanced transition planning, which should be managed through the Staged Intervention process. The Code of Practice sets out minimal timescales for this planning (see appendix 5). **Wherever possible, planning for entry into nursery should begin no later than 6 months before and planning for all other transitions should begin no later than 12 months before.** There may be need to plan even further

in advance in some circumstances (e.g. for some pupils moving into adulthood and accessing Adult Services).

## Stage 1 Monitoring

If there are concerns regarding a child or young person, the Staged Intervention process should be initiated. Stage 1 is a monitoring stage where classroom staff considers the 5 key questions (see appendix 1) and as a result try alternative strategies, groupings, resources, classroom organisation and/or differentiation to support the child/young person.

STAGE	ASSESSMENT	PLAN & RECORD	REVIEW/TIMESCALE	INFORMATION
<b>Stage 1: Monitoring</b> Initial concerns identified by class teacher, parent, child or young person. Support implemented. Parents involved as necessary. Support reviewed and evaluated.	Use the 5 key questions and National Practice Model  Involve child/young person/family	Record Stage of Intervention on SEEMiS ASN data  Record information in Wellbeing Application  All class based interventions are recorded in teacher's plans, e.g. differentiation, grouping, pacing, and learning environment management	Initial discussion takes place with child, young person, family  Agree follow up action within 6-12 weeks  No formal review meeting required	All necessary and proportionate information is shared with the child/young person, family, relevant staff,

At the end of the monitoring period, the possible next steps are:

- Concerns addressed. No further support required. Remove from Staged Intervention.  
Or
- Concerns remain, meeting required to move to appropriate stage. Further assessment required using Wellbeing Assessment.

## Stage 2 Enhanced Planning and Support

Children/young people on Stage 2 are considered to have Additional Support Needs as defined in the Education (Additional Support for Learning) (Scotland) Act 2004. However, for some children/young people the move to Stage 2 is due to the need for further assessment to identify additional support needs

At Stage 2 the Team Around the Child (TAC) will complete:

- A Wellbeing Assessment is carried out using SHANARRI indicators as appropriate (Form 2)
- An analysis of needs and risks (Form 3)

(See appendix 3 for a checklist to prepare for meetings and appendix 4 for a link to all GIRFEC forms).

These will lead to appropriate enhanced planning and support being identified and put in place. Any actions/strategies/decisions and desired outcomes will be clearly outlined within the Record of the Child and Young Person meeting (Form 6) or in a Child's Plan (Form 4).

At Stage 2, if the planning for desired outcomes for the child or young person are going to be recorded on a Form 6, they should be clearly noted as such in the 'decisions' section of this form. This form can be uploaded to SEEMiS for access by the Support Coordinator and other relevant staff.

Some children and young people with identified ASN must remain at stage 2 as a minimum. Examples of these ASN are: LAAC, EAL, Hearing Impairment, Visual Impairment, Dyslexia, Dyscalculia,

EAL pupils are generally considered to have ASN, due to having English as an Additional Language, however If you have an EAL pupil in your establishment who meets **all three** of the following :

1. has a high level of English language acquisition e.g. level 4 competent or level 5 fluent, (and you have assessment evidence of this).
2. is working at expected levels, or above, for his/her age
3. has no need for additional educational planning to access learning

he/she does not need to be on staged intervention, **but will still need to be recorded as EAL on SEEMiS.**

If a child has a **lower level of English language acquisition**, and requires additional support to access learning, he /she will be recorded as a minimum **stage 2** and will need to be **recorded as EAL on SEEMiS.**

If a child is being **supported by an EAL teacher**, he/she will be recorded as **stage 3** and will also need to be **recorded as EAL on SEEM**

Once a need has been identified, if parents/carers are not in agreement with the decision they have the right to engage in mediation and dispute resolution,



Young people over 12 years also have this right. Parents/carers and young people should be advised of this right.

Stage	ASSESSMENT	PLAN & RECORD	REVIEW/ TIMESCALES	INFORMATION SHARING
<p><b>2 Enhanced</b></p> <p><b><i>only school based personnel involved</i></b></p> <p>Identification of difficulties by class teacher. Assessment of difficulties – support and advice available from support staff in school (e.g. SfLT: HT). EP can attend a TAC to provide consultation only. Various strategies tried. Parents’ and young person consent should be sought for any action taken.</p>	<p>Use of National Practice Model</p> <p>Complete Wellbeing Assessment with child, young person and family</p> <p>CSP Criteria for Looked After pupils and others considered, where appropriate</p>	<p>Record Stage 2 in SEEMiS ASN data</p> <p>Actions/strategies/ advice/decisions and <i>desired outcomes</i> outlined within the Record of the Child and Young Person Meeting (Form 6) OR Child’s Plan (Action Plan) in the Wellbeing Application</p> <p>*A child/young person should have a Child’s Plan if Looked After, recorded on the Action Plan in the Wellbeing Application</p>	<p>A Formal review meeting is required – minimum once per year</p> <p>All short term targets are reviewed termly</p>	<p>All necessary and proportionate information is shared with the child/ young person, family, relevant staff, Pupil Support Co-ordinator</p>

At Stage 2 reviews there are three potential outcomes

- Interventions have been successful and there has been significant progress. Remove from Staged Intervention.

OR

- Remain at Stage 2 because the child/young person has an identified ASN.

OR

- Concerns remain, meeting required to move to appropriate stage. Further assessment required using Wellbeing Assessment.

### Stage 3 Targeted Planning and Support

At Stage 3 targeted interventions are required.

A “targeted intervention” is a service which—

(a) is provided by a relevant authority in pursuance of any of its functions, and

(b) is directed at meeting the needs of children whose needs are not capable of being met, or met fully, by the services which are provided generally to children by the authority.

Children and Young People (Scotland) Act 2014, Part 5 (p. 20)

Examples of targeted interventions might include: access to interventions from ASD Outreach Service, Clackmannanshire Schools Support Service, Educational Psychology or Allied Health Professionals.

Stage	ASSESSMENT	PLAN & RECORD	REVIEW/ TIMESCALES	INFORMATION SHARING
<b>3 Targeted</b>				
TAC assess that the child or young person requires a higher level of support and/or <b>targeted interventions</b> . External agencies may undertake direct and ongoing work with the child/young person.	<p>A Wellbeing Assessment has been completed</p> <p>A My World Assessment has been completed and analysed using the resilience Matrix</p> <p>CSP criteria has been considered</p>	<p>Record Stage 3 in SEEMiS ASN data</p> <p>Child’s Plan, recorded on the Action Plan in the Wellbeing Application</p> <p><b>OR</b></p> <p>A multi- agency Child’s Action Plan recorded on Forth Valley Child/Young Person’s Plan (Form 4)</p> <p><b>AND</b></p> <p>Detailed planning by establishment staff</p>	A minimum of two reviews per year	All necessary and proportionate information is shared with the child/young person, family, relevant staff, Pupil Support Co-ordinator

At the Stage 3 review there are three possible outcomes

- It is reasonable to expect that the range of interventions undertaken over time may result in a move to a lower stage

- Some children and young people, however, will require Stage 3 supports to be maintained on a longer-term basis
- Concerns remain following a period of Stage 3 supports and strategies being implemented, assessment indicates a need to move to Stage 4

## Stage 4 Intensive Planning and Support

Some children and young people have Additional Support Needs that are complex or multiple and have a very significant impact on their learning and wellbeing. Examples include

- Children and young people in specialist provisions.
- Children and young people with a, highly individualised and adapted curriculum, for at least 80% of the school day in a mainstream establishment.
- Children and young people who require access to flexible curriculum opportunities e.g. **Flexible Learning Independent Pathways (FLIP), FLIP Plus, Flexi-schooling.**
- Children and young people with a Coordinated Support Plan (CSP).

Stage	ASSESSMENT	PLAN & RECORD	REVIEW/ TIMESCALES	INFORMATION SHARING
<b>4 Intensive planning and support</b>  Regular reviewing and adapting of plans required. May be a requirement for specialist assessments <b>and interventions</b> from Educational Psychologists, Social Workers, Allied Health and other professionals to contribute to the My World Assessment.	A Wellbeing Assessment has been completed  A My World Assessment has been completed and analysed using the resilience Matrix  CSP criteria has been considered	Record Stage 4 in SEEMiS ASN data  Child's Plan, recorded on the Action Plan in the Wellbeing Application  OR  A multi- agency Child's Action Plan recorded on Forth Valley Child/Young Person's Plan (Form 4)  AND  Detailed planning by establishment staff	A minimum of three reviews per year May require more depending on circumstances  May be combined with other reviews, such as Child Care Reviews, Health Care reviews	All necessary and proportionate information is shared with the child/young person, family, relevant staff, Pupil Support Co-ordinator

At the Stage 4 review there are two possible outcomes

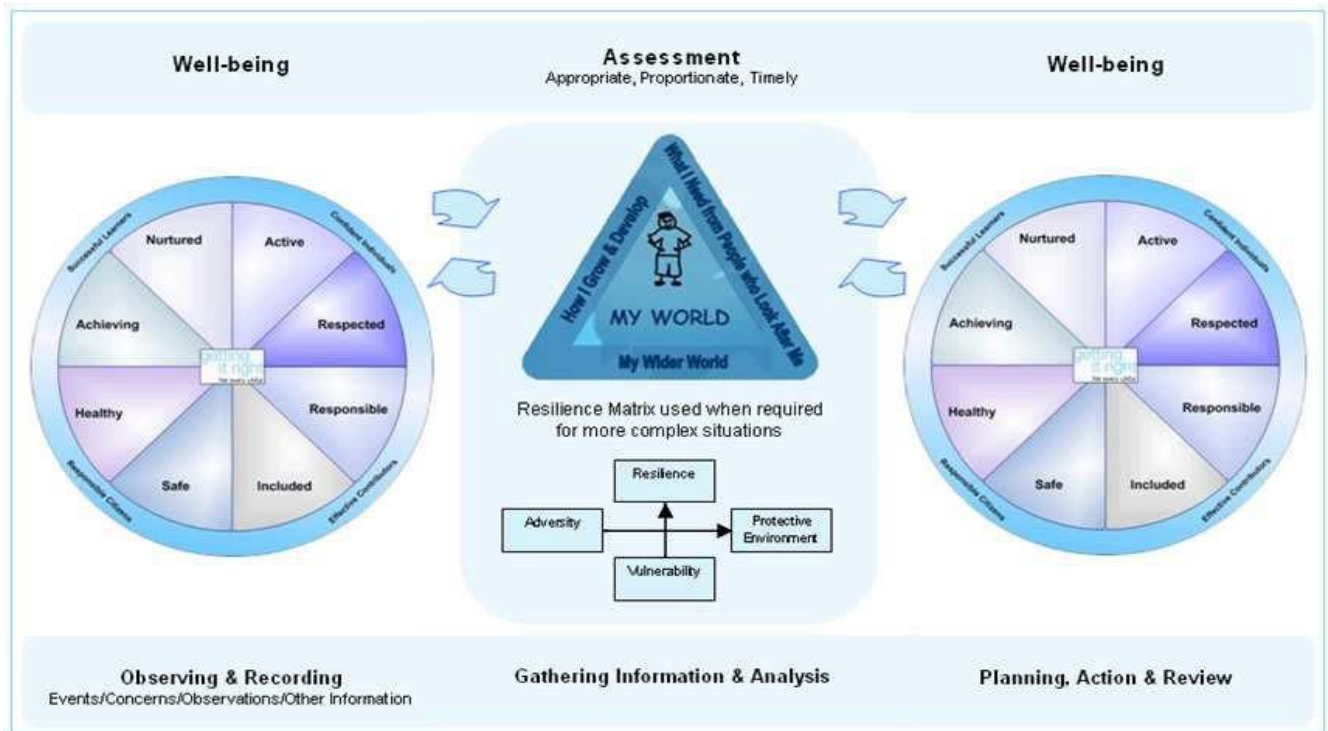
- The range of interventions undertaken over time may result in a move to a lower stage.
- Some children and young people, however, will require Stage 4 supports to be maintained on a longer-term basis.

## **Appendices**

1. National Practice Model
2. Summary diagram
3. Preparing for meetings checklist
4. Links to GIRFEC forms
5. Transition planning time scales
6. Frequently asked questions

# Appendix 1

## National Practice Model



USING THE NATIONAL PRACTICE MODEL	
<p><b>Observing and Recording</b></p> <p>Using the Wellbeing Wheel to record observations and assessments, share information and record concerns.</p>	<p><b>My World Assessment</b></p> <p>Gathering more detailed assessment information by exploring the experiences of a child or young person at every stage, making connections between the parts of their world.</p>

<b>Resilience Matrix</b>  The Resilience Matrix helps practitioners organise and analyse information in order to make decisions and can also be used for assessing and managing risk.	<b>Planning, Action, Review</b>  When the child or young person's needs have been identified, they can be summarised using information gathered from using the Wellbeing Wheel, My World Assessment, Chronology and any specialist assessments. This summary can be analysed using the Resilience Matrix and/or other tools to develop a plan for action.
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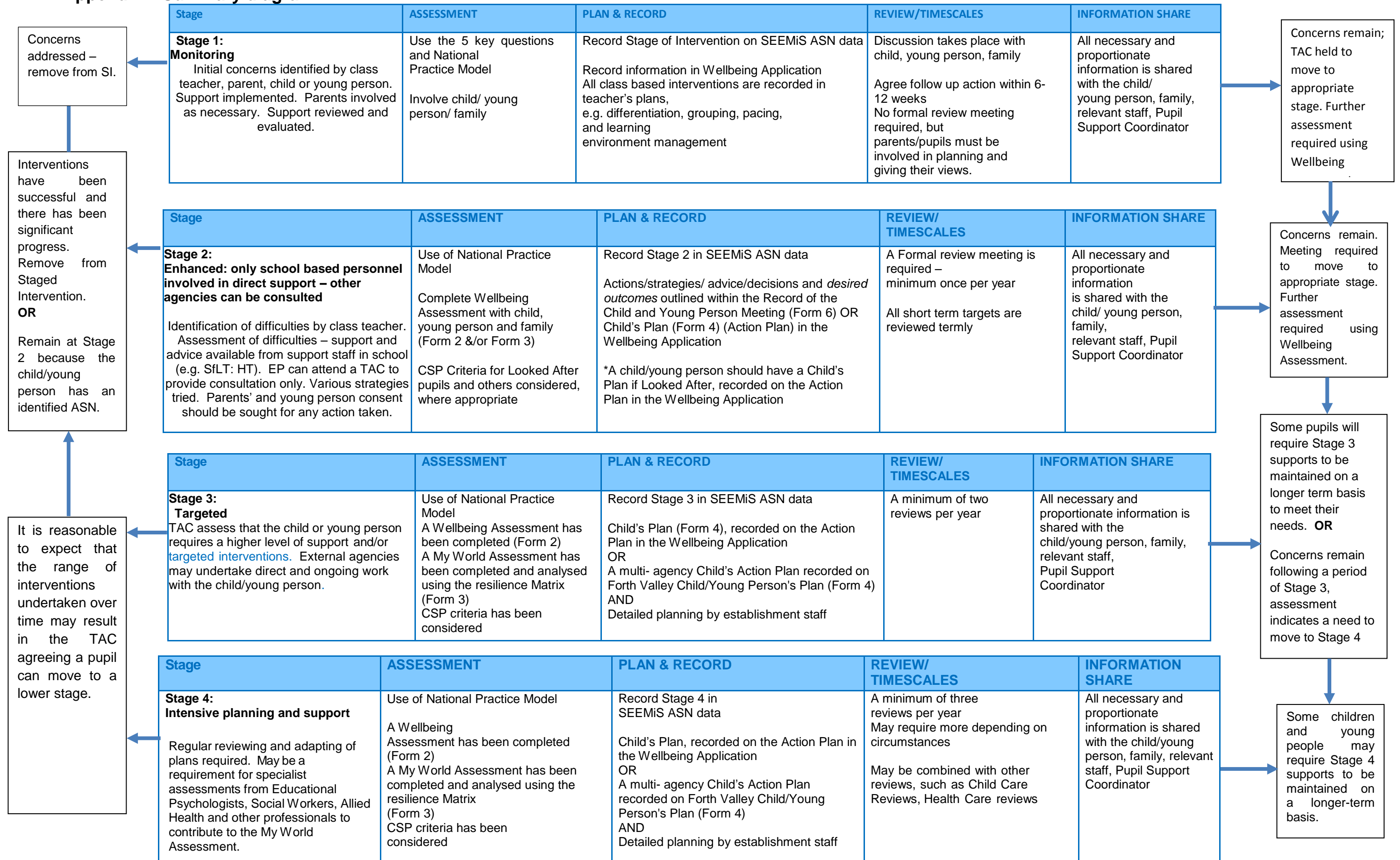
**Five key questions...** (to be used at every stage of staged intervention)

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





## Appendix 2 Summary diagram



## **Appendix 3**

### **Meetings Checklist**

- Prior to meeting prepare a synopsis of history of ASN and support provided, so that parent/carer doesn't have to repeat information at each meeting
- Gather any appropriate forms or reports for the meeting

### **At the meeting**

- Welcome, introductions and apologies
- Explain the purpose of the review
- Record progress in achieving plan outcomes
- Record significant events since last review and impact of these on future planning
- Consider if a CSP is required
- Updated assessment information including Co-ordinated Support Plan as necessary
- Record child/young person's views
- Record parent/carer's views
- Record discussion regarding future planning e.g. transitions
- Record decisions and recommendations

## Appendix 4

### GIRFEC form links

This link will take you to Connect where you can download the following forms:

<http://connect/service-areas/social-services/girfec/girfec-section-4-forms.html>

- Form 1 – Child/Young Person Family Core Information
- Form1a – Pupil Enrolment Form
- Form 2a – Wellbeing Observations Assessment
- Form 2b – Notification of Child Protection Concern
- Form 3 – My World Assessment
- Form 4 – Child/Young Person Action Plan
- Form 4a – Compulsory Measures
- Form 4b – Child Protection Registration
- Form 4c – Through Care/After Care
- Form 5 – Report for Child/Young Person’s Meeting
- Form 6 – Record of Child/Young Person’s Meeting
- Form 7 – Chronology
- Form 8 – Non-Disclosure of Information
- Form 9a – Placement Arrangement
- Form 9b – Placement Agreement

## Appendix 5

### Transition Planning Timescales

Education (Additional Support for Learning) (Scotland) Acts 2004 & 2009: Consultation on Changes to the Secondary Legislation and Supporting Children's Learning Code of Practice provides information about the expectations and regulations around transition and can be found here:

<https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/7/>

In essence the Code of Practice recognises that most transition planning will be managed through Staged Intervention and recommends that planning is started as early as is practicable. The relevant timescales are outlined in the diagram below.

	Stage of education	Planning
1	Transition into nursery	<i>The Code of Practice states that the "education authority must seek and take account of relevant advice and information from appropriate agencies" "no later than 6 months before the child is due to start at the pre-school provision". Good practice would be that Health Visitors or other relevant professionals would support parents to share information with nurseries or other pre-school partner providers at the point of enrolment. The Code of Practice does take account of the fact that in some cases the education provision may not be made aware of any potential ASN as early as 6 months prior to starting, in which case they should begin appropriate planning as soon as they are aware.</i>
2	Nursery to P1, Primary to S1	In preparing for transition for a move from pre-school education to P1 they have a "duty to seek and take account of information and advice should be completed <b>no later than 12 months before the change of school is anticipated</b> ". They must also take account of the views of the child and their parents.
3	Transition between schools within the same authority during primary/secondary career	The Code of practice outlines that where a pupils make a move between any education provision that they are responsible for (e.g. during P3, during S2) that the duties and timescales outlined at step 2 above apply.
4	Preparing for Adulthood	The education authority must seek and take account of the young person's views, and must begin planning (including seeking and taking account of information from relevant agencies) well in advance of, but <b>no later than 12 months before</b> a young person is due to leave school. In practice this means that planning for transition would begin in S3, and options would include remaining in school beyond 16.
5	Transitions for pupils with Coordinated Support Plan (CSP)	The ASL Act makes specific requirements for transition planning where a pupil has a CSP which cover the transfer of the plan and responsibility for reviewing it. These are outlined in Chap 5 para 84-88 of the Code of Practice.

## Appendix 6

### Frequently Asked Questions

- What is done when parents don't attend meetings and can't sign the Form 4? We have tried sending them out but are often not successful in getting them back.  
**Note this on the form**
- If children are being taken off Stage 2 do we still have to have a meeting or can parents be informed verbally?  
**Yes, the decision should be made by the TAC at the meeting and recorded on a form 6.**
- Is it ok to include a pupil not on SI in small group work with the SFL teacher?  
**Yes**
- EAL pupils with outside agency involvement are Stage 3 but we were not so sure about Stage 2 pupils who were making good progress in class. Do we still have to have yearly SI meeting and in that case, reflect their progress in the Form 6 with no Desired Outcomes recorded if they are working as part of the class.  
**Yes**
- Is it ok to remove pupils with dyslexia from SI if they are making progress, they are being supported in class and dyslexia friendly strategies are being used?  
**No**
- What stage of intervention should children be on who receives Speech and Language Therapy, physiotherapy or Occupational Therapy in the community  
**It depends on the level of planning required. If the pupil requires curricular, physical adaptations or follow up programmes within school they should be on Staged Intervention**
- What stage should a child with diabetes be on?  
**It depends on the level of planning required. If the pupil requires curricular, physical adaptations or follow up programmes within school they should be on Staged Intervention.**
- Can SFL teachers work with children at stage 1.  
**Yes**
- What stage should children who have a deferred year in nursery be on?

It depends on the level of planning required. If the pupil requires curricular, physical adaptations or follow up programmes within school they should be on Staged Intervention

- What is a statutory plan and how do we identify if a pupil needs one?  
The only statutory plan is the Coordinated Support Plan. Every child/young person who has been assessed as having ASN will have a support plan appropriate to their stage of staged intervention.
- Why do we have to have to maintain all pupils with dyslexia,, young carers etc on Stage 2?  
These are recognised as Additional Support Needs in the Education (Additional Support for Learning) (Scotland) Act 2004