

SBC INCLUDES: FRAMEWORK FOR STAGED INTERVENTION

In our sight, in our minds, in our actions and being heard

This staged intervention guide provides support to schools on decision-making in local settings, to address concerns, assess and meet needs of children and young people at the earliest opportunity. Decisions should be made involving the child or young person, parents/carers, school staff and, at some levels, other professionals - working in partnership to get it right for every child.



getting
it right
for every child

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FRAMEWORK FOR STAGED INTERVENTION



Introduction

What is staged intervention?

Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.

It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.

Staged intervention is designed to be flexible and allows for movement between stages depending on progress.

This Staged Intervention Framework will enable staged and proportionate intervention to meet the additional support needs of children and young people within educational establishments in the Scottish Borders. Key features of the Staged Intervention Framework include:

- an emphasis on inclusion with early intervention in the most effective and least intrusive way;
- early and meaningful involvement and participation of the pupil and parents in the process; and
- effective, efficient and equitable targeting of resources.

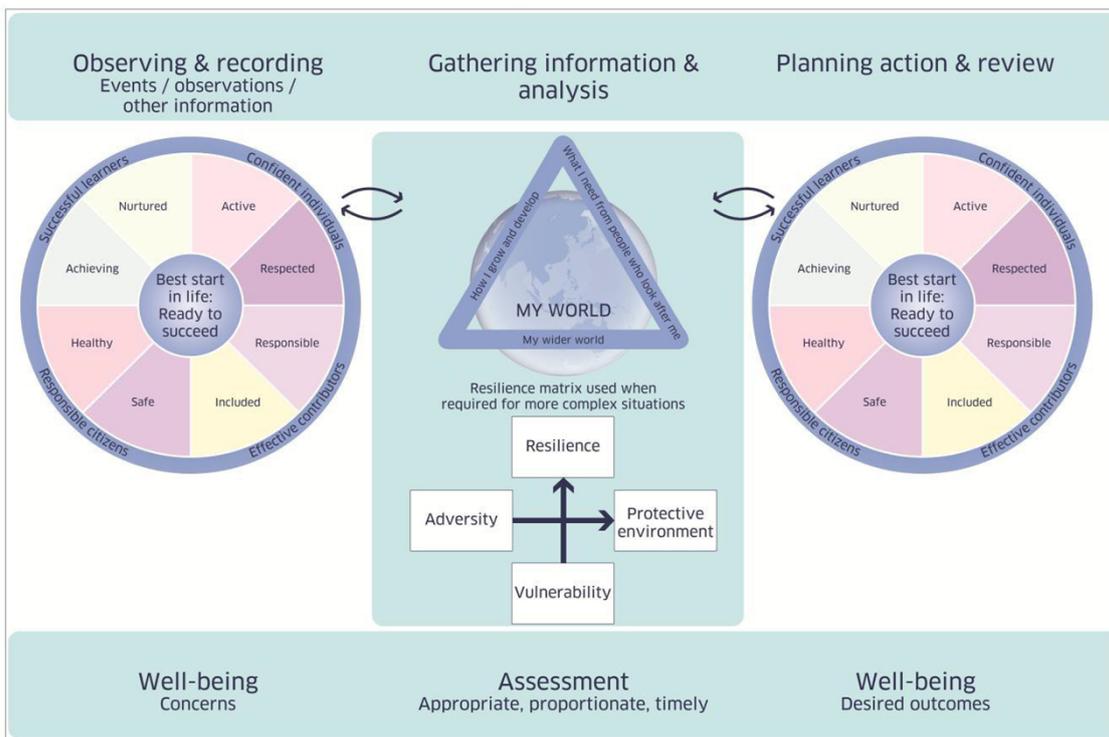
Prior to implementing the staged approach, it is expected that staff in schools and settings continue to explore and embed whole school and classroom-based approaches and strategies. Through the curriculum for excellence, high quality learning experiences should be designed and implemented as far as possible in the education setting to provide support to meet the diverse needs of children and young people.

Schools and settings need to ensure that practitioners identify, assess needs, plan and adapt relevant learning and carefully track the progress of all children and young people and are quick to communicate concerns about the degree of progress or different patterns in learning and behaving. [Supporting Children's Learning: the Code of Practice 2010](#), along with GIRFEC, emphasises the importance of working in partnership as the means to effectively meeting additional support needs. The staged process is designed to be flexible and allows for movement between stages depending on progress. A learner placed at any of the 4 stages may move up or down depending on needs and outcomes of support. Movement to a higher stage of intervention usually follows exhaustion of the provisions at the level below. In some cases acceleration through the stages will be required to meet the needs of the individual child or young person. Equally where actions and supports are successful in removing barriers to learning, pupils may move to a lower stage of support or staged intervention may cease for that child or young person.

National Guidance

When staged assessment and intervention processes are required to support the needs of learners, practitioners should draw on the GIRFEC [National Practice Model](#) . This can be used in a single or multi-agency context and provides a common tool or 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 is required. It defines needs and risks and promotes the participation of children, young people and their families in information gathering and decision making. Together with SBC’s [SBC Keeping Children & Young People Safe and Well Tool](#), the National Practice Model should provide a common framework for identifying outcomes and reviewing actions as part of staged intervention.

National practice model

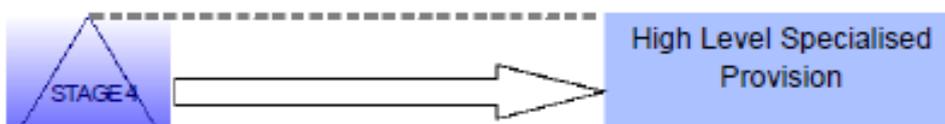


Principles of National Practice Model

- To improve outcomes for the most vulnerable learners to ensure that our support framework for children, young people and families is responsive at the point of greatest need
- To promote a holistic approach to providing appropriate, proportionate and timely support
- To provide intervention at the earliest point to ensure support has a positive impact on the outcomes of our children and young people.
- To ensure every learner gains as much as possible from the opportunities which Curriculum for Excellence (CfE) can provide. In our schools there are children and young people who require additional interventions to enable them to fully access the curriculum. If we are to prevent the acceleration and compounding of any difficulty a child or young person has, it is important, that we adopt an early intervention approach to meeting their needs.
- To give all learners access to appropriate interventions that ensure their needs are met appropriately as they are required
- To provide all learners with the best opportunity to acquire skills for learning and skills for life which will impact positively on their future life chances

Scottish Borders Staged Intervention Model

Staged Model of Support for Children and Young People



The Scottish Borders Framework for Staged Intervention has been designed to enable staged and proportionate intervention to meet the additional support needs of children and young people within educational establishments in the Borders.

Systems, resources and strategies to meet needs are outlined in 4 Stages.

Stage 1	The additional support needs of children and young people are met and managed within class.
Stage 2	The additional support needs of children and young people are met and managed within the establishment.
Stage 3	The additional support needs of children and young people are met and managed within the establishment with support from Partner Services and Agencies.
Stage 4	The additional support needs of children and young people are met and managed through placement in a specialist setting.

The following information will exemplify what is expected at each stage. These will:

- Give greater detail of the nature and level of support expected across the 4 stages.
- Give greater clarity of the processes, roles and responsibilities and of partnership working.
- Develop a common understanding of expectations in each area and at each Stage across professions.
- Ensure that support is progressive, proportionate and consistent.
- Support assessment, review and planning at individual, class or establishment level.
- Inform professional dialogue.
- Identify appropriate next steps both at individual and establishment level.
- Support capacity building.
- Support self-evaluation and improvement planning.
- Ensure that support is reflective of legislation, guidance, management systems and procedure

If working well, staged intervention should mean that parents and carers, school staff and, if needed, staff from other agencies, all work together to make sure a child gets the support they need.

It is expected that staff in schools and settings will work in partnership with other professionals in the local authority, both within and outwith Education, linking with identified partner agencies such as Health, Social Work, Community Learning & Development, to support additional support needs across all 4 stages of the staged framework.

Please note: Agency involvement alone does not determine the stage of assessment and intervention a child or young person is at and the child or young person may move in and out of stages depending on their needs at a certain time.

The information at each Stage is provided under the following headings:

1 The Child Planning Process

2 Roles and Responsibilities

3 Partnership

4 Environment

5 Staffing

6 Legislation, Guidance, Resources, Tools and Strategies

7 Learning, Teaching and Achievement

8 Assessment

Stage 1 – Universal Services

The additional support needs of children and young people are met and managed within class.

<p style="text-align: center;">Stage 1</p> <p>Universal Services Health, Education and Early Learning & Childcare</p> <p>Children and Young People's needs met are by Universal Services of health and education</p>	<p>At Stage 1, any additional support needs of a child or young person can be met by staff in the classroom or early years setting – for example a teacher may adapt how a lesson is taught or provide a visual timetable to help a child cope with changes happening throughout the day.</p> <p>Parents should be involved in discussions about their child's needs, how support is being provided and whether any further assessments are needed. This would be discussed at Parent Consultation meetings and School Review meetings. Depending on a child's needs they may have an Individual Educational Programme (IEP) or additional support planning in place. However in many cases a child's Personal Learning Plan or Learning Journal (which every child has) will be sufficient at this stage.</p> <p>There will be no professional involvement over and above Universal Services within an educational setting (i.e. School staff – including Early Years staff, Support for Learning Teacher, Pupil Support Team etc)</p>
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1 Planning - Evidence identifies that the learner needs additional support in class to make progress appropriate to age and ability in learning. This evidence is gathered through observation, assessment and consultation with the learner, parent/carer and other school staff.

Most needs will be met and monitored through personalisation of the curriculum and environment within whole class and personal learning planning, taking account of the National Practice Model (Wellbeing Wheel and My World Triangle).

Personal learning planning (PLP) - Personalised learning is at the heart of supporting an individual. Conversations about learning and behaviour, reviewing progress and planning next steps are central to this process. All children and young people should be involved in personal learning planning (PLP). The learner is provided with opportunities for achievement which focus on learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced. The [Additional Support for Learning: Code of Practice 2017](#) says that children with additional support needs should be involved in their personal learning planning – including support in managing emotions. It also advises that, for many, this will be enough to meet their needs.

In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This key member of staff will have a holistic overview of the child or young person's learning and personal development. The [CfE Benchmarks](#) and the [SBC Wellbeing Web](#) are useful tools to help identify areas for development and set individual targets. Other support may be provided in consultation with a Support for Learning teacher and some individualised supports in schools and settings may include a Strategy sheet, Literacy profile, Positive Support Plan etc)

Involvement of the learner and parent /carer should inform assessment, planning and monitoring from the earliest point.

2 Roles and Responsibilities - The class or subject teacher retains responsibility for meeting learning needs and implementing actions in a child or young person's Personal Learning Plan.

The Establishment Lead has overall responsibility within the terms of Getting it right (The Children's Services Delivery Model).

3 Partnership - Clear consultation systems are in place in school to support effective partnership working i.e. between EY staff, class teacher, SfL Teacher, Pastoral Team and Senior Leadership Team.

Any child or young person's PLP will be developed in partnership with the learner, parent/carer and class teacher.

Knowledge and understanding can be gained through visits/sharing practice with other schools.

4 Environment – An inclusive learning environment will ensure that individual needs are met within class. An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential.

Children and young people should be able to access the whole establishment environment with minimal personalisation, but the following should be taken into consideration:-

- Environmental adaptations may be required and an environmental audit and/or risk assessment may be required to support strategies to support inclusion. e.g. seating arrangements, visual timetables or alteration to class layout as appropriate.
- There should be ongoing monitoring and review of the learning environment.
- Guidance and support from SfL teacher or team within school will support this process.

5 Staffing - All staff should be aware of and are confident in their use of whole school systems, approaches and strategies to meet the needs of all learners and support inclusion. Staff should be able to access the necessary advice, resources and CLPL. Please refer to the latest CLPL Brochure and to the SBC [CPD Directory](#)

A robust PRD process will inform staff CLPL needs and a range of professional learning opportunities can be accessed (within and beyond the school or early years setting), through the CPD Directory and tailor made input provided by Partner Services and Agencies e.g. Leader valley, Psychological Services.

Support for Learning staff should be used in a consultative capacity taking into account all 5 aspects of the SfL roles and devise individual programmes for learners as appropriate.

Pastoral Support teams will offer consultation and advice to meet the guidance and pastoral needs of learners and to support behaviour.

Any factors in relation to staffing within school (including break, lunch times and within the playground) as identified through risk assessment are put in place through universal staffing levels in class/school.

Specific staff training requirements, identified through improvement planning, audits and risk assessments, are met through a range of individual and whole school CLPL programmes including shadowing within and beyond the establishment and including specialist provisions.

6 Legislation, Guidance, Resources, Tools and Strategies - Staff should be proactive in their knowledge of National Legislation and Scottish Borders Councils' policies in relation to learning and teaching and providing support to all children & young people. For example:-

- GTCS – Standards For Registration
- Getting it Right for Every Child Approach
- The Children & Young People Scotland Act (2014)
 - The United Nations Convention on the Rights of the Child (UNCRC).
 - 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);
 - Included, Engaged and Involved Part 1: *A Positive Approach to the Promotion and Management of Attendance in Scottish Schools (2019)*
 - Included, Engaged and Involved Part 2: *A Positive Approach to Preventing & Managing School Exclusions (2017)*
 - Curriculum for Excellence
 - [Milestones to support learners with complex needs](#)
 - [Applying nurture as a whole school approach: A framework to support self-evaluation.](#)
 - [Autism Toolbox](#)
- The National Improvement Framework (NIF)
 - Growing Confidence Materials
 - Building Resilience Materials
 - An Introduction into Inclusion Online Toolkit
 - CIRCLE documents
 - The Emotion Talks toolkit
 - Early Years Framework
- SBC's Dyslexia Policy and Guidance (2018)
- GIRFEC – SBC Child's Planning Manual v4
- GIRFEC – Keeping Children Safe and Well Tool
- [NHS information on ADHD](#)
- [Boardmaker](#)
- Guidance on Restraint and Seclusion in Scottish Borders Schools (2019)
- Respect Me
- Restorative Approaches
- School or early years settings' policies to support inclusion give clarity to systems and processes within the school or early years setting. e.g. Learning & Teaching Policy

- Use of a range of support strategies including: Weekly /daily plan / Positive Support Plan/Home school diary
- Individual 1-1 support in class and interventions from staff within the class room – e.g. 30 minute “check-ins”

SEEMIS should be used as the whole school information management system to record all additional support needs. New Pastoral Notes should be used to develop a chronology to sit within a Child or Young Person’s Plan.

7 Learning, Teaching and Achievement - Learner’s will engage with all aspects of the curriculum, day to day activities, routines and life of the class and establishment.

Personalisation of the experiences and outcomes within the curriculum to meet specific areas of need may be required including class/group structure, a visual timetable, individual day plan, Personal Support plan, alternative space such as a quiet corner or work station.

Forward plans will have individualised aspects. Individualised planning documents, if required, should sit within the child or young person’s Personal Learning Plan as appropriate, e.g. Literacy Profile, IEP or Health Care Plan. Individualised learning outcomes within these plans should detail the resources, strategies and approaches to be put in place to overcome barriers to learning.

8 Assessment – a range of curricular and environmental assessments should be used to identifying barriers to learning and strategies to promote positive learning and behaviour e.g. base line, formative, summative, environmental and risk assessment. (e.g. Standardised assessments such as New Group Reading Test, Progress in Maths, Literacy Profile within SBC Dyslexia Policy & Guidelines, Boxall Profile)

Assessment information should be recorded, monitored and reviewed in consultation with school and early years tracking & monitoring systems and with full engagement of the learner and their parent/carer.

Monitoring and reviewing of attendance should be undertaken as part of the assessment process and in line with SBC guidance.

All children and young people who are looked after at home or away from home are deemed to have additional support needs unless assessed as otherwise.

Stage 2 – Universal Plus Services

The additional support needs of children and young people are met and managed within the establishment.

<p>Stage 2</p> <p>Universal Plus Working (either or both Health and Education)</p> <p>Children and Young People's needs requires focused interventions.</p>	<p>A child may be moved to Stage 2 when a child or young person's needs are not met at Stage 1 but can be met by additional levels of targeted or specialist support available within the universal service.</p> <p>At this stage, consideration should be given to completing an assessment to gain a holistic overview of needs and concerns around the child or young person. This should be recorded using Universal Assessment of Needs (UIA) or SFL Assessment of Needs Form and supported by an Individualised Education Programme if appropriate (IEP) or additional support planning in place such as a Positive Support Plan which may include specific strategies to support challenging behaviour. Parents and carers should always be involved in planning how the school will meet their child's needs. School should record notes from meetings and agreed actions on Universal Plus Paperwork.</p> <p>Specific, targeted support may be identified and managed through deployment of resources universally available within the establishment. Resources and strategies may include participation in targeted groups or programmes within class/establishment provided by school personnel.</p> <p>Examples of support at this stage includes extra help from a Support for Learning teacher inside or outside of the classroom or taking part in a targeted learning programme.</p> <p>In order to plan to meet individual needs, school staff may also benefit from consulting with/receiving support from:</p> <ul style="list-style-type: none"> - Speech & Language Therapist - School Nurse - Occupational Health - Health Visitor (accessed directly through local Health Centres) - Access to the Curriculum Teacher (ICT) - Visual Impairment Support (Additional Support Services Referral) - Hearing Impairment Support (Additional Support Services Referral) - Bilingual Support (Additional Support Services Referral) - Community Learning & Development Service (CLDS) <p><i>(All the above forms can be found HERE)</i></p> <p>Advice and consultation may be sought from Leader Valley or Inclusion & Wellbeing Service.</p> <p>Consultation with and/or advice from an Educational Psychologist can also be sought, but parental consent must be obtained first.</p>
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1 Planning - If needs are not met or concerns remain despite measures undertaken at Stage 2 then the class/subject teacher should consult with the Support for Learning teacher or team within school and/or the Establishment Lead to consider evidence to date and decide what needs to happen next.

The five questions any practitioner needs to ask are the same questions all practitioners need to raise when they are concerned about the learning or wellbeing of a child or young person:

- What is getting in the way of this child or young person's learning/wellbeing?
- 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 school or setting do to help this child or young person?
- What additional help, if any, may be needed from others?

The GIRFEC National Practice model provides a framework to support practitioners' assessment and planning for a child. The [National Risk Assessment Toolkit](#) can be used as a means to analysing and supporting assessment, but there are a number of other resources and toolkits that can be used alongside this assessment process e.g. the [Autism Toolbox](#), [SBC Dyslexia Policy and Guidelines](#) , [CIRCLE](#) [Link to Online CIRCLE Resource](#) .

Personalisation of learning and teaching approaches within the establishment is required to meet the needs of the learner and ensure that the learner engages fully with all aspects of the curriculum and all aspects of school life. In secondary schools, whole establishment timetabling and planning should take account of personalisation of the curriculum for individuals or groups of young people.

Individualised Educational Programme (IEP) – A child or young person's PLP can be supported by an individualised educational programme (IEP). An IEP is a non-statutory document used to plan specific aspects of education for learners who need some of or their entire curriculum to be individualised. IEPs are usually provided when the curriculum planning required is to be 'significantly' different from the class curriculum. Involvement with group work or extraction for a number of sessions a week does not normally meet the criteria for an IEP. ([See IEP Paperwork](#))

The SfL teacher or identified member of the SfL/Pastoral Team should decide whether to complete a Universal Information & Assessment (UIA) to gain a holistic overview of needs/concerns and determine whether more individualised integrated planning is required. A Universal Plus meeting may be required to determine and agree any actions. This will ensure effective collaborative planning and best use of wider resources. When a Universal Plus meeting is held it should involve the core people already involved in supporting the learner, although consultation and advice from a range of Partner Services and Agencies may inform the meeting or be actions on the plan.

2 Roles and Responsibilities – The SfL Teacher or an identified member of the SfL/Pastoral Team within the establishment, in collaboration with the Class/Subject Teacher, Nursery ELC, has responsibility for the implementation of identified actions.

The Establishment Lead has overall responsibility within the terms of Getting it Right (The Children & Young People's Services Delivery Model)

3 Partnership – There should be ongoing consultation with the SfL teacher or SfL/Pastoral Team within school for specific advice and/or support on strategies to meet identified need and to support the Child Planning Process.

Any strategies should be reviewed and recorded regularly in a planned cycle involving the core people around the learner i.e. the learner, parent/carer, class teacher, class team, SfL team members as appropriate.

Advice and guidance may be sought from Partner Services and Agencies in a consultative capacity and/or for whole school input to support capacity building and for provision of CLPL. e.g. Psychological Services, IWBS, Leader Valley, Community Learning Development, Bilingual Support, ICT support, Speech & Language Therapy, School Nurse.

Parent partnership (a whole family approach) where possible, regular liaison between home and school and involvement of the learner and parent/carer in assessing/planning/meeting needs is recommended.

4 Environment - All aspects of Stage 1 (above) and in addition:

A greater level of environmental adaptation may be required – such as:

- Intervention by Support for Learning teacher e.g. Targeted group interventions (Literacy, Numeracy, HWB) Record strategies used for child or young person
- Access to alternative space - quiet area/sensory/nurture space, where staff are supervising at all times (Please refer to [Guidance on Restraint and Seclusion in Scottish Borders Schools](#))
- Peer Buddy in playground

The organisation of the whole school or early years setting's environment should take account factors identified through an Environmental Audit, Risk Assessment and the ongoing monitoring of the environment.

Advice and strategies on adapting the classroom environment can be sought from Leader Valley or IWBS and information can be found in:

- Circle Documents – (EY, Primary & Secondary) [CIRCLE](#) [Link to Online CIRCLE Resource](#)
- POLAAR [Environment Assessment](#)

5 Staffing - All aspects of Stage 1 (above) and in addition:

Support for Learning staff may:-

- Consult and liaise with school or early years setting staff and partner agencies to identify a learner's strengths and needs
- Jointly plan, deliver and review learning & teaching in the classroom
- Assess learners using a variety of assessments
- Work directly to support learners individually and in groups both within and at times, outwith the classroom. This should always be shared and agreed with parents.
- The SfL teacher or SfL/Pastoral Team within school should support staff in implementing strategies and systems to meet the guidance and pastoral needs of pupils.
- There should be structured and consistent support within school from school personnel which is timetabled including 1-1 and group support, specific areas within school e.g. as identified by risk assessment/ individual planning. This should be detailed in Universal Plus paperwork and reviewed regularly.

6 Legislation, Guidance, Resources, Tools and Strategies - All aspects of Stage 1 (above) and in addition:

Focused interventions within establishment including specific subject based resources to support inclusion and attainment. These interventions require more targeted support from staff within the establishment, beyond what is generally available within the class. For example:-

- [Dyslexia Toolkit](#)
- Literacy Profile - SBC Dyslexia Policy/Guidelines*
*The above documents can be found [HERE](#)
- Positive Support Plan*
- Individual strategy sheet*
- Individualised Educational Programme (IEP)*

Provision of materials, tools and strategies are tailored to the needs of the learner e.g.1-1 or group work.
For example:-

- Reading Recovery group to support aspects of literacy
- Success @ Arithmetic group to support aspects of numeracy
- Nurturing Approaches group to support aspects of Wellbeing
- Individual reading support (Toe by Toe)
- Individual support during SQA assessments (e.g. reader/scribe/ICT etc)

All establishment should have policies and procedures for close management and supervision of individual pupils and refer to the following documents for guidelines:-

- [Included, Engaged & Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions](#) (Scottish Government 2017)
- [Guidance on the presumption to provide education in a mainstream setting](#) (Scottish Government March 2019)
- Guidance on Restraint and Seclusion in Scottish Borders Schools

Other useful links include:-

Link to School Nursing Service on SBC Intranet: [School Nursing Service Referrals](#)

Link to Educational Psychology on SBC Website: [Educational Psychology Service](#)

[EP Service Referral Forms](#)

Link to SBC ASN website for parents: [Additional Support for Parents](#)

7 Learning, Teaching and Achievement – All aspects of Stage 1 and 2 and in addition:-

Personalisation of learning and teaching approaches within the establishment is required to meet the needs of the learner and ensure that the learner engages fully with all aspects of the curriculum and all aspects of school life. (e.g. IEP, Positive Support Plan etc)

Specific, targeted support may be identified and managed through deployment of resources universally available within the establishment. This support will be planned for through the Universal Plus Planning Process and school or early years setting planning.

Referrals to Visual Impairment, Hearing Impairment or Bilingual Support should be made on Additional Support Services Referral Form which can be found here [Referral for Additional Resources](#).

Resources and strategies may include participation in targeted groups or programmes within class/establishment provided by school personnel.

Whole establishment timetabling and planning should take account of personalisation of the curriculum.

8 Assessment - All aspects of Stage 1 (above) and in addition:-

The responsibility for identifying and planning to meet the needs of the pupil remains with the Class Teacher and/or SfL Teacher or SfL/Pastoral Team within school. All assessments outwith, or additional to those which normally would take place in the classroom setting, require parental consent. These should be completed on [UIA](#) Form or [SfL Assessment of Need Form](#) and should be recorded as notes on [Universal Plus Paperwork](#) after a School Review/Universal Plus meeting.

Learners can be assessed using a variety of assessments such as:-

- Universal Information & Assessment Form (UIA)
- Autism Toolkit
- POLAAR Early Years resource
- SBC Literacy & Dyslexia Policy (Literacy Profiles)
- CIRCLE
- Boxall Profile
- Standardised assessments

Some assessments can take place in consultation with Partner Services and Agencies as appropriate, to support the assessment process e.g. EP, IWBS, Leader Valley, Health services, Educational Psychologist.

Reviews of all assessments and consultations involving the class teacher, parent/carer, learner, SfL team and EP will identify whether further assessment within school is required and/or more specialised assessments from Partner Services or Agencies should be carried out.

Individualised assessments should identify predictable situations/ behaviours and allow planning within school to incorporate strategies to manage these situations as they arise e.g. child very unsettled first thing in the morning planned strategies for these situations.

Stage 3 – Multi Agency working (Targeted intervention)

The additional support needs of children and young people are met and managed within the establishment with support from Partner Services and Agencies.

<p style="text-align: center;">Stage 3</p> <p style="text-align: center;">Locality Multi Agency Working TARGETED INTERVENTION</p> <p style="text-align: center;">(a service which is directed at meeting the needs of children whose needs are not capable of being met fully by the provision of services that are generally available)</p>	<p>A move to this stage is when Universal services within school require the assistance of a locality service to meet the needs of a child or young person. This might include the services of:</p> <ul style="list-style-type: none"> • Direct work by an Educational Psychologist • Assessment and/or input from CAMHS (referrals are made through EP, GP or School Nurse) • Direct, time limited intervention from outreach services (the following can all be accessed via the Referral for Additional Resources): <ul style="list-style-type: none"> - Inclusion & Wellbeing Service Teacher/ANA - Home School Link Worker - ASD Teacher - Language & Communication Class • Additional Needs' Assistant hours from Tier 2 allocation ANA Allocation • Direct work from Occupational Therapy • Home Tuition <p>A multi-agency Meeting Around the Child (MAC) meeting is required to review progress and identify next steps and a Lead Professional must be appointed. A Child or Young Person's Plan must be in place to record the learner's needs, the support provided and the desired outcomes. Single Agency Plans, such as IEPs should be used to support the development of the Child's Plan.</p> <p>In order to access these services, an assessment to gain a holistic overview of needs and concerns around the child or young person is required. This should be recorded using a UIA. Any supporting evidence such as an IEP, CSP, Health Care Plan, Chronology and professional reports are also required.</p>
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1 Planning – A MAC (Meeting Around the Child) meeting is required for a child or young person when there is the need to consider targeted intervention and the development of a Child's Plan. Consultation with a range of Partner Services and Agencies can support this process. All GIRFEC and MAC paperwork can be found [HERE](#).

Child/Young Person's Plan – In line with the 2014 Children and Young People Act and the 'getting it right for every child' approach, many children and young people will need a Child's Plan. Child's Plans are created if a child or young person needs some extra support to meet their wellbeing needs such as access to mental health services or respite care, or help from a range of different agencies. The Child's Plan will contain information about:

- Why a child or young person needs support
- The type of support they will need
- How long they will need support and who should provide it.

All professionals working with the child should use the plan, which may include an IEP or a CSP. Where there is a Child's Plan and targeted interventions to support a child or young person and parents, there should be an Establishment Lead to co-ordinate.

Interventions agreed may include:-

- Further interventions or assessments at earlier stages.
- Allocation of family or community supports.
- Recommendations for Outreach Service from a specialist provision (such as Inclusion & Wellbeing Service Teacher/ANA, Home School Link Worker, ASD Teacher, Language & Communication Class, Pre-School Home Visiting Teacher)

Referrals for Outreach Support

A referral can be made for additional support through services within the locality. The decision to make a referral must be agreed at a MAC meeting including the child or young person (where appropriate), their parent/carer and with support from relevant school staff. Parental consent must be given before a referral to an additional support service.

All referrals for access to an Additional Support Outreach Service should be made on a [Referral for Additional Resources](#)

With each referral, the following additional documentation is required (where applicable):

- Minutes of the most recent MAC where agreement was made regarding this request
- Child's Plan, current Individualised Education Programme or Behaviour Support Plan
- Recent reports from other agencies including Educational Psychology or Health professionals
- EYCAT assessment and information on current pre-school provision
- Recent Chronology, from start of current term
- All referrals for Language and Communication Teachers should be accompanied by a Supporting Report from Speech and Language Services.

Referrals for Additional Needs Assistant (Tier 2 support)

Referrals forms are usually accepted once a session (around March April time) for requested support for the following school session. These requests are for pupils new to SBC, new to Primary 1/Secondary 1 or pupils with significant change to needs. The child or young person must have significant needs in these areas that cannot be met universally by current staff in school or early years setting:

- Complex learning needs
- Communication Impairment
- Physical/Personal support needs

- Profound sensory impairment (hearing or sight)

Evidence is required on how the specific additional support of an Additional Needs Assistant (ANA) will make impact upon the child or young person's learning and /or wellbeing.

Buffering

If a child or young person is looking to enrol in an SBC School or Early Years setting who has been identified as having additional needs, then the Council's [Buffering Policy](#) should be followed.

"Buffering" is a term used by Scottish Borders Council to refer to a specific transition planning process for children and young people who have moved from another authority coming to live in Scottish Borders, with needs which may require substantial planning, specialist training or a highly individualised approach.

The purpose of buffering is to ensure that needs are adequately assessed, an appropriate support plan is agreed (including providing resources to support learning and devising a local health care plan) and the placement can meet the identified needs.

A Tier 2 form should be completed following a MAC meeting with representatives from original Authority.

The associated referral form for Tier 2 ANA Allocation and HT Guidance can be found [HERE](#)

Coordinated Support Plan (CSP) – A CSP may need to be considered at this stage (compulsory if the child or young person is care experienced). A CSP is a statutory plan to help identification and ensure provision of services for children or young people, whose additional support needs arise from complex, or multiple factors, which have a significant adverse effect on their school education and are likely to last at least a year, and which require support to be provided by an education authority and at least one other non-education service or agency. It is a legal document and aims to ensure that all the professionals, the child/young person and the parents/carers work together and are fully involved in the support. **Add info about referral to ANMaT**

2 Roles and Responsibilities - The Establishment Lead will have overall responsibility for the implementation of identified actions within a MAC meeting the additional needs of the child or young person in both learning and in terms of Getting it Right (The Children & Young People's Services Delivery Model). [GIRFEC Paperwork](#)

They will be responsible for reviewing the plan and coordinating support.

3 Partnership - The Child Planning Process should clearly outline roles and responsibilities in implementing the Child's Plan and any planning documents which sit alongside it. The Child's Plan should be reviewed regularly in a planned cycle involving the core people around the learner and those already involved in supporting the learner.

Ongoing consultation and guidance from the SfL/Pastoral Team within the school and guidance from Partner Services and Agencies should be undertaken as appropriate as outlined in earlier Stages.

Direct support should be provided by partner services or agencies at individual, group or whole establishment level, e.g. Educational Psychologist, Additional Support Services and Therapy Services which is identified and managed effectively through the Child Planning Process and whole establishment planning.

At all times there should be full involvement with parent/carer and the learner within the planning and reviewing process.

4 Environment - All aspects of Stages 1 and 2 (above) and in addition:

Alternative Spaces

Further review of environmental audit of the school and learning environment may be required and significant adaptations may be put in place to meet the needs e.g. Alternative space for learning. Use of alternative spaces should only be considered as an appropriate response when:

- It is a planned de-escalation technique, which is being used as a positive intervention.
- The young person is regularly taught how to use a space (when they are not in crisis) so that they can use it appropriately when needed.
- For averting immediate danger of personal injury to themselves or others.
- A risk assessment has identified that using a separate space is in the best interests of the pupil as a means of lessening his/her anxiety.

Direct involvement of Partner Services and Agencies are recommended as appropriate to support this process. Please refer to SBC's [Guidelines on Seclusion and Restraint in SBC Schools](#) for support.

5 Staffing – All aspects of Stages 1 and 2 (above) and in addition:

Direct support for children and young people from Partner Services and Agencies as appropriate to need e.g. Educational Psychologist, Occupational Therapist, IWBS and Leader Valley.

Additional staffing may be accessed in adherence to the SBC procedures e.g. Tier 2 ANA Allocation

6 Legislation, Guidance, Resources, Tools and Strategies - All aspects of Stages 1 and 2 (above) and in addition:

Direct support from Partner Services and Agencies to implement targeted interventions within establishment to support inclusion and attainment, these could include whole class or school support, training, 1-1 support or group intervention (delivered by Psychological Services, IWBS, Leader Valley etc)

For example:-

- [Build-Up Timetable](#)
- Highly differentiated curriculum - with support from IWBS staff, promoting personal and social skills
- Physical de-escalation intervention strategies – CALM/Team Teach (please refer to [Guidance on Restraint and Seclusion in Scottish Borders Schools](#))

- Consider targeted interventions from local agencies, such as
 - Riding for the Disabled Association (RDA)
 - Stable Life
 - CEDAR
 - Children's First
 - Therapeutic interventions (SALT, OT)
 - Alternative and augmentative communication system
 - Personalised and enhanced transition arrangements

A referral for targeted, time limited, outreach support should be considered in discussion with Leader Valley or IWBS - Outreach services (see information above).

Home Tuition in Scottish Borders

Home Tuition is a short term Stage 4 strategy to provide **time limited** continuing education to children and young people where it is anticipated they cannot attend mainstream school for medical reasons for a significant period of time. The main objective is to support the young person **back into full time mainstream education**. The service will focus on the delivery of literacy and numeracy.

Access Criteria for Home Tuition in Scottish Borders

The criterion required for access the Home Tuition service is that the child or young person has extreme difficulties in accessing learning in their mainstream environment due to a medical condition or illness. A medical assessment made by the health service will influence the scale and scope of educational provision that may be planned and provided.

Referral Process

- Referrals are made using the [Home Tuition Referral Forms](#)
- Completed forms should be submitted directly to HQ Operations mailbox with school review meeting minutes and/or with a doctor's certificate.
- Referrals will be considered by relevant HQ staff at the monthly Home Tuition Review Panel meeting.
- Where a more immediate response is felt appropriate (and manageable) a member of the Home Tuition Team will discuss the situation directly with the appropriate contact in school.

Schools have the responsibility to find an appropriate tutor and retain the lead role in setting, directing and reviewing the work to be undertaken by individual pupils, and in communicating with the tutor and parents.

7 Learning, Teaching and Achievement - All aspects of Stages 1 and 2 (below) and in addition:-

Children and Young People's needs should met within establishment through deployment of resources universally available within the establishment and supplemented with additional support from partner services and agencies.

Specific and targeted support from partner services and agencies is required to supplement whole school supports. This may take the form of direct support at whole establishment, class, group or individual level. This support is planned for through the Child Planning Process and whole establishment planning.

Whole establishment timetabling and planning take account of personalisation of the curriculum.

8 Assessment - All aspects of Stages 1 and 2 (above) and in addition:-

Comprehensive and holistic assessment in response to individual needs and in line with Getting it Right for Every Child involving a range of professionals both establishment based and from partner services and agencies should take place.

Identification of the need for more specialised assessment from Partner Services or Agencies including: CAMHS, Psychological Services, Health professionals.

The Early Years Co-ordination and Assessment Team (EYCAT) consists of Consultant Paediatrician, Speech and Language Therapist, Occupational Therapist, Physiotherapist and Pre-School Home Visiting Teacher. The Team provide an initial holistic assessment of children under 5 years referred with developmental difficulties.

A CSP may need to be considered at this stage (compulsory if the child or young person is care experienced).

Solution Focused consultation/Universal Information & Assessment within the Child Planning Process and Meeting Around the Child (MAC).

Stage 4 – High Level Specialised Provision

The additional support needs of children and young people are met and managed through placement in a specialist setting.

<p style="text-align: center;">Stage 4</p> <p style="text-align: center;">High Level Specialist Provision TARGETED INTERVENTION</p> <p>(a service which is directed at meeting the needs of children whose needs are not capable of being met by the provision of services that are generally available)</p>	<p>When a child or young person’s needs are not being effectively met at Stage 3, then a move to Stage 4 should be considered. A move to this stage is when more intensive support, a shared placement within a specialised provision or a placement outwith Scottish Borders is required.</p> <p>There should be a designated Lead Professional and Child’s Plan in place at Stage 4.</p> <p>A Coordinated Support Plan should be formally considered to assess whether it is required. The CSP should be supported by an IEP.</p> <p>Any child or young person who meets the Exceptionality Criteria (Tier 1) SBC Criteria for Profound Complex and Severe Complex Needs for Additional Support for Learning and has dedicated ANA time, is considered to be Stage 4.</p> <p>This stage requires significant multi-agency planning and collaboration to meet needs. This would involve centrally based Education staff and multi- agency staff – including Senior Education Officers, Senior Educational Psychologist, Senior Social Workers and Health colleagues - via referrals to Additional Needs Management Team (ANMaT) and the Central Overview Group (COG).</p> <p>In some instances, support for children with the highest level of need that cannot be met within SBC’s services and require involvement from a range of professionals and specialists outwith SBC in order to deliver an appropriate curriculum. The local authority team who oversee such placements, the Placement Overview Group (POG), consists of centrally based staff – including Senior Education Officers, Senior Educational Psychologist and Senior Social Workers. However, the decision to place a child or young person in an educational setting out with SBC, remains at the discretion of the Director of Children & Young People.</p>
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1 Planning - Clearly documented evidence identifies that despite extensive implementation of supports at earlier pathways, which are proportionate in scope, intensity and duration, the learner is not making progress appropriate to their age and ability and that barriers to learning remain.

Consideration can be given to for intensive support or a shared placement within a specialist provision (e.g. Leader Valley Primary Enhanced Provisions for complex needs or the Inclusion & Wellbeing Service placement at The Arches)

The Child Planning Process and the Child’s Plan should continue to be used to ensure on going multi agency activity to plan and review education, home and community factors that may impact on a learner’s capacity to participate in the learning process and make progress in learning.

The Child's Plan may include Health Care, LAC, IEP or CSP as appropriate.

Access Criteria for a Specialised Provision within Scottish Borders

Complex Needs - The criterion for access to an Enhanced Provision is that the child or young person has complex, severe and profound needs. See SBC's definition [HERE](#).

Inclusion & Wellbeing Service (IWBS) - The criterion required for access to a shared placement with The Arches is that the child or young person continues to have severe or extreme difficulties in accessing learning in their mainstream environment. These difficulties will have persisted despite evidence of supportive, sustained interventions at Stages 1 – 3, including involvement from Educational Psychologists, Link Workers or Inclusion & Wellbeing Outreach services.

Referral procedures for a specialist provision in Scottish Borders

Referrals for access to any shared Placement provision are considered by a multi-agency panel called the **Central Overview Group (COG)**. The panel meets 4 times a session. Referral forms for COG and associated guidance can be found [HERE](#). Before a COG referral is made, the child or young person MUST be known to a member of staff at Leader Valley or the Inclusion & Wellbeing Service. This could consist of a member of staff carrying out an observation or attending a review meeting. Alternatively, a previous referral for outreach support (Stage 3 Intervention) may have been submitted.

The decision to make a referral for access to any shared placement provision must be agreed at a Meeting around a Child (MAC) with support from all relevant parties including child, parent/carer, Educational Psychologist, school staff, social work, therapists etc.

Moving to a shared placement has a considerable impact on the child and their family. The advantages and disadvantages for the individual pupil being referred for a shared placement should be thoroughly explored. For example the travel time or travel experience, isolation or rejection from the community, loss of local opportunities need to be taken into account, and the question can the learning environment be adapted to accommodate the learners needs better be asked.

The COG panel considers whether there is sufficient evidence that the child or young person's needs cannot, at this point in time, be adequately or best met solely within a mainstream setting, based on the evidence provided.

All referrals for access to shared provisions should be submitted to the Central Overview Group (COG) mailbox COG@scotborders.gov.uk

Specialist provisions out with Scottish Borders

In some instances, support for children with the highest level of need cannot be met within SBC's services and require involvement from a range of professionals and specialists out with SBC in order to deliver an

appropriate curriculum. (e.g. Royal Blind School, Residential Placements) The decision to place a child or young person out with the Authority remains at the discretion of the Director of Children and Young People's Services.

All placements for our most vulnerable or Care Experienced Children are regularly discussed at the **Placement Overview Group (POG)**, which consists of centrally based staff – including Senior Education Officers, Senior Educational Psychologist and Senior Social Workers. The role and remit of the POG will be to ensure consistency of response and practice across the Children and Young People Service to situations which require children and young people to be looked after or educated in resources away from home, or in resources which are not managed by Scottish Borders Council. The group will provide a senior managerial overview of placements and their progress and, ensure that Scottish Borders Council is making best use and value of the resources available to them.

2 Roles and Responsibilities - The Establishment Lead within the mainstream provision retains overall responsibility for meeting learning needs, but this must be clearly planned with an identified lead person from the Specialist Provision, so that both establishments have an overview of the learner with a view to supporting effective reintegration back into mainstream, if appropriate.

The Establishment Lead from the mainstream school or Early Years setting has overall responsibility within the terms of Getting it Right (The Children & Young People's Services Delivery Model).

3 Partnership - The Child's Plan should be reviewed in a planned cycle involving the core people around the learner and those already involved in supporting the child or young person. The Child Planning Process must clearly outline individual roles and responsibilities in implementing the Child's Plan.

Effective partnership working with the child or young person and their family, in collaboration with all agencies, should ensure that there is a co-ordinated plan to address barriers to learning across school, the home and in the community where appropriate.

Direct input will be required from partner services and agencies as identified within the Child's Plan and within the context of the specialist provision, as appropriate.

Regular communication and review between mainstream and any specialised placements will be required to support the intervention and transition process.

4 Environment - All aspects of Stages 1, 2 and 3 (above) and in addition:-

A specialist environment is required which is reflective of need e.g. provision of small group teaching areas, areas for 1-1 support, alternative spaces and individual work stations, as appropriate.

Staff in both mainstream and specialist provisions should audit and plan their learning environments, making optimal use of a range of facilities e.g. class, library, kitchen area, nurture base and alternative space areas.

The learning environment should take into account any factors identified through the Child Planning Process, individualised plans and risk assessments.

5 Staffing - All aspects of Stages 1, 2 and 3 (above) and in addition:-

Educational provision for the child or young person is provided in a specialist setting with small group teaching and high staff ratio.

Cohesive staff teams within mainstream and specialist provision have clear structures for consultation and joint planning.

Teaching staff should have knowledge and skills to develop and lead effective class teams. All staff are trained and skilled in specific support for learners with additional support needs to ensure the provision of an appropriate curriculum and learning environment e.g. emotional/ behavioural programmes, Health and Wellbeing programmes, de-escalation, Team Teach. [Guidance on Restraint and Seclusion](#)

Staff should be identified to support 'moving on'/ reintegration and or transition assessed through SBC procedures.

6 Legislation, Guidance, Resources, Tools and Strategies - Reference to all policies, guidance and legislation outlined above and in addition:-

Structured and consistent support within a specialist learning environment with small group and individualised approaches as appropriate and reflective of need e.g. provision of small group teaching areas, areas for 1-1 support, alternative spaces and individual work stations as appropriate. Specific individualised and group resources will be required.

Please refer to [Guidance on Restraint and Seclusion](#)

7 Learning, Teaching and Achievement - All aspects of Stages 1, 2 and 3 (above) and in addition:-

A child or young person's needs are met (or partly met) within a specialist learning environment.

Personalisation of learning and teaching approaches within the establishment is required to meet the needs of the learner and ensure that the learner engages fully with all aspects of the curriculum, all aspects of school life and that barriers to learning are overcome.

Specific and targeted support is identified and met through deployment of resources available locally and from partner services and agencies as appropriate.

All learners should have an IEP, setting out barriers to learning, learning outcomes and how they will be achieved.

Consideration must be given as to whether a CSP may be required.

8 Assessment - Comprehensive and holistic assessment should be ongoing through continuous information and evidence gathering. Ongoing review and assessment of the appropriateness of the placement should take account of the presumption to mainstream and informs transition planning as appropriate.

The Child Planning process should ensure ongoing multi agency review, with the Lead Professional coordinating meetings and the plan.

All children and young people should have personalised support plans and / or risk assessments covering all day to day activities.

Appendix 1

Some suggested professional reading

Paul Dix: When the adults change, everything changes

Prof Steve Peters: My Hidden Chimp
The Chimp Paradox
The Silent Guides

Peter Vermeulen: I am Special

Jen Alexander: Building Trauma Sensitive Schools

Louise Bomber: Inside I'm Hurting

Nadine Burke Harris: The Deepest Well: Healing the Long-Term Effects of Childhood Adversity

Andy Griffiths: Engaging Learners

Sue Cowley: Getting the Buggers to Behave
The Seven C's of Behaviour Management
How to Build Better Behaviour in the Early Years

Alex Quigley: Closing the Vocabulary Gap

Marc Rowland: Learning Without Labels

Tom Sherrington : The Learning Rainforest

Darren McGarvey: Poverty Safari

Alfie Kohen: Punished by Rewards

Jarlath O'Brien: Better Behaviour
Don't send him in tomorrow