

A guide to:
Staged Intervention



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In West Dunbartonshire a process called *Staged Intervention* is used to identify and support children and young people (hereafter referred to as children) who have additional support needs.

Staged intervention is based on:

- strong partnership working within education, with partner agencies and with parents;
- early identification of additional support needs by assessing needs carefully and well;
- targeting of resources for maximum effectiveness through careful planning and joint working, and
- regular reviews and assessment of achievements and progress.

In West Dunbartonshire we have four stages of *Staged Intervention*. Children may move between the stages as appropriate. Parents can ask at anytime if their child has additional support needs and can be expected to be involved at all stages of the *Staged Intervention* process.

Stage 1

At this stage:

- the class teacher or key worker (Early Years) sees that they need to make some changes to the normal routine or give some extra attention so that the child can get the best out of the work of the group or class;
- the changes/support will be monitored. If they work well the child can be removed from Stage 1. If further help is needed the child can be moved on to Stage 2, and
- parents will be kept involved through parents evenings and report cards.

These changes might include things such as:

- making sure that extra attention is given;
- adapting the curriculum;
- changing the group that the child works with;
- adjusting the amount of work that is expected, and/or
- making minor adaptations to the classroom/
Early Years environment.

Stage 2

At this stage:

- the class teacher/key worker will have tried lots of changes/supports within the class but feel that there may be more that could be done to help;
- the teacher/key worker will talk to the Head of Centre (Early Years), Pupil Support Co-ordinator (Primary) or Principal Teacher of Pupil Support (Secondary);
- parents will be informed that a Stage 2 plan is being considered and invited to contact the school to discuss the suggestions in the plan;
- the discussions can result in more changes being introduced or additional support being given to the class/group, and
- support at this stage is documented and formally monitored by school/Early Years staff through a Stage 2 plan.

This additional support can include:

- new resources being accessed or purchased for use by the whole class/group;
- small groups being created for additional tuition;
- an individual programme of work such as Toe by Toe being introduced, and
- a short term programme of individual support being put in place.

Stage 3

At this stage:

- the school or Early Years Centre will have tried lots of different things with the group/class and also put in place some extra resources, support or advice beyond the classroom;
- the Pupil Support Co-ordinator, Principal Teacher of Learning Support or Head of Centre will ask for help from other education services such as Psychological Services or The Network Support Resource;
- with parental agreement a formal referral will be made - initially for advice. It may be that some additional advice on resources or strategies is enough to ensure that the support being provided is effective and sufficient to ensure that the child progresses well. However it can also mean that additional programmes, tutorials or support are identified and put in place;
- an individualised plan will be drawn up. This can be either a Stage 3 plan or an Individualised Education Programme (IEP). This plan will include details of all the support in place and targets will be set for the child to achieve. The supports and targets will be a result of discussions with all the staff involved, the parents of the child and the child themselves, and
- the plan will be reviewed once half way through the school year and again at the end in order to see how well the supports/changes have worked and to see how well the child has progressed. If necessary a new plan will be drawn up for the following year.

If additional support is recommended this may result in:

- further, more substantial, adaptation of the curriculum;
- advice and support being provided to the establishment from a specialist teacher;
- fixed term support being provided direct to the child

from a specialist teacher, and/or

- fixed term support being provided direct to the child by a specialist learning assistant.

Stage 4

At this stage:

- education may ask for help and support from other agencies such as Health and Social Work. It may be that these agencies are already heavily involved;
- parents will be invited to attend regular multi-agency review meetings to discuss progress, set targets and agree support, and
- the child will have an individualised assessment/plan in place such as an Integrated Assessment; Care Plan; Individualised Education Programme (IEP) and/or a Co-ordinated Support Plan (CSP).

The additional support at this stage might include:

- an IEP being drawn up;
- a place in a specialist centre or Early Years Centre;
- a Pupil and Family Support Worker working with the child and family, and
- attendance at group work.

In conclusion

The stages of intervention are there to help identify the level of support that is right for each individual. The changes put in place at Stage 1 remain in place when the child moves on to Stage 2. By the time a child has reached Stage 4 of the *Staged Intervention* process additional support/changes will be provided by the class teacher/key worker; school staff beyond the classroom or group; education staff from beyond the school as well as staff from other agencies such as Health or Social Work. It is important to remember that school staff and parents can consult with support staff e.g. Educational Psychologist or Network Support Teacher at any time throughout the staged intervention process; however they are only likely to become directly involved at Stage 3.

Further information can be obtained from:

Enquire

www.enquire.org.uk

Scottish Government

www.scotland.gov.uk/Topics/Education

Learning and Teaching Scotland

[www.ltscotland.org.uk/supportinglearners/
additional-supportneeds/index.asp](http://www.ltscotland.org.uk/supportinglearners/additional-supportneeds/index.asp)

West Dunbartonshire Council

[http://www.west-dunbarton.gov.uk/
education-and-learning/additional-support-needs](http://www.west-dunbarton.gov.uk/education-and-learning/additional-support-needs)

Additional Support Needs Tribunal (ANST) for Scotland

www.asntscotland.gov.uk

Govan Law Centre

www.edlaw.org.uk

Leaflets in this series. A guide to:

- Additional Support Needs Legislation
- Additional Support Needs in West Dunbartonshire Council
- The Co-ordinated Support Plan (CSP)
- Dyslexia
- Getting Help and Resolving Disagreements:
 - Mediation;
 - Dispute Resolution;
 - Additional Support Needs Tribunal for Scotland (ANSTS)
- Going to Meetings to Discuss Your Child
- Individualised Education Programmes (IEP)
- Staged Intervention
- The Network Support Resource
- The Pre-school Assessment Team (PreScAT)
- Attendance Review Committee - Attendance Orders
- Accessing Specialist Provision in West Dunbartonshire
- Attendance Procedures

For more information contact:

Additional Support Needs enquiries

Chris Smith

Pupil Support Co-ordinator

01389 761048

Elizabeth McAdam

Pupil Support Co-ordinator

01389 761048

General Enquiries

Vicky McGraw

Quality Improvement Officer (Support)

01389 737359

Other formats

This document can be provided in large print, Braille or on audio cassette and can be translated into different community languages. Please contact:

Corporate Communications
Council Offices
Garshake Road
Dumbarton G82 3PU
Tel: 01389 737000

本文件也可應要求，製作成其他語文或特大字體版本，也可製作成錄音帶。

अनुरोध पर यह दस्तावेज़ अन्य भाषाओं में, बड़े अक्षरों की छपाई और सुनने वाले माध्यम पर भी उपलब्ध है।
ਇਹ ਦਸਤਾਵੇਜ਼ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿਚ, ਵੱਡੇ ਅੱਖਰਾਂ ਵਿਚ ਅਤੇ ਆਡੀਓ ਟੇਪ 'ਤੇ ਰਿਕਾਰਡ ਹੋਇਆ ਵੀ ਮੰਗ ਕੇ ਲਿਆ ਜਾ ਸਕਦਾ ਹੈ।

درخواست پر یہ دستاویز دیگر زبانوں میں، بڑے حروف کی چھپائی اور سننے والے ذرائع پر بھی میسر ہے۔