

# **Staged Intervention Guidance**

**To be used in conjunction with standard B1: identification, consultation and request for involvement, staged assessment and intervention (schools)**

**Shetland Islands Council**

**Children's Services (Schools and Quality Improvement Service)**

**March 2018**

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### **1) The Staged Intervention Framework**

**Staged Intervention**  
**Stage 1 – Additional Intervention**

<b>GIRFEC Stage 1</b>	<b>Action</b>	<b>Documentation</b>
<p>Class Teacher has responsibility for identifying, planning and supporting needs.</p> <p>ASN Staff may be consulted and have input.</p> <p>Outside agencies may be involved at a consultative level or have direct single agency input.</p>	<ul style="list-style-type: none"> <li>• Teachers in consultation with parents identify the child or young person requiring support.</li> <li>• Consider consultation and/or referral to ASN Staff/SMT.</li> <li>• Staff to consult with parents, child/ young person for assessment or intervention that is additional to those routinely carried out in the classroom.</li> <li>• Consult with parents, children and young person before seeking assistance or involvement outwith school on a named basis.</li> <li>• Update chronology on the Assessment and Analysis document and complete Assessment and Analysis.</li> <li>• Plan and implement strategies and intervention to meet identified needs within the classroom/early years provision.</li> <li>• Implement cycle of ongoing assessment, implementation, evaluation and review. Record outcomes and effectiveness of support strategies.</li> <li>• If strategies are put in place and no progress is identified, consider consultation and/or involvement of Education Outreach Group (ASN), visiting specialists/support service staff, including those outwith education e.g. SLT, OT.</li> </ul>	<ul style="list-style-type: none"> <li>• School based planning documents should reflect differentiation, adaptation and support strategies applied including outcomes/review.</li> <li>• Copies of consultations with ASN staff and/or referral documents.</li> <li>• Copies of consultation notes with visiting specialists/support service staff.</li> <li>• Record of discussions/consultations with parents, child/young person.</li> <li>• Significant events recorded under pastoral notes tabs in SEEMIS.</li> <li>• Analysis and Assessment document completed as appropriate.</li> <li>• RAS (Record of Additional Support) completed if necessary.</li> <li>• SEEMIS updated.</li> </ul>

	<ul style="list-style-type: none"><li>• At any stage where child protection concerns exist, staff should follow child protection procedures.</li></ul>	
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**Criteria to be met (in full) before moving to Stage 2:**

- Agreed strategies have been implemented and evaluated, and it is agreed that progress is not satisfactory.
- Continued level of concern regarding ongoing or unmet need which requires further investigation and intervention.
- Ongoing and regular need to undertake consultation and planning of support with other agencies and/or professionals outwith the school setting.
- A formal meeting with parents should be held and recorded to agree a move from Stage 1 to 2.

**Staged Intervention**  
**Stage 2 – Targeted Intervention**

<b>GIRFEC Stage 2</b>	<b>Action</b>	<b>Documentation</b>
<p>Class and Subject Teachers are responsible for ensuring pupils needs are met and work collaboratively with ASN Staff and SMT to provide and implement additional support and intervention.</p> <p>Support from agencies and/or professionals outwith the school setting is direct and ongoing and impacts on the delivery of the curriculum.</p> <p>All Looked After Children should be placed at Stage 2 and consideration of the need for Co-ordinated Support Plan be made at every Looked After Child Review (as required by legislation). If agreed this with place the pupil at stage 3.</p>	<ul style="list-style-type: none"> <li>• Staff should seek consent for the GIRFEC process and a collaborative GIRFEC meeting should be held to inform assessment and plan next steps.</li> <li>• GIRFEC Assessment and Analysis takes place in collaboration with relevant agencies, staff, parents and children/young people.</li> <li>• A Child’s Plan will be required. A Lead Professional should be appointed. An IEP may also be required where needs are identified in school which require more specific detailed actions around literacy, numeracy and health and well-being.</li> <li>• Consider if Co-ordinated Support Plan is required, which would place the child at Stage 3.</li> <li>• The long-term targets on an IEP will be those outcomes identified in the Child’s Plan. These targets/outcomes will be updated as necessary at GIRFEC review meetings. These long-term targets/outcomes must be reviewed at least annually, as the Child’s Plan is reviewed. This may happen more frequently if review meetings are sooner than this.</li> <li>• Analysis of assessments completed and advice from agencies should be incorporated in to the Child’s Plan if appropriate and reviewed regularly. Evaluation is used to inform future planning, intervention and next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Signed GIRFEC consent form.</li> <li>• GIRFEC Assessment and Analysis document completed.</li> <li>• Completed Child’s Plan.</li> <li>• Individualised Education Plan where required with learning needs clearly identified and cross-curricular targets set by Additional Support Needs Staff.</li> <li>• Discussion of need for CSP held and minuted.</li> <li>• Review minutes to be sent to centrally designated staff.</li> <li>• Newly completed or updated Child’s Plans should be sent to centrally designated staff.</li> <li>• Paperwork sent to agencies/professionals where appropriate.</li> <li>• Evidence of consultation with other services and any</li> </ul>

	<ul style="list-style-type: none"> <li>• As part of ongoing cycle of GIRFEC planning, assessment and review, seek to consult with professionals and agencies as appropriate.</li> <li>• Pupils and parents will be involved in reviewing and setting targets/outcomes at each GIRFEC review meeting, and these will inform IEP target updates, if a child also has an IEP.</li> <li>• Reviews of a Child's Plan held as required.</li> <li>• At any stage where child protection concerns exist, staff should follow child protection procedures.</li> </ul>	<p>advice implemented.</p> <ul style="list-style-type: none"> <li>• SEEMIS updated.</li> </ul>
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**Criteria to be met (in full) before moving to Stage 3:**

- Continued concern despite well-constructed Child's Plan, and Individualised Education Plan (if required), differentiation and careful teaching input which includes recommendations from other services/agencies e.g. SLT, Ed Psych.
- There is a need for highly specialised curriculum and/or provision and/or support arising from complex Additional Support Needs.
- Need for continued, long-term advice and support from other agencies and services including the need for co-ordination of that advice/support e.g. Social Work, CAMHS etc.
- For Looked After Children; agreement at a Looked After Child review that a Co-ordinated Support Plan is required (attendees at the review will use the decision tree published in the Code of Practice for the ASL Act and included in Section 6 of the Managing Inclusion Guidelines).

**Staged Intervention**  
**Stage 3 – Intensive Intervention**

<b>GIRFEC Stage 3</b>	<b>Action</b>	<b>Documentation</b>
<p>Additional Support needs at this stage are complex and multiple and require detailed assessment and planning with the teacher with overall responsibility for meeting the child/young person's needs.</p> <p>Assessment and planning to meet needs is undertaken by a multi-agency team.</p> <p>An intensive support package on a long term basis to sustain placement in the designated school for a catchment area and/or attend specialist provision.</p>	<ul style="list-style-type: none"> <li>• Staff should seek consent for the GIRFEC process and appoint Lead Professional and/or CSP Co-ordinator where appropriate.</li> <li>• Complete a GIRFEC Assessment and Analysis and Child's Plan in collaboration with relevant agencies, staff, parents and child/young person and consider if CSP is required.</li> <li>• An Individual Education Plan will be required.</li> <li>• Hold CSP reviews within legislative time frame (at least annually) or more frequently as required and involve professionals from agencies outwith school.</li> <li>• More frequent school based reviews to help with ongoing planning and support should be held as required (at least every 6 months).</li> <li>• At any stage where child protection concerns exist, staff should follow child protection procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Signed GIRFEC consent form.</li> <li>• Child's Plan/CSP.</li> <li>• Individualised Education Plan and evidence of ongoing assessment, planning and reviewing for teaching and learning.</li> <li>• Newly completed or updated Child's Plan and CSPs sent to centrally designated staff.</li> <li>• Records of Stage 3 meetings – copies sent to centrally designated staff.</li> <li>• Record and evidence effective strategies and supports in place to meet needs.</li> </ul>

## **2) Introduction to Staged Intervention**

### **a. Rationale and Summary**

Staged intervention begins when a need or a concern is identified that requires assessment and intervention beyond what is usually implemented universally in the classroom setting. Prior to implementing the staged approach, it is expected that Class Teachers will have utilised and exhausted class based approaches and strategies. Through the curriculum for excellence, learning experiences will have been designed and implemented as far as possible in that setting to provide support.

Staged intervention is used as a means of identification, assessment, planning, recording and review to meet those needs which require further intervention and support. It provides a solution-focused approach to addressing concerns and meeting needs at the earliest opportunity 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.

The staged process is designed to be flexible and allows for movement between stages depending on progress. A pupil placed at any of the 3 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.

The Shetland Islands Council's Children's Service (Schools) staged approach is made up of 3 stages;

Stage 1: Additional Intervention

Stage 2: Targeted Intervention

Stage 3: Intensive Intervention

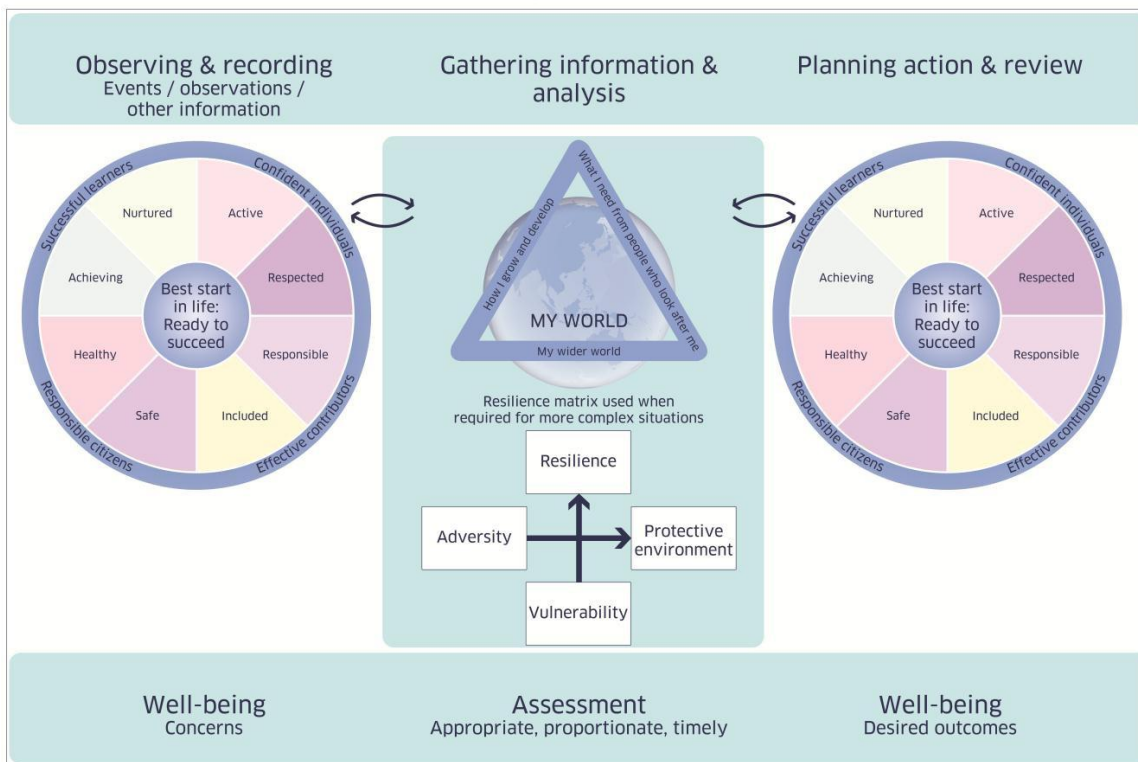
### **b. Getting It Right For Every Child and the National Practice Model**

The Local Authority's GIRFEC paperwork and processes support the staged approach to meeting the needs of learners across Shetland. GIRFEC processes and paperwork are integral to the staged approach. They should be utilised, as appropriate, at all stages to assist with assessment, planning, recording and reviewing. The most up to date and current process and paperwork for GIRFEC discussed throughout this guidance should be accessed [here](#);



When staged assessment and intervention processes are required to support the needs of learners, practitioners should draw on the Getting It Right For Every Child **National Practice Model**. It 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 the Barnado’s Outcomes Tool (drawn from the well-being indicators), the National Practice Model should provide a common framework for identifying outcomes and reviewing actions as part of staged intervention.

### National practice model



### **c. Involvement of Agencies**

Staff in schools should work in partnership with other professionals in the local authority, both within and outwith Education. They should also link with identified outside agencies to support additional support needs across all 3 stages of the staged framework. Agency involvement alone does not determine the stage of assessment and intervention a child or young person is at. However, partnership factors are important to include when allocating teacher's time to meet individual needs (e.g. time for planning).

At Stage 1 involvement from others may include:

- ASN staff in the school setting.
- Senior Management Team within the school setting.
- Consultation and implementation of advice from professionals outwith the school setting from other local authority staff and partner/outside agencies.
- Direct input and/or involvement from other agencies such as Speech and Language Therapy. This may be short term and will not impact significantly on the curriculum being delivered, or the amount of planning or support required within the school setting.

At Stage 2 Involvement from others may include:

- ASN staff in the school setting.
- Senior Management Team within the school setting.
- Consultation and implementation of advice from professionals outwith the school setting including other local authority staff and partner/outside agencies.
- Direct input and/or involvement from other staff within the local authority e.g. The Education Outreach Group (ASN) and/or agencies such as Speech and Language Therapy, which requires joint assessment and planning to meet the identified needs and provide the appropriate support and is delivered over an agreed block of time.

At Stage 3 Involvement from others may include:

- ASN Staff in the school setting.
- Senior Management Team in the school setting.
- Centrally based Children's Service staff and managers.

- Where it is identified that central resources are required that cannot be funded or provided by a school (e.g. specialist mobility aid), these will be considered at a monthly meeting of the Additional Support Needs Management Team. Where there is a concern about a placement a Resource Based Planning Meeting of professionals within Children's Services may be arranged.
- Direct, long term and ongoing input and involvement from a range of professionals both within and outwith the Children's Service (Schools) in order to deliver an appropriate curriculum. Agency involvement at this stage requires significant multi-agency planning and collaboration to meet needs.

#### **d. Request for Assessment**

A request for assessment to establish additional support needs may be made by school staff, or members of a team or agency outwith school. They must seek consent from the parent / carer in the first instance, and from the child / young person if of appropriate age. If this is refused, staff should seek guidance from senior managers.

It may be made by the parent / carer or young person themselves. If such a request is made, the authority has a duty to respond within ten weeks as to whether they agree that an assessment should be made. Legislation does not place a duty on authorities to carry out actual assessment within ten weeks. Whilst a request for an assessment can be made, parent / carers or the young person cannot specify who carries out the assessment and which team or agency does this.

Most usually, a request for assessment is dealt with by schools. However, staff should be aware of the timescale and keep a dated record of the request, action taken and the response made. Staged assessment and intervention processes will be relevant and helpful to professionals responding to and making decisions around assessment requests and will help ensure appropriate and proportionate action.

If a request is made that requires assessment from another team or agency, then if the school regards this is reasonable, it should be passed to them with a request for a response within the timescale. As above, dated records should be kept.

If a school or team or agency decides that a request for assessment is inappropriate or not required, they must inform the ASN officer as soon as possible, so that a response refusing the request, if agreed, can be sent out within the timescale, by an officer in the authority.

### **3) Guidance for Staged Intervention**

#### **a. Guidance at Stage 1 – Additional Intervention**

Stage 1 begins when a concern or a support need has been identified which requires assessment and support beyond that which would usually be undertaken within the class setting. At Stage 1 it is expected that the Class Teacher will have exhausted all available class based options to meet the needs of the child. Further additional support is required or a particular need has been identified by the child or young person, their parent or carer or another adult working with the child and young person.

At Stage 1, the responsibility for identifying and planning to meet the needs of the pupil remains with the Class Teacher. Some form of assessment will initially be undertaken to help identify the need for support. Stage 1 assessments may be quite simple and will include a discussion with the child and parent about any measures that need to be taken. All assessments outwith those, or additional to that which normally would take place in the classroom setting, require parental consent, and a GIRFEC consent form should be used to obtain this. Please refer to the section below on consent at Stage 1 for more information.

Stage 1 assessments might include consultation with colleagues in the school setting including Additional Support Needs Teachers and other relevant professionals. It may also involve a request for involvement/assistance to a more targeted service provided by health or education, such as Speech and Language Therapy, ASN Outreach Group, Befriending Service. Children requiring this level of support can present with a broad range of need that encompasses social, emotional and behavioural aspects and health factors, as well as needs more directly related to progress with learning and the curriculum.

The outcomes of any assessment implemented should be reviewed, and a decision made about next steps. It might be that no further action is required, or there might be a need to devise and implement an action plan. The action plan should be reviewed and modified, and intervention continued as required. This cyclical process for meeting needs may be ongoing: it may lead to further consultation with other colleagues or it might involve more consultation and/or involvement of specialist services. It may resolve the concerns; if this is the case, there may be agreement that the pupil is no longer at stage 1.

All reviews should be recorded on the GIRFEC Review Form.

All pupils placed at Stage 1 should have the GIRFEC Analysis and Assessment document completed as required by an appropriate member of staff. This document should not be sent in for central filing but should be kept by the school and be made available if requested. Review minutes

are not required to be sent in centrally at Stage 1. As part of the Assessment and Analysis document, the Record of Additional Support form (RAS) can be completed to detail support

delivered to pupils at Stage 1, where this is significant, and recorded on the ASN tab in SEEMIS. Review meeting minutes should be sent in centrally to support this.

### **Consulting with parents at Stage 1**

It is good practice to discuss with parents, children and young people the need to consult and share information with relevant professionals at an early stage in the identification and planning process to meet additional support needs. Parents, children and young people should be consulted when considering any assessment or intervention that is outwith that usually provided as part of the school's curriculum. Discussions and consultations should be recorded.

#### **b. Guidance at Stage 2 – Targeted Intervention**

Within Stage 2 the Class Teacher, Additional Support Needs Teachers and the Senior Management Team in a school work collaboratively to provide and implement additional support and intervention. Class and subject teachers retain responsibility for ensuring their pupils' needs are met in their classroom. At this stage other professionals will contribute directly to further assessment and planning of intervention of the child's additional support needs. This in turn will impact on the curriculum to be delivered by school staff. Agencies involved directly in the assessment, planning and support of the child or young person may include education staff including those in the ASN Outreach Group, the police, health staff, social workers and staff from voluntary agencies.

At Stage 2, assessment and intervention is usually co-ordinated by a review meeting. The child or young person and his/her parents or carers are encouraged to contribute to this meeting, which will consider the best way to support all aspects of the child's needs and development. It will do this by reviewing and evaluating previous interventions with the child (and family), sharing information between agencies and parents and trying to solve problems in a collaborative way. This will take a joined up approach to assessment and/or planning of further intervention by looking at a wide range of factors through a GIRFEC assessment using the Assessment and Analysis document. The National Practice Model and Barnardo's Outcomes Tool should provide a common framework to support this process and the identification of needs and outcomes.

Assessment and consideration of intervention at Stage 2 will inform an action plan and this will take the format of a Child's Plan, and possibly an IEP. A Child's Plan should be in place and if the child or young person has needs identified in the school setting which require more specific detailed actions then an IEP is also required. This is to ensure that identified outcomes on the Child's Plan are supported and achieved in an educational setting. The IEP should consist of short-term SMART targets to meet the outcomes stated on the Child's Plan.

A Lead Professional will be appointed. Whenever a Review is held at Stage 2 or a Child's Plan completed or updated, this should be sent to centrally designated staff.

The Lead Professional is responsible for ensuring that any professionals involved in delivering the plan, receive information and updates about this. A copy of the plan, and updates must always be sent to the Named Person by the Lead Professional.

Recording of Additional Support (RAS) should continue to be made and should be sent in with review information to central staff.

When the plan is reviewed, decisions are made about next steps. It might be that no further action is required and that the child and young person can be placed at Stage 1. The plan may need to be modified and intervention continued for review again. In these instances the child or young person would remain at Stage 2. For a minority of children and young people whose needs have been assessed and addressed at Stage 2, through additional assessment and planning by a number of agencies, over a period of time there may be recognition that their needs are complex and enduring and require longer term multi-agency assessment and intervention. For these children/young people, the universal service(s) involved at Stage 2 continue to have a core role in terms of co-ordinating and contributing to planning and intervention but long term advice and intervention from specialist services is also required to enhance provision made to meet a child's additional support needs. These children and young people will require a move to Stage 3 of framework.

Where there is a need to move a child or young person up or down a stage, this should be discussed and agreed by professionals with parents and the child or young person at a review meeting and recorded on the review minute.

## **Consent at Stage 2**

The GIRFEC process and paperwork should be shared with parents, children and young people. Parents, children and young people should be consulted about the need for schools and agencies to share information and work together to support the child or young person's needs. Consent should be recorded on the GIRFEC consent form. If parents / carers or the young person (at an appropriate

age) wishes consent to be limited to specific teams and agencies, this should be recorded on the form.

### **c. Guidance at Stage 3 – Intensive Intervention**

Children and young people requiring intensive assessment and intervention at Stage 3 will have a range of complex and long-term needs that require agencies to work together in a detailed way. This may include linking and working with professionals outwith the Local Authority. For children and young people at Stage 3 their needs may be to do with:

- Child protection issues.
- The need for an exceptional needs package on a long-term basis in order to stay in mainstream education at the designated school for a catchment area.
- The need for access to specialist provision that caters for learning needs that arise from cognitive, physical, sensory or social, emotional and behavioural difficulties.
- The need for a placement that offers specialised assessment or support.

Assessment and planning at Stage 3 considers a child or young person's needs in all aspects of their development and details who will do what and by when to address needs identified. Class and subject teachers will work with other professionals to ensure that pupils' needs are met in their classrooms. Intensive assessment and planning of intervention at Stage 3 may be recorded in a Child's Plan, a Co-ordinated Support Plan, (CSP) a Looked After Child's Plan or a Child Protection Plan. All Co-ordinated Support Plans and Child's Plans should make use of GIRFEC documentation. If a child or young person has a CSP, then a review meeting must agree that a request for it to be closed should be made. The request to close a CSP should be made to the Director of Services and will include a copy of the review minutes at which the decision was taken. There is an agreed published process for considering whether a CSP is required and this must be followed (Please see section 6 of the Managing Inclusion Guidelines). Actual CSP documentation, once this is agreed, is part of the Child's Plan. The development and review of these plans will all follow GIRFEC processes and will involve GIRFEC multi-agency meetings and completion of review paperwork.

When outcomes of the plan devised are reviewed and decisions made about next steps these may be to amend and continue the plan devised and in this case the child or young person would remain at Stage 3. There may be a need for less detailed planning/less intensive intervention in which case the child or young person might move down to Stage 2. Where there is a need to move a child or young person up or down a stage, this should be discussed and agreed by professionals with parents and the child or young person at a review meeting and recorded on the review minute.

### **Consent at Stage 3**

Parents, children and young people should be consulted about the need to share information regarding a child's complex needs, with those agencies and professionals involved. The GIRFEC consent form should be used.

#### **Acronyms:**

ASN – Additional Support Needs

CAMHS – Children and Adolescent Mental Health Service

CSP – Co-ordinated Support Plan

GIRFEC – Getting it Right for Every Child

IEP – Individualised Education Programme

LAC – Looked After Child/Children

OT – Occupational Therapy

RAS – Record of Additional Support

SEEMIS – Education Management Information System

SLT – Speech and Language Therapy

SMT – Senior Management Team