

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

# Staged Intervention

Additional Support Needs Service  
David Wells, Team Manager ASN

# Factor giving rise to additional support needs



**Learning environment** – what is being taught, the pace of learning or the environment, may not be suitable for an individual child

**Family circumstances** – family breakdown, homelessness, or becoming looked after may have an effect on a child's ability to learn

**Health needs** – a visual or hearing impairment, mental or physical health problems, learning or attention difficulties can all affect how well a child learns

**Social and emotional factors** – bereavement, bullying, behavioural difficulties or experiencing discrimination could mean that a child needs additional support

# Background



- It should be noted that 30.9% of young people have an ASN (Morgan, A. June 2020)
- All learners need support to help them learn. Through good quality teaching and a suitable curriculum, most are able to make progress without the need for any additional support.
- However, some children and young people will require support which is different from what is normally provided in the learning space. In other words, they need additional support.
- Circumstances which disrupt one pupil's learning may have little or no effect on the learning of another.
- One child's additional support needs could last for just a few weeks while another's may last for years.

# What is Staged Intervention?



Staged Intervention is used across all Falkirk establishments to identify and meet the needs of young people who need additional support of any kind. The system is based on:

- Building strong relationships between young people, their parents/carers and those who support their learning
- Early intervention and targeting of resources where most needed
- Agreeing on a plan to help a young person reach their potential
- A system for monitoring and reviewing progress and achievements.

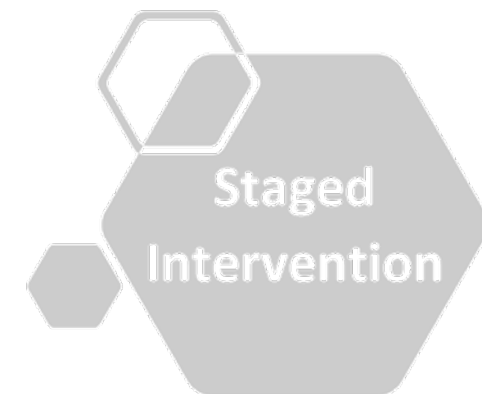
There are 4 numbered stages and young people are placed according to how much their needs impact on their learning.

# Staged Intervention 2020



- Staged Intervention in Falkirk Council was first shared in 2010. During 2019 a team of school practitioners, educational psychologists and ASN Team members developed the 2020 version.
- We have used existing good practice to develop a robust staged process to support young people across the authority.
- An up to date version of FC Staged Intervention can always be found here: <https://blogs.glowscotland.org.uk/fa/asnfalkirk/sample-page/falkirk-council-staged-intervention/>

# Universal Support/Education

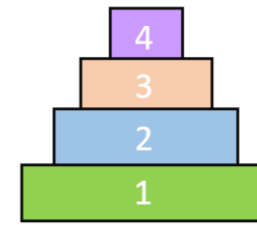


Many children will always be supported by universal services and never proceed to a numbered stage of intervention:

- Excellent levels of classroom practice reflecting the individual learning styles of the whole class;
- Parents' evening communication;
- Access to key worker;
- Standard reporting procedures, such as report cards or online communication;
- Access to further supports would result in being placed at **Stage 1**



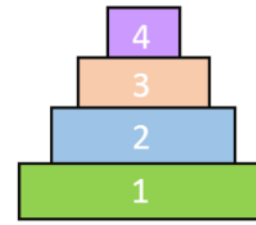
# Stage 1 Early Intervention



- Children at Stage 1 are not considered to have an ASN, therefore this does not need to be recorded on SEEMiS.
- The child and their family are empowered partners.
- Strategies or adaptations are minimally intrusive, short/medium term and will be delivered within the child's classroom/learning environment.
- Key adult(s) may require advice within the education setting.
- Informal monitoring of short term adjustments required. Recorded in teacher's forward planning.



# Stage 2 Additional Support

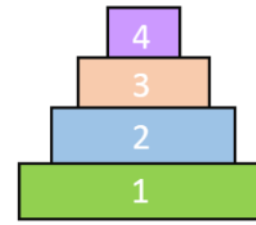


- Children at Stage 2 are assessed as having ASNs and recorded on SEEMiS. All children with ASNs are entitled to high-quality additional support, including highly-able children. Where a child is Looked After, they require additional monitoring. They are considered stage 2, as a minimum.
- Staff and partners take positive and proactive steps to ensure that barriers to learning are assessed and adaptations or interventions are put in place to minimise these.
- Additional support available within school or ELC, including Support for Learning, targeted pastoral support and behaviour support.
- Curricular and/or environmental adaptations are appropriate and short to medium term. Different contexts for learning may be used such as small group learning for specified, time limited periods.
- The progress of the child is monitored and further adjustments or blocks of intervention can be implemented based on this assessment.
- The interventions may still be recorded in the curricular planning, particularly for group based interventions. Where a child requires individualised intervention this could be recorded within a Form 4 – Child’s Action Plan. It is recommended that this is reviewed at the end of the time limited period, or at least annually.





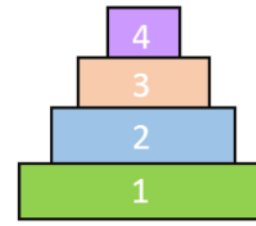
# Stage 3 Enhanced Support



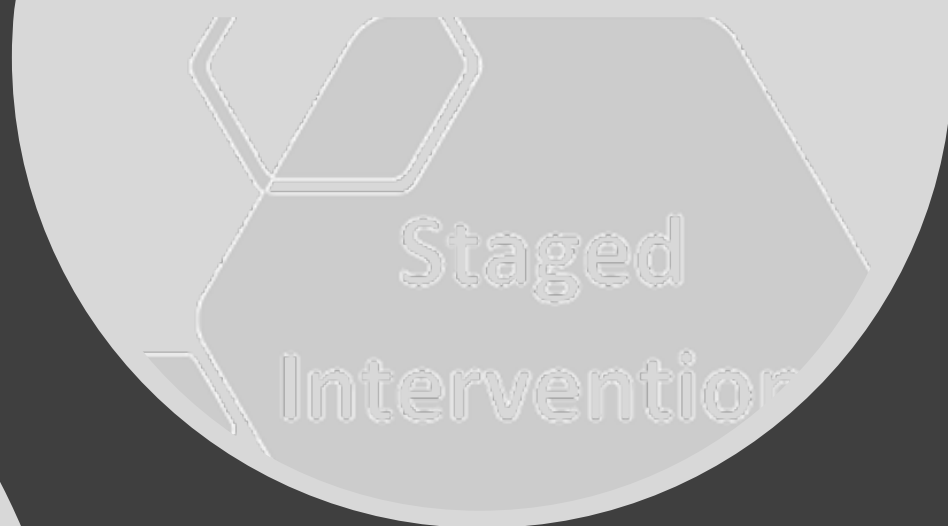
- Children and young people at Stage 3 are assessed as having significant ASNs.
- This means their barriers to learning are likely to last for a year or more. The nature of the intervention required is such that an enhanced level of support is required. The child's needs may require multi-agency interventions at substantial level.
- Additional assessment and intervention or specialist advice from agencies beyond the school may be required.
- Planning recorded on a Child/Young Person's Action Plan and Chronology - tailored education programmes will be in place.
- Where a high level of multi-agency co-ordination is required a Co-ordinated Support Plan may be considered by Team Around the Child/Young Person.



# Stage 4 Intensive Support



- At Stage 4 the child or young person is assessed as having exceptional additional support needs which are recorded on SEEMiS.
- Planning is recorded on a Child/Young Person's Action Plan and Chronology - tailored education programmes will be in place.
- A Lead professional has been identified and will be responsible for the progress plan.
- Reviewed as appropriate in line with the Education (Scotland) Act 2014.
- Intensive support now in place with access to specialist provisions beyond the educational establishment resources.
- Where a high level of multi-agency co-ordination is required a Co-ordinated Support Plan may be considered by the Team Around the Child.



# Final Comments/Questions

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