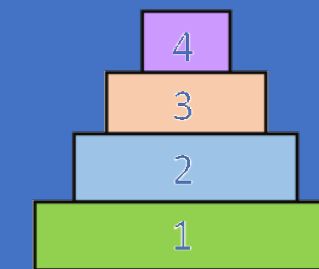


# Staged Intervention Support Guidance



Stage	Definition	Placement examples	Education examples	Other Agency examples
<p><b>4</b> <b>Intensive</b></p>	<p>A very few children require both an intensive level of support and a high degree of specialist support, these children are supported at Stage 4. This can be in mainstream school with a high level of adaptation and support or in one of our stage 4 specialist placements. The intensity of the support is what defines stage 4.</p> <p>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.</p> <p>Reviewed as appropriate in line with the Education (Scotland) Act 2014, 2009, 2004. Intensive support now in place with access to specialist provisions beyond the educational establishment resources.</p> <p>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.</p>	<p><b>In Mainstream</b> – a package which involves full time SflA and specialist inputs from medical or outreach services. A child may need peg-feeding, or intimate care.</p> <p><b>Primary Placements</b>  <a href="#">Thistle Wing/Annexe Timezone</a>  <a href="#">Windsor Park School/Sensory Service</a>  <a href="#">Inclusion and Wellbeing Service</a>  <a href="#">Ladeside ASC</a>  <a href="#">Easter Carmuiris ASC</a>  <a href="#">Sacred Heart ASC</a></p> <p><b>Secondary Placements</b>  <a href="#">Carrongrange High School</a>  <a href="#">Windsor Park School/Sensory Service</a>  <a href="#">Inclusion and Wellbeing Service</a>  <a href="#">Grangemouth HS ASC</a>  <a href="#">Larbert HS ASC</a>  <a href="#">Denny HS ASC</a></p>	<ul style="list-style-type: none"> <li>• Full involvement of the <a href="#">Educational Psychology Service</a></li> <li>• An intensive support package involving outreach services, perhaps off-site.</li> <li>• Priority for Exceptional SflA Hours in rare cases</li> <li>• ASN Cluster Adviser Support</li> <li>• Service and School Improvement Team Support</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive family support from social work</li> <li>• Significant direct therapy from allied health professionals with the therapy aims being embedded within the education programme.</li> <li>• Tier 4 support from CAMHS, psychiatry/psychology or intensive support from mental health practitioners (iCAMHS)</li> </ul>
<p><b>3</b> <b>Enhanced</b></p>	<p>Some children have substantial barriers to learning that require an enhanced level of additional support. This can through a package of support in their mainstream school involving significant SflA time or teaching support from outreach services. Children and young people at Stage 3 are assessed as having significant ASN. Additional assessment and intervention or specialist advice from agencies beyond the school may be required. The child's needs may require multi-agency interventions at substantial level.</p> <p>Planning recorded on a Child/Young Person's Action Plan and Chronology - tailored education programmes will be in place.</p> <p>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, although it will be rare for children at stage 3. Each package or grouping is dependent on the needs of individual children within that school meaning children in one school may be in a group whereas in another they may be more of an individual.</p>	<p><b>In Mainstream</b> – an SflA supports a child (up to) full time under the direction of the class teacher or the key EYO.</p> <p>Outreach teaching and joint planning with the class teacher may be required on a regular basis.</p> <p><b>Placements</b> - Enhanced Provision, where class sizes are kept small, or there is a high level of assistance in a larger class. There are 15 primary schools with enhanced provision classes and all secondary schools have base classes or support in school. Secondary schools may have smaller classes accessing the curriculum. These small classes may be used in combination with mainstream classes as part of an inclusive programme.</p>	<ul style="list-style-type: none"> <li>• Stage 3 (Level1) Consultation from the Educational Psychology Service.</li> <li>• Exceptional SflA Hours may be granted.</li> <li>• Substantial input from Outreach services: <ul style="list-style-type: none"> <li>- <a href="#">Inclusion and Wellbeing Service 3-18</a></li> <li>- ASN Outreach teams</li> <li>- Windsor Park Outreach</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Initial family support from social work or voluntary sector partners</li> <li>• Blocks of direct therapy from allied health professionals</li> <li>• Community Mental Health and Wellbeing direct support (Barnardo's Aberlour or FDAMH)</li> <li>• Tier 3 support CAMHS from mental health practitioners</li> </ul>
<p><b>2</b> <b>Additional</b></p>	<p>The first stage of targeted support is Stage 2. Some children require small group teaching or additional adult support in class. Children at Stage 2 and above are assessed as having ASN and recorded on SEEMiS. This means they have identified barriers to learning which will require intervention from additional adults. Falkirk Schools and ELCs are all organised so that this support is available routinely for children within school and ELC staffing levels.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Curricular and/or environmental adaptations are appropriate and short to medium term. Different contexts for learning may be used such as individual tuition or small group learning for specified, time limited periods.</li> <li>• 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 Child/Young Person's Action Plan or an Individual Education Plan. It is recommended that this is reviewed at the end of the time limited period, or at least annually.</li> </ul>	<p>Mainstream placement with a high level of differentiation and some additional adult support,</p> <ul style="list-style-type: none"> <li>• support for learning assistant</li> <li>• support for learning teacher in group or individual sessions</li> <li>• targeted pastoral support.</li> <li>• Individual sessions reflecting on behaviour with teacher/manager.</li> </ul> <p>Schools and ELCs should be using their stage 2 resources prior to involving stage 3 supports.</p>	<p>General Advice available from:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• ASN Adviser</li> <li>• Outreach teaching services <ul style="list-style-type: none"> <li>• Specific Learning Differences Team</li> <li>• ASN Outreach Team</li> <li>• Windsor Park Visiting Services</li> </ul> </li> <li>• School counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Parenting groups delivered by family support or voluntary sector partners.</li> <li>• Allied health professionals Assessment and advice on therapeutic goals for therapy partners (parent or education staff) to deliver.</li> <li>• Looked after and care experienced children have a minimum of stage 2, depending on the intensity of support from the social worker.</li> </ul>
<p><b>1</b> <b>Early</b></p>	<p>All Children will have a personalised approach to learning. For some this may be about the choices they make. Some children may have barriers to learning or individual differences which require specific strategies or approaches. These can be delivered by the EYOs and class teachers. Children at Stage 1 are not considered to have an Additional Support Needs. Barriers to learning are not recorded on SEEMiS.</p> <ul style="list-style-type: none"> <li>• Strategies or adaptations are minimally intrusive, short/medium term and will be delivered within the child's classroom/learning environment.</li> <li>• Key adult(s) may require advice within the education setting.</li> <li>• Informal monitoring of short-term adjustments required. Recorded in forward plan.</li> </ul>	<p>Mainstream placement with differentiation or personalisation.</p>	<p>Online advice and guidance is available</p> <ul style="list-style-type: none"> <li>• <a href="#">Additional Support Needs Falkirk Website</a></li> <li>• <a href="#">Falkirk EPS Practitioners pages</a></li> <li>• <a href="#">Educational Psychology Service Website</a></li> <li>• <a href="#">Forth Valley GIRFEC Practitioners Pages</a></li> <li>• <a href="#">HGios 4 – Quality Indicators.</a></li> <li>• <a href="#">HGIOELC guidance.</a></li> </ul>	<p>Local Support Services</p> <ul style="list-style-type: none"> <li>• <a href="#">Home Start Falkirk</a></li> <li>• <a href="#">Falkirk Community Mental Health and Wellbeing (glowscotland.org.uk)</a></li> <li>• <a href="#">Service Finder – Falkirk Community Mental Health and Wellbeing (glowscotland.org.uk)</a></li> </ul>
<p><b>Universal</b></p>	<p>Almost all of our children make their journey from birth to adulthood, supported by their family and universal services. Parents/carers have regular opportunities to discuss their learning with staff and set appropriate targets. Families are at the centre of this planning, as active participants in their learning and development. Parents/carers are supported to actively and meaningfully engage in their children's learning and life at school. Staff work with parents/carers to reduce potential barriers to engagement and are responsive to the family circumstances.</p> <p>All children and young people are benefiting from high-quality universal education. We have an effective strategy for securing positive relationships and behaviour which all staff and partners take responsibility for implementing. Children and young people are at the centre of all planning, as active participants in their learning and development. Our children and young people have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps. This enables them to review their own learning and plan for next steps, gain access to learning activities which will meet their needs, work with a range of partners, and prepares and supports them through changes and choices. Learning targets are in place specific to individual learners, built on prior learning and reviewed and evaluated systematically with next steps based on their progress. All staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing. Tasks, activities and resources are effectively differentiated to ensure appropriate pace and challenge for all learners. Our staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning, support and specialist resources.</p>			



# A – Z of Support

## A

- Autism Spectrum Disorder**
- [Autism Network Scotland](#)
  - [National Autism Implementation Team \(NAIT\) | ThirdSpace](#)
  - [Autism national post diagnostic support: pilot project \(Scottish Government\)](#)
  - [Scottish Autism: Affinity; Advice Line; Right Click - Online Support](#)
  - [National Autistic Society](#)
- ADHD**
- [Scottish ADHD Coalition](#)
  - [NHS information on ADHD](#)
- Additional Support Needs**
- [Additional Support Needs Falkirk Website.](#)
  - [Staged Intervention](#)
  - [Scottish Network for Able Pupils \(University of Glasgow\)](#)
  - [What are additional support needs? \(Parentzone Scotland\)](#)
  - [Help with disabilities - Help for children and young people with disabilities | Falkirk Council](#)
  - [Enquire](#)
  - [Education Scotland - ASN](#)

- Anxiety**
- [Daylight](#)
- Armed Forces Families**
- [Forces Children's Education](#)

## B

- Benefits**
- [Benefits \(National Autistic Society\)](#)
  - [Benefits and grants \(Social Security Scotland\)](#)
  - [Help with money if you're disabled](#)
  - [Help with disability benefits](#)
- Bereavement**
- [NHS Grief after bereavement or loss](#)
  - [Bereavement Support \(mygov.scot\)](#)
  - [Cruse Bereavement Care](#)
  - [Winston's Wish - giving hope to grieving children](#)
- Behaviour**
- [NHS FV Managing Sexualised Behaviour Guidelines](#)
  - [Barnardo's Falkirk](#)

## C

- [Children and Adolescent Mental Health Service \(CAMHS\) \(NHS Forth Valley\)](#)
  - [Coordinated Support Plan Falkirk](#)
- Community Groups/Support**
- [Aliss – search by your postcode for a comprehensive list of free and paid activities in Falkirk](#)
  - [Braveheart for Healthy Lives - Falkirk](#)
  - [Community Meals – Forth Environment Link](#)
  - [Buggy Walk \(Multiple locations\) – Falkirk Leisure](#)
  - [Football Fans in Training – SPFL Trust](#)
  - [Employment Plus – Salvation Army](#)
  - [Sensory Shopping – The Howgate Centre](#)
  - [Carers Support and Information – Carers Centre](#)
  - [Parents Network – Central Advocacy Partners](#)
  - [Falkirk Council Lego Clubs](#)
- Children's Rights/Voice**
- [Children and Young People's Commissioner Scotland](#)
  - [Children's Rights \(Parentzone\)](#)
  - [My Rights, My Say](#)
  - [Reach](#)
  - [How we protect children's rights \(UNICEF\)](#)
- Communication**
- [CALL Scotland \(Communication, Access, Literacy and Learning\)](#)
  - [AAC Scotland \(Augmentative and Alternative Communication\)](#)
  - [Communication Tools \(National Autistic Society\)](#)

## D

- Domestic Abuse**
- [Equally Safe Falkirk](#)
- Down's Syndrome**
- [Down's Syndrome Scotland](#)
- Disability (Children)**
- [Contact – for families with disabled children](#)
- Disability (Parent)**
- [Disabled Parents Network](#)
- Dyslexia**
- [Dyslexia \(CALL Scotland\)](#)
  - [Dyslexia Assist](#)
  - [The Dyslexia SpLD Trust](#)
- Dyspraxia**
- [Dyspraxia in Children \(Dyspraxia Foundation\)](#)
- E**
- [Educational Psychology Service - Falkirk](#)
  - [Eating Disorder \(Beat | The UK's Eating Disorder Charity\)](#)
  - [CARED Scotland – NHS Lothian](#)
- Epilepsy**
- [Epilepsy Scotland](#)
- F**
- Family Support**
- [Aberlour Sustain Falkirk](#)
- [Ideas to manage complex feeding difficulties \(Gympanzees\)](#)
  - [Foetal alcohol syndrome \(NHS\)](#)
- G**
- [Getting it right for every child \(GIRFEC\)](#)
  - [National Practice Model](#)
  - [Forth Valley Practitioners Page](#)
- H**
- Hearing Impairment**
- [Windsor Park School and Sensory Service Falkirk - Home Page](#)
  - [Deafblind Scotland](#)
- Deaf blindness (NHS)**
- [Scottish Sensory Centre](#)
- Help for Home Learning (complex support needs)**
- [Learners with Complex Additional Support Needs: Resources and guidance for parents to support their child's learning at home \(National Improvement Hub\)](#)
- Home Education**
- [School House](#)
  - [Scottish Home Education Forum](#)

## I

- [Inclusion Scotland](#)
  - [Inclusion Ambassadors \(Inclusion Scotland\)](#)
- L**
- Learning disabilities**
- [Learning Disabilities \(NHS\)](#)
- Looked After and Accommodated (LAAC)**
- [Young people - Protecting children - Falkirk Council](#)
  - [Literacy](#)
- M**
- Mental Health and Wellbeing Support**
- [FDAMH – Falkirk Mental Health Association](#)
  - [Falkirk Mental Health and Wellbeing Hub](#)
  - [Aberlour Primary Years Outreach Service](#)
  - [Barnardo's Positive MW and WB Service](#)
  - [Counselling Through Schools](#)
  - [Primary School Counselling](#)
- Digital Mental Wellbeing Supports**
- [Kooth](#)
  - [Togetherall](#)
  - [Shout](#)
  - [Mindmoose](#)

## N

- Neurodiversity**
- [Neurodiversity Resource Bank](#)
- O**
- [Occupational Therapy \(NHS Forth Valley\)](#)
  - [Calming Ideas and Activities to Improve your Child's Proprioception \(Gympanzees\)](#)
- Online Safety**
- [National Online Safety](#)

## P

- [Pathological Demand Avoidance \(PDA\)](#)
- Play**
- [Sensory Play for Kids with Special Needs \(The Genius of Play\)](#)
  - [Children need more play and better play opportunities \(Play Scotland\)](#)
  - [Play Pedagogy Toolkit \(Early Level\)](#)
- Physiotherapy**
- [Children's Physiotherapy \(NHS Forth Valley\)](#)

## R

- Respite and Short Breaks**
- [Help for carers - Short breaks for carers | Falkirk Council](#)
- Relationships and Sexual Health**
- [Relationships, Sexual Health and Parenthood Resource](#)
- S**
- Sensory issues**
- [Auditory Processing Disorder \(NHS\)](#)
  - [Calming Ideas and Activities to Improve your Child's Proprioception \(Gympanzees\)](#)
- Siblings of Children with a disability**
- [Sibs - for brothers and sisters of disabled children and adults](#)
- Sleep**
- [Sleep Scotland](#)
  - [NHS FV - Sleepio](#)
- Speech and Language**
- [Speech and Language Therapy Children's Service \(NHS Forth Valley\)](#)
  - [I CAN's Talking point for parents](#)
- Stress**
- [Step on Stress](#)
- T**
- Transitions**
- [ARC Scotland - Transitions Forum](#)
- V**
- Visual Impairment**
- [Forth Valley Sensory Centre](#)
  - [Deaf blindness \(NHS\)](#)
  - [Visibility Scotland](#)
  - [Guide Dogs Scotland](#)
  - [British Blind Sport](#)
  - [Visual Impairment Network for Children & Young People \(NHS Scotland\)](#)
  - [Empowering Blind Children and Young Adults \(VICTA\)](#)
- Victim Support**
- [Police Scotland](#)
- Y**
- Young Scot**
- [Information and Opportunities for Young People \(Young Scot\)](#)
- Young Carers**
- [Falkirk and Clackmannanshire Carers Centre](#)
  - [Young carers: support \(mygov.scot\)](#)

# Training

For all barriers to learning and Additional Support Needs staff will require varying levels of knowledge and skills. Four levels of learning activity have been designed to facilitate a match between learning and development needs and individual worker's remit and role. They are not intended to describe a linear process of graduating from one level to another, but rather provide workers and their managers the opportunity to take account of existing knowledge and skills. The Scottish Government has published a framework for competency across the children's workforce identifying core competencies that all employees will be expected to attain.

- [GTCS National Framework for Inclusion](#)
- [NHS Education for Scotland Autism Training Framework](#)
- [National Trauma Training Programme](#)

There are also professional competencies as defined by professional bodies that outline the level of competence expected by a qualified professional in that area.

These levels are described as:

## 1. Informed Practice

This level describes the essential basic skills, knowledge, understanding and competence required by all staff working with our children and young people with ASNs. Learning and development activities at this level will ensure that workers can meet the required standards for the remit and roles of their service to be met. This level is appropriate for inductees and for staff on low frequency issues in their role.

## 2. Skilled Practice

This level of learning and development activities is for all staff working directly and/or frequently with our children and young people with ASN. This level will lead to the acquisition of more in-depth knowledge, skill, competence and understanding appropriate to the job role and remit. This will often involve core practice for those working directly with children.

## 3. Enhanced Practice

This level of learning and development activities is for all staff working directly and/or frequently with our children and young people with ASN requiring more specialist interventions. It is common practice for those in specialist services and roles but advanced practice for this in universal service roles. This level will lead to the acquisition and application of more in-depth knowledge, skill, competence and understanding appropriate to the service/job role and remit. Learning and development activities for very specialist areas of work or service delivery will be included at this level.

## 4. Specialist Practice

This level focuses on the highly specialist knowledge and skills required by those who have a specialist role in leading education provision for children with Additional Support Needs. Not everyone in a specialist role would be expected to undertake level 4 training.

There is a separate dimension to the development of knowledge and competency in specialist areas for the purposes of Leadership and Management. The learning and development activities focus on leading and managing improvement methodologies, service evaluation and evidence-based improvement, strategy and change management. Activity can also contribute to the development of service and local priorities for improvement. This level also incorporates those very specialist learning and development opportunities on specific methods techniques or approaches, to be used in specific circumstances of with specific groups/populations of children and young people.

### Methods and Modes

Learning and development within each level can take place in a variety of settings and using a **variety of methods and modes**:

- Work Based Learning - Experiential learning.
- Formal Training - Training Courses and conferences
- Self-directed learning – reading, use of multi-media knowledge and online learning.
- Informal training - Coach, mentor, consultant and professional activity

### Course and learning Opportunities

It is essential that all staff working in education undertake professional learning on **inclusive education** and additional support needs to the Informed Practice level. Content is updated and available from Falkirk Educational Psychology Service [Online Learning for Practitioners | \(glowscotland.org.uk\)](#). Online courses that are highly recommended for all practitioners include:

- [Introduction to Inclusive Education](#)
- [Inclusion in Practice: The Circle Framework \(Secondary\)](#)
- [Dyslexia - Inclusive Practice, Identification and Support](#)

# Teachers ASN CLPL

Practice Level	Social, emotional and behavioural Needs Inclusion and Wellbeing	ASD/Social Communication	Complex Needs	All sectors
<b>1 Informed</b>	<ul style="list-style-type: none"> <li><a href="#">Understanding Behaviour</a></li> <li><a href="#">Introduction to Getting it Right for Children and young people who Experience Anxiety</a></li> <li><a href="#">Understanding behaviour Falkirk - Materials and Practice Guides</a></li> <li>Behaviour that Challenges Introduction (<a href="#">Email IWS</a>)</li> <li>Reducing and Managing Challenging Behaviour (<a href="#">Email IWS</a>)</li> <li>Emotion Works (<a href="#">Email IWS</a>)</li> <li>Restorative Conversations (<a href="#">Email IWS</a>)</li> </ul>	<p>Self-directed learning through online reading and online courses:</p> <ul style="list-style-type: none"> <li><a href="#">Autism Toolbox</a></li> <li><a href="#">NHS Education for Scotland Autism Resources</a></li> <li><a href="#">Introduction to Autism and Inclusive Practice</a></li> <li><a href="#">Up-up-and-away CIRCLE Resource 0-5</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Preterm Birth Information for Education Professionals</a></li> <li><a href="#">Up-up-and-away CIRCLE Resource 0-5</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">ENQUIRE module- Additional Support Needs</a></li> <li><a href="#">ENQUIRE module Meeting Learners Support Needs</a></li> <li><a href="#">ENQUIRE module- Planning and reviewing learners support</a></li> <li><a href="#">ENQUIRE module- Supporting disabled learners</a></li> <li><a href="#">ENQUIRE module- Working with families to provide the right support</a></li> <li><a href="#">Equity and Equality Toolkit</a></li> <li><a href="#">Promoting Race Equality and Anti—Racist Education</a></li> <li><a href="#">Scottish ELCC Practitioners' Courses</a></li> <li><a href="#">Introduction to Inclusive Education</a></li> <li><a href="#">CALL Scotland (Communication, Access, Literacy and Learning)</a></li> </ul>
<b>2 Skilled</b>	<ul style="list-style-type: none"> <li>Promoting positive relationships</li> <li>Nurture Training</li> <li>Nurture a whole school approach - <a href="#">Applying nurture as a whole school approach - A framework to support self-evaluation   Self-evaluation   National Improvement Hub (education.gov.scot)</a></li> <li>ABC Training – Providing Antecedent Planning Tools and Strategies to Support Better Understanding of Behaviours that Challenge. (<a href="#">Email IWS</a>)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Supporting Autistic Early Years Learners Training Level 1&amp;2 Educational Psychology Service &amp; Partners</a></li> <li><a href="#">Supporting Autistic Learners: Upper Primary and Secondary, Level 2. Educational Psychology Service &amp; Partners</a></li> <li><a href="#">Social Stories and Comic Strip Conversations</a></li> </ul>	<p>Self-directed learning through online reading and online courses:</p> <ul style="list-style-type: none"> <li><a href="#">Blether Board</a></li> <li><a href="#">Incredible Five Point scale</a></li> <li><a href="#">Calm Kit Resource</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Primary-CIRCLE-Resource-2021.pdf (thirdspace.scot)</a></li> <li>Moving and Handling Training – <a href="#">CPD Manager</a></li> </ul>
<b>3 Enhanced</b>	<ul style="list-style-type: none"> <li><a href="#">Low Arousal Approach and The Star Analysis</a></li> <li><a href="#">Compassionate and Connected Communities</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">ASD level 3 Pedagogy and progression: for educators working with children with ASN arising from significant social and communication difficulties, autistic spectrum disorder and co-morbid conditions. 6 sessions with reflective learning focusing on a case study of the practitioners choosing. Educational Psychology Service.</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Fix it Folder AAC Approach to Restorative Conversations</a></li> </ul>	<ul style="list-style-type: none"> <li>Professional learning courses offered by the <a href="#">Scottish Sensory Centre</a></li> </ul>
<b>4 Specialist</b>	<ul style="list-style-type: none"> <li>Tailored training for Stage 4 Units – discuss with your Educational Psychologist and/or your Cluster ASN Adviser.</li> <li>TCI Training (<a href="#">Email IWS</a>)</li> <li><a href="#">Maybo - Conflict resolution and de-escalation (Email the ASN Service)</a></li> </ul>	<ul style="list-style-type: none"> <li>Tailored training for Stage 4 Units – discuss with your Educational Psychologist and/or your Cluster ASN Adviser.</li> <li>SCERTS (Email ASN Team)</li> </ul>	<ul style="list-style-type: none"> <li>Tailored training for Stage 4 Units – discuss with your Educational Psychologist and/or your Cluster ASN Adviser.</li> <li>SCERTS</li> </ul>	<ul style="list-style-type: none"> <li>Postgraduate Training</li> <li>Teacher of the Visually Impaired</li> <li>Teacher of the Hearing Impaired</li> <li>Teacher of the Deaf</li> </ul>

# Support for Learning Assistants ASN CLPL

Practice Level	Social, emotional and behavioural Needs Inclusion and Wellbeing	ASD/Social Communication	Complex Needs	All sectors
<b>1 Informed</b>	<ul style="list-style-type: none"> <li>Relationship-based approaches</li> <li>Scottish Relationship-based approach</li> <li>Attunement to support engagement</li> <li>The Resilience Alphabet</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">An Introduction to Autism (Olle)</a></li> <li><a href="#">What is neurodiversity? - Short clip</a></li> <li><a href="#">An Introduction to Neurodiversity</a></li> <li><a href="#">The Importance of Social Communication - Barry M. Prizant   MedBridge - YouTube</a></li> <li><a href="#">Autism Toolbox- What is Autism?</a></li> <li><a href="#">AAC Module 1 - Communication in everyday life</a></li> <li><a href="#">AAC module 2- Communication Support Needs</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">AAC Module 1 - Communication in everyday life</a></li> <li><a href="#">AAC module 2- Communication Support Needs</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">An Introduction to GIRFEC in the Forth Valley (Olle)</a></li> <li><a href="#">Rita Pierson: Every kid needs a champion   TED - YouTube</a></li> <li><a href="#">GIRFEC- An Introduction to Wellbeing</a></li> <li><a href="#">Young Inclusion Ambassadors</a></li> <li><a href="#">An introduction to speech, language and communication</a></li> <li><a href="#">ENQUIRE module- Additional Support Needs</a></li> <li><a href="#">An Introduction to Additional Support &amp; Equality</a></li> <li><a href="#">ENQUIRE module Meeting Learners Support Needs</a></li> <li><a href="#">We all have mental health- short clip</a></li> <li><a href="#">Supporting Young Carers</a></li> <li><a href="#">Amazing Things Project (amazingthingshappen.tv)</a></li> <li><a href="#">Reach - understand children's rights to education and support in Scotland</a></li> </ul>
<b>2 Skilled</b>	<ul style="list-style-type: none"> <li><a href="#">The Window of Tolerance Animation by Beacon House - YouTube</a></li> <li><a href="#">Incredible Five Point scale</a></li> <li><a href="#">Calm Kit Resource</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Autism- short clip</a></li> <li><a href="#">What is autism</a></li> <li><a href="#">Up-up-and-away CIRCLE Resource 0-5</a></li> <li><a href="#">Social stories and comic strip conversations (autism.org.uk)</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">An Introduction to Milestones</a></li> <li><a href="#">Understanding the impact of the senses (Olle)</a></li> <li><a href="#">Up-up-and-away CIRCLE Resource 0-5</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">ENQUIRE module- Planning and reviewing learners support</a></li> <li><a href="#">ENQUIRE module- Supporting disabled learners</a></li> <li><a href="#">ENQUIRE module- Working with families to provide the right support</a></li> <li><a href="#">How to talk &amp; involve learners in their plans</a></li> <li><a href="#">Moving and Handling Training – CPD Manager</a></li> </ul>
<b>3 Enhanced</b>	<ul style="list-style-type: none"> <li><a href="#">Dan Siegel - "Flipping Your Lid:" A Scientific Explanation - YouTube</a></li> <li><a href="#">Low Arousal Approach and The Star Analysis</a></li> <li><a href="#">Attachment Basic Awareness (Olle)</a></li> <li><a href="#">Grief &amp; Loss (Olle)</a></li> <li><a href="#">Care Experienced/Adopted Children Guide</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">ASD Awareness 2 (Olle)</a></li> <li><a href="#">Blether Board</a></li> <li><a href="#">Call Scotland- Talking Mats</a></li> <li><a href="#">AAC module 3- AAC Equipment</a></li> <li><a href="#">AAC module- Helping make communication work</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Blether Board</a></li> <li><a href="#">Call Scotland- Talking Mats</a></li> <li><a href="#">Call Scotland- Severe &amp; Complex Needs</a></li> <li><a href="#">AAC module 3- AAC Equipment</a></li> <li><a href="#">Fix it Folder AAC Approach to Restorative Conversations</a></li> </ul>	
<b>4 Specialist</b>	<ul style="list-style-type: none"> <li><a href="#">The Repair of Early Trauma: A Bottom-Up Approach - YouTube</a></li> <li>Tailored training for Stage 4 Units – discuss with your Educational Psychologist and/or your Cluster ASN Adviser.</li> <li>TCI Training (<a href="#">Email IWS</a>)</li> <li><a href="#">Maybo - Conflict resolution and de-escalation (Email the ASN Service)</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">AAC module- Inclusive Communication</a></li> <li><a href="#">SCERTS® Model Description</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">AAC module- Inclusive Communication</a></li> </ul>	

For Further information or to report an issue with this document please email [additionalssupport@falkirk.gov.uk](mailto:additionalssupport@falkirk.gov.uk)