



Early Years

Wellbeing Application

Practice and Technical Guidance

July 2022

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Section 1 - Introduction

Early Years Wellbeing Application

The new Early Years Wellbeing Application was developed to replace the previous SEEMiS Wellbeing Application.

The practice guidance and technical guidelines have been developed to support establishments in taking this forward. It will be regularly updated to reflect the latest policy developments from the Scottish Government and our own changes within Glasgow City Council. Our intention is to keep the guidance as concise and straightforward as possible and ensure that the information practitioners add to the modules is based on sound and informed decision making.

The key drivers of our decisions are;

- Children and Young People Scotland Act (2014) and amendments
- GIRFEC –Getting it Right for every Child
- Additional Support for learning (Scotland) Act 2004
- GCC Every Child is Included
- National Practice Module, Wellbeing Wheel (SHANARRI indicators) and My World Triangle
- GCC Staged Intervention model
- Data Protection Act 1998 and subsequent updates

In choosing this module, we are trying to ensure that we keep information secure, confidential and shared only when appropriate. Fundamentally, this module is about ensuring that we record and regularly review relevant information to help with our assessment, planning and actions to improve the wellbeing of our children. This will also generate information necessary for other agencies and sources such as the Area Inclusion Group, HSCP meetings with Social Work and Health colleagues, SCRA information and more, in order to try to reduce bureaucracy.

Access to all aspects of the Wellbeing Application will only be available to the Senior Leadership. Guidance will refer to these designated people as Establishment Contacts. Heads of Establishment should contact eypnsupport@glasgow.gov.uk to update or remove Establishment Contacts.

If any colleague has questions related to this, they should contact a member of the Inclusion team.

You can access the technical guidance and training videos for the Early Years Wellbeing Application module on Glasgow Online:

<http://www.goglasgow.org.uk/Pages/View/185>

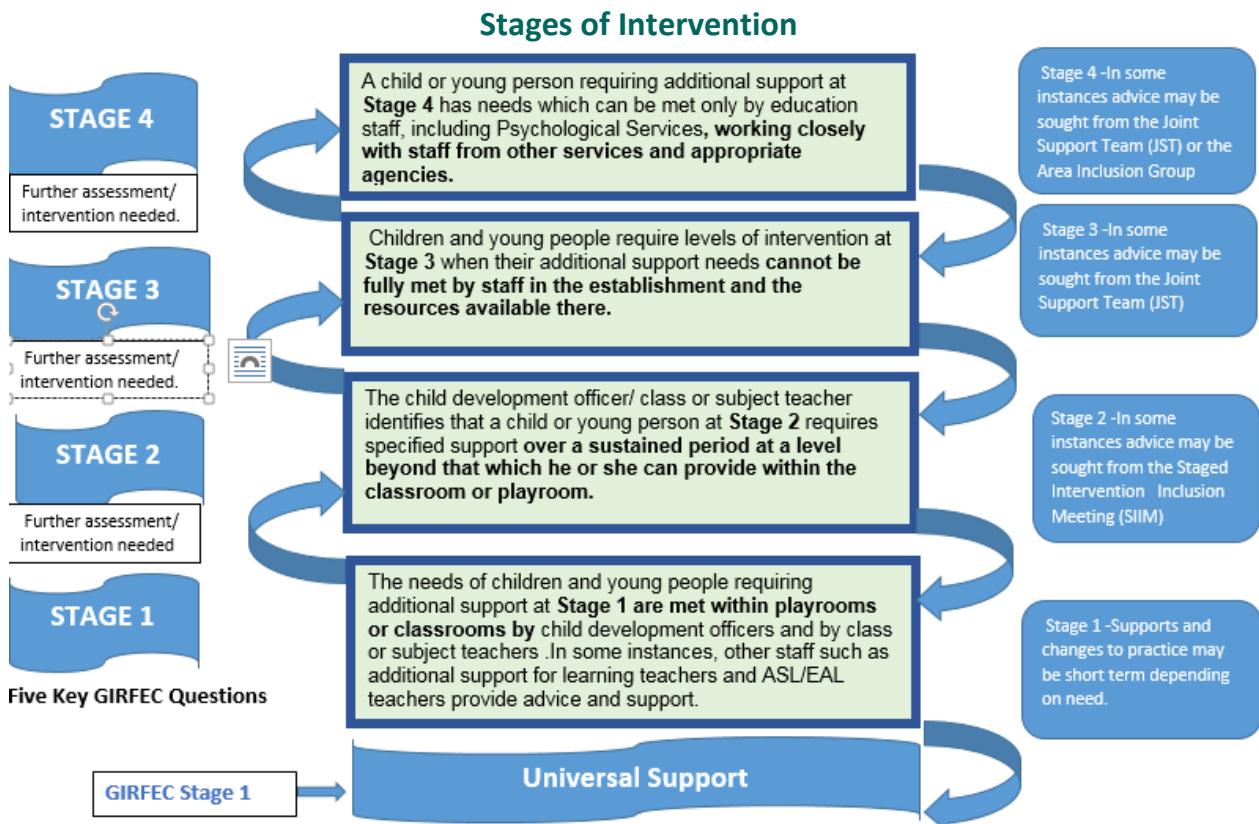
Section 2 – The Wellbeing Application

Staged Intervention: Who needs a Plan?

The Additional Support for Learning (Scotland) Act 2004, amended 2009, provides the legal framework for the identification and support of the Additional Support Needs (ASN) of children and young people who experience barriers to learning. **Staged Intervention** is the vehicle used to support the development of learning and wellbeing for children and young people with ASN. It provides the framework for all educational establishments to identify, assess and meet the ASN of children and young people.

Glasgow City Council uses the Staged Intervention Framework to ensure that children and young people have their needs met in an open, fair and consistent way. Staged Intervention reflects the fact that children and young people who face barriers to their learning and wellbeing require differing levels of support and intervention. Staged Intervention is essential in order to plan for and organise additional support for learning within establishments and learning communities, Local Improvement Groups and clusters and, indeed, citywide.

Staged Intervention also helps to ensure greater consistency across establishments in assessing and providing for children and young people with additional support needs. Staged Intervention means that children receive support at the right level in order to meet their needs. The forms of support required by individuals vary across and even within stages.



When should a Wellbeing Assessment Plan be created ?

Stage 2/3 – Individual Wellbeing Assessment Plan (**WAP**) should be created using the **Early Years Wellbeing Application**. This will detail support interventions as well as roles and responsibilities of all those involved in providing support from **within education**.

Stage 4 - Individual Wellbeing Assessment Plan (**WAP**) should be created using the **Early Years Wellbeing Application**.

This will detail support interventions as well as roles and responsibilities of all those involved in providing support **within education and out with education**.

For Guidance on Staged Intervention at each level, See Appendix 1

Section 3 – ASN Review Cycle

How often should plans be reviewed?

A minimum of **one Annual Review** is required for all children. For children at **Stages 1 and 2** of the Staged Intervention Framework, this may sit within whole EY setting reporting procedures.

Children at **Stages 3 and 4** of the Staged Intervention Framework should have an Annual Review as part of the EY settings ASN Review Cycle.

A Minute of the Review should be taken and the date should be recorded in Pastoral Notes.

Looked After children require a Bi-annual LAAC Review

Review of plans should include;

- Regular informal monitoring.
- Regular formal and collaborative reviews.
- Careful recording of outcomes.
- Outcomes used to inform next steps and future planning.
- Listening to and recording the views of children and young people, and parents and carers.

How should Staged Intervention levels be recorded?

Heads of establishment and ASL Co-ordinators are responsible for ensuring that they hold accurate and up-to-date information on levels of Staged Intervention for children enrolled in their establishment, including those on shared placements.

The stage of intervention may, and often will, change in response to reviews of progress. In some instances, the needs and circumstances of the child may change quickly, and more intensive or less intensive support will be needed.

These records are essential in helping heads of establishments to make the arrangements to ensure that each child is regularly reviewed, and future needs anticipated. They are also important for decisions about the allocation of resources within the establishment.

Section 4 – Live Assessment

National Practice Model and Assessment Tools

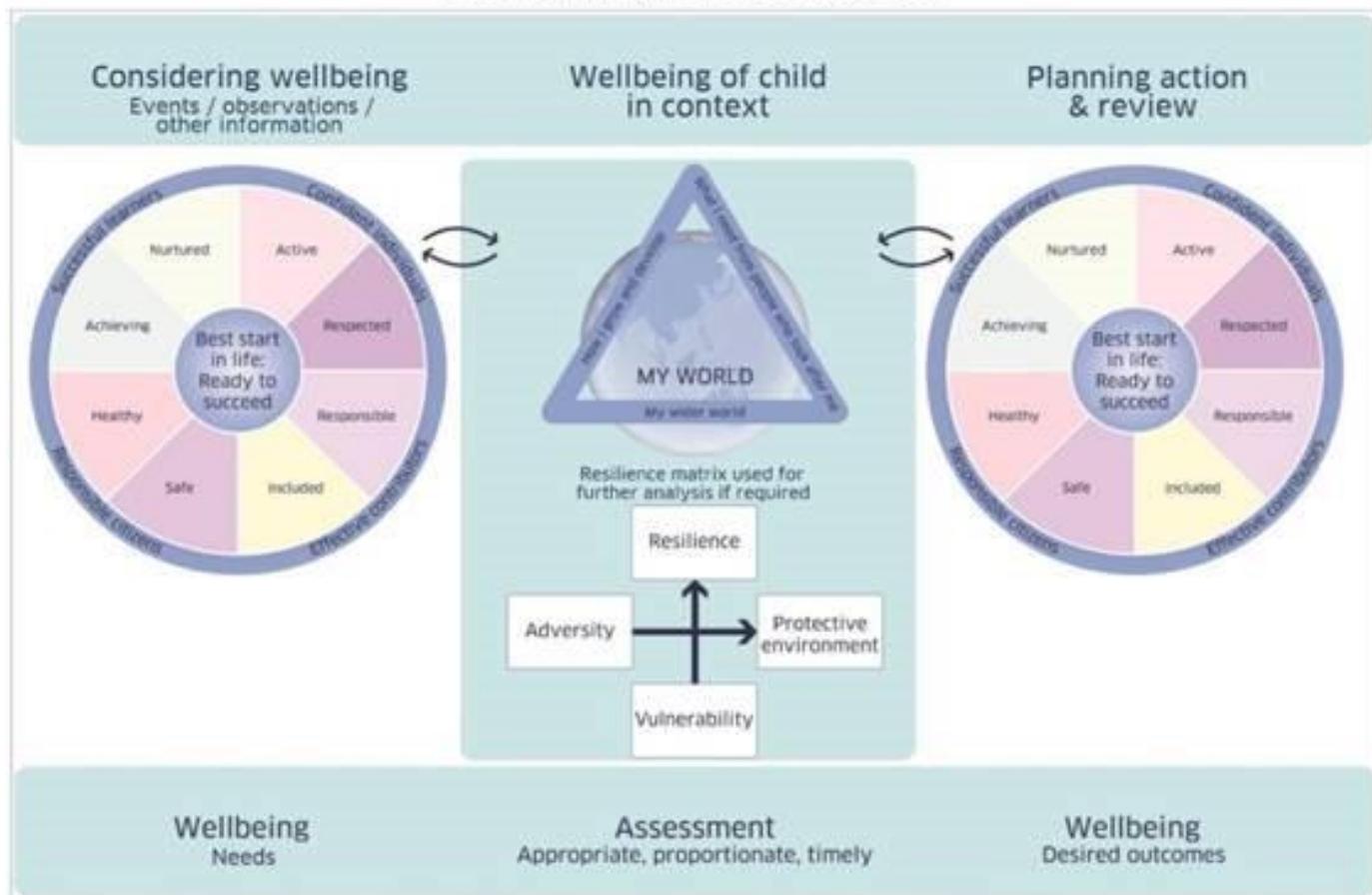
Introduction to Assessment

Establishments have a responsibility for identifying and assessing children who do not seem to be making progress in learning and for acting to support their learning and wellbeing. **All assessment should be proportionate and relevant to the young person's needs.**

The Live Assessment section of the Wellbeing Assessment Application is a record of your assessment of a child's needs and barriers to learning. Language used in this section should be based on factual up to date information and should be professional and non-emotive. Where possible, repetition within different sections should be avoided. Assessment information should provide a good understanding of the strengths and development needs of each individual child.

Overview of National Practice Model

National practice model



Within the Wellbeing Application the **National Practice Model Framework** should be used to assess and monitor the child's needs using the **Wellbeing Indicators**, **My World Triangle** and the **Resilience Matrix**.

Wellbeing Indicators

Observing and Recording

Within this section **not all Wellbeing Indicators need to be completed**. Focus should be given to the Wellbeing Indicators which are areas of need for the child or young person.

A scale of 0-4 should be entered against each populated Wellbeing Indicator. This should indicate your level of concern. This scale should be viewed as a continuum i.e. 0= Minimum Concern – 4= Significant Concern

This is not an overall Staged Intervention Level.



Guidance on Completing Wellbeing Indicators

The **Wellbeing Indicators** should be written from the child's perspective, identifying what the concerns are and highlighting the impact that their circumstances are having on their wellbeing (strengths and developmental factors). The table below provides prompts for consideration during the assessment process.

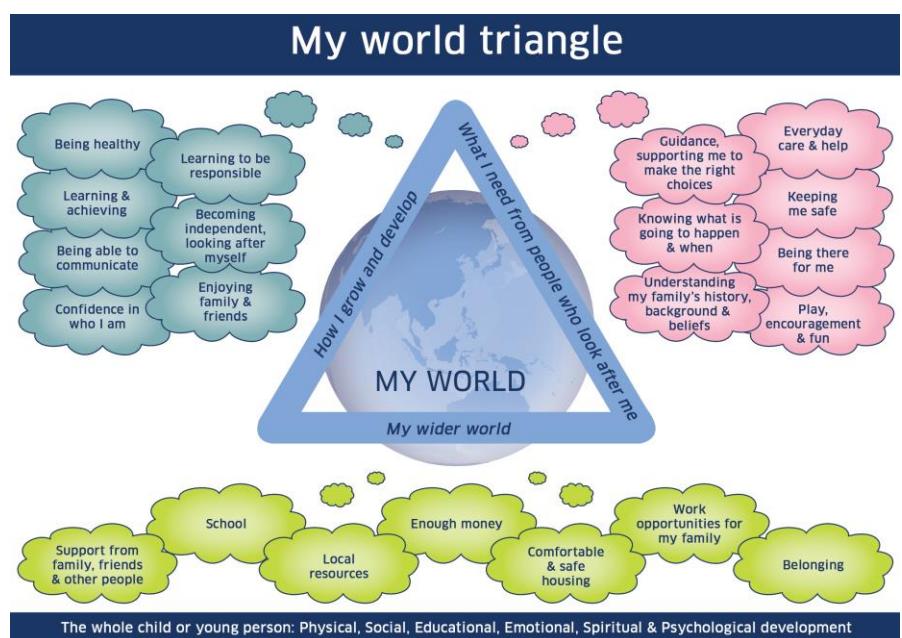
Wellbeing Indicators	Points to consider
Safe Protected from abuse, neglect or harm, at home, school, and in the community	<ul style="list-style-type: none"> • awareness of personal safety and the safety of others • appropriate level of protection and supervision for age and stage • appropriate domestic routines, boundaries and support • ability to form and discriminate appropriate relationships with adults and peers.
Healthy Having the highest attainable standards of physical and mental health, access to suitable health care and support to make healthy choices	<ul style="list-style-type: none"> • evidence of healthy, age appropriate physical and emotional development • any known medical conditions – specific supports/ adaptions required • support required for personal care, feeding or mobility issues • evidence of healthy, age appropriate emotional development • appropriate attention given to health care needs
Achieving Being supported and guided in their learning and in the development of their skills, confidence and self esteem	<ul style="list-style-type: none"> • engagement and motivation in learning. • literacy/numeracy skills - supports required to model/scaffold learning e.g. physical, gesture, verbal prompts, visuals • concentration span, working memory • approach to problem solving, working co-operatively with others • awareness of own talents and abilities • socially active and confident, has friends • ability to articulate targets/goals and ambitions.

Nurtured Having a nurturing place to live, in a family setting with additional help if needed, or, where this is not possible, in a suitable care setting	<ul style="list-style-type: none"> positive interactions with parent/carer confident to seek/ask for help accepts praise and constructive criticism ability to support, care, show concern and nurture others able to form/build appropriate relationships for age and stage of development.
Active Having opportunities to take part in activities such as play, recreation and sport which contributes to healthy growth and development	<ul style="list-style-type: none"> awareness and understanding of the importance of being healthy and active willingness to participation in PE and extra-curricular activities participation in outdoor learning/playground activities physically able and coordinated for age and stage of development
Respected Having the opportunity, along with carers to be heard	<ul style="list-style-type: none"> willingness to participate and to share views accepts responsibility for actions and choices shows consideration and respect for others ability to encourage and support others
Responsible Having opportunities and encouragement to play active and responsible roles in their schools and communities where necessary	<ul style="list-style-type: none"> awareness of impact of own and others behaviour able to understand and follow school/social rules ability to adapt to different situations and expectations able to make decisions carry through and reflect on choices accepts responsibility for actions and choices
Included Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn	<ul style="list-style-type: none"> relationships with peers/staff/wider social network participation in whole school tasks e.g. break, lunch, gym, trips participation in small group tasks - independently or with adult support ability to sustain the school day inclusion in mainstream classes/curriculum if in specialist placement

My World Triangle

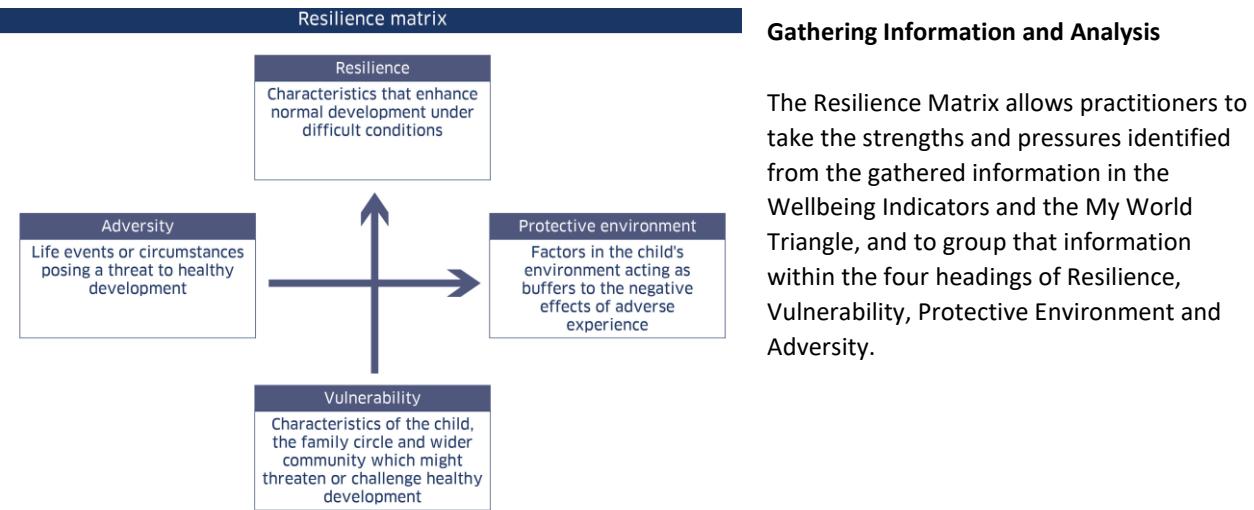
Gathering and Structuring Information

My World Triangle forms part of the National Practice Model of assessment. This section allows us to further consider the child's needs, risks and protective factors within the context of their wider development, access to wider community supports and family life.



My World Triangle	Strengths, Pressures, Analysis
How I grow and develop	<p>Aspects to consider: -</p> <ul style="list-style-type: none"> physical and emotional health and development, relevant to age and stage e.g. developmental milestones, diet, sleep, developing independence language and communication; verbal/pre-verbal; eye contact; use of gestures; following instructions; able to answer questions; initiate/follow conversation; additional communication strategies specific information relating to learner achievements; assessment information evidencing progress being made progress in line with expectations/ targets set; how does this compare with progress being made by peers how are additional needs being supported and what impact has this had on learning and inclusion emotional and behavioural development; challenging aspects of behaviour which may be related to a diagnosed condition; management strategies in place resilience and self-esteem learning appropriate social skills and considering others acquiring practical skills e.g. feeding, dressing, getting on well with others and moving to independent life skills and autonomy
My Wider world	<p>Aspects to consider: -</p> <ul style="list-style-type: none"> suitable accommodation, including adaptations to meet special needs access to out of school learning/special interests poverty/deprivation affecting opportunities positive networks of family/social support significant people in child's wider environment access to community activities e.g. leisure/sport/faith support received from partner agencies e.g. health visitor, occupational therapist, speech and language, social work
What I need from people who look after me.	<p>Aspects to consider: -</p> <ul style="list-style-type: none"> keeping the child safe within and out with the home and protecting from physical, emotional and social dangers love, emotional warmth, meeting the child's needs over time, listening to and responding appropriately having stable, predictable routines family members and important people in the child's life issues within family that impact on ability to parent encouragement to learn and enjoy life values, boundaries and guidance family and cultural diversity

Resilience Matrix



Gathering Information and Analysis

The Resilience Matrix allows practitioners to take the strengths and pressures identified from the gathered information in the Wellbeing Indicators and the My World Triangle, and to group that information within the four headings of Resilience, Vulnerability, Protective Environment and Adversity.

Any assessment is likely to have used information from several sources and a lot of information may have been gathered. Making sense of that information is a crucial next step before making a plan for action. Analysis is often missed out in assessments but is a critical part of understanding what all the information means. Analysis of information is essential to enable practitioners:

- To identify need or difficulties
- To understand the impact of strengths and pressures on an individual child

Our colleagues at Glasgow Psychological Service can support you in understanding this process and analysing findings.

Guidance on completing - Five Key GIRFEC Questions

These 5 key questions should routinely be asked if concerned about the growth and development of the child or young person:

What is getting in the way of this child's wellbeing?	Give a brief, analytical summary of the information provided in the Wellbeing sections. This should give the reader a clear sense of the strengths and development needs of the child and an understanding of the impact they are having on the child's wellbeing.
Do I have all the information I need to help this child?	Yes/No If No, provide brief details of the steps you have taken to gather additional information.
What can I do now to help this child?	<p>This section should be used to provide details of the strategies and resources currently being used to support learning and teaching.</p> <ul style="list-style-type: none"> • Which level of staged intervention are you working at? • What strategies have been put in place to support the child in the learning environment. What has been successful and should continue-what hasn't worked. What impact have they had on pupil progress/targets set? • Detail the planning that is in place to support the child's development at each level of staged intervention, showing in-class and in-school supports, as well as those from wider education and partner agencies • How is the child coping with the school environment and what adaptations have been made to address any emerging issues?

What can my agency do to help this child?	This section should include any additional support which is being, or has been, provided <ul style="list-style-type: none"> Who is providing the support e.g. school support assistant, nurture, specialist support teacher, educational psychologist? Type of support and duration e.g. consultation and advice; nurture, two mornings a week; 1-1 support for learning, What impact is this support having on improving wellbeing
What help (if any) do I need from others?	Input being provided by partner agencies. Details should include: <ul style="list-style-type: none"> Who is providing the support e.g. speech and language, CAMHS, voluntary sector? Type of support and duration e.g. 1 off assessment; 1-1 intervention for 1 hour per month; family support on weekly basis; respite 1 night per month What impact is this support having on improving wellbeing

Section 5–Action Plan/Planning Area(Outcomes &Interventions)

This planning section of the Wellbeing Application details desired outcomes for children and young people and actions and interventions which are required to support this.

The ASL Review highlighted concerns that often Wellbeing Plans and Pupil Reviews were part of a time-consuming process which, in some cases, had limited impact on the outcome for the child or young person. Emphasis was placed on process rather tracking and evaluating planned interventions and support.

'A significant amount of time and effort is currently focused on producing plans, rather than on practice and real change.'

Support for Learning: All Our Children and all their potential 2020.

Where there is an identified area of need and an additional level of planning is required to support a child or young person, **Outcomes** and linked **Actions/Interventions** should be identified. This forms part of the Pupil's Plan.

Long and short term targets are no longer referred to within the Wellbeing module.

Identifying Outcomes (Outcome link within Action Plan)

Outcomes are generated within the Action Plan section of the Wellbeing module.

The Outcomes section includes a:

- Title**
- Short description**
- Wellbeing indicators**
- To be achieved by (Date)**
- Success criteria**
- Option to add an Action/Intervention**

Title

This should be a short heading e.g.

- Emotional Wellbeing**
- Bereavement Support**

- Literacy

Short Description -

In this section you describe the outcome – This should articulate what you want/hope the child or young person should be able to do as a result of the actions and interventions which have been put in place e.g.

- XXXX will be able to express his feelings/emotions in an appropriate manner and will access support to help regulate emotions and reduce risk taking behaviours.
- XXX will have a better understanding of the consequences of risk- taking behaviour.
- XXX will able make his needs and wants known using AAC to support communication.

Wellbeing Indicators

Highlight the Wellbeing Indicators which link to the outcome, more than one can be highlighted. Refer to ‘Live Assessment’ section to support in identifying most relevant indicators. The GMWP links well with this as this allows you to highlight areas of strength as well as areas of need.

To be Achieved by

This date should harmonise with the end of year review date (May/ June)

- *When you review a plan it can no longer be edited or have comments added to it.*

Success Criteria

The Success Criteria provides clear indicators for measuring progress towards achieving identified outcomes.

The questions to ask ourselves -

What will his look like for the learner?

What will they be able to do that they weren't able to do before ?

What would be different with the intervention in place – what does impact look like ?

Action / Interventions (link within Action Plan)

The Actions and Interventions tab includes

- Short description
- Details of Actions/ Interventions
- Targeted Intervention (Y/N)
- To be completed by (Date)
- To be undertaken by (Staff)
- Link to Outcome(s)

You will be asked to enter a description in this section. This can be replicated from the previous Outcomes Section, or be broken into a shorter description/ target of what is anticipated to be achieved within the identified timeframe. (See Appendix 3)

Details of Actions/ Interventions

Actions and Interventions can come from within as well as out with the establishment and are the supports put in place to allow the child/young person to achieve the Desired Outcome e.g.

- Referral to Quarriers
- Engage with school counselling service
- Participation in Seasons for Growth Programme
- Engage with MCR Pathways Mentor
- Weekly check-in with Pastoral Care teacher

Once in the action plan they cannot be updated. They can change the completed by date but must give a reason. They can be updated while still in the planning stage before being promoted to the action plan. You can add further outcomes and interventions throughout the session, and these will be reflected in the ongoing wellbeing plan. This should be in line with ASL structures and processes within your establishment.

Targeted Intervention tick box – mark if input from outside agencies

> Head of Centre > [John Davidson](#) > [Action Plan](#) > [Outcomes](#) > Create

[« Hide](#)

Basic Details

Pastoral Notes

Chronologies

Assessment

Action Plan

Wellbeing Plan

CSP

Transfers

Archive

Request For Assistance

Documents

Title (*)
Communication

Description (*)
CHILD X needs to continue developing a system of communication.

SHANARRI Indicator

Safe
 Healthy
 Achieving
 Nurtured
 Active
 Respected
 Responsible
 Included

Achieve By (*)
15/08/2022

Success Criteria (*)
CHILD X is able to communicate his knowledge, thoughts, needs and feelings successfully.

Add Action/Intervention

Action/Intervention Description
CHILD X is able to follow simple instructions. Identify peg outdoor clothing, wellies and put these on independently. CHILD X understands the routine and the MAKATON signs for snack drink eat.

Action/Intervention Details
We continue to teach CHILD X MAKATON signs and use them with all communication with him. We use short clear and concise sentences and words to help CHILD X follow the nursery routines. We use objects of reference. We are using simple texts to help CHILD X use his language and voice. We are using large 5 minute timers to help CHILD X with turn taking outdoors and large wall mounted timers indoors – We have introduced Top Marks Mathematics early stages and some other Apps to help CHILD X concentrate. CHILD X enjoys the Music App and can imitate the tunes he hears.

Targeted Intervention

To be completed by

To be Undertaken by (*)

Create Outcome

Cancel

Section 6 – Gathering Views; Children, Young People, Parents and Carers

Article 12 of the UN Convention of the Rights of the Child makes clear that children should have the right to be listened to and their views and opinions considered in regard to all and any matters regarding them. Decisions and plans for the wellbeing of children and young people must therefore take account of the children and young persons' views, opinions and feelings. It is imperative that the views are gathered in line with the assessment and action plan.

Education Services are also fully committed in terms of Home/ Establishment Partnership and in working with our parents and carers to ensure that the needs and wellbeing of our children and young people are met and supported fully. Gathering parents and carers views and involving them in the wellbeing process should ensure the best outcomes for our learners.

In cases where there may be barriers to gathering views of parents or carers, such as language or disability, schools will put supports and adaptations in place to ensure that parents and carers can be fully involved with their child or young person learning.

Similarly, when gathering children and young people's views, schools will use a variety of methods and strategies to gather these views. Teaching staff who know the learners well can use a variety of techniques and supports to do so.

Help and support in gathering the views of children and young people can also be provided by our colleagues in Glasgow psychological Service. The following suggestions may also be helpful:

- Glasgow's Motivational Wellbeing Tool
- Nurturing Me
- Talking Mats
- Observations
- Pen Portraits
- Assistive technology & Apps
- Feelings Ladder
- Traffic Lights
- Graffiti Boards

This link to the Golden Rules of Participation from the CYPS can also provide help and guidance around how to ensure learner participation:

<https://cypcs.org.uk/get-help/i-work-with-younger-people/golden-rules/>

Section 7 – Information Sharing and Data Protection

In September 2019 the Scottish Government published updated guidance on the introduction of the Child's Plan (our Wellbeing Plan). It stated that there should be continued support for any family who wants a written plan detailing the support their child should expect to receive.

The guidance stated that:

- information that relates to a child or young person's wellbeing should not be routinely shared with or by a named person without their or their families' knowledge and engagement
- everyone who handles personal data must do so in line with existing laws and guidance on data protection, confidentiality and human rights
- practitioners may offer to share information if doing so will help support a child or young person's wellbeing, but will only do this in a way that is lawful and proportionate
- Ensuring children and young people get the right support at the right time can make a positive difference to them in the short term and later in life
- Families have no obligation to accept help offered to support wellbeing
- However, if a child is at risk of significant harm, then information may be shared without consent and immediately. This has not, and will not change.

Following Court judgements about the 'named person', the Wellbeing Plan is seen as a consensual document going forward. In Appendix 2 there is a template letter which should be adapted for your school. This letter should be issued to parents and carers of a child or young person you are considering writing a Wellbeing Plan for. The permission must be completed by the parent or carer before you write the Plan. If the young person is over 12 and has capacity, then they can give permission for the Plan. Once completed this permission must be kept and attached as a document to the Plan.

If a parent, carer or the child does not give permission to write a Wellbeing Plan that does not mean you cannot pursue additional supports or interventions. You can do so and ensure that you record these in Pastoral Notes.

The EU General Data Protection Regulation and Data Protection Act 2018 are legislation around how '**personal data**' is handled. Personal data is any information about, or can be used to identify, a living individual. Our Glasgow City Council guidelines go into more detail about how and when we share data, who we share it with, what data we should hold and the rights of people to request data. More information can be found at; <http://connect.glasgow.gov.uk/article/12564/General-Data-Protection-Regulations-GDPR>

Supporting proportionate and necessary information sharing is crucial to ensure that the Wellbeing Application and Latest Pastoral Notes are relevant and useful documents. Sharing the right information at the right time is part of our wider GIRFEC approach and to help us make decisions which will impact positively on children and young people.

The Scottish Government is working with stakeholders to develop a suite of products to support and promote good, proportionate and appropriate, information sharing practice. This will include further information sharing training and guidance for practitioners as well as updated GIRFEC practice guidance, and a range of other material.

For Parent/Carer Young Person Letter – See Appendix 2

Appendix 1 – Staged Intervention Frameworks

STAGE 1

Assessment		Plan/ Record	Review and Timescales	Points to consider
<p>What is getting in the way of this child or young person's wellbeing?</p> <p>Do I have all the information I need to help this child or young person?</p>		<p>What can I do now to help this child or young person?</p> <p>What can my agency do to help this child or young person?</p>	What can my agency do to help this child or young person?	What additional help, if any, may be needed from others?
<ul style="list-style-type: none"> Classroom/ Playroom observations and assessments of the child/ young person determine his/ her needs and identify intervention. Assessment to support planning as appropriate to pupil need and educational provision in line in line with the National Practice Model. 		<ul style="list-style-type: none"> Forward plan for classroom/playroom may sit within forward planning. Record Stage 1 in SEEMIS ASN Data 	<ul style="list-style-type: none"> Ongoing monitoring of progress Minimum of an annual review. All necessary and proportionate information is shared with child/young person, family and relevant staff. 	<ul style="list-style-type: none"> Some adjustments to learning environment. Modified curriculum Differentiated planning of learning, teaching and assessment programmes. Consider use of digital and assistive technologies. In some instances teacher/ CDO may seek additional supports from other e.g. EAL, Nurture co-ordinator
W H O	Class /Subject teacher, CDO, CLOL, GDSS Ambassador, Nurture Teacher, EAL, SALT	Class /Subject teacher, CDO, Nurture Teacher, EAL, Parent/ carer, Pupil Voice	Class /Subject teacher, CDO, Nurture Teacher, EAL, Parent/ carer, Pupil Voice	ASL –Co-ordinator retains overall responsibility for Staged Intervention

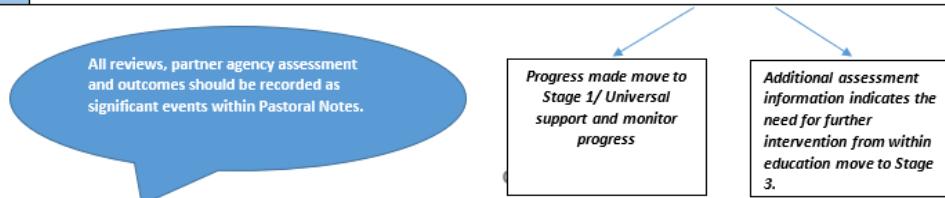


STAGED INTERVENTION FRAMEWORK

STAGE 2

Assessment		Plan/ Record	Review and Timescales	Points to consider
<p>What is getting in the way of this child or young person's wellbeing?</p> <p>Do I have all the information I need to help this child or young person?</p>		<p>What can I do now to help this child or young person?</p> <p>What can my agency do to help this child or young person?</p>	What can my agency do to help this child or young person?	What additional help, if any, may be needed from others?
<ul style="list-style-type: none"> ASN coordinator, with support from other appropriate staff assess the child/young person, and their environment, to determine his/her support needs, and agree appropriate intervention to meet those needs. Assessment to support planning in line with the National Practice Model. 		<ul style="list-style-type: none"> Forward plan for class/playroom-Group plans may sit within forward planning Where child/young person requires a more tailored programme linked to the forward plan, staff should identify and plan individual short term outcomes as part of classroom/ playroom planning. Record 'Stage 2' in Early Years Staged Intervention Overview. 	<ul style="list-style-type: none"> Minimum of an annual review. Keep progress under review and take action as required. All necessary and proportionate information is shared with child/young person, family and relevant staff. For cross-sectoral transitions Enhanced transitions arrangements should be considered no less than 12 months prior to the date of transition (no less than 6 months in Early years establishments) (ASL Act, 2009). 	<ul style="list-style-type: none"> Increasingly personalised approaches to learning, including specialised support. Modified curriculum Differentiated planning of learning, teaching and assessment programmes. Advice and consultation from Staged Intervention Inclusion Group(SIIM) Partnership working e.g ASL-Sector, 3rd sector organisations
W H O	Class/subject teacher, CDO, Nurture Staff		Advice and consultation may be sought from other relevant staff/partner agencies. This will now include support/ input from e.g EAL Service, GDSS, ASL – Technology	

ASL –Co-ordinator retains overall responsibility for Staged Intervention



OFFICIAL
STAGED INTERVENTION FRAMEWORK
STAGE 3

What is getting in the way of this child or young person's wellbeing?	What can I do now to help this child or young person?	What can my agency do to help this child or young person?	What additional help, if any, may be needed from others?
Do I have all the information I need to help this child or young person?	What can my agency do to help this child or young person?		
<ul style="list-style-type: none"> ASN coordinator, with support from other appropriate staff, assess the child/young person, and their environment, to determine his/her support needs, and agree appropriate intervention to meet those needs. Assessment to support planning in line with the National Practice Model. 	<ul style="list-style-type: none"> Wellbeing Assessment Plan (WAP) created WAP will detail Outcomes and Interventions Parent/ carer, Pupil Voice recorded in plan. Plan will detail roles and responsibilities of all those involved in providing support. Record 'Stage 3' in Early Years Staged Intervention Overview. 	<ul style="list-style-type: none"> Minimum of an annual review. Progress monitored through review of WAP. All necessary and proportionate information is shared with child/young person, family and relevant staff. For cross-sectoral transitions Enhanced transitions arrangements should be considered no less than 12 months prior to the date of transition (no less than 6 months in Early years establishments) (ASL Act, 2009). 	<ul style="list-style-type: none"> Increasingly personalised approaches to learning, including specialised support. Modified curriculum. Differentiated planning of learning, teaching and assessment programmes. Consider use of digital and assistive technologies. Advice and consultation from Staged Intervention Inclusion Group (SIIM). Advice and consultation from Joint Support Team (JST). Partnership working e.g. ASL-Sector, 3rd sector organisations.
W H O	<p style="text-align: center;">Class/subject teacher, CDO.</p> <p>Other relevant staff/partner agencies within education e.g. GPS, Enhanced Nurture Provision, shared placements</p> <p style="text-align: center;">ASL –Co-ordinator retains overall responsibility for Staged Intervention</p>		

All reviews and partner agency assessment and outcomes should be recorded as significant events within Pastoral Notes.

OFFICIAL

Progress made move to Stage 2/1 and monitor progress.

Additional assessment information indicates the need for further intervention from out with education move to stage 4.

OFFICIAL
STAGED INTERVENTION FRAMEWORK
STAGE 4

Assessment	Plan/ Record	Review and Timescales	Points to consider
What is getting in the way of this child or young person's wellbeing?	What can I do now to help this child or young person?	What can my agency do to help this child or young person?	What additional help, if any, may be needed from others?
Do I have all the information I need to help this child or young person?	What can my agency do to help this child or young person?		
<ul style="list-style-type: none"> ASN coordinator, with the support of multi-agency team (partners' out with education) should consult on appropriate assessment for the child/young person, and their environment, to determine his/her support needs, and agree appropriate intervention to meet those needs. Assessment to support planning in line with the National Practice Model. 	<ul style="list-style-type: none"> Wellbeing Assessment Plan (WAP) created/continued. WAP will detail Outcomes and Interventions. Parent/ carer, Pupil Voice recorded in plan. Plan will detail roles and responsibilities of all those involved in providing support. Record 'Stage 4' in Early Years Staged Intervention Overview. Where appropriate Social Work Care Plans and documents should be kept within Vulnerable/ CP Pupil Case Files. 	<ul style="list-style-type: none"> Minimum of Annual Review. Progress monitored through review of WAP. Bi-annual review for Looked After pupils. All necessary and proportionate information is shared with child/young person, family and relevant staff/ external agencies. For cross-sectoral transitions Enhanced transitions arrangements should be considered no less than 12 months prior to the date of transition (no less than 6 months in Early years establishments) (ASL Act, 2009). 	<ul style="list-style-type: none"> Increasingly personalised approaches to learning, including specialised support. Modified curriculum. Differentiated planning of learning, teaching and assessment programmes. Consider use of digital and assistive technologies. Advice and consultation from Staged Intervention Inclusion Group (SIIM). Advice and support from Joint Support Team (JST). Partnership working e.g. ASL-Sector, 3rd sector organisations. Enhanced tracking arrangements in place for vulnerable groups of learners to inform and support planning.
W H O	<p style="text-align: center;">Class/subject teacher, CDO.</p> <p>Other relevant staff/partner agencies within and out with education e.g. Nurture Staff, GDSS, ASL Tech ,EAL, GPS, and out with Education e.g. SW, SALT, Health</p> <p style="text-align: center;">ASL –Co-ordinator retains overall responsibility for Staged Intervention Processes</p>		

<http://www.goglasgow.org.uk/Pages/Show/757> - Care Experienced Support Documents

All reviews, partner agency assessment and outcomes and annual consideration of CSP should be recorded under Significant Event within Pastoral Notes. Annual consideration of CSP for all Looked After children as defined within Care Experienced documentation.

Progress made move to Stage 2/3 and continue to monitor progress.

Additional assessment information indicates the need for further intervention and co-ordinated support.

Appendix 2 – Parental/Carer’s Young Permission Letter

Name of Child and Class

Wellbeing Plan

Dear

As part of our support to your child’s wellbeing and learning we would like to take forward a Wellbeing Assessment Plan. This document will allow us to think carefully about your child’s wellbeing and what interventions and supports could be taken forward to help them further. These supports and interventions may involve people and activities in school and out with school. We will ensure that you and your child are involved in discussions about the Plan and its content, and that it is regularly reviewed to track progress and make any necessary changes. More information about the Wellbeing Plan can be found online in the Children & Families section within the Social Care and Health area of the Glasgow City Council website.

To ensure that the Plan is successful will often mean that we require the help of other people including possibly our partners in Psychological Service, Health and Social Care, Third sector organisations and any other organisation we agree could offer support. This may mean we need to share information about your child and this letter is to ensure that you are aware of this and give permission for this sharing of information. Without this permission or agreement, we cannot write the Plan.

Could you complete the following permission form and sign this then return it to your child’s setting. We will then be in touch to organise a meeting to discuss the Wellbeing Plan with you.

Yours sincerely

Headteacher of

Please be aware that Education Service’s privacy statements apply when completing a Wellbeing Plan. These can be accessed at <https://www.glasgow.gov.uk/privacy>

Name of Child/Young Person

Date of Birth

I hereby give permission for the school to take forward a Wellbeing Plan for my child

Parent/Carer signature

Date

OR

Young Person signature

Date