# **A Guide for SIIM/JST referral and EP Involvement**

**A reminder of the purpose of Staged Intervention and Inclusion Meetings (SIIM) and Learning Community Joint Support Teams (LC-JST)**

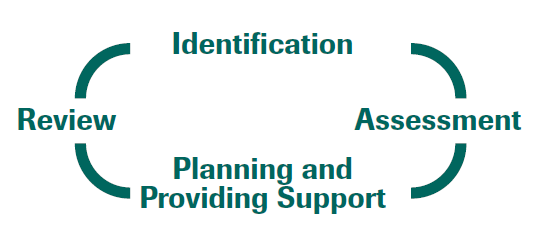
The SIIM provides a forum for discussion of support required and strategies to consider in response to unresolved wellbeing concerns. It allows this to take place on an individual level, as well as allowing thematic discussion to identify more strategic, development needs within the establishment/learning community.

The JST provides a similar forum on a more multi-agency level. The JST aims to work in partnership with children/young people and their families and to actively seek and record their views.

Getting It Right For Every Child (GIRFEC) is the strategic overarching framework for these forums.

**Assessing wellbeing and planning support**

A child or young person’s need for additional support is addressed as shown in the diagram below through a cycle of identification, assessment, planning, providing support, and then reviewing the outcomes.



In Glasgow, the staged intervention framework guides us in meeting support needs. Staged intervention reflects the fact that children and young people who face barriers to their learning and wellbeing requires differing levels of support and intervention. Young people may move up or down the staged intervention framework – based on the review of assessment and support provided.

**The key GIRFEC questions underpinning this process**

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| **What is getting in the way of this child's/young person's wellbeing?** | * What are the ***main barriers***? * What assessment do you have (***assessment of yp and environment***) to determine support needs? * Does your ***assessment approach*** meet the needs of the individual child? |
| **Do I have all the information I need to help this child/young person?** | * Do you have ***assessment to support planning***in line with the national practice model?   + Have you ***gathered views*** from the yp/parent/carer/other staff members?   + Have you discussed ***approaches and their outcomes***?   + Do you have ***plans based clearly on outcomes and assessment***? |
| **What can I do now to help this child or young person?** | * What ***intervention*** does your assessment information point to? * What supports and strategies are ***already in place***? Are they working?   + ***How long*** have they been in place?   + How ***well implemented*** are they?   + What is the ***impact***of them? |
| **What can different agencies do to help this child or young person?** | * ***What additional help***, if any, may be needed from others not present? What can other agencies support you with?   + Stage 2 – consider accessing ***SIIM***   + Stage 3/4 – consider accessing ***SIIM or JST*** |
| **Have you consulted with the Child or young person?** | * Some tools to consider are listed in ***Appendix 1*** |

**What does assessment and planning look like at each stage of intervention?**

**Stage 4 Assessment/Intervention**

Consultation/further collaborative assessment from other relevant agencies outwith education.

**For example…**

Assessment of Care Toolkit

**Stage 2 Assessment/Intervention**

**For example…**

* **Pupil participation…**CIRCLE Participation Scale/SfL Department assessments/EAL input
* **SO consultation…**Teacher round robin\*/SIIM discussion
* **Analysis of behaviour…**ABC/STAR charts
* **Pupil/Family/School holistic assessment…**EBSA assessments (for attendance)
* **Assessment of risk/resilience…**BRITS assessment
* **Whole-school approaches…**Restorative Approaches/Whole school nurture/nurture group/LCFE

**Stage 1 Assessment/Intervention**

**For example…**

* **Accessing yp’s views…**GMWP/Nurturing Me/My World Triangle
* **Assessing developmental stage…**Teaching Talking
* **Supporting understanding…**Social Stories/comic strip conversations
* **Environmental audit…**CIRCLE Inclusive Classroom Scale/Sensory environmental audit
* **Universal approaches…**Whole school Nurture/LCFE

**Stage 3 Assessment/Intervention**

Consultation/further collaborative assessment from other relevant agencies within education

Glasgow Psychological Service can provide support to access/implement any of the resources described above. They are not rigidly aligned with any one particular level and are provided to show what assessment might look like when a young person is supported within staged intervention. Assessment would be tailored to individual context – there is not an expectation that every assessment resource would be completed for every young person!

\*NB: Please see example Teacher Round Robin in **Appendix 2**

**Moving through staged intervention to a need for SIIM/JST discussion and EP involvement**

Remember, your gathered Stage 1/2 assessment information needs to be analysed:

* What does the assessment suggest are the young person’s ***main barriers***?
* What are your existing ***short term outcomes*** linked to planning for this yp?
* What ***intervention*** does your assessment information point to?
* What supports and strategies are ***already in place***? Are they working?
  + ***How long*** have they been in place?
  + How ***well implemented*** are they?
  + What is the ***impact***of them?

The SOA grid can support this analysis and should be completed prior to raising a young person at SIIM and JST. Considering your desired outcomes for a young person (as in the WAP) will also inform the assessment question that will clarify any missing information an EP can help the establishment to gather, and how they can support the young person (“***What can different agencies do to help this child or young person?”***)

Although subsequent discussion at the SIIM/JST will allow for further analysis of gathered information and desired outcomes, it is helpful if these are considered and completed by the establishment prior to the meeting. A SOA grid, with prompts and examples, is found in **Appendix 3**.

Some examples of desired outcomes that might be generated through the SOA grid, and subsequent roles that may be collaboratively identified for Psychological Services, are noted below.

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| **Desired outcome (links to SHANARRI):** | **Example EP assessment questions: (What additional help can Psychological Services provide to help the young person?)** |
| * X will feel safe in school * X will have learned, and be using, some strategies which help him manage his stress | * What is causing/exacerbating X’s stress? * How can we support X to learn strategies to manage his stress? |
| * X will be able to attend and manage a short period of time in school * X will be able to manage transitions better | * How can we engage X’s family to support his school attendance? * How can we ensure we have accessed X’s views appropriately and adapted the environment accordingly? |
| * X will have access to a curriculum that is appropriate to her stage of development * X will have predictability and structure in order to support her to access the curriculum | * How can we build a fuller assessment profile of X’s developmental needs? * What areas of the curriculum do we need to target with additional support? |

**So…a checklist for taking cases to SIIM/JST**

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| I have gained explicit consent from the YP/parent/carer for JST discussion |  |
| In their absence, I can talk to the young person’s and parent/carer’s views on their wellbeing and the problem(s) being presented |  |
| I have gathered and analysed information about the risks and resilience factors for the young person and any barriers to learning |  |
| I can provide evidence of staged intervention…what’s been tried, for how long, what is currently working well… |  |
| I have an idea of what the specific goals/desired outcomes are for this young person (with their input) |  |
| This assessment information has informed a WAP\*, which details outcomes and interventions, and has parent/carer and pupil voice recorded |  |
| I have completed a SOA matrix (risks; resilience/strengths; desired outcomes) and am clear on why I am bringing this case to SIIM/JST |  |

\*May not be necessary for SIIM