

Pre-TAC Coffee and Chat

This is an opportunity to meet with the Keyworker prior to an up and coming meeting, mostly in place for Stage 2 and above however it will depend on the individual family as a meeting can held for children below stage 2

It is good practice to share the child report prior to the TAF to support the family

Team Around the Family (TAF)

Meeting:

A TAF meeting should be proportionate to the needs of the child

1. The family and professionals that are involved with that child along with the child's key worker, named person and/or Lead professional will also be in attendance
2. Stage 2 and above: a report will be shared as part of the meeting written by the Keyworker
3. For a TAF meeting you should discuss the child's progress and next steps
4. A plan will be agreed and staged intervention targets will be set in agreement with the family and other professionals
5. All plans are signed by the family

Space Place Early Years Centre

Tel: 01292 473468

Centre Manager—

Caroline Fyfe

Article 29 –

“I have the right to an education which develops my personality, respect for others' rights and the environment.”

Information leaflet for Staff and Families

Supporting children to be all they can be



“Intervening early and as soon as possible to tackle problems emerging for children, young people and their families.

Early intervention may occur at any point in a child or young person's life”.

What happens if a child needs help at nursery?

Staged Intervention is the assessment and planning framework used both in South Ayrshire and widely across Scotland to identify and plan interventions for children to ensure that they receive the earliest, most inclusive and least intrusive response to their needs.

Stage 1 - support within the nursery. Child will have ASN or require additional support in nursery. EAL-English as a second language

Stage 2 - support from a universal service e.g. health, education

Stage 3 - specialist support from a multi-agency team

Stage 4 - a specialist placement within or out with the authority for the child

Stage 5- supported learning placement, Residential/Children's Houses

Why might support be required?

Children may require additional support for a variety of reasons and may include those who:

Have motor or sensory impairments

Have experienced a bereavement

Have a learning disability

Are looked after by a local authority

Are living with parents who are abusing substances

Are living with parents who have mental health problems

Have English as an additional language

Have emotional or social difficulties

Are on the child protection register

Please note that this list is not exhaustive

What happens next?

1. Staff should then speak to the Pupil Support Co-ordinator regarding concerns and a discussion will take place regarding placing child on staged intervention or not
2. Any concerns agreed regarding a child's development should then be discussed with the family
3. If support is required families should be given the staged intervention leaflet and given information on what this means for their child and at what stage they are on
4. Permission must sought from parents and staged intervention paperwork will be completed by key worker and pupil support co-ordinator
5. Where external support is required, this will be discussed fully with the family and an RFA completed with key worker, then family will input their views and sign. The RFA will then be sent to the relevant agency
6. Where external services support is in place and strategies are provided direct to staff, this will be shared with the Pupil Support Co-ordinator and staged intervention paperwork will be updated