

**Identifying and  
Supporting Wellbeing  
and Additional Support  
Needs at  
Symington PS and EYC**



Some children and young people may need adapted approaches to help them benefit from school education. Class teachers can meet a diverse range of needs within their classes. With effective teaching and appropriately adapted approaches most children and young people can access education without any additional supports.

There will be some pupils who require additional or differing approaches to help them access the curriculum or overcome a barrier to their learning. These pupils are entitled to support for learning to help them learn and achieve their full potential.

**Staged Intervention** is the framework which is used in South Ayrshire. The aims of this are to identify and plan interventions for pupils to ensure they receive the earliest and most effective support that we can provide.

The framework is designed to be flexible and allows for movement between stages depending on progress and agency involvement. Supports provided can be short or long term.

Arrangements to identify and reduce barriers of Additional Support Needs take into account the following;

- Should provide a solution focused approach.
- Taking a holistic view of children and young people and their circumstances, what they need to grow, develop and achieve their potential.
- Seeking the views of children and their parents/carers.
- Ensuring that assessment is ongoing, an integrated process of planning and reviewing progress.
- Working in partnership with parents/carers and agencies.
- Have clearly identified roles and responsibilities for those supporting.
- Ensuring targets (for stages 2-5) are SMART (small, measurable, achievable, realistic and timely).
- Have effective communication and collaboration with other agencies.

### **Team with the Family Model**

A Team with the Family Model is proportionate to the needs of the child and is facilitated by the named person.

The named person is *Kay Shields* (Head Teacher and Pupil Support Coordinator) for the school and for the EYC the named person will be the child's allocated Health Visitor.

An initial identification of concern can arise from parents/carers, school or other agency.

### **Stage 1 – The Family and Universal Services – In class Support**

Once a wellbeing need or barrier to learning has been identified, an initial discussion will take place with the parents/carers and child. The need may be identified by school, other agency or family, it can be short or long term. Discussion and agreed actions agreed should be noted.

When the additional supports can be delivered through the use of class-based strategies, interventions and provision of specialist resources/scaffolds to facilitate learning, a staged intervention form (see appendix 1) should be completed and children are supported at **stage 1**.

### **Stage 2 – The Family and Universal Services – In School Support**

Where an additional teaching resource has been allocated from within the establishment (e.g. support teacher) a staged intervention plan and action plan (see appendix 2) should be completed, and a formal meeting will take place a minimum of annually and children are supported at **stage 2**.

### **Stage 3 – Additional Support from a Service which is Universally Available**

Once a wellbeing or additional support need has been identified and the child would benefit from outside agency expertise, the named person will contact the appropriate service/agency following a discussion and agreement from the parent and/or child.

Support may be from Education, Health or Voluntary Services. Once the proposed support has been identified a RFA (request for assistance) will be completed by the named person. The agency will liaise with the school and upon acceptance the school will be advised approximate date of allocation.

A staged intervention form and action plan will be completed collaboratively, and the children are supported at **stage 3**.

### **Stage 4 – Specialist Help from a Multi-Agency Team**

At this stage a My Plan will be completed and informed consent should be sought from parents/carers. This is a multi-agency team who will agree supports, monitor outcomes and contribute to the child's plan.

A formal record of the Team with the Family minutes should be recorded and shared with all agencies working with the child. They will be supported as **stage 4**.

### **Stage 5 – Authority Specialist Placements or Out with Authority Placements**

Where a child or young person is placed in a specialist authority provision or out with the authority, they will be supported at **stage 5**.

All placements should be confirmed by the Central Admissions Group following recommendation at a Team with the Family meeting with parents/carers and the professionals supporting.

*Should you have any concerns regarding your child's progress out with formal parents meetings, please contact the school to discuss with either your child's class teacher, Mrs Smith – Pupil Support Teacher and/or Kay Shields – Pupil Support Coordinator.*

Some children's learning can be affected by situations that occur in their home life. In order that we can support your child at these times, it is helpful if parents communicate such events with the school (e.g. bereavement, illness, divorce, new family members).

## Appendix 1

### Staged Intervention Information

Stage:



Date Plan Prepared:		Date of Review:	
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Name:		Class:	
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Date of Birth:		Teacher/Guidance Teacher:	
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<b>Pupil Information: Strengths/Additional Support Needs/Information</b>
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<b>Classroom Teachers: Main Implications For Learning And Teaching</b>
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<b>Views of Child/Young Person (Wellbeing Web)</b>
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<b>Views of Parent/Carer</b>
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<b>Views of others/3rd Party (as appropriate)</b>
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Pupil Signature:		Parental Signature:		Date:	
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<b>Annual Evaluation and Review</b>	<b>Agreed Action</b>
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	Plan No Longer Needed	
	Revise Stage 3 Plan	
	Maintain Stage 3 Plan	
	Move to Stage 2 (With New Support Plan)	

Pupil Signature:		Parental Signature:		Date:	
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