

TROON PRIMARY SCHOOL AND EARLY YEARS CENTRE



STAGED INTERVENTION PARENT GUIDE

STAGED INTERVENTION AT TROON

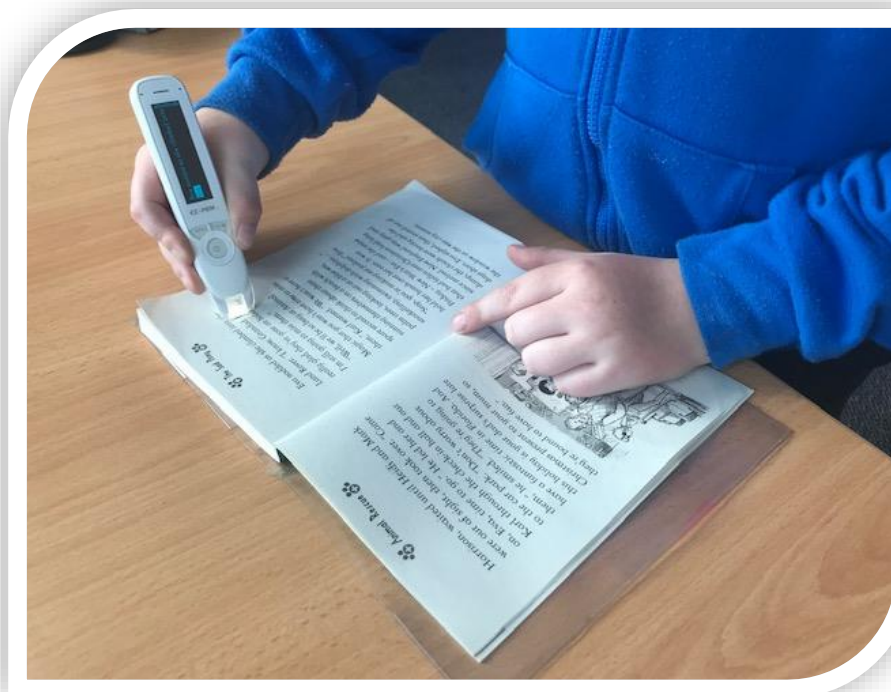
Understanding how your child's learning and support is planned can help you when you are talking to us about your child's progress and development needs. In Troon Primary our Staged Intervention process is based on:



- Strong partnership working within education, with partner agencies and with parents
- Early identification of additional support needs by assessing a child's needs and strengths
- Targeting of resources for maximum effectiveness through careful planning and joint working
- Regular reviews and assessment of achievements and progress

All children and young people may need additional support at some point to help them make the most of school education. This can mean different supports for different children. Additional support needs can last for only a short time or could last for much longer.

The main support is the class teacher who can meet the needs of most pupils without extra help. Most children and young people achieve with appropriate teaching and learning, accompanied by resources and equipment.



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If a pupil needs more help than the class teacher can give in school, then a process of assessing and then providing support begins. This can be broken down into three main stages in school:

STAGE 1 – SUPPORT IN CLASS

At this stage the teacher identifies children who need more help than other children or young people in the class. For most pupils the help they need can be given by the class teacher without anyone else being involved. The teacher may change the teaching approach, change the materials the pupil is using or reorganise the classroom.

STAGE 2 – IN SCHOOL SUPPORT

If there continues to be concerns around the progress a child is making, the teacher can get help from other people in the school. At Stage 2, this help will be organised by the Pupil Support Co-ordinator. The school will liaise with parents to discuss the needs that are arising, and the help being given to their child.

STAGE 3 – INTERAGENCY SUPPORT

If there continues to be concern around the progress a child is making, the school can arrange a meeting so that everyone who might be able to support the child will be able to talk things over and agree a plan to support the child or young person. This could be social workers, health workers or voluntary workers who might be asked for information, advice or help. It may involve the educational psychologist. The teacher and the school gather this information and advice. This is then used to help the child or young person.



Parents and carers know their children best. All staff and parents/carers need to work together if children with additional support needs are to reach their potential. Head Teachers and staff want to get things right and reach the best solutions for all children and their learning. Communication is the key. Talking together with mutual respect finds a solution in nearly all cases. Parents/carers should know about and be involved in the plans to support their children right from the start. Parents/carers can bring supporters or advocates to any meeting at school to discuss their child's additional support needs.

All children and young people will have the opportunity to make their views known about decisions that affect them. They will be encouraged to take part in any meeting where people are discussing their additional support needs. They will help to set their own targets and to review these. They will also help with the plans to move to another school or to life after school when the time is right for transition.

FURTHER INFORMATION CAN BE OBTAINED FROM:

- Mrs Laura Clark
Pupil Support Co-ordinator
Troon Primary
01292 690069
- Enquire www.enquire.org.uk
- Scottish Government
www.scotland.gov.uk/Topics/Education
<https://education.gov.scot/parentzone/additional-support>



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it right**
for every child