

Introduction

The purpose of the Staged Intervention process is to give the child the best opportunity possible to develop and make progress as a learner, recognising that, for some children, additional support may be needed.

Staged Intervention is used in all Stirling Council educational establishments, it is a process implemented by the council to support the learning and general progress of children. **It is a structured process that gives guidance to nursery staff and parents/ carers to support the child's learning.** The process opens doors for children to be referred to other professionals (speech and language therapists' etc) to support. The process is fully compatible with the spirit and legal requirements of the educational (additional support for learning) (Scotland) Act 2004

Types of additional support needs

Any of the following, which impacts, on the child's learning may be recognised as an additional support need.

- disability or health issues
- when a child requires support in the learning environment
- social and emotional concerns
- Communication and language concerns.
- Family circumstances that may require support.

There are four stages to the process, children can move up and down the stages depending on their varying needs. Some children may be placed on staged Intervention for a short while i.e. - if there is a bereavement in the family which has had an impact on their learning or toilet training has taken a small step back and requires extra support.

Stage one -

- Initial concerns are raised by the parents, the child or the keyworker.
- Parents, keyworker and staged intervention co-ordinator meet to discuss implementing required support.
- Parents are actively involved as necessary
- At this stage meetings will fall within the usual nursery systems. No formal Staged Intervention meetings are required but may be offered.

Stage two -

- At this stage other professionals may be involved i.e speech and language therapists etc. The staged intervention co-ordinator will refer the child to the appropriate professional after consulting with parents.
- We will hold at least one formal meeting in the year in addition to the usual nursery processes for meeting with parents.
- An action plan will be compiled with identified support strategies for the child.

Stage three -

- At this stage the child will be getting increased support and resources if applicable.
- Parents will be actively involved and there will be At least 2 formal meetings each year.
- The child will have an 'Individual Education Plan'. The purpose of this is for planning, monitoring, setting targets and ensuring the child is making progress.
- The IEP will last for 1 year; it is made up of long term and short term targets.

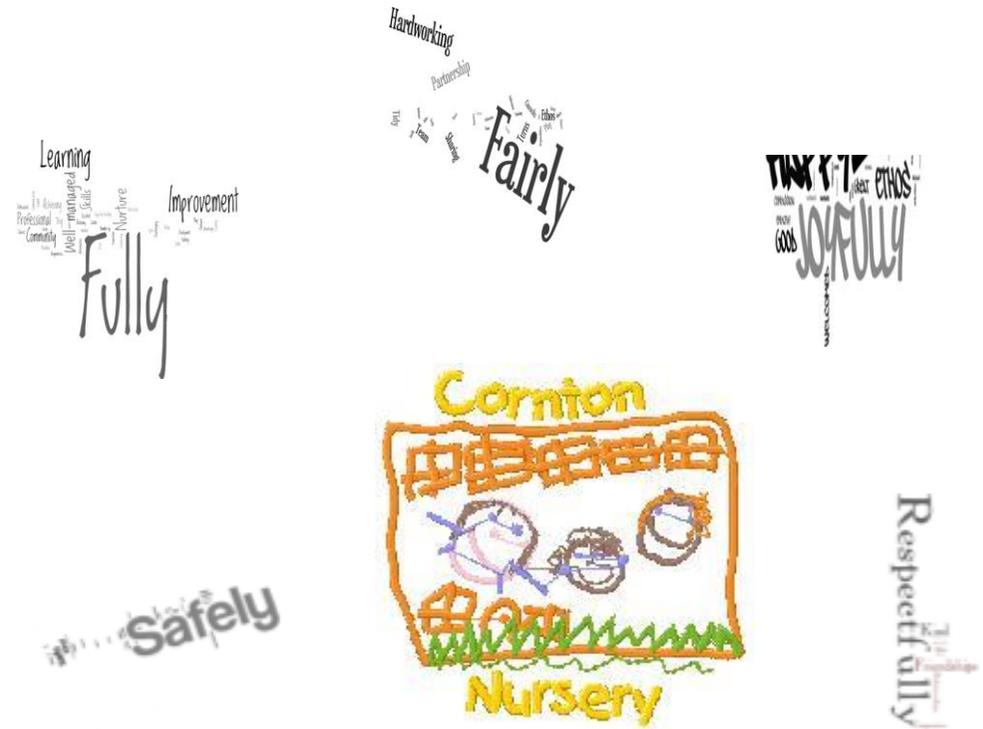
Stage four -

- Children who are placed on stage 4 require more intensive specialised resources - children are only placed on stage 4 once the council scrutiny group has considered and agreed this move.

Some children on staged intervention will have an enhanced transition programme when moving onto primary school. The purpose of this is to ensure continuity of support. As parents you will be included in the support arrangements for your child. Your rights as a parent will be respected at all times.

Please contact Kate at nursery with any concerns.

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Parent/Carers Guide To: The Staged Intervention Process