



Educational Services

Management Guidelines for Staged Intervention and Inclusive Practice in Schools

Reference: MG/Management Guidelines for Staged Intervention and Inclusive Practice in Schools/Version 2

Date approved: March 2017

Version	Date Issued	Last Review Date	Author	Update Information
1	23/2/17		Scott Mulholland	New Management Guideline and replaces previous staged intervention guidance.
2	5/4/17	March 2017	Scott Mulholland	<p>1.1 – 1.7 – significant changes</p> <p>2.2- -2.9 – renumbered</p> <p>3.1 – “child and family” now reads “child and parent”</p> <p>3.5 – amended</p> <p>3.6 – new</p> <p>4.2-4.5 – amended</p> <p>5.1 – amended</p> <p>6.1 - “in all but exceptional circumstances” added</p> <p>6.5 – amended</p> <p>6-10-6.12 – amended</p> <p>7.4 – amended</p> <p>8.4 – “in almost all cases” added</p> <p>9.1 and 9.2 amended</p> <p>9.3 - new</p> <p>12.7 – example removed</p>

Contents

1. Introduction.....	4
2. Getting it Right for Every Child (GIRFEC)	6
3. Team Around the Child Model (TAC)	8
4. Stage 1 – The Family and Universal Services	8
5. Stage 2 – Additional Support from a Service which is Universally Available.....	9
6. Stage 3 – Specialist Help from a Multi-Agency Team.....	10
7. Stage 4 – Authority Specialist Placements or Outwith Authority Placements.....	11
8. Review.....	12
9. Information Sharing.....	13
10. File Management	13
11. SEEMiS	13
Appendix 1 – Request for Assistance Form	11
Appendix 2 – Request for Assistance Guidance	12
Appendix 3 – Staged Intervention Information	13
Appendix 4 – Action Plan	14
Appendix 5 – Staged Intervention Information and Action Plan Guidance Notes	15
Appendix 6 – TAC Minute Template	23

1. Introduction

- 1.1 Our expectation is that all children¹ will normally progress well in school with the support that is generally available from the class teacher and the school. The main sources of support are class teachers who, through good practice, are able to meet a diverse range of needs. With good teaching and the provision of appropriately differentiated learning activities, most children are able to benefit from education without the provision of any additional support. As all children are individuals, it is important to create learning environments where the widest range of individual needs can be met as a natural part of what is done on a day-to-day basis.
- 1.2 However, there will be some children who require additional support beyond that which is given generally to most other children of the same age in mainstream schools. Additional support will be given in order to help them overcome a barrier(s) to their learning, and to maximise their benefit from school education. The 2009 amendment to the Education (Additional Support for Learning) (Scotland) Act 2004 provides further clarification that additional support is not limited to educational supports and can include multi-agency support from health, social services and voluntary agencies.
- 1.3 The Education (Additional Support for Learning) (Scotland) Act 2004 as amended 2009 requires education authorities to make appropriate arrangements for the identification of children who have Additional Support Needs. The definition of additional support provided in the Act is a wide, inclusive one and it is not possible to provide an exhaustive list of all possible forms of additional support. Additional support falls into three overlapping, broad headings: approaches to learning and teaching, support from personnel and provision of resources. This applies to children who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning. Children may require additional support for a variety of reasons and may include those who:
- have motor or sensory impairments
 - are being bullied

¹ As defined in Children and Young People (Scotland) Act 2014 "child" means a person who has not attained the age of 18 years.

- are particularly able or talented²
- have experienced a bereavement
- are interrupted learners
- have a learning disability
- are looked after by a local authority
- have a learning difficulty, such as dyslexia
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are young carers.

1.4 The above list is not exhaustive nor should it be assumed that inclusion in the list inevitably implies that additional support will be necessary. However, the 2009 Act automatically assumes that all Looked After children have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.

1.5 **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.

The role and contribution that parents³ can make to their child's learning is of huge value. Therefore they must be kept fully informed and their views and consent sought at appropriate stages in the process.

1.6 Schools, working in partnership with other individuals and agencies should be able to identify most children with additional support needs. Partners include parents, the child, the class teacher and when appropriate, health staff, educational psychologist, social worker or indeed anyone who has been working with the child.

1.7 Arrangements to identify and assess Additional Support Needs should take account of the following values and principles, which require:

² Definition of highly able - reference: Guidance for addressing the needs of highly able pupils, The University of Glasgow - http://www.gla.ac.uk/media/media_138127_en.pdf

³ As defined in the Education (Scotland) Act 1980 a parent includes guardian and any person who is liable to maintain or has [parental responsibilities (within the meaning of section 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of] a child or young person;

- Taking a holistic view of children and their circumstances and what they need to grow and develop and achieve their potential.
- Seeking, taking account of, and noting the views of children and parents.
- Ensuring that parents understand, and are asked to agree to, the aims of any assessment.
- Ensuring that assessment is an ongoing, integrated process of planning, providing for, and reviewing support for the individual.
- Adopting the least intrusive and most effective course of action affecting the lives of children and families.
- Taking into account issues of diversity and equality, and ensuring that outcomes do not discriminate against children, young people and their families. This includes non-discrimination on the grounds of race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy or maternity.
- Working in partnership with parents to secure education for their children, and to promote their child's development.
- Having clearly identified roles and responsibilities for staff linked to appropriate SMART targets that are understood by all.
- Ensuring that there is effective communication, collaboration, integrated assessment and provision when other agencies are involved.

2. Getting it Right for Every Child (GIRFEC)

- 2.1 The Team Around the Child (TAC) model embodies the Single Planning Process and Staged Intervention Process in South Ayrshire. As such it is a key delivery mechanism for GIRFEC and overlaps with existing Staged Intervention processes and establishment of the Child's Plan. This should be read in conjunction with the All Ayrshire Child's Pathway which can be found on the [GIRFEC website](#).
- 2.2 The Children and Young People (Scotland) Act 2014 is about improving the Wellbeing of children in Scotland. To ensure everyone – children, families and the services that support them – have a common understanding of what Wellbeing means. It is described in Part 18 of the Act in terms of the following eight indicators:
- **Safe** – protected from abuse, neglect or harm at home, at school and in the community.
 - **Healthy** – having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy, safe choices.
 - **Achieving** – being supported and guided in learning and in the development of skills confidence and self-esteem at home, in school and in the community.
 - **Nurtured** – having a nurturing place to live in a family setting, with additional help if needed or, where possible, in a suitable care setting.
 - **Active** – having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development at home in school and in the community.
 - **Respected** – having the opportunity, along with carers, to be heard and involved in decisions that affect them.

- **Responsible** – having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision and being involved in decisions that affect them.
- **Included** – having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

2.3 If there is a Wellbeing concern, practitioners use the National GIRFEC Practice Model and ask five key questions:

1. What is getting in the way of this child or young person's wellbeing?
2. Do I have all the information I need to help this child or young person?
3. What can I do now to help this child or young person?
4. What can my agency do to help this child or young person?
5. What additional help, if any, may be needed from others?

2.4 Where a Wellbeing need has been identified and passed to the Named Person they must record the need within SEEMiS Latest Pastoral Notes. It is essential that any related discussion with the child, parents, and any appropriate professionals asks the five key questions and takes appropriate action to improve the child's wellbeing.

2.5 A Named Person will only offer advice or support in response to a request from the child or parent when a wellbeing need is identified. They can help the child and parent address their concerns in a timely manner and in some cases avoid further issues developing.

2.6 In Early Years Establishments the role of Named Person is undertaken by a child's Health Visitor. This staged intervention processes and guidance will be followed by Early Years staff and the role of Pupil Support Coordinator will be undertaken by the Centre Manager, Head Teacher or their delegate. Staff should ensure that clear plans are in place as per this guideline for children with identified barriers to learning.

2.7 It should be noted that the Pupil Support Coordinator and Named Person may be the same person in Primary, Secondary or Special Schools. Where this is not the case the Pupil Support Coordinator/Principal Teacher (Pupil Support) or their delegate should ensure that the Named Person is kept up to date with all changes in support needs and Staged Intervention levels.

2.8 Where it is necessary to identify a Lead Professional further guidance can be found in the [GIRFEC in Ayrshire Guide for Practitioners](#). This outlines the roles and responsibilities for professionals undertaking the role of Named Person and Lead Professional.

2.9 **Child Protection services will continue to protect children at risk of significant harm. If you have a child protection concern, follow child protection procedures.**

3. Team Around the Child Model (TAC)

- 3.1 A Team Around the Child is proportionate to the needs of the child and is facilitated at different levels by the Named Person having a discussion with the child and parent.
- 3.2 Engagement with the child and parent is an extremely important part of the TAC process at every level. Parents and children need to be prepared beforehand for a TAC meeting and their views sought. Therefore it is good practice for the Named Person or Lead Professional to contact the family before any TAC meeting and explain the purpose of the meeting, who is to attend and what is to be discussed.
- 3.3 Where appropriate, it is recommended that the Named Person/Lead Professional or a partner to the Child's Plan complete the [Demonstrating Outcomes in South Ayrshire Wellbeing Web](#) with the child and their parent/carer in advance of the meeting. This will give the family an overview of the wellbeing indicators to be discussed at the meeting and allow them to state their own views regarding what is potentially to be discussed at the TAC meeting.
- 3.4 The TAC model is set out in four stages. This is in line with the Child's Pathway and supersedes all previous staged intervention guidance or procedures in place in establishments in South Ayrshire. Note the changes in language particularly in relation to staged intervention paperwork. Individualised Educational Programmes (IEPs) will now take the form of an Action Plan clearly identifying the barrier/s to learning and appropriate outcome focussed strategies or interventions.
- 3.5 In relation to staged intervention processes a child will be deemed as having an additional support need, as defined in the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009), in the following circumstances:
 - Where a child is declared or assessed disabled unless their disability does not result in additional support being required in order to benefit from school education.
 - In cases where support is provided at Stage 1b or above.
- 3.6 The level of support required is based on individual need and will be reflected in the level of staged intervention. For example, a child supported in class at Stage 1a with dyslexia will still be recorded as having an additional support need as they will be declared or assessed disabled. Where a greater level of support is required this will be reflected in the need for an Action Plan or Wellbeing Assessment at higher levels of intervention.

4. Stage 1 – The Family and Universal Services

- 4.1 Once a wellbeing need has been identified an initial discussion will take place with the parents and the child. A brief note of the discussion and actions agreed to support the child should be recorded on the SEEMiS Latest Pastoral Notes system.
- 4.2 Where additional supports can be delivered through exclusive use of class based strategies/interventions, additional School Assistant support, or other appropriate intervention(s) normally available to all children within the school, an **Action Plan** is

not required. A **Staged Intervention Information form (Appendix 3)** should be completed instead. This will highlight the areas of difficulty, support requirements and strategies to employ. It will also reflect the views of the child and their parent (if available). Where a child is not declared or assessed disabled they will be deemed to be having their needs met within what is generally available in school at **Stage 1a**. Therefore do not have additional support needs as defined within the 2004 Act.

- 4.3 If a child is identified as highly able they should normally be recorded as **Stage 1a** and use **Staged Intervention Information form (Appendix 3)** to record the support implications and class based strategies employed to ensure they make appropriate progress. It is important to note that a range of evidence must be available to support identification of more able pupils and there may be times when it is appropriate that they are at a higher level of staged intervention.
- 4.4 When additional teaching resource has been allocated from within the establishment (e.g. cluster pupil support teacher), a **Staged Intervention Information form (Appendix 3)** and **Action Plan (Appendix 4)** will be completed (manually or in SEEMiS Wellbeing Application). If appropriate an annual review meeting may be organised. Where a formal review meeting is not convened establishments must provide another forum for parents to discuss the progress their child is making in relation to the plan in place. Children will be deemed to be supported at **Stage 1b** at this level. At **Stage 1b** a child will be deemed to have additional support needs as defined within the 2004 Act.
- 4.5 All staff supporting a child should have opportunities to contribute to the establishment of appropriate outcome focussed targets. This input will be clearly reflected in the Plan and in any annual updates to the plan as it is being reviewed.

5. Stage 2 – Additional Support from a Service which is Universally Available

- 5.1 Once a Wellbeing need has been identified that cannot be met within your own establishment the Named Person will convene a TAC meeting. The Named Person will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. Consent from parents and child must be sought prior to a request being made.
- 5.2 Support may come from within Education and be requested through the Inclusion Monitoring Group e.g. Home Link, it may be from Health e.g. speech and language therapy or from a voluntary agency e.g. providing parenting support.
- 5.3 Once the proposed support has been discussed and agreed with the service the Named Person will use the service guidance to complete the [Request for Assistance Form \(Appendix 1\)](#) and will send it to the service/agency. General contact details will be available on the GIRFEC website and in the service guidance

notes. Further Request for Assistance Guidance (**Appendix 2**) can be found on the GIRFEC [website](#).

- 5.4 The requested service will respond to the Named Person within ten working days.
- 5.5 Actions taken by the Named Person should be recorded in SEEMiS Latest Pastoral Notes.
- 5.6 A **Staged Intervention Information form (Appendix 3) and Action Plan (Appendix 4)**, or in complex cases where multiple universal supports are in place a Wellbeing Assessment and non-statutory child's plan (SEEMiS Wellbeing Application), will be in place.
- 5.7 A service may request that a Wellbeing Assessment is completed prior to engagement to ensure that all appropriate information is available in order to ensure support is effective and relevant to the needs of a child.
- 5.8 All staff supporting a child should have opportunities to contribute to the establishment of appropriate outcome focussed targets.

6. Stage 3 – Specialist Help from a Multi-Agency Team

- 6.1 At this stage a **wellbeing assessment** will be completed (SEEMiS Wellbeing Application). Informed consent should be sought from the parent and child (12 years and over) to share information with the appropriate services in all but exceptional circumstances.
- 6.2 The Named Person will request assistance and the Named Person or Lead Professional can contact any agency from the Statutory or Voluntary sectors and make a request for attendance at a TAC meeting, as potential partners to a Child's Plan regardless of whether or not that agency has prior knowledge of the child or family.
- 6.3 The multi-agency TAC meeting will agree supports and monitor outcomes. The Named Person will invite the child, parents and relevant services to attend.
- 6.4 An important task for the multi-agency TAC meeting is to allocate a **Lead Professional** who will construct (on their system), co-ordinate, review and communicate with all partners involved the Child's Plan that will emerge. **It is important to note that there will be only one Child's Plan.**
- 6.5 Where a Coordinated Support Plan (CSP) exists this should be attached to the current Child's Plan.
- 6.6 The agreed Child's Plan is uploaded to AYRshare, following receipt of consent from the parent and in some cases child. This will be passed to the services identified to meet the child's planned outcomes and will be reviewed by the TAC as appropriate.
- 6.7 A formal record of a TAC meeting or review (Appendix 6) must be taken. A note of any disagreement and actions should be recorded using the format provided. All minutes must be stored in the appropriate pupil file.

- 6.8 In addition to SEEMiS Latest Pastoral Notes all significant events for an Integrated Chronology should be recorded on AYRshare and professionals with access to AYRshare should take a copy of the Integrated Chronology to discuss at the TAC meeting.
- 6.9 Where the TAC considers the child requires compulsory measures of care, a referral should be made to the Children's Reporter from the TAC by the Named Person or Lead Professional. Where a child is subject to a Compulsory Supervision Order (CSO), educational targets should be clearly identified in the Child's Plan. This will then be the only plan held for a child.
- 6.10 If agreement cannot be reached, then noted objections may be taken to the Team Around the Locality meeting (TAL) consisting of Social Work, Education, Health, Police and the Voluntary Sector. This group will meet once per term and will be co-ordinated by the GIRFEC Implementation Officer and initially chaired by an Inclusion Coordinator. If such situations arise further advice may be sought from the Inclusion Coordinator linked to your school.
- 6.11 If the child has been subject to Child Protection procedures or is a Looked After child, current Child Protection and LAC processes are followed including TAC Child Protection Case Conference reviews and TAC Looked After and Accommodated Reviews. In such cases educational targets should be provided and incorporated into the existing Child's Plan.
- 6.12 All children at Stage 3 will benefit from at least one targeted⁴ support. Further universal supports may also be part of the support provided to children at this level.

7. Stage 4 – Authority Specialist Placements or Outwith Authority Placements

- 7.1 Where a child is placed in a specialist authority base or outwith the local authority they will be deemed to be supported at Stage 4.
- 7.2 All placements will be confirmed by the Central Admissions Group (CAG) or GIRFEC Advisory Resource Forum (GARF) following recommendation at the TAC meeting with the parents, professionals supporting and the child present.
- 7.3 At Stage 4 children are required to have a Wellbeing Assessment (using SEEMiS Wellbeing Application). Where the plan is held by another service all educational targets must be incorporated into this plan and a formal review TAC meeting will take place a minimum of annually or more often if appropriate. Plans held by other agencies will generally be reviewed during an appropriate multiagency forum i.e. TAC LAC Review.

⁴ Targeted support as defined by Children and Young People (Scotland) Act 2014 is [support] directed at meeting the needs of children whose needs are not capable of being met, or met fully, by the services which are provided generally to children by the authority.

- 7.4 As at Stage 3, all children at Stage 4 will be considered to receive at least one targeted support. Further universal supports may also be part of the support provided to children at this level.

8. Review

- 8.1 After the TAC meeting has taken place, and in advance of any review date set, it is good practice to maintain contact with the child and their parents to monitor the progress of planned outcomes. This will ensure that the child and their parents are partners to their own plan which will make achieving improved outcomes much more likely.
- 8.2 If a partner agency is considering ending their involvement outwith previously defined timescales, a review meeting should be held, particularly if they are undertaking the Lead Professional role. The review TAC meeting should consider the implications for the Child's Plan of any agency ceasing to be a partner to the Plan and review it accordingly. It is important for a child and their parents to be aware of the identity of their new Lead Professional (if required), or whether the Named Person is to assume prime responsibility for the Child's Plan.
- 8.3 Where a child has a statutory Child's Plan this must be annually reviewed. However, the needs of a child will generally dictate that meetings will also be called as and when required within this period.
- 8.4 A record of TAC meetings in almost all cases for Stage 1b or above should be produced using the **TAC Minute** (Appendix 6). The detail contained in the minute should be proportionate to the purpose of the meeting and nature of the discussion. Where meetings take place at Stage 1a or in some cases at higher levels the Named Person/Pupil Support Coordinator may decide that information and actions should be recorded using **SEEMiS Latest Pastoral Notes** as a more detailed record is not required.
- 8.5 **Action Plans** and **Staged Intervention Information Sheets** should be reviewed a minimum of twice per school session. Good practice would indicate that **Action Plans** and **Staged Intervention Information Sheets** should be updated to reflect changing needs or impact of interventions and strategies three times per year. The following review pattern may be considered when evaluating targets and strategies in place formally:
- October to January – Term 1
 - February to May – Term 2
 - June – September – Term 3

It should be noted that all plans in place should be used as working documents with clear evidence that targets, strategies and interventions are carefully considered when planning lessons or activities for children.

9. Coordinated Support Plans (CSP)

- 9.1 Consideration must be given annually to the need for a CSP for a child with support from more than one agency. All establishments should refer to the Management Guideline for Coordinated Support Plans for further information.
- 9.2 All information relating to the consideration or in particular the agreement that a CSP is appropriate should be recorded in SEEMiS Latest Pastoral Notes or TAC minute and in some cases AYRshare. It is essential that all information relating to consideration of CSPs is annually recorded, as a minimum, for children with more than one agency providing significant support that is likely to last for more than 12 months.
- 9.3 Consideration must be given for all looked after children, a minimum of annually, to establish if they require a Coordinated Support Plan.

10. Information Sharing

- 10.1 Practitioners who identify a Wellbeing need may share appropriate information with the child's Named Person with the consent of the parent and child (over 12 years). This does not mean that every piece of information held about a child and their family has to be passed on to the Named Person but that **relevant and necessary** information in relation to the wellbeing need is shared.
- 10.2 In seeking informed consent it is important that the child and parents are made aware of the information being shared, with whom, and for what reason. If consent is withheld the Named Person must record their justification for sharing or not sharing in SEEMIS Latest Pastoral Notes including reasons and detail of the area of wellbeing to be improved. Further information is contained within the [Practitioners Guide to Information Sharing](#) which can be found on the GIRFEC website.

11. File Management

- 11.1 All schools should adhere to the [Management Guidelines on Pupil Progress Records \(PPR\) and other Educational Records](#) to ensure that files are organised, stored, and managed appropriately.

12. SEEMiS

- 12.1 The following procedure should be used to identify how children with additional support needs are recorded on SEEMiS. This information will be gathered by the local authority at various points in the year and is also used to inform future staffing entitlements as part of the annual School Assistant audit and Cluster Additional Support for Learning Teacher allocations.
- 12.2 Where a child is identified as being supported at **Stage 1 without additional teaching** input they should be recorded in the **Personal Tab** in **Click and Go** as

Stage 1. Persons providing additional support or **Student Needs** should not be populated in Click and Go. **(Stage 1a)**

- 12.3 If a child is supported at **Stage 1 with additional teaching** input e.g. from Cluster Additional Support for Learning Teachers or additional teacher staffing within the school, they should be recorded in the **Personal Tab** in **Click and Go** as working at **Stage 1**. Additional detail should be recorded in the **Student Need List** section within this tab. Children and Young people will be recorded as having an **Other ASN** plan and details of the **Persons providing support** i.e. **Education: Additional Specialist Teaching Support** or **Education: Additional Specialist Non-teaching Support** should be entered. **(Stage 1b)**
- 12.4 At **Stage 2** children will be recorded in the **Personal Tab** as Stage 2. They should also have all information regarding **Persons providing support** and the **Student Need List** completed in this tab. They will be deemed to have an **Other ASN** plan. Where it has been necessary to complete a **Wellbeing Assessment** at this level this should be recorded as **Other ASN**. If possible this will be shared in **AYRshare**. **(Stage 2)**
- 12.5 At **Stage 3** children will be recorded as **Stage 3** in the **Personal Tab**. They should also have all information regarding **Persons providing support** and the **Student Need List** completed. They will be deemed to have a **Child's Plan**. This will be shared on **AYRshare**. **(Stage 3)**
- 12.6 At **Stage 4** children will be recorded as **Stage 4** in the **Personal Tab**. They should also have all information regarding **Persons providing support** and the **Student Need List** completed. They will be deemed to have a **Child's Plan**. This will be shared on **AYRshare**. **(Stage 4)**
- 12.7 If a child is declared or assessed disabled this should be recorded in the **Personal Tab** in the **Student Needs List**.
- 12.8 Where a **CSP** is agreed this must be recorded in SEEMiS. This will be recorded in the **Personal Tab** and the **Student Need List** completed. They will be deemed to have a **CSP**.

It is best practice for the Named Person or Lead Professional to discuss with the receiving service.



Request for Assistance Form

Service(s) Requested:								
Named Person or Lead Professional Requesting Assistance								
Name			Role					
Location			Contact Number					
E-mail								
Designation								
Child/Young Person								
Name of Child			Address/ Post code					
Date of Birth			Age					
Phone Number			School/Early Years Provider					
Home Language(s)			Preferred language for communication					
Parent/Carers								
Name of Parent/Carer			Phone number					
Address and Postcode			Email address					
Reason for Request								
Safe <input type="checkbox"/>	Healthy <input type="checkbox"/>	Achieving <input type="checkbox"/>	Nurtured <input type="checkbox"/>	Active <input type="checkbox"/>	Respected <input type="checkbox"/>	Responsible <input type="checkbox"/>	Included <input type="checkbox"/>	
Explain your reason for request by outlining the situation (what has been tried previously and current situation), background (factors which may be contributing to situation above), assessment (summary of needs and general recommendation) and Desired Outcome (outline which indicator(s)).								
Desired Outcome (Please state supports proposed and timescales.)								
Information Sharing								
Has informed consent been received to request assistance and share relevant information -								
from Parent?					Yes <input type="checkbox"/>		No <input type="checkbox"/>	
from Child (within their capacity)?					Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Date Completed		Click here to enter a date.		Date response anticipated		Click here to enter a date.		



Request for Assistance Update Form

Name of Service Provider:

Feedback provided by			
Name	Role/Designation	Contact No	Email Address
Child/Young Person			
Name		Address/Postcode	
Date of Birth		Age	
Phone Number		School/Early Years Centre	
Action Taken (please state update on desired outcome and suggested next steps e.g. complete assessment).			
Has informed consent been received to share relevant information -			
from Parent?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
from Child (within their capacity)?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Date Completed	Click here to enter a date.	Date sent to Named Person or Lead Professional	Click here to enter a date.



Request for Assistance Process Guidance

When a wellbeing need is identified and a service is required to be accessed to meet the need this should be discussed with the service to ensure it is appropriate. The Request for Assistance Form should then be completed using the guidance provided by the service. This can be found [here](#).

The guidance will state where the Request for Assistance should be sent. This may be to a generic mailbox or an individual's mailbox if they do not have access to AYRshare. Please remember to password protect the Request for Assistance Form if sending to an e-mail address which is not secure i.e. .NET, .GSX etc.

If the form is sent to a generic e-mail, it should be uploaded to AYRshare once a practitioner has been identified to work with the child and that member of staff added as a contact.

The Request for Assistance must be responded to within 10 working days by the recipient completing the second page of the form and uploading to AYRshare if they have access. If they do not have access to AYRshare they should e-mail the completed form to the Named Person and the Lead Professional if there is one.

Note:- Under the provisions of the Children and Young People (Scotland) Act 2014 due to implement in August 2017, a service provider or relevant authority must comply with a request for assistance from a Named Person service provider unless to provide the assistance would:

- be incompatible with other duties of the service provider or relevant authority; or
- unduly prejudice the exercise of any function of the service provider or relevant authority.

When declining to comply with a request for assistance from a Named Person service, a service provider or relevant authority must provide clear reasoning.

Ensure form is sent securely or uploaded to AYRshare and a significant event added to the child's chronology.

Please complete and return the Request for Assistance feedback form and return to the Named Person or Lead Professional within 10 working days. There is a duty to provide timely feedback.

Appendix 3: Staged Intervention Information

Stage:

Date Plan Prepared:		Date of Review:	
---------------------	--	-----------------	--

Name:		Class:	
-------	--	--------	--

Date of Birth:		Teacher/Guidance Teacher:	
----------------	--	---------------------------	--

Pupil Information: Strengths/Additional Support Needs/Information

--

Classroom Teachers: Main Implications For Learning And Teaching

--

Views of Child/Young Person (Wellbeing Web)

--

Views of Parent/Carer

--

Pupil Signature:		Parental Signature:		Date:	
------------------	--	---------------------	--	-------	--

Annual Evaluation and Review	Agreed Action	
	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:	
------------------	--	---------------------	--	-------	--

Action Plan

Name:	Class / Year:	Stage 1 or 2:
-------	---------------	---------------

AGREEMENT TO INFORMATION SHARING BY YOUNG PERSON AND PARENT/CARER

	Yes	No	If no please give details
Young Person			
Mother			
Father			
Carer/Other			

Desired Outcome	S	H	A	N	TO BE COMPLETED BY	SUCCESS CRITERIA			
	A	R	R	I					
Action/Interventions	Targeted	To Be Achieved By	By Whom	Completion	Evaluation				
					Achieved:	Yes	No	Partially	

Desired Outcome	S	H	A	N	TO BE COMPLETED BY	SUCCESS CRITERIA			
	A	R	R	I					
Action/Interventions	Targeted	To Be Achieved By	By Whom	Completion	Evaluation				
					Achieved:	Yes	Not	Partially	

Views (Wellbeing Web)

Child Name

Date:

Views

Parent / Carer Name (s)

Date:

Views

Other/3rd Party Name (s)

Date:

Appendix 5: Staged Intervention Information

Stage:

Staged Intervention Guidance Notes

Date Plan Prepared:		Date of Review:	
---------------------	--	-----------------	--

Name:		Class:	
Date of Birth:		Teacher/Guidance Teacher:	

Pupil Information: Strengths/Additional Support Needs/Information

Information regarding pupil strengths e.g. interests, strengths, positive behaviours, interactions with others etc. should be noted. Further detail on specific additional support needs should be included e.g. difficulties with phonological awareness, dyslexia, difficulties focussing on task etc.

Any additional relevant information can be included e.g. requires to wear glasses, medical needs that may impact on learning should also be included.

Classroom Teachers: Main Implications For Learning And Teaching

Detailed information regarding specific classroom practice to support the learner e.g. supported seating arrangements, access to specific equipment or resources etc. Furthermore this will outline strategies and interventions in place, specifically for Stage 1a pupils who do not require an Action Plan. Where information is detailed in an Action Plan, available to all relevant staff, there is no need to repeat information in this section.

Views of Child/Young Person (Wellbeing Web)

A summary of information informed by Wellbeing Web or any other views expressed by the child or young person in relation to their support should be detailed. Where a pupil has an Action Plan their views should be recorded on that document – there is no need to repeat that information in this section – ‘See Action Plan’ should be noted in such cases.

Views of Parent/Carer

It is important that the views of parents are sought and reflected in the plans in place. Parents should be given opportunities to support identification and evaluation of targets. Where children are supported at Stage 1a parents should also be provided with details of the supports/strategies in place. If a parent/carers does not wish to provide their views this should be recorded in this box. Where a pupil has an Action Plan the views of their parent/carers should be recorded on that document – there is no need to repeat that information in this section – ‘See Action Plan’ should be noted in such cases.

Pupil Signature:		Parental Signature:		Date:	
------------------	--	---------------------	--	-------	--

Annual Evaluation and Review	Agreed Action	
<p>All plans should be evaluated a minimum of 2 times per year. All sections should be considered as part of this review in order to capture any changes in support needs, strategies in place, pupil strengths or views. Plans should be used as working documents and appropriate amendments made to targets/strategies/interventions based on the individual needs of the child/young person.</p> <p>Agreed actions should also be noted and records updated on SEEMIS i.e. Staged Intervention levels, persons providing support etc. Detailed guidance on this can be found in Section 11 of Management Guideline.</p>	Revise Stage 3 Plan	
	Maintain Stage 3 Plan	
	Move to Stage 2 (With New Support Plan)	
	Remain at Stage 1a/1b	
	Plan No Longer Required	

Pupil Signature:		Parental Signature:		Date:	
------------------	--	---------------------	--	-------	--

Action Plan

Name:	Class / Year:	Stage 1 or 2: Identify Stage 1a, 1b, 2 or in some cases 3 (where Wellbeing Application has not been used.)
-------	---------------	--

AGREEMENT TO INFORMATION SHARING BY YOUNG PERSON AND PARENT/CARER

	Yes	No	If no please give details
Young Person			<p>It is essential that agreement to share information is granted by the parent/carer and young person (Over 12 years old).</p> <p>Where consent is not provided and ongoing concerns regarding wellbeing needs are evident, the TAC may continue to implement support strategies. Reasons for this must be recorded in TAC minute or in SEEMiS Latest Pastoral Notes.</p>
Mother			
Father			
Carer/Other			

Desired Outcome	S	H	A	N	TO BE COMPLETED BY	SUCCESS CRITERIA
	A	R	R	I		
<p>Long Term target should be recorded and highlighted in bold e.g. LT - To read accurately by blending sounds in unfamiliar words.</p> <p>This should be broken down into shorter term SMART targets and linked to success criteria e.g.</p> <ul style="list-style-type: none"> To focus on consonant digraphs – sh, th, ch, wh. To be able to blend ccvc words. <p>An overarching long term target should be recorded at the top of this box. Below this will detail the shorter term targets that link directly to achieving the overall longer term desired outcome. Only the wellbeing indicators linked to this particular target should be highlighted above.</p> <p>Success criteria should be recorded opposite the linked short term targets. All Actions/Interventions relating to each target should be detailed below.</p> <p>A new box should be taken for each new long term target e.g. Numeracy and HWB targets will be separated. Targets provided by other professionals should be incorporated into the plan e.g. English as an Additional Language, Home Link etc.</p>					<p>Dates of completion of individual targets</p>	<p>For example,</p> <ul style="list-style-type: none"> I can read my ccvc words from my common word list.

Action/Interventions	Targeted	To Be Achieved By	By Whom	Completion	Evaluation			
					Achieved:	Yes	No	Partially
<p>Interventions implemented to support achieving targets should be detailed in this section e.g.</p> <ul style="list-style-type: none"> • 5 Minute box intervention 3 times per week with School Assistant. • Catch Up Literacy Intervention 2 times per week with ASfL Teacher. • Word Aware strategies to increase vocabulary development. 	<p>Include a ✓ where a targeted intervention, as per South Ayrshire list, is identified.</p>	<p>Date individual actions/ interventions are to be achieved by. This may be different from the dates recorded above.</p>	<p>It is important that all staff or other agencies involved in actions/ interventions are identified e.g. School Assistants, Speech and Language Therapists, EAL Teachers, Class Teacher etc.</p>	<p>When an intervention/ action is complete a ✓ should be recorded.</p>	<p>All plans should be used as working documents. Progress towards targets and completion of actions/interventions should be regularly updated/recorded. This should be handwritten or can be evidenced electronically to reflect ongoing progress and changes required.</p> <p>Evaluations should be completed a minimum of 2 times per year. These should be evaluative statements linked clearly to targets and agreed actions/interventions. Next steps for pupils should also be recorded in this section. Where targets are repeated or continue over a prolonged period of time there should be clear evidence to support this approach and the effectiveness of such strategies considered.</p>			

Views (Wellbeing Web)
<p>Child's Name:</p>
<p>A summary of information informed by Wellbeing Web or any other views expressed by the pupil in relation to their support should be detailed. Where a pupil has an Action Plan their views should be recorded on this document – there is no need to repeat that information in the Staged Intervention Information sheet – ‘See Action Plan’ should be noted on that page in such cases.</p>
<p>Date:</p>

Views
<p>Parent / Carer Name (s)</p>
<p>It is important that the views or parents are sought and reflected in the plans in place. Parents should be given opportunities to support setting and evaluating targets. Where children are supported at Stage 1a parents should also be provided with details of the supports/strategies in place. If a parent/carer does not wish to provide their views this should be recorded in this box. Where a pupil has an Action Plan the views of their parent/carer should be recorded on that document – there is no need to repeat that information in this section – ‘See Action Plan’ should be noted in such cases.</p>
<p>Date:</p>

Views
Other/3 rd Party Name (s)
<p>Where appropriate the views of partners to this plan should be recorded e.g. Barnardos, Ayrshire Befrienders, School Nurse, EAL Teacher, Learning and Inclusion Team, Educational Psychologist, CAHMS etc. Where no views are provided then this should be recorded in this box.</p>
Date:

TAC Minute

Name:		Attendance:	
Date of Birth:		Class	
Stage		Date of Review:	
Team	Present: Apologies:		

AGREEMENT TO INFORMATION SHARING BY YOUNG PERSON AND PARENT/CARER			
	Yes	No	If no please give details
Young Person			
Parent/ Carer			

Referral/Review Information
Strengths
Additional Support Needs – (Including initial date support needs were identified)
Other Information
Consideration of Coordinated Support Plan (If applicable)
Views of Child/Young Person (Wellbeing Web)

Views of Parent/Carer		
Review of previous/current interventions and Action Plan	Agreed Action	
	Plan No Longer Needed	
	Revise Plan	
	Maintain Plan at Stage 3	
	Move to Stage	

Agreed Actions	Person Responsible	Timescales

Pupil Signature:		Parental Signature:	
Date		School Signature:	