

Further information is available on Stirling Council's Staged Intervention process. Please contact: ASN Officer, Education on 01786 442668 or email: additionalneeds@stirling.gov.uk

You can also get help and advice on any matter relating to additional support needs from:

- www.stirling.gov.uk/additionalsupportforschools
- The Scottish Advice Service for Additional Support for Learning – Enquire, Tel: 0845 123 2303 or email: info@enquire.org.uk

There are more leaflet guides to Additional Support for Learning in Stirling:

- Additional Support for Learning in Stirling
- CEAT – Community Early Assessment Team
- Co-ordinated Support Plans (CSPs)
- Getting Help and Resolving Disagreements
- Going to Meetings
- Individualised Educational Programmes (IEPs)
- Leaving School – Transition to Adulthood
- Pre-school Children with Additional Support Needs
- Psychological Services

If you need this information in large print, Braille, audio or in another language please contact 0845 277 7000 and quote reference number 10196.

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Stirling Council Education

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A Guide to Staged Intervention

Additional Support for Learning in Stirling

A Series of Information Leaflets for parents, carers, and young people.

DELIVERING QUALITY SERVICES stirling.gov.uk



A Guide to Staged Intervention

The Education (Additional Support for Learning) Act 2004 was amended in 2009. This law introduced further duties on local authorities to meet the needs of children and young people who have additional support needs. In Stirling, additional support needs are met through a system called Staged Intervention.

What are Additional Support Needs?

A child or young person has additional support needs if they need extra support (compared with their classmates) to get the most out of school. This does not just mean doing well academically but also covers help with other aspects of being at school. For example, they might need support with developing confidence or help with extra curricular activities. It is important to remember that the way in which something affects one child can be very different from the way it affects another.

What is Staged Intervention?

A Staged Intervention process is used in Stirling schools and nurseries to identify and meet the needs of children and young people who need additional support of any kind.

The system is based on:

- Building strong partnerships between children, young people, their parents/carers and those who support their learning
- Early intervention and targeting of resources where most needed
- Agreeing on an plan to help a child or young person reach their potential
- A system for monitoring and reviewing progress and achievements at school level

There are 4 stages of Staged Intervention in Stirling Council and children and young people are placed according to how much their needs impact on their learning. Children and young people can move easily between stages. Anyone, including parents/carers, can ask for the Staged Intervention process to start and, in some cases, for specific assessments to be carried out.

The four stages of Staged Intervention are:

Stage 1

- Teachers and nursery staff may recognise that the child or young person may need some short-term changes or support to help them get the best out of the work in the group or class
- The supports will be reviewed and the child can be removed from Stage 1 or moved to Stage 2 if further help is needed
- Parents/carers are informed and kept actively involved.

Stage 2

- A meeting will be held with the parents/carers and where possible, the child or young person. Other staff may also be invited i.e.; family support workers, support for learning staff etc
- A plan will be put in place to address the child or young person's additional support needs. The plan is agreed and reviewed at least annually
- Following a Stage 2 review the child or young person may continue on Stage 2, return to Stage 1 or move to Stage 3 if more support is needed

Stage 3

- A planned move to Stage 3 will happen due to a need to individualise aspects of the child or young person's curriculum
- One or more specialists or agencies could be involved i.e.; speech & language therapist, social workers, outreach staff, educational psychologists offering support in a more direct role
- An Individualised Educational Programme (IEP) will be drawn up with short and long-term targets to be achieved by the child or young person.
- The IEP targets will be reviewed; short term targets are normally reviewed every term and long term targets every year
- At the annual Stage 3 review the child or young person may remain at Stage 3 and new targets developed, may return to Stage 2 or a request can be made to the Staged Intervention Scrutiny Group for a move to Stage 4

Stage 4

- Following agreement by the Staged Intervention Scrutiny Group a child or young person will be moved to Stage 4 where there is need for an extensive degree of individualisation, adaptation or enhancement of the curriculum and/or learning environment
- There will also be a number of specialists and/or agencies involved
- An IEP will be in place and in some cases, a co-ordinated support plan (CSP) (see separate leaflets on both IEPs and CSPs in Stirling Council)
- Parents/carers and the child or young person will be involved in meetings and decision making
- A Stage 4 review will take place at least once a year

Stirling Council Education are duty bound to provide support for any child or young person who is identified as having additional support needs and we will strive to provide the best support for your child. The 2009 Act also introduces new rights for parents (and young people):

- Request the Education Authority establish whether their child has additional support needs
- Receive advice and information about their child's additional support needs
- Request specific types of assessments and/or examinations
- Request the use of mediation and/or dispute resolution arrangements (see leaflet – "A Guide to getting Help and Resolving Disagreements")

How are your views sought?

You will be encouraged to attend Staged Intervention meetings to discuss the support provided to or required by your child and to have your views heard. If you think you would find this difficult you can have a supporter or advocate at the meeting with you (see leaflet – "A Guide to Going to Meetings").

It is also important that the views of the child or young person are heard when discussing the support they receive. If the child or young person is not attending the meeting; they can meet with their key teacher beforehand or use other techniques such as talking mats etc.

