

WHAT IS GIRFEC?

Getting It Right For Every Child is a national policy to help all children and young people grow, develop and reach their full potential. Its' focus is to improve outcomes for children and their families based on a shared understanding of their **well-being**.

By focussing on well-being, schools are well placed to support children early if difficulties arise. Well-being indicators help children and families focus on strengths and areas for development. This is done as part of the Staged Intervention process

WHAT IS STAGED INTERVENTION?

Staged intervention is a process which is used to identify, assess and support the learning needs of children and young people. It provides:

- A record of intervention for individual children as they move through early years and school.
- An inclusive approach which involves children, families, relevant staff and support services.
- Agreed learning and support plans which record the needs of the child or young person.
- A commitment to a solution focused approach to resolving issues early and at the least intrusive level of intervention.
- A structured monitoring and review cycle.



WHAT SHOULD I DO IF I HAVE A CONCERN ABOUT MY CHILD'S SUPPORT PLAN?

If you have a concern about whether your child should have a Support Plan, or any aspect of what is written in the plan, or how often it is reviewed, you should contact the Named Person Service coordinator for your child. Those in early years should contact their Health Visitor or may wish to speak to a member of nursery staff. Those in Primary Schools should contact their Head Teacher and those in Secondary Schools should contact their DHT with responsibility for Pupil Support.

COMPLAINTS

If you remain concerned following discussion with the Named Person, you should address your concerns to a member of the **Additional Support Needs Team within the Education Service on 0300 123 4510**

getting
it right
for every child in
East Dunbartonshire



What is Staged Intervention?

WHAT ARE THE STAGES OF INTERVENTION?

STAGE 1 - CLASS/GROUP BASED STRATEGIES

Families, staff or another agency identify a child needing support which can be met by the introduction of appropriate strategies by staff within the class or group.

STAGE 2 – WHOLE ESTABLISHMENT STRATEGIES

At Support for All (Early Years), Pupil Support Group (Primary & Secondary) or collaborative meetings, families, staff or another agency identify a child needing support. This support is then planned for and various strategies or interventions are applied. The impact of these strategies is also monitored. Strategies take account of prior learning and may be developed in some instances with advice from and consultation with appropriate education support services. At this stage a well-being assessment is undertaken and the child's views sought.

STAGE 3 – WHOLE ESTABLISHMENT AND OTHER AGENCIES

At Support for All (Early Years), Pupil Support Group (Primary & Secondary) or collaborative meetings, families, staff or another agency identify a child needing further support or planning from out-with the existing pre-school or school setting and may involve other agencies in addition to appropriate education support services.

WHAT IS A SUPPORT PLAN?

A Support Plan is a document used to plan specific aspects of education for learners who need some or all of their curriculum to be individualised. This means that their needs will have been assessed, using a Well-being Assessment and other assessments as required, as part of the Staged Intervention process. It also means that it has been agreed that these needs cannot be met by their teacher or early years worker through standard adaptations to learning experiences or personalisation.

Standard adaptations, which will have been implemented or considered for implementation before a Support Plan is created, might include:

- the use of different levels of written material
- organisation of opportunities for children and young people to respond or complete tasks in different way
- providing individual or small group support from adults or other children and young people, and
- technological support such as spell-checker, computer, Dictaphone or Braille machine.

The Support Plan is a framework for all of those directly involved to work together to agree, action and then review as appropriate.

WHO WILL RECEIVE A SUPPORT PLAN?

Any child or young person on Stage 2 or 3 of the Staged Intervention Framework will have a Support Plan. The modifications and adaptations to the curriculum for those on Stage 1 will normally be recorded as part of the teacher or early years worker's normal group or class plans.

All children and young people who are 'looked after' are assessed to identify whether or not they have additional support needs. If they do, the Staged Intervention process is then used to find out if they need a Support Plan and a broader assessment undertaken to see if they also meet the criteria to have a **coordinated support plan** (CSP). The Support Plan may form part of the 'Child's Plan' for children and young people who require a multi-agency approach to meeting their needs.

HOW DOES THIS FIT IN WITH CURRICULUM PLANNING MORE BROADLY?

On its own, a Support Plan is not a complete curriculum planner for the learner. Rather, it is for planning those aspects of the curriculum which need to be individualised for them, with other aspects planned in the same way as they are for all other learners. In Curriculum for Excellence, all children and young people are entitled to support to meet their learning needs and this is addressed in planning, as appropriate.

WHAT DOES A SUPPORT PLAN CONTAIN?

Support Plans contain the following.

- **Basic information** about your child or young person (name, date of birth, class)
- Brief outline of her/his **strengths and protective factors**
- A list of **relevant staff** involved in supporting learning
- **Long-term targets**, to be reviewed at least once a year
- **Short-term targets**, to be reviewed regularly, for example 2 or 3 times a year. These are usually steps towards meeting each of the long-term targets. They should be SMART (Specific, Measurable, Achievable, Relevant, Timed) and detail, as appropriate, methodology and resources to be used and the member of staff who will co-ordinate
- Support Plan **date: 'from and to' and date achieved**

WHO IS INVOLVED IN PREPARING SUPPORT PLANS?

In schools/centres drafting, writing, implementing and reviewing a Support Plan will often involve the learner and their parent/carer, the class teacher/s or early years worker, and the support for learning teacher and/or guidance/pastoral teacher and/or senior manager. If staff from other agencies are involved, it may also be appropriate for them to be involved. The co-ordinator of the Support Plan is almost always a member of staff from the school/centre itself. Learners who have more complex additional support needs cannot always participate fully in decisions about their education. A range of helpful advice for this circumstance is available, including Communication Matters (2012), published by the University of Edinburgh.

WHAT IS THE PROCESS TO ARRIVE AT A STAGE 2 or 3 SUPPORT PLAN?

- Initial assessment of the child or young person using Well-being Indicators
- Agreement of professionals that a Support Plan is appropriate and that needs cannot be met through differentiation alone, i.e. the child is deemed to be on Stage 2 or 3 of Staged Intervention
- Initial meeting with professionals, parents/carers and the child or young person to agree the areas which need to be individualised
- Appointment of someone within the Named Person Service to coordinate
- Final version of Support Plan produced and circulated to all concerned by the coordinator
- Support Plan then used as working document to inform learning and teaching
- Regularly (or more frequent) review of short-term targets
- Annual (or more frequent) review of long-term targets and production of new Support Plan

WHAT FORMAT IS USED TO CREATE A SUPPORT PLAN?

All schools within East Dunbarton use SEEMIS, an electronic system which is used to manage information for learners. School Support Plans are created and stored on SEEMIS. Early Years Centres do not have access to SEEMIS and normally create Support Plans on a word processing document

WHAT IS THE DIFFERENCE BETWEEN A SUPPORT PLAN AND A COORDINATED SUPPORT PLAN (CSP)?

A small number of children and young people have additional support needs arising from complex or multiple factors which require a high degree of coordination of support from education authorities and other agencies. A coordinated support plan (CSP) is a statutory document which is put in place for those children and young people who meet the criteria for one due to having complex needs. The CSP contains educational objectives similar in format to those which can be found in a Support Plan, but only where the involvement of more than one agency is required.

