

Argyll and Bute Council – Staged Intervention Framework

Foreword –
To be added

Key focus will be impact of 2014 Act, landscape where ASN legislation and GIRFEC are brought together. Key role of partnership working and particular focus on the voices and rôles of children, young people, parents and carers.

Section 1 – Context and Legislative Framework

1.1 **Support and Additional Support**

All children and young people (hereafter referred to as children) in Argyll and Bute are entitled to support to ensure that they are able to benefit fully from Curriculum for Excellence, as outlined in [Building the Curriculum 3](#) (2008, p 17):

Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide. Supporting children and young people in their learning involves a range of people – parents and carers, nursery teachers and nurses, primary teachers, secondary teachers, support staff, college staff, psychological services, Skills Development Scotland, volunteers and workers from voluntary organisations and local authority youth work provision. It is important to work in partnership to “get it right for every child”. Children and young people are entitled to personal support to enable them to

- *review their learning and plan for next steps*
- *gain access to learning activities which will meet their needs*
- *plan for opportunities for personal achievement*
- *prepare for changes and choices and be supported through changes and choices.*

As a result of reviewing and planning of learning, it may become clear that a child requires some extra help or support so they can get the most out of their education and reach their fullest potential.

- 1.2 A child or young person is said to have Additional Support Needs (ASN) if they need more, or different, support to what is normally provided in schools or early years settings to children of the same age.

[The Additional Support for Learning Act 2004](#) Section 4 states that:

Every education authority must—

(a) in relation to each child and young person having additional support needs for whose school education the authority are responsible, make adequate and efficient provision for such additional support as is required by that child or young person, and

(b) make appropriate arrangements for keeping under consideration—

- (i) the additional support needs of, and*
- (ii) the adequacy of the additional support provided for, each such child and young person.*

The [Supporting Children’s Learning Code of Practice](#) (Revised Edition, 2010, p 13) which accompanies the Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 states:

Children or young people may require additional support for a variety of reasons and may include those who:

- *have motor or sensory impairments*
- *are being bullied*
- *are particularly able or talented*
- *have experienced a bereavement*
- *are interrupted learners*
- *are from a Travelling community*
- *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.*

3. 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 deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.

- 1.3 In Argyll and Bute, staged intervention is the agreed process used to identify, plan for and support children who have additional support needs and/or who require a targeted intervention. This is a service or particular support which is *targeted at addressing particular wellbeing needs* or more *specialist*, and is therefore not made available generally to all children.

[The Standards in Scotland's Schools etc Act 2000](#) states in section 2 that it is the duty of all schools to provide education directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. The [Supporting Children's Learning Code of Practice](#) (2010, p36) states:

30. Local authorities and other agencies use a wide range of approaches to support assessment and action and to promote inter-agency working. In education generally, these approaches reflect a staged approach (most commonly three to six stages). Such approaches are built around discrete stages of intervention which seek to resolve difficulties as early as possible and with the least intrusive course of action.

- 1.4 The Code of Practice (2010, p27) places the statutory responsibility of schools in relation to Additional Support Needs clearly within the context of Curriculum for Excellence and Getting it Right for Every Child:

The guidance here is considered against a background of authorities' and agencies' evolving approaches to assessment and provision. In particular, it reflects the values and principles to be found in Curriculum for Excellence and the development of the national programme Getting It Right For Every Child involving those working with children and young people across all agencies. It also draws on the definition of assessment to be found in the national

programme and considers the role of agencies outwith education, such as NHS Boards and Social Work services, in supporting children and young people with additional support needs.

- 1.5 The key principles underpinning Staged Intervention, as outlined in the [Education Scotland](#) website are as follows:

What is staged intervention?

- *Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.*
- *It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.*
- *Staged intervention is designed to be flexible and allows for movement between stages depending on progress.*

- 1.6 In Argyll and Bute there are three stages of staged intervention. Children may move between the stages as appropriate. There is a brief overview of the stages in [Appendix 3](#). At all stages of intervention, there are five questions education practitioners need to ask themselves when they are concerned about a child:

- What is getting in the way of this child or young person's learning and achievement / well-being?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

There are specific requirements for planning and review timescales where a child is approaching transition between settings or leaving school.

1.7 **Universal Support Entitlements**

All learners have an entitlement to support. All children should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Children themselves should be at the centre of this planning, as active participants in their learning and development. Robust systems for assessing, monitoring and tracking are key within this stage.

Section 2 – The Stages of Intervention

2.1 **Stage 1**

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher /key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

Parents/carers will be kept informed and involved through general school reporting systems such as parents' evenings, report cards and learning logs. There will also be ongoing evaluation through these systems of the impact of the support given.

These changes might include differentiation strategies such as:

- making sure that extra attention is given;
- changing the group that the child works with;
- adjusting the amount of work that is expected;
- making minor adaptations to the classroom/ Early Years environment.

There may be involvement of an Additional Support Needs Teacher and / or Area Principal Teacher / Principal Teacher Early Years / Specialist Teacher in an advisory capacity. Psychological services may also be involved in a consultative role at this stage. This may also include children at key transition points.

2.2 **Stage 2**

There is an identified need for targeted planning and intervention to address additional support needs.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan. There are likely to be termly reviews of short-term targets and annual reviews of long-term targets.

Additional support at this level may include (in addition to supports available at Stage 1):

- new resources being accessed for use by the whole class/group;
- small groups being created for additional tuition;
- an individual programme of work being introduced;
- a short term programme of individual support being put in place.

Classroom or Pupil Support Assistants may be deployed to help deliver these supports.

2.3 **Stage 3**

There is an identified need for more targeted intervention and / or specialist provision and interventions including:

- a high degree of individualisation of learning and/or;
- access to a different learning environment and / or;
- substantial adaptation to the curriculum and/or;
- substantial adaptation to the learning environment.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Where there is multi-agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.

Children at Stage 3 will require significant individualisation of learning and/or substantial adaptation to the curriculum. These measures will be established and implemented by means of the relevant staff in the establishment working in collaboration with:

- each other and the parents of the child;
- the Area Principal Teacher ASN / Principal Teacher Early Years;
- specialist teachers (for example the Teacher for Deaf Children or the Lead Teacher for Visual Impairment);
- Psychological Services;
- appropriate services and agencies outwith the establishment, such as Health, Social Work and CAMHS.

Additional support at this level may include (in addition to supports available at Stages 1 and 2) :

- further, more substantial elaboration of the curriculum;
- advice and support being provided to the establishment from other specialists or agencies;
- placement (shared or full-time) in a Learning Centre, Parklands School or alternative setting;
- Access to Work Based Vocational Learning or other opportunities via a Flexible Learning Plan.

An Additional Support Needs Assistant may be utilised to help deliver these supports.

- 2.4 This framework allows for a proportionate approach to addressing additional needs; from relatively simple, short-term needs to complex and long-term needs. Where needs are most complex, all practitioners work within the vision stated in the Report on the Doran Review, *The Right Help at the Right Time in the Right Place. Strategic Review of Learning Provision for Children and Young People with Complex Additional Support Needs* (Scottish Government Website, 2012):

Vision

That children and young people, supported by their parents and/or carers, have an easily accessible route to early integrated assessment of, and provision for their complex additional support needs from the earliest stage of development.

That services offered are responsive to changing needs, lead to the best possible outcomes and are delivered where possible within the home community.

That there is a presumption of entitlement to the highest quality of services which should be inclusive, efficient, equitable and effective in meeting the assessed needs and promote optimum inclusion in society.

That local and national provision are complementary and operate with coherence.

Section 3 – Key Issues

3.1 **Assessment**

The questions “But how do I know?” and “What evidence should I be looking for?” are commonly heard in relation to the assessment and identification of pupils with additional support needs. Often educators are anxious about getting it wrong or allocating labels where empirical evidence may seem to be lacking. Knowing the child well, trusting those who work with the child and using the full range of assessment strategies currently available are all key.

- 3.2 This concept fits clearly with the principles of Assessment within Curriculum for Excellence and which are outlined in the pamphlet on '[Making Good Assessment Decision 3-18](#)' (n.d. Education Scotland, produced in response to the report 'Curriculum for Excellence Working Group on Tackling Bureaucracy'). In relation to assessing Wellbeing, the use of the [My World Triangle](#) (n.d. Scottish Government website) within the Argyll and Bute GIRFEC Practice Model is a key tool:

The My World Triangle supports practice that considers the child or young person's needs and risks, as well as the positive features in their lives. Strengths and wellbeing concerns are given equal consideration and can be structured around the triangle. Information gathered should be proportionate and relevant to the issues in hand. In many cases, it will not be necessary to explore every area of the triangle in detail but only to look at those immediately relevant. However, it is still important to keep the child or young person's whole world in mind and provide immediate help where necessary while continuing assessment.

- 3.3 There are also useful prompts for self-reflection in relation to personal beliefs about needs within the revised [National Framework for Inclusion](#), developed by The Scottish Government, through the Scottish Teacher Education Committee (STEC, n.d.).
- 3.4 It is worth remembering that the Education (Additional Support for Learning) Scotland Act 2009 at section 7 strengthened the rights of parents and carers in terms of requesting an assessment in relation to their child's education. The [Supporting Children's Learning Code of Practice](#) (Revised Edition, 2010, p16/17) states:

12. The Act introduces new rights for parents and young people. Parents have rights (and young people have these rights on their own behalf) to:

- *request the education authority to establish whether their child has additional support needs*
- *receive advice and information about their child's additional support needs*
- *request, at any time, a specific type of assessment and/or examination for the purpose of considering the child's additional support needs as well as when the education authority propose to establish whether a child or young person has additional support needs or requires a co-ordinated support plan (or where a plan is being reviewed)*

- 3.5 Finally in relation to assessment and in line with the principles of assessment within Curriculum for Excellence, it is crucial that learners themselves are part of the assessment process and have regular opportunities to reflect on their learning and identify next steps. In 2011 the ABC Skills forum launched a framework for developing skills in Argyll and Bute schools, involving all children and young people aged between 3 and 18. The framework was produced in response to the Scottish Government guidance outlined in Building the Curriculum 4 – Skills for Learning, Skills for Life and Skills for Work and Building the Curriculum 5 – A Framework for Assessment. This framework is currently being refreshed.

Section 4 – Planning

- 4.1 Effective planning and clear communication between all partners are key in ensuring that the identified wellbeing needs of a child are met. The Children and Young People (Scotland) Act 2014 brings child planning within a legislative framework. [The Draft Statutory Guidance on the Act](#) (Scottish Government, 2015) states:

“A wide range of children may present with a wellbeing need at some points in their lives and these can most often be met by support from their family, community resources or the support generally available within the universal services provided by the health board or local authority. A Child’s Plan is required only when the wellbeing need cannot be met, or fully met, without the provision of a ‘targeted intervention’, and it is considered that the wellbeing need can be met by one or more targeted interventions. This means that the responsible authority decides that action should be taken to provide specific support which meets the definition of a targeted intervention.”

- 4.2 The [Universal Child’s Plan](#) is the standard planning template used by all services in Argyll and Bute, including Education and is a hybrid based on the previous Individual Education Plan and GIRFEC requirements. Whilst it has a number of pages, the key to completing it effectively is proportionality, so that only those sections are completed which are appropriate to the child; just as, in many cases, it will not be necessary to explore every area of the My World Triangle in detail, it will not be necessary to fill in every part of the UCP paperwork for every child.
- 4.3 The Guidance document [Planning for Children and Young People - A practitioner’s guide to chairing Child’s Plan meetings](#) (Argyll and Bute Council, 2015) states:

3.4 - Smart Planning

Any support we provide through Child’s Plan processes must be outcome focused and linked to the overarching GIRFEC Well Being Indicators (SHANARRI). This means that we have to carefully consider the differences an intervention will make to the life of the child or young person.

i) Outcomes

- *Outcomes are not actions or resources.*
- *Outcomes are things that matter to an individual.*
- *They are specific changes, benefits, learning and effects that actually happen or are expected to happen as a result of our activities and interventions.*

A child’s Named Person will be responsible for Child Planning but schools will have different protocols and procedures to ensure that key education staff and other professionals have input within planning. There is more information about the role of the Named Person on the Argyll and Bute Girfec [Website](#).

Section 5 – Other issues

5.1 **Data Sharing**

At all times, Child Planning and Targeted Intervention should adhere to the principles of the Argyll and Bute GIRFEC [Data Sharing Partnership Document 2008](#).

The Named Person should ensure that all those involved in supporting children are in possession of information relevant to their support and that sharing of information is appropriate and proportionate. The Named Person will usually be responsible for opening, maintaining and reviewing the Child's Plan. At this stage parents/carers should be informed that the Named Person may share information about their child in order to access advice and/or support. Consideration should be given to all parties with parental rights and responsibilities. This is particularly pertinent where parents are separated or a child is looked after. For example, a child may be looked after by foster or kinship carers while their parent/s still hold(s) parental rights and responsibilities.

5.2 **Support for Interventions**

The Education Manager ASN and Early Intervention will have the overview of implementation of this framework, related practice and support issues. As with all matters relating to Additional Support, schools and ELCC (Early Learning and Child Care) units should direct requests for advice and support to the relevant Area Principal Teacher and/or Principal Teacher Early Years in the first instance. Each school should map the interventions available within its own setting; an example of how this might be done is shown in [Appendix 1](#).

5.3 **Recording and Monitoring**

There is a legislative requirement for the Scottish Government to collect and publish data annually in relation to pupils with Additional Support Needs ([Section 23 of the Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)). This pertains to the number of pupils recognised as requiring additional support in their learning. Data is gathered about the additional need or disability, the nature of the need, the reasons support is required and the gender and school stage of those identified. This information is collated as part of a wider annual census of Scottish schools that takes place in September each year and is submitted to the Government.

Within Argyll and Bute, data is gathered via SEEMIS (Scottish Education Establishment Management Information System) in relation to this reporting on Additional Needs. The way in which this and other data is gathered is currently under review and new guidance will be issued on this in the coming months. This will take account of the revised framework for Staged Intervention and the recommendation of the [2015 Review of the Curriculum for Excellence Tackling Bureaucracy Working Group](#) (p10):

Local authorities and schools should regularly review the efficacy of ICT systems for planning and reporting to ensure that they are fit-for purpose and do not unnecessarily take time away from teaching.

From 2015-16 onwards, Schools and ELCC Units in Argyll and Bute will complete and submit a register of Additional Support Needs which will feed into the Authority ASN database/SEEMIS and inform strategic planning in terms of resources and staffing. Pupils from Stage 1 up will be included on this register. This can be seen in Appendix 2.

Where a school already has a database or register in a different format but containing the same information, it will be acceptable to submit this.

5.4 ***Equality Impact Assessment***

This framework is in accordance with Argyll and Bute Council's Equalities and Diversity Policy. It supports the Council in its duty to eliminate discrimination, treat people fairly and with respect and promote good relations between diverse groups.

5.5 ***Review***

This framework will be reviewed during session 2018-2019.

5.6 ***Acknowledgements***

The Short Life Working Group on Staged Intervention:
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Section 6 – Glossary

ABC – Argyll and Bute Council
ASN – Additional Support Needs
ELCC – Early Learning and Child Care
GIRFEC – Getting It Right For Every Child
SHANARRI – Wellbeing indicators – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included
SMART targets – Specific, Measurable, Achievable, Realistic and Time-limited.
UCP – Universal Child's Plan
SEEMIS - Scottish Education Establishment Management Information System

Section 7 - References

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Scottish Government (n.d.) [My World Triangle](http://www.gov.scot/Topics/People/Young-People/gettingitright/national-practice-model/my-world-triangle). (Online). Available at: <http://www.gov.scot/Topics/People/Young-People/gettingitright/national-practice-model/my-world-triangle> [Accessed 30 June 2015]

Scottish Teacher Education Committee (n.d.) [National Framework for Inclusion](http://www.frameworkforinclusion.org/index.php). (Online). Available at: <http://www.frameworkforinclusion.org/index.php> [Accessed 30 June 2015]

Appendix 1

<u>School Interventions</u>	P1	P2	P3	P4	P5	P6	P7	<u>School Assessment</u>	<u>External Agencies</u>
<u>Communication & Interaction</u>								<u>CI</u>	<u>CI</u>
SULP	✓	✓	✓	✓	✓	✓	✓	Teacher/Support Teacher Assessment	Speech and Language Therapist Area Principal Teacher (Pupil Support) Educational Psychologist Autism Education Team Autism assessment Team Children's Disability Team
Social stories	✓	✓	✓	✓	✓	✓	✓		
Listening Programme									
Talkabout									
Pre-tutoring									
<u>Cognition & Learning</u>								<u>CL</u>	<u>CL</u>
Multi-sensory literacy & numeracy								Teacher assessment	Area Principal Teacher (Pupil Support) Educational Psychologist
Visual timetable / support									
Rhyme and Analogy	✓	✓	✓	✓	✓	✓	✓	Suffolk Reading	
Key Word Flashcards	✓	✓	✓	✓	✓	✓	✓	Wraps	
DOLSCH word list incl visual	✓	✓	✓	✓	✓	✓	✓	Parallel Spelling	
PAT	✓	✓	✓	✓	✓	✓	✓	York Reading	
Teodorescu Handwriting		✓	✓	✓	✓	✓	✓	Lucid	
Fuzz Buzz		✓	✓	✓	✓	✓	✓	NFER Dyslexia Portfolio	
Nessie		✓	✓	✓	✓	✓	✓		
Toe by Toe				✓	✓	✓	✓		
T-Jay Maths								British Vocabulary Pictures Scale	
Breakaway maths									
Memory/auditory Skills	✓	✓	✓	✓	✓	✓	✓		
<u>Behavioural, Emotional & Social</u>								<u>BESD</u>	
Stop, Think , Do	✓	✓	✓	✓	✓	✓	✓	Teacher Assessment	Area Principal Teacher (Pupil Support) School Nurse CAMHS Children 1st Children and Young Person's Support Worker
Anger Management	✓	✓	✓	✓	✓	✓	✓		
Circle of Friends	✓	✓	✓	✓	✓	✓	✓		
Friends for Life								NFER Emotional Literacy	
Transporters – ICT									
Feelings toolkit									

Homunculi									Educational Psychologist
<u>Sensory &/or Physical</u>								<u>SP</u>	<u>SP</u>
Individual Sensory strategies								Teacher Assessment	Area Principal Teacher (Pupil Support) School Nurse Community Nurse Health Visitor/GP/Paediatrician Clinical Psychologist Occupational Therapist Physiotherapist Orthoptist/Optomtrist Visual Impairment Advice Hearing Impairment Advice
Coloured overlays	✓	✓	✓	✓	✓	✓	✓		
ICT support		✓	✓	✓	✓	✓	✓		
Fine motor skills	✓	✓	✓	✓	✓	✓	✓		
Gross motor skills									
Fizzy Programme – fine motor									
Pindora's Box - fine motor skills									

Appendix 3

Argyll and Bute Staged Intervention. The Stages at a Glance

Universal Support Entitlements: All learners have an entitlement to support. All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. Robust systems for assessing, monitoring and tracking are key within this stage.

Stage 1 –In-class or in-group.

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher /key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

Stage 2 –Targeted intervention.

There is an identified need for targeted planning and intervention to address additional support needs.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan.

Stage 3 – Specialist input.

There is an identified need for more targeted intervention and / or specialist provision and interventions including:

- a high degree of individualisation of learning and/or
- access to a different learning environment
- substantial adaptation to the curriculum and/or
- substantial adaptation to the learning environment.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Where there is multi-agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.

