

**Staged Intervention Education**

Identifying and Responding to Additional Support Needs

**Universal Services**

**Stage 0**

**Classroom**

Class based planning, assessment, differentiation and resources.  
Classroom management / environmental factors varied.

**Who**

Class / subject teachers, learners, parents / carers / Additional Support for Learning teachers on advisory basis. Named Person aware.

**Stage 1**

**School**

Intervention builds on assessment by class or subject teacher. Further changes made to manage needs.  
Other staff within school become involved. A support plan may be required.

**Who**

Class / subject teachers, Additional Support for Learning, Named Person / Senior school staff, parents / carers, learners. Initial contact with other agencies may take place.

**Universal Services with Support**

**Stage 2**

**School & Others**

Further assessment and intervention required. Advice and recommendations sought from specialist education services outwith school. Support plans, Child's Plan, Individual Education Plans, other plans of protocols.

**Who**

Class/subject teachers, Additional Support for Learning teacher, Named Person/Senior school staff, Locality Wellbeing Officer, parents/carers, learners. Advice or input from other agencies eg. Early Years Education Service, Speech and Language Therapy, Sensory Education Service, Education Psychology etc.

**Targeted Intervention**

**Stage 3**

**School & Other / Specialist Support**

Multi-agency assessment.  
Input from specialist agency and / or education services out with school. Child's Plan, Individual Education Plans / Coordinated Support Plans and specialist support in schools

**Who**

Class/subject teachers, Additional Support for Learning teacher, Named Person, Senior school staff, Locality Wellbeing Officer, parents/ carers, learners. Involvement of other agencies eg. Early Years Education Service, Speech and Language Therapy, Sensory Education Service, Education Psychology etc. or intensive input from one agency.

Flexibility of support within and through stages

