



**From mountain to sea**

# **Intervention & Prevention Teachers**

## Guidelines

August 2021



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## Key Principles

- To improve outcomes for the most vulnerable learners to ensure that our support framework for children, young people and families is responsive at the point of greatest need
- To promote a holistic approach to providing appropriate, proportionate, and timely support
- To provide intervention at the earliest point to ensure support has a positive impact on the outcomes of our children and young people.
- To ensure every learner gains as much as possible from the opportunities which Curriculum for Excellence (CfE) can provide. In our schools there are children and young people who require additional interventions to enable them to fully access the curriculum. If we are to prevent the acceleration and compounding of any difficulty a child or young person has, it is important, that we adopt an early intervention approach to meeting their needs.
- To give all learners access to appropriate interventions that ensure their needs are met appropriately as they are required
- To provide all learners with the best opportunity to acquire skills for learning and skills for life which will impact positively on their future life chances

## Line Management of Intervention & Prevention Teachers

The Intervention & Prevention Teacher provides support to primary schools within a cluster.

Intervention & Prevention Teachers are line-managed by the Head Teacher of the Enhanced Provision Primary School within the cluster, with the exception of Fraserburgh, where it is the Head Teacher at Lochpots School.

The Intervention & Prevention Teacher Team is line managed by the Principal Educational Psychologist.

## Induction

Arrangements for the induction of newly appointed Intervention & Prevention Teachers will be made by their line manager. A Checklist for Induction (Appendix 1) will support this.

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## **Role and Responsibilities**

Intervention & Prevention Teachers utilise 5 roles of support:

1. Identification and assessment
2. Planning Learning and Teaching, Including Co-operative Teaching
3. Consultancy/Consultation
4. Partnership with Specialist Services
5. Contributing to Professional Development

The Intervention & Prevention Teacher supports and promotes:

- inclusion and inclusive practice
- a holistic approach to meeting individual need
- learners' emotional literacy and health and wellbeing in line with Getting it Right For Every Child (GIRFEC) and the SHANARRI principles
- close links with learners and their families
- provision for learners with additional support needs
- the child or young person's capacity to learn
- continued engagement with the learning process
- capacity of mainstream teaching staff to meet learners' needs
- effective multi agency partnerships

### **The Intervention & Prevention Teacher will provide:**

- universal support to enhance the capacity of mainstream teachers to meet a diverse range of need at universal and targeted levels (Aberdeenshire's Staged Intervention Universal Support Level 0 and Targeted Support Level 1)
  - targeted prevention work (Aberdeenshire's Staged Intervention Targeted Plus Support Level 2) to identify and address barriers to learning and prevent escalation
  - specialist targeted intervention work (Aberdeenshire's Staged Intervention Intensive Support Level 3) to provide intensive support to identify and address significant barriers for learners, especially those at risk of exclusion, self-harm, harm to others
  - a contribution to the single agency child's planning (SAAP) and multi-agency child' planning (MAAP) process, where appropriate
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## **Staged Approach to Assessment and Intervention**

Staged intervention is key to assessing learners' additional support needs. Identifying the need for intervention from the Intervention & Prevention Teacher sits within the single agency child's planning and multi-agency child' planning processes.

The Intervention & Prevention Teacher is integral to the staged approach of assessing additional support needs in collaboration with parents, class teachers, ASL teachers, Head Teachers, and other professionals.

## **Intervention and Prevention**

Support should be targeted in an appropriate and meaningful way that allows for maximum impact. A frequent audit should be carried out across the cluster to ensure there is an appropriate balance between the prevention and intervention aspects of the work being carried out by the Intervention & Prevention Teacher. Both are very important and should be evidenced in plans and timetables.

Information will be monitored centrally to ensure that there is a balanced and consistent approach adopted across clusters.

### **Prevention**

The prevention role of the Intervention & Prevention Teacher is vital. An important aspect of this is building staff capacity through consultation and contribution to professional development in order to develop prevention strategies at individual, group, class, and whole school level.

The prevention aspect of the Intervention & Prevention Teacher's role includes:

- consulting and collaborating with staff
- supporting staff (individually or in groups) to develop knowledge and skills
- supporting the development of appropriate learning environments
- supporting learners to understand and support peers

### **Intervention**

Where it has been agreed that targeted intervention is required, this should be proportionate, and time limited e.g., blocks of approximately 6 – 8 weeks. However there needs to be a degree of flexibility with regards to the length of time and frequency of support required to meet needs. Decisions on this should be taken at a local level.

The intervention should be agreed in advance by all those supporting the child or young person and must be needs led, evidence-based and underpinned by theory and research. A timeline and exit strategy should also be discussed and agreed prior to intervention.

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There should be clear targets and success criteria linked to an existing Individual Education Plan (IEP) or other relevant documentation with ongoing evaluation.

A collaborative approach is necessary as longer-term outcomes for the child or young person may be dependent on appropriate strategies and approaches at class or whole school level. The involvement of parents or carers will contribute to the success of interventions and will promote positive partnerships.

Interventions are likely to focus on:

- whole school approaches
- learners who are out of school and who require support to return
- learners in crisis or at risk of not sustaining attendance and those who have been excluded or are at risk of being excluded
- learners with high level needs at transition points, including those with significant additional support needs arising from another area without adequate planning
- Looked After Children

The Intervention & Prevention Teacher's role is based within each cluster's primary schools. Supporting transition from primary to secondary for identified pupils may be an appropriate use of the Intervention & Prevention Teacher's time, but only where support in addition to the normal transition/induction is deemed necessary.

## **Referral Process**

Pupils who are to be considered for support from the Intervention & Prevention Teacher should already have been identified through universal and targeted support processes.

It is the responsibility of the Head Teacher of the pupil who has been identified as requiring support from the Intervention & Prevention Teacher to ensure a referral form (Appendix 2) has been completed by the lead professional.

The completed referral form should be forwarded to the Intervention & Prevention Teacher's line manager for consideration.

It is likely that pupils will have to be prioritised for support. If necessary, the Local Management Group (LMG) in each cluster is well placed to assist in the decision-making process as to which pupils should receive support as members of the group will have an overview of learners' needs across the cluster.

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## Exit Strategy and Follow-Up Support

The impact of any prevention or intervention strategy should be monitored and reviewed as part of the single agency child's planning or multi-agency child' planning process.

As previously noted, an exit strategy and timeline for intervention should be discussed and agreed prior to the intervention starting. Only in exceptional circumstances and with due regard to priorities, will intervention continue beyond the agreed date.

Continued support and tracking of the learner's progress will be the responsibility of the class teacher, Head Teacher, and the relevant supports available within Aberdeenshire's staged intervention approach.

## Deployment

A flexible approach needs to be taken with regard to the deployment of Intervention & Prevention Teachers. Allocations of time should be needs led, based on identified and agreed priorities ensuring that intensive and appropriate work can be offered in a collaborative way.

Time is unlikely to be distributed around all schools in a cluster, other than for a short induction block for the Intervention & Prevention Teacher to get a sense of each school and the associated needs. It would not be appropriate to split time equally between large numbers of schools.

The number of pupils supported by the Intervention & Prevention Teacher at any one time must be carefully considered and frequently reviewed to ensure that the caseload is manageable and sustainable.

Consultation time with teaching and non-teaching staff, parents and other professionals needs to be carefully planned and taken account of when timetables are drawn up. These should be regularly updated and circulated to ensure that there is a shared understanding of the role and of the need for adequate time to carry out appropriate consultation, planning and review related to the prevention or intervention work.

Because Intervention & Prevention Teachers work within a cluster and in several schools, this is likely to involve considerable travel and should be taken into account when planning timetables. Consideration should also be given to ensure Intervention & Prevention Teachers have adequate breaks and lunch times.

LNCT agreed documents e.g., Guidance for Schools on Working Time and Collegiate Activities and Guidelines for Additional Support for Learning Teachers provide further advice on working time arrangements and practices.

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## **Professional Support and Career Long Professional Learning (CLPL)**

Intervention & Prevention Teachers have access to CLPL in line with existing procedures and HR and OD policies.

Aberdeenshire Learning and Development Online (ALDO) offers a comprehensive range of development opportunities for learning about a wide range of topics of relevance to employees across the Council and to groups within particular Services.

Appropriate professional development opportunities with a focus on cognitive approaches to learning, emotional literacy and health and wellbeing will be planned for Intervention & Prevention Teachers.

A calendar of twice termly meetings for will be circulated at the beginning of each session. These sessions will provide an opportunity for networking, collaborative working, and an agreed focus on professional learning. Agendas and minutes will be circulated to all Intervention & Prevention Teachers, their line managers and cluster chairs.

## **Budgets**

The ASL Devolved Budget for each cluster comprises of four elements - Management Relief Days, Supply Cover, Per Capita and CPD. This budget is intended to support the work of the ASL team within the cluster.

A central budget for Intervention & Prevention Teachers is used to fund appropriate professional learning and resources as identified by the group.

Access to school budgets should also be possible to fund incidentals or to support specific interventions.

## **Evaluation and Review**

Intervention & Prevention Teachers are part of schools' quality improvement and quality assurance procedures and processes.

Evaluation of the role of Intervention & Prevention Teachers will take place through Professional Review and Development (PRD) meetings, professional dialogue with stakeholders and ongoing informal review at team meetings.

Feedback will be collated annually and used to further develop best practice and consistency across Aberdeenshire clusters.

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