

Staged Intervention Model: Support Level Guidance

Table 1-0 Staged Intervention Model: Support Level Guidance – Provision Level 0

Universal Support <ul style="list-style-type: none"> • Class level with ASL teacher advice/consultation within school • Within class adaptation, no other support required • All resources provided within the class/school 	Level 0 Checklist
High quality learning and teaching approaches and environment	
CIRCLE Participation Scale	
CIRCLE Inclusive Classroom Scale	
Play based learning approaches	
Cooperative learning and active literacy	
Multisensory approaches to teaching and learning	
Dyslexia friendly approaches (use of Dyslexia Toolkit)	
English as an Additional Language (EAL) advice	
Autism friendly environment	
Autism informed teaching and learning approaches, with staff trained in accordance with the levels set out in the Understanding & Supporting Autistic Learners Professional Learning Framework	
Restorative practices fully embedded across the whole school	
Whole school nurture approaches fully embedded with all staff having undertaken relevant professional learning	
CALM theory training undertaken by staff	
Use of Total Communication Policy	
Use of visual supports (Widgit - Communicate: In Print) across the school and for individual pupils as required (e.g. for visual timetables)	
Personal learning planning incorporating differentiated curricular resources	
Robust assessment arrangements linked to tracking, monitoring and reporting	
ASL Teacher advice and consultation	

Table 1-1 Staged Intervention Model: Support Level Guidance – Provision Level 1

Targeted Support In addition to support available at Level 0: <ul style="list-style-type: none"> • School level with planned ASL teacher and/or Pupil Support Assistant (PSA) intervention • Advice if required from Enhanced Provision / Education & Children’s Services (ECS) specialist services • Curriculum adaptation • All resources provided within the class/school 	Level 1 Checklist
Individualised sensory profile and sensory diet	
Targeted individual / group intervention to complete an identified programme of work	
Regular contact with identified member of staff for support	
Assessment and intervention by ASL teacher	
Targeted support from Pupil Support Assistant (PSA)	
Professional Consultation with Educational Psychology Service	
Advice and consultation from Sensory Support Services	
English as an Additional Language (EAL) advice and consultation/ targeted support	
Informal advice from Aberdeenshire Special Technology Service (ASPECTS)	
Supervised extra time, separate accommodation, digital papers for assessment e.g. SQA, formal assessment	
Individual registration arrangements/ Alternative registration arrangements e.g. Soft Start	
Alternative strategies to de-escalate emotion or behaviour	
Access to quiet area/ sensory room	
Outreach Support from Enhanced Provision	

Table 1-2 Staged Intervention Model: Support Level Guidance – Provision Level 2

Targeted Plus Support In addition to Level 1: <ul style="list-style-type: none"> • School level • Advice if required from Complex Needs Provision / Education & Children’s Services (ECS) specialist services • Some resources accessed from outwith the school 	Level 2 Checklist
Individual Education Plan in place	
NHS Care Plans / Protocols in place	
Nurture group / Targeted Nurture Support	

Targeted Plus Support In addition to Level 1: <ul style="list-style-type: none"> • School level • Advice if required from Complex Needs Provision / Education & Children's Services (ECS) specialist services • Some resources accessed from outwith the school 	Level 2 Checklist
Highly personalised curriculum which includes targeted support	
Behaviour Support Plan	
Enhanced Provision Placement	
Single Agency Assessment and Child's Plan	
Use of Makaton	
Alternative and augmentative communication system	
English as an Additional Language (EAL) – targeted support in response to additional support need (other than EAL)	
Targeted support from Sensory Services	
Targeted support for assessment e.g. reading, scribing	
Enhanced transition planning at key stages	
Outreach support provided by Complex Needs Provision	
Formal consultation with Educational Psychology	
Formal consultation with Aberdeenshire Special Technology Service (ASPECTS) which may lead to targeted intervention	
Targeted intervention from Community Learning and Development (CLD) in accordance with Child's Plan	
Targeted intervention from IPT, PSW, PWW, Nature Nurture Practitioner and school counsellors in accordance with the Child's Plan	
Short term individual tuition may be authorised by Inclusion, Equity and Wellbeing Team	

Table 1-3 Staged Intervention Model: Support Level Guidance – Provision Level 3

Intensive Support In addition to Level 2: Intensive Targeted Support: <ul style="list-style-type: none"> • Multi-agency action as required 	Level 3 Checklist
Multi-agency assessment and Child's Plan	
Co-ordinated Support Plan	
Medical condition requiring staff support to manage e.g. epilepsy with emergency	

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Intensive Support In addition to Level 2: Intensive Targeted Support: <ul style="list-style-type: none">• Multi-agency action as required	Level 3 Checklist
medication prescribed, tracheostomy, gastrostomy	
Regular targeted support required to attend to care needs	
Targeted programs of work by education staff under the guidance of NHS staff	
Complex Needs Provision placement	
Targeted support to develop social, emotional and life skills through the implementation of Learning Pathway Plus	