



Updated March 2025

The purpose of the staged assessment and intervention process is to ensure that pupil needs are supported early and by the least intrusive means. An Aberdeenshire wide approach ensures that the needs of children and young people are met in a fair, consistent and transparent way across all schools.

It is expected that a school implements all supports that are available at each stage before proceeding to the next, although it is recognised that not all supports will be relevant to all pupils (e.g. the EAL Service would not support a pupil with English as their first language).

For some pupils there will be a range of supports in place across different stages. Pupils should not automatically be recorded at the higher level. When determining which level these pupils should be recorded at, consideration must be given to the number of supports in place at each stage, as well as the frequency, intensity and likely duration of those supports. Context may also be relevant (e.g. the Children’s Services Social Work Crisis Intervention Team may be supporting a family, but the support may be entirely around one child within that family and therefore siblings would not be recorded).

Further advice and guidance may be sought from the Inclusion, Equity & Wellbeing Team.

Staged Assessment and Intervention			
Stage	Definition	Education Supports	Multi-Agency Supports
Universal Stage 0	<p>Pupils supported through Universal Stage 0 are not recorded as having additional support needs on SEEMiS.</p> <p>Universal Stage 0 support is led by the class teacher. It is available to all children and young people and is rooted in the learning environment. It is characterised by:</p> <ul style="list-style-type: none"> • Staff using a range of high quality teaching, learning and assessment approaches • Effective use of resources for learning and specialist equipment. • The curriculum and learning experiences being skilfully differentiated to ensure appropriate pace and challenge for all learners. • Pupils having a voice in planning what and how they learn. • Great value being placed on relationships. • Staff knowing and responding well to the individual needs of pupils, and promoting and supporting their physical and mental health. • Everyone being treated fairly and with respect, and feeling safe and cared for. 	<ul style="list-style-type: none"> • CIRCLE Inclusive Classroom Scale • CIRCLE Pupil Participation Scale • HGIOS4 Quality Indicators • Viva Arcadia • IEW ASN Website • Educational Psychology Service Website • Mental Health Hub • Play Pedagogy Hub • Understanding and Supporting Autistic Learners Professional Learning Framework • Understanding Sensory Behaviours ALDO course • Dyslexia Toolkit • Trauma Informed Professional Learning Framework • Inclusive Communication Framework • Culturally responsive schools toolkit • CLPL Hub 	<ul style="list-style-type: none"> • School Nurse (general) • GIRFEC website



Aberdeenshire Staged Assessment and Intervention Process

<p>Universal Stage 0 Conti</p>	<ul style="list-style-type: none"> • Pupils having a sense of belonging and the opportunity to influence all aspects of school life. • Pupils knowing what is expected of them and their efforts are recognised <p>Aberdeenshire's universal offer to all children and young people explained in the following document Inclusion in Aberdeenshire Schools . Our offer includes:</p> <ul style="list-style-type: none"> • Solution-focused approaches to overcoming barriers to inclusion • Use of the CIRCLE resource to support inclusive learning and collaborative working. This includes use of the CIRCLE Inclusive Classroom Scale and the CIRCLE Participation Scale for individual pupils. • Play based learning and play-based pedagogy • Staff having the knowledge and skills to understand and support autistic learners • Staff being trauma-informed and understanding and embedding the universal nurture principles in their daily practice • Staff who are able to identify and respond to difficulties that pupils with dyslexia may encounter • A supportive and effective communication environment which uses every means of communication available for people to understand and be understood • Use of restorative approaches to restore and maintain good relationships when there has been conflict and harm • Culturally responsive classrooms which strive to connect pupils' cultures, languages and life experiences with what they learn in school 	<ul style="list-style-type: none"> • A whole school approach to mental health and wellbeing self-evaluation toolkit • National Practice Model • School Counselling (self-referral) <p>Advice and guidance is available from:</p> <ul style="list-style-type: none"> • School senior leadership team • Teacher of ASL • School Pastoral / Wellbeing Team 	
<p>Targeted Stage 1</p>	<p>Pupils at Stage 1 are assessed as having additional support needs and recorded on SEEMiS.</p> <p>Targeted Level 1 refers to school-based supports. Class Teachers will have implemented a range of strategies, approaches or adaptations using the relevant supports outlined in Stage 0. It will have been agreed that the pupil requires additional focused adult support over and above these supports.</p>	<ul style="list-style-type: none"> • Framework of Interventions • Professional Consultation with Educational Psychologist • Advice and consultation from Sensory Support Service 	<ul style="list-style-type: none"> • School nurse (direct targeted) • Virtual Head Teacher advice and consultation



<p>Targeted Stage 1 Conti</p>		<ul style="list-style-type: none"> • Advice, consultation and direct support from English as an Additional Language (EAL Service) • Informal advice from Aberdeenshire Special Technology Service (ASPECTS) • Advice and consultation from Enhanced Provision School • School Counselling (referral by school) • Assessment and Intervention by ASL Teacher • Targeted PSA support • Enhanced transition planning at key stages • Individual / small group adult support for learning or wellbeing • Supervised extra time, separate accommodation, digital papers for assessment e.g SQA, formal assessment • Individual / alternative registration arrangements e.g. Soft Start • A sensory diet with access to sensory spaces outwith the classroom • Regular administration of controlled medication 	
<p>Enhanced Targeted Stage 2</p>	<p>Schools should have exhausted all relevant stage 0 and 1 supports before proceeding to stage 2 supports.</p> <p>Pupils who are recorded at stage 2 will have substantial barriers to learning that require an enhanced level of support, and usually the formal involvement of education outreach and specialist support services.</p>	<ul style="list-style-type: none"> • Planning documentation in place: <ul style="list-style-type: none"> - All: Individualised Education Programme and / or Single or multi-agency child's plan - Some: Intimate Care Protocol, Moving and Handling Plan, Personal Emergency Evaluation Plan, Behaviour Support Plan, Risk Assessment - Some: Co-ordinated support plan • Boxall Profile to inform targeted nurture intervention • Off-site individual tuition 	<ul style="list-style-type: none"> • Virtual Head Teacher intensive support • Children's Services Social Work Wellbeing Team intervention • Initial family support from social work or voluntary sector partners • Blocks of direct therapy from allied health professionals • Community based Mental Health and Wellbeing direct support (e.g. SAMH Time for Me)



<p>Enhanced Targeted Stage 2 Conti</p>		<ul style="list-style-type: none"> • Alternative and augmentative communication system • Enhanced Provision placement (full-time or blended) • Targeted Enhanced Provision support: <ul style="list-style-type: none"> - Enhanced Provision Outreach Practitioner, - Pupil Wellbeing Worker, - Nature Nurture Practitioner, - Ringfenced P1/2 PSA hours • Outreach support from Complex Needs Provision • Educational Psychology – Formal Consultation / ongoing involvement in single or multi-agency planning processes • Targeted support from EAL Service • Targeted support from Sensory Support Service 	<ul style="list-style-type: none"> • Tier 3 support CAMHS from mental health practitioners NHS Scotland CAMHS Model (2).pdf • Liaison with multi-agency partners through child’s planning processes
<p>Intensive Targeted Stage 3</p>	<p>A very small proportion of children and young people require both an intensive level of support and a high degree of specialist support.</p>	<ul style="list-style-type: none"> • Planning documentation in place: <ul style="list-style-type: none"> - All: Individual Education Programme and Child’s Plan - Some: Care Plan, Moving and Handling Plan, Personal Emergency Evaluation Plan, Behaviour Support Plan, Risk Assessment) - Some: Co-ordinated Support Plan • Complex Needs Provision place (Integrated and Freestanding, full time or blended) • Learning Pathway Plus provision 	<ul style="list-style-type: none"> • A 1-1 programme devised by Allied Health Professionals designed to meet defined therapeutic goals and delivered by education staff • NHS protocols in place for complex health needs (e.g. Tracheostomy, Tube feeding) • Children’s Services Social Work Crisis Intervention support