



- ✓ The team around the child will undertake assessment and meet at timescales they agree are required throughout the child's time in their early years setting(s).
- ✓ The Child's Plan\* will be updated regularly.
- ✓ The team around the child will agree what stage of intervention the child is at each time they meet using the [Falkirk Council Framework for Staged Intervention](#). The child's stage of intervention may change during the child's time in early years.
- ✓ Professionals who work with the child or early years setting (e.g. educational psychologist, central early years team, ASN advisor) can provide advice if required.

#### \*The Child's Plan

These are the documents that summarise the single or multi-agency assessment of the child's needs, including: Wellbeing Observations and Assessment &/or My World Triangle; Child's Action Plan.

If a child is at **stage 1 or stage 2** of intervention

**THESE PROCESSES HAVE NOT CHANGED.** Primary school staff & teams around children continue to use the good practice they have developed over previous years. If you require support for children at stage 1 or 2 of intervention, contact your link ASN Advisor.

During the child's primary years, the relevant primary school staff or team around the child should include the child's parent(s)/carer(s) in contributing to the Child's Plan and continuing to review the stage of intervention the child requires. The frequency of and representation at TAC meetings will be determined by the team around the child as this will differ depending on whether a child is at stage 1 or 2 of intervention and the child's /family's individual needs. Planning, decisions & actions will be within a record of meeting(s). See [Falkirk Council Framework for Staged Intervention](#) and Falkirk Council Staged Intervention Mapping Tool for assistance.



If a child is considered by the team around them to require **stage 4** of intervention

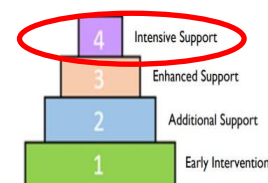
**THESE PROCESSES HAVE NOT CHANGED.** Primary school staff & teams around children should continue to use the staged intervention framework and mapping tool to support information and decision making and follow the placement change guidance.

If you require support with any aspect of the placement change application process, contact your link Educational Psychologist or ASN Advisor.

Dates for stage 4 placement change requests will be shared with establishments.

The team around the child will be in agreement that the assessment as reflected in the Child's Plan shows the child has exceptional Additional Support Needs, and there is strong evidence that stage 1-3 support will be insufficient to meet the child's needs. The Child's Plan and records of meetings should indicate what supports and adaptations have been provided at stage 3 of intervention.

Particular focus is expected on how the child's school has deployed the additional resources that have been granted for stage 3 enhanced support across all primary schools in session 2023-24. The team around the child are asked to provide as much detail of the creative and innovative approaches as possible as this will help to illustrate and clarify the requirement for stage 4 intervention). The team around the child will consider the provision description for **Primary Additional Support Centre** (Ladeside PS ASC, Easter Carmuir's ASC, Sacred Heart PS ASC) OR **Primary Additional Support Needs Facilities** (Time Zone, Thistle Wing & Annex) OR **Windsor Park** OR **Inclusion & Wellbeing Service**. We are mindful that in some circumstances, parent(s)/carer(s) wish for their children to receive an inclusive mainstream education and we should be fully responsive when this arises (please contact educational psychology and ASN teams for assistance & follow guidance for continuing at stage 3 of intervention).



## Process Map (PAGE 2 OF 3)

For any child with Additional Support Needs in PRIMARY SCHOOLS (PRIMARY ONE to PRIMARY SEVEN)

**WE ARE MAKING A CHANGE TO STAGE 3 SUPPORT. THESE ARE THE NEW PROCESSES.**

If the team around a child conclude the child requires **stage 3** of intervention\*\*

**IF YOU REQUIRE SUPPORT WITH ANY ASPECT OF THE STAGE 3 PROCESS, CONTACT YOUR LINK EDUCATIONAL PSYCHOLOGIST OR ASN ADVISOR.**

**\*\* as per FC Staged Intervention Framework.**



### **THE CHILD IS ENTERING PRIMARY ONE (in August 2024) AND REQUIRES STAGE 3 OF INTERVENTION**

There is a process map for planning for children in early years entering primary one. Please follow the guidance there.

### **THE CHILD IS IN PRIMARY ONE TO SEVEN & IS RECEIVING STAGE 3 SUPPORT IN A MAINSTREAM SCHOOL**

The team around the child will be in agreement that the assessment as reflected in the Child's Plan\* shows the child has significant Additional Support Needs and there is strong evidence that at this time, stage 1-2 support will be insufficient to meet the child's needs. The child's needs should continue to be reviewed through regular team around the child processes and using the Child's Plan documents to plan and record the support the child requires and receives. For many children with Additional Support Needs, the level of support they require might go up or down during their time in school. The child's school is responsible for ensuring they use the increased resources and training opportunities provided to continue to develop effective and equitable supports for children in their school that require stage 3 enhanced support. Briefings have been provided for staff working in mainstream schools. We will be engaging further with schools over this change in the coming year.

### **THE CHILD IS IN PRIMARY ONE TO SEVEN & IS RECEIVING STAGE 3 SUPPORT IN AN ENHANCED PROVISION**

The child can continue to be supported in their current school. We are now calling stage 3 support across all our schools 'enhanced support'. The team around the child should continue to be in agreement that the assessment as reflected in the Child's Plan\* shows the child has significant Additional Support Needs and there is strong evidence that at this time, stage 1-2 support will be insufficient to meet the child's needs. The child's needs should continue to be reviewed through regular team around the child processes and using the Child's Plan documents to plan and record the support the child requires and receives. For many children with Additional Support Needs, the level of support they require might go up or down during their time in school.

### **THE CHILD IS RECEIVING STAGE 3 SUPPORT IN A MAINSTREAM SCHOOL OR IN AN ENHANCED PROVISION AND REQUIRES TRANSITION PLANNING FOR MOVING TO SECONDARY SCHOOL**

Primary school staff and teams around children should continue to use the good practice they have developed in supporting timely and effective planning and partnership working for transitions. For children requiring stage 3 enhanced support in primary six and seven, the team around the child should include a delegated member of staff from the mainstream catchment secondary school. If the child's parent(s)/ carer(s) intend to make or have made a placing request to a different mainstream secondary school, they should also be part of the team around the child. The frequency of and representation at TAC meetings will be determined by the team around the child as this will differ depending on the individual child's needs. The team around the child should recommend the stage of intervention the child will require when entering secondary school. Almost all children receiving stage 3 support are anticipated to transition into a mainstream secondary school, continuing with stage 3 enhanced support, with this kept under review following their entry to secondary school. For children who are considered to require stage 4 of intervention, the placement change processes should be followed.

## THE CHILD IS IN PRIMARY ONE TO SEVEN AND THEIR STAGE OF INTERVENTION REQUIRES TO MOVE TO STAGE 3 OF INTERVENTION

This refers to children who are moving to stage 3 support during session 2023-24 and are considered to require this into session 2024-25. It includes children who have never required stage 3 support and children who had been at stage 3 previously but had moved down to stage 1 or 2 of intervention for a period of time prior to now. The team around the child will be in agreement that the assessment as reflected in the Child's Plan\* shows the child has significant Additional Support Needs and there is strong evidence that stage 1-2 support will be insufficient to meet the child's needs. This should be discussed with the parent(s)/carer(s) and they should be given examples of the enhanced support provided. The child's school is responsible for ensuring they use their resources and training opportunities provided to develop effective and equitable supports for children in their school that require stage 3 enhanced support.

Parent(s)/carer(s)  
in agreement  
with the enhanced support  
plan for their child

Parent(s)/carer(s) &/or wider TAC  
not in agreement  
with the enhanced support plan  
for their child

The parent(s)/carer(s) agree with the Child's Plan which documents the enhanced support for their child and that their child's need met within existing resources within the mainstream/catchment school.

Co-ordination, planning and monitoring of support continues to be the responsibility of the Team Around the Child.

On behalf of the team around the child, including the parent(s)/ carer(s), the headteacher/delegated manager of the primary school should:

- ✓ begin supporting the child at stage 3
- ✓ submit the Child's Plan\* to the ASN team [additionalsupport@falkirk.gov.uk](mailto:additionalsupport@falkirk.gov.uk) as soon as available, ideally no later than **14 February 2024**.

**If the team around the child, including parent(s)/ carer(s) are in agreement, but need additional advice, training or support with some aspect(s) of the enhanced support plan, this should be considered in consultation with the ASN Advisor or Educational Psychologist.**

### Parent(s)/carers(s) who consider their child to require a different stage of intervention:

- ✓ Follow the relevant process on page 1

**Parent(s)/carers(s) agree their child requires stage 3 support, but have significant concerns about the quality or suitability of the enhanced support available in the catchment school and express their preference for one of the 15 Falkirk Council primary schools that have had an enhanced provision (whether this school is their catchment or not) and/or**

**the team around the child assess exceptional level of needs and have significant concerns about the suitability of the enhanced support available in the catchment school.**

On behalf of the parent(s)/carer(s) the headteacher/delegated manager of the primary school should:

- ✓ put in an interim plan, reflected in the Child's Plan and shared with parent(s)/ carer(s) and support the child within their school as fully as possible at stage 3
- ✓ Submit an application to the Enhanced Support Panel, including the Enhanced Support Panel coversheet and the Child's Plan and the minute of the meeting where reasons for requesting additional Stage 3 supports or Enhanced Provision placement are fully documented and send to [edu.pcp@falkirk.gov.uk](mailto:edu.pcp@falkirk.gov.uk) as soon as available, but no later than **14 February 2024**.

**An Enhanced Support Panel will review all submissions in February 2024. Heads of establishment, parent(s)/carer(s) will be informed of outcomes March 2024.**

## CHILDREN IN PRIMARY ONE TO SEVEN IN SESSION 2023-24 RECEIVING STAGE 3 ENHANCED SUPPORT

The children **continuing to receive** stage 3 Enhanced Support should have an evaluated and updated Child's Action Plan sent to the ASN team [additionalsupport@falkirk.gov.uk](mailto:additionalsupport@falkirk.gov.uk) as soon as available, ideally no later than **14 February 2024**.

**PLEASE NOTE: This is not required for children receiving their Enhanced Support in an Enhanced Provision placement.**

**An Enhanced Support Panel will review all enhanced support Child's Plans for children across primary one to seven to help provide training and support in line with children's & school needs.**