Identifying and Responding to Additional Support Needs

GIRFEC - Levels	Education Staged Approach	Who and How?
Level 3 - Additional Support from more than One Agency	Stage 4 **Multi-Agency Child's Plan** Lead Professional analyses needs of pupil from multi-agency assessment and coordinates the support/ agreed actions around the well being indicators, SHANARI, on a Child's Plan. LP reviews Child's Plan and monitors progress of support.	Consideration is given to whether the needs are such that a significant support from one or more agencies is required and whether a Co-ordinated Support Plan (CSP) may be appropriate.
Level 2 - Additional Support within Education	**Stage 3** Specialist Education Support from Outwith School contribute to assessment Concerns continue. Advice, plus recommendations sought from specialist education services from outwith school (e.g. Educational Psychologist, specialist teacher for Visual Impairment). Targets set through an Individualised Educational Programme (IEP) when appropriate. Needs are fully evaluated, strategies put in place + monitored.	Specialist education services work with school personnel to identify more fully the nature of difficulties + work with school to recommend +/or implement appropriate support.
	Stage 2 Single Agency Plan School / Nursery or Partner Centre Concerns continue. My World Assessment undertaken and need/risk analysed. Further accommodations made to manage needs Other staff involved with school become involved.	Classroom team + others (e.g. Head Teacher, Support for Learning Co-ordinator, Support for Learning teacher, Behaviour Co-ordinator) continue observations plus further advice and strategies tried and evaluated.
Level 1 - Universal	Stage 1 Classroom / Nursery or Partner Centre Concerns identified by parent, class teacher or equivalent personnel. Learning + teaching / classroom-management / environmental factors varied.	Classroom team. Observe and gather evidence. Monitor. Named Person and / or Support for Learning Co-ordinator aware.