Universal **Universal Services Targeted** with Support **Services** Intervention Classroom Stage 3 Stage 2 Class based planning, assessment, School & Others School & Other / differentiation and resources. Further assessment and intervention Specialist Support Classroom management / required. Advice and Multi-agency assessment. environmental factors varied. recommendations sought from Input from specialist agency and / specialist education services outwith or education services out with school. Learner Profile and Strategies, Class / subject teachers, learners, school. Child's Plan, Individual Child's Plan, Individual Education Plans, parents / carers / Additional Support Education Plans / Coordinated Staged other plans of protocols. for Learning teachers on advisory Support Plans and specialist basis. Named Person aware. Intervention Who support in schools Class/subject teachers, Additional Education Support for Learning teacher, Class/subject teachers, Additional Identifying and Stage 1 Named Person/Senior school staff, Support for Learning teacher, Responding to Additional School Locality Wellbeing Officer, Named Person, Senior school Support Needs staff, Locallity Wellbeing Officer, parents/carers, learners. Advice or Intervention builds on assessment by parents/ carers, learners. class or subject teacher. Further input from other agencies eg. Early Involvement of other changes made to manage needs. Years Education Service, Speech and agencies eg. Early Years Education Other staff within school become Language Therapy, Sensory Education Service, Speech and Language involved. A support plan may be Service, Education Psychology etc. Therapy, Sensory Education required. Service, Education Psychology etc. or intensive input from one Class / subject teachers, Additional Support for Learning, Named Person / Senior school staff, parents / carers, learners. Initial contact with other agencies may take place. ***** Flexibility of support within and through stages $\langle XXXX \rangle$ mora