

MORAY STAGED INTERVENTION

Training to support practitioners

Includes non-negotiable for universal support and approach moving forwards



Background

Additional Support Needs (ASN) service is under the direction of the Head of Education since May 2023 and responsibility for the ASN review is within the Education Service. The Supporting all Learners strategy was developed over session 2022/23 however ASN was omitted. Nurture training was delivered to all staff in November 2022 however due to the ASN review aspects of the SAL strategy did not progress. A review of the strategy is currently underway and a draft will be shared with senior leaders this session.

A key feature of the ASN review is to provide training and support for practitioners so that they are upskilled and better able to support the wide range of needs that Moray's learners have. When staff have the skills, strategies and tools, pupils' needs are met and they can better engage in learning and progress based on their abilities. Interventions are in place and schools and nurseries have the correct ethos and culture as nurturing learning environments. This paper recognises that many schools/settings have undertaken significant professional development and so this offer is to support, supplement and further improve skills and understanding.

Moray has in place a staged intervention model and training was developed and delivered to all staff in August 2023 so that they were reminded of each stage and expectations therein. Working with Head Teachers, Nursery Managers and Central Officers, a consultation was undertaken to identify the non-negotiable training which would be expected to be undertaken by all Education staff so that they are prepared to meet the needs of learners within each learning environment. It was agreed that this had to be small number of key approaches/strategies or supports that all establishments and schools would engage with. Feedback from senior leaders was collated and this document outlines the non-negotiable strategies/tools/training which all establishments require to engage with and embed the practice across their community.



Aim and Vision

It is Moray Education's aim that we will all work to meet the needs of Moray's learners and in doing so will create Nurturing and Inclusive environments. This is an aim which can extend to Moray Council so that the Council is nurturing and inclusive.

Key Expectations

We have worked with our senior leaders to establish our non-negotiable expectations in order to achieve our aim of being Nurturing and Inclusive. By promoting the following approaches we will create the ethos and culture necessary and upskill our staff. We will also be providing clarity, making connections between and across strategies and supports and working towards a common language across not only Education but also our Children's Services Partnership. As a result we expect all schools and establishments to promote and embed the following:

The Circle Resource – Inclusive Classrooms
 Solution Oriented Conversations
 Trauma Informed Practice
 Understand Neurodiversity

In addition, we will ensure our staff are trained annually in:

GIRFEC approaches including Child Protection, the Promise and UNCRC
Staged Intervention

This training will be reviewed regularly and updated in line with national guidance and expectations.

Development of Training to Support our Staff

We expect all of our staff to be trained in all of the above so that they have the appropriate skills to support our learners. In order to support senior leaders and their staff we will undertake the following:

The Circle Resource

This will be led by the HT SEBN and the 2 ASN Training Teachers. Training has been developed for staff to become Trainers in the use of this resource. Some schools have already started to roll out this approach and are currently being supported. We expect all learning environments to be inclusive environments by the end of session 2026 and to support this we will offer.

Offer

Train the trainer sessions in Term 4 Session 2023/24 for those wishing to roll this out during session 2024/25

Train the trainer sessions in Term 4 Session 2024/25 for those wishing to roll this out during session 2025/26

We will offer support for schools/settings by offering drop-in session or bespoke support on request over both sessions.

Solution Oriented Conversations

Moray training is available with 15 trainers and 80 staff trained so far. It is our expectation that all Moray Education Staff will be confident in engaging in solution oriented practice whilst working with our children and young people. As agreed through LNCT we will have from session 2024/25 2 in-service days in August which allows us an opportunity to train all staff in August 2024 so that we have a level playing field and all staff will have benefited from introductory training. There is the opportunity for staff who are involved in Child's Planning processes to develop their practice further however this is not the expectation for all staff. As a result we will offer:

Offer

Provide training for senior leaders so that this can be replicated on one of the August in-service days.

Our trainers will then offer catch-up training (dates provided) for any new staff during the session

This training will also feature on our NQT programme regardless if they have had this input at school level so that there is an opportunity for further support

Trauma Informed Practice

We expect all of our staff to have an understanding of how trauma impacts on our children and young people and also on our staff. We therefore expect our staff as part of our universal support offer to undertake an introduction to Trauma Informed Practice. There will be opportunities for staff to develop this further however this is not an expectation of all staff.

Offer

We will develop an introductory training package and provide training for senior leaders so that this can be replicated on one of the August in-service days

Our trainers will then offer catch-up training (dates provided) for any new staff during the session

Understand Neurodiversity

There is a growth in the number of children and young people who are neurodivergent. Although some have a diagnosis from Health Professionals this is not the case for all and assessment and diagnosis can take time. As a

result we expect all our Education staff to have an understanding of neurodiversity and also to be able to meet the needs of those children who are neurodivergent.

Offer

We will develop a short module of training which we expect to be delivered in a collegiate meeting during session 2024/25 with time allocated within the Working Time Agreement.

Our trainers will then offer catch-up training (dates provided) for any new staff during the session

PSA Induction

We understand that not all of our PSAs have undertaken induction training and so for session 2024/25 we aim to:

Offer

Train all existing and new PSAs by offering induction training centrally as follows:

All PSAs in Moray East on the morning of the first in-service day in August

All PSAs in Moray West on the morning of the second in-service day in August

We will then offer a programme of PSA induction, one per term for any new staff

GIRFEC approaches including Child Protection, the Promise and UNCRC

We develop training to be delivered annually to all staff on an August in-service day.

Offer

We will review this training and include a wider GIRFEC lens and will adapt the Child Protection training with key messages and a scenario based approach to engage staff and encourage discussion and participation. This will continue to be offered at an in-service day.

Staged Intervention

We develop training to be delivered annually to all staff on an August in-service day

Offer

We will review and adapt training offered in August 2023 so that there are 5 different sessions offered over 5 years so that this keeps the subject fresh and staff engaged.

Other Training and Development

We will also share with the system a range of training for each stage of our Staged Intervention Model which can be undertaken based on Professional Review and Development discussions or ERDP discussions. These will not be mandatory however will be essential if you have learners with different needs within your school. We expect schools and establishments to assess training requirements and to signpost staff to those which would support them to better meet the needs of learners in that context. Any training sessions will include references to the GTCS standards as well as a pre and post training confidence levels feedback form. We will also develop a spreadsheet to monitor the training undertaken by staff across the service.

Training Needs Analysis

We will share with senior leaders the Moray training offer to support professional development in Term 4 each year. As establishments and schools engage with the core expectations above, gaps in the Universal offer may appear and so we will provide senior leaders with a Training Needs Analysis form to support us in identifying gaps. We would ask that you complete this and submit this to the ASN Trainers by the end of each term so that we can review and develop further supports as appropriate.

Next Steps

We will consult with our Education consultative group on the above at a meeting on 26 January 2024

We will consult with our LNCT joint secretaries and Unison secretary at monthly meeting

We will consult with LNCT to agree our approach

We will then share our approach with senior leaders at our next strategic meeting on 7 March 2024 Annual training will be GIRFEC and Staged Intervention Model only with other training requirements as a result of annual review processes

We will share the Inclusion, Wellbeing and Equalities Professional Learning Framework from Education Scotland