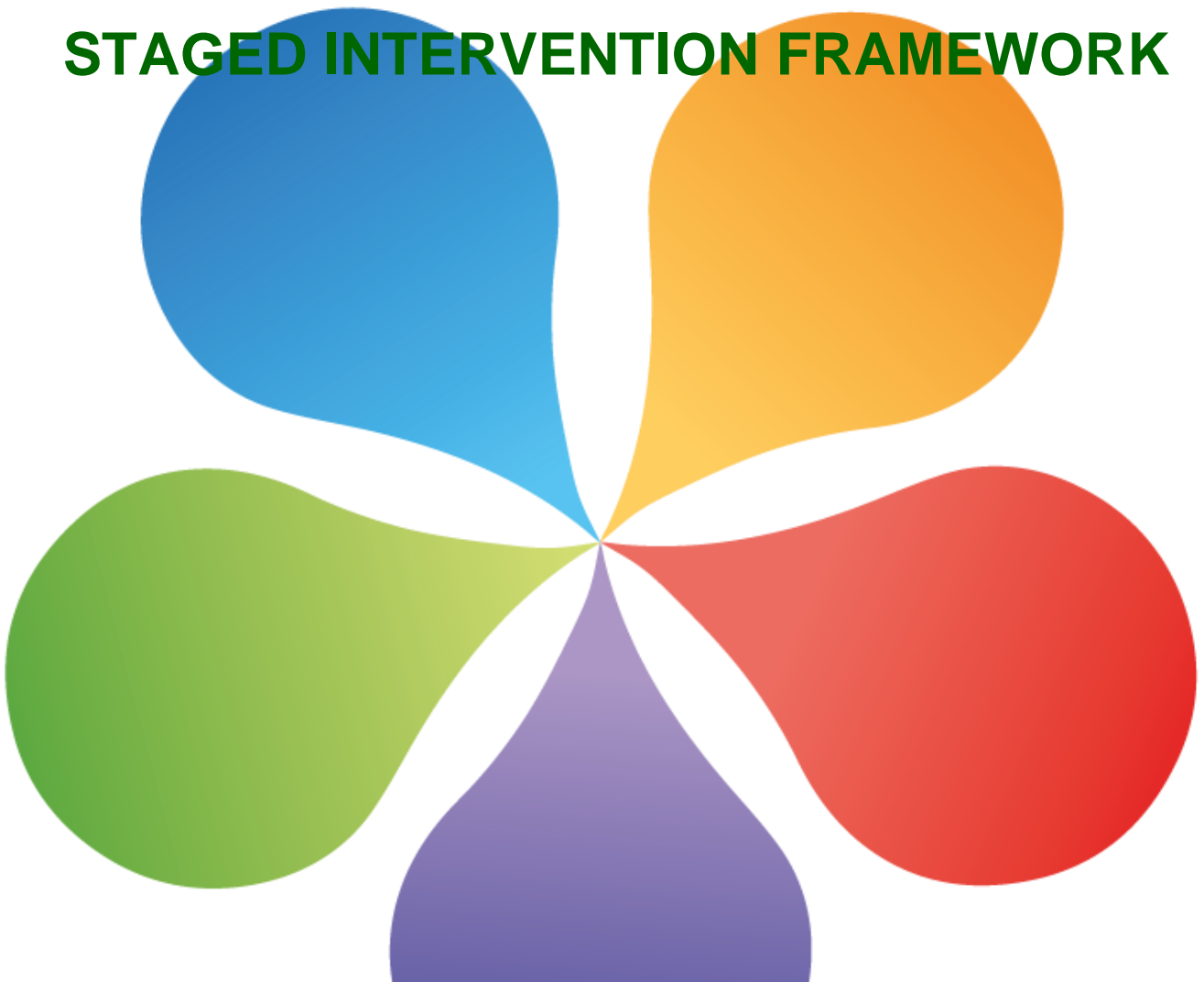




Improving Lives Together  
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# PERTH AND KINROSS COUNCIL STAGED INTERVENTION FRAMEWORK



Education and Learning

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## INTRODUCTION

This Perth and Kinross Staged Intervention Framework provides practitioners with guidance on the expectations of all Early Learning and Childcare (ELC) settings and schools to implement the legislative duties within the Additional Support for Learning (2004) Act, (as amended 2009) (ASL Act). This legislation outlines the need for education authorities to identify, provide for and review the additional support needs of the children and young people for whose education they are responsible.

The additional support needed by a child or young person in order to benefit from school education may be short or longer term. For example, a young person with a hearing impairment is likely to require support to access the curriculum throughout their school life while a child who has experienced a bereavement may require short term support. The Staged Intervention Framework, along with the ASN Assessment Framework and Child and Young Person's Planning guidance allows for the support and planning for a child or young person to move between levels as required to ensure the least intrusive approach to support at all times.

The Staged Intervention Framework also supports implementation of duties set out in the Children and Young People (Scotland) Act 2014 (CYP Act) and associated requirements of Getting It Right For Every Child (GIRFEC), Scotland's approach to improving outcomes and supporting the wellbeing of children and young people by offering the right help at the right time from the right people. GIRFEC provides the overarching principles and practice model for all children and young people's services and the core assessment model and planning structure for all children and young people with additional support needs.

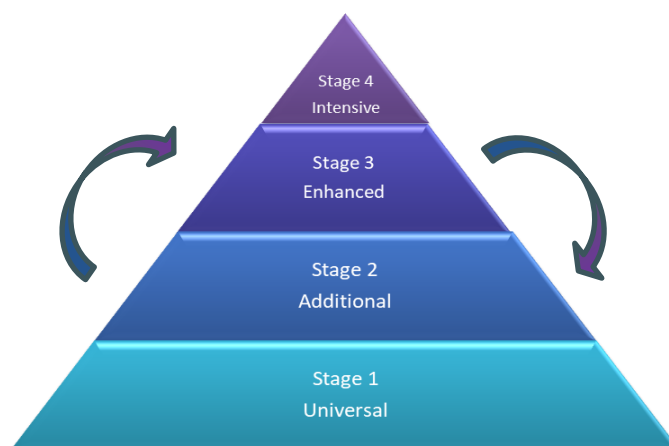
The Staged Intervention Framework takes account of the Children and Young People (Scotland) Act 2014 which promotes the rights of the child as outlined by the United Nations Convention on the Rights of the Child and places into law a description of how people working with children, young people and parents understand and consider a child or young person's wellbeing.

A list of other relevant legislation and national guidance is available at Appendix 1.

## A STAGED APPROACH

The Staged Intervention Framework provides schools with a clear structure to support children and young people who face barriers to access their learning.

The staged intervention model is based on four levels (figure 1).



The aim is to identify and meet needs at the earliest opportunity to promote, support or safeguard wellbeing and improve education and wellbeing outcomes through a least intrusive approach.

The four levels are:

Stage 1	Universal	Identification of need and classroom-based interventions
Stage 2	Additional	Assessment, planning, approaches and interventions by school-based staff
Stage 3	Enhanced	Assessment, planning and interventions, including targeted services and partner agencies
Stage 4	Intensive	Assessment, planning and delivery of education outwith a mainstream setting

Consultation and training can be provided by partner agencies during any stage.

The Framework is designed to be flexible and allow for movement between the four identified stages of assessment, planning and intervention depending on changing needs of children and young people.

The Staged Intervention Framework:

- Provides a solution-focused approach to meeting needs of children and young people with additional support needs at the earliest opportunity and with the least intrusive level of intervention, with the level of intervention possibly changing over time;
- Involves the child or young person, parents or carers, school staff and, where relevant, other professionals, in working in partnership to get it right for every child;
- Provides a common language that helps children, young people, parents, carers, school staff and other professionals to understand the systems in place to support children and young people with additional support needs to access their education;
- Outlines the responsibilities of staff, expected assessment approaches and planning processes at each level of the framework.

The [ASN Assessment Framework](#) and [Guidance on Child/Young Person's \(CYP\) Planning](#) supports the framework and provides practitioners with staged level tools that will support them in their role.

Examples of the types of assessment, planning and interventions that may be used at each stage level are provided in table 1 on the following page.

Table 1	DESCRIPTION	ASSESSMENT	PLANNING	EXAMPLES OF REQUIRED ADAPTATION/STRATEGIES
Stage level 1: Universal	Identified support needs are provided for by the class/subject teacher, through adjustments to the physical environment, learning and teaching approaches, resources and/or tools available in the classroom.	<ul style="list-style-type: none"> <li>- National Practice Model - Wellbeing assessment</li> <li>- Wellbeing assessment</li> <li>- CIRCLE (classroom scale)</li> <li>- Monitoring &amp; tracking of literacy/numeracy/HWB levels</li> <li>- Assessment framework, universal assessments</li> </ul>	<ul style="list-style-type: none"> <li>- CYPP (Education) Stage 1 Plan (Section A)</li> </ul>	<ul style="list-style-type: none"> <li>- Use of symbols / Visual timetable</li> <li>- Coloured overlay</li> <li>- Wobble cushion</li> <li>- Use of ICT</li> <li>- Classroom layout</li> <li>- Emotional check in</li> <li>- Staggered entry/exit</li> <li>- Consultation/advice from PPST/PST, VI/H, EAL teams</li> <li>- Consultation and advice from EPS</li> </ul>
Stage level 2: Additional	Identified support needs are assessed to require some small group or individualised support over and above what is provided at a universal level.	<ul style="list-style-type: none"> <li>- National Practice Model</li> <li>- CIRCLE (participation scale)</li> <li>- Assessment framework: Stage 2 assessments</li> <li>- Risk assessment</li> <li>- Review assessments used at Stage 1.</li> <li>- Consultation - EP/ SaLT/ OT/CAMHS/School nurse</li> </ul>	<ul style="list-style-type: none"> <li>- CYPP (Education) Section A+B+C</li> <li>- May be multi-agency CYPP if child is Care Experienced</li> </ul>	<ul style="list-style-type: none"> <li>- In-class support from PSA/PST</li> <li>- Targeted literacy/numeracy and HWB interventions</li> <li>- Soft starts/ends</li> <li>- Alternative exam arrangements</li> <li>- Small group work</li> <li>- Consultation and advice from EPS</li> <li>- Direct supports from CLW / Youth Services/VI/VI team/EAL team</li> <li>- Direct supports provided by plan partners (e.g., Services CYPF/ SaLT/ OT/ CAMHS/3rd sector)</li> </ul>
Stage level 3: Enhanced	Identified support needs are assessed to require individualised planning and targeted support over and above what is provided at an additional level to enable access to learning in a mainstream setting.	<ul style="list-style-type: none"> <li>- National Practice Model</li> <li>- Assessment framework, Stage 3 assessments</li> <li>- Multi-agency collaborative assessment with partner agencies and inclusion services</li> <li>- Review any assessments used at Stage 2.</li> </ul>	<ul style="list-style-type: none"> <li>- CYPP (Education) Section A+B+C or CYPP (Education) Section A+B+C+D if multi-agency planning</li> <li>- Consideration of a CSP</li> <li>- Individual curriculum planning / IEP if required</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery of bespoke curriculum</li> <li>- Small group work approach</li> <li>- Some 1 to 1 support</li> <li>- Direct outreach teacher support (Primary, Connections or Navigate)</li> <li>- EPS consultation/casework</li> <li>- Direct supports from plan partners (Services CYPF/OT/ SaLT/ CAMHS/ 3rd sector)</li> <li>- Support with personal care or moving and handling</li> </ul>
Stage level 4: Intensive	Identified support needs are assessed as requiring highly individualised planning and support to enable access to learning.	<ul style="list-style-type: none"> <li>- National Practice Model</li> <li>- Assessment framework, Stage 4 assessments</li> <li>- Review any assessments used at Stage 3.</li> <li>- SCERTS</li> </ul>	<ul style="list-style-type: none"> <li>- CYPP (Education) Section A+B+C</li> <li>- CYPP (Education) Section A+B+C+D if multi-agency planning</li> <li>- Consideration of CSP</li> <li>- Individualised curriculum planning / IEP if required</li> </ul>	<ul style="list-style-type: none"> <li>- Spilt placement provision for SEBN: Connections (primary) or Navigate (secondary)</li> <li>- Placement in an Intensive Support Provision (complex additional support needs)</li> <li>- Placement - Fairview Special School (profound/complex)</li> <li>- Range of plan partner consultation/direct input</li> </ul>

## ASSESSMENT

Assessment of wellbeing and of specific areas of learning is integral to all levels of the Staged Intervention Framework. The Perth and Kinross [ASN Assessment Framework](#) will provide a structure to support schools and services to access relevant assessment tools to support the identification of need.

There are five key GIRFEC questions that practitioners should ask themselves when considering a child or young person's wellbeing needs, whilst maintaining a focus on the rights of the child. The child or young person should fully participate in discussions when considering these questions:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now that is needed and appropriate to help this child or young person?
- What can my agency or organisation do now to help this child or young person?
- What additional help, if any, may be needed from others?

Central to the assessment process for children and young people at all stages is the [GIRFEC National Practice Model](#) (fig 2) which brings together eight indicators (SHANARRI) that form a wellbeing assessment, the My World Triangle, a Resilience Matrix, and the four contexts for learning within Curriculum for Excellence, to support overall assessment. The GIRFEC National Practice Model builds from the foundation of support within the family, universal services and the community.

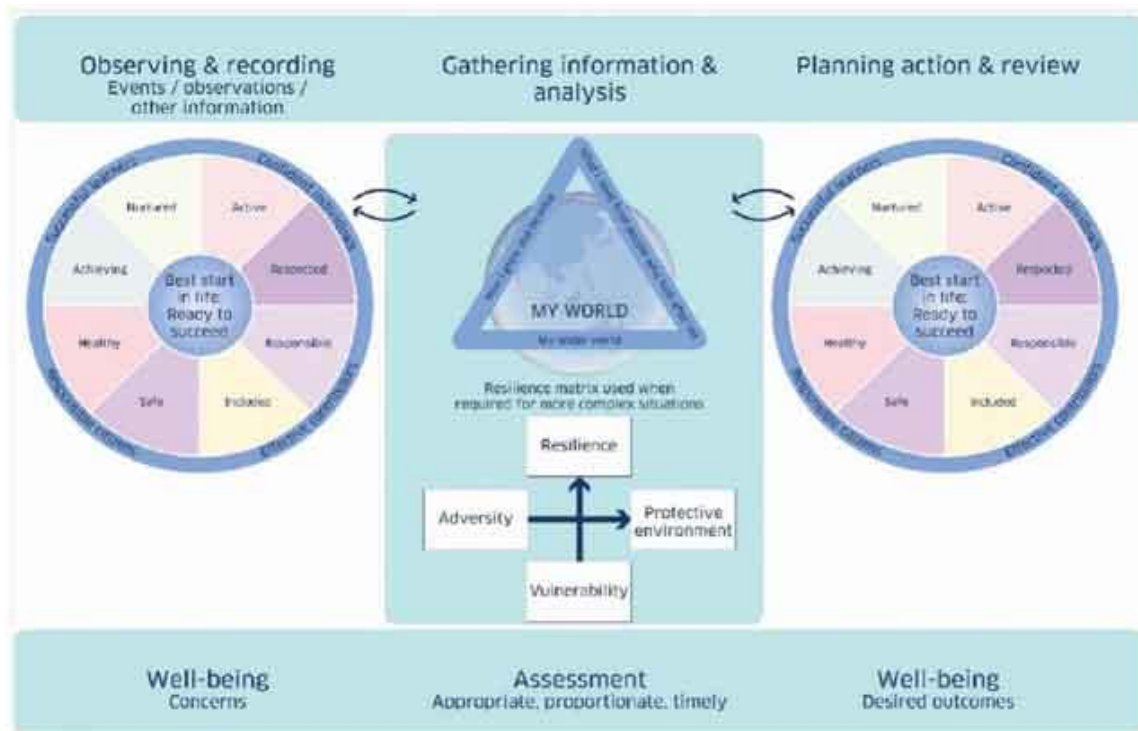


Figure 2 National Practice Model (2022)

When assessment, planning and action are needed, the model provides a single framework that all agencies use in a consistent way. Further information on use of the National Practice Model is available in the ASN Assessment Framework. Any assessment should start with the wellbeing assessment (SHANARRI indicators) as a baseline, alongside an overview of learning needs, informed through the CIRCLE approach.

This strengths-based approach aims to draw on what is available to support the child or young person within the family, community and universal services. It should be used in a proportionate manner to help education staff, and partners where a child or young person is in receipt of multi-agency support, to make as full an understanding of needs as possible. This enables effective planning and delivery of support to meet these needs.

A child or young person may have a range of needs established, for some this will have been from birth. The purpose of ongoing assessment is to define the support that requires to be provided to overcome new or changing barriers to learning that may become evident as a child develops. Assessment should always focus on areas relevant to learning.

If the teacher, ELC practitioner or parent/carer has a concern that a child or young person is not able to engage in their learning with the level of support in place, or if the child or young person themselves are concerned, then adjustments to the learning environment or the way the curriculum is delivered may be necessary. The [Learning and Teaching and Assessment and Moderation Framework](#) and the CIRCLE Inclusive Practice resources provide support to schools in reviewing the differentiation and adaptations in place to meet the needs of a child or young person.

A range of professionals may be involved in supporting a school to assess need, this may include an Educational Psychologist, Social Worker or health professional. Assessment of conditions such as ADHD or ASD always require assessment and identification by Health Services. Regardless of diagnosis assessment should always take account of potential barriers to learning and resulting needs that may present.



## PLANNING

The [Learning and Teaching Framework](#) supports all ELC practitioners and teachers to plan appropriate differentiated learning activities to meet the needs of individual children and young people with differing abilities or capabilities. This should be the starting point for all planning and should be augmented as appropriate with a Child/Young Person's Plan (CYPP), please see the [CYPP Guidance](#). Planning must consider both learning and wellbeing needs.

To create a positive ethos and climate with a learning environment that is stimulating and interesting for the child or young person, the teacher or ELC practitioner will use their knowledge of the child or young person, based on day-to-day informal assessment, to make any adjustments needed to the classroom environment or learning and teaching approaches. These adjustments implemented at Stage 1 (Universal) may be short term, low key and minimally intrusive and can be recorded in classroom or daily planning. This will be captured in the class planning completed by teacher and discussed or reviewed with parents at Parent Contact evenings or via a telephone call.

If these adjustments need to be shared with several staff to ensure the child or young person has consistent approaches across the school day, it will be beneficial to complete Section A of the CYPP Plan which will enable the sharing of key information. This is particularly relevant in a Secondary school and will replace the Pupil or Learner profiles previously used.

Where a child or young person is not making expected gains with universal supports in place or has additional support needs that require more support than can be delivered at Stage 1, then they may require Stage 2 assessment and planning. This will require completion of Sections A, B and C of the CYPP.

All children or young people who are Looked After are considered to have an additional support need unless the Education Authority deems them not to. As social work services will also be providing these children and young people with support, they should have a multi-agency CYPP in place in line with the level of support they require. This requires Section D of the CYPP to be completed.

All children and young people assessed by the ELC setting or school as requiring Stage 3 (Enhanced) assessment, planning and support should have a single (CYPP sections A, B and C) or multi-agency plan (CYPP also includes section D) depending on whether Education alone are supporting the child or young person or whether this support is provided in collaboration with social work or external partner agencies.

When an ELC setting or school identify that a child or young person may require Stage 4 (Intensive) level assessment, planning and intervention they must review the needs of the child or young person in conjunction with the Educational Psychologist for the school who will advise them on referral to the [Transition Panel](#). (Please note

this hyperlinked guidance is for operational use and therefore only available to Perth and Kinross Council staff.) The decision to place a child or young person at Level 4 can only be made by this panel. Planning for the child or young person will continue to use the CYPP, and if appropriate they may also require individualised curriculum planning for their learning outcomes which will require frequent review.

The timeframe for reviewing plans will vary across the Stages and should be determined by the individual needs of the child or young person. At a minimum, reviews should be annual; further detail on timeframes for reviewing plans will be available in the CYPP guidance.

A child or young person who has ongoing additional support needs that will last more than one year and arise from complex or multiple factors and is in receipt of substantial and significant support from education and significant additional support from one or more specified agency to meet their educational outcomes, may also require a Co-ordinated Support Plan (CSP).

The right for a parent to request consideration of the development of a CSP is embedded in legislation, which also lays out the timeframes within which key steps should be completed. If a parent requests a CSP the school must complete section D of the CYPP. This will form the CSP Checklist and must be submitted to the CSP Panel who will make the decision on whether or not the request meets the criteria for a CSP. A CSP should be considered for every 'Looked After' Child or Young Person. Guidance for staff on preparing a CSPs is available.

Children with complex needs may require individualised curriculum planning, this may be recorded in Individualised Education Programmes (IEPs). This form of plan has been an important and formal part of planning to meet learners' additional support needs in Scottish education since the publication of Effective Provision for Special Educational Needs (1994). They are also referred to in Supporting Children's Learning, the 'Code of Practice' for the Additional Support for Learning Act (2004). The use of IEPs is currently under review at a national level. However, they can play a helpful role in supplementing Stage 3 or 4 plans by capturing planning on shorter-term educational outcomes that require review more frequently than is appropriate for the CYPP.

## **RECORDING ADDITIONAL SUPPORT NEEDS**

Additional Support Needs (ASN) data must be recorded in SEEMiS Click+Go for all children and young people attending Local Authority establishments. Information on how to complete this is available at Appendix 2. Guidance for Perth and Kinross Council staff on recording in SEEMiS is [available](#). (Please note this guidance is for operational use and therefore only available to Perth and Kinross Council staff)

## **ROLES AND RESPONSIBILITIES OF EDUCATION STAFF**

### **Co-ordinating Additional Support**

ELC Managers or Headteachers are responsible for meeting the needs of children and young people with additional support needs in their setting. All ELC settings and schools must have an identified promoted member of staff with responsibility for overall management of the process of identification and support for children and young people with additional support needs and for the Staged Intervention procedure. This includes responsibility for quality assuring the processes and ensuring that all duties under the ASL Act in relation to additional support needs are carried out effectively. Where a child or young person has a shared placement between their enrolled school and an alternative provision, such as Connections or Navigate, or where part of their planned learning takes place in a setting other than the school, senior leaders in the enrolled school must retain responsibility for the ongoing assessment and review of support provided to the child or young person in all settings. The settings contributing to the support provided have a responsibility to contribute to this planning.

The role of the member of staff co-ordinating Additional Support is likely to be undertaken by:

- the ELC Leader in an ELC setting.
- the Headteacher or Depute Headteacher in a Primary school.
- the Depute Headteacher (Support) in a Secondary school.

The duties of the member of staff coordinating Additional Support include:

- Maintaining an official register of all children and young people with additional support needs and ensuring that this is recorded accurately on SEEMiS;
- Ensuring that timescales are adhered to in relation to Co-ordinated Support Plans and they support/ advise Lead Professionals in relation to this;
- Ensuring that all duties under the ASL Act in relation to additional support needs are carried out effectively, including all transitions;
- Ensuring the Named Person is kept informed appropriately.

ELC settings and schools are required to use the identified systems for their settings/sectors to record Staged Intervention data; for PKC ELC settings and schools this is the relevant SEEMiS platforms. This records the information needed to meet Scottish Government reporting requirements for additional support needs data. The Scottish Government uses this information to ensure the equitable and transparent allocation of national resources to Local Authorities.

The accurate recording of assessment and planning information in SEEMiS enables the needs of the individual to be monitored and tracked. In addition, the information

can be collated and analysed to provide information on local and national trends and information to support planning and resourcing.

### **Named Person**

The CYP Act makes the Named person service available for children from birth to their 18<sup>th</sup> birthday, and to young people beyond their 18<sup>th</sup> birthday if they remain on the school roll.

The term 'Named Person service' means the arrangements a service provider puts in place and supports the functions of the named Person. Named Person providers are in most circumstances the Health Board or Local Authority.

A [Named Person](#) is a single point of contact if a child, young person or their parent(s) want information or advice, or if they want to talk about any concerns and seek support for these.

For children attending ELC settings the Named Person will normally be their Health Visitor. For school aged children and young people in Perth and Kinross Schools, the Named Person will be the Headteacher or Depute Headteacher in a primary school and a promoted member of staff in a secondary school, usually a Guidance Teacher or Depute Headteacher.

It is essential that the Named Person is informed of any relevant information relating to the learning and wellbeing of pupils. For children in ELC settings the co-ordination of additional support encompasses responsibility for sharing significant information relating to wellbeing with the Named Person from Health Services.

The knowledge and skills required to deliver the role of the named person is laid out in the [GIRFEC guidance](#).

### **Lead Professional**

When multi-agency targeted interventions are necessary to help a child or young person and family, then a [Lead Professional](#) should co-ordinate that help. Assessment, planning and interventions at this level are most likely to be at Stage 3 or 4.

Unlike the role of a Named Person, which flows from the functions of the universal services of Health or Education, the Lead Professional is expected to be the person who is best placed to support the child or young person and to identify and manage any risk.

The role of Lead Professional will vary depending on the individual circumstances of the child and their network of support. There should be a discussion and a decision about who from the network of practitioners who are working alongside the child or young person and their family, takes on the Lead Professional role. This discussion needs to include the child/young person as appropriate and the parent and carer.

Any practitioner or professional providing support to the child or young person could be identified as the lead professional. This includes any person working across the universal services of health, social work and education (including early years), as well as a person from a third sector organisation or specialist service.

## **ENGAGEMENT OF CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES**

It is important that every child and young person with an additional support need has an opportunity to participate in their assessment, planning and review of their support. Children and young people should be supported to understand the importance of their views being listened to and heard.

Engagement of children and young people can be supported by Learner Participation Framework 2-18 approaches, through use of Talking Mats, other communication approaches or the use of advocacy.

Parents and carers are key partners in the provision of support for any child or young person with additional support needs. They should be informed of, and have opportunities to contribute to, all assessments undertaken at Staged levels 2, 3 or 4, and the planning of support for their child. Parents and carers should be given sufficient notice to enable them to attend all CYPP meetings.

Under the terms of the Education (Additional Support for Learning) (Scotland) Act 2009, parents/carers have the right to request a specific type of assessment, this includes an educational, psychological or medical assessment. In some instances, and with capacity, children themselves from the age of 12 years also have the right to request assessment of their needs. The school is required to take this forward through the CYPP process. If the school have concerns that this is unnecessary, they should seek advice from the Educational Psychologist for the school.

Once a child/young person has been assessed as having additional support needs parents/carers have the right to engage in Mediation and Dispute Resolution, if they are not in agreement with plans to support their child. Young people over the age of 16 years, also have this right. They also have the right to make a reference to the [Additional Support Needs Tribunal for Scotland](#) (ASNTS), in addition to the right to access [Mediation and Dispute Resolution](#). Parents/carers and young people should be advised of these rights.

## LEGISLATION, NATIONAL AND LOCAL GUIDANCE

Appendix 1

The legal framework that sets the parameters for this guidance is laid out below. In addition, a guidance note on the legal framework for the identification and support of additional support needs of children and young people is available at Appendix 2.

### [The Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)

This ASL Act provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning.

### [Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)

This Act introduces amendments to the 2004 Act, the most important of which is the presumption that all LAC have ASN unless it is determined that they do not require additional support to benefit from school education. Similarly with CSP's. In addition, it extends parental rights to request specific assessments to determine ASN at any time from the local authority.

### [The Children and Young People \(Scotland\) Act 2014](#)

This provides the legal framework for the implementation of the National GIRFEC approach to promoting, supporting and safeguarding the wellbeing of children and young people and improving outcomes. It introduces an entitlement to a Named Person service, a single planning process and a Statutory Child's Plan for those who need one.

[The Education \(Scotland\) Act 2016](#) The Education (Scotland) Act 2016 supports a range of improvements to Scottish education including giving children a voice in matters that affect them; and extending the rights of children with additional support needs.

### [UN Convention on the Rights of the Child \(UNCRC\)](#)

The 54 Articles of the UNCRC set out the civil, political, economic, social and cultural rights of all children and is an aspect of Human Rights legislation. It has been ratified in the UK and underpins a great deal of legislation and codes of practice relating to work with children and young people.

### [UN Convention on the Rights of People with Disabilities](#)

The UNCRPD provides the right to education for children and young people with disabilities without discrimination and on an equal basis as other people through the provision of inclusive and accessible education. The convention supports the presumption of mainstream education while acknowledging the important role of intensive support through special education settings in line with staged intervention processes.

### [Getting it Right for Every Child](#)

GIRFEC is the National approach to promoting, supporting and safeguarding the wellbeing of our children and young people; using this approach enables practitioners to improve outcomes and reduce inequalities. GIRFEC is one of the National initiatives for the implementation of aspects of the UNCRC.

### [Supporting Children's Learning: The Code of Practice \(2010\)](#)

This is used in conjunction with the Education (Additional Support for Learning) (Scotland) Act 2009. It has important practice guidance on all aspects of responding to ASN and requirements under both ASL Acts.

### [Additional Support for Learning Statutory Guidance 2017](#)

This third edition takes account of the amendments in the 2016 Act which extended certain rights to children aged 12 and over. It explains the duties on education authorities and other agencies to support children's and young people's learning. It provides guidance on the Act's provisions as well as on the supporting framework of secondary legislation. Education authorities and appropriate agencies, such as NHS Boards, are under a duty to have regard to the code when carrying out their functions under the Act.

### [Perth and Kinross GIRFEC Practice Guidance](#)

The GIRFEC guidance for Perth and Kinross services for children and young people is being refreshed in response to the refresh of national GIRFEC policy in September 2022. The local guidance will be available from September 2024 and will underpin how services work together to provide integrated assessment and support to improve outcomes for children and young people.

## **PROFESSIONAL STANDARDS**

It is a requirement of registration with the General Teaching Council for Scotland (GTCS) for all teachers in Scotland that they are familiar with and working to the [Standard for Full Registration](#), [Standard for Career Long Professional Learning](#) and the [Standard for Leadership and Management](#). These standards highlight every child and young person's entitlement to have all aspects of their wellbeing promoted and developed. Delivering this is within the core set of professional values and personal commitment of all teachers.

Any ELC staff member who is not a registered teacher must be registered with the Scottish Social Services Council (SSSC) and abide by their [Codes of Practice and professional standards](#).



## Recording additional support needs

Appendix 2

Additional Support Needs (ASN) data must be accurately recorded in SEEMiS Click+Go for all children and young people attending Local Authority establishments. Additional Support Needs 3-18: Recording Data in SEEMiS [guidance](#) on how to complete this is available. (Please note this guidance is for operational use and therefore only available to Perth and Kinross Council staff)

The data specifies children and young people's needs, who is supporting those needs and the current level of intervention. Recording of this information in SEEMiS supports monitoring and planning at school, local authority and national levels.

Data should be recorded in Click+Go after each Child or Young Person's Plan (CYPP) meeting is held in school. Updating Click+Go after each meeting ensures that up-to-date data is always available for both in-school and authority-wide reporting purposes. Note that all children and young people recorded as having ASN should have had at least one CYPP meeting recorded to establish those needs and the agreed support required to meet them.

Information should also be updated to ensure that the most up to date information on need is recorded on SEEMiS, this will help to ensure that an accurate profile of the child is provided and that additional support needs that are no longer relevant are removed.

Additional support needs will be recorded across PERSONAL and CUSTOM tabs in SEEMiS. Information recorded via the PERSONAL tab must reflect the additional support needs and requirements of the pupil. This tab is exported for census purposes.

Staged levels of intervention, information on Care Experienced children and young people, referral to voluntary agencies, part-time timetables, EAL and alternative provision are recorded via the CUSTOM tab.

These two elements of SEEMiS recording provides the information needed to meet Scottish Government reporting requirements on additional support needs. Please refer to the guidance for Additional Support Needs 3-18: Recording Data in SEEMiS for technical guidance on recording additional support needs.