**Universal Services**

**Stage 0**
- Classroom
  - Class based planning, assessment, differentiation and resources.
  - Classroom management / environmental factors varied.
  - Who
    - Class / subject teachers, learners, parents / carers / Additional Support for Learning teachers on advisory basis. Named Person aware.

**Stage 1**
- School
  - Intervention builds on assessment by class or subject teacher. Further changes made to manage needs. Other staff within school become involved. A support plan may be required.
  - Who
    - Class / subject teachers, Additional Support for Learning, Named Person / Senior school staff, Locality Wellbeing Officer, parents / carers, learners. Initial contact with other agencies may take place.

**Universal Services with Support**

**Stage 2**
- School & Others
  - Further assessment and intervention required. Advice and recommendations sought from specialist education services outwith school. Support plans, Child’s Plan, Individual Education Plans, other plans of protocols.
  - Who
    - Class / subject teachers, Additional Support for Learning teacher, Named Person/Senior school staff, Locality Wellbeing Officer, parents/carers, learners. Advice or input from other agencies eg. Early Years Education Service, Speech and Language Therapy, Sensory Education Service, Education Psychology etc.

**Targeted Intervention**

**Stage 3**
- School & Other / Specialist Support
  - Multi-agency assessment.
  - Input from specialist agency and / or education services out with school. Child’s Plan, Individual Education Plans / Coordinated Support Plans and specialist support in schools.
  - Who
    - Class / subject teachers, Additional Support for Learning teacher, Named Person, Senior school staff, Locality Wellbeing Officer, parents / carers, learners. Involvement of other agencies eg. Early Years Education Service, Speech and Language Therapy, Sensory Education Service, Education Psychology etc. or intensive input from one agency.

**Flexibility of support within and through stages**