

Appendix C: Operational Model for Proposed Early Intervention Service



The Bridge (Participation) Service at Riverbank School

“bridging the gap to sustainable participation”

Supporting P1 - P4 complex Additional Support Needs learners, their families and their schools gain the knowledge, skills, confidence and trust to sustain inclusive mainstream school placements; enabling learners to participate and achieve in their learning journey - fully seen, heard and understood.

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Introduction

Following a period of co-design with key stakeholders, this document contains a proposed operating model for the Early Intervention Service.

Within the document Service and School refer to:

Service – The new service at Riverbank (The Bridge)

School – The learner's mainstream home school

1. Why was the Service conceived?

Aberdeen City Education and Children's Services Committee instructed officers to develop an early intervention provision to support learners in the early stages. This instruction was given as a result of in-depth analysis undertaken which determined a rising number of younger learners displaying dysregulated and distressed behaviour in city schools. The national and local implementation of the Morgan Review recommendations, and current policy of a presumption of mainstreaming have heavily influenced planning.

A rights-based approach guides Aberdeen City's response to these challenges, valuing that with appropriate intervention, almost all learners belong in mainstream schools, gaining valuable skills for learning, life and living, alongside their peers. By providing a raised level of connected early intervention (learners/home/school), these learners will find the regulation and resilience they need. This alongside the Early Intervention Service's appropriate participation and engagement opportunities will allow these learners to become successful learners, confident individuals, responsible citizens, and effective contributors.

2. What is the vision for the Service?

"Scotland's education system is based on children's rights and inclusion for all learners. This ensures that every child and young person receives the support they need to benefit fully from the opportunities provided by the Curriculum for Excellence" (Education Scotland Website)

A draft vision, underpinned by Education Scotland's Inclusion pillars (figure1) has been developed to guide the development of the Service. Work to co-construct finalised vision, values and aims continues.



Figure 1

Draft vision:

Supporting P1 – P4 complex Additional Support Needs learners, their families and their schools gain the knowledge, skills, confidence and trust to sustain inclusive mainstream school placements; enabling learners to participate and achieve in their learning journey - fully seen, heard and understood.

3. Why a test of change?

Given this is a new service offer, it requires rigorous testing and challenge; the impact of the Service will be scrutinised through a test of change lens, time limited to academic year 2025/26. In doing so, the results will ascertain if the Service has merit in helping to address some of the challenges faced by learners and therefore determine future form and sustainability considerations.

A range of measures are proposed to capture the impact of this project. These include measures for individual learners – before, during and after their period of engagement, feedback from families, and outcomes on return to school. Progression indicators relating to the family and school will also be sought. Indicators will be finalised and documented when the cohort of pupils who will benefit from the Test of Change has been identified.

4. For which learners is the Service intended?

The Service will provide bespoke packages for up to 10 P1- P4 learners within the Services designated classrooms situated in the new Riverbank school. These learners share a need for a specialist level of support and understanding to bridge the gap to sustainable mainstream school placement. Although the learners will have a range of personalised factors influencing their limited participation in their current school offer, common to all will be high levels of dysregulation and/or distress. Placements will not be defined by diagnosis however; current data has indicated that learners are likely to have neurodivergent conditions and/or trauma.

5. What evidence base will the Service use to underpin offer and practice?

UNCRC: The Service will be built and guided by strong evidence-based foundations rooted in the rights of the **learners**.

There are four articles in the UNCRC that are seen as special. They are known as the “General Principles” and they help to interpret all the other articles of the Convention. These articles are considered to be so essential that if they are violated, this will have an impact on all other rights. These “General Principles” are:

- Non-discrimination (Article 2)
- Best interest of the child (Article 3)
- Right to life, survival and development (Article 6)
- Right to be heard (Article 12)

The Convention is built upon the three hard Ps; provision, protection and participation. These will be used to underpin values and direct practice, with the learner at the centre. Child friendly plans and learner voice will be key to the delivery of the service.

The Lundy participation model: The Lundy Model, developed by Professor Laura Lundy at Queens University Belfast in 2007 **helps us understand the conditions that need to be present, if we are to deliver on Article 12 of the UNCRC with transparency and integrity.**

The model clearly sets out four criteria that must be fulfilled to help inform understanding of participation and support improvements in practice. The concepts within the Lundy Model are interrelated and do more than identify strength and weaknesses in practice; they can help improve it. Each of the four elements must be considered, in order. If any one of the elements is missing, it undermines the process itself and will impact on the final outcome.

It will be used to ensure learners voice is not only elucidated but also carries influence, leading to person-centred planning approaches and responses (Appendix 1).

Getting It Right For Every Child (GIRFEC): The GIRFEC principles and established practice will guide the multi-agency team process. GIRFEC is about enhancing the wellbeing of all children and young people as well as building a flexible scaffold of support: where it is needed, for as long as it is needed. This is delivered through the core components of:

- a key person who is a clear point of contact for children, young people and families to go to for support and advice. A key person can also connect families to a wider network of support and services so that they get the right help, at the right time, from the right people;
- a shared and holistic understanding of wellbeing and a single model of how this can be considered and supported; and,
- a single, shared and rights-based approach to planning for children and young people's wellbeing where support across services is needed, co-ordinated by a lead professional.

The Nurture Principles: Nurture as a practice means relating to and coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. When adopted in school, nurture improves attendance, behaviour and attainment, and ensures every child is able to learn. A solid understanding of The Six Principles of Nurture will be implicit in guiding the Service delivery model.

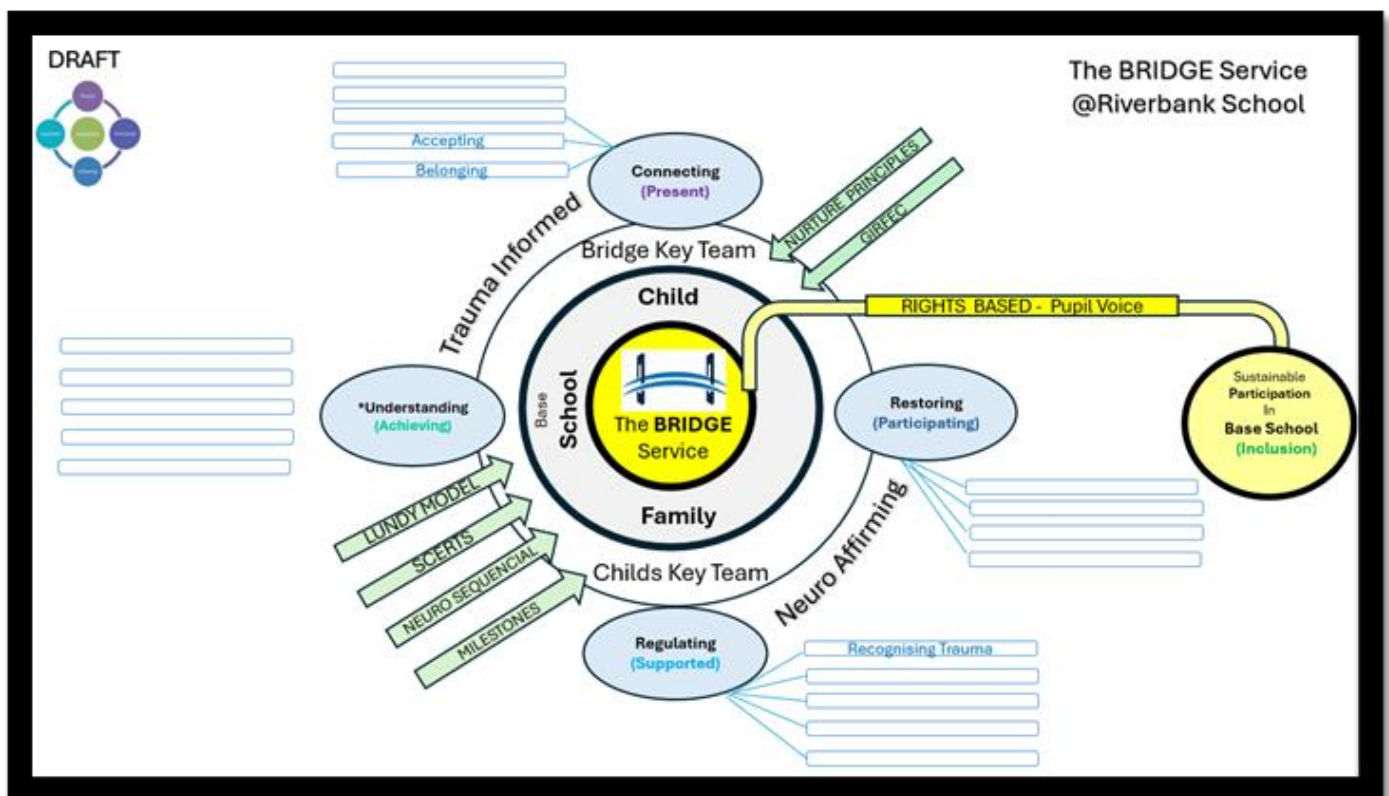
1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transitions in children's lives

These will inform our set-up of the learning environment as well as planning and assessment for individuals.

Assessment and intervention plans will be directed by **trauma informed practice** including the Neuro Sequential model. Neuro affirming approaches will be embedded across the Service, assessment and plans informed by the Social Communication Emotional Regulation Transactional Support (SCERTS) approach. Other assessment approaches will be used to understand and measure progression.

6. What will the Service offer?

The Service will offer a bespoke 12/14 week core programme of assessment, intervention, support, training and transition (Appendix 1). This core programme will include intensive work with the learner and in parallel, direct work with the learners primary care givers and key mainstream school staff. The explicit objective, to equip all three with the knowledge, skills, confidence and trust to gain the learner's' sustainable participation in their designated mainstream school, establishing a sense of belonging and felt safety. A rights-based approach will guide all work, learner voice will be central to this.



A multi-disciplinary core team of skilled and enhanced level professionals will work together across three key environments: the learner's mainstream school, home and the Service provision at Riverbank School. A diagnostic assessment and multi-disciplinary planning meeting will provide clarity on the factors impacting upon the learner's ability to participate in their education offer. Person-centred plans will detail intensive interventions delivered through specialist and therapeutic work. These will also include the development of knowledge, skills, confidence and mindset of the key adults around the learner.

The Service will work on a 12-week model with further weeks embedding interventions within the learner's home school (see Appendix 2). If, after 12 weeks the core team do not believe sufficient progress has been made, then a further period of intervention will

be planned. If after continued intervention cycles the learner continues to require such support levels, other pathways require to be considered.

The Service will provide a supported transition back into the mainstream school when the core team agree the learner, their primary carers and the key school staff have secured the outcomes required. This support will include staff directly working in the mainstream school and a range of person-centred key documents including personal learning plans, Individual Education Plan (IEP) targets, sensory profiles, communication profiles, Person Centred Risk Assessment (PCRA) and personalised learning resources. The learner's extended key team will then take over the continued support for the learner and their family. The Service will conduct formal check ins over the next year at 3 monthly intervals. The ACC ASN support hub will be available as an ongoing support for staff.

7. What are the intended outcomes?

PROJECT OUTCOMES	
For Learners	<ol style="list-style-type: none"> 1. The improved levels of attendance during intervention will be maintained or increased at their mainstream home school. 2. The learner will be able to successfully maintain or increase the time they spend in their mainstream class 3. Increased frequency, intensity and duration of engagement and connection with the learning environment and reduced frequency, intensity and duration of periods of disengagement and distress 4. Positive reductions of risk will be recorded through Person Centred Risk Assessments 5. Increased number of intervals where the learner is engaged in mainstream experiences 6. Increased number of intervals where the learner is fully included in mainstream experiences 7. Increased sense of belonging at their mainstream home school following transition period back from Early Intervention Support
For Families	<ol style="list-style-type: none"> 1. Families report having evidence of achievements, successes, and personal growth for their children 2. Families report feeling informed about their child's experiences in the setting, and report being actively involved in the transition planning back to the mainstream home school 3. Families report they have been able to access support and information sharing from a range of sources 4. Families report they are clear on the structures and roles of those working with their child 5. Families report feeling included in decision-making

For School Staff	<ol style="list-style-type: none"> 1. Members of staff in the home school report an increased confidence in supporting the learner when distressed 2. Members of staff in each home school report having an increased number of strategies to draw on to support learners 3. All members of staff will be able to identify at least two aspects of practice they have developed as a result of this pilot
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8. Who will deliver the service and how have costs been considered?

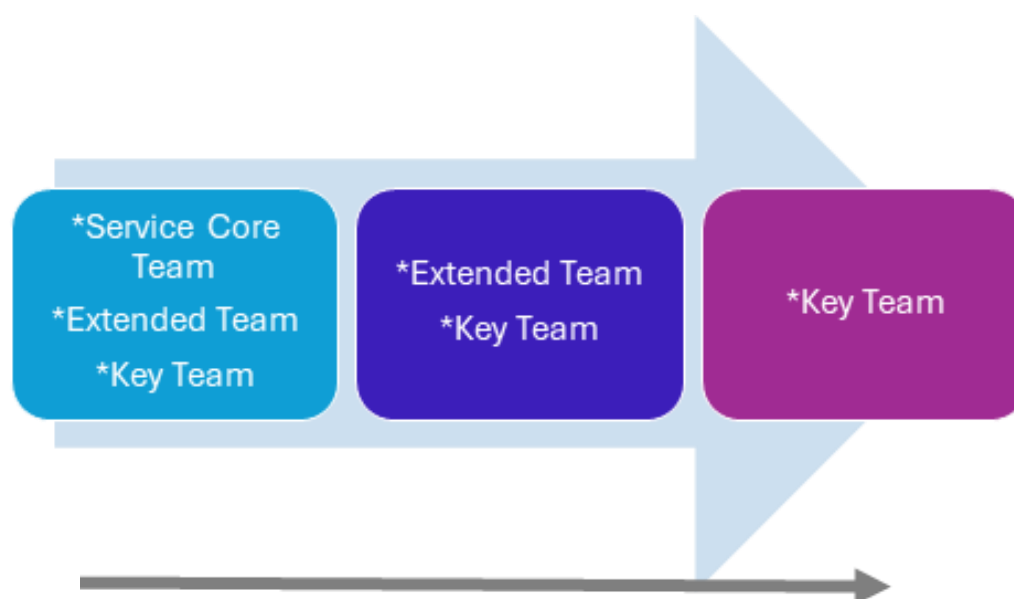
The Service has been designed to function in a cost neutral mode as much as possible whilst matching the enhanced level of intervention required to tackle the barriers impacting the learner. The learners for whom the Service is intended, demand that those delivering the Service have skilled and enhanced levels of professional knowledge and practices across a broad range of specialisms. This can only be achieved by connecting a team of multi-agency professionals.

The service will run on a three-tiered model of professional support:

- **Service Core team** – specific to the service
- **Learner's Key team** – the home school key team around the child (out with the service core team)
- **Learner's Extended team** – the additional services identified to support

In order that the Service reach is maximised, the role of other services, such as Autism Outreach or the Health & Wellbeing team, is critical. The learner's extended Key team will be identified to focus on embedding and maintaining mainstream participation and attendance. This tiered support will offer a planned and co-ordinated approach, with the aim of the learner's Key team having the capacity to support the learner as they continue on their educational journey.

Planned reduction in support as capacity develops



The Service team will be made up as follows:

Focus	Agency	Role	Activity
Quality	ACC/ED	Quality Improvement Manager	Quality assurance of the service/Support and supervision across the processes /Data collection
Quality/ Strategic	ACC/ED	Principal Educational Psychologist	Evaluation, Consultation, Part of panel
Strategic	ACC/ED	Orchard Brae Executive Head Teacher	Quality assurance /Ensuring consistent practice /Resources
Operational	ACC/ED	Principal Teacher Autism Outreach	Request for assistance chair Support and supervision of staff Learning and Teaching
	ACC/ED	Teacher	Learning and Teaching Learning and Care Plan lead Individual Educational Plan/Childs Plan

	ACC/ED	'CALM' Specialist & Trainer	Building capacity – Support Staff training Person Centred Risk Assessment support Behaviour support strategies
	ACC/ED	2 x Early Years Practitioners	Learners support Care support Mentoring of Early Years Practitioners of mainstream home school
	ACC/ED	2 x Pupil Support Assistants	Learners support Mentoring of Pupil Support Assistants of mainstream home school
	ACC/ED	Educational Psychologist(s) from the mainstream home school's locality team	Trauma & Learning Environment, Staff Support /Consultation
	3 rd sector - SensationALL	Occupational Therapist	Direct family support Contribution to Assessment /Planning /Impact /Evaluation Implementation of plans in the home Supporting primary carer regulation Family group work
	NHS	Speech & Language Therapist	Contribution to: assessment /planning /evaluation of Child's Plans Providing communication aides

Weekly team meetings attended by all the Service core team, are imperative to the success of the project, therefore this time has been factored into the weekly delivery programme. In addition, a supervision model will be provided to the Service Core team by the Executive Head Teacher of Orchard Brae School and the Principle Teacher Autism Outreach.

9. What are the criteria for accessing the service?

Learners with the following profile will be considered for access to the Service:

1. *Learners at risk of missing out on education due to no/limited participation, and high levels of dysregulation leading to distressed behaviours which are frequent and intense, causing harm to the child and or others.*
2. *Have a neurodivergence and/or a history of trauma*
3. *Factors impacting the learner's ability to participate are multiple, complex and enduring, despite the range of interventions the home school have put in place*
4. *The learner's family/primary caregiver agree to work alongside the Service to develop their own skills etc., making adjustments and changes as per intervention plan*
5. *The learner's school staff agree to work alongside the Service to develop their own skills etc., adjusting and changing as per intervention plan*

Given the limited places available and the implications of group dynamics within the Service, the process of ascertaining appropriate offers is rigorous (see Appendix 3). A streamlining of request for Service placements will be undertaken by delegated core team members. This will lead to a series of observations, which will inform the Service admission group decision on final placement. This process will take place twice in the test of change year – once in June in anticipation of an August start and in December in anticipation of new learners attending the service in spring 2026. At both these points learners who have not been allocated a Service space, will be kept on a monitoring list. Should a space become available, these learners will be re-evaluated and assessed for a space.

10. Are there implications for the learner's mainstream home school?

The process of requesting assistance from this Service asks schools to provide a rigorous profile descriptor and documentation detailing the range of actions, interventions and strategies undertaken to support the learner and, include data such as attendance summaries.

The learners attending the Service will very much belong to their home schools, indeed ensuring this connection is paramount. Schools will be central to the planning process, intervention will be undertaken 'with' schools and not 'to' however, they will be required to be open to improvement suggestions and support staff to maintain growth mindsets, whilst they further develop new skills and understanding. If a learner has an allocated staff member, they will attend the Service alongside the learner, when appropriate.

If any breakdown in communication between schools and families had been a feature of the past, schools will be supported to regain positive working relationships with the learner at the centre of all practice.

11. What happens if the Service does not make the desired impact for the learner?

If, after continued rounds of intervention the learner continues to require such support levels, other pathways require to be considered. If, after rigorous support schools are not able to match the skilled or enhanced levels of intervention required to support a learner with such a level of need, or if the environment cannot be reasonably adjusted to reduce dysregulation, again alternative pathways are to be considered.

Transportation

Parents will be requested to transport their learner to and from this Service. One session per week will also be for parents to attend to meet with the wider team, attend information sessions and have access to supportive networks. Transport may be provided if there are exceptional circumstances; this can be discussed with the Quality Improvement Manager Additional Support Needs, where supportive measures will be put in place. Attendance at this Service does not automatically qualify for transport.

Appendix 1: Logic Model [OBJ] *Logic model shown below is the draft example for learners at The Bridge and will be updated as the test of change evolves. Further logic models will be developed for families and staff/home school.*

Draft

Self-Evaluation & Improvement Plan

Learners



Resources and Context	Outputs		Outcomes - Impact		
	Activities	Outputs	up to 14 weeks	up to 6 months	up to 12 months
<p>Service has been developed in response to the rising number of younger learners displaying dysregulated and distressed behaviour in city schools.</p> <p>The national and local implementation of the Morgan Review recommendations, and current policy of a presumption of mainstreaming have heavily influenced planning.</p> <p>The Aberdeen City Education and Children's Services Committee instructed officers to develop an early intervention provision to support learners in the early stages.</p> <p>By providing a raised level of connected (learners /home/school) early intervention, these learners will find the regulation and resilience they need to embrace the opportunities to fully participate in their school offers to become successful learners, confident individuals, responsible citizens, and effective contributors.</p>	<p>The Service will offer a bespoke 12/14 week core programme of assessment, intervention, support, training and transition for up to 10 learners.</p> <p>Analysis of attendance patterns (including overall attendance, trends in lateness, and number of exclusions where this applies).</p> <p>An overview of instances of dysregulation – including patterns of frequency, intensity and duration.</p> <p>Details of personalised timetable, including the proportion of time within their mainstream class.</p> <p>Details of any exclusions, with accompanying PCRA.</p> <p>Supports which have been implemented, and the impact these have had.</p> <p>An overview of any additional support needs, to include care experience and/or child protection status.</p> <p>A list of previous schools attended, and the dates of these. Information on any medical condition/medication required</p>	<p>100% of learners accessing the service will have a bespoke learning and care plan.</p> <p>100% of learners will have an identified key person and participation team.</p> <p>100% of learners will have a bespoke assessment suite in place</p> <p>Multidisciplinary Meetings will be held regularly to monitor progress and review interventions.</p>	<p>Learners are engaging and attending.</p> <p>Learners are involved in creating their plan.</p> <p>Learners can identify strategies to regulate their behaviour.</p> <p>Learners can identify their key adult at The Bridge.</p>	<p>Learners are engaging and attending.</p> <p>Learners can use strategies to regulate their behaviour.</p> <p>Learners have increased social connectedness and a sense of belonging.</p> <p>Learners are spending increased learning time in their mainstream home school.</p>	<p>Initial cohorts of learners are engaging and attending back in their mainstream home-school</p> <p>Have clear progression plan informed by their experiences and outcomes in The Bridge in place Mainstream Home-School's</p> <p>Mainstream Home-School of Learner's report improvements in suite of measures</p> <p>Mainstream Home-School shows improvements in suite of measures</p>

Appendix 2: Lundy Model of Learner Participation

THE LUNDY MODEL OF PARTICIPATION

Lundy's model of participation aims to provide a **conceptual framework for understanding and bringing to life children's right to participation**. It's the model we use and LOVE!

The model is designed around **four dimensions**, each which exist in a particular sequential order:



Participation
People

PLAYFUL IN PRACTICE
SERIOUS ABOUT SOLUTIONS

LUNDY'S MODEL IN PRACTICE

Questions to ask yourself and of your work:

SPACE

- Have young people been asked for their views?
- How many opportunities have there been?
- Is the venue accessible, friendly and safe?
- Are the staff team trained and supported appropriately?
- Have young people been proactively recruited to take part from a variety of backgrounds?

VOICE

- Have young people been provided with the information they need to form a view?
- Do young people know their participation is voluntary?
- Are creative and fun activities being used to support young people to express their view on topics?
- Is there enough time scheduled to delve into the topics?
- Are workshop resources accessible to young people, youth proofed, and youth friendly?

AUDIENCE

- Are appropriate decision makers involved and engaged?
- Is there a clear and agreed process for communicating back young people's voices and views?
- Do young people know who their views are being shared with and what will happen to them afterwards?
- Do decision makers know how young people's views will feed into their decision making processes?
- Is the person 'receiving' young people's views the person with the power to make (or influence) decisions?

INFLUENCE

- Were young people's views considered in the decision-making process, and how is it recorded?
- Have young people been told about how their views have impacted a decision – and if not, why?
- Are there procedures in place for young people to hold decision-makers to account for their decisions?
- When and how will young people know or see the impact of their participation?



Participation
People

PLAYFUL IN PRACTICE
SERIOUS ABOUT SOLUTIONS

APPENDIX 3: 12 week core programme

Focus	Pre Placement	Transition In	Assessment		Plan	Intervention						Evaluation	Review	Transition Out	
Activity															
Week	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14

APPENDIX 4: Service criteria and process for request of assistance

In advance of the intervention beginning, a profile to be compiled to include:

- Analysis of attendance patterns (including overall attendance, trends in lateness, and number of exclusions where this applies)
- An overview of instances of dysregulation – including patterns of frequency, intensity and duration
- Details of personalised timetable, including the proportion of time within their mainstream class
- Details of any exclusions, with accompanying Person Centred Risk Assessment
- Supports which have been implemented, and the impact these have had
- An overview of any additional support needs, to include care experienced and/or child protection status
- A list of previous schools attended, and the dates of these
- Information on any medical condition/medication required

Documentation to be provided by the school to include:

- Individual Education Plan and/or Co-ordinated Support Plan
- Child's Plan (or equivalent)
- Chronology
- Any assessments of need which have been carried out (sensory profiles, dyslexia screeners etc.)
- Copies of letters which confirm diagnosed conditions (those which may impact on learning)
- Details of other professionals and organisations who are involved with supporting the learner

APPENDIX 5: Request for Assistance Model

A multi-disciplinary planning meeting will take place prior to the Bridge intervention beginning, and again when the intervention is nearing the final stages. This shared assessment of need will clarify which intervention aims to meet which need, and who will lead on each. During the period of intervention, a range of assessments will be completed in collaboration with the member of home school staff who know them best, creating a learning profile for each learner. This will support an understanding of strengths and areas for focus. At the end of the period of intervention, the assessments and learning profile will be updated and shared with the school team. In the third term after the intervention has taken place, this will be updated once again, with feedback shared with the Bridge case-holder. This will allow tracking of changes over time.

During the test of change period the Educational Psychology Service will be using an Applied Trauma Classroom tool – individually with learners, this will be carried out by an Educational Psychologist from the mainstream home school Educational Psychology Service Locality Group. During the test of change process, others will be upskilled in using the tool to ensure longer-term sustainability and capacity building. The Applied Classroom tool will also be used – as a learning environment measure. Again, capacity will be built by supporting others to utilise and understand the tool and use it independently during and beyond the test of change period.

Diagnostic assessment may also take place to identify specific barriers to learning relating to language, literacy or numeracy.

Proposed evaluative measures will include objective and subjective measures, plus observations of learners' and opinions of key stakeholders