Route-map to deliver a National Staged Intervention Model for Additional Support for Learning in Education

August 2026

Scottish Government
Riaghaltas na h-Alba

Route-map to deliver a National Staged Intervention Model for Additional Support for Learning in Education

The National Staged Intervention Model will provide a consistent approach across Scotland to recording and responding to children and young people's support needs. It will help ensure that children and young people receive the right support at the right time and that their progress is regularly reviewed. It will also help children, young people and families better understand the support available to them.

The phases set out in this route-map are intended to provide a clear structure for shared delivery and oversight and reflects a collaborative approach between Scottish Government, local government, the Association of Directors of Education in Scotland (ADES), children and young people, parents and carers and national partners, with key decision points informed by co-design, testing and evaluation. In practice, some activities may run concurrently, recur across multiple phases, or commence earlier where this supports the effective development, testing and implementation of the National Additional Support Needs (ASN) Staged Intervention Model.

1. Phase 1: Discovery and Route-map Development (May – July 2026)

- Establish Route-map
- Define the vision, purpose, intended outcomes and underpinning principles, including alignment with Additional Support for Learning legislation, United Nations Convention on the Rights of the Child (UNCRC) and Children's rights for the working group (Terms of Reference).

Output: *Working Group Vision & Principles Agreed (Milestone 1)*

2. Phase 2: Co-design and model development (July 2026 – February 2027)

2.1 Evidence Gathering

- Review existing local authority Staged Intervention models to identify:
  - Areas of consistency, effective practice and innovation,
  - Analyse variation in thresholds, identification practices and support pathways to inform model development,
  - Features contributing to positive outcomes for children and young people, informed by engagement with His Majesty's Inspectorate of Education (HMIe), Education Scotland and wider stakeholders,

    - Gaps and inconsistencies.
- Review all relevant national and international evidence policy and practice to inform model development.
- Engage with Early Learning settings, schools, educators', and children and young people to gather feedback on their experiences of using local staged intervention models.

2.2 Policy and Design Parameters

- Agree the vision, purpose and intended outcomes of the National ASN Staged Intervention Model to improve consistency and remove barriers to learning.
- Agree measures of success and evaluation framework, including impacts on outcomes for children and young people, experiences of families, practitioner workload, consistency of decision-making and multi-agency working.
- Agree the scope and application of the National ASN Staged Intervention Model across education and wider children's services.
- Begin alignment with national data improvement activity and digital systems development to support consistent recording, monitoring and reporting of Additional Needs across Scotland.
- Align early model development with policy and legislative requirements.
- Define the relationship with key legislative and policy frameworks including:
    - Co-ordinated Support Plan (CSP),
    - United Nations Convention on the Rights of the Child (UNCRC),
    - Getting it Right for Every Child (GIRFEC) policy - incorporating the National practice model and Child's plan.
- Establish core parameters and expectations for the framework, including nationally agreed components and areas for local flexibility.
- Commence Equality Impact Assessment (EQIA) and Child Rights and Wellbeing Impact Assessment (CRWIA) to inform model development and identify potential impacts on children and young people, particularly those with additional support needs and protected characteristics.

2.3 Model Development

- Agree high-level structure and definitions, including:
    - Number of stages (e.g. 3–4),
    - High-level definitions of each stage and review expectations associated with each stage,
    - Test emerging concepts and approaches,
- Develop an initial staged intervention model.

2.4 Co-design and Feasibility

- Engage Inclusion Ambassadors and other children and young people in co-design and testing of the staged intervention model.
- Engage health, social work, third sector and other multi-agency partners throughout model development, refinement and testing.
- Consider workforce, resource and implementation implications alongside model development

Output: *Initial Model Agreed for Development (Milestone 2)*

3. Phase 3: Design Refinement & Guidance Development (February – July 2027)

- Engage multi-agency stakeholders.
- Refine the model based on stakeholder input.
- Finalise structure and stage definitions.
- Ensure the model reflects the dynamic nature of support, enabling movement. between stages according to changing needs and circumstances.
- Define:
  - Expectations at each stage,
  - Criteria for movement between stages.
- Clarify roles and responsibilities across:
  - Pupil Support Staff,
  - Class teachers,
  - Early Learning settings and Schools,
  - Local authorities,
  - Partner agencies.
- Develop draft national guidance including:
  - Stage descriptors (practical application),
  - Escalation and de-escalation flowcharts,
  - Planning templates.

Output: *Draft Guidance Ready for Phased Implementation (Milestone 3)*

4. Phase 4: Resourcing and Feasibility (running in parallel with Phase 3)

- Identify the implementation, workforce development, initial teacher education and system supports required for successful national adoption.
- Refine and validate workforce, capacity and resource assumptions identified during earlier design phases.
- Assess multi-agency capacity (including Health and Social care).
- Assess resource implications, including:
  - Educators
  - Local Authority teams

    - Educational Psychology,
    - Health and Social Work services,
- Develop a delivery feasibility plan.

Output: *Resource Plan Confirmed (Milestone 4)*

5. Phase 5: Phased Implementation & Testing (August 2027 – June 2028)

- Test stage thresholds and movement between stages.
- Assess workload implications for schools and services.
- Implement the model in phased implementation areas, reflecting a range of urban, rural and island contexts, local authority sizes and differing demographic circumstances.
- Gather evidence on:
    - Usability,
    - Clarity and consistency,
    - Impact on practice,
    - Impact on access to support.
- Engage practitioners, children and young people, and families.
- Implement the evaluation framework and assess impact against agreed success measures.
- Test and validate EQIA and CRWIA findings through phased implementation activity and stakeholder feedback.
- Identify and address any unintended impacts on children and young people, families, practitioners and partners.

Output: *Phased Implementation Evaluation Complete (Milestone 5)*

6. Phase 6: Finalisation and National Implementation Planning (April – July 2028)

- Refine the model based on phased implementation evaluation.
- Confirm readiness for national rollout.
- Finalise national guidance.
- Develop a national implementation plan.
- Develop and prepare Career-Long Professional Learning (CLPL).
- Finalise and publish EQIA and CRWIA alongside the final model and national guidance.
- Ensure implementation planning reflects mitigation actions and recommendations arising from the impact assessments.

Output: *Final Framework Approved (Milestone 6)*

7. Phase 7: Ministerial Approval & Decision (May - July 2028 - running in parallel with Phase 6)

- Summarise phased implementation findings and key learning.
- Identify implications for delivery, workforce, and resources.
- Highlight key risks, issues, and mitigations.
- Support development of briefing and advice.
- Provide key messages from a delivery perspective.
- Engage national partners to confirm readiness for rollout.
- Address any outstanding operational or delivery issues.

Output: *Ministerial Agreement Secured (Milestone 7)*

8. Phase 8: National Rollout (beginning August 2028)

- Deliver national training and professional learning.
- Establish regional and national support networks.
- Support Implementation of the framework across all local authorities.
- Support culture change and consistent practice through professional learning, leadership and implementation support.
- Introduce a peer support ("buddy") model:
    - Local authorities involved in the initial phase of implementation will each support two partner local authorities,
    - Provide mentoring, practical insight, and implementation support based on phased implementation experience,
    - Facilitate knowledge-sharing, problem-solving, and consistency of approach,
    - Support early identification and resolution of implementation challenges.
- Provide ongoing implementation support.

Output: *Full Implementation Achieved (Milestone 8)*

9. Phase 9: Monitoring & Improvement (August 2028 - August 2029)

- Monitor consistency of implementation.
- Track outcomes and impact.
- Gather feedback from practitioners, families, and partners.
- Review and refine the model over time.

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