



St Andrews School Staged Intervention Policy

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Where was the policy created?		
O.I.C	Education, Leisure & Housing	St Andrews Primary
		✓

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An Introduction to Staged Intervention

"This is our community. We want the very best for everyone" is the vision for Orkney Islands Council, Education and Leisure Services. Within St Andrews Primary School we wholly endorse this vision and have extended it with our vision "Excellent education for all" to illustrate that we want our children to achieve the very best they can within and outwith our community.

We recognise that many children will achieve this through universal provision. Some children will require support to make the very best progress. This support may be long term, short term or transient in nature and may arise from a variety of circumstances.

The Additional Support for Learning Act (2004) and the 2009 amendment to the act are the key pieces of legislation governing schools in relation to meeting children's needs. Useful information can be found in "Supporting Children's Learning, Code of Practice", Scottish Government, 2010. "Education is for all" is the O.I.C. guidance on inclusion and inclusive practice.

Effective inclusion should meet the needs of the children in the least intrusive way. It should also be about getting the right help at the right time. For this to happen, we must ensure that we have shared understanding of inclusion and meeting the needs of children and young people.

Effective learning and teaching is the key to ensuring that all children make the best progress. Staff need to create a well organised and positive climate for learning and teaching in their classroom and through the school. Class teachers are the leaders of learning in their classrooms and they have a responsibility to ensure that all children and young people have the opportunity to achieve success. This may include class teachers reviewing class groupings, pace of learning, differentiation and classroom management. This also requires class teachers to work with a range of other staff and agencies to ensure the needs of all learners are met.

This guidance on staged intervention should enable and support us to meet the needs of our children and young people through a structured process.

What is staged intervention?

Staged intervention as cited in the Additional Support for Learning (ASL) Code of practice, is a process to support the learning and general progress of children and young people. It provides a framework for planning, implementing and reviewing/evaluating any interventions, strategies and actions for children who may have additional support needs.

This staged intervention process covers 5 stages ranging from initial review by the class teacher through to multi agency working. A staged intervention process should enable any difficulties to be identified as early as possible and addressed with the least intrusive course of action. These stages are clearly detailed through this guidance.

Key Features of Staged Intervention in St Andrews Primary School

- Ownership and management of learning is the responsibility of the class teacher
- Emphasis is on inclusion with early intervention at the most useful and effective point and least intrusive level
- The management of a phased approach to intervention by supplying the child with additional support needs, the help he/she requires
- Early and meaningful involvement and participation of the children and the parents in the process
- Having the flexibility within our intervention programme to respond to the particular needs of the child
- Clear documentation for the appropriate and timely involvement of support services and other agencies for consultation, intervention and review, including decisions to move between stages
- Consistent and effective management of resources to meet the range of additional support needs

What are additional support needs?

The Education (Additional Support for Learning - Scotland) Act 2004 introduces the concept of "additional support needs", that is, when a child or young adult is unlikely to be able to benefit from school education without additional support. The Act also sets out the concept of a range of factors which may lead to some young children and young people having a need for additional support. These fall broadly into four overlapping themes:

- Learning environment e.g. ethos, relationships, inflexible curricular arrangements, inappropriate approaches to learning and teaching, EAL, disrupted learning;
- Family circumstances e.g. homelessness, bereavement, substance abuse, mental health problems, terminal illness, young carers, looked after, parents in prison;
- Disability or health needs e.g. sensory impairment, mental health, specific language difficulties;
- Social and emotional factors e.g. bullying/ being bullied, self esteem, child protection issues

Additional support needs may be of a short duration, perhaps even a few weeks, or could be long term or "life long". The same factor may have different impacts on different children so it cannot be assumed (for example) that difficulties at home or bereavement will necessarily have an adverse effect on a child's or young person's learning. Similarly, it cannot be assumed that the need for additional support means a lack of ability or skill. For example, a young person who is deaf may require support with language and communication but have exceptional talent in other areas, a young person may be exceptionally talented in maths and require additional support to ensure they make good progress in this area.

Roles and responsibilities of support for learning staff

Support for learning staff have a specific remit for working alongside class teachers to promote and enrich children's learning. The roles of the support staff vary depending on the needs of the learners and may include the following:

Support for Learning Teacher

- Co-ordinate support for learning within the school, including in consultation with HT and CT, the deployment of additional support staff to meet and support learners' needs
- Maintain a regular overview of children's progress where they have identified barriers to learning
- Regular liaison with HT in relation to children's progress and staff deployment
- Provide consultancy support to enable class teachers and support team to plan for and meet the range of learning needs within the classroom
- Specialist short term support for individuals or in small groups with clearly targeted outcomes for identified learners
- Supporting children through transitions from stage to stage
- Team/ collaborative teaching with staff in classroom
- Staff development - informal and formal
- Liaison with visiting professionals

Support for Learning Assistant

- Individual or small group work
- Supporting and liaising with CT/ SfL team and other agencies to better meet children's needs
- Preparing and adapting resources for children's learning
- Supporting children who experience social, emotional and behavioural barriers to learning
- Contributing to monitoring progress of children and giving progress updates
- Supporting children through transitions from stage to stage especially from Preschool to P1
- Supervising children and providing support outwith the classroom, e.g. school trips
- Supporting children in specific areas, e.g. additional SALT and physio

Working with Parents

Partnerships with parents are key to meeting the needs of a child or young person. Early dialogue with parents through the usual home school communication procedures is the starting point for all children. Where an additional support need exists or is identified, parents will be informed and involved through the staged intervention process.

Involving children in their learning

Children and young people have the right to participate in decisions and have their views taken into account. Regular discussions should take place with children about their learning and take into account their opinions and views. Through the staged intervention process, children will have the opportunity to contribute to their learning and the setting and evaluating of targets.

The discussion context and contribution will vary depending on the age and stage of the child, and as a result is not explicitly stated through the five staged intervention grids.

Staged Intervention - Summary of the 5 Stages

Stage 1

"in class" approaches - Where an initial concern about a need arises. Class teacher reviews practice, has informal consultation with SfL staff and makes the necessary adaptations to reduce barriers to learning/participation.

Stage 2

"class plus" approaches - Where there are still needs following stage 1 and additional input is formally sought. Formal consultation begins with support staff at this stage and outcomes from this will indicate strategies to support individuals or groups of learners.

Stage 3

"school" approaches - Ongoing needs require additional or more focused intervention/support from school based staff. Informal advice may be sought from other agencies.

Stage 4

'school plus' approaches - Where school strategies from Stage 3 have not made the impact expected. Assistance formally requested from outside agencies to offer further strategies and/or direct intervention, which may include assessment.

Stage 5

'multi-agency' approaches - Where more than one agency / service external to the school are involved and the needs are significant (affecting educational development) and enduring (of at least 12 months duration).

*The involvement of SALT can be accessed at any stage by an informal discussion and then a referral using the Request for Involvement form (Appendix 8)

Working with other agencies

Specialist staff or other professionals may have regular involvement with a child. A range of protocols and procedures exist when making referrals or requesting involvement and at school level this is co-ordinated by the support for learning teacher and/or HT.

In all circumstances there should be a clear plan of action accessible to all who need to see it and, where there is multi-agency involvement, a lead professional responsible for co-ordinating the actions set out in the plan and for monitoring its effectiveness.

Further information can be found in

Supporting Children's Learning, Code of Practice, Scottish Government, 2010 and Education is for All, OIC website,

http://www.orkney.gov.uk/media/GIRFEC_Orkney_July_2009_Final_Draft.pdf

Education is for All, OIC website August 2010,

http://www.orkney.gov.uk/nqcontent.cfm?a_id=14626&tt=orkneyv2

National Framework for inclusion

<http://www.frameworkforinclusion.org/index.php>

Learning and teaching Scotland - Supporting learners

http://www.ltscotland.org.uk/supporting_learners/index.asp

Stage 1 'in class approaches'

Stage and key features	Who and what is involved at this stage	What needs to be in place to facilitate this	How do we plan and record this?
<p>1 'in class approaches' where initial concern about an unmet need arises</p> <p>Class teacher reviews practice and makes necessary adaptations to reduce barriers to learning/ participation</p>	<p>The main responsibility for meeting the needs of the child lies with the class teacher/early years worker (CT/EYW). This can include a dialogue with support for learning staff or other staff you work with on a regular basis, e.g. health visitor, but the onus of the responsibility rest with the CT/EYW. CT/EYW will identify barrier to learning/participation. Alongside risks to wellbeing consider reviewing the factors that could give rise to additional support needs</p> <p>Learning environment Family circumstances Disability or health needs Social and emotional factors</p> <p>From this evaluation, CT identifies some next steps and implements them. These are then evaluated and further next steps identified if necessary. Class teachers will ensure that they discuss children's learning with them and seek their views. Parents would not normally be involved at this stage but any interventions or strategies used to support the children's learning should be shared with parents during routine school/ home contacts e.g. term class letters, parents' evenings. Should a parent raise a concern about their child's progress/ participation then they will become fully involved from this stage including setting priorities and discussing support strategies/ evaluating success of strategies. If a CT/EYW feels that the identified need is likely to lead to further stages or longer term individualised planning then the support for learning teacher (SfLT) should be consulted and a timescale will be agreed for involving parents at this stage.</p>	<p>Shared staff agreement/ staff development on effective learning and teaching classroom management strategies including whole school behaviour expectations/ policy</p> <p>checklist to support staff in reviewing factors giving rise to ASN (Appendix 2)</p>	<p>General CT/EYW's planning and record keeping</p> <p>Weekly evaluations used to assess intervention strategies and consider next steps.(Appendix 1)</p>

Stage 2 'class plus'

Stage and key features	Who and what is involved at this stage?	What needs to be in place to facilitate this?	How do we plan and record this?
<p>'class plus' approaches Where there are still needs following stage 1 and additional input is formally sought.</p> <p>Formal consultation begins with support staff at this stage and outcomes from this will indicate strategies to support individuals or groups of learners</p>	<p>The main responsibility for meeting the needs of all children continues to lie with the class teacher/ early years worker. (CT/EYW)</p> <p>Stage 1 needs to have been undertaken with clear evidence of different approaches in the classroom/school to minimise barriers to learning/participation. This will be evidenced through the weekly plans and evaluations.</p> <p>CT/EYW will organise a consultation with the SfLT who may offer further guidance and strategies to support the child in their learning.</p> <p>This may or may not lead to SfLA allocation. The decision on allocation of SfLA is made by the SfLT in consultation with the Head Teacher and in line with the school protocols.</p> <p>Where SfLA allocation has been made, it will be planned for with clear outcomes and a timescale for review built in using SfLA notebooks.</p> <p>Appropriate intervention strategies will be put in place with clear planning including timescales and review built in. Children's progress will be evaluated by CT, parents and SfL staff</p> <p>Class teachers will ensure that they discuss children's learning with them and seek their views, incorporating them into the planning process.</p>	<p>Arrangements for SfL staff and CT consultation to be in place.</p> <p>Staff awareness of deployment of support staff -or redeployment where needed. Flexible timetable of support that is able to respond to needs led priorities.</p> <p>Working with parents - clear approaches and clear means of communication</p> <p>Staff development on holding effective meetings and a clear understanding of who attends what meeting and how reviews are undertaken.</p> <p>Clear protocols agreed between HT/SMT(Senior</p>	<p>Stage 1 evidenced and completed.</p> <p>Stage 2 Consultation and Planning for Effective Learning document used and intervention strategies evaluated.(Appendix 3)</p> <p>SfLA notebooks drawn up by CT in consultation with support staff and using monitoring forms. (Appendix 4)</p> <p>If no SfLA allocation clearly identified outcomes need to be evidenced through teacher's planning or the CT can use an individualised educational plan.</p>

	<p>Parents would be contacted by the class teacher at this stage to discuss strategies to support the child. Parents then become involved at every stage of reviewing the progress, setting priorities and targets etc until these are met This can be a phone call, email, invite to school etc</p>	<p>Management Team) and SfLT on allocation of SfLA in line with school policy.(Appendix 5)</p> <p>The decision to move to Stage 3 will be undertaken in consultation with the HT, recognising that this may necessitate a redeployment of support staff.</p>	
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Stage 3 'school approaches'

Stage and key features	Who and what is involved at this stage	What needs to be in place to facilitate this	How do we plan and record this?
<p>3 'school' approaches</p> <p>Ongoing needs require additional or more focused intervention/support from school based staff. Informal advice may be sought from other agencies.</p>	<p>The main responsibility for meeting the needs of all children continues to lie with the class teacher who is actively supported by the support for learning teacher and additional resources are allocated to support the child. This could be either SfLA time, SfLT time or 1-1 consultation with staff on a regular basis.</p> <p>Informal or general advice may be sought from other agencies but at this stage not on a request for involvement form. E.g. SALT, Educational psychology, pupil support team, health visitor.</p> <p>Parents and their children will be involved on a regular basis with establishing priorities and targets or to review progress. This means parents will be actively involved in setting targets.</p> <p>SfLT along with CT have agreed procedure for contacting parents and keeping them informed of progress. (e.g. sharing of SfL plans, meetings to discuss or add to plans, CT term letters, PLPs, informal note or phone call to parents)</p> <p>If required specific assessment may be undertaken to clearly identify strengths and barriers in learning.</p>	<p>Continued regular and ongoing partnership with parents and other relevant staff where appropriate.</p> <p>Provision made for continued consultation time between CT and SfLT with formally timetabled additional support.</p> <p>A case study undertaken by all staff to raise awareness of a particular child.</p> <p>Monitoring (including ongoing assessment to record impact of interventions) analysed in terms of what it means for the individual learner and implications for ongoing learning and support intervention. Continuing staff awareness of needs-led system and how this will change according to identified needs.</p>	<p><i>Stages 1 and 2 evidenced</i></p> <p>Stage 3 A record used for all consultations</p> <p>IEP used where direct support is allocated - either SfLA (completed by CT) or SfLT (completed by SfLT).</p> <p>SfLT along with CT have agreed procedure for contacting parents and keeping them informed of progress very much based on above.</p> <p>The HT/SMT will be involved on a regular basis to monitor progress of all learners.</p> <p>Regular meetings between HT/SMT and SfLT will take place to review the</p>

		<p>Tracking/progress meetings will take place twice per year - Terms 1 & 3. The HT, CT and SfLT will be involved in these tracking meetings.</p> <p>Progress updates for children with support at stages 3, 4 and 5 will take place in September and January. The SfLT will be responsible for carrying out these progress updates.</p>	<p>progress of individual children and the overall management of meeting learning needs across the school. This will include the usual in-school tracking meetings as part of the schools self-evaluation.</p>
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Stage 4 'school plus approaches'

Stage and key features	Who and what is involved at this stage	What needs to be in place to facilitate this	How do we plan and record this?
<p>4 'school plus' approaches</p> <p>Where school strategies from stage 3 have not made the impact expected. Assistance is formally requested from outside agencies to offer further strategies and/or direct intervention, which may include assessment.</p>	<p>By this stage, the HT/SMT, CT, SfLT, SfLAs, parents and child/young person will be working collaboratively towards meeting identified targets/interventions in an IEP.</p> <p>Through the review process, an agreement is made to make a formal request for involvement to the appropriate agency - planning to date will support the request for involvement.</p> <p>The SfLT will co-ordinate in-school intervention and outside agency involvement where appropriate.</p> <p>Regular meetings will take place to monitor and evaluate the progress of the IEP targets/interventions.</p>	<p>A continued collegiate approach to meeting learners needs including the opportunity to discuss and review pupil progress on a regular basis.</p> <p>Clear evidence of strategies/interventions and their effectiveness.</p> <p>Ongoing tracking meetings and progress updates as in stage 3.</p> <p>Clear procedures for planning and holding effective meetings - appendix 6.</p> <p>Pupil Support Group and/or Solution Oriented Schools approaches to meetings and involving pupils and parents - staff awareness of these</p>	<p><i>Stages 1 - 3 evidenced.</i></p> <p>IEPs and evaluations of progress, monitoring sheets and review records.</p> <p>Request for involvement form used.</p> <p>Consultation records from other agencies where appropriate.</p>

		approaches is needed.	
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Stage 5 'multi-agency approaches'

Stage and key features	Who and what is involved at this stage	What needs to be in place to facilitate this	How do we plan and record this?
<p>5 'multi-agency approaches'</p> <p>Where more than one agency/service external to the school are involved and the needs are significant* and enduring*. *significant - affecting educational development *enduring - at least next 12 months</p>	<p>Parents, child/young person and school team (HT/SMT, CT, SFLT, SFLAs) meet with practitioners from other services following local Getting it right for Every Child (GIRFEC) guidance.</p> <p>A 'key worker' and/or 'lead professional' are nominated. The key worker is the professional with the most frequent/intensive contact with the child or young person. The lead professional is the person best placed to coordinate assessments, planning, interventions and reviews.</p> <p>Assessment is integrated, bringing together information from all practitioners and parents, and this is assimilated to form a single report and plan.</p>	<p>General awareness for school staff in GIRFEC approaches and underlying philosophy.</p> <p>In depth training for key staff on GIRFEC and ASN legislation ("2004 and 2009 ASL acts)</p> <p>Discussions between key staff : HT/SMT , SFLT, and external professionals to decide whether to proceed to Community Service Plan</p>	<p><i>Stages 1 - 4 evidenced.</i></p> <p>My world triangle as the basis of integrated assessment and planning (appendix 7)</p> <p>Request forms to start GIRFEC and/or Community Support Plan (appendix 8)</p>

Every session or more often if circumstances warrant it the Head Teacher and Support For Learning Teacher will undertake a whole school review of

- The children and their needs
- The allocation of SflA time
- The allocation of SflT time

This will be undertaken using Staged Intervention Inventory (appendix 9)

St Andrews School

Staged Intervention Guidance

Appendix 1

Pupils requiring re-enforcement	Next steps	Pupil successes	Next steps
Language			
Maths			

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Appendix 2

Prompts/ questions for staff to reflect on at stages 1 and 2 in relation to meeting needs of learners. Not all are necessary or needed but instead should be a guide to staff when reflecting on meeting the needs of the learners.

Learning Environment

Can the child access appropriate equipment? (labels, height, enough room for purpose)

Is the child's position in the classroom taken into account? (distance from the board, able to see visual resources, peer seating, dominant ear)

Is the room temperature regulated and consistent?

Is there adequate ventilation?

Are the teaching and learning styles appropriate?

Classroom size

Ethos and relationships

Flexible timetable

Is there a mixture of social/academic groupings?

Have you considered Maslow's hierarchy of needs?

Are different learning styles being considered?

Inconsistency of familiar adult (staff illness/ supply/ job-share)

Are the next steps achievable/ challenging?

Can the child safely move around the classroom?

Is the curriculum appropriate?

Am I engaging the child? (interests, hobbies)

Stance enhancers that promote motivation and engagement for this individual

Appendix 2 (cont.)

Disability or Health Need

Long-term illness - support in place for work going home, contact with parents, IT resources for support?

Broken arm/leg

Spectrum needs (clear expectations, visual timetable, calm & quiet space)

Dyslexia/ dyspraxia/dyscalculia

Have hearing and sight been checked?

Diet/nutrition

Sleep

Mental health

Movement difficulties

Speech, language and communication barriers

Social and Emotional

Learning environment is safe

Children have the opportunity to express their feelings, discuss class issues

Opportunities to form positive relationships

Is there an anti bullying policy in place?

Does the child have a secure friendship group

Is the child being discriminated against? (racially, religion, behaviour, ability)

Family Circumstances

Bereavement, family split, financial difficulties, housing issues, substance misuse, new additions to the family, moved house

Does the child live in two homes?

Is there disagreement at home?

Are there separation anxieties?

Appendix 2 (cont.)

Is there adequate support from home?

Are there mental health issues?

Is the child 'looked after'?

Are there outside agencies involved with the family?

Does a parent work away from home?

Does the child go to a childminder before/after school?

Is the family accepted in the local community?

Are there family disputes/ issues/ rivalries?

Are there barriers to learning? (ESL, literacy level, hard of hearing)

Is the child a young carer?

Consultation and Planning for Effective Learning (Stage 2)

Nurtured	Active	Respected	Responsible	Included	Safe	Healthy	Achieving
PUPIL NAME					CLASS		
PERSON NOTING CONCERN: (telephone number if a parent)							
Notes:							
Action:							
Timescale of intervention/targets:							
Other staff/agencies involved:							
Have parents been contacted regarding this plan? If yes, date:							

Staff member's name _____

Date	Learning Outcome	Planned Intervention	Record and comment - initial please

Protocols for SfLT

The Support for Learning teacher will

1. use the first 2 weeks of a new school year to do assessment and planning for the year ahead
2. in the first week of the new school year plan timetables for the support for learning team
3. possibly use the last week of each term for reviewing the term and planning for the next term
4. consult with class teachers to timetable consultation and review periods in non-contact time
5. allocate support for learning assistant and teacher time according to the needs of the pupils in each class
6. have a flexible system that can alter to suit the circumstances in each class

The allocation of the time of the support team is now based on meeting the needs of the child and therefore must be able to adapt to these changing needs, which may involve redeployment of staff from class to class according to need.

The allocation of time will be based on information from previous teacher and support staff, assessments and evaluation of work.

Appendix 6 - Example of procedures for administration of review meetings and tracking learners progress.

Regular school quality assurance/self evaluation activities carry on as usual:

- Pupil tracking/progress meetings take place in Terms 1 and 3 involving HT, CT, SfLT, SfLA
- Brief progress updates for stages 3-5 in September and January - led by SfLT, involving CTs and SfLA

Prior to meeting the SfLT will coordinate the arrangements for the review meeting and will consult relevant in school staff and others where necessary:

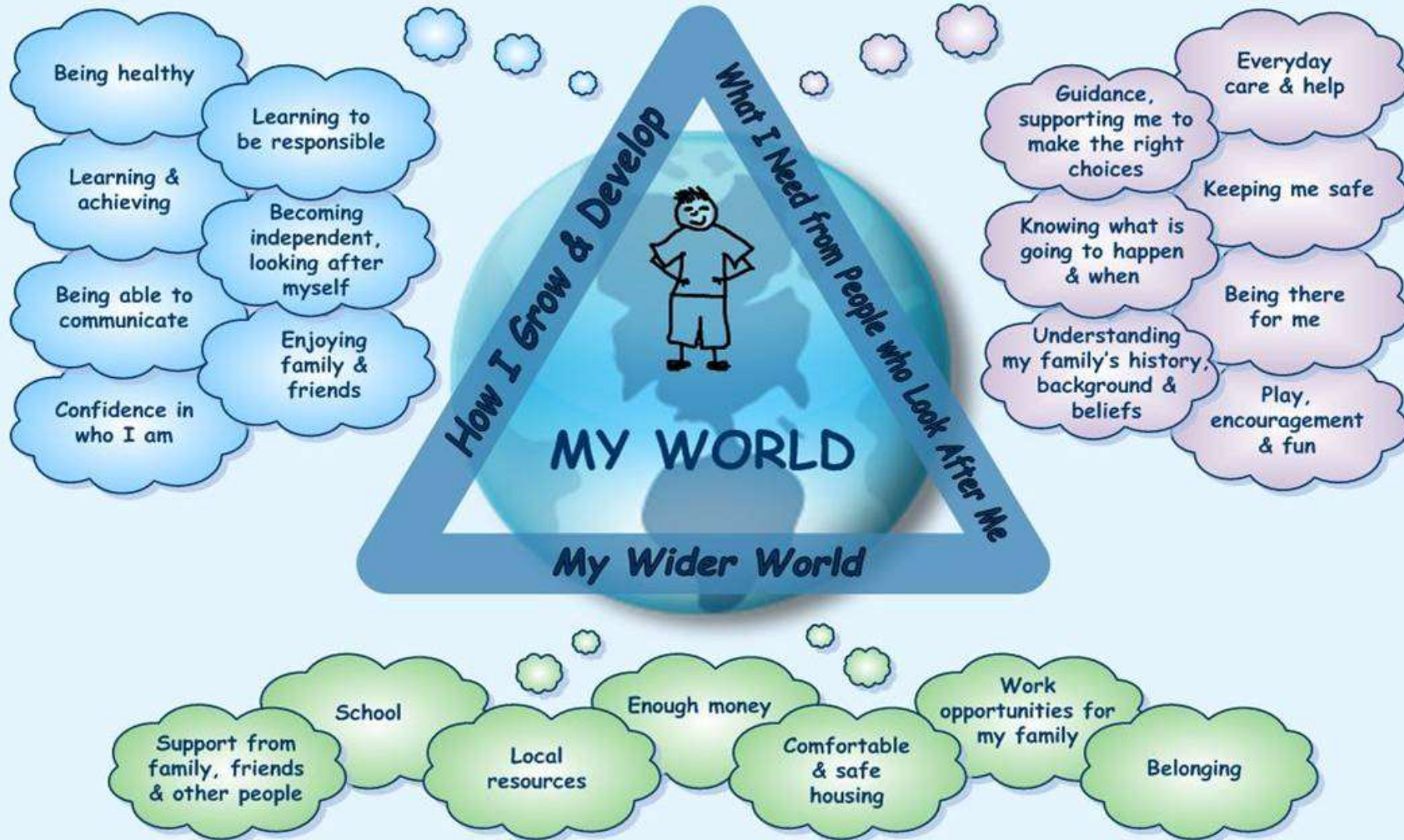
Decisions to be taken	What has been decided
Purpose of meeting including agenda	
Who will attend	
Venue	
Date and time	
The best way to involve the learner	
Cover/release implications for some staff	
Who chairs the meeting	
Who takes record of meeting /minutes and distributes to all concerned	

Administration for and following review meeting:

What	When	Who	Date done/checklist
Written invitation to review meeting all attending* - by post or email including appropriate paperwork and agenda	2 weeks prior to review meeting	SfLT	
Follow up phone call to parents	1 week before review date	SfLT	
Record of meeting/minutes to be typed up and copied to appropriate parties	Within 2 weeks of the date of review	As agreed	
Follow up any actions from meeting	As agreed by target setting process	Class teacher in collaboration with support staff	

* Please ensure appropriate details used as per SEEMIS details held in the office.

My World Triangle



The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

Appendix 8 - REQUEST FOR INVOLVEMENT

For general use and specific use in circumstances where the *Education (Additional Support for Learning) (Scotland) Act 2004* may be applicable.

Request for Involvement			
From		To	

Personal Details of Child/Young Person			
Surname		Forename	
Address	DOB		
	School/Establishment		
Postcode			
Name and Address of GP			

Parental Responsibility Details		
Names of parents/guardians		
Address if different from above	Home Tel	
	Work/alternative Tel	

Reason for Request
Summary Comment:

Relevant Case History with Reference to the Following (where applicable):	
Learning Environment	(if applicable)
Family Circumstance	(if applicable)
Social or Emotional Factor	(if applicable)
Disability or Health Need	(if applicable)

Other Relevant Information (including involvement of other agencies)
not applicable

Consent			
Please sign, thereby agreeing to the request and the information contained within it			
Name (printed)	Designation/job title	Signed	date

	Parent		
	Parent		

Request should be copied to the Head of Pupil Support and the head teacher (children and young people of school age) or principal educational psychologist (child not of statutory school age)
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Appendix 8 (cont) REQUEST FOR INVOLVEMENT (MONITORING)

For Office Use Only

Date request received:

Formal intervention required:

(If no formal intervention required, date to review request:)

Team Member(s) Involved:

Outline of Support/Intervention to be Provided:

Expected and Agreed Outcomes:

Timescale/Arrangement for Review:

Date of closure (this involvement):

Comment/Reason: