

Guidance on considering, preparing and reviewing Coordinated Support Plans

Revised September 2018

Guidance on preparing and reviewing Coordinated Support Plans (CSPs)

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1 Planning to meet the needs of children and young people

- 1.1 Within the Code of Practice for the Education (Additional Support for Learning) (Scotland) Act 2018 (ASL Act), it is recognised as good practice that planning to meet children's needs should be implemented, monitored and reviewed by the people that know the child best.
- 1.2 A Coordinated Support Plan (CSP) is an action plan used for some children and young people who need significant additional support with their education. It is monitored and reviewed regularly and supports professionals to work together to help children and young people achieve educational targets.
- 1.3 In line with planning recommendations from the Children and Young People (Scotland) Act 2015, CSPs are prepared and reviewed by school staff. Education Officers will have a role in discussing the delivery of CSP targets with schools.
- 1.4 CSPs are legal documents, with requirements around eligibility criteria, content and timescales for opening and review detailed within the Education (Additional Support for Learning) (Scotland) Act 2004 (ASL Act) and explained fully within the revised Code of Practice 2017. <https://www.gov.scot/Publications/2017/12/9598>
- 1.5 The new format for the Universal Child's Plan (UCP) incorporates a section for a CSP, where a child/young person has both plans in place. <https://www.argyll-bute.gov.uk/social-care-and-health/girfec-resources>

2 Considering whether a child or young person is eligible for a CSP

- 2.1 The first stage is to consider whether the formal process for **considering** a CSP should be set in motion. Most CSPs will be initiated locally through discussion amongst professional groups in consultation with parent(s)/carer(s). Decision making around eligibility for a CSP is made based on criteria set down in the ASL Act as follows:
 - The child/young person has additional support needs arising from **complex** or **multiple** factors, likely to continue for **more than a year**.
 - Those needs require **significant** additional support to be provided by the education authority **and** one or more appropriate agency.
- 2.2 Area Principal Teachers can offer advice and guidance around the eligibility criteria. The issue of whether the support being provided by other agencies is 'significant' can only be answered in consultation with the agencies involved, for example speech and language therapy or social work.
- 2.3 It is important to be clear that **only those learning objectives which require coordination amongst agencies** will be included in the CSP. Class level planning will also be in place within the school to address key learning objectives not requiring support from other agencies but will not be included in the CSP. Wider short and long term targets may be included in a UCP.

- 2.4 In many cases the decision about whether to proceed with a CSP will be straightforward. In other cases, this decision making may be more difficult. The terms 'complex' and 'significant additional support' within the eligibility criteria are clearly open to interpretation and may require careful consideration. The authority wide screening group, including education, social work and health, will continue to aid key decision making and monitor the overall picture of CSPs across the authority. The screening group will also consider whether any parental requests for CSPs are 'reasonable' in terms of the Act.
- 2.5 Any parent/carer has the right to ask that their child/young person is considered for a CSP. If the school receives a written request to consider whether their child/young person requires a CSP, this should be copied to the Principal Educational Psychologist at the earliest opportunity in order for a formal response to be made and to ensure that the required timescales are met.

3 Considering the need for a CSP (See flowchart in Appendix1)

- 3.1 Following **discussion with school staff, parent(s)/carer(s) and other professionals** to consider whether the eligibility criteria are met, form **CSP1** (collated information on a pupil who may require a CSP, see Appendix 3) should be completed by the Named Person or their designated representative and sent to the Principal Educational Psychologist (PEP). Minutes of relevant meetings, copies of a Universal Child's Plan (if in place) and up to date reports from other agencies should be attached to this form. Where current reports from partner agencies are not already available, these should be specifically requested by the school in advance of sending CSP1 to the PEP using form **CSPOA1** (see Appendix 4). For whatever reason, where reports remain unavailable from other agencies who are currently involved with the child/young person, the PEP should be alerted prior to form CSP1 being submitted.
- 3.2 On receiving CSP1, the PEP will issue a standard letter to the parent(s)/carer(s), informing them that consideration is being given to whether a CSP should be prepared for their child. **This begins the 16 week statutory timescale.** Parent(s)/carer(s) should be notified of the outcome of the decision making process within **4 weeks**. Exceptions to timescales are allowed, for example, if a necessary assessment cannot be completed or a parent/carer wants to bring more information.
- 3.3 The screening group's decision making will be based on the assessment information collated by the Named Person. Information will be provided by parent(s)/carer(s), teachers, social work staff, health professionals and educational psychologists, as appropriate. For the most part, the information will already be available as a result of the ongoing process of assessment. In some cases, parent(s)/carer(s) may request a particular form of assessment to be part of the consideration process.
- 3.4 The screening group will scrutinise the information and consider whether the identified needs are complex or multiple and whether there is significant additional support from another agency, to determine whether the eligibility criteria for a CSP is met.
- 3.5 If it is decided that the eligibility is met and a CSP should be prepared,

parent(s)/carer(s) will be formally notified in writing, including information on rights of appeal to the Additional Support Needs jurisdiction of the First-tier tribunal for Scotland Health and Education Chamber (ASN Tribunal). The Named Person will also be notified. **The CSP then requires to be completed within 16 weeks of this initial letter being sent to parent(s)/carer(s).** Consequently there will be a minimum period of 12 weeks to complete the process, including the circulation of a draft CSP for comments, and final distribution of an agreed CSP.

- 3.6 The Named Person or representative should set a date for a formal meeting with the parent(s)/carer(s), education staff and other agencies on receipt of the letter agreeing that a CSP should be prepared. **The formal timescales are laid down in law and therefore the PEP should be alerted if, for any reason, it appears that these timescales will not be met.**
- 3.7 Where the screening group decides that a CSP should not be prepared, a formal letter will be sent to parent(s)/carer(s) indicating the outcome and informing them of their right of appeal to the ASN Tribunal.

4 The CSP meeting

- 4.1 As with UCP and other planning meetings, the CSP meeting should be designed to be efficient but also relaxed for parent(s)/carer(s). For both these reasons the required attendance should be kept to a minimum. The following people need to be present:
- Parent(s)/carer(s), who may bring someone to support them
 - a school representative
 - a representative of any external agency providing the 'significant' additional support
- 4.2 Where other people have contributed assessment information but are not providing direct or ongoing support to the child/young person, they need not attend this meeting. This could include doctors and educational psychologists. The presence of the child/young person is a matter for judgement in every case but the principle that they can attend needs to be established and in all cases their view should be sought in advance of the meeting.

5 Preparing the CSP

- 5.1 Following GIRFEC principles, appropriate members of the school team are responsible for compiling the content of the CSP. Guidance on information which should be included in the CSP can be found in Appendix 2. This document also highlights the links between the information included in a UCP and CSP, as some

Children/young people may have both plans. A blank CSP form with guidance for completion is included in Appendix 5.

5.2 In the section 'Education Authority Contact Points' on the final page, the **Additional Support Provision Coordinator** will be the Named Person, and the **Parental Advice and Information on the Co-ordinated Support Plan** will be the Education Officer.

5.3 Once the draft CSP has been completed, the Named Person will forward the draft document to the senior administrator for the Psychological Service. A draft copy will be circulated to all involved for comment, prior to being authorised by the PEP and circulated in final form.

6 The content of CSPs

6.1 Guidance on the expected content of CSPs is included in the ASL Act Code of Practice and also included in Appendix 2.

6.2 In conjunction with parent(s)/carer(s), the multi-agency group providing support to the child/young person should set the educational objectives and agree the other information contained within the CSP.

6.3 In relation to parental comments, parent(s)/carer(s) should be encouraged to submit written, taped or even videoed information which can be translated into a written form. Where the parent(s)/carer(s) is/are unable or unwilling to submit information in a permanent form school staff may note the information from the discussion with the parent(s)/carer(s).

6.4 The views of the child/young person should be actively sought and taken in to account throughout the CSP process where the child/young person is of age, and has the capacity, to do so.

6.5 Wherever possible comments should be noted in the parent(s)/carer(s) and child's/young person's own words.

7 Monitoring and reviewing Co-ordinated Support Plans

7.1 Timescales for reviews are prescribed in the Code of Practice. A child's/young person's CSP **must** be reviewed every 12 months to ensure that the support it describes is still appropriate for the child's/young person's needs. Parent(s)/carer(s) and relevant professionals should be invited to the review meeting. The review of the CSP should not need an additional meeting, but can be completed as part of wider discussions to review a child's/young person's progress. For example, if you are planning an annual review of needs, or a UCP meeting, such meetings should take place to fit with legally required timescales for the CSP. The review meeting should consider:

- if the objectives set out in the child's plan have been achieved
- any new objectives that need to be set and what support will be needed to help the child/young person achieve them
- whether there has been any change in the factors that have led to the child's/young person's additional support needs

- any information that needs to be updated within the profile
- 7.2 If the child's/young person's circumstances have changed significantly during the year, it may be decided that the CSP is no longer required. Reference should once again be made to the eligibility criteria. If the CSP is no longer required, this should be discussed with the parent(s)/carer(s) and the decision should be intimated in writing to the PEP as soon as possible.
- 7.3 Reviews of CSPs should be encapsulated within a wider review which includes discussion of all needs, rather than simply those requiring coordination. As such, a CSP review may be encompassed within a Looked After review or UCP meeting. While a CSP review should not be a separate entity, it will be necessary to specifically consider whether there continues to be additional support needs that require formal coordination.
- 7.4 The Named Person or representative should send a copy of the reviewed CSP to the Psychological Service senior administrator by email. This document will be signed by the Principal Educational Psychologist and returned to the Named Person for final circulation to parent(s)/carer(s) and relevant professionals.

8 Further information

Further information on the requirements of the Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 can be found in the Code of Practice at <https://www.gov.scot/Publications/2017/12/9598> . Specifically, the section relating to Coordinated Support Plans is found in Chapter 5 from page 67.

Advice and guidance can also be sought from:

Principal Educational Psychologist

Community Services: Education

Psychological Service

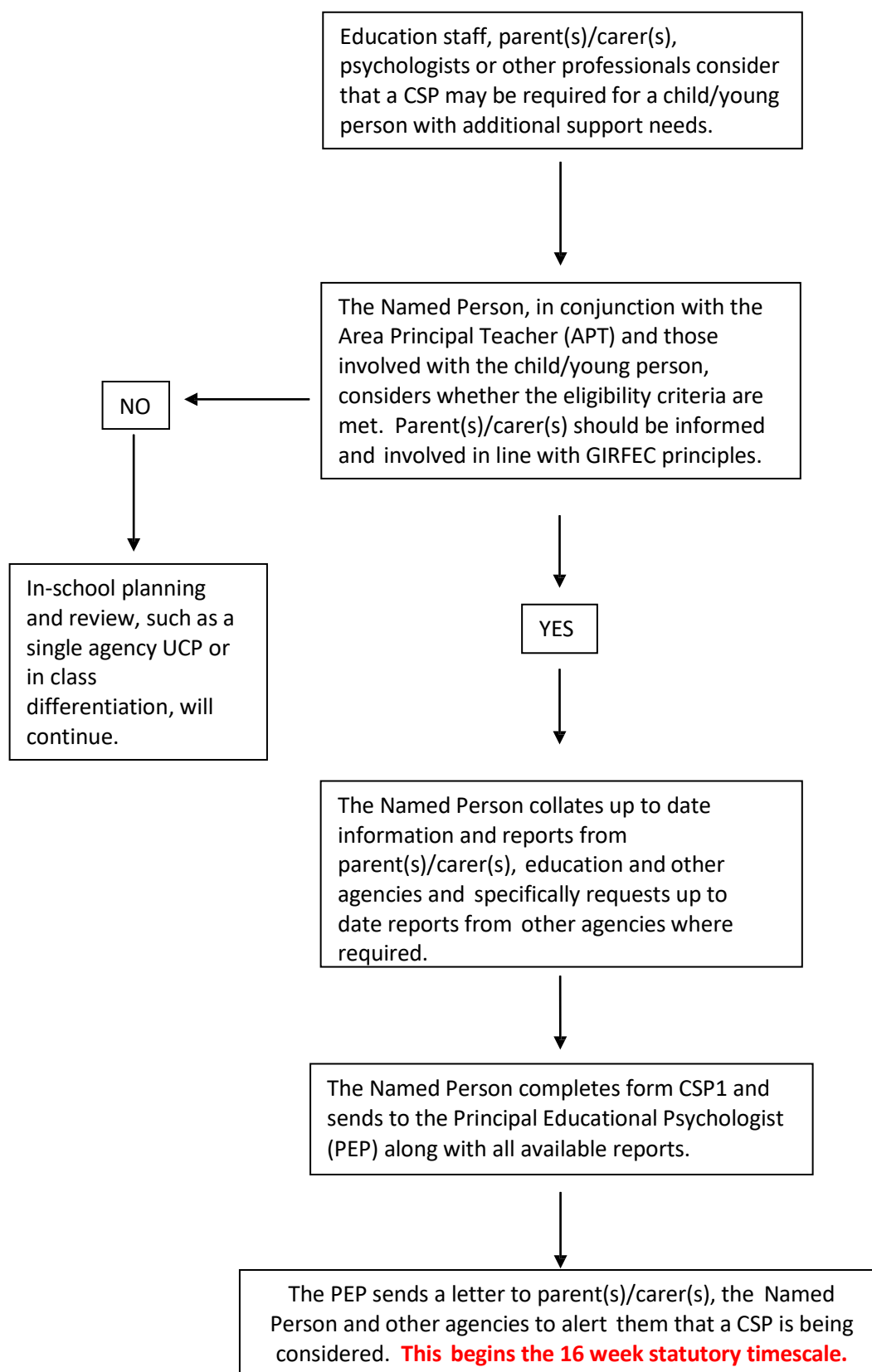
Argyll House, Alexandra Parade, Dunoon, PA23 8AJ

Tel: 01369 708537

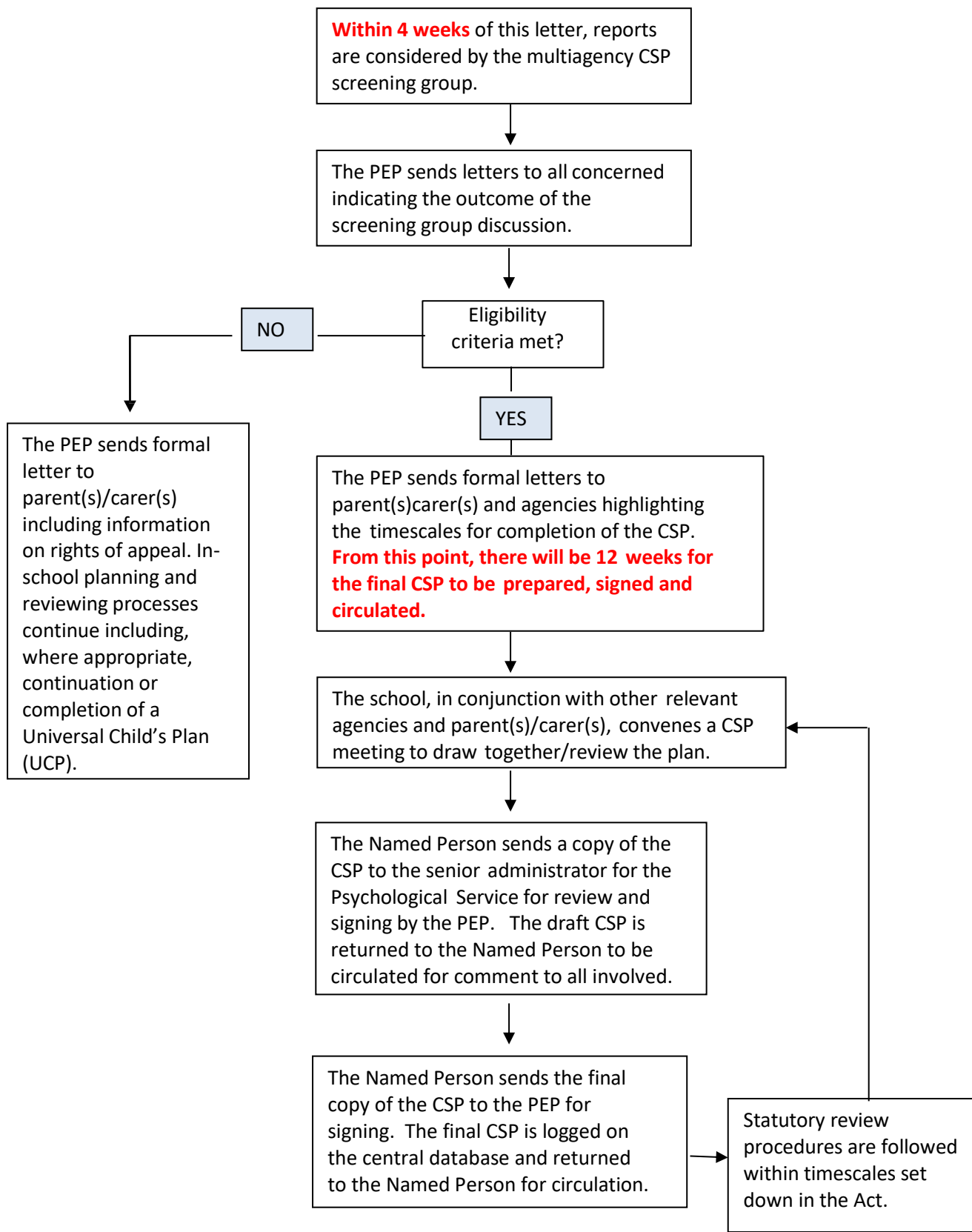
Email: roslyn.redpath@argyll-bute.gov.uk

Appendix 1

The Education (Additional Support for Learning) (Scotland) Act 2004 Coordinated Support Plans (CSPs) Flowchart



*Named Person or designated representative



Appendix 2

Information to be included within the CSP

PROFILE

Set out a summary of the child's/young person's skills and capabilities and any other relevant information.

The pupil profile should focus on the positive aspects of the child's/young person's life, for example their skills and capabilities. It may also include information about the type of placement or curricular guidelines followed, cross-references to other plans he/she has, as well as preferred activities and ways of learning. It is helpful to summarise the information provided by the child/young person, their parent(s)/carer(s) and the other people who know or work with the child/young person.

In line with the GIRFEC practice model, it can be helpful to group the information in this section under the headings 'How I grow and develop', 'What I need from people who look after me' and 'My wider world'. In this way there will be a consistency of approach across the planning processes. Where a child has a CSP and a UCP there will be considerable cross over between the CSP Profile and the UCP Section 2 Assessment and Analysis as both reflect an assessment of the child's needs.

FACTORS GIVING RISE TO ADDITIONAL SUPPORT NEEDS

Set out the factors which give rise to the child's/young person's additional support needs.

This section should list those complex or multiple factors which have, or are likely to have, a significant adverse effect on the child's/young person's school education. Factors may arise from a variety of situations, including the learning environment, family circumstances, disability or health issues or social and emotional difficulties.

These factors will be based on multi-agency assessment information and any views provided by the parent(s)/carer(s) or young person. All relevant factors affecting the child's/young person's school education should be included, but care should be taken with the wording used, particularly where information may be sensitive or could cause distress to the child/young person or other family members.

This is a short section within the CSP which summarises the factors for example '.... has Autism Spectrum Disorder and sensory sensitivities'.

LEARNING PLAN

Educational Objectives	Additional Support Required	Persons providing the additional support
<p>Set out the educational objectives for the child/young person taking account of the factors giving rise to additional support needs.</p> <p>This section should set out the educational objectives that require significant additional multi-agency support for the child/young person, taking account of the factors giving rise to additional support needs. The objectives should be specific and should be set for a minimum of 12 months but this could be longer depending on the individual circumstances of the child/young person. The plan should indicate where any of these educational objectives are broken down into short or medium term targets in any other plan, such as the UCP.</p> <p>Educational objectives should be viewed in the widest sense as encompassing a holistic view of the child/young person. Objectives can include, for example, those required for personal and social development, or to improve communication skills, see Chapter 4, paragraphs 51-54 of the code of practice for more details.</p> <p>If the child/young person has a UCP it is likely that all objectives will be included in Section 3 of the UCP with those requiring coordination repeated in the CSP. Outcomes should be observable and as with the UCP should be an outcome specifically for the child/young person.</p>	<p>Set out the additional support required by the child/young person to achieve each of the educational objectives.</p> <p>The plan should set out the additional multi-agency support required by the child/young person to achieve each of the educational objectives. This may include teaching and other staffing arrangements, appropriate facilities and resources, including information and communications technology, and any particular approaches to learning and teaching to be used. The statement of the support to be provided should be clear and specific and, wherever possible, should be quantified. See guidance in the code of practice on significant additional support - Chapter 4, paragraphs 15-18 and paragraph 55.</p>	<p>Specify the persons by whom the additional support should be provided.</p> <p>The plan must specify who will provide the additional support. These will be the agencies or professions providing the support, e.g. 'speech and language therapist', 'social worker', 'educational psychologist' but not the actual names of the individuals.</p>

EDUCATION AUTHORITY CONTACT POINTS

Additional Support Provision Coordinator

The Named Person's details should be inserted here.

Parental Advice and Information on the Co-ordinated Support Plan

The Education Officer's details should be inserted here.

Appendix 3

Community Services: Education

**Coordinated Support Plan
Form CSP1**

Collated information on a pupil who may require a coordinated support plan (CSP)

Child's/Young Person's name:

Date of birth:

School:

Completed by: Named Person (or representative)

NB. This form should be accompanied by assessment reports and minutes of multiagency meetings to allow consideration of whether the eligibility criteria for a CSP is met.

Please provide a brief description of the factors giving rise to the child/young person's additional support needs

Are the additional support needs considered to be complex or multiple **YES / NO**

Are these needs likely to last for more than one year? **YES / NO**

Which agencies, beyond education, provide significant additional support to the child/young person?

Agency	Nature of support provided	Date discussed with the agency

Please provide a brief description of the educational objectives requiring coordination

Date completed:



Community Services: Education

Education (Additional Support for Learning) (Scotland) Act 2004

For completion by other agencies for a child/young person who may be considered for a Coordinated Support Plan

Name:

Date of Birth:

School attended:

Part A

Please complete the information below to allow us to reach a decision about whether eligibility criteria for a CSP are met.

Will your involvement continue over a period of one year or more? (either continuously or episodically)

YES / NO

Is your involvement directed towards enabling the child/young person to achieve definable educational objectives?

YES / NO

1. If YES

Please briefly outline the support planned

How frequently do you expect activities, related to educational objectives that you help to set, to occur? (Note: activities may be carried out by any relevant person.)

- 1 weekly or more frequently**
- 2 weekly to monthly**
- 3 less frequently than monthly**

How often would you expect to be involved in monitoring progress towards these objectives?

- 1 monthly or more frequently**
- 2 between one and three monthly**
- 3 less frequently than three monthly**

How often will your service be in contact with the child/young person, the family or school staff?

- 1 monthly or more frequently**
- 2 between one and three monthly**
- 3 less frequently than three monthly**

NB. Please attach a current report (within the last 6 months) or complete part B below.

Part B

Information relevant to the CSP profile:

Factors which may give rise to a need for additional support:

Signature:

Date:

Name:

Position held:

Name of service/agency:

Address:

Please return to the child's/young person's Named Person