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**East Dunbartonshire Council**

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**THE CO-ORDINATED SUPPORT PLAN  
Part 1**

**(Guidance on preparing a CSP)**

**Gordon Currie**  
Head of Education  
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## **INTRODUCTION**

There are a small number of children and young people with significant additional support needs arising from complex or multiple factors who require a high degree of support from at least one agency outwith education in order to benefit from school education. These children or young people may require a *co-ordinated support plan*.

The education authority has a duty under the 2004 Act to have arrangements in place to identify children and young people, for whose school education they are responsible, who require a co-ordinated support plan. The co-ordinated support plan is therefore a statutory document which will be subject to regular monitoring and review for those children and young people who meet the criteria prescribed in the 2004 Act and supporting regulations. The criteria which have to be considered are explained later in this guidance.

In cases where the pupil is not a resident of East Dunbartonshire Council, it is essential that advice is sought from the Education Officer (Support for Learning) prior to starting the CSP process.

### **Early years**

Children below the age of being a prescribed pre-school child (normally the age of 3 years) are not eligible for a co-ordinated support plan. When prescribed pre-school children are in pre-school provision managed by the authority however, or are in a partnership nursery, then they may have a co-ordinated support plan prepared, provided the other criteria are met.

The following guidance notes provide advice and information for staff working with children and young people whose needs may require a co-ordinated support plan.

## **THE CRITERIA FOR A CO-ORDINATED SUPPORT PLAN**

The Education (Additional Support for Learning) (Scotland) Act 2004 identifies the criteria a child or young person must meet in order that a CSP be provided for that individual, as follows:

*... a child or young person requires a plan (referred to in this Act as a "co-ordinated support plan") for the provision of additional support if-*

- (a) an education authority are responsible for the school education of the child or young person,
- (b) the child or young person has additional support needs arising from-
  - (i) one or more complex factors, or
  - (ii) multiple factors,

(c) those needs are likely to continue for more than a year, and

(d) those needs require significant additional support to be provided-

(i) by the education authority in the exercise of any of their other functions (such as social work) as well as in the exercise of their functions relating to education or,

(ii) by one or more appropriate agencies

as well as by the education authority themselves.

### **What factors may give rise to additional support needs?**

An intention of the 2004 Act is to ensure that there is recognition of and an appropriate response to a wide range of factors which may give rise to additional support needs. The following list is not exhaustive but provides some examples of factors which may give rise to additional support needs:

- health factors
- visual impairment
- hearing impairment
- reduction in fine & gross motor skills caused by ataxia
- stress
- effects of stress on energy levels
- emotional well-being
- emotional vulnerability
- episodes of 'absence'/seizures
- autistic spectrum disorder
- language and communication needs – use of functional vocabulary
- significant barriers to learning
- cerebral palsy
- Tourette's syndrome – vocal and motor tics
- fatigue
- gross motor skills
- fine motor skills
- vulnerability and need for supervision
- general developmental delay

### **When is a factor complex?**

The 2004 Act states that a factor is a complex factor if it has, or is likely to have, a **significant adverse effect** on the school education of the child or young person. There is no definition of significant adverse effect within the Act but the view should be taken that it is likely there will be an effect on most aspects of learning.

The following examples of complex factors, extracted from Supporting Children's Learning: code of practice, may help clarify the definition:

**Learning environment** – where the teaching approaches and curriculum are significantly different from what the child or young person requires, and are thus having a significant adverse effect on his or her school education. This may arise where the child or young person is attending a mainstream school and the learning and teaching approaches available there cannot be suitably adapted to take account of the child's or young person's learning needs. That is, the child or young person may be in a mainstream school when a special school would provide a more effective education. Alternatively, a child or young person in a special school may require to be placed in a mainstream school. Or, the child or young person may have severe dyslexia which is having a significant effect on his or her ability to access the curriculum, and, because the appropriate measures have not been put in place, this is adversely affecting the child's or young person's progress in school.

**Family circumstances** – where family life is disrupted, perhaps through parental alcohol, drug or domestic abuse or mental health problems, and the child or young person is not receiving the parental support, direction and guidance needed to make the most of school education, or where, for example, school attendance is very poor.

**Disability or health** – where the child or young person faces barriers to learning and development from, for example, blindness or a physical disability such as cerebral palsy or other conditions such as autistic spectrum disorder, specific language impairment or developmental co-ordination disorder and requires measures to be put in place if the child and young person is to benefit from school education. In addition, some children and young people with a mental health problem such as attention deficit hyperactivity disorder, depression or anorexia may experience significant or frequent disruption to their school education.

**Social and emotional factors** – children and young people may have social and emotional difficulties, such as behaviour difficulties which may lead to offending or they may be being bullied, which prevents them attending school regularly or engaging effectively with the curriculum.

(Supporting Children's Learning: code of practice, Chapter 4 page 50)

### **What are multiple factors?**

Multiple factors are factors which are not by themselves complex factors but, taken together, have or are likely to have, a **significant adverse effect** on the school education of the child or young person.

An example could be a child who has a mild sensory impairment (disability or health), lives in disadvantaged social circumstances where there are parental relationship difficulties, unemployment and low income (family circumstances) and may not be receiving appropriate education (learning environment) which takes account of the sensory impairment.

When taken separately each of the factors noted may not have a significant effect on the education of the child or young person, but taken together the collective impact of these multiple factors is that they are having a significant adverse effect on the individual's learning.

## **The key role of assessment**

In considering factors which may give rise to additional support needs it is essential to focus on the impact that the factor or factors has/have on the individual's learning. Although particular factors may be having a significant adverse effect for one child or young person the same factors may not be having the same effect for another individual.

Assessment will determine how the factors impact on the child's learning and development and those who are closely involved in working with the individual, as well as the parents and the child or young person, are best placed to ascertain whether or not the factors being considered are having a significant adverse effect on the individual.

## **DECIDING WHEN A CO-ORDINATED SUPPORT PLAN IS REQUIRED**

It is essential that all of the prescribed criteria are met, and that a decision on whether a co-ordinated support plan is required is taken as a result of applying the criteria when all professionals working with the child or young person can input.

The authority has drawn up a *decision making tool* for this purpose which is included as Appendix 1. The point at which this tool is utilised is explained in the step by step guide provided in East Dunbartonshire Council's, *The Co-ordinated Support Plan Part 2 – guidance on responding to requests to prepare a CSP*. February 2010.

## **TIMESCALE FOR DRAWING UP THE PLAN**

The education authority has 16 weeks from:

- the date on which the Education Officer (Support for Learning) acknowledges in writing to the parent/young person that their request for assessment for a CSP has been received
- to
- the production of a completed CSP.

While an education authority will be expected to take all reasonable steps to ensure that the time limit is complied with, there will be circumstances out with the education authority's control which make compliance impracticable. The Co-ordinated Support Plan Regulations set out the circumstances where it would be considered impracticable for an education authority to meet the usual 16 week timescale.

**Further information regarding timescales and exceptions is provided in:**

East Dunbartonshire Council's publication, *The Co-ordinated Support Plan, Part 2 – guidance on responding to requests to prepare a CSP*. February 2010.

East Dunbartonshire Council has adopted a specific format for a CSP which complies with the relevant legislation and regulations. This format is presented in *The Co-ordinated Support Plan Part 3 - format for a CSP and explanatory notes*, East Dunbartonshire Council, October 2009.

## **RESOLVING DISAGREEMENTS**

The 2004 Act provides parents and young people with a right to appeal decisions of education authorities about co-ordinated support plans. These appeals are termed 'references' and are heard by The Additional Support Needs Tribunals for Scotland. The Tribunals have been set up to provide independent and expert adjudication on certain disagreements about co-ordinated support plans. The jurisdiction of the Tribunals will be extended when the Education (Additional Support for Learning (Scotland) Act 2009 is implemented.

Parents/young people can make a reference about a co-ordinated support plan if:

- the education authority has prepared one;
- the education authority has not prepared one when the parent /young person thinks the authority should have done so.

References can also be made about the following issues:

- the education authority's refusal to assess the child or young person;
- the education authority's decision on whether the child/young person should have or continue to have a CSP;
- the time taken to prepare a CSP;
- the information contained in the CSP;
- the authority's failure to review the CSP; and
- the authority's refusal of a placing request in some circumstances.

### **Time limits for referrals**

Starting from when the education authority provides the parent or young person with its final written decision the parent or young person has a two month period in which to make a reference to the Tribunal.

#### **Further information on Additional Support Needs Tribunals can be found in:**

East Dunbartonshire Council's publication – *Meeting the Additional Support Needs of Children and Young People in East Dunbartonshire, A Position Paper, Part 2 - Making Provision for Additional Support Needs*. February 2010.

East Dunbartonshire Council's publication – *Resolving disputes or concerns relating to the Education (Additional Support for Learning) (Scotland) Act 2004, procedural guidelines*. February 2010.

Scottish Executive. *Supporting Children's Learning: code of practice, Chapter 7, Resolving Disagreements*. 2005.

Additional Support Needs Tribunals for Scotland - *Additional Support Needs Tribunals for Scotland, A Guide for Parents*. November 2005.

**Section 1**

**CSP Decision Making Tool – Checklist**

Please complete this checklist to determine if the child or young person under review meets the criteria for the preparation of a Co-ordinated Support Plan.

Name of child/young person:		Date of Birth:	
School attended:			
Parent Name(s):			
Address:			
Contact number:			
CSP Co-ordinator:			

Please refer to *Supporting Children's Learning: code of practice* when completing the following sections.

1. **Is East Dunbartonshire responsible for the education of the child or young person?**  
Yes/No
2. **Does the child or young person have additional support needs which will last for more than a year?**  
*Yes/No (There is an evidence base, supported by professional judgement, which indicates a probability of the needs lasting more than a year)*
3. **Does the child or young person have complex or multiple needs which have a significant adverse effect on his/her learning?**  
*Yes/No (see pages 4 and 5 of EDC's The Co-ordinated Support Plan Part 1- Guidance on completing a CSP).*
4. **Do the Additional Support Needs require a significantly high level of co-ordinated input from one or more agencies as well as education?**  
*Yes/No (Does at least one other agency, or department of the authority, consider there is a need for a significant high level of co-ordinated input for the child/young person to achieve his/her educational objectives? For example, is there a need for a specific programme to be put in place which has planned **shared** targets with education, which need to be **jointly** monitored and evaluated?).*

If the answer to **each** of the above is **YES** then this child or young person appears to meet the criteria for a co-ordinated support plan. Please complete Section 2.

If the answer to **any** of the above is **NO** then this child or young person does not appear to meet the criteria for a co-ordinated support plan and his/her additional support needs will continue to be monitored and planned for by the Authority through the Staged Intervention process e.g. a Stage 3 Support Plan.

Name: .....

Signed: .....

Date: .....

## Section 2

Please complete this section if the decision of the review meeting is that the child or young person appears to meet the criteria for a Co-ordinated Support Plan as evidenced in Section 1.

In the opinion of the parent[s] and the professionals involved, what are the factors which give rise to the child/young person's additional support needs?
Here list the agencies, other departments of the authority or other organisations that have agreed the additional support needs require a significantly high level of co-ordinated input.
What assessments/examinations have been completed already? When and by whom?
Any proposed assessment or examinations?
Here list the additional support required from the above agencies, departments or organisations and education for the child/young person to meet his/her educational objectives?
Taking account of all of the above here set out the agreed educational objectives that require co-ordination of support.
Parental/Pupil Comments

Name: .....

Signed: .....

Date: .....