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East Dunbartonshire Council

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**THE CO-ORDINATED SUPPORT PLAN
Part 2**

**(Guidance on responding to requests
to prepare a CSP)**

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Preparing a Co-ordinated Support Plan
A step by step guide when a request from a parent or a young person is made directly to the school

Request from a parent or young person is received.

1	<p>a) Inform authority of request immediately.</p> <p>b) Acknowledgement of the request is made in writing by the Education Officer (Support for Learning) to the parent or young person with a copy to the school and Psychological Service.</p>
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TIMESCALES

If it is established that a CSP may be required, an education authority has **16 weeks** within which to produce a completed co-ordinated support plan. Within this timescale they have to establish whether the child or young person meets the criteria for a co-ordinated support plan, notify the parents or young person of the outcome and prepare the plan.

It is expected that an education authority:

- will have reached a decision in relation to whether or not the child or young person in question meets the criteria for a CSP; and
- will have notified the parent or young person in writing of this outcome **no later than 4 weeks** after having acknowledged the initial request by the parent or young person in writing (1(b)).

As part of this process the authority has to seek and take account of the views and information provided, identify the educational objectives to be achieved and, identify and liaise with the appropriate agencies and other persons that will provide the support required to meet the objectives.

The **16 week period starts** from the date the education authority inform the child’s parents or the young person in writing of their proposal to establish whether a co-ordinated support plan is required (1(b)).

Exceptions to the above timescales are detailed in *Supporting Children’s Learning: code of practice Chapter 4 page 60.*

2	School/establishment contacted by the authority with a request to arrange a CSP decision making meeting within the 4 week timescale. All professionals involved to attend or send a representative or a report.
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Arranging the decision making meeting

3	School/establishment contacts all agencies and Development Officer (Support for Learning) to determine a mutually suitable date and time for a decision making meeting.
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4	<p>School/establishment issues invitations to all agencies emphasising the importance of attending and the information required.</p> <p>A <i>Request for Assistance</i> pro-forma (Appendix 1) must be enclosed with the invitation to attend the decision making meeting in order that information is provided to the meeting in the event of the agency representative being unable to attend.</p>
5	<p>The decision making meeting has 2 sections:</p> <ul style="list-style-type: none"> ▪ Part 1 is the review of the pupil’s progress with reports from each member of the team around the child/young person and should be chaired by the Head Teacher/Manager or his or her representative; and ▪ Part 2 is the CSP decision making, normally chaired by the authority representative. <p>This part of the meeting should take the following format:</p> <ol style="list-style-type: none"> a. Check personal details; b. Consider the 4 questions in Section 1 of the CSP Decision Making Tool (Appendix 2); c. If the answer is ‘Yes’ to all 4 questions, the pupil meets the criteria for preparation of a CSP and the meeting will move on to completing Section 2 of the Decision Making Tool; and d. If the answer is ‘No’ to at least one of the questions then the pupil does not meet the criteria for preparation of a plan. <p>* If a CSP is to be prepared the chair of the meeting should establish if the parent[s]/young person is in agreement with all present receiving a copy of the full, completed CSP.</p>
6	<p>Copy and forward original completed CSP Decision Making Tool to the Education Officer (Support for Learning).</p>
6a	<p>If no CSP is required:</p> <ul style="list-style-type: none"> ▪ the Education Officer (Support for Learning) to notify the parent/young person of the outcome in writing. ▪ school/establishment to review the need for a Stage 2 or Stage 3 Support Plan and prepare as necessary.
6b	<p>If a CSP is required:</p> <ul style="list-style-type: none"> ▪ draft CSP drawn up by the school with support from the authority as required; ▪ school/establishment to contact agencies involved to confirm the persons providing the initial support, the additional support required and the educational objectives listed are correct; ▪ draft CSP forwarded to Development Officer (Support for Learning) for approval;

- draft CSP discussed at next meeting of CSP Screening Group;
- issued by Development Officer (Support for Learning) to parent/young person for comment/approval;
- child or young person's comments determined by school/establishment but independent of parent[s]/school;
- final draft of CSP returned to Development Officer (Support for Learning) for discussion/final approval;
- completed CSP forwarded to Education Officer (Support for Learning) for signing off;
- CSP issued to parent[s]/young person – copy for school, educational psychologist and pupil's file in Boclair House;
- school to ensure all involved have a copy of educational objectives and additional support required; and
- Prepare annual CSP planning grid for next year (see **Appendix 3**).

***The complete CSP must not be issued to anyone without the permission of the parent[s]/young person.**

Preparing a Co-ordinated Support Plan

A step by step guide when a request from a parent or a young person is made directly to the education authority

1	Request from a parent or young person is received.
2	Acknowledgement of the request made in writing by the Education Officer (Support for Learning) to the parent or young person with a copy to the school and Psychological Service.
3	Authority contacts the school pupil attends to ascertain which agencies are involved with the child/young person.
4	A 'Request for Assistance' letter and proforma (see Appendix 1) is sent to agencies involved. The request for assistance should be acknowledged as soon as possible but must be responded to within 10 weeks of the request being made.

TIMESCALES

If it is established that a CSP may be required, an education authority has **16 weeks** within which to produce a completed co-ordinated support plan. Within this timescale they have to establish whether the child or young person meets the criteria for a co-ordinated support plan, notify the parents or young person of the outcome and prepare the plan.

It is expected that the education authority:

- will have reached a decision in relation to whether or not the child or young person in question meets the criteria for a CSP; and
- will have notified the parent or young person in writing of this outcome **no later than 4 weeks** after having acknowledged the initial request by the parent or young person in writing (2).

As part of this process the authority has to seek and take account of the views and information provided, identify the educational objectives to be achieved and, identify and liaise with the appropriate agencies and other persons that will provide the support required to meet the objectives.

The **16 week period starts** from the date the education authority inform the child's parents or the young person of their proposal to establish whether a co-ordinated support plan is required.

Exceptions to the above timescales are detailed in *Supporting Children's Learning: code of practice Chapter 4 page 60*.

5	The school/establishment contacted by the authority with a request to arrange a CSP decision making meeting within the 4 week timescale. All professionals involved to attend or send a representative or a report.
Arranging the decision making meeting	
1	School/establishment contacts all agencies and Development Officer (Support for Learning) to determine a mutually suitable date & time for decision making meeting.
2	<p>School/establishment issues invitations emphasising the importance of attending to all agencies and the information required.</p> <p>A Request for Assistance pro-forma (Appendix 1) must be enclosed with the invitation to attend the decision making meeting in order that information is provided to the meeting in the event of the agency representative being unable to attend.</p>
Managing the decision making meeting	
1	The decision making meeting has 2 sections: Part 1 is the review of the pupil's progress with reports from each member of the team around the child/young person and should be chaired by the Head Teacher/Manager or his or her representative; and
2	<p>Part 2 is the CSP decision making, normally chaired by the authority representative.</p> <p>This part of the meeting should take the following format:</p> <ul style="list-style-type: none"> ▪ check personal details; ▪ consider the 4 questions in Section 1 of the CSP Decision Making Tool (Appendix 2); <p>If the answer is 'Yes' to all 4 questions, the pupil meets the criteria for preparation of a CSP and the meeting will move on to completing Section 2 of the Decision Making Tool;</p> <p>If the answer is 'No' to at least one of the questions. The pupil does not meet the criteria for preparation of a plan.</p> <p>* If a CSP is to be prepared the chair of the meeting should establish if the parent[s]/young person is in agreement with all present receiving a copy of the full, completed CSP.</p>
3	Copy and forward original completed CSP Decision Making Tool to the Development Officer (Support for Learning)

<p>3a</p>	<p>If no CSP is required:</p> <p>The Education Officer (Support for Learning) to notify the parent/young person of the outcome in writing; and School to review the need for a Stage 2 or Stage 3 Support Plan and prepare as necessary.</p>
<p>3b</p>	<p>If a CSP is required (i.e. pupil meets the criteria):</p> <ul style="list-style-type: none"> ▪ draft CSP drawn up by the school with support from the authority as required; ▪ school/establishment to contact agencies involved to confirm the persons providing the initial support, the additional support required and the educational objectives listed are correct; ▪ draft CSP forwarded to Development Officer (Support for Learning) for approval; ▪ discussed at next CSP Screening Group; ▪ issued to parents for comment/approval by authority; ▪ child or young person’s comments determined by school/establishment but independent of parent[s]/school; ▪ final draft CSP returned to Development Officer (Support for Learning) for discussion/final approval; ▪ completed CSP forwarded to Education Officer (Support for Learning) for signing off; ▪ CSP issued to parent[s]/young person – copy for school, educational psychologist and pupil’s file in Bocclair House; ▪ school to ensure all involved have a copy of educational objectives and additional support required; and ▪ prepare annual CSP planning grid for next year (see Appendix 3). <p>* The complete CSP must not be issued to anyone without the permission of the parent[s]/young person.</p>



REQUEST FOR ASSISTANCE
(Information Request)

To:

From:

Date:

Subject: (Name of child/young person and date of birth)

Could you please answer the 3 questions below and **return to** the Development Officer (Support for Learning) based at Boclair House at your earliest convenience but by *(insert date)* at the latest?

1. Do you consider (name) to have complex or multiple needs which have a significant adverse effect on his/her learning?

2. Do you consider the needs will last for longer than a year?

3. Do you consider the needs will require a significant high level of co-ordinated input from you for *(first name)* to achieve his/her educational objectives? For example, there is a need for a specific programme to be put in place which has planned shared targets with education and needs to be jointly monitored and evaluated.

(Please give a definite 'Yes' or 'No' answer here in addition to any other information you wish to provide. If you have given a positive response to this question, please include the educational objective(s) you wish (first name) to achieve given your additional support)

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 Coordinator:			

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:

Organisation of CSP																												
1	At beginning of school session, calendar in review meetings for whole year.																											
2	Create letter masters and write to invite all involved well in advance of each meeting to ensure attendance of external agencies*.																											
3	Prepare skeleton letters and remind all involved 6 weeks prior to date of review.																											
4a	As each CSP meeting takes place list the status of the CSP on a table / spreadsheet to keep track of process. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4">SESSION [insert year]</th> <th colspan="5">@ MAY [insert year]</th> </tr> <tr> <th>Pupil</th> <th>Decision making tool</th> <th>Draft 1 to panel</th> <th>To parent[s] for comment</th> <th>Draft 2 to panel</th> <th>Draft 3 to panel [if required]</th> <th>Signed off</th> <th>Review start date</th> <th>Review completion date</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	SESSION [insert year]				@ MAY [insert year]					Pupil	Decision making tool	Draft 1 to panel	To parent[s] for comment	Draft 2 to panel	Draft 3 to panel [if required]	Signed off	Review start date	Review completion date									
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4b	*If possible set a date for next review during the meeting as most agencies involved will be there.																											
4c	Forward completed CSP Decision Making Tool Sections 1 and 2 if appropriate to authority.																											
4d	If a further CSP is required, prepare as per <i>The Co-ordinated Support Plan, Part 1 – Guidance on preparing a CSP</i> .																											
4e	If the CSP has been closed as the child/young person no longer meets the criteria for preparation of a further CSP, notify the authority. The authority will then confirm this decision in writing to the parent(s)/young person as appropriate. A copy of this correspondence will be forwarded to the school/establishment.																											
5	As soon as CSP is signed off, enter information into next session’s planner. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">SESSION</th> </tr> <tr> <th>Review start date</th> <th>Review completion date</th> <th>Date set for CSP Review meeting</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	SESSION			Review start date	Review completion date	Date set for CSP Review meeting																					
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6	CSPs cannot be copied yet all staff will normally be required to work on the educational objectives. Create a table which ensures confidentiality, provides an overview of and allows staff access to the educational objectives e.g. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>NAME</th> <th>SCHOOL</th> <th>EDUCATIONAL OBJECTIVES</th> <th>@ JUNE [insert year]</th> </tr> </thead> <tbody> <tr> <td>SH</td> <td>S****</td> <td>will develop the content of his expressive language to describe picture materials.</td> <td> </td> </tr> <tr> <td>AP</td> <td>A*****</td> <td>will respond actively to the spoken language of adults.</td> <td> </td> </tr> <tr> <td>CM</td> <td>C*****</td> <td>will participate functionally in all learning experiences</td> <td> </td> </tr> <tr> <td>DS</td> <td>D*****</td> <td>will modify his behaviour in response to the language of adults.</td> <td> </td> </tr> <tr> <td>KT</td> <td>K*****</td> <td>will develop shared attention when participating in learning experiences.</td> <td> </td> </tr> </tbody> </table>	NAME	SCHOOL	EDUCATIONAL OBJECTIVES	@ JUNE [insert year]	SH	S****	will develop the content of his expressive language to describe picture materials.		AP	A*****	will respond actively to the spoken language of adults.		CM	C*****	will participate functionally in all learning experiences		DS	D*****	will modify his behaviour in response to the language of adults.		KT	K*****	will develop shared attention when participating in learning experiences.				
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