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**East Dunbartonshire Council**

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**THE CO-ORDINATED SUPPORT PLAN  
Part 3**

**(The CSP format and explanatory notes)**

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February 2010

## **Introduction**

The Co-ordinated Support Plan Part 3 comprises of the format to be used for writing a CSP and some explanatory notes presented as Appendix 1 to assist in the writing of the CSP.

The *Co-ordinated Support Plan Parts 1 and 2* should be referred to prior to completing the CSP.



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CO-ORDINATED SUPPORT PLAN**

Insert here the Scottish  
Candidate Number (SCN) for  
the child / young person.

**Official Use Only**

Date of first CSP:	
Dates of subsequent amended versions:	

**Please Complete the Following:**

<b>Child / Young Person's Details:</b>			
Name of Child/Young Person:			
Home Address:			
Contact Telephone Number:			
Date of Birth:			
Gender:			
Preferred Language / Communication Method:			
Centre Currently Attended:		Date of Entry:	

<b>Parental Details:</b>			
Surname:		Forename:	
Relationship to child/young person:			
Home Address: (if different from child's/young person's)			
Contact Telephone Number:			
Preferred Language / Communication Method:			

## Co-ordinated Support Plan

### Profile

(here set out a summary of the child's/young person's skills and capabilities and any other relevant information)

### Factors giving rise to additional support needs

(here set out the factors which give rise to the child's/young person's additional support needs)

The factors which give rise to <<First Name's>> additional support needs are:

## Co-ordinated Support Plan

<b>Educational Objectives</b>	<b>Additional Support Required</b>	<b>Persons providing the additional support</b>
(here set out the educational objectives that require co-ordination of support for the child/young person, taking account of the factors giving rise to additional support needs)	(here set out the additional support required by the child/young person to achieve each of the educational objectives)	(here specify the persons by whom the additional support shall be provided)

## Co-ordinated Support Plan

Nominated School	
Name of School:	
Address:	
Telephone Number:	
Head Teacher:	
Nature of Placement: (part-time, <b>day</b> , residential, base, joint-placement)	

Parental Comment (here set out the views of the parent on the Plan)

Child's/Young Person's Comments (here set out the views of the child or young person on the Plan)

## Co-ordinated Support Plan

<b>Co-ordinated Support Plan Review Timetable</b>	
Date Co-ordinated Support Plan made/amended: (delete as applicable)	
Date by which review must begin: (on the expiry of 12 months from the date the Plan was made/amended)	
Date by which review must be completed: (within 12 weeks of the date on which the review began)	

### EDUCATION AUTHORITY CONTACT POINTS

<b>Additional Support Provision Co-ordinator</b>			
This person is responsible, on behalf of the education authority, for co-ordinating the additional support required by the child/young person as detailed in this co-ordinated support plan.			
Surname:		Forename(s):	
Contact Address:			
Contact Tel Number:			
Work Position/Title:			

<b>Parental Advice and Information on the Co-ordinated Support Plan</b>			
The parent of a child with a Co-ordinated Support Plan or a young person with a co-ordinated support plan may obtain advice and further information from the following person:			
Surname:		Forename(s):	
Contact Address:			
Contact Tel Number:			
Work Position/Title:			

In accordance with section 11 of the Education (Additional Support for Learning) (Scotland) Act 2004 (“the Act”) and the Education (Co-ordinated Support Plan (Scotland) Regulations 2005 (“the Regulations”), this Co-ordinated Support Plan is made/amended (delete as applicable) by **East Dunbartonshire Council** on **(insert date)** in respect of **(insert name of child or young person)**.

<b>Name:</b>	
<b>Work Position/Title:</b>	
<b>Signed (authorised officer of the authority);</b>	
<b>Date:</b>	



### **Some explanatory notes to assist in completing the CSP**

#### Pupil identifier

The pupil identifier is the Scottish Candidate Number (SCN) and can be found using the school's Management Information System (SEEMIS) to identify the pupil.

#### Official use box

The official use box contains the date of the first and subsequent co-ordinated support plan(s) is/are prepared. This date is the date the decision making meeting takes place in each case.

#### Name of authority

In most cases this will be East Dunbartonshire Council, but may not be as the child/young person may attend a school run by another authority for example as a result of a placing request.

#### Biographical details

The information provided here is mainly self-explanatory. Home address should be the address where the child resides the majority of the time and where a parent or recognised carer for the child also lives.

The child's preferred language and communication method should be consistent with the guidance provided by the Scottish Government on School/Pupil Uplift Data Requirements. The categories in this guidance should also be used to record parental preferred language and communication method, where appropriate.

#### Parental details

The details of the child's parent(s) and/or those adults who have or share responsibility for their care, such as named carer, a relative or social work services should be recorded here.

#### Pupil profile and areas for development

The pupil profile should encapsulate the child or young person in one or two paragraphs. It should be written in such a way that in the event of the parent making a referral to an ASN tribunal, the child's strengths and development needs can be understood without referral to lengthy reports.

The profile should focus on the positive aspects of the child's or 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 s/he has, as well as preferred activities and ways of learning. The person responsible for drawing up the co-ordinated support plan should summarise the information provided by the child or

young person, their parents and the other people who know or work with the child or young person.

#### Factors giving rise to 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 or 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 the education authority's conclusions, but should be based on multi-agency assessment information and any views provided by the parents or young person. All relevant factors affecting the child's or 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 or young person or other family members.

An explanation and examples of complex and multiple factors can be found on pages 3 and 4 of this document.

#### Educational objectives

This section should set out the educational objectives that require significant additional multi-agency support for the child or 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 or young person. The plan should refer the reader to the pupil's Stage 3 Support Plan [Individualised Educational Programme].

Educational objectives should be viewed in the widest sense as encompassing a holistic view of the child or young person. Objectives can include, for example, those required for personal and social development, or to improve communication skills.

#### CSP Educational Objectives – some examples

##### **Example 1**

(First name) will be able to:

- use language appropriate to the learning and/or social situation in which he is involved.
- organise and plan participation in his learning experiences.

##### **Example 2**

(First name) will:

- attend the Youth Café, in order to develop peer relationships.

**Example 3**

(First name) will:

- contribute to class discussion;
- participate in an interactive motor skills group;
- improve her fine and gross motor skills through support from occupational therapy and physiotherapy.

**Example 4**

(First Name) will:

- attain agreed behaviour targets to access the Youth Justice Team's work experience programme.

**Example 5**

(First Name) will:

- develop the language skills necessary for problem solving, evaluation and interpretation of written text.

**Example 6**

(First Name) will:

- sustain and develop her communication and interaction skills;
- sustain and continue development of her language, number and recording skills;
- sustain and develop as fully as possible her motor and perceptual skills;
- extend and practice personal and social skills.

**Example 7**

(First Name) will:

- use words and phrases in an appropriate context;
- indicate that she would like to take a turn during group activities;
- extend her understanding and knowledge of her environment through movement, gesture and sign;
- use her walker to follow routes within the school building.

**Example 8**

(First Name) will:

- attend his hospital appointments in order to achieve his potential in school;
- participate in a daily exercise programme to enable him to access the curriculum.

**Additional support required**

The plan should set out the additional multi-agency support required by the child or 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.

## Examples of Possible Additional Support

### **HEALTH**

Speech and Language Therapist (SLT), Occupational Therapist (OT) Physiotherapist to:

- work in collaboration with and advise staff and parents;
- ensure assessment information is central to planning and differentiation;
- provide a 4 week programme of therapy once each term.

Nurse Therapist to:

- offer emotional support and confidence building skills to develop (First Name's) relationships with his peers.

Occupational Therapist to:

- regularly review equipment and advise as required.

Physiotherapist to:

- liaise with and advise education staff & aim to maintain joint range of movement.

### **SOCIAL WORK**

Social Worker to:

- monitor (First name's) care package;
- review (First name's) Looked After and Accommodated (LAAC) Support Plan;
- monitor and support First name's Supervision Order;
- carry out weekly visits where possible (a minimum of (*number*) visits within the year);
- co-ordinate transition if required;
- co-ordinate communication and contact between First name and his family;
- provide regular monitoring and assessment of needs and liaison with the team around the young person.

Senior Practitioner, Youth Justice to:

- provide 1 day per month work experience subject to (first name)'s co-operation in school
- work in collaboration with and advise staff and parents.

SEBN Educational Psychologist to:

- explore/assess (first name)'s risk taking behaviours and develop risk management strategies appropriate to her needs;
- ensure assessment information is central to planning;
- work in collaboration with and advise staff and parents.

## **EDUCATION**

Management Team to:

- communicate regularly with all personnel involved including parents and pupil.

Teaching Staff to:

- deliver an appropriately differentiated curriculum;
- liaise closely with health professionals;
- liaise with Principal teachers Guidance & Support for Learning.

Educational Psychologist to:

- provide support in collaboration with staff, parents and pupil as required.

Principal Teacher Guidance and Principal Teacher Support for Learning will:

- liaise with and follow advice of other agencies.
- 

Support for Learning Assistants to:

- assist with feeding & toileting and in class support as directed by the Principal Teacher Support for Learning;
- provide supervision during breaks.

Micro-technology Teacher to:

- monitor regularly and respond quickly to any changes in (First Name's) ICT needs to support class learning & homework.

Education Development Officer (Support for Learning) to:

- liaise with the geography department and PT Support for Learning to ensure access to geography field trips as appropriate.

## **OTHER**

SENSE Scotland

- to support (First Name) with weekly involvement with his peers on the 'Out and About' programme.

## **PARENT[S]**

- to work in partnership with the team around (First Name) to support educational targets.

## GENERAL

To support access to the curriculum:

- by providing adapted materials and resources to take account of visual, sensory and physical impairment – power chair, wheelchair, supportive chair for seating, walker, laptop, sloping board, individual whiteboard, stage access platform, Closomat toilet facilities;
- through continued work on posture, mobility and ‘transfers’;
- to develop independence in regular daily tasks;
- to risk assess and resource all school trips/ outings/ transfers out-with the school building to enable (First Name) to fully participate in all activities.

To:

- allow access to the PE curriculum whenever possible;
- maintain and improve active involvement in the curriculum using ICT adaptations and specific software;
- ensure (First name’s) access to the appropriate geography field trips;
- improve (First name’s) social relationships by providing opportunities for social interaction and encouraging him to engage with others;
- support/maintain (First name’s) personal care.

### Persons providing the additional support

The plan must specify who will provide the additional support. These will be the agencies or professionals providing the support, e.g. ‘speech and language therapist’, ‘social worker’ but not the actual names of the individuals.

### Nominated school

In addition to the child/young person’s current placement, this section should include the name and address of the school/establishment that it is intended that the child or young person will attend at transition if that transition occurs during the period of the plan. It should also include the nature of attendance, e.g. part-time, day, residential, base, joint-placement.

**Note:** there are specific provisions which apply in the case of a parent or young person making a placing request where a co-ordinated support plan is in place or is being considered.

### Parental comments

This section should contain the views, if any, of the parent(s) on any aspects of the co-ordinated support plan process as well as the plan itself. Parents may comment on their involvement in the process, including the drafting of the plan, and whether their views have been adequately taken into account. Parents may provide the education authority with written or verbal comments to be inserted. Where required, the authority should

assist the parent(s) or young person to present their views, e.g. through use of alternative forms of communication.

**Note:** It may be appropriate to remind parents that the co-ordinated support plan will be shared with the child. Therefore, as with the professionals involved, they will wish to consider how they frame any comments to be included in the plan.

**Further information on seeking and taking account of the views of parents,  
children and young people can be found in:**

East Dunbartonshire publication - *Meeting the Additional Support Needs of Children and Young People in East Dunbartonshire, A Position Paper, Part 3, pages 3, 4 and 5)*

Scottish Executive. *Supporting Children's Learning: code of practice, Chapter 4, Working with Children and Families.* 2005.

ENQUIRE. *Involving children and young people in decisions about their education – a guide for professionals.* 2<sup>nd</sup> Edition.

Child's or young person's comments

The plan should contain the views, if any, of the child or young person on any aspects of the co-ordinated support plan process as well as the plan itself. Children and young people should be enabled to provide the education authority with written or verbal comments to be included in the plan. Where required, the education authority or the school should assist the child or young person to make his or her views known, e.g. through use of alternative forms of communication.

It is expected that a child or young person's views will be sought independently of the school and parent(s) wherever possible.

Review timetable

The education authority must record the date for the review of the co-ordinated support plan which must be no later than 12 months from the date the plan was made, or from 12 months of any subsequent amended plan. This section must also contain the date by which the review must be completed, i.e. 12 weeks from the date the review begins. Further guidance on review as is provided in the document

**Note:** A change in the biographical details for the child or young person or for his or her parent would not require a formal review and redraft of the co-ordinated support plan. For example a change of address or telephone number, should simply be amended on the plan and a copy of the updated plan provided to all those involved in supporting the pupil. If

the circumstances of the child or young person have changed significantly, and this causes a change in the biographical details, a full review of the co-ordinated support plan may be required to take account of the change in the child's or young person's circumstances and the impact the change is having on them.

#### Education authority contact details

The plan must contain details of:

- a) **The Co-ordinated Support Plan Co-ordinator** – this is the person responsible, on behalf of the education authority, for co-ordinating the support required by the child or young person as detailed in the plan. In most cases this will be the Support for Learning Co-ordinator in Primary Schools or the Depute Head with responsibility for Pupil Support in Secondary schools. This may also however be someone from out with the education authority to whom the authority has delegated responsibility.
- b) **The ASL Implementation Officer** is an education authority contact person who can provide advice and further information on additional support needs. The current ASL Implementation Officer for East Dunbartonshire is:

Barbara Mann, Development Officer (Support for Learning)  
Boclair House  
100 Milngavie Road  
BEARSDEN  
Glasgow  
G61 2 TQ

Tel: 0141 578-8926

E-mail: [barbara.mann@stdunbarton.gov.uk](mailto:barbara.mann@stdunbarton.gov.uk)