

CO-ORDINATED SUPPORT PLANS

Updated Guidance

September 2023

Coordinated Support Plans

In Moray, most of our young people with CSPs have complex needs and are educated in schools within an enhanced provision. Most of the additional support needs experienced by our young people are addressed through staged intervention and where significant needs arise these are met within child planning. This guidance is for the cases where needs are complex and last longer than a year.

There is a power point which accompanies this guidance will be useful for staff training purposes and the documents to be applied to the CSP processes are attached as **Appendices A, B & C** **Appendix D** is guidance on translation services.

ASL Code of Practice Revised 2017 <https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>

It is essential that **Chapter 5 Coordinated Support Plans** is read and understood as reference is made to this chapter throughout and there are worked examples which will support you.

The process to establish a need for a CSP is illustrated in a flowchart on Page 74 of Cpt 5

Deciding whether a CSP is required

For Children and young people placed in a local authority school, nursery or preschool partnership group, all four conditions must be met if a CSP is to be opened or continued:

1. The education authority is responsible for the child/young person's education
2. The young person should have complex and/ or multiple additional support needs;
3. The additional support needs are likely to continue for more than one year
4. The young person requires significant additional support from one or more non-educational agencies or services (i.e. an agency that is not part of educational services)

This is determined using the CSP review tool **Appendix A** *It is useful to have this document alongside you as you read the guidance*

If criteria is met the review tool is used to create the CSP **Appendix B**

Before the multi-agency meeting, the CSP review tool **Appendix A** should be populated to help the meeting be as focussed and efficient as possible.

It is not possible to complete a review tool without the educational objectives being identified

The educational objectives are outcomes which the young person will be supported to achieve –this will relate to programmes and specialist supports for communication, health and wellbeing which arise from their specific needs. In the case of severe and complex specific support for movement and management of medical conditions will also feature here.

The outcomes for their learning sit within the curriculum framework and are monitored and tracked within this framework in the same way as their peers. The Curriculum Framework: Milestones CFE, Early CFE, CFE 1-4, In the senior phase - National 1 -5, Higher, Advanced Higher. There will also be recognition for achievement in awards throughout their education which sit alongside SQA qualifications. The educational objectives should support the curriculum outcomes not describe their outcomes – e.g. targets relating to engagement, focus, language skills, social interaction and nurture are likely to be relevant.

Completing the review tool Appendix A-There are 4 sections to complete

1. The education authority is responsible for the child/young person's education

The first test for determining whether or not a child or young person requires a coordinated support plan is that an education authority must be responsible for the school education of the child or young person before one can be prepared. Children and young people for whose school education an authority are not responsible cannot have a co-ordinated support plan (ref paragraph 10 of the Code of Practice, if this is a consideration).

Cases where this may need clarification, are ones where the young person is looked after and placed by the authority in an out of area placement. Advice should be sought from the **Central Team**. Children and young people who are home educated or who attend private providers who do not sit within Moray Education settings, do not meet section 1 of criteria and there is no need to continue with a review tool unless the young person is looked after by the local authority.

Where Moray hosts a looked after young person from another authority, it is the home authority who is responsible for their CSP although the coordination by necessity will sit with their school placement.

2. The young person should have complex and/ or multiple additional support needs

This is divided into two parts within the tool.

Part 1 is the profile: The profile should create an understanding of the young person as a whole and contain the essence of them. The profile of the young person should enable those who contribute to the tool to learn about the young person's interests, strengths and abilities as well as sharing any diagnosis or assessment information. Seeking and taking account of views of those who know the young person best and the young person themselves.

Part 2: The section on factors giving rise to need is separate from profile and focuses on their needs including reference to the diagnosis and impact thereof. This section on need also outlines the type of supports and strategies required to support these needs and informs the educational objectives.

There is a wide range of factors which may lead to Children and young people having additional support needs. The factors may be grouped into broad overlapping themes arising from the learning environment, family circumstances, disability and health issues, and social and emotional factors.-Ref wellbeing indicators http://www.moray.gov.uk/moray_standard/page_115508.html

<https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/> Read sections 13, 14 & 15 chapter 5 page 69-72 before applying criteria:

3. The additional support needs are likely to continue for one year.

Note: It is not a requirement for the supports to last **more** than a year.

4. The young person requires significant additional support from one or more non-educational agencies or services (i.e. an agency that is not part of education /education resources.

The hardest task is getting the information from outside agencies who input into the support. There are pressures in managing service delivery and attendance at a meeting takes time from delivering support. It is acceptable to make a phone call or send an email, sharing the educational objectives and seeking clarification of their role and input. This will enable the coordinator to draft the educational objectives with the agency or service. To gather information in this way requires that the service is working with the young person and their family/carers and there is dialogue and consultation in place through child planning and visits.

In the case of **health teams**, supporting Children and young people with severe and complex needs, the input links closely with the objectives in communication and life skills and in some cases the management of medical conditions. With some Children and young people they may have experienced severe trauma or developed severe anxiety which needs intervention from CAMHS or the paediatric team which can be difficult to quantify but should be recorded, as they contribute to the overall picture of agency input. E.g. medical management of anxiety or ADHD with some sessions with 1-1 practitioner.

In the case of social services, the issues are in linking with education objectives and understanding their role in supporting and impacting upon these. Reference Code of Practice Annex C Case studies

For some of our looked after children and young people, attendance, engagement and wellbeing depend on the key people in their lives (ref wellbeing indicators) supporting them with these areas and that any needs relating to wellbeing and safety are identified in child planning and supported.

Where the young person has poor attendance, regular late arrival with poor engagement then the educational objectives may require support for their wider world from agencies within social work services, voluntary groups and possibly CAMHS. This may be a brief action timescale within child planning and would not meet criteria if objectives are met. In a few cases, the coordination required will be long term due to the level of non- engagement and trauma experienced needs. These young people will already have actions identified in Child planning documents which can be referenced to support decisions regarding criteria.

For severe and complex needs, the families may need a child in need assessment to identify support needs and once in place there is not likely to be a role linked to education objectives. When the young person reaches the age of 14 then planning for transition becomes a specific objective and learning disability pod with social worker appointed begin to gather the information which will support post school provision. Communication pathway, skills and interests shape the objectives from this stage until leaving. This is framed within the national qualifications at N1 & 2 including personal achievement.

There are some young people who will need specific support for **transition** to their post school destination and the level of input from Skills Development Scotland and the DYW alongside Social Services may see the criteria reached to co-ordinate transition. DYW is a funded voluntary service but Skills Development Scotland, Further Education settings and Social Services can be referenced for criteria.

There will also be specialist education services involved with some cases and while their input does not influence the application of section 4 criteria, they do impact on supporting education objectives and should be recorded in the educational objective section in the second table. (Sensory Support; Moray Autism Support, English as an Additional Language, Inclusion and Wellbeing Teams, Educational Psychology Service).

When identifying who will be supporting an educational objective, the service should be named, not the individual persons. Generic e mails should be used for service communication.

The completed CSP review tool should be sent to CSP@moray.gov.uk and if it is agreed a CSP is to be opened then letters are sent on behalf of the authority to inform parent/carers or in some cases young person over 12years and to the school who would forward the letter along with the CSP taken from the review tool for final edits to the

agencies collaborating with the CSP.

Creating A CSP

If the criteria indicate a CSP is required then the Local Authority will begin the process to create the CSP. **Appendix B**

The CSP process is illustrated in a flowchart on page 78 <https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>

It is useful to have Appendix B alongside when reading this section of the guidance

Key tasks to be addressed within the 16 week timescales are:

- **Consulting with the child/young person/family to discuss terms of CSP.**
- Requests for further assessment/information from agencies.
- Liaison of the multi-agency team established to draft CSP.
- Consulting with the child/young person/family to seek final agreement on draft CSP and information sharing
- Draft CSP sent to CSP Mailbox csp@moray.gov.uk
- CSP forwarded to the Head of Service for signing.
- CSP sent out to the child/young person/family

What does a co-ordinated support plan contain? <https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>

The Act and associated Co-ordinated Support Plan Regulations set out the form and content for a co-ordinated support plan. **Appendix B for the proforma to use to complete the CSP** The statutory parts of the plan and prescribed decisions, failure or information can be referred to the Tribunal for review. Plans must contain:

- The education authority's conclusions as to the factor or factors from which the additional support needs of the child or young person arise
- The educational objectives intended to be achieved taking account of those factors
- The additional support required to achieve these objectives
- Details of those who will provide this support.

The plan must also contain:

- The name of the school the child or young person is to attend
- The details of the person who will co-ordinate the additional support identified in the plan, or the details of any person nominated by the education authority to carry out the co-ordinator function, if not an education authority official
- The details of a contact person within the local authority from whom the eligible child, parent or young person can obtain advice and further information, in the case of a plan prepared following a request mentioned in section 6(2), 7(2) (a), or 10(4) for a eligible child and who the authority is satisfied has capacity in relation to advice or further information.

Translation Support for EAL

If the young person and their family require a copy of the CSP to be available in their first language then time needs to be built in to process the request (can take 2 days to process) from the translation services. If a translator is required to attend a meeting then this is also possible to arrange through the service outlined **APP D**

&http://www.moray.gov.uk/moray_standard/page_43714.html

Role of co-ordinator

The co-ordinator is the person responsible for monitoring provision to ensure that the services required to deliver the additional support identified in the co-ordinated support plan are in place for the child or young person and for taking action to secure services when necessary. The co-ordinator may be the Lead Professional working with the family under the Getting it right for every child approach. Once a plan has been agreed, the co-ordinator should ensure that parents, eligible children, young people and all those involved in providing additional support, know what is required of them under the plan. The electronic copy of the CSP signed is sent to the school who should ensure all partners have access to the information which has been agreed to be shared

Local Authority Officer:

Appointed to provide parental and young person advice - The plan must state the name, address and telephone number of the person in the education authority responsible for providing advice and further information about the co-ordinated support plan to parents, eligible Children and young people. The Head of Service authorises the CSP and will forward to the CSP Group to respond to any queries received.

Timescale

The statutory 16 week period ends on the date on which the education authority give the child's parents, young person or eligible child, a copy of the completed coordinated support plan. This date is the date a copy of the co-ordinated support plan is sent by the education authority to the parent, young person or eligible child, by post and/or email. In good practice, education authorities will confirm receipt of a coordinated support plan with the requester. Regulations devised to support implementation of the ASL Act specify a 16 week timescale for completion of a CSP. The 16 week period starts from the date of the CSP meeting/review.

Running out of time: For example: It may be that an assessment has been requested which will delay the CSP. When an education authority become aware that the 16 week time limit is unlikely to be met, they must explain to the child's parents or the young person or the eligible child, the reason for the delay and must set a new date for completion of the process. The Regulations require that the new time limit should not exceed the standard 16 weeks by longer than is reasonably necessary in the circumstances, which in any event, must not be more than 24 weeks from the start date (see paragraph 38). This is to allow for the individual circumstances surrounding the delay to be taken into consideration and to allow an appropriate new timetable to be set in the light of these. It is essential that the 16 week timescale is adhered to unless there has been agreement of exceptional circumstances requiring an extension which has been agreed

Reviewing the CSP Timescale

Reviewing the CSP must be completed within the timeframe of **12 weeks from beginning the review** to the signature and distribution

CSP review dates and completion dates will be sent to schools at the start of the session to enable any meetings to be inserted into the calendar at the start of the session and sent to all partners for a save the date.

Some CSP start dates are amended to ensure the 6 week holiday does not impact on the completion timescale.

The Review of the CSP *It is useful to have Appendix C alongside when reading this section of the guidance*

Appendix C

The Agenda to review the CSP where the review tool will also be applied

- how far the educational objectives have been met (Met, partially met not met)
- the child's or young person's additional support needs and profile (changes to)
- The 4 criteria are applied as to whether a CSP is required
- If yes then the setting of new educational objectives, the support required and the agencies responsible for providing it
- If not then the CSP is closed

Reviewing the Education Objectives – This requires the team around the child to consider whether the objectives are met, partially met or not met in each objective.

Throughout the year the education objectives will be monitored through the IEP and monitoring and tracking of outcomes within their curriculum. If issues emerge during the on-going monitoring and termly review of targets, then it is prudent to review the objectives and if needed amend the objectives to reflect actions being taken to address them. Otherwise you may find you are unable to report progress on an objective and a not met is recorded within the review.

Personal Details: Ensure the personal details are accurate including addresses, communication preferences and family circumstances

With the profile it is important to change some of the details which reference an early time in the young person's school life which are no longer pertinent and to update where changes in interests and achievements have occurred.

The Factors giving rise may now include an outcome of a further assessment or diagnosis – the strategies and needs arising may be reducing or increasing and this should be reviewed and amended as required.

The drafting of education objectives may be in an initial format already discussed with partners with regard to planning for the coming year and how they will contribute. It may be that not all partners will be present for the meeting and instead will have had their views noted and will have the opportunity to add to the draft CSP after the meeting.

The review tool is ready now to be applied *and if the criteria is not met then a recommendation to close the CSP will be the outcome and APP C should be sent to CSP mailbox for authorisation regarding the closing of the CSP. Letters will then be sent on behalf of the authority informing of the closure of the CSP.

If the CSP is to continue for another year, then the App C will be used to create the new CSP using Appendix B. Following input from partners and comments from parents/carers and young person. The CSP draft can be sent to CSP@moray.gov.uk where it can be signed and circulated as before.

Some legislative Information around the following:

Disagreements relating to CSPs

If parents/carers or young person over 12 disagree with:

The decision not to proceed with a CSP

The decision to proceed with a CSP

The contents of the CSP

In circumstances where there is disagreement it is open to them to refer the authority's decision to the Scottish Tier Tribunal.

<https://www.healthandeducationchamber.scot/additional-support-needs/12>

<https://enquire.org.uk/3175/wp-content/uploads/2020/02/asn-tribunal.pdf>

Note: Education authorities are still obliged to draw up co-ordinated support plans even where parents disagree that one should be prepared or where they refuse to co-operate

Custody of the co-ordinated support plan

The education authority must keep a copy of a co-ordinated support plan, which they prepared, in a place the authority consider appropriate. This would normally be in the appropriate department at the authority's headquarters.

The Act provides for an eligible child, the child's parents or the young person to receive a copy of the plan. However, they must also be told where they can inspect, free of charge, the authority's copy during normal business hours.

A copy of a co-ordinated support plan must also be kept at the school attended by the child or young person.

How it is kept is a matter for the school to decide, bearing in mind that it is a confidential document and should not be disclosed to anyone other than those authorised to see it, or have copies of, or extracts from, it.

The co-ordinated support plan will inform classroom planning and practice for the individual child or young person and forms part of the child's or young person's Pupil Progress Record.

Disclosure of the co-ordinated support plan

The co-ordinated support plan is a confidential document, but for it to be effective, and by its very nature, the plan or information in it will require to be shared with a range of people. While consideration must be given to the effect sharing certain information may have for the child or young person and their family, the co-ordinated support plan should not be a document that is locked away and rarely referred to.

While consideration must be given to the effect sharing certain information may have for the child or young person and their family, the co-ordinated support plan should not be a document that is locked away and rarely referred to. As a strategic planning document, it should be used and referred to on a regular basis.

In terms of good practice, however, it is recommended that education authorities notify parents, young people or eligible children of their intention to share the plan or extracts and their reasons for disclosure. In making decisions about who should receive a copy of, or extracts from a co-ordinated support plan, education authorities must have regard to not only the Regulations but to the wider legislative framework that covers sharing information, such as the **Data Protection Act 2018 (DPA 2018)**.

Early Review

Authorities may carry out a review earlier than 12 months, if they feel it necessary or expedient to do so, because of a significant change in the child's or young person's circumstances since the plan was prepared, or last reviewed.

Alternatively, a child's parents, the eligible child or the young person may request a review before 12 months have elapsed and authorities must meet this request, unless the request is unreasonable.

An education authority has 4 weeks to respond to a request from a parent, the eligible child or young person, to review a co-ordinated support plan (or 12 weeks where the request is made during a school holiday period of 4 weeks or more).

Discontinuance, preservation and destruction of the co-ordinated support plan

Where a co-ordinated support plan is to be discontinued following a review, or where the education authority are no longer responsible for the child's or young person's 71 The Additional Support for Learning (Co-ordinated Support Plan) (Scotland) Amendment Regulations 2005 (SSI 2005/518) 94 person's school education, the discontinued plan must be preserved for a period of 5 years from the date of discontinuance. This date must be noted on the plan.

Transfer of the co-ordinated support plan

Moving between Scotland and other countries and education systems

Coming into Moray

Where a family who have a child or young person who has complex additional needs, then it is likely they will have supporting plan outlining the current provision. In England this may be an EHCP (Education and Health Child Plan) and in other places, a similar document which outlines the support to meet needs or provide a specialised placement. In order that planning to meet needs can take place, there is a time lead in required and collaboration with the previous placement and supports. It may be that applying the CSP review tool will support the collaborative aspects of this process and can avoid repetition of meetings later on. If, as you gather more information, you are unsure if your setting can meet needs, then contact the Central team for advice before discussing this with the parent/carer or young person.

Moving out of Moray within Scotland

See below:

When a child or young person with a co-ordinated support plan transfers, without any immediate intention of returning, from a school under the management of one education authority, to a school under the management of another education authority, the education authority which prepared the co-ordinated support plan must transfer it to the new education authority. This transfer must take place within **4 weeks** from either the date of departure notified on which the child or young person will be moving or, if the child or young person has already left the area, from the date the original education authority become aware the move has taken place.

As soon as the plan is received, the new education authority must treat the plan as if they had prepared it and use it as the basis to provide for the child's or young person's additional support needs under the Act.

As soon as reasonably practicable, the new education authority must notify the parents or, as appropriate, the young person of the transfer of the plan. The new education authority must also inform the parents, eligible child or young person about the coordinator (Lead Professional) within, or appointed by, the new education authority and the person within the new authority, from whom the parent or young person can obtain advice and further information. In addition, any persons mentioned in the plan as providing support to the child or young person, should be notified that the plan has been transferred to the new education authority and they must be provided with the same information provided to the parents, eligible child or young person, as above. Page 86.

The Act, as amended, requires that where a child or young person with a coordinated support plan transfers to a school in the new authority, as a result of a placing request, or simply because the parents have changed their home address, then the new authority are under a duty to seek and take account of information and advice from the education authority from which the co-ordinated support plan was transferred, as well as from any agencies or persons involved in providing support under the co-ordinated support plan, **prior to its transfer**. This ensures that the new authority and the previous authority responsible for the school education of the child or young person are in contact and that the new authority have all the information necessary from the previous authority and the agencies previously supporting the child or young person. This should aim to make the transition from one authority to another as smooth as possible.

Where the transfer of the co-ordinated support plan has arisen because the child's parents (and child) or young person have moved to reside in the area of another local authority, then that local authority may, in good practice, wish to review the plan as soon as practicable, taking account of the provision in section 10 of the Act and in the Regulations.

However, **the position is different if the transfer of the plan has resulted from a successful out-of-area placing request**. In these circumstances, the new host education authority are under a duty to review the plan. The Act, as

amended, requires the new host authority to carry out a review of the co-ordinated support plan, as soon as practicable after the date of **any transfer of the co-ordinated support plan from the home authority to the host authority**. Once the host authority have received the plan from the home education authority, they must notify the child's parents, young person (or the young person's parents, if he/she lacks the capacity to understand the information) or eligible child, that they propose to review the plan. This notification must take place as soon as reasonably practicable, after they have received the plan from the home education authority. The host education authority **then have 12 weeks** from that date to conduct the review, unless it is not possible to meet this timescale as a result of the circumstances

Moving out of Moray out with Scotland

When a child or young person who has had a co-ordinated support plan in Scotland subsequently moves to England, Wales or Northern Ireland, the education authority which prepared the plan, can disclose the plan, or extracts from it, to the relevant authority for that area, where the original authority considers it necessary to do so, in the interests of the child or young person, to whom the plan relates. Any disclosure must be in accordance with the law on data protection, human rights, confidentiality and any other relevant law.

If a parent **requests a CSP prior to a move** out of Moray (this may be a request which is motivated to evidence resource requirements for an EHCP) then this request requires a CSP review tool to be applied. As this can take up to 8 weeks, it should be noted that the family may have moved before the CSP is created but if we are responsible for the education at the time of applying the review tool, then this should take place and the outcome and document shared.