

Information about Co-ordinated Support Plans (CSP)

A number of Children/Young People have additional support needs arising from **complex** or **multiple** factors, which require a high degree of co-ordination of support from education authorities and other agencies, to meet these needs. This support is co-ordinated through the provision of a **co-ordinated support plan** (CSP). The CSP is a statutory document. Refer to Chapter 5 of the Code of Practice for the 2017 statutory guidance [Additional support for learning: statutory guidance 2017 - gov.scot](https://www.gov.scot/resources/publications/2017/07/20170701_additional_support_for_learning_statutory_guidance_2017.pdf) (www.gov.scot)

A CSP must be viewed as a tool for effective planning rather than an outcome. It would be expected that a C/YP is already supported at stage 3, intensive intervention stage. They would have an open and current GIRFEC Child's Plan and a Recording Additional Support (RAS) document which reflects high levels of support in descriptors.

www.shetland.gov.uk/girfec/girfec-resources

Criteria for CSP

A C/YP requires a CSP for the provision of additional support **IF** they meet **ALL** the following criteria:

- a) an education authority are responsible for the school education of the C/YP
- b) the C/YP 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 AND
 - (ii) by one or more appropriate agencies

A **complex** factor is likely to have a **significant adverse affect** on the school education of the C/YP.

Multiple factors are not by themselves considered complex but taken together are likely to have a **significant adverse affect** on the school education of the C/YP.

Significant additional support may be provided to a C/YP with additional support needs on an individual basis, in a group setting with others or through personnel working under the direction and guidance of those from the appropriate agency. The issue of significance thus refers to the **extent** of the provision. Consideration must be given to the **frequency, nature, intensity** and **duration** of the support.

The education authority decide on whether support from the appropriate agency is significant, not the agency, although clearly those involved will discuss this.

In all cases it is **HOW** the factors impact on the child's learning and development that is important and it is **ASSESSMENT** which determines this. An education authority must seek and take account of relevant advice & information from appropriate agencies, sources within the authority other than education, from the parents & C/YP.

REQUEST FOR A CSP FROM SCHOOLS Process Pathway

Refer also to flowchart A Considering and Requesting a Coordinated Support Plan (CSP)

Step 1 Initial consideration discussion with Executive Manager Inclusion/Central Inclusion Team

- School discuss any consideration of CSP with Executive Manager for Inclusion or a member of the Central Inclusion Team. There may be occasions where a request has been made by parent/ YP directly to the EM Inclusion. In this instance the request will be re-directed to the school setting.

Step 2 Informal discussion with Parents and if appropriate child/young person

- School has an initial informal discussion with Parents and if appropriate C/YP. School explains what a CSP is, eligibility, how to request a CSP and explains how it is kept up to date.
- Share Enquire CSP information Parents and if appropriate Child/Young Person <https://enquire.org.uk/enquire-resources/csps>
- If Parents C/YP agree, obtain consent to share information from Parents & C/YP [CSP consent for Information sharing form](#). A date is set for a Child's Planning and CSP consideration meeting.

Step 3 Preparing for the Child's Planning and CSP Consideration meeting

- The lead professional for the Child's Plan begins to complete the Firmstep digital form [Request to Open Co-ordinated Support Plan \(CSP\)](#) School management are automatically copied into the request. The digital form will request assessment information from relevant identified professionals and notify of the date for GIRFEC Child's Planning and CSP consideration meeting.
- Set up the GIRFEC Child's Planning and CSP Consideration formal meeting to discuss making request for CSP with all involved professionals/Parents & C/YP. All professionals who have made assessment submissions will be invited to attend.

Step 4 Child's Planning and CSP Consideration Meeting

- The CSP consideration discussion takes place within a GIRFEC Child's Planning meeting. All professional submissions will be fully discussed. Use **CSP Decision Tree** [CSP DECISION TREE.pdf](#) to guide discussion. If the conclusion is to proceed to request a CSP, the next stage of the digital form is completed.
- The lead professional will have received a link to the second stage of the digital form. Recorded decisions from the meeting are uploaded and submitted to Executive Manager for Inclusion.
- The Request will be responded to within **4 weeks** of submission.

PREPARING A CSP Refer to Flowchart B

Schools have **12 weeks** from the Head of Services response letter to prepare a CSP.

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

What is important is that the co-ordinated support plan contains those **educational objectives** which require the various forms of support to be co-ordinated if they are to be achieved.

The CSP is part of the GIRFEC Child's Plan- - please refer to the Child's Plan Guidance for information on completing the CSP section. [GIRFEC resources – Shetland Islands Council](#)

Step 1

It may require a further meeting to set educational objectives OR there may be sufficient information & assessment from the Child's Planning and CSP Consideration meeting to set educational objectives. The CSP only contains those **educational objectives** which require the various forms of support to be **co-ordinated** if they are to be achieved.

- Consult with professionals/agencies regarding educational objectives and their role

Step 2

- Submit **DRAFT CSP** for Quality Assurance to Executive Manager for Inclusion.
- Once any amendments are made and agreed by Executive Manager for Inclusion, the **DRAFT CSP** can be shared with parents & C/YP for views & signatures.

Step 3

- The Hard copy of the signed CSP should be submitted by the CSP Co-ordinator to the Executive Manager for Inclusion
- The CSP will be signed by Director of Children's Services
- The signed CSP will be stored at Hayfield. A copy of the final signed CSP will be sent out to parents and to the CSP co-ordinator.
- CSP co-ordinator will send out to professionals involved sections of CSP relevant to their agreed actions.

REVIEWING A CSP

The CSP coordinator monitors progress until the next formal review. Review of the CSP must be within 12 weeks of the annual review date noted in the CSP. The process and timescales follow steps 1-3 above. Please note that additional requirements for pupils at transition must begin by 6 or 12 months prior to a transition.

CLOSING A CSP

Where a CSP is to be discontinued following a review, or where the education authority are no longer responsible for the C/YP's school education, then this should be:

- Minuted at the CSP Review Meeting.
- The CSP Review Minutes should be sent to the Executive Manager for Inclusion for discussion at the monthly ASN Team Management Meeting.
- The Education Authority will then send out letters to the parents/ young person of their decision to close the CSP.