



Aberdeenshire
COUNCIL



From mountain to sea

Assessment and Planning Co-ordinated Support Plans Book 1 An Overview

Supporting all Aberdeenshire's Learners



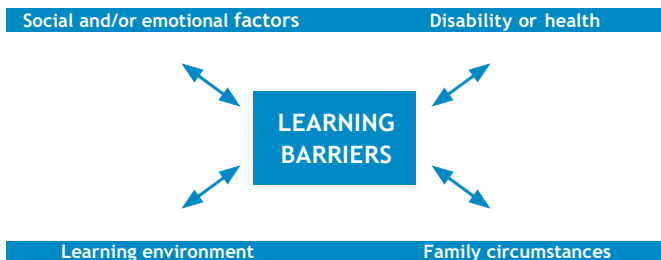


Assessment and Planning

The Education (Additional Support for Learning) (Scotland) Act 2004 was enacted in November 2005. In June 2009, the Act was amended.

This legislation aims to improve the system for identifying and addressing the needs of children and young people who face any form of barrier which is affecting their learning.

These barriers to learning are broad and varied. There is no exhaustive list but they fall under 4 distinct categories. Children and young people **may** have barriers as a result of needs under one or more of these categories.



Through the ASL Act, Aberdeenshire is required to identify from among the children and young people for whose education it is responsible for, those who have additional support needs.

This will allow the authority to;

- Put in place arrangements to identify children and young people with additional support needs
- Take account of, and keep under consideration, additional support needs of children and young people
- Make adequate and efficient provision for these additional support needs

Being identified as having an additional support need does not imply that a child/young person is lacking in skills or abilities.

As stated in the Curriculum for Excellence, every child or young person should be given opportunities so that they can be:

Confident Individuals	Successful Learners
Effective Contributors	Responsible Citizens

This can be achieved through the well-being indicators for children detailed within the Getting it Right for Every Child (GIRFEC) agenda where it states every child has the right to be:

- WELL-BEING INDICATORS**
- Safe
 - Healthy
 - Active
 - Nurtured
 - Achieving
 - Responsible
 - Respected
 - Included

Aberdeenshire Education and Children’s Services (E&CS) has a staged approach to assessment and intervention around children and young people which aims to intervene and address the needs of all children at an early stage to ensure the least intrusive and most effective course of action is taken. Effective assessment and intervention is a collaborative and staged process that promotes partnerships involving parents/carers, children/young people and other professionals. The focus must be on positive outcomes for the child/young person and must include them as a consenting participant. Their views must **always** be sought and taken into account. By doing this Aberdeenshire aims to fulfil its pledge of “Getting it Right for Every Child.”

Staged Approach to Assessment and Intervention

In order to ensure consistency of practice to assessment and intervention, Aberdeenshire EC&S has developed a staged approach to support school decisions and practice. The staged approach to assessment and intervention is a framework for ensuring the key principles on identifying and managing learning needs

are adhered to. Throughout this staged approach model, it should be noted that consultation from any agency/ service can help advise school-based action. School staff must keep records of the work undertaken at each level to ensure seamless transition as a child or young person moves from one stage or level of support to another.

Key Principles on Identifying and Managing Learning Needs

Take a holistic view of the child or young person and as such should take into account their circumstances and what they need to know to grow and develop.

It must be viewed as an ongoing process of gathering and making sense of information. The purpose of assessment is to identify ways of promoting effective learning and development and not deficits. As such assessment is a continuous process not a discrete activity.

Take into account the issues of diversity and equality and therefore must not discriminate on the grounds of race, disability, gender, sexual orientation, language, religion, belief or age.

It should be seen as an integral part of teaching and learning and its purpose is to identify actions or interventions to support development and learning.

Should ensure any intervention put in place is evaluated by a review cycle.

It should limit the effects of any barriers to learning and enable pupils to reach their full potential.

Should be carried out within the learning context.

Should acknowledge the expertise and professional judgement of Education and Children's Services staff conducting assessments with children and young people.

Must involve the child or young person and include parents/carers and other key people.

Should explore a pupil's learning skills and strategies to identify both cognitive (mental processes) and affective factors that may be creating a barrier to learning.

Must consider aspects such as environmental issues, events/circumstances, pupil groupings, teacher practices, school systems and family factors.

It should include a range of assessment methodology and may also include standardised tests.

Expected outcomes should be presented in a clear and accessible manner and this information should comply with relevant data protection legislation.

Be integrated with the assessment of other agencies. The process of integrated assessment should aim to achieve a single, shared and comprehensive view of the pupil's educational needs.

Co-ordinated Support Plans (CSPs)

In order to ensure a co-ordinated multi-agency approach to meeting needs, it may be necessary to consider the preparation of a co-ordinated Support Plan (CSP).

A small number of children and young people have additional support needs arising from complex or multiple factors which require a high degree of co-ordination and support.

The purpose of the CSP is to ensure that support is co-ordinated effectively when at least one service is required from out-with what the local authority provides as part of its educational functions.

Complex or multiple additional support needs therefore require the provision of significant additional support from the local authority exercising its education function, **and** either the local authority exercising their functions other than education (e.g. social work services) **or** one or more appropriate agency/agencies (any other local authority, any NHS Board, Skills Development Scotland, further education colleges and higher education institutions in Scotland and the Scottish Agricultural College).

There is no formula to making decisions about what constitutes significant additional support. Consideration must be given to circumstances in each individual case.

Criteria for a Coordinated Support Plan

A CSP **must** be compiled for a child or young person who meets the criteria, **whether or not their needs are already being well met.**

Every looked after child is assumed to have additional support needs and MUST be considered for a CSP. This consideration should be evidenced in Child's Plan Meeting Minutes

“Children and young people who are looked after (both at home and away from home) often require individually tailored support to get the best from their school education. Providing appropriate support is an important function of the corporate parent responsibilities of local authorities and their service provider partners.”

[Supporting children's learning Code of Practice Paragraph 21](#)

A CSP should only be opened when all of the following criteria are met:

1. Aberdeenshire Education and Children's Services are responsible for the education of the child or young person
2. The child or young person has additional support needs arising from
 - one or more complex factors, or
 - multiple factors,
3. The child or young person's additional support needs are likely to continue for more than a year
4. The child or young person's needs require significant additional support to be provided
 - by the Education Service and another Local Authority Service (e.g. Social Work)
 - or by Education and one or more appropriate agencies (e.g. Health or another local authority service)

These criteria are further explained below:

1. Aberdeenshire Education and Children's Services are responsible for the education of the child or young person:

This includes children and young people where Aberdeenshire council is responsible for the placement in independent special and grant-aided special schools, and secure units, and young people placed through the Children's Hearing system. **The responsibility for the creation and review of CSPs is devolved to Head Teachers and closely monitored by Aberdeenshire Education and Children's Services CSP Advisory Group. In placements outwith Aberdeenshire Council the Principal Educational Psychologist oversees the development of CSPs with the support of the Education Support Officer.**

Children below the age of being a prescribed pre-school child (normally a child of 3- 5 years) are not eligible for a CSP but additional support must be provided for children under three who have been referred by Health and other services, who are disabled and have additional support needs arising from their disability. Prior to the age of three assessment information can be gathered in preparation for considering a CSP.

Examples of complex factors may include:

Learning Environment:

Curriculum and/or teaching approaches provided for a child/young person are considerably different from what he/she requires to learn effectively, having a significant adverse effect on his or her school education.

Family Circumstances:

Where family life is disrupted – for example through parental alcohol, drug or domestic abuse or mental health problems – a child or young person may not be receiving the parental support, direction and guidance needed to make the most of school education.

The child or young person may be being looked after by the local authority or have recently left care or be in need of measures to secure their care and protection. In these circumstances support from social work services may be needed to ensure that the child or young person is able to benefit from education.

Disability or Health:

A child or young person may face barriers to learning and development and/or significant or frequent disruption to school education arising from disability, health or mental health difficulties.

Social and/or Emotional Difficulties:

As a consequence of social and/or emotional factors, a child or young person may have behavioural difficulties which prevent him/her attending school regularly or engaging effectively with the curriculum.

2. The child or young person has additional support needs arising from – (a) one or more complex factors, or (b) multiple factors:

A factor is said to be complex if it has, or is likely to have, a significant adverse effect on the education of a child or young person.

Complex and Multiple Factors

A wide range of factors can lead to children and young people having additional support needs. Factors can be grouped into broad overlapping themes arising from the learning environment, family circumstances, disability and health issues and/or social and emotional difficulties. A factor is complex if it has, or is likely to have, a significant adverse effect on the school education of the child or young person. A complex factor which has a significant adverse effect on the school education of the child or young person is likely to affect most aspects of learning.

Multiple factors are factors **which individually** are not complex factors but, in combination have or are likely to have, a significant adverse effect on the ability of the child / young person to benefit from school education. For example, a child may have epilepsy (disability or health), live in disadvantaged social circumstances where there are parental mental health and alcohol abuse problems, unemployment and low income (family circumstances) and at school, teaching approaches and the curriculum provided may not take sufficient account of the impact of epilepsy on his/her learning skills (learning environment). Although each of these factors separately may not have a significant effect on the education of the child or young person is adversely affected to a significant degree.

In all cases it is how the factors collectively impact on a child's/young person's learning and development that is important, not a diagnostic label. Those well placed to decide whether or not factors are complex or multiple are those working with the child or young person, as well as the parents, and of course the child or young person. What may be complex, or multiple factors with a significant adverse effect for one child or young person may not be for another. Every child or young person needs to be considered on an individual basis. In some cases, there will be a need for a CSP while for others, another planning process, e.g. personal learning planning, an individual education plan, managing accessibility plan, a child's plan, Health / Social care plan will be appropriate to address a child's or young person's support needs.

3. The pupil's needs are likely to continue for more than a year:

In addition to complex or multiple factors being met, judgement must be reached that the additional identified support needs are likely to continue for more than a year.

4. The pupil's needs require significant additional support to be provided:

The additional support needs must require the provision of significant additional support from the education authority and also at least one service other than education (e.g. social work), or one or more appropriate agencies (e.g. Health).

What is classified as 'significant additional support'?

"The issue of significance thus refers to the extent of the provision. Judgments about significance have to be made taking account of the frequency, nature, intensity and duration of the support and the extent to which that support needs to be co-ordinated and is necessary for the achievement of the educational objectives which will be included in the plan. In particular, the support must be of sufficient duration to make it worthwhile preparing a Co-ordinated Support Plan in order to ensure that it is co-ordinated properly."

Supporting children's learning
Code of Practice paragraph 18

"The use of the term "significant" signals the scale of the support provided, whether it is in terms of

- approaches to learning and teaching (e.g. adaptation or elaboration of the curriculum) or
- personnel (e.g. targeted support from a pupil support assistant) or
- resources (e.g. specialist aid to communication or a special hoist), or
- a combination of these stands out from the continuum of possible additional support.

"Significant additional support may be provided to a child or young person with additional 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."

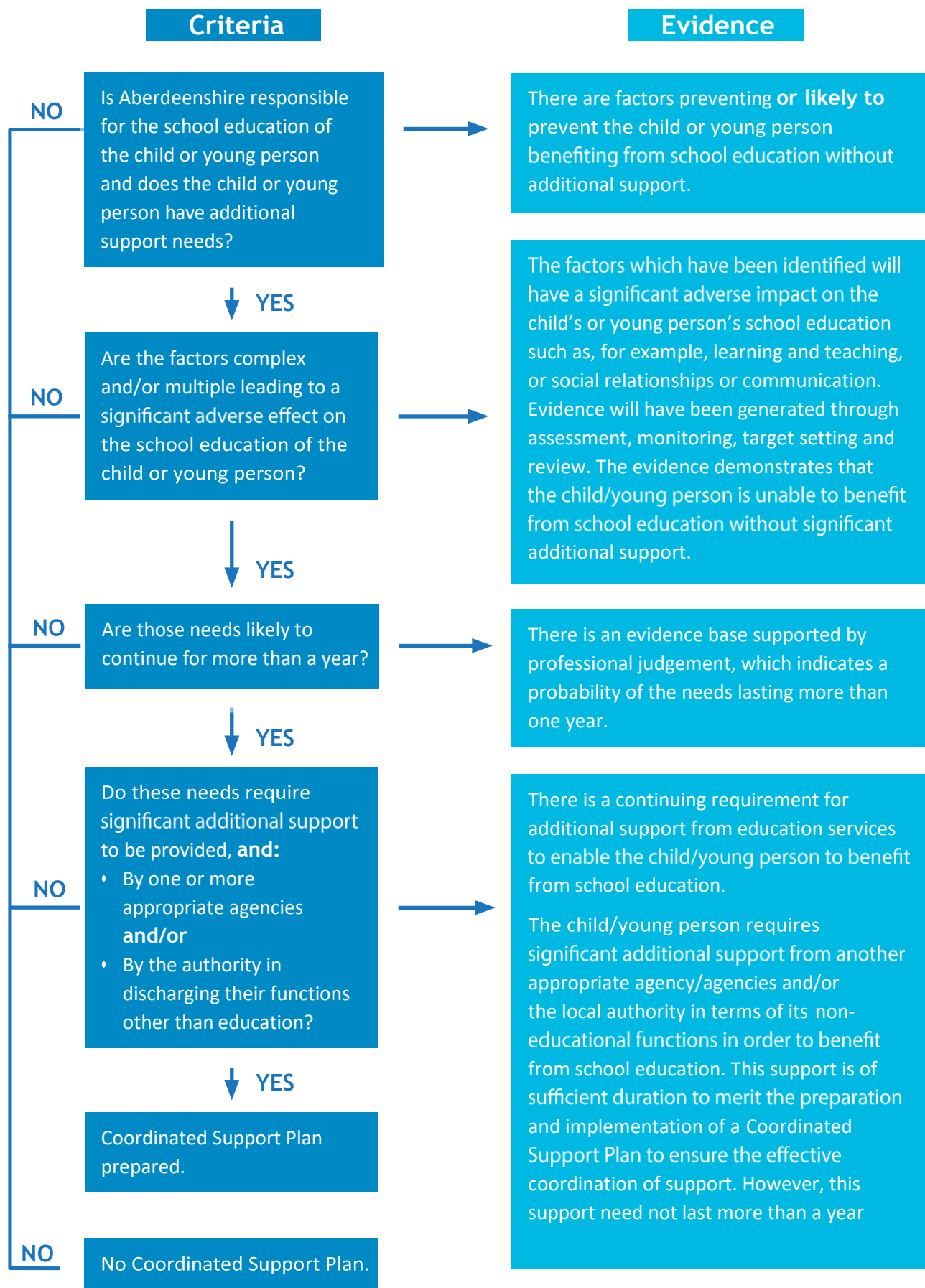
Supporting children's learning Code of Practice
(paragraphs 18-21)

Does a child or young person require a CSP?

Supporting Children's Learning Code of Practice
(paragraph 22)

The following decision tree should be used by those working with a child or young person – where there is a view that the child/young person's additional support needs *may* meet the criteria for a CSP. The information checklist for a coordinated support plan at the end of the document should also be completed to provide the evidential basis for a recommendation to the CSP Advisory Group that a CSP be prepared.

Additional Support Needs: Coordinated Support Plan Decision Making Tree



Information Checklist for Co-ordinated Support Plan



Education and Children's Services

Information Checklist for Co-ordinated Support Plan

Date of request/letter/review:

Pupil Name:

DOB:

Address:

School:

Description of Additional Support Needs:

Planning Documents already in place:

Agencies Involved:

Agency	name	Reason	Length / Frequency	Impact on Learning
Education				
Health				
Health				
Other				

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(Add more rows as required to suit the needs of the pupil)

Pupil Name:

Criteria for Co-ordinated Support Plan

Enduring: Additional Support Needs are likely to last for longer than 1 year.

Complex: A complex factor is one that has, or is likely to have, a significant adverse effect on the school education of the child or young person.

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

Need for Co-ordination: Where there is substantial and continuing intervention from Education and another agency in order to benefit from school education.

- Need for co-ordination due to substantial and continuing intervention from Education and another agency YES / NO

- One or more **complex** factors YES / NO
Please specify

- **Multiple** factors YES / NO
Please specify

- **Enduring** (lasting more than one year) YES / NO

- Pupil **appears** to meet the criteria for a CSP YES / NO

Recommended for CSP?

Reasons for recommendation:

cc: Pupil, Parent, relevant Professionals, CSP Advisory Group.

Lead Person will be

Date

Guidance updated by the Inclusion Equity and Wellbeing Team

Version	Status	Issue date	Reason
1.0	Guidance	February 2013	New guidance following legislation
2.0	Guidance	September 2016	Update following revised Code of Practice
3.0	Guidance	September 2021	Review and update
4.0	Guidance	September 2022	Review and update Checklist

