
Education (Additional Support for Learning)(Scotland) Act 2004 & 2009 A CO-ORDINATED SUPPORT PLAN

The format of a Co-ordinated Support Plan (CSP) is set out in law. It must be used by all education authorities.

WHAT SHOULD THE PLAN CONTAIN?

The plan must contain:

- Biographical and contact details of the child or young person i.e. name, address, date of birth etc.
- Contact details for their parents or those adults who have, or share, responsibility for the care of the child or young person.
- 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. They may be someone from education but may be from another agency.
- The details of the contact person within the local authority from whom the parent or young person can obtain advice and further information.
- A pupil profile - the purpose of this is to build a holistic picture of the child or young person. It should focus on the positive aspect of the child or young person's life, for example, their capabilities and skills. It may also include information about the school attended or curriculum followed, other planning in place, their favourite activities or how they like to learn.
- 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 sought to be achieved taking account of those factors.
- The additional support required to achieve those objectives; and who will provide that support.
- Parent's and child's/young person's comments on any aspects of the co-ordinated support plan process as well as the plan itself.
- A review timetable.

The plan should be clear and concise, and refer to needs that will, or are likely to, continue for more than a year. Short term objectives would continue to be contained in an Individualised Educational Programme (IEP) / Child's Plan.

The Co-ordinated Support Plan is a working, planning document. It details the factors giving rise to the child's or young person's Additional Support Needs. It does not contain the assessments/examinations that contributed to the drawing up of the plan.

The educational objectives in the CSP must take account of the factors giving rise to the child's or young person's Additional Support Needs. They will require the co-ordination of services for these to be achieved.

Children and young people will always be working to achieve other learning outcomes which are not detailed in the CSP and which do not require the same level of co-ordination of support. These learning objectives will be documented through other school planning arrangements such as an IEP / Child's Plan.

EDUCATIONAL OBJECTIVES

Decisions about what are appropriate educational objectives for a child or young person should be taken independently of the additional support required to achieve them.

Taking account of the information from assessments from various agencies, the starting point should be what it is reasonable to expect the child or young person to achieve over the course of the next year. Objectives should be clear and specific enough to enable the education authority, and other agencies involved in supporting the child or young person, to monitor and review them over time. When setting an objective the question that needs to be asked is "How will we know if the objective has been achieved?" Since each CSP has to be reviewed at least annually the objectives should be achievable in a year.

ADDITIONAL SUPPORT

The CSP must describe the additional support required to achieve the educational objectives. This will cover teaching and other staffing arrangements, appropriate facilities and resources including information and communication technology, and any particular approaches to learning and teaching to be used.

The statement of support to be provided should be clear and specific and where possible quantified. It should be clear what is being provided and why. Statements such as "learning support as necessary" or "speech and language therapy as required" are too vague. Statements should give a clear understanding as to what is to be provided such as "tutorial and small group teaching for three 45 minute sessions per week".

The plan must state the agency or professionals who should be providing the support, such as "visiting teacher of the deaf", "speech and language therapist", "social worker", "educational psychologist".

The CSP element will also be contained within a Child's Plan. The CSP document itself will be attached to the Child's Plan as a parallel document.