

Short-life Working Group on Co-ordinated Support Plans (CSPs): Final Report

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Introduction

The purpose of this report is to share the findings and conclusions from the Co-ordinated Support Plan Short-Life Working Group (**SLWG**). This group was established to consider the issues and barriers which are affecting implementation of the legislation related to Co-ordinated Support Plans (**CSPs**) and to suggest ways to overcome them.

Glossary of terms used in this report

A list of words used within this report and their meanings is available in on [page 18](#).

Background

The independently chaired review on the implementation of the Additional Support for Learning legislation - [Support for Learning: All our Children and all their Potential \(The ASL Review\)](#) highlighted that there is no fundamental deficit in the principle and policy intention of the Additional Support for Learning legislation and the substantial guidance accompanying it. However, the ASL Review highlighted concerns regarding the implementation of policy into practice which impacts on children and young people, their parents and carers and all professionals trying to support them.

The SLWG acknowledges the support and information on CSPs which is available for stakeholders and the good practice and commitment from professionals working to support the needs of learners. However, the group also acknowledges that there remains a gap between policy and practice. The SLWG has worked collaboratively to identify barriers to effective implementation of the legislation in this area and has made recommendations to support progress.

CSP Short-life Working Group and their role

The SLWG was established following on from the ASL Review in early 2021. The work of the SLWG was to identify key issues and barriers to effective implementation of legislation related to CSPs and to work collaboratively to identify proposals to address and overcome them; making recommendations for change to the [Additional Support for Learning Implementation Group \(ASLIG\)](#) where appropriate.

The SLWG was comprised of representatives from children and young people's advocacy groups, parent and carers groups, education, health, social work and justice, national and local Government, professional associations representing teachers and other staff in schools who are involved in planning and delivering the support that children and young people need in order to benefit from their education. A full list of membership is available [here](#).

The Terms of Reference set out the remit of the SLWG. These can be found [here](#).

The SLWG divided into three sub-groups to consider specific areas:

1. Planning
2. Multi-agency Partnership Working
3. Information and Communication

The SLWG and its subgroups considered the application of legislation and policy in relation to CSPs and focused on the range of identified factors which create barriers to effective implementation taking account of the perspectives of children, young people, their families and professionals. The SLWG considered the following points:

- The wider additional support needs planning context
- Raising awareness and understanding of the purpose of the CSP with all stakeholders (these are children, young people, their parents and carers and professionals)
- The importance of adequate resourcing, including the provision of early access to information and support materials for children and young people and their parents and carers, and time for professionals to plan, engage and develop relational approaches
- Consideration of wider communication and early access to information, support materials and guidance
- Clear roles and responsibilities within the additional support for learning /CSP planning processes
- The importance of children and young people, their parents and carers and professionals being involved in the design and development of resources and information.

Scottish context for inclusion

Scottish education is based on the belief that education is a human right and that all children and young people should be supported to reach their full potential.

- Children's rights and entitlements are fundamental to Scotland's approach to inclusive education. The legislative framework and key policy drivers support this and will be further strengthened through the Scottish Government's commitment to incorporate the United Nations Convention on the Rights of the Child (**UNCRC**) into law to the maximum extent possible within the powers of the Scottish Parliament.
- Scotland's education system is designed to be inclusive for **all** children and young people in Scottish schools, including those who require additional support. The four key features of inclusion highlighted below are the cornerstone of the child centred approach to Scottish education¹.

¹ [Presumption to provide education in a mainstream setting: guidance - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/2018-01-10/115115mainstream-education-guidance/115115mainstream-education-guidance.pdf)



- The Education (Additional Support for Learning) Scotland Act 2004 (as amended) (**the 2004 Act**) provides the legal framework for supporting children and young people with additional support needs.
- The 2004 Act supports Scotland’s ‘needs led’ system which is designed to place the child and young person at the centre. Support is not dependant on a diagnosis. The 2004 Act also provides that a child or young person who is looked after² is assumed to have additional support needs unless they are assessed otherwise.³
- Following the Independent Care Review, which was completed in 2019, [The Promise](#) provides the vision to support the change needed to make sure that all children in Scotland grow up loved, safe and respected. [Plan 21-24](#) has five priority areas and key milestones: The right to a childhood; Whole family support; Supporting the workforce; Planning; Building capacity.

Additional support for learning



All children and young people need support to help them learn and develop. Children and young people who require additional support should be supported in school to

² section 17(6) of the Children (Scotland) Act 1995

³ Section 1 (1A), (1B) of the 2004 Act

reach their full potential. Education authorities have legal duties⁴ to identify, provide for and review the additional support needs of their pupils. A child or young person has an additional support need (**ASN**) if they need extra or different support from their peers to benefit from their education, in school or in Early Learning and Childcare (**ELC**) settings. Children and young people with additional support needs will have their needs identified and the measures in place to support them documented in some form of plan.

Education authorities use a range of planning mechanisms to support the needs of children and young people in ELC settings and in schools. Education Authorities have different names for these plans. Personal Learning plans (**PLPs**), Individualised Educational Programmes (**IEPs**), Child's Plans (**CYPPs, YPPs**) or Looked After Plan (**LAC**) are some examples of these.

The majority of children and young people's needs are met through the universal level of support. This includes learners who have additional support needs and whose needs are met through differentiated planning to support different learning and teaching approaches. Some pupils, with a more specific or complex profile, may require more detailed or multiagency planning.

When a multiagency plan is in place to support a pupil to achieve educational outcomes, this may require more detailed coordination by the school. This is when a Co-ordinated Support Plan (CSP) is considered to ensure that the statutory element of the plan in place is documented in a specific way.

A CSP requires to be a standalone statutory document, however, children and young people may have more than one plan. Where this is the case, the plans should align and interact with each other as part of a single planning process.

This may be particularly relevant for children and young people who are looked after. The 2004 Act states that a child or young person who is looked after has additional support needs, unless the education authority determine that they do not require additional support in order to benefit from education.⁵ Any looked after child or young person who has been identified as having additional support needs should be automatically and regularly considered for a CSP.

The CSP is the only statutory education plan in Scotland. A child or young person may have more than one plan when they are at school – for example, they may have a child's plan **and** a CSP.

Where the legal tests are met for a CSP, the child or young person **must** have a CSP - even where other plans are in place.

⁴ [Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2004/10/section/1)

⁵ Section 1(1A) (1B) of the 2004 Act

What is a CSP?

A CSP is the statutory education plan for children and young people with additional support needs arising from one or more complex factors or multiple factors which are likely to continue for more than a year; and who require significant additional support from the education authority as well as another part of the education authority carrying out another function, for example, Social Work or from an appropriate agency, for example, the NHS.

The CSP includes information about the child or young person, their additional support needs and the different types of support the child or young person needs in order to benefit from their education within the year ahead. It will contain educational outcomes and detail the support that will be provided by the school and other agencies. The CSP will specify the range, type and frequency of support, who is providing this and importantly, how the support will be coordinated. The child, young person, parents or carers and the school's views are included in the CSP.

The CSP is designed to keep the child or young person at the centre and to support good communication and partnership working between the school, the child or young person, parents or carers and other professionals.

The 2004 Act sets out the criteria for a CSP in Section 2. A child or young person must be provided with a CSP when:

- a) An education authority is responsible for the school education of the child or young person,
- b) The child or young person has additional support needs arising from-
 - i. one or more complex factors, or
 - ii. multiple factors,
- c) The additional support 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 in the exercise of any of their other functions as well as in the exercise of their functions relating to education, **or**
 - ii. by one or more appropriate agencies, such as Health as well as by the education authority themselves.

The 2004 Act also requires education authorities to consider whether each individual looked after child or young person requires a co-ordinated support plan.

The 2004 Act provides parents and carers with the right to ask the education authority for their child to be assessed for a CSP and to challenge this decision if it is refused. Children aged 12 – 15 with capacity⁶ also have similar rights.

Why have we reviewed the use of CSPs?

The Scottish Government committed in May 2019, to review the use of CSPs. It was agreed that this work would not begin until the ASL Review had concluded. This was to allow the findings from this wider review to inform the review of CSPs.

⁶ Section 3 of the 2004 Act

Whilst there are many examples of good practice across education authorities, concerns have consistently been raised about the low number nationally of children and young people who currently have a CSP⁷ and whether there are barriers which impact on the implementation of CSPs. Concerns have also previously been raised about the low number of looked after children and young people who have a CSP. The SLWG want to make sure that all children and young people who are entitled to a CSP have one and that any barriers which exist are overcome.

Children and young people, their parents, carers and professionals must be provided with a clear understanding of the law around entitlement to a CSP when the criteria is met, and the purpose and benefit of it as a planning tool. Sufficient time is also required to allow for all involved to engage in effective collaborative practice required in ASN planning to support the delivery of meaningful outcomes for children and young people.

What evidence did the Short Life Working Group consider?

The SLWG drew on the knowledge, experience and expertise of its membership. It considered recent decisions of the Additional Support Needs jurisdiction (Health and Education Chamber, First-tier Tribunal for Scotland) and earlier decisions of the former Additional Support Needs Tribunals for Scotland (prior to transfer into the Health and Education Chamber in 2018) to understand the context for this work in more detail. It considered the evidence from the ASL Review, The Promise and the Doran Review. It also sought feedback and views from:

- The Association of Directors of Education
- Children and Young People, through Partners in Advocacy
- Centre for excellence for children's care and protection
- Children and Young People's Commissioner for Scotland

Overarching themes from the ASL Review

The ASL Review found that while there is general agreement that the policy and legislation related to additional support for learning is appropriate, there are a number of ways its implementation could be improved to ensure that children and young people are fully supported to experience success in their achievements and attainment and reach their full potential.

What the ASL Review said about CSPs:

“...the Review evidence is that there is widespread misunderstanding by parents, carers and professionals too, about the purpose, relationship to other planning mechanisms, (usually the Childs Plan), eligibility, or legal entitlement /requirement for a CSP.” (page 58)

“The evidence heard by the Review confirms that information must be proactively made available and be accessible and visible to all those who need it. Doing so ensures there is a shared understanding about the entitlements and benefits to

⁷ [Schools in Scotland - summary statistics: 2020 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultations-petitions/html/2020/20200001.htm)

children and young people of a CSP. It also averts some of the unnecessary friction, stress and damage to relationships that occur when parents and carers believe their child is having an entitlement withheld.” (page 59)

“...a CSP must be viewed as a tool for effective planning, rather than an outcome. The Review has heard the frustration of many families and professionals that the support and interventions agreed as part of the CSP have not been fully implemented or reviewed robustly. This again can lead to disappointment and weariness with the system...” (page 59)

Barriers to CSP implementation and recommendations

The SLWG identified a range of barriers to effective implementation of CSPs. These are summarised through the themes below. The SLWG has made recommendations which seek to address the identified barriers and has considered what the expected outcome of these recommendations may be. Further detail of the actions related to the recommendations is included in the table starting on [page 14](#).

General Issues identified by the SLWG

The SLWG acknowledges that the legislation and policy in relation to inclusive education in Scotland is commendable and well-intentioned. However, there is a widely held view of a significant gap between policy and practice, which requires to be bridged if meaningful outcomes for children and young people with multiple and/or complex needs are to be delivered within the ASN planning process.

The SLWG agree that there must be consistency and a common understanding of the language used in relation to CSPs. The group acknowledges that there is detailed guidance available for professionals on CSPs within the Statutory Supporting Learners Code of Practice (**the Code**), however, notes that this guidance and the language used within it are complex. For parents, carers, children and young people information and guidance is also available through [Enquire](#), the Scottish Advice and Information Service on Additional Support for Learning.

The SLWG highlight the importance of early engagement with families in promoting effective implementation of ASN planning processes and the consideration of CSPs, before a child reaches school age. Health visitors and, where appropriate, social workers, were viewed as central to this process. More detailed information about this Early Intervention approach is considered in the sections below.

Recommendations

The SLWG agree that more needs to be done to ensure that information on CSPs is available, accessible and shared at the earliest possible stage. The SLWG recommends that information is revisited regularly to promote awareness, increase confidence and knowledge to foster good relationships between the child, young person, their parent or carer, schools and others who are involved in supporting the child or young person. This may include social work and health. To support this, the SLWG group recommend that a set of tailored ‘key messages’ are developed and widely shared with children and young people, parents and carers and professionals across agencies.

The SLWG also recommends that the upcoming refresh of the Code is used to consider the accessibility of the guidance and to ensure that the guidance fully explains the complex legal duties on education authorities and other agencies with regard to CSPs. The Code should also clarify the relationship between CSPs and ASN planning and other agency plans, such as the Child's Plan or Healthcare Plan.

Expected outcome

Professionals will have a common understanding of the purpose of CSPs and the language used in relation to them. This will build confidence in their knowledge and understanding of the use, application and purpose of CSPs; and their professional role within the ASN planning process.

Professionals will be able to access information and guidance, seeking to increase their confidence in supporting children, young people, parents and carers to engage with the CSP process.

Children, young people, parents and carers will have confidence in their knowledge and understanding of CSPs, including their legal rights to challenge decisions made about the CSP and feel empowered to engage within the ASN planning processes involved.

Theme 1: Knowledge and understanding

The SLWG acknowledges that there is variation in awareness and understanding of the legislation. This includes the complexities of the statutory criteria (set out at [page 6](#) of this report) and the variable interpretation of what 'significant additional support' means when considering whether a CSP should be opened.

The group also acknowledges that children, young people, parents, carers and professionals have different levels of awareness and understanding of the purpose of a CSP; the role of those who are involved in preparing and implementing a CSP; and the relationship between a CSP and other education and wellbeing plans.

Recommendations

To support all those involved to develop a common understanding of the legislation, the language and their role in the CSP process, the SLWG recommends the development of national professional learning resources which could be cascaded and delivered locally on a multi-agency basis, involving children, young people, parents and carers where appropriate.

The SLWG also recommends working with partners, including Enquire, to develop further accessible information and guidance on CSPs for children, young people, parents and carers. These resources should be co-produced and made widely available through a range of appropriate sources.

The SLWG recommend that the planned refresh of the Code, guidance on the staged intervention approach and appropriate elements of the refreshed policy and practice guidance on Getting it right for every child (**GIRFEC**), include further clarity on the relationship between the CSP and other children and young people plans within a staged intervention model. This should take place alongside broader work towards a 'one child one plan' approach (see recommendation on [page 12](#)).

Expected outcome

With sufficient time and resource given to professionals to engage with the professional learning resources and to embed learning into practice, these resources will promote relational approaches through collaboration, collegiality and a shared ownership of the ASN planning process. This will provide a clear focus on delivering educational outcomes for children and young people

Clarity of the relationship between the CSP and other children and young people plans will also support coordination of ASN planning as well as dispelling fears about the statutory process and challenging misunderstandings, misperceptions and myths.

Children, young people, parents and carers will have confidence in their knowledge and understanding of CSPs and feel empowered to engage with the process. They should also have confidence in their understanding of their legal rights related to CSPs, including their rights to challenge a decision made about entitlement to a CSP, its content or review.

Theme 2: Culture and relational approaches

Effective implementation of CSPs is rooted in strong collaborative working for all involved to support a child or young person within the Scottish inclusive culture and when planning to identify and support need. This includes actively and meaningfully listening to and involving children and young people and their parents and carers.

The SLWG agree that there is variation in the experience of those involved in requesting, compiling and reviewing a CSP within the wider ASN planning process. While early consideration of a CSP and engagement with families is key, the process can sometimes be lengthy and cause stress and frustration to all involved. It is recognised that this may result in difficulties in establishing or maintaining positive, collaborative relationships. This can be further impacted by professionals not having sufficient time and resource to devote to early intervention, to engage in collegiate professional practice; and to promote good communication and quality engagement of all involved.

The SLWG acknowledges that there are examples of good practice and a commitment from professionals across education and other agencies to support the needs of learners. However, there is inconsistency in how education and other agencies work together to identify, deliver and review the support required as part of a CSP within the ASN planning process. There is also variation in the information and guidance available to professionals in other agencies.

The SLWG consider the role of health visitors as central to the ASN planning process before a child reaches school age. Health visitors play a key role in building relationships with families, in fostering openness and trust and in signposting support. Liaison between health visitors and staff in ELC settings is not new but requires these professionals to have sufficient time and resource to implement it effectively. The role of GTCS registered teachers in Early Years also helps to build on those foundations. As the bridging professionals, teachers assist, through their understanding of the Early Level curriculum, in identifying where additional support is

required and in helping children make effective transitions to school. In some circumstances, social workers will also play a key role, particularly for looked after children and young people.

Recommendations

The SLWG recommend that ASLIG give further consideration to the time and resources needed to enable professionals to further promote the development of this relational approach in practice.

The SLWG recommend that professionals within other agencies, including health visitors and social workers are allocated time to access appropriate professional learning resources to support them to proactively provide families with the information they require about CSPs within the wider ASN planning processes and, where appropriate, support effective liaison between families and education staff.

Opportunities, for example multi-agency professional learning events, or online resources, should also be developed to alert education and health professionals including health visitors to promote early relationship building and collaborative planning.

Expected outcome

Strong collaborative working practices underpinned by a multi-agency approach will support the delivery of positive outcomes for children and young people.

Collegiate practice between health visitors and education will build a solid foundation of the ASN planning process for a child who requires it as they enter Early Years education and beyond.

Ensuring professionals in education and other agencies have sufficient time to plan, prepare, assess, reflect and liaise will help to ensure that planning meetings and engagement with children, young people, parents and carers is meaningful and accessible for all.

Theme 3: Information and support

There is variation in the availability and accessibility of information and guidance for children, young people, parents, carers and professionals about CSPs, their purpose and the different roles of the professionals involved in the process.

Recommendation

The SLWG recommend that children, young people, parents, carers and professionals are able to timeously and easily access clear, age appropriate and accurate information as early as possible, using a variety of mediums.

Improvements should be made to signposting of the information already available and any information developed in future. This should include ensuring that clear and appropriate signposting is available on local authority web pages. As noted in the knowledge and information section, 'key messages' should be produced alongside the development of further information and guidance to remove barriers to effective engagement.

Expected outcome

Children, young people, parents, carers and professionals will have confidence in their knowledge and understanding of CSPs within the wider ASN processes and feel assured of their role.

Theme 4: Resourcing

The SLWG acknowledges that sufficient resource is needed to provide time for genuine collaboration and multi-disciplinary planning and to support the delivery of agreed outcomes for children and young people. Resourcing should also be sufficient to support the development of a relational approach, to promote shared understanding and ownership of the ASN planning process; the development of national and contextualised information and guidance; and participation in and reflection on professional learning opportunities.

The SLWG noted the changing and increasing complexity of needs of children and young people, not least in the context of the COVID-19 pandemic and the additional impact that this has had on children and young people with additional support needs and the plans to support them.⁸

The SLWG acknowledges that education and wider partner agencies, such as Health require sufficient resourcing and training to support the delivery of the interventions and support identified within CSPs to deliver agreed outcomes for children and young people.

Recommendations

The SLWG highlight the importance of streamlining planning processes, avoiding duplication and in reducing bureaucracy to support the delivery of positive outcomes for children and young people. The SLWG recommends that this should be considered as part of ASLIG's response to this review, alongside related work on planning for the child, including the next phase of the refresh of the GIRFEC policy and practice materials which will focus on the Child's Plan, with the aim of moving towards a 'one child one plan' approach.

The SLWG recommend that as part of their future work plan, ASLIG consider the issue of resources, having due regard to the rising complexity of need and the need to ensure that there are sufficient numbers of appropriately trained staff to provide support. ASLIG should also engage fully with the Scottish Government and Local Government to support the planned audit of outcomes for children and young people with additional support needs undertaken by Audit Scotland.

Expected outcome

Strengthening guidance around a single planning process to support children, young people, parents, carers and professionals to ensure that learners get the right support, at the right time from the right people, with the aim of also reducing bureaucracy and duplication.

The inclusion of consideration of resources as part of ASLIG's future work plan will maintain the focus on this important issue and allow it to be considered within the

⁸ [Improving outcomes for young people through school education \(audit-scotland.gov.uk\)](https://www.audit-scotland.gov.uk/publications/2022/04/improving-outcomes-for-young-people-through-school-education)

wider context of delivery of the ASL Action Plan. Audit Scotland's planned audit of outcomes for children and young people with additional support needs, provides the opportunity for an expert and legitimate analysis of the resource and financial dimension of Additional Support for Learning, including CSPs.

Next Steps

This report has been shared with ASLIG who will publish a response to the report and consider its findings as part of their future work programme and priorities. This will include consideration of how to monitor delivery of the actions identified and the expected impact on improving outcomes for children and young people.

SLWG recommended actions relating to identified barriers

| Themes | Barrier | Recommended actions to overcome barriers relating to: | | |
|------------------------------------|--|---|--|--|
| | | Children and young people | Parents and carers | Professionals |
| Knowledge and understanding | Variations in awareness and understanding of the legislation, support and planning process within the Staged Level of Intervention and CSPs: <ul style="list-style-type: none"> • Purpose • Criteria • Role of each stakeholder • Statutory requirements. • Statutory requirements for looked after children and young people | <p>The Scottish Government and Education Scotland will work with partners to co-produce information and guidance with and for children and young people.</p> <p>Accessible information and guidance developed for families to be made available through a range of appropriate sources.</p> | <p>The Scottish Government and Education Scotland will work with partners to co-produce information and guidance with and for parents and carers.</p> <p>Accessible information and guidance developed for families to be made available through a range of appropriate sources.</p> <p>There will be information and guidance produced in a range of formats and targeted at parents and carers and children and young people</p> | <p>The Scottish Government and Education Scotland will work with partners to develop and provide access to a suite of national relationship based professional learning approaches and resources applicable to education and multi-agency partners.</p> <p>The development of professional learning resources will include areas highlighted within this table and will be targeted at 3 incremental levels of knowledge and understanding – 1. Informed 2. Specialist and 3. Enhanced. These will include signposting to existing information and supports and a focus on:</p> <ul style="list-style-type: none"> • The inter-relation of educational planning • Rights and entitlements of children, young people and families. • Professional duties (including the Corporate Parent role) |
| | The relationship of CSPs to other support plans - Education and multi-agency. | There will be information and guidance targeted at children and young people in a range of formats from early years to senior phase. This will include: | This will include: | |
| | Terminology used with the CSP processes. | <ul style="list-style-type: none"> • Signposting to existing information and support • An overview of how ASN is supported • Rights and entitlements • Refreshed guidance for children and young people. | <ul style="list-style-type: none"> • Targeted information for identified stages e.g., Birth – ELC P1, P7, Senior Phase. • An overview/summary of the Scottish context for inclusion and ASN • The inter-relation of educational planning • Explanation of terminology • Rights and entitlements • Refreshed guidance for families | |

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|---|--|---|---|---|
| | | | | <p>and rights, with particular focus on the duties which apply when children and young people are Looked After by one local authority and educated in another.</p> <ul style="list-style-type: none"> • Access to professional learning opportunities • Refreshed national guidance on the Staged Level of Intervention • Refreshed national guidance on Individualised Education Programmes (IEPs). • Explanation of terminology • Ensuring the information, guidance and resources is accessible. <p>These professional learning resources will align with the refresh of the statutory supporting learners' Code of Practice and refreshed GIRFEC policy and practice guidance.</p> |
| Culture and relational approaches. | Variations in an inclusive experience of requesting, compiling and reviewing a CSP across different educational establishments and authorities | Age appropriate resources and information to support engagement of children and young people within processes involved in ASN planning including CSPs | Resources and information to support parental engagement and collaboration within the processes involved in ASN planning including CSPs | Professional engagement and learning opportunities will focus on the development of relational approaches for all professionals to promote a common understanding of statutory duties and language relating to CSP criteria. |
| | The processes of requesting, compiling and reviewing a CSP can, for some be stressful. This can result in difficulties in | | | |

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|--------------------------------|--|--|---|--|
| | <p>establishing and maintaining positive collaborative relationships.</p> <p>Ensuring stakeholders share and carry out their responsibilities of delivering their actions within the CSP.</p> | | | <p>Consideration of time and resources allocated to promote the development of this relational approach in practice.</p> |
| Information and support | <p>Inconsistent across 32 local authorities.</p> | <p>Scottish Government and Education Scotland will collaborate with partners to co-produce refreshed information, guidance and professional learning opportunities which will be developed during the 2021/22 academic session. Work with partners to share key messages through social media and national platforms. Targeted to the range of stakeholders involved.</p> | | |
| Resourcing | <p>Ensuring statutory time scales are met by all agencies.</p> | <p>Ensuring that a focus on timescales is included within the co-production of information and guidance for, children and young people and their families.</p> | <p>Professional engagement and learning opportunities will focus on:</p> <ul style="list-style-type: none"> • Multiagency participation and responsibilities within the time scales • How to ensure there is sufficient time for CSP planning and review, | |
| | <p>Misunderstanding that a CSP will be the trigger for the allocation of resources – staff time, support approaches, equipment.</p> | <p>Ensuring that a focus on the purpose and criteria of CSPs and the role of each professional involved is included within the co-production of information and guidance for children, young people, parents and carers.</p> | | |
| | <p>Ensuring there is appropriate time and support for Early Intervention approaches; for planning, preparation and relational engagement.</p> <p>Overly bureaucratic planning processes., resulting in duplication of paperwork.</p> | <p>Strengthen guidance around a single planning process with aim of early intervention, reducing bureaucracy and duplication. Work with other policy areas and stakeholders involved in planning for the Child to move towards a ‘one child, one plan’ approach.</p> <p>ASLIG to consider as part of their future work plan the issue of resources having due regard to the rising complexity of need and the need to ensure that there are sufficient numbers of appropriately trained staff to provide support for children and young people. ASLIG will engage fully with the Scottish Government and Local Government to support any audit of outcomes for children and young people with additional support needs undertaken by Audit Scotland.</p> | | |

| | | |
|--|--|--|
| | <p>Rising complexity of need.</p> <p>Increase in the number of children and young people in Scotland with additional support needs.</p> <p>Pressure on specialist staff in Education and the partner agencies which can result in increased waiting times.</p> | <p>ASLIG to continue to develop a national measurement framework (as set out in detail at section 1.2 of the updated ASL Action Plan). This framework will include information and data from a range of sources, including on CSPs. A set of aims, aligned to UNCRC and structured around the four principles of Inclusion (present, participating, achieving, supported) have been developed by ASLIG and will support the development of a co-produced annual report to record outcomes for children and young people with additional support needs. As part of this work, ASLIG will continue to work closely with local authorities to address any barriers to data collection, including data on CSPs.</p> <p>As set out at 5.1.6 of the ASL Action Plan, the Scottish Government is working with partners, including the Scottish Negotiating Committee for Teachers, to ensure there is appropriate career progression and pathways for teachers looking to specialise in Additional Support for Learning, with particular emphasis on ensuring that the Lead Teacher structure delivers on this outcome.</p> |
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Glossary of Terms

In this document we use the following words, which have the following meanings:

| | |
|---|---|
| The 2004 Act | The Education (Additional Support for Learning) Scotland Act 2004 (as amended) |
| ASN | Additional support needs |
| Additional support needs | Where a child or young person needs need extra or different support from their peers to benefit from their education. Factors giving rise to additional support needs: learning environment, family circumstances, disability or health needs, social and emotional factors. |
| Child and young person | Children (up to 15 years) and young people (16 years and above) who are still in school education |
| Child's plan | As set out in the Children and Young People Act (Scotland) 2014 , a holistic wellbeing plan to identify and meet the needs of pupils. Some education authorities use Child's Plans for their ASN planning |
| Collaborative | All involved are working together in partnership |
| Co-ordinated support plan (CSP) | The statutory education plan which must be prepared in certain circumstances |
| Education authority | The local authority, sometimes called 'the Council' – this is the body responsible for providing school education. |
| Early Learning and Childcare settings (ELC) | ELC settings are all those which offer education and childcare to children up to school age. These include settings known as family centres, day nurseries, nursery schools, nursery classes attached to primary schools, and childminders. ELC settings can be operated by local |

authorities, private businesses, voluntary sector organisations and, in the case of childminders, self-employed individuals.

Doran Review

The [Doran Review](#) of Learning Provision for Children and Young People with Complex Additional Support Needs published in November 2012, was conducted to identify ways of improving educational outcomes for children with complex additional support needs.

GIRFEC

Getting it right for every child – the national approach in Scotland to improving outcomes and supporting the wellbeing of children and young people

Individualised education programme (IEP)
Appropriate agency

A type of education plan that will contain information on the targeted interventions which need to be provided. This is not a statutory plan. The IEP may cover some of the same areas as a CSP This includes Social work, other local authorities or any Health Board, The Scottish Agricultural College and Skills Development Scotland.

Multi-agency

Education, Social Services, Health, Third Sector colleagues

Legal responsibilities and statutory requirements

Obligations which must be carried out

Looked after

Under the [Children \(Scotland\) Act 1995](#), 'looked after children' are defined as those in the care of their local authority – sometimes referred to as a 'corporate parent'. The term 'care experienced' is now frequently used, however the 2004 Act uses the legal term 'looked after'.

Parent and Carer

A mother, father or a person who is the carer for the child and has parental responsibility

The Promise

The Promise Scotland is responsible for driving the work of change demanded by the findings of the Independent Care Review. [Home - The Promise](#)

School education

Nursery school, primary school and secondary school

| | |
|------------------------------|--|
| Staged Level of Intervention | A process within the Scottish education system that uses a solution focused approach which helps identify, assess, plan, record and review the learning needs of children and young people. It aims to meet a child's needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents and carers, school staff and, at some levels, other professionals. All work in partnership to get it right for every child. |
| Third sector organisations | A term used to describe the range of organisations that are neither public sector nor private sector. It includes voluntary and community organisations (both registered charities and other organisations such as associations, self-help groups and community groups), social enterprises, mutuals and co-operatives. |
| Tribunal | Means an Additional Support Needs Tribunal – you can read more here: https://www.healthandeducationchamber.scot/additional-support-needs/12 |
| UNCRC | The United Nations Convention on the Rights of the Child. The Scottish Government is committed to the incorporation of UNCRC into Scots law. Article 28 recognises the right of the child to education. Article 29(1) sets out five aims of education, which includes the development of the full potential of the child and adds a qualitative dimension to the right to education recognised in Article 28, insisting on the need for education to be child-centred. 'The goal is to empower the child by developing his or her skills, learning and other capacities, human dignity, self-esteem and self-confidence. "Education" in this context goes far beyond formal schooling to embrace the broad range of life experiences and learning processes which enable children, individually and collectively, to develop their personalities, talents and abilities and to live a full and satisfying life within society. |

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Association of Additional Support for Learning Officers (ASLO)
The Association of Scottish Principal Educational Psychologists (ASPEP)
Education Scotland
Health and Education Chamber of the First Tier Tribunal for Scotland
My Rights, My Say
National Parent Forum Scotland
Educational Institute for Scotland (EIS)
Social Work Scotland
Aberdeen City Council Virtual Headteacher
National Autism Implementation Team (NAIT)
UNISON
Voice, the Union



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