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Child and Young Person Planning Guidance for Education and ELC Settings



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1. Introduction

This guidance is written for all those supporting children and young people across education establishments across Perth & Kinross Council. The new Child/Young Person Planning Paperwork replaces the Tayside Child's Plan.

The new Child and Young Person Planning Paperwork resets the legislative requirements under The Education (Additional Support for Learning) (Scotland) Act 2004, (as amended) and refreshed GIRFEC policy and guidance.

2. Planning Documents

The new paper comprises of two documents:

- A Child/Young Person Stage 1 Plan (section A, detailing supports provided at a universal level)
- A Child/Young Person Stage 2, 3 & 4 Plan (section B & C, detailing supports provided at an additional, enhanced, or intensive level)
- A Child/Young Person Plan (section D, detailing supports provided by another agency)
- A Child/Young Person Planning Meeting Minute

3. When is a Child/Young Person Plan required?

A child and young person plan (CYPP) should be completed when a child or young person is not being able benefit/not making expected gains without the need of additional support. Additional support is when a child and young person, requires more or different support, to what is normally provided in educational establishments, for children of the same age. Additional support can be provided through universal, additional, enhanced, or intensive supports, as described in the <u>Staged Levels of Intervention Framework</u>.

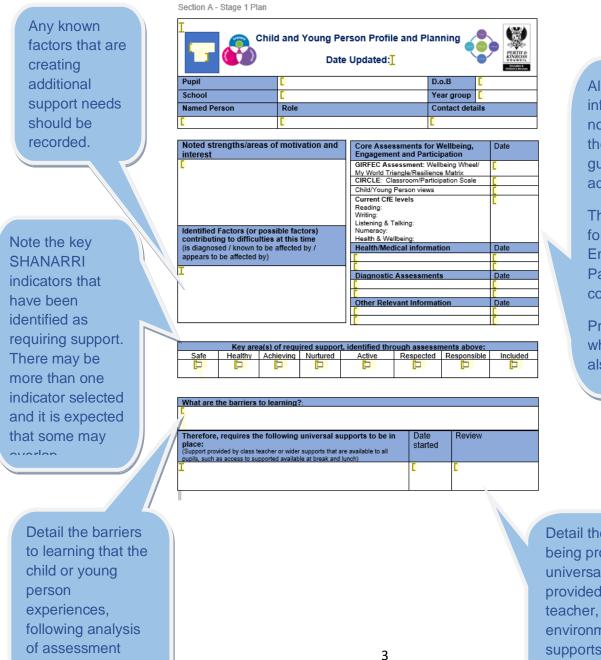
The CYPP is a working document and should be kept up to date. The CYPP should be shared with all planned partners, including parents, child, and young person.

The CYPP directly links to the statutory duty to consider whether a Coordinated Support Plan (CSP) is required, as recorded in a CSP checklist. A CSP checklist **must** be completed for each child or young person who becomes Care Experienced and/or is subject to Looked After Children (LAC) Review Meetings.

4. How to use the Child and Young Person Planning

For the majority of children and young people with additional support needs, their identified needs will be met through the provision of universal supports and services. It is important to note that specialist services, such as, Speech and Language Therapy, can provide advice and consultation to support the planning in place for a child or young person at a universal level. Section A, is the key information that should be shared with all staff that support the child/young person.

Stage 1 planning for a child and young person begins with completing Section A that provides a summary of the child or young person and their needs. It also details key information about the child or young person, noting any known strengths, areas of motivation and interest.



information.

All relevant assessment information should be noted, with reference to the ASN assessment guidance (link to be added when finalised).

The core assessments for Wellbeing, Engagement and Participation must be completed.

Private assessments, where shared, should also be captured.

Detail the supports that are being provided through universally, supports being provided by the class teacher, the physical environment and wider supports available at break and lunch. Where a child or young person requires more supports than can be provided at a universal level, additional, enhanced, or intensive supports are required to be considered, based on the assessed needs (ASN Assessment Framework). Please refer to the Staged Levels of Intervention Framework for a detailed description.

Where additional, enhanced, or intensive supports are being provided, complete section B and where required section C of the child or young person plan, to build upon the planning that is already in place.

	Section B and C for S	tage 2, 3 and 4	Plan					Key information is detailed about the
	School logo	Child ar	nd Young Per Date Updat		ning		KTHI 6 IROSS UNCIL	child, family and team around the child or young person.
Team around	Address	Parent /C			Contract Dat	-11-		
the child or	Address	Parent /C	arer		Contact Deta	ans	-A	
young person								
replaces the	Family Composition	Name		Rela	tionship to c	child/young pe	erson	
term planned								Indication of the
partners.								staged levels of
partitiers.	Team around the child	l or young perso	n					intervention should
	Name	Role			Contact det	tails		be recorded and
								any planning that is
								in place. This
								information should
								be recorded in the
	Staged Level of Interv	rention	Additional		hanced evel 3)	Intensive (Level 4)		Custom and
	Additional planning in	ı place	(Level 2)	Ris	sk	(Level 4)	\square	Personal tab on
	alongside			as	sessment	00.		SEEMIS.
	Section B Detail the additional s (Add additional tables a • Additional supports	s required for eac	ch need.)	-				
	Identified Need							
	Educational Objective							
	Additional Supports		Who?	Date started	Frequency and planned end date	Updates, re d and Impact		

Section B, details the identified need that required support, alongside the education objective/outcome. This section describes the on-going supports that are in place.

Detail should be provided of the type of support, who is being provided by, when it started and how long it is expected to continue.

Section C Continuing and unmet needs. Detail any further assessment and support that is required

(Add additional tables as required for each need.)

- Additional supports may involve input from only education staff
 - Note in Actions column how progress will be monitored or recorded Successful supports/approaches/strategies can be added section B to be embedded into

the ongoing plan.

Identified Need				
Educational Objective				
Additional Supports	Who?	Date started	Frequency and planned end date	Updates, review, and Impact (date)

Section C, details continuing barriers or difficulty that are persisting or are unmet, despite the support in place. This section is likely to become the core focus of any child or young person meetings that take place.

Where a child or young person requires direct support from another agency, the supports that are being provided should be detailed by completing section D to the child or young person's plan.

Section D details the supports that are being provided by another agency. This section should not detail any supports being provided by education staff.

	Section D Multi-Ag	ency planning				Please ensure that a CSP checklist has been completed and referred
This section notes who is the lead professional and the	School Jogo Chil Lead Professional	d and Young Perso Nar Date Up Relation to Child/Your	ne: odated:	Education)	Vetails	to the CSP Panel where section D has been completed in a child or young person's plan.
supports that are being provided to meet the identified need and	tables as required fo	I support that is being p r each need.) <u>Coordinated</u>		her service (Ad	d additional	
educational	Identified Need Educational Objective					
objective.	Additional Supports	Who?	Date started	Frequency and planned end date	Updates :	Note the identified need and educational
Detail should be provided of the						objective being supported.
type of support,	Identified Need/Educationa Objective	I				
who is being provided by, when it started and how long it is expected	Additional Supports	Who?	Date started	Frequency and planned end date	Updates, review, and Impact (date)	
to continue.]

5. How to use the Minute Meeting Document

Invitations to attend a Child/Young Person Planning meeting should be sent out a **minimum** of 10 working days before the meeting to enable partners to arrange to attend.

The invitation letter, agenda and request for summary wellbeing information should be sent out electronically for completion and return prior to the meeting.

Prior to the meeting the decision should be made as to who will chair and who will record the meeting. Who is taking on each role should be noted beside the relevant plan partners. It is good practice to avoid any one individual chairing, taking a minute and being the main professional bringing information to the meeting. It is good practice to discuss with the parent in advance of the meeting what they would like to be discussed in the meeting.

The record of meeting should include details of who attends the meeting, any apologies received and those partners who were invited but did not attend.

If any of the key partners to a plan are not in attendance at the meeting, and they have not had opportunity to share their views, an action from the meeting will be for someone present to inform that partner of the outcome of the meeting. The completion of a Child's Plan should not be delayed by non-attendance at a meeting.

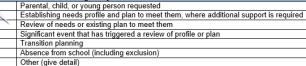
			9	PERTI 6 KINGS COUNCIL
		Stage		
person and Chair of meetin	ig)			
Designation	Contact nu	mber	email	
	Agenda an Date:	Agenda and Minute Date:	Agenda and Minute Date: D.O.B. Stage	Date:

Ensure that the full names and details are completed for this section.

Detail who attends the meeting.

Tick the relevant boxes to indicate the purpose of the meeting.

Main reason for meeting today:



The agenda should be agreed through discussion at the start of the meeting and the relevant boxes ticked.

Agenda ✓ Only tick those that need to be discussed at this meeting	on ASN Profile	Note below	
Personal data			
Updated or new Assessments	-		
Child or young person's strengths			
Factors or possible factors contributing to difficulties	-	-	
How factors are affecting the child or young person (difficulties just now)			
List of support needs arising from these factors	-		
What is in place at universal level?			
What is in place in addition to universal level?			
Progress made since last meeting			
Any significant events that have happened since last meeting			
Any concerns or disagreements			
Views of child, young person, parent, or carer			
Agree actions and/or outcomes to move plan forward			
Other (give detail): Initial transition and assessment of need.			

The meeting should only focus on the agreed agenda items. Key information shared should be noted as bullet points (or brief statements) and should not transcribe all discussion that have taken place.

Through discussion detail the agreed identified need and suggested supports to be put in place, indication timescale and the person responsible.

The section indicates whether there is a requirement for a further meeting and/or specific actions e.g., consideration of a coordinated support plan.

The final section is a checklist and a reminder of follow up task from the meeting.

Note of key information	shared

Child or YPs Views Parent or carer Views

 Identified Need of child/young person requiring further support
 New actions
 Who?
 When?

Significant events / Additional Information / <u>Disagreements</u> Bullet point any significant events, additional information or disagreements not noted above

From the information above and in the Child and Young Person Planning, it is evident
that
 Further assessment is required to fully establish needs at this time
 All identified needs can be met at universal level at this time (no requirement for
 further reviews)
 Additional support is in place to adequately meet all need at this time
 There remains an unmet need and focussed action(s) are required to achieve agreed
 outcome(s)
 Consideration of CSP is required - complete CSP checklist and criteria

Further Task to support the plan (i.e., training /resources)	Who?	When?
Date of next meeting (where required):		
Distribute minute and attachments, including (as relevant):	Who?	When?
Undeted Child and Young Dessen Blancing		
Updated Child and Young Person Planning		
List of universal level strategies or resources in place		
List of universal level strategies or resources in place		
List of universal level strategies or resources in place New assessments (please detail)		

The Child and Young Person views can be captured prior to or during the meeting and noted.

Parents views (or those who represent those) should be noted.

> A significant event (e.g., change in family circumstance should be noted.)

Any disagreement should also be noted.

This section should detail any agreed training/resources that are required to support the identified needs of a child/young person.

6. When should plans be reviewed

There is no longer a requirement for all planning in place to be reviewed through a formal meeting process. The review process should take account of the staged level of intervention and what is required to be reviewed. The following should be followed:

Stage 1 CYPP, supports provided at a universal level:

A stage 1 CYPP should be reviewed and updated annually and shared with parents and carers. Children and young people must be part of this review. The review of the CYPP can take place through an agreed approach, such as, during a parents evening appointment, via Teams or email. A formal meeting is not required, unless a parent or young person over the 12 requests this.

Stage 2, Additional:

Child or Young Person plan, should be reviewed and update annually and shared with parents and carers. Child and young people must be part of this review. Where additional supports are in place and on-going (Section B), this plan could be reviewed and shared with parents through an agreed approach, as stated above. A formal meeting is not required, unless a parent or young person (over the age of 12) requests this. All additional supports that are provided to support a need that is presenting a challenge to meet or felt to be unmet (Section C), should be reviewed on a regular basis through a formal meeting process. The frequency of this meeting will vary but based on the individual needs of the child or young person.

Stage 3, Enhanced & Stage 4, Intensive:

Child or Young Person plan should be reviewed annually through a formal meeting process. Where there are enhanced supports noted in Section C (unmet or on-going challenge), the frequency of review meetings should take place more regularly based on the individual needs of the child or young person, e.g. a termly formal meeting.

A formal meeting may also be required, in addition to what is mentioned above, when:

- A parent, young person, or child (over the age of 12) makes a request for one
- If there is a requirement to discuss assessment and additional support being put in place
- If there is a significant change to the child or young person needs that require further consideration of support or where there is a perceived unmet need that cannot be met by the level of support that is in place
- A transition points where enhanced/individualised planning is required
- Where a part-time timetable is in place
- Absence from school, including exclusion