



Improving Lives Together  
Ambition | Compassion | Integrity



# Child and Young Person Planning Guidance for Education and ELC Settings



Education and Learning

## **Contents**

1. Introduction – Purpose of the guidance
2. Planning documents
3. When is a child or young person plan required?
4. How to use the Child and Young Person Plan
5. How to use the Child and Young Person Meeting Agenda and Minute
6. When should a Child and Young Person's Plan be reviewed?

## **Appendices**

1. [Appendix 1 – A Child/Young Person Stage 1 \(section A, universal supports\)](#)
2. [Appendix 2 – A Child/Young Person Plan Stage 2, 3, & 4 \(section B & C additional/enhanced/intensive supports\)](#)
3. [Appendix 3 – A Child/Young Person Plan \(section D, multi-agency supports\)](#)
4. [Appendix 4 – A Child/Young Person Meeting Agenda and Minute](#)

## 1. Introduction

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

The new Child and Young Person Planning Paperwork aligns with legislative requirements under the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) and the refreshed GIRFEC (Getting It Right for Every Child) policy and guidance.

## 2. Planning Documents

The new paperwork comprises the following documents:

Child/Young Person Stage 1 Plan: Section A, detailing supports provided at a universal level.

Child/Young Person Stage 2, 3 & 4 Plan: Sections B and C, detailing supports provided at additional, enhanced, or intensive levels.

Child/Young Person Plan: Section D, detailing supports provided by another agency.

Child/Young Person Planning Meeting Minute: A record of the planning meeting.

## 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 unable to benefit or is not making expected progress without the need for support.

Additional support is required when a child or young person needs more or different support than what is normally provided in educational establishments for children of the same age. Such support can be categorised as universal, additional, enhanced, or intensive, as described in the planning framework: [Staged Levels of Intervention Framework](#).

## 4. How to Use the Child and Young Person Plan

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 planning for a child or young person at a universal level. Section A contains key information that should be shared with all staff supporting the child or young person.

Stage 1 planning for a child or young person begins with completing Section A, which provides a summary of their needs. This section also includes key information about the child or young person, highlighting any known strengths, areas of motivation, and interests.

Section A - Stage 1 Plan

Child and Young Person Profile and Planning							
Date Updated:							
Pupil						D.o.B	
School						Year group	
Named Person	Role				Contact details		
Noted strengths/areas of motivation and interest				Core Assessments for Wellbeing, Engagement and Participation			Date
				GIRFEC Assessment: Wellbeing Wheel/ My World Triangle/Resilience Matrix			
			CIRCLE: Classroom/Participation Scale				
			Child/Young Person views				
			Current CIE levels				
			Reading:				
			Writing:				
			Listening & Talking:				
			Numeracy:				
			Health & Wellbeing:				
			Health/Medical information			Date	
			Diagnostic Assessments			Date	
			Other Relevant Information			Date	
Key area(s) of required support, identified through assessments above:							
Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What are the barriers to learning?:							
Therefore, requires the following universal supports to be in place: <small>(Support provided by class teacher or wider supports that are available to all pupils, such as access to supported available at break and lunch)</small>					Date started	Review	

Any known factors that are creating additional support needs should be recorded.

Note the key SHANARRI indicators that have been identified as requiring support. There may be more than one indicator selected.

Detail the barriers to learning that the child or young person is experiencing.

All relevant assessment information should be recorded.

The core assessment information, as noted within the ASN Assessment Framework, should be recorded.




Private assessments, where shared, should be recorded.

Detail the universal supports that are in place.

Where a child or young person requires more support than can be provided at a universal level, additional, enhanced, or intensive supports should be considered based on their assessed needs. ([ASN Assessment Framework](#)). Please refer to the [Staged Levels of Intervention Framework](#) for further information.

Where additional, enhanced, or intensive supports are being provided, complete Section B, and, where necessary, Section C of the Child or Young Person Plan to build upon the planning already in place.

Section B and C for Stage 2, 3 and 4 Plan

School logo	 <b>Child and Young Person Planning</b>		
<b>Date Updated:</b>			
<b>Address</b>	<b>Parent /Carer</b>	<b>Contact Details</b>	
<b>Family Composition</b>	<b>Name</b>	<b>Relationship to child/young person</b>	
<b>Team around the child or young person</b>			
<b>Name</b>	<b>Role</b>	<b>Contact details</b>	
<b>Staged Level of Intervention</b>	<b>Additional (Level 2)</b>	<b>Enhanced (Level 3)</b>	<b>Intensive (Level 4)</b>
<b>Additional planning in place alongside</b>	IEP	Risk assessment	CSP

Key information is recorded.

Team around the child or young person replaces the term planned partners.

Staged Levels of Interventions and any accompanied planning should be indicated. This information should be recorded in the Custom and Personal tab on SEEMiS.

**Section B**  
 Detail the additional support that is in place and ongoing  
 (Add additional tables as required for each need.)

- Additional supports may involve input from only education staff

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

Section B details the identified need requiring support, along with the educational objective or outcome. This section outlines the ongoing supports that are in place.

Details should include the type of support, who is providing it, 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.

Section C details continuing barriers or difficulties that persist or remain unmet despite the support in place. This section is likely to become the core focus of any meetings concerning the child or young person.



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

Where a child or young person requires direct support from another agency, the supports being provided should be detailed by completing Section D of the Child or Young Person Plan.

Section D specifies the supports provided by another agency. This section should not include any supports being provided by education staff.

Section D Multi-Agency planning

This section identifies the lead professional and details the supports being provided to address the identified need and achieve the educational objective.

School logo	 <b>Child and Young Person Planning (Education)</b> Name: _____ Date Updated: _____	
Lead Professional	Relation to Child/Young Person	Contact details

Section D – Detail the additional support that is being provided by another service (Add additional tables as required for each need.) [Coordinated Support Plan](#)

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

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

Note the identified need and the educational objective being addressed.

Details should include the type of support, who is providing it, when it started, and how long it is expected to continue.

## 5. How to Use the Minute Meeting Document

Invitations to attend a Child/Young Person Planning Meeting should be sent out at least ten working days before the meeting to allow partners sufficient time to arrange their attendance.


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

Before the meeting, a decision should be made regarding who will chair and who will record the meeting. These roles should be noted alongside the relevant plan partners. It is good practice to ensure no single individual is responsible for chairing, taking minutes, and serving as the main professional presenting information at the meeting. Additionally, it is recommended to discuss with the parent(s) in advance what they would like to address during the meeting.

The record of the meeting should include:

- Details of who attended.
- Any apologies received.
- A list of partners who were invited but did not attend.

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

School logo			
		<b>Child and Young Person Planning Agenda and Minute</b>	
		<b>Date:</b>	
Name of pupil		D.O.B	
Educational Establishment		Stage	
Attendees (note Keyperson and Chair of meeting)			
Name	Designation	Contact number	email
<b>Main reason for meeting today:</b>			
Parental, child, or young person requested			
Establishing needs profile and plan to meet them, where additional support is required			
Review of needs or existing plan to meet them			
Significant event that has triggered a review of profile or plan			
Transition planning			
Absence from school (including exclusion)			
Other (give detail)			

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

Ensure that full names and details are provided in this section.

Record who attends the meeting.

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

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

<b>Note of key information shared</b>	
---------------------------------------	--

The child or young person's views can be captured either before or during the meeting and should be noted.

<b>Child or YPs Views</b>	
<b>Parent or carer Views</b>	

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

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

Parental views (or those of their representatives) should be noted.

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

A significant event, such as a change in family circumstances, should be noted.

This section indicates whether a further meeting is required and/or specific actions, such as the consideration of a Coordinated Support Plan.

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 <a href="#">CSP checklist</a> and criteria

Any disagreements should also be documented.

Further Task to support the plan (i.e., training /resources)	Who?	When?
Date of next meeting (where required):		

This section should detail any agreed-upon training or resources required to support the identified needs of the child or young person.

The last section is a checklist and a reminder of follow-up tasks from the meeting.

Distribute minute and attachments, including (as relevant):	Who?	When?
Updated Child and Young Person Planning		
List of universal level strategies or resources in place		
New assessments (please detail)		
Views of child or young person		
Other (please detail)		
Update SEEMJS with relevant information.		



## 6. When Should Plans Be Reviewed?

There is no longer a requirement for all planning to be reviewed through a formal meeting process. The review process should take into account the staged level of intervention and what specifically needs to be reviewed. The following guidelines 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 involved in this review. The review can take place through an agreed approach, such as during a parents' evening appointment, via Teams, or by email. A formal meeting is not required unless a parent or young person over the age of 12 requests one.

### Stage 2: Additional Supports

A Child or Young Person Plan should be reviewed and updated annually and shared with parents and carers. Children and young people must be involved in this review. Where additional supports (Section B) are in place and ongoing, the plan can be reviewed and shared through an agreed approach, as outlined above. A formal meeting is not required unless a parent or young person (over the age of 12) requests one. All additional supports addressing unmet needs or challenges (Section C) must be reviewed regularly through a formal meeting process. The frequency of these meetings should be based on the individual needs of the child or young person.

### Stage 3: Enhanced Supports & Stage 4: Intensive Supports

A Child or Young Person Plan should be reviewed annually through a formal meeting process. Where enhanced supports (Section C) are noted as unmet or ongoing challenges, review meetings should occur more frequently, e.g., a termly formal meeting, based on the child or young person's individual needs. Additional Situations Requiring a Formal Meeting.

A formal meeting may also be required in the following circumstances:

- A parent, young person, or child (over the age of 12) requests one.
- There is a need to discuss assessment and additional supports being put in place.
- There is a notable change in the child or young person's needs requiring further consideration of support or addressing a perceived unmet need beyond the current level of support.
- At transition points where enhanced or individualised planning is required.
- A part-time timetable is in place.
- The child or young person is absent from school, including cases of exclusion.