

WHICH CHILDREN MAY REQUIRE A CO-ORDINATED SUPPORT PLAN?

There will be a small group of children and young people who have significant additional support needs arising from:

- complex or multiple factors which are
- likely to last for more than one year **and** which
- require a high degree of co-ordination of support from the Education Authority **and** other agencies/services.

If the Education Authority is responsible for the school education of these children/young people they may require a Co-ordinated Support Plan (CSP).

WHAT ARE COMPLEX FACTORS?

A complex factor is a factor which has, or is likely to have, a significant adverse affect on the school education of the child or young person. It is likely that it will affect most aspects of learning. Some examples of complex factors are:

- **Learning Environment** - where the learning and teaching approaches and curriculum are significantly at odds with what the child or young person requires and are therefore having a significant adverse effect on their school learning
- **Family Circumstances** - where family life is disrupted, perhaps through family bereavement, parental alcohol, drug or domestic abuse or mental health problems, and the child or young person is not receiving the parental support, direction and guidance needed to make the most of school education.
- **Disability or Health** - Impairments such as blindness, physical disability, autistic spectrum disorders, specific language impairment or developmental co-ordination disorder require measures to be put in place if the child or young person is to benefit from school education. In addition some children with a mental health problem such as depression or anorexia may experience significant disruption to their school education.
- **Social and Emotional Factors** - children or young people may have social and emotional difficulties which prevent them attending school regularly, such as being bullied or have challenging/anti-social behaviour which may lead to offending.

WHAT ARE MULTIPLE FACTORS?

Multiple factors are those factors which in themselves are not complex but taken together have, or are likely to have, a significant adverse effect on the school education of the child or young person.

For example a child may have a mild sensory impairment, have a close family bereavement, live in disadvantaged social circumstances and because of their sensory impairment the physical environment of the school may be making learning difficult. Each of these may not have a significant effect on the child's education but the overall effect is such that the school education of the child or young person is being adversely affected to a significant degree.

It must be stressed that it is the effect on school education that is important not any diagnostic label alone.

Every child or young person will be considered on an individual basis. What may be complex or multiple factors with a significant adverse effect for one child or young person may not be for another. In most cases, the Child's Plan process may be sufficient to meet the child or young person's needs.

WHAT IS MEANT BY A SIGNIFICANT DEGREE OF CO-ORDINATION OF SUPPORT?

This is where a child/young person needs significant support from at least one service other than Education **and**, for educational reasons, will require a high degree of co-ordination of that support within Additional Support for Learning. This can include support provided by another department within Care & Learning e.g. Social Work, OR another "appropriate agency" e.g. NHS Highland or Skills Development Scotland. This support may be required at a significant level to help overcome a barrier/or barriers to learning.

WHO IS THE EDUCATION AUTHORITY RESPONSIBLE FOR?

The Education Authority is responsible for the school education of children and young people who live in the Council Area and who:

- Are in pre-school or partner centre provision established by or on behalf of the Education Authority
- Are in school education in Highland
- Are receiving education outside Highland, having been placed there by The Highland Council

As described previously, the Education Authority have a duty under the Act to provide additional support in certain circumstances to disabled children belonging to their area, who are under 3 years old and brought to the attention of the Authority by Health Practitioners or any other adult. The nature of that support will depend on the circumstances of the individual child but may include support from a pre-school home visiting teacher and/or attendance at a pre-school centre.

The Authority may make provision for children, including children under the age of 3 years with additional support needs, but who are not disabled. However, they are not obliged to make such provision.

Under the 2009 Act "Looked After Children" are deemed to have additional support needs unless they do not require additional support to benefit from education. Those "Looked After Children" who do require additional support to benefit from education must be considered for a Co-ordinated Support Plan.