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Child and Young Person Planning Guidance for Education and ELC Settings



Education & Children's Services

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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 [Staged Levels of Intervention Framework](#).

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.

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		
Identified Factors (or possible factors) contributing to difficulties at this time (is diagnosed / known to be affected by / appears to be affected by) []		GIRFEC Assessment: Wellbeing Wheel/ My World Triangle/Resilience Matrix			[]		
		CIRCLE: Classroom/Participation Scale			[]		
		Child/Young Person views			[]		
		Current CfE 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: (Support provided by class teacher or wider supports that are available to all pupils, such as access to supported available at break and lunch)				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 and it is expected that some may overlap.

Detail the barriers to learning that the child or young person experiences, following analysis of assessment 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 Stage 2, 3 and 4 Plan

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

Key information is detailed about the child, family and team around the child or young person.

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

Indication of the staged levels of intervention should be recorded and any planning that is in place. 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

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

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.



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.

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 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-Agency planning

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

Please ensure that a CSP checklist has been completed and referred to the CSP Panel where section D has been completed in a child or young person's plan.

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)

Note the identified need and educational objective being supported.

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

This section notes who is the lead professional and the supports that are being provided to meet the identified need and educational objective.

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.

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.

School logo		 Child and Young Person Planning Agenda and Minute Date:			
Name of pupil		D.O.B		Stage	
Educational Establishment					
Attendees (note Keyperson and Chair of meeting)					
Name	Designation	Contact number	email		

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:	
<input type="checkbox"/>	Parental, child, or young person requested
<input type="checkbox"/>	Establishing needs profile and plan to meet them, where additional support is required
<input type="checkbox"/>	Review of needs or existing plan to meet them
<input type="checkbox"/>	Significant event that has triggered a review of profile or plan
<input type="checkbox"/>	Transition planning
<input type="checkbox"/>	Absence from school (including exclusion)
<input type="checkbox"/>	Other (give detail)

The meeting should only focus on the agreed agenda items.

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

Key information shared should be noted as bullet points (or brief statements) and should not transcribe all discussion that have taken place.

Note of key information shared	
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The Child and Young Person views can be captured prior to or during the meeting and noted.

Child or YPs Views	
Parent or carer Views	

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

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

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

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

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

Any disagreement should also be noted.

The section indicates whether there is a requirement for a further meeting and/or specific actions e.g., 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 CSP checklist and criteria

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

Further Task to support the plan (i.e., training /resources)	Who?	When?

Date of next meeting (where required):

The final section is a checklist and a reminder of follow up task 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 SEEMIS with relevant information.		

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