School logo/ details

CONFIDENTIAL

**KEY STAGE 3 & 4 Education Plan for Children Previously Looked After**

**In conjunction with parental agreement**

**Education Plan for Children Previously Looked After – Non-Statutory**

To be completed jointly by parents/guardians, school and other professionals where appropriate.

Parents/guardians have agreed that this document can be stored within the school file and shared with adults directly supporting the child.

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| **Section 1: Pupil information** | | | | |
| School information | |  | Child Information | |
| Date of meeting |  |  | My name is |  |
| Education setting |  |  | My first name is |  |
| Date of admission |  | Young Person’s Picture | I am known as |  |
| Current attendance |  |  | I am in year |  |
| Previous meeting dates |  |  | My ethnicity is |  |
| SEN Support/ EHCP? |  |  | Date of Order (SGO/Adoption/CAO): |  |

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| **Section 2: Attendees and contact details** | | | | |
| Title | Name, role and contact details | Dates of involvement (Tick ✓ if current) | Attended meeting? Y/N | Share plan? Y/N |
| Young person |  |  |  |  |
| Parent / guardian |  |  |  |  |
| Class teacher |  |  |  |  |
| Key person |  |  |  |  |
| SENCO / designated teacher |  |  |  |  |
| Adoption team representative |  |  |  |  |
| Social care representatives |  |  |  |  |
| Health representatives |  |  |  |  |
| Family support services |  |  |  |  |
| Other |  |  |  |  |

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| **Section 3: Previous experiences** can be completed in advance of the meeting by parents/guardians (optional) | |
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| **Section 4: Young person’s views**can be completed in advance of the meeting | |
| What are the things you like and do well at school? | What are your favourite sports or hobbies? |
| What is a piece of work or activity that you are proud of? | Are there any things about school that worry you or that you find challenging? |
| Who are the members of staff who support you at school? What do you or would you find helpful with your learning? | What are your future goals and career aspirations? |

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| **Section 5: Parents’/guardians’ views** can be completed in advance of the meeting | | | | | | | | | | | | | | | | |
| What will help my child to build on their strengths, do their best, and reach their goals?  You could include the following:   * What has your child achieved, both in and out of school? * Does your child feel well supported at school? * Does your child need support with school attendance? * Are there any learning needs you would like to share that may need further identification and understanding? * Have you discussed plans for the future with your child, i.e., educational goals or aspirations? If yes, what are they? * Are there any additional areas of need that you would like to discuss? | | | | | | | | | | | | | | | | |
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| **Section 6: Academic progress** completed by the designated teacher | | | | | | | | | | | | | | | | |
| **My academic progress** | | | **English language** | | | **English literature** | | | | | **Mathematics** | | | **Sciences** | | |
| **Current level** (Expected, working towards, working at depth) | | |  | | |  | | | | |  | | |  | | |
| **On track ARE**  **Y/N?** | | |  | | |  | | | | |  | | |  | | |
| **Progress in all curriculum areas:** Which subjects is the young person making good progress in?  In which subject areas does the child/young person need additional support?  **How have they been supported?** | | | | | | | | | | | | | | | | |
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| **Section 7: Team Around the Child discussion summary** | | | | | | | | | | | | | | | | |
| What is going well? | | | | | | | What areas are we concerned about? | | | | | | | | | |
| Social, Emotional and Mental Wellbeing | | | | | | | Key priorities | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| **Section 8: Social, emotional and mental wellbeing** | | | | | | | | | | | | | | | | |
| Strengths and Difficulties questionnaire outcomes or equivalent (if applicable) | | | | | | | | | | | | | | | | |
| Latest SDQ Score: |  | | | | Previous SDQ Score: | | |  | | | | Latest SDQ Score: | | | |  |
|  | | | | | | | | | | | | | | | | |
| **Section 9: Future planning** | | | | | | | | | | | | | | | | |
| **Key Stage Four: How is the young person being supported with their post-16 aspirations?** | | | | | | | | | | | | | | | | |
| What is the young person’s post-16 plans and career aspirations? | | | |  | | | | | | | | | | | | |
| Who/what could be put in place to support the young person with their aspirations and further education pathway? | | | |  | | | | | | | | | | | | |
| **Key Stage Four: Year 11 Exam Preparation** | | | | | | | | | | | | | | | | |
| Support for preparing for and sitting Year 11 exams (including concessions) | | | |  | | | | | | | | | | | | |
| **Career and Post-16 Preparation** | | | | | | | | | | | | | | | | |
|  | | | | **Details** | | | | | | | | | | | | |
| Has the young person attended work experience to date? | | | |  | | | | | | | | | | | | |
| Are there applications for college, apprenticeships or work in process? | | | |  | | | | | | | | | | | | |
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| **Section 10: Target setting and review**  **This could cover:**   * **Curriculum** * **Personal, social and emotional needs** * **Learning needs** * **Physical and sensory needs** * **Communication and language** * **Wider community and engagement** | | | | | | | | | | | | | | | | |
| Autumn term SMART targets: | | | | Resource and people responsible | | | | | | Met? | | | Comments | | | |
| **1.** | | | | **1.** | | | | | |  | | |  | | | |
| **2.** | | | | **2.** | | | | | |  | | |  | | | |
| **3.** | | | | **3.** | | | | | |  | | |  | | | |
| Spring Term SMART targets: | | | | Resource and people responsible | | | | | | Met? | | | Comments | | | |
| **1.** | | | | **1.** | | | | | |  | | |  | | | |
| **2.** | | | | **2.** | | | | | |  | | |  | | | |
| **3.** | | | | **3.** | | | | | |  | | |  | | | |
| Summer term SMART targets: | | | | Resource and people responsible | | | | | | Met? | | | Comments | | | |
| **1.** | | | | **1.** | | | | | |  | | |  | | | |
| **2.** | | | | **2.** | | | | | |  | | |  | | | |
| **3.** | | | | **3.** | | | | | |  | | |  | | | |
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| **Section 11: Pupil Premium Plus funding** (funding for children previously looked after is paid directly to schools) | | | | | | | | | | | | | | | | |
| **The amount of pupil premium plus (PP+) available for children previously looked after is £2,530 (23/24 financial year).**  **Referral to the Adoption and Special Guardian support fund needed? Y/N**  [Adoption support fund (ASF) - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/adoption-support-fund-asf#Maximum%20Funding%20Allocations%20For%20Each%20Child) | | | | | | | | | | | | | | | | |
| **Learning barriers Identified** | | **Intervention identified** | | | | | **PPP** | | **What changes are you expecting to see?** | | | | | | **Feedback** | |
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| **Section 12: Actions and sign off review**   * **Are further assessments required for the child?** * **Is training required to upskill school staff?** * **Add to actions if required** | | | | |
| **Previous Actions** | **Outcome** | | **By Whom** | **Completed/comment** |
|  |  | |  |  |
| **New Actions** | **Expected Outcome** | | **By Whom** | **Due** |
|  |  | |  |  |
| **Completed and agreed by:** | | **Signature** | | **Date** |
| Child / young person: | |  | |  |
| Parent / guardian: | |  | |  |
| School representative (please state role): | |  | |  |
| **Next meeting location:** | | **Date:** | | **Time:** |