



Somerset Inclusion Virtual School & Learning Support Team

Education Plan for Previously Looked After Children INITIAL



For voluntary completion by parents and schools with the participation of young people wherever possible.

DEFINING PREVIOUSLY LOOKED AFTER CHILDREN

Somerset uses the Department for Education’s definition

“Previously looked-after children are those who:

- are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or
- were adopted from ‘state care’ outside England and Wales. ‘State care’ is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.”

*Promoting the education of looked-after children and previously looked-after children
Statutory guidance for local authorities February 2018*

Name of child	Joe Bloggs
Date of Birth	21/21/2008
Name of Education Setting	AAA School
Date of school admission	01/09/2019
Year Group	9
Date of this meeting	11/11/11
Chair-person of this meeting (who will take and send the minutes)	Ms Designated Teacher

ATTENDING THIS MEETING

Invitation List (Role and Name)		Attended Y/N	Contact email address	Copy of minutes required?
Designated Teacher	Ms Designated Teacher	Y		Yes
CYP	It is not compulsory for them to attend but should be given the opportunity.	Y		Yes – this may be fed back to the CYP verbally.

SENCO	If the CYP is on the SEND Register then it may be appropriate for the SENDCO to attend.	Y		If appropriate
Parent/Carer	Mr & Mrs Bloggs	Y		Yes
VS&LST Advisory Teacher	VS&LST Advisory Teachers are not required to attend EPPLAC meetings.	No	PLACInclusionSomerset@somerset.gov.uk	Yes
There may be other services involved such as Adopt SW, Kinship Care etc.	A support worker may attend the meeting if they have been engaged by parent/carers.	Y		Y

PEN PORTRAIT OF THE CHILD OR YOUNG PERSON'S HISTORY (IF HELPFUL)

This section should include any important information that will help those supporting the child/young person to understand their lived experience and subsequently how that could be impacting on school and home. Be clear about what information can be shared and with who.

IMPORTANT DATES/ANNIVERSARIES

Are there any significant dates that could be a trigger for the child/young person? Date of going into care? Bereavement? Birthdays?

AGREED LANGUAGE TO USE (IF APPROPRIATE/HELPFUL)

When discussing family it is important to know the language that the child/young person may use and the language which is being used in the home, this is particularly important when thinking about names/phrases used for members of the birth family.

MY FAMILY (IF APPROPRIATE/HELPFUL)

An overview of those in the child/young persons family, this can include those living with the child/young person and those who don't.

REASON FOR THIS MEETING

e.g., parental request, change in circumstances, transition, significant event

SUMMARY OF THE CURRENT SITUATION IN RELATION TO EDUCATION

(Pupil voice can be represented in an alternative format and attached to the EPPLAC)

Areas of Pupil Strength		
Pupil (Things I am good at/enjoy)	Parent/Carer	School
The CYP's views could be presented in any format and attached to the EPPLAC. Their views should be collected prior to the meeting and shared with those attending.	Ideally the parents/carers would be given the opportunity to think about these areas prior to the meeting so that they are able to come prepared.	The views of those who know the CYP best, this may be the class teacher, Designated Teacher, Teaching Assistant, Pastoral Support.
Areas of Pupil Need		
Pupil (Things I find tricky)	Parent/Carer	School

Aspirations for the Future		
Pupil	Parent/Carer	School
What is working well?		What are we concerned about?

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Are the pupil's needs already being addressed through addressed through the Special Educational Needs and Disability (SEND) Code of Practice? It might be helpful to refer to the Somerset Core Standards to explore what is available to pupils with different levels of need.

<https://choices.somerset.gov.uk/025/education/what-to-expect-from-education/>

Is the child currently on the school's SEND register?	
What specific needs have been identified?	Reflect on the four broad areas of need and then add in more specific details e.g. Cognition & Learning – slow processing speed and difficulties with working memory.
How have these needs been identified?	Assessments, teacher observations.
Does the child have an EHCP? If Yes, what category and banding?	
When is the next annual review?	
If the child does not have an EHCP, what evidence is there of the child's provision and progress?	This could be deonstarted by attaching evidence of their APDR (this may be in the format of an IEP, Learning Passport, Pastoral Support Plan)

OUTCOMES IDENTIFIED TO SUPPORT EDUCATION

Need	Outcome	Provision	Lead person	Completion Date
Joe is finding it hard to concentrate in class and is constantly turning around in his seat.	Joe is able to concentrate on an adult directed task in English for 15 minutes without becoming distracted.	Change seating plan to allow Joe to sit at the back of the class near the door. Adult in class to check in with Joe once the task has begun to check understanding.	Class Teacher	Review in 6 weeks.
Joe finds it hard to select the correct equipment for the lesson.	Joe is able to independently identify the equipment he	Checklists to be set up for Joe to refer to for maths and science lessons (copy to be shared with home)	Maths & Science	Review in 6 weeks

	needs in maths and science each lesson.	Adult in class to prompt Joe to use the checklist.	Teachers	
		Joe to have the correct equipment in his pencil case.	Parents /carers	

FUNDING FOR PREVIOUSLY LOOKED AFTER CHILDREN

Pupil Premium Funding can be claimed for children previously looked after from Local Authority Care by schools who declare these children on their annual census. This Pupil Premium funding is separate from the PPG for CLA which is managed by Somerset’s Virtual School. The money for Previously Looked After Children is paid directly to schools by the Department for Education and Headteachers can decide how best to use this money to support their pupils. This pupil premium is not a personal allowance but should be used in such a way that learning and progress are supported for vulnerable groups.

The Adoption Support Fund exists to support not only adopted children but also those subject to Special Guardianship, where the young person was looked after immediately prior to the arrangement. Funding is accessed based on an assessment, is subject to a fair access limit, and is limited to therapies that the DfE determine as being in scope and must be delivered by an approved provider. Further details can be found here - <https://www.gov.uk/guidance/adoption-support-fund-asf>

Based on the conversations at this planning meeting, is there any additional provision needed to support the child or young person?	This will be dependent on the support needed for the CYP.
What additional provision/resource is being sought?	
Is it clear that this request <ul style="list-style-type: none"> will improve educational outcomes in the classroom, is not related to activities that the school should be funding through its SEND budget 	It must be clear that whatever additional support the CYP needs is not part of the schools provision for SEND. If it is something that sits within the schools SEND provision then it should be accessed using SEND funding.
What are the anticipated costs?	
Should a request be made- <ul style="list-style-type: none"> to the headteacher for Pupil Premium Grant or for an assessment to access the Post Adoption Fund be made? 	If a request is being made for the Adoption Support Fund then someone from the Regional Adoption Agency or Local Authority (CSC) should be involved as they will need to make the request and carry out the assessment.
Who will take responsibility for making this request and by when?	

Any other actions to be undertaken following this meeting

Action Needed	Lead Person	Completion date
Feedback to the CYP to make sure that they are appropriately involved		

Date of next meeting/review	
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