**Education Plan for Previously Looked After Children**

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| Parent Name:  | Parent Consent: |
| Parent contact no: | Parent email: |
| Name of young person: | Ethnicity: |
| DOB: | Year group: |
| Designated teacher: | DT contact details:  |

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| Attendance and exclusions information current academic year |  |
| SEN status and actions |  |
| **Please enter the current attainment and end of year targets below** |
| **Current level** | Spelling | Reading | **English** | **Maths** |  |
| **End of year target level** | Spelling | Reading | **English** | **Maths** |  |
| **School actions. Teaching and learning this term, curriculum interventions and support** |
| Please ask the English and maths subject leaders to set out below what they will teach over the course of the term. This information should be personalised and reflect learning gaps at the current time and set out clearly next steps.Please indicate where the Pupil Premium Plus is being used to support learning and progress, and how. |
| **English:** |  |
| **Maths:** |  |
| **School actions. SDQ indicators. Social and emotional support** |
| SDQ score |  |
| Please detail how the school is addressing emotional and mental health needs |  |

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| **Professional involvement** | **Name/Role** | **Date involved from** | **Actions** |
| Post adoption team |  |  |  |
| SEND/Ed Psych |  |  |  |
| CAMHs |  |  |  |
| Speech and Language team |  |  |  |
| Therapists |  |  |  |

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| **Child and young person’s views on learning and emotional support** |  |
| How do you feel about the level of support for you in school? |  |
| What more can we do? |  |
| Are you okay? |  |

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| **Parent views/concerns** |  |
| How do you feel about the level of support for your child in school |  |
| What would you like help with? |  |

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| **Follow up actions** | **Notes and dates** |
| Attendance |  |
| Progress and Attainment |  |
| Emotional and well-being |  |
| Transition arrangements |  |
| Professional interventions |  |
| Child or young person  |  |
| Parent |  |

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| Date | Impact | Actions | Follow up |
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