

Support Plan for Children Previously Looked After Guidance

Purpose of a Children Previously Looked After Support Plan;

- For those in education to be fully aware of the needs and issues faced by children previously looked and their parents/carers.
- To encourage further positive collaboration across home and school/early years provision.

A Support Plan for Previously Looked after Children will only be initiated when parents/carers choose to identify their child's status. Maintaining confidentiality of information is essential. Please note this is a good practice document and not a statutory requirement.

Rationale

Many of our previously looked after children/young people suffered trauma during their early life experiences and their needs for further support may not necessarily change once an Adoption, Special Guardianship or Child Arrangement Order has been granted.

The main benefit of the Herefordshire Support Plan for Children Previously Looked After is to raise awareness of a child/young person's individual needs, ensuring that relevant information is available to those who need to know and that effective communication routes are established.

It draws on the pro-active nature of the Children Looked After Personal Education Plan (PEP). The intention of the PEP process is to ensure collaborative planning and support across home, school/early year's provision and other agencies.

Implementation

Inclusion plans can be initiated by either school/early year's provision or parents/carers. The process will establish ongoing reviews. The review date will be set by those attending the meeting - according to the child's circumstances, e.g. 3 months/6months/yearly.

It is intended that the inclusion plan process is initiated when:

- A school/early years provision aged child becomes adopted, i.e. at the last Children Looked After Personal Education Plan (PEP) meeting before an Adoption Order or SGO/CAO is in place.
- The child starts at a new school/early year's provision.

**The process can be initiated at any point should the above not have taken place.*

As partnership is key when supporting children/young people, the meeting should consist of school, home and any external organisations whose contribution would be beneficial.

It is important to capture the young person's thoughts, feelings and view, this information can be recorded on page 4.

The Virtual School can offer advice and guidance on the completion of this form if required. Please contact Laura Palmer Virtual School Education Adviser for further support.