

## Children Previously Looked After Support Plan

### Highly Confidential

#### About this plan

A Children Previously Looked After Support plan is drawn up in partnership with the young person, parents, professionals and school, to ensure the effective provision for a child previously looked after in an educational setting. *N.B. This is not a compulsory document and does not need to be quality assured by the Virtual School.*

#### About the child (setting/school to complete)

Early years setting/ School:	
Date:	
Name of Child:	
Likes to be known as:	
D.O.B:	
Year group:	
Date started at present setting:	
First Language:	
Current Attendance: (Early years) Hours and days attending:	
Does the child need/ have an EHCP?	Yes/ No (Please explain)
Main educational need recorded on EHCP (if applicable):	
SEND category:(if applicable):	
Any other information: (Achievements):	
Previous schools attended:	

Professional involvement (e.g. Adoption Central England, Psychologists etc)  
(please complete during meeting, through conversation)

Name	Role / Organisation	Date involved from / to	Context of involvement	Impact to date

Significant information on pre adoptive and early adoptive experiences  
(parents/carers to complete)

(e.g. brief description of birth family history, periods in care, attachment experiences)

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Key people in child's life at home and how they are referred to by the  
child/young person (parents/carers to complete)

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Medical information school/ setting should be made aware of (including  
allergies, diagnosed conditions) (parents/carers to complete)

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### Key people for child in setting/school (setting/school to complete)

Role	Name	Contact info e.g. e-mail/ room/ availability(days/times)
Designated Teacher		
SENCO		
Day to day Key Person		
Learning Mentors		
Family Support Worker		
Teacher/s		
Teaching Assistant		
Manager/ Head Teacher		
Chair of Governors		

### Specific strands of developmental trauma (to be completed at the meeting)

Areas may include; sensory needs, disassociation, attachment style in school/ setting, emotional regulation etc.

### Triggers/difficulties within schools/ settings (school/setting to complete)

E.g. drop off/ pick up, play/lunch, transitions, friendships etc.

### Strategies to bring child/young person back to calm/being regulated (school/setting to complete)

In the room or around school/ setting:

## Young person's views

I am happy at school because.....

I am less happy at school when.....

I am good at....

I find more difficult and need support in....

I am interested in.....

## Support Action Plan- School/ Setting (To be agreed during the meeting)

These areas of need should be academic and encompass social, emotional, mental health needs.

Name of child:

Class:

Area of need Baseline)	SMART Target	Strategies / Support	What will this look like if successful?	Who will support	Time scale	Impact (Identified at review) Has the target been achieved? Is a further action required?
<i>e.g. ...to develop skills to communicate with other children.</i>	<i>e.g. ... will take initiative on 3 occasions per day and approach peers for positive social interaction.</i>	<i>e.g. Talk time intervention with 3 selected peers 3 times per week.</i>	<i>e.g. ... shows active listening skills through body language and gestures to show he is engaged.</i>	<i>e.g. A classroom inclusive ethos, encouragement of talking to somebody different every day.</i>	<i>6 weeks</i>	<i>e.g. ... has improved communication skills as a result of the intervention group. ... is seen smiling at peers on arrival at school, saying hello.</i> Further action required?
						Further action required?
						Further action required?
						Further action required?