**Cambridgeshire Education Support Plan for Children Previously in Care Meeting**

We recognise that the early experiences of the child/young person can continue to have a lasting impact on their lives. In order for them to achieve their potential educationally, it is important that there is a shared understanding of the child/young person’s strengths and needs, leading to a co-ordinated approach in supporting the child/young person. The use of an education plan for children who have previous being ‘in care is not statutory, however at times of transition or when a child/young person is facing particular challenges it can be a really useful document.

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| **Name of Child:** |  | **Date of Birth:** |  |
| **Year group:** |  | **Date of admission:** |  |
| **Date of meeting:** |  | **Date of next meeting:** |  |
| **Attended by:** |
| **Name** | **Role** | **Copy of Support Plan Required** |
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| **Name of the Designated Person for Children Previously in Care in setting:** |  |
| **Any other agencies involved with the child:** |
| **Name** | **Role** |
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**SEND**

[ ]  **No SEND** [ ]  **SEND Support** [ ]  **Assessment for EHCP** [ ]  **EHCP**

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| Has the SEND status or SEND provision of the child changed? Yes / No |
| If Yes, give details: |
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**ATTENDANCE**

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| Only required to be recorded for school aged child unless a barrier to learning  |
| Overall Attendance (%): | Number of lates: |
| Unauthorised absence (%): | Authorised absence (%): |

**Attainment (EY) – please indicate as to whether the child is ‘On Track’ or ‘Not On Track’ in their development for the below areas of learning that the child is currently being assessed at (Prime and or Specific areas)**

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|  | Autumn term  | Spring term | Summer term |
| Prime Areas of Learning and Development |
| **Communication and Language**  |  |  |  |
| Listening, attention and understanding |  |  |  |
|  Speaking |  |  |  |
| **Personal, Social and Emotional** |  |  |  |
| Self-regulation |  |  |  |
| Managing Self |  |  |  |
| Building Relationships |  |  |  |
| **Physical Development** |  |  |  |
| Gross Motor Skills |  |  |  |
| Fine Motor Skills |  |  |  |
| Specific Areas of Learning and Development |
| **Literacy** |  |  |  |
| Comprehension |  |  |  |
| Word Reading |  |  |  |
| Writing |  |  |  |
| **Mathematics** |  |  |  |
| Numbers |  |  |  |
| Numerical Patterns |  |  |  |
| **Understanding the World** |  |  |  |
| People, Culture and Communities |  |  |  |
| The Natural World |  |  |  |
| **Expressive Arts and Design** |  |  |  |
| Creating with Materials |  |  |  |
| Being Imaginative and Expressive |  |  |  |

**Has the child made progress in their development since the last assessment point (even if not on track with their development)?**

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**Other relevant notes and comments around the child’s Characteristics for Effective Teaching and Learning.**

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**Child’s Voice Conversation/Observations (depending upon the age of the child either of these approaches would be appropriate) - Where possible this to be collected before the ESP meeting.**

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| **Observations -** From your observation and knowledge of the child (both in setting and at home) what does the child like to do? What is important to them? What are their strong likes and dislikes? Where does the child prefer to play? What is their favourite toy, resources, activity? Who do they like to play with/be with? What interests the child? - TV character, theme of toys such as vehicles, books, or Lego for example.**Conversations may cover the following areas.** **Education**This conversation should be around their thoughts on their education and their time in school with a focus on any recent transitions e.g., new school/class and their aspirations for the future.**Social Emotional and Mental Health (SEMH)**This conversation should be focused on all their relationships and support networks in school and include any adults they have contact with and other children.**Attainment** This conversation should be around progress and attainment using specific data and work in their books.  Consider asking subject staff/teachers/TA who work with them for feedback and use quotes from them to generate discussion points.**Attendance**This conversation should be focused on their attendance and punctuality. Use up to date attendance data, including that from any other settings they may attend (alternative provision), to look for patterns around absence and lateness and form a conversation around it.**SMART Outcomes**This conversation should be focused on how they feel about their progress towards the outcomes for this term and their feelings about those set for next term. |
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**Strengths and Challenges**

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| Has a Social Emotional Mental Health Tool been used? (e.g., SDQ / Boxall) If so which one. |
| Give details of findings: |
| Areas of strength (please consider academic progress, social and emotional needs both at home and in setting) |
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| Areas of challenge (please consider academic progress, social and emotional needs both at home and in setting) |
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| Other relevant information (including views of parents/guardians, keyperson/class teacher and DT) |

**Previous Support Plan**

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| SMART Outcome | Actual PP+ Spend(if eligible) | Target Achieved (Yes/Partially/No) | Comment on actual outcomes achieved (refer to baseline) |
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**New Action Plan**

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| SMART Outcome | Baseline | Actions and interventions and by whom | Total PP+ (if eligible) request per outcome (to nearest £) |
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**Additional information from the meeting not covered elsewhere (e.g. transition)**

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**Parent/Guardian signature and date:**

**Designated Person/Teacher signature and date:**

**Quality Assurance DP Sign Off**

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| **Section** | **Previous ESP RAG Rating** | **Current ESP RAG Rating** |
| SEND |  |  |
| Attainment |  |  |
| Student Voice |  |  |
| Strengths and Challenges |  |  |
| Desirable Outcomes |  |  |
| **Overall ESP QA comment from last ESP:** |
|  |
| **Current overall ESP QA comment / advice:** |
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