**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 Young Person:** |  | | **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 young person:** | | | | | |
| **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 young person changed? Yes / No |
| If Yes, give details: |
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**Attainment (P16)**

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| **Subject** | **Course Type** | **Level** | **Year of Exam/Assessment** | **Predicted Grade/Level** | **Achieved** |
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**Other relevant notes, e.g. effort grades**

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**Young Person’s Voice Conversation – Where possible this to be collected before the ESP meeting.**

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| **Education:** This conversation could 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 could 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 could 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 could be focused around 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 could be focused on how they feel about their progress towards the current outcomes and their feelings what could be set next. |
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**Strengths and Challenges**

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| Which SEMH Tool been used? (e.g. SDQ / Boxall / MALS) | |
| Give details of findings: | |
| Overall Attendance (%): | Number of lates: |
| Unauthorised absence (%): | Authorised absence (%): |
| Areas of strength (please consider academic progress, social and emotional needs) | |
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| Areas of challenge (please consider academic progress, social and emotional needs) | |
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| Other relevant information (including attendance) | |

**Previous Action Plan**

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| SMART Outcome | 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 |
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**Additional information from the meeting not covered elsewhere (e.g. careers, transition)**

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**Parent/Guardian signature and date:**

**Designated Teacher signature and date:**

**Quality Assurance DP Sign Off**

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