

# Child Previously Looked After Inclusion Plan

# Highly Confidential

## About this plan

**An Inclusion 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 child in an educational setting.**

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

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| Name of Setting/ School: |  |
| Does the school/setting have one or more members of staff trained in Trauma Informed & Attachment Aware Practice, which is implemented in school? | If yes please outline the Training provider (Thrive, Trauma Informed Schools) |
| Date of completion: |  |
| 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: |  |
| Is the child known to pre-school forum?  Does the child need/ have an EHCP | Yes/ No (please explain)  Yes/ No (Please explain, if selected please record main area of need) |
| SEND category:(if applicable): |  |
| Any other information: (Achievements): |  |

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

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

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| **Role** | **Name** | **Contact info e.g. e-mail/ room/ availability(days/times)** |
| E.G Designated Teacher |  |  |
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Professional involvement (e.g. Adoption Central England, Psychologists,) (please complete during meeting, through conversation)

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| --- | --- | --- | --- | --- |
| **Name** | **Role / Organisation** | **Date involved from / to** | **Context of involvement** | **Impact to date** |
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## Medical information school/ setting should be made of (including allergies, diagnosed conditions) (Parents/carers to complete)

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## Specific strands of developmental trauma (if applicable) (please complete during meeting, through conversation)

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| Areas may include:   * sensory needs * disassociation (disconnection with what is going on around) * attachment style in school/ setting * emotional regulation (Ability to regulate own internal emotions) * behavioural regulation (Ability to regulate external behaviour) * cognition (Learning needs including any SEND) * self-concept and identity |
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## Potential triggers/difficulties within schools/ settings (school/setting to complete)

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| Drop off/ pick up, Curriculum hot spots, Homework, Trips and visits, Playtime/Lunch, After school clubs/ wrap around care, Assessments/ tests, assemblies (NSPCC/Drugs etc.) Special occasions (Christmas, Mother’s Day, Father’s Day), Transitions, Social interactions / friendship, external visitors, one to one support/large group situations, application of sanctions, praise, Lockdown- Home learning. |
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## Strategies to bring child/young person back to calm/being regulated (school/setting to complete)

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| In the room or around school/ setting: |
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## Child/young person's interests: (Parents/carers to complete, please involve young person and gather their views)

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| Hobbies, areas for conversation, strengths, achievements) |
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## Early Years Pupil Premium (pre-school settings) and Pupil Premium Plus (schools) (Setting to complete)

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| **Early years Pupil premium**  Early Years Pupil Premium can be claimed by the early education provider (including pre-schools, nurseries, and childminders) if a child at their setting is accessing free early education and the child is:   * aged 3 or 4 (but not 4-year-olds in reception class at school) * has left care under an adoption order or a special guardianship order or a residence order/child arrangements order   Funding equates to £302 per child per year (pro-rata for children who access less than the full free early years entitlement) and early years providers can choose how they use the money to improve the quality of provision they offer. E.G Provide additional training for staff  **Schools**  In order for school to access the up to £2,530 funding per year **(from reception to year 11),** schools must declare on the census that the child has left local authority care through adoption, a special guardianship order, or a child arrangement order.  It is for those with parental responsibility (adoptive parents, special guardians and carers of former children looked after, child arrangement orders) to decide if they wish to self-declare their children’s status to schools. Schools should ensure parents and carers are aware of this and that this information is collected to help ensure that the designated teacher for children previously looked after can support those children and the school can attract pupil premium funding to support this cohort.  Parents are to provide supporting evidence, for example, a photocopy of the adoption order, and confirm that their child was previously in care. |
| **Strategy** |
|  |
| **Impact** |
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## Inclusion Action Plan- School/ Setting (To be agreed during the meeting if required)

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

**Name of child: Class:**

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| **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?** |
| e.g. Social Skills:  Struggles to form friendships with peers and engage in group activities.  To develop skills to communicate with other children. | e.g H will take initiative on 3 occasions per day and approach peers for positive social interaction. | e.g. Young person shown buddy bench to support playtime isolation,  Talk time intervention with 3 selected peers 3 times per week.  Explore extra-curricular clubs as a way of meeting other pupils and building friendships | e.g. H will know names of fellow pupils in class.  H will seek play with others through the buddy bench.  H will enjoy participation in extra-curricular activities.  H shows active listening skills through body language and gestures to show he is engaged.  H responds appropriately to peers and accesses adult support when needed. | Mrs Jones- Talk time intervention group  Class teacher to support with talking partners and mixed pairs work in class.  A classroom inclusive ethos, encouragement of talking to somebody different every day.  Home- organise play dates and opportunities for interaction with peers. | 6 weeks | Yes-  H now approaches peers in the playground and in the classroom.  H has improved communication skills as a result of the intervention group. H is seen smiling at peers on arrival at school, saying hello.  H is beginning to sustain a conversation with peers – even if at a superficial level  H has recognised social clues on more than one occasion when another child has been lonely and he has approached them.  Further action required? |
|  |  |  |  |  |  | Further action required? |
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