

# SGO / RO / CAO Education Plan

## Key Stages 1,2,3 & 4

## EHCP version

## Guidance Notes

### Who is the SGO/ CAO Education Plan for?

This plan may be used with any child who has a Special Guardianship Order (SGO), Residency Order (RO) or a Child Arrangements Order (CAO). It can be used with a child who was previously in care, or who was not in care. Only those who meet the Pupil Premium funding requirements will benefit from the grant. See later section for more details on PP funding.

Please note that due to the difference in the legal status of SGO/CAO/RO children to those who are Looked After Children, this plan may only be initiated with the full consent of the Guardian of the child.

Throughout this document we will refer to the “Guardian” as the person who holds the parental responsibility for the child. For SGO this will be the Guardian, and for a CAO/ RO this is most likely to be the parent. Please check who holds PR.

### Background Information

It is widely acknowledged that there are ongoing, and often complex needs, for a child who has come through the care system to a place of permanency; the difficulties do not simply disappear when a court order is changed. It is essential that the ongoing needs of the child are recognised, and vulnerability protected.

In Sept 2018 the role of the Virtual School was extended to provide advice and guidance in regard of Post Looked After Children. As part of this new remit, we have developed this document to support schools, staff and professionals in creating an Education Plan that draws together the child’s history and adverse childhood experiences, seeks to identify the current difficulties, and supports decisions around interventions and good use of any available funding.

Although the SGO/CAO/ RO Education Plan is not a statutory document the Virtual School would consider it best practice for schools to undertake one for every Post LAC child on their roll. Our research has proven that children and families who have completed one of our Post LAC Education Plans have higher levels of contentment and happiness in school than those who have not. Schools are reporting a higher

level of communication and success in their working relationships with children, Guardians and parents.

## **DFE information**

The DFE has issued several documents that have highlighted the needs of this vulnerable pupil group. Please follow this link to those that relate to the role of the Designated Teacher:

[The designated teacher for looked-after and previously looked-after children \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683556/Promoting\\_the\\_education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education)

Please see this link for more information regarding support for children subject to a Special Guardianship Order

[Special guardianship guidance: Statutory guidance \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education)

## **EHCP Considerations**

As this is a plan specifically designed for children with an EHCP you can use some, or all, of the targets from their plan, and copy and paste in to the EPAC targets. There may be a need to include a completely different set of targets particularly if there is a difficulty to be addressed in the short term eg separation anxiety, making friendships in a new school environment, additional school support needed during Life Story Work etc. These are targets that will not be specifically mentioned in the EHCP, but the child will require support none the less.

There may be a need to enhance the provision already in place, and PP funding could be used for this. For example, a child with sensory needs may require additional resources and equipment in the classroom. It can also be used for seeking additional assessments and reviews that bring further understanding to the child's needs.

Some schools may choose to use Pupil Premium Plus funding for staff training on specific needs of the child eg speech and language, or sensory needs etc. They could also use it for upskilling of staff in understanding the needs of care experienced children.

We would always recommend that where needs are significantly changing they are recorded as part of the Annual Review process for the EHCP following the SEN statutory processes.

It is hoped that the coming together of Guardian(s), school staff, social worker, and any other professional with current involvement, will create a child focussed

education plan that will protect vulnerability, and enable the child to reach their maximum potential. This sharing of information will benefit the understanding around the child's needs. Please complete all sections.

### **When should it be used?**

The SGO/CAO Education Plan is designed to be a helpful document in identifying the strengths and needs of the child and targeting additional support in school. Generally, we recommend that it is used at the start of the new academic year and reviewed over the following terms. The frequency of review can be agreed with all involved.

It is expected that the initial Education Plan will be set up at the start of the academic year, or whenever the child changes education setting, and then reviewed every term.

The Education Plan continues the good practice already established through the PEP process for Children in Care. It is tailored to reflect the child's change in legal status, and establishes the Guardian as a key figure in the plan rather than the social worker. These plans were established in Hampshire Schools in 2019 and have proved to have a positive impact on the children and young people.

It is recommended that prior to the meeting the blank Education Plan document is distributed to all parties involved and they are invited to complete any relevant sections, and to send in advance to the Designated Teacher. This gives everyone an opportunity to be familiar with the various sections of the form and have relevant information ready to share.

If additional space is required, then please add a blank page to the document. Most of the text boxes are expandable. The form is designed to be flexible and to take the participants on a journey through the child's history, exploration of strengths and needs, establishing a plan of support, and consideration of best use of Post LAC Pupil Premium. Please add in any areas that are not covered but we would ask you to not omit sections. The document has been designed to capture the child's specific needs as a care experienced child. It is particularly important that Guardian's are included in the discussions around the use of funding as required by the DFE.

### **Prior to the meeting**

It is good practice to set a meeting date two weeks in advance, and to circulate the **blank** document to all key people. This allows guardian's and other professionals a chance to contribute if they so wish, and to be familiar with the various sections.

Key people are invited to complete any relevant sections and return to the chair of the meeting in advance. This gives the Designated Teacher an opportunity to be familiar with any issues raised and be ready to address them or have relevant information ready to share.

The Virtual School recommendation is that the Guardian completes the following sections and sends to the Designated Teacher ahead of the meeting:

1, 3, 4, 5, and 6

### **Chairing of the Meeting**

It is intended that the Designated Teacher for Looked after Children and Post Looked After will be responsible for chairing the meeting, collating the information and circulation of the document after, following up actions etc. The DT will have received training with the Virtual School around the needs of LAC and Post LAC, so is best placed to carry out this role.

### **Presence/involvement of the child in the process**

Dependent on the age and understanding of the child, or young person, it is intended that they have a part in some of the discussion of this plan; at the very least to have their view captured in the Child View part of the document. It may be appropriate for just some parts of the plan to be shared with them. In some cases, it is more fitting for the child or young person to join the meeting in person to discuss targets or achievements. If this is not the case then maybe a short video clip, or photos of the child could be shared to show achievements or special events etc. This helps to keep the meeting and discussion very focussed on the child.

### **Front page**

Please note that the front page of the document does not have the child or young person's name on it. This is done purposely to protect their Legal Status. Do **NOT** add it to the front cover. This is a **CONFIDENTIAL** document. Please insert your own school logo in the place provided.

### **Section 1: Child information page**

Please add in the child's details prior to the meeting.

Dates for subsequent meetings: it is useful to pencil in dates ahead, the frequency is dependent on need, but our recommendation would be approximately one per term.

The Date of the SGO/CAO is significant in terms of funding, please add this in. It is particularly important if the child has recently changed care order. Please note that the date of the SGO/CAO may be different to the date of placement with the guardians.

## **Section 2: People present at this meeting**

Invite all professionals to the meeting who have a current involvement. This is an opportunity to build a robust education plan for the child that will include the professional views of those who have been commissioned to support them. Add in as much contact information as possible to ease future communication.

Please note that the child will not have an allocated social worker. A social worker may still be involved with the family if the SGO/CAO has been issued recently, or if the guardian has sought support for the child.

## **Section 3: Significant information on early life experiences**

This is a section to be completed by the guardian(s) of the child/young person. They may add in as much or as little information as they wish. It is intended to be a snapshot of early life history and must be treated as highly confidential. This will be helpful context for any current difficulties and give an indication of support that has been put in place. Guardians are frequently asked to give information regarding their child's early history, it is hoped that once this is passed to school as part of the Education Plan they will not have to repeat it.

Indicate where any further information or more detailed information can be found. It might be helpful to list in this section any historic reports that are held eg Speech and Language, Paediatrician, Educational Psychologist etc.

## **Section 4: Professional Involvements**

Please add in any professional involvements, this will help to give a clear picture of support over time for the child/young person. This is particularly helpful when the child has just started school or recently changed education setting.

## **Section 5: My Voice**

This is a section to be completed by the child, with assistance if needed. It should be completed in advance and presented in the meeting. If the child is not able to be present, or is unwilling to be present, please make sure that their voice is heard by circulating their views. Some schools, or families, may wish to play back a video clip of the child expressing their views, or of a relevant event.

This can be completed at home or at school. Sometimes it is interesting to compare the view when the child is in a different setting.

Use the pages provided or a version of your choice

## **Section 6: Guardian's / Professional's Comments**

This section should be completed by the guardian(s) and /or professionals ahead of the meeting and returned to the Designated Teacher. If this is not possible then views should be recorded in the meeting and added in later.

There are some suggestions within this section to guide the guardian(s) around potential areas they may wish to comment on. Three key priority spaces are available for their comment. These are expanding boxes.

Any Professional person working with the child or family can be invited to complete the comments section. Add in more boxes if required.

## **Section 7: Things that have changed in my life since my last SGO/CAO Education Plan or PEP**

If this is the first SGO/CAO Education Plan you will need to state a change as being a change in the child's legal status from a LAC to an SGO/CAO.

If this is a continuation of an SGO/CAO Education Plan please add in any significant changes eg Lily has just completed a 10 week programme with the Sensory OT, this has had a huge impact on reducing her anxiety on arrival at school each morning. Or, Lily received an Annual Letter box contact from her Birth Mother in January, this unsettled her for a few weeks, and we saw a re- emergence of separation anxiety from her guardian in this time.

Please review any previously set targets here. If this is the first SGO/CAO Education Plan and there are no targets, please skip to the next section.

## **Section 8: Education and Academic Overview**

Please complete with as much information as possible, as this creates an accurate picture of attainment over time.

Standardised Scores for Reading, Spelling, Comprehension, and Maths are included to show quantifiable progress, and early identification of potential areas of difficulty.

## **Section 9: Barriers to engagement with learning & identified areas of strength**

The Barriers to learning section includes space to record the outcomes from various Emotional Assessment Tools; these may include the PEP Toolkit, Boxall Profile, Thrive, SDQ etc. Please use the space to add in the information for the assessment tool that is used by your school.

Suggestions are given for consideration where children are struggling with their learning. We have included some common areas of difficulty, as well as some suggestions for where to go for further advice and guidance.

Hampshire and the Isle of Wight Designated Teachers will be familiar with the PEP Analysis Toolkit, and will have received training on how to use it through their training with the Virtual School. This is a useful tool that helps with identifying some common areas of difficulty for children who are care experienced, as well as offering suggestions for ways to support. Please ask the DT for more information.

An initial SGO/ CAO Education Plan must focus on stabilising the pupil, ensuring they feel safe and securely attached. Schools should consider adult relationships for any child with a new guardian and/or new to the school to ensure there is a key adult (attachment figure) in place as a core strategy. If the pupil is new to your school it will not be possible to complete the PEP Analysis Toolkit (good practice would be to complete after 3 months once the school has got to know the pupil). This information can then be added at the next review.

The PEP Analysis Toolkit should be completed annually. Areas of need/difficulty will change. For example we find that relationships are the starting point when the child is new to school but as the pupil becomes stable in terms of attachment and sense of self, the learning needs can become more of a focus.

At the end of this section there is a space to add in other relevant factors eg cultural needs, permanency, stability, family relationships etc

Space has been given to consideration of any additional needs that may need further exploration. Please discuss any areas of concern with the school SENCo.

Although much of this plan focusses on the needs of the child or young person please consider where their strengths lie. Experience shows that where these areas are acknowledged and supported the child or young person's self esteem is increased.

## **Section 10: My SGO/ CAO/RO Education Action Plan**

In light of the areas discussed in this meeting please set targets for this term and review over the academic year. Good practice would indicate that the targets should include an academic, social and emotional area for development. Please make sure that the target is achievable and specific. Reviewing notes are important as they will influence the next step for development.

For young people in KS3 and KS4 there are additional sections that focus on choice of subject options, progress in formal qualifications, support for exams, and assistance in choice of Post 16 options. Complete as appropriate.



It is helpful to note all the school interventions that the child is included in, as this builds up a full picture of support in place for the child. So for example, if a child is in a regular handwriting intervention group please add in this information even if it is not a targeted area for this year.

There is a link included in the document to the HIEPS website for the Transition Partnership Agreement (TPA). This may be between schools, or Key Stages, or to the next class. It is a really useful document when a child is transitioning to a new setting – this particularly helpful when the finer details of transition need to be recorded. More information can be found on this link

[Transition | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/transition)

## **Section 11: Review of Targets (Spring and Summer)**

Please review the targets here.

## **Section 12: Pupil Premium Post LAC funding**

Some SGO/CAO/RO children will attract Pupil Premium funding because they will have been Previously Looked After. Please check with the child's guardian for historic information regarding previous care status.

See the "DFE Pupil Premium conditions of grant" webpage to check for eligibility amount available for the current academic year.

Currently, (August 2021) the PP+ funding is £2345 per year. Schools should record the child as "Post LAC" in the October Census, with the Guardian's consent, and the funding will be allocated directly to school. Guardians will be asked to provide evidence of their child's Post LAC status (this may be the Court Order documents or a confirmation from Childrens Services Department). Please be very careful with the storing/sharing of information, particularly if the documentation contains the names of Birth Parents. It may be possible to blank out Birth Family names when copying documents.

Please ensure that all sections are completed along with costings for interventions

The DFE recommend that guardians are involved in the decisions regarding the use of the Pupil Premium. This is outlined in The Designated Teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities, February 2018 (page 22).

*The designated teacher should:*

- *help raise previously looked-after children's parents' and guardians' awareness of the PP+ and other support for previously looked-after children - this includes encouraging parents of eligible previously looked-after children to tell the school if their child is eligible to attract PP+ funding;*



- *play a key part in decisions on how the PP+ is used to support previously looked-after children; and*
- *encourage parents and guardians' involvement in deciding how the PP+ is used to support their child and be the main contact for queries about its use.*

More advice on use of PP can be found on the Virtual School Website:

<https://www.hants.gov.uk/educationandlearning/virtual-school/previously-looked-after>

## **Section 12: Sharing of this document**

This page is to be used to specifically identify the people/organisations to which this document may be shared. Some examples are given, and could include ELSA, Class Teacher, Year Group Leader, OT, PBS, Specialist Teacher Advisory Service etc. Guardian(s) to sign if in agreement to share.

It is advisable to think ahead of any professionals who this might be shared with in the future eg County SEN Service, next school, EP etc. If Guardians are in agreement the Education Plan can be included in the evidence for the EHCP Annual Review.

Finally, please store the Education Plan in a secure file, and only circulate to agreed parties. Please check that email addresses are secure.

Please contact the Hampshire & Isle of Wight Virtual School for any further queries, guidance and advice; also see our website for Post LAC information.

Email: [virtualschool@hants.gov.uk](mailto:virtualschool@hants.gov.uk) or [virtualschool@iow.gov.uk](mailto:virtualschool@iow.gov.uk)

**Do not send the Education Plan to the Virtual School**