

Guidance Notes

SGO / CAO Education Plan

For Children in Early Years Foundation Stage with an Education Health Care Plan (EHCP)

Who is the SGO/CAO Education Plan for?

This plan may be used with any child who has a Special Guardianship Order (SGO), 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 (PP) 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 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 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://publishing.service.gov.uk)

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://publishing.service.gov.uk)

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 SGO CAO Education Plan 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, 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 Pupil Premium Plus (PP+) funding or Early Years Pupil Premium 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 or Early Years Pupil Premium 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 setting / 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.

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 or Early Years 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 Guardians 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 guardians 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, 6 and top of section 8

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, setting targets, circulation of the document after, and 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.

More information around the role of the DT can be found in this link

[The designated teacher for looked-after and previously looked-after children \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Presence/involvement of the child in the process

As this plan is for very young children, we wouldn't expect them to be involved in the planning of the support plan or target setting. However, it would be good practice for the child to be included in some appropriate way. This may be through showing a short video clip, or photos of the child, that show their achievements or special events etc. This helps to keep the meeting and discussion very focussed on the child. As the child gets older they can take a greater part in expressing their views and being included in the planning of their EPAC

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.

Guardians will know the "Name of Social Care Support Team" who are responsible for supporting the child and their family. This will initially be the placing authority, and

they remain responsible for three years following the SGO / CAO. After that it falls to the Local Authority for the region in which the child is resident.

For example, if James was placed by the Dorset Local Authority to a family resident on the Isle of Wight then it will be the responsibility of the Dorset Local Authority to support his needs related to his care experience for 3 years after the SGO/CAO is issued. After three years it is then the responsibility of the Local Authority for the region in which he resides to provide support, in this case it would be the Isle of Wight Childrens Services Department.

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. Please DO NOT include the names of birth parents, or birth siblings. If necessary, to reference please use first initial so their identity is protected and GDPR compliant

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. We would recommend that you add in the SEN Service Team email address, as well as the caseworker address for your SEN contact.

Section 5: My Voice

This is a section to be completed so that their views are captured. It should be completed before the EPAC meeting and presented in the meeting. Please choose the most appropriate way to convey the child's views. We have included an example child view but you may wish to use an alternative format if you so wish.

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 previous targets, please skip to the next section.

Section 8: Learning and development

Two Year Old Check

Guardian(s) to please add in any relevant information that was identified at your child's two year old health progress check. This is particularly helpful if it has an impact on their learning ability.

School staff to please complete with as much information as possible, as this creates an accurate picture of attainment over time. Some parts may not be relevant to your child. We recognise that this document is for use with children with a vast spectrum of Special Educational Needs, some of whom may be attaining highly and for some who this is a very different story. We hope that the plan is flexible enough to capture all of the child's attainments no matter how great or small.

Prime and Specific areas of learning and development

Setting /school staff to add in examples of child's development in Prime and Specific areas of development. It is helpful to give specific examples of the child's development in the 7 red boxes.

Characteristics of effective learning

Setting /school staff to click the boxes to show how the child is developing in these key characteristics of learning

Blue Text boxes: Further information in considering support requirements

Setting /school staff to please complete with information regarding those prime and specific areas of learning that are not on track. The questions guide thoughts around the reasons behind the areas of difficulty, use of assessment tools, adaptations to the curriculum and environment that might be needed as well as consideration for other places to seek advice.

Additional advice might be sought from the Virtual School, Services for Young Children, Primary Behaviour Support, Portage, School Nurse Service, Health Visitor, Educational Psychology.

Green Text Box: Consideration of areas of strength

Setting / school staff to add in information about strengths of the child and how these are being promoted/supported. This is particularly important for children who have low self esteem.

Section 9: Please use this section to note the barriers to engagement with learning, & identification of strengths

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

Hampshire and the Isle of Wight Designated Teachers will be familiar with the Early Years 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 new to home placement and/or new to the setting or 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 Early Years PEP Toolkit Needs Analysis immediately (good practice would be to complete after 3 months once the school has got to know the child). This information can then be added at the next review.

The Early Years PEP Toolkit Needs Analysis should be completed annually. When children enter Year 1 staff will use the different Toolkit for older children called the PEP Toolkit Needs Analysis.

Areas of need/difficulty will change as the child gets older. For example we find that relationships are the starting point when the child is new to a setting or school but as they become more 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, physical and sensory needs, permanency, stability, family relationships etc

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

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: Developing your Education Action Plan

Referring to the EHCP Target areas evaluate where the most and least progress is being made. Copy and paste key statements / targets that need consideration from the EHCP, or latest Annual Review. Which of these will become your focussed targets for this academic year? See next section for detail of the chosen targets?

In the top section note the areas in which the child is making good, steady progress (even if still behind peers)

In the lower section note the areas in which the child is struggling

In the orange section note the areas that need additional support that are NOT included in the EHCP. Sometimes these are things that have emerged recently as a difficulty eg separation anxiety when starting school.

In light of all the areas discussed in this meeting please set targets for this term and review over the academic year. Please make sure that the target is achievable and specific. These targets can be taken directly from the EHCP or can be entirely separate depending on the most pressing needs. Choose some of those that you have already considered in the upper and lower purple sections and the orange section.

Please note: SEN funding is given to setting/school to cover the support identified within the EHCP. Post LAC Pupil Premium Plus funding, or Early Years Pupil Premium, can be used to enhance this provision, or to support other areas that may not be included in the EHCP eg for emerging or temporary difficulties. Consider how the Pupil Premium can be best used to support the child's educational needs.

Transition Partnership Agreement (TPA)

Here is a link to the Hampshire and Isle of Wight Educational Psychology (HIEPS) website for the Transition Partnership Agreement (TPA). This may be used between education settings, or Key Stages, or to the next class. It is a really useful document for when a child is transitioning and is 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 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, (Oct 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>

Early Years Pupil Premium

The purpose of the Early Years Pupil Premium funding is to ensure that children who are inexperienced make accelerated progress. In effect, EYPP is used to close the gap between the child's progress and that of their less disadvantaged peers. Care experienced children who are aged between 3 and 4 years old and have been 'in care' for 1 day or more can receive EYPP as they are currently being looked after by a Local Authority in England or Wales or they have left care in England or Wales through: an Adoption Order, a Special Guardianship Order or a Child Arrangement Order.

If a child qualifies for EYPP under more than one set of criteria they will only attract the funding once. The Early Years Pupil Premium is for the educational benefit of pupils and spend should be clearly linked to children's needs and educational targets.

How much is EYPP?

Children who are 3 and 4 and who meet the eligibility criteria will be funded at a rate of 53p an hour which equates to £302.10 per year. If a child in Local Authority care is attending a setting in a different Local Authority, it is the responsibility of the Local Authority in which the setting is based to fund the EYPP

Section 13: 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 or virtualschool@iow.gov.uk

Do not send the Education Plan to the Virtual School