



## Inclusion Plan for Previously Looked After Children

### Purpose of an Inclusion Plan

- For those in education to be fully aware of the needs and issues faced by previously looked after children and their parents/carers.
- To encourage further positive collaboration across home and school/early years provision.

An Inclusion Plan for Previously Looked after Children will only be initiated when parents/carers choose to identify their child's status. Maintaining confidentiality of information is essential. Please note this is a good practice document and not a statutory requirement.

### Rationale

Many of our previously looked after children/young people were neglected and/or suffered trauma in their early life experiences and became looked after children before their final move to join carers or adoptive families.

Parents/carers emphasise the need to make school/early years provisions fully aware that their children continue to have the same needs as they had as a Child in Care. Indeed, these issues may have been exacerbated as adoption/Special Guardianship Order is yet another move in their journey. There is also a need to make lasting relationships within their family. This can cause anxieties for children who have had difficulties with relationships and attachments in the past.

### Benefits of implementing an Inclusion Plan

Worcestershire Virtual school has introduced an Inclusion Plan for Previously Looked after Children. The main benefit of the Inclusion Plan is to raise awareness of a child/young person's individual needs, ensuring that relevant information is available to those who need to know and that effective communication routes are established.

It draws on the pro-active nature of the Children in Care Personal Education Plan (PEP). The intention of the PEP process is to ensure collaborative planning and support across home, school/early years provision and other agencies.

The Inclusion plan is not intended to replace other (more reactive) education-based plans such as IEPs (Individual Education Plans) or PSPs (Pastoral Support Programmes). One benefit for school/early years provision is that the inclusion plan can provide evidence of how the school/early years provision meets the needs of vulnerable pupils, e.g for OFSTED, Governor Reports.

## Implementation

Inclusion plans can be initiated by either school/early year's provision or parents/carers. The process will establish ongoing reviews. The review date will be set by those attending the meeting- according to the child's circumstances, e.g 3 months/6months/yearly.

It is intended that the inclusion plan process is initiated when:

- A school/early years provision aged child becomes adopted, i.e at the last Children in Care Personal Education Plan (PEP) meeting before an Adoption Order/SGO is in place.
- The child starts at a new school/early years provision.

However, the process can be initiated at any point should the above not have taken place.

As partnership is key when supporting children/young people, the meeting should consist of school, home and any external organisations whose contribution would be beneficial.

The targets will be set in agreement and will be monitored by school.

It is important to capture the young person's thoughts, feelings and view, this information can be recorded on page 6.

The Virtual School can offer advice and guidance on the completion of this form if required.

**If you do require further support, please contact Jade Busby: Previously Looked After Children Advisor.**

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