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**Children open to Social Care (CiN/CP)**

**Education Plan**

# To be chaired and completed by school

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| **Name** |  |
| **Date of Birth** |  |
| **School** |  |
| **Year Group** |  |
| **Trusted Adult in school/adult with educational responsibility** |  |
| **CiN or CP Plan** |  |
| **Social Worker** |  |
| **Date of Meeting** |  |
| **EHCP or SEND** | If an EHCP or SEND support is in place, please specify the area of need identified in the plan.  **CI** - Communication and Interaction, **CL** - Cognition and Learning, **SEMH** - Social Emotional and Mental Health, **SPN** - Sensory and/or Physical needs. |

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| **In the event of a move/transition before the next meeting, please invite the Designated Teacher or representative from the next establishment to the meeting.** | | |
| **DATE OF TRANSITION** | **MOVING TO:** | **DESIGNATED TEACHER/ SENCO/**  **CLASS TEACHER / OTHER CONTACT** |
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| SAFE GUARDING | |
| Issues concerning contact?  Include anyone not allowed contact with the child or young person. |  |
| Can the child’s or young person’s image be published on the school website or public documents? |  |

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| ATTENDANCE AND PUNCTUALITY | | | | | | | | | | | | | | | |
| Overall Attendance |  | Broken weeks/patterns to absence |  | Lateness | | |  | | Unauthorised Absence | |  | PEX/  Suspensions | | |  |
| **Student Voice:**  Do you like coming to school?  Are you on time for school in the mornings?      Do you come to school every day?  Does anything worry you about coming to school? | | | | | | | | | | | | | | | |
| Main Barriers to Attendance & Engagement: (Please tick any that apply) | | | | | | | | | | | | | | | |
| SEND / Lack of Diagnosis | | | | |  | Exploitation / Youth Offending | | | | | | | |  | |
| Family Engagement | | | | |  | Mental Health and Wellbeing (Inc EBSA) | | | | | | | |  | |
| NEET | | | | |  | Transition Stage | | | | | | | |  | |
| Matters Arising: | | | | | | | | | | | | | | | |
| Actions | | | | | | | | By who: | | | | | By when: | | |
| BEHAVIOUR AND RELATIONSHIPS  Share strategies which work for the student. Positive and negative patterns of behaviour in school. Positive relationships in school. | | | | | | | | | | | | | | | |
| **Student Voice:**  What helps you in class to learn?  Which parts of school life make you feel happy and calm?  What do teachers and other children do which helps you get along with them?  Who would you talk to if you were worried about something in school? | | | | | | | | | | | | | | | |
| Strategies which promote positive behaviour, good relationships with teachers and peers and a feeling of safety and security?  Matters arising: | | | | | | | | | | | | | | | |
| Actions | | | | | | | | | | By Who: | | | By When: | | |

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| ATTAINMENT | | | | | | | | |
| **Subject/ Curriculum Area** | **Below** | **Expected** | **Exceeding** | **Teacher’s comments**  Strategies which enable achievement and a positive attitude to learn, including any barriers to learning and what is in place to ensure good progress. | | | | |
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| Areas of strength and good progress?  Areas which require development? | | | | | | | | |
| **Student Voice:**  How are you getting on in school and what have you been learning?  What do you like learning the most?  What have you done well in school?  What are you good at in school?  What would you like help with? | | | | | | | | |
| Matters arising: | | | | | | | | |
| Actions: | | | | | By Who: | | By When: | |
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| PLANNING FOR THE FUTURE | | | | | | | | |
| **Secondary and Post 16**  What are the current plans/possibilities for Key Stage 4 or Post 16 Education and Training?  What support is needed to ensure that there is a clear educational/training plan in place?  Have you had information about careers or a careers guidance interview?  What are your long-term goals and what help do you need to plan for them? | | | | | | | | |
| Matters arising: | | | | | | | | |
| Actions | | | | | | By Who: | | By When: |

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| ADDITIONAL SUPPORT IN SCHOOL  Consider: All statutory and non-statutory support accessed and available in school. | | |
| **Student Voice:**  What support do you get in school to help you with your learning and/or behaviour?  Is there anything else that school can do to help you learn? | | |
| What additional support is in place to support the student in school and how are the requirements of the EHCP/SEND being met (if applicable)?  Are there potential academic or social and emotional needs which would benefit from further investigation by school and/or an Educational Psychologist?  Matters arising? | | |
| Actions | By Who: | By When: |

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| Student Target | | | |
| **Student Personal Target** (s)  This may refer to academic targets, extra-curricular activities, attendance, future planning etc. | How will I achieve this? | Who will help? | How will I know it’s achieved? |
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| SUMMARY OF ACTIONS | | | |
| AGREED ACTIONS (including referral to VS EP Drop-ins?) | | By Who: | By When: |
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| HOME – SCHOOL COMMUNICATION  Please include contact details e.g. email address etc. | | | |
| Who is the best contact in school for parents to contact? |  | | |
| Who is the best person at home for school to contact? |  | | |

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| PEOPLE INVOLVED IN THIS MEETING | | |
| **Title**  **(Insert as appropriate)** | **Name + Contact details (email and telephone number)** | **Tick if present** |
| Young Person |  |  |
| Parent |  |  |
| Designated Teacher |  |  |
| Head of Year |  |  |
| Class teacher |  |  |
| SENCO |  |  |
| SEN Case Officer |  |  |
| Social Worker |  |  |
| Health |  |  |
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| Virtual School Extended Duties | Paul Tooth - Virtual School Lead for Pupils with a Social Worker (CiN/CP)  Email: [paul.tooth@southglos.gov.uk](mailto:paul.tooth@southglos.gov.uk)  Mobile: 07599 200 794 |  |
| DATE OF NEXT MEETING: | | |
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