



Early Years Provision Plan for Adopted Children

Rationale and Purpose

- For those in Early Years provision to be fully aware of the needs and issues faced by adopted children and their parents.
- To encourage further positive collaboration across home and Early Years provision (EYP).
- Early Years provision includes: Nurseries, Pre-schools, Childminders, Children's Centres.

The following points are emphasized throughout the process:

- *An Early Years Provision Plan for Adopted Children (EYPPAC) will only be initiated when parents choose to identify their children as adopted.*
- *Maintaining confidentiality of information is essential.*

The majority of children adopted today were neglected and/or suffered trauma in their birth families and became Children in Care (CiC) before their final move to join an adoptive family. Parents emphasise the need to make Early Years Provision fully aware that adopted children continue to have the same needs as they had as a Child in Care. Indeed, these issues may have been exacerbated as adoption 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.

Kent has introduced an Early Years Provision Plan for Adoptive Children (EYPPAC). The EYPPAC's main function is as an awareness raising document that ensures 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 Early Years Personal Education Plan (Early Years Provision PEP). The intention of the EYPEP process is to ensure collaborative planning and support across home and other agencies. The EYPPAC is not intended to replace other (more reactive) education based plans such as IEPs (Individual Education Plans). One benefit for Early Years Provision is that EYPPACs can provide evidence of how the provision meets the needs of vulnerable children, eg for OFSTED.

The Early Years PEP process is statutory and is initiated by Children's Social Care in conjunction with Early Years Advisory Service. EYPPACs can be initiated by either Early Years Provision or parents. The process will establish ongoing reviews. The review date will be set by those attending the meeting- according to the child's circumstances, eg 3 months/6months.

It is intended that the EYPPAC process is initiated when:

- A child becomes adopted, i.e. at the last EYPEP before an Adoption Order is in place

Or

With thanks and acknowledgement to Somerset County Council for permission to use by Virtual School Kent/Kent Adoption Service

- An adopted child starts at a new Early Years Provision (Nursery, Pre-school, Childminders, Children's Centres).

It is recommended that the EYPPAC is also used for Kent children being adopted in other Authorities.

The EYPPAC has been developed by Kent's Children in Care Team and Educational Psychology Service in collaboration with adoptive parents, and in consultation with the Adoption Support Team, Area Education Managers and Designated Teachers for Children in Care. The opportunity to pilot the process with Early Years Provision and parents has been appreciated.

"It's a time to sit down, reflect and think" Parent of an adopted child.

Guidance for Completion of the Early Years Provision Plan for Adopted Children (EYPPAC).

Prior to the EYPPAC meeting.

Copies of the (blank) EYPPAC form and guidance documentation to be distributed to all those attending. Information available at the meeting should include:

- Proposed topics and visits to ensure any sensitive areas are discussed.
- available assessment and attainment data (eg Foundation Stage Pathway),
- information on SEN including any additional funding,

Meeting

The meeting should be chaired by an appropriate Early Years practitioner (eg Early Years Advisor, Early Years teacher, Health Visitor) and attended by Early Years Provision and the parents of the adopted pupil. The chair will be determined by their knowledge of the child, and previous involvement with the child or parents. Parents may choose to invite others (e.g. Health Visitors, Support Services, Adoption Support Worker) to the meeting in discussion with the Early Years Provision.

The chair should go through the rationale and purpose at the start of each meeting.

Page1.

Please ensure all sections are completed.

Page2.

Please record all previous and current professional involvements.

Page 3.

Significant information: this will be determined by the parents but may include details of neglect in the birth family, possible abuse, or views on how the birth family dynamics and behaviours have impacted on the child/young person, and potentially their learning and development.

Further information: all parents have a confidential file which they may choose to share with Early Years Provision (in part or in full). There is an assumption of confidentiality on the part of the Early Years Provision and an awareness of which other people information can be shared with.

Areas of Child's Strength/Need: these areas can be identified in consultation with Parents, Keyworker, Early Years practitioners. Strengths may be identified through the joint collaboration between Early Years Provision and parents. Needs may be identified through assessment, observation or discussion.

Other relevant information: this includes looking ahead at topics/aspects/activities that may need to be treated with additional sensitivity e.g. selection and use of stories. There may also be issues about staff changes or changes at home that are relevant.

Page 4.

Actions: the actions are for the adults to carry out to support the child either in or out of Early Years Provision. They should not duplicate actions already identified in IEPs. (If these plans are already in place they should be attached to the EYPPAC and be part of the discussion). Actions might include: setting up a focussed observation, reorganising the environment, instigating an IEP, arranging summer holiday activities, requesting additional assessments or funding, and so on.

Other information: This can include social/emotional/educational/medical information. Examples might include: eliciting the child's views through drawing, matching, posting, observation, photos etc. The EYPPAC meeting is for adults but it is crucial that the child's views are sought and represented.

Copies: The chair will give copies of the completed EYPPAC to parents who will decide who else should receive copies, e.g. other Early Years staff, Adoption Support Team, other agencies. It is important to agree where the EYPPAC will be kept and who will have access to it.

Review: those attending the meeting will decide when the EYPPAC needs to be reviewed. This will depend on individual circumstances and needs.

Guidance for Completion of the Early Years Provision Plan for Adopted Children (EYPPAC Review).

The Review is an opportunity to discuss progress, developments or additional information available since the last meeting and to consider what other actions need to be identified.

Prior to the EYPPAC Review meeting: As for initial meeting but with Review paperwork.

Page 1

Please ensure all sections are completed.

Page 2.

Review of Actions: identify the numbered actions from the initial plan and comment on the outcomes.

Significant changes: these may include a new sibling, house move, contact with birth family, staff changes, other agency involvement, shifts in peer relationships, etc.

New EYPPAC: A new EYPPAC is recommended for times of transition: when a child changes Early Years Provision, starts school or there have been significant changes or developments over a period of time.

Other sections are referred to above.

Transition Arrangements

Transition is often an anxious time for children and it is important that moves are planned carefully and that effective communication routes are established between the current and receiving provisions, along with the parents and practitioners or school staff. The Transition Arrangements sheet should be completed near the **START** of the year in which the child is transferring to give sufficient time for parents to visit Early Years Provisions and schools and for Early Years Provision and school staff to ensure appropriate information is exchanged promptly.