



Education Plan for Adopted (and SGO) Children (EPAC)

Introduction

The **Educational Plan for Adopted Children (EPAC)** is a **targeted educational support plan** designed to meet the **specific emotional, social, and learning needs** of adopted children within school settings. This has been extended to all post Children in Care and includes those children who are cared for under a Special Guardianship Order. It was developed in the UK by **Louise Bomber**, a specialist in attachment and trauma-informed education, and is particularly useful for schools **working with post- Children in Care (Post- CiC also known as PLAC, Previously Looked After Children)** who have experienced **early adversity**, including **trauma, neglect, or multiple placements**.

Purpose of Intervention

The EPAC is designed to:

- Recognise the **long-term impact of early trauma** on learning and behaviour.
- Ensure that **adopted/ SGO CYP receive appropriate relational and educational support**.
- Bridge the gap between **home, school, and supporting professionals**.
- Move beyond standard SEND or behaviour plans by **centering attachment and regulation needs**.

Target Audience

Designated Teachers have responsibility to oversee the wellbeing of post CiC.

Who Can Deliver the Intervention

Designated Teacher working with relevant key adults (e.g., SENDCo, class teacher) and parents/ carers.

Session Structure

An initial meeting to complete the EPAC Form with key adults is undertaken (e.g., DT, SENDCo, parents/carer's, involved social worker/ specialists). Review meetings to follow up on targets and actions and revise accordingly.

Frequency and Duration

An initial 2-hour meeting to set up plan. Then termly review meetings, or more frequently depending on need (1 hour).

Key Principles

This is rooted in the thinking "**It takes the village to bring up the child**" and working collaboratively with parents/ carer's is essential to ensuring positive outcomes for these vulnerable CYP. Aligning theory and research includes: Bronfenbrenner's ecological systems theory, Vygotsky's Sociocultural theory, Attachment Theory (e.g., Bowlby & Ainsworth), Social Learning Theory (Bandura).

Training and Implementation

Designated Teacher training on EPAC's is provided annually by Suffolk Virtual School working together with the EP specialist for post CiC. This year's training is on 20/01/26.

Evidence and Outcomes

- Helps staff understand **why behaviour happens**, not just what to do about it
- Promotes **relational consistency** across school staff



- Prioritises **emotional safety and trust**, which are foundational for learning
- Encourages **multi-agency collaboration** and communication with adoptive parents
- Post CiC with an EPAC have better outcomes than those who are not supported by one.

Feedback

Suffolk post CiC parents and carers have reported that they highly value the use of this approach by schools.

EPAC evaluation survey completed in July 2025 found the following:

- **Overall Satisfaction:** Parents/carers are generally satisfied with the EPAC form and process, valuing it as a space to be heard and to clarify their child's needs.
- **Perceived Impact:** many parents/carers report a significant positive impact from the EPACs, although they can lack trust in schools following through with the actions proposed.
- **Role of External Professionals:** Involvement of external experts, especially Educational Psychologists, is seen as highly beneficial. Their presence enhances understanding and helps parents/carers feel more validated and supported.

“As a parent you feel actually heard, as the issues surrounding developmental trauma, attachment and difficulty of adopted children in mainstream schools are highlighted and explained. This is a fantastic tool for schools to give and also get additional support. Everyone is on the same wavelength IF the form is used properly.”

Further Information and Resources

See: <https://suffolklearning.com/inclusion/senco-forum-and-events/cpd-sessions/>