School Self-evaluation:

Elements to improve standards of provision for Children in Care (CIC)

		Emerging (Bronze)	**Established (Silver)**	**Advanced (Gold)**	**Supporting Evidence**
1.		**Leadership and Management**			
	1.1.	The school has a named Designated Teacher in school.	All staff at the school are notified as to the identity of the Designated Teacher	The Designated Teacher informs staff of the identity of CiC they will be teaching on a regular basis.	
	1.2.	The staff and Governors are aware of the role of the Designated Teacher and what it involves. The Designated Teacher records the pupil premium amount per term on the PEP, what it has been spent on and its impact, requesting information from other colleagues as appropriate.	The Designated Teacher is fully aware of the responsibilities of the role and where to obtain further information from regarding CiC. The Designated teacher knows and records the termly amount of Pupil Premium, interventions/expenditure and its impact on the PEP.	The Designated Teacher has received training and guidance relating to the post and is given appropriate cover time to fulfil duties of the role. The Designated teacher has first-hand knowledge about the impact and expenditure of the Pupil Premium for every child. This is shared at the PEP meeting and recorded on the Education section. The Designated Teacher has assessed the CIC pupil to ensure any educational gaps and barriers to learning are identified and targeted.	
	1.3.	The Designated Teacher	The Designated Teacher liaises	The Designated Teacher is a	

	liaises with SLT to ensure CIC are recognised as a vulnerable group.	with SLT and is invited to attend meetings to inform and change policy.	member of SLT and champions the needs of CIC and effects changes at L&M level.	
1.4.	The school ensures that all information is passed on to relevant staff.	The school has developed systems that effectively share information with staff. This is agreed with CIC and young people.	The school shares good practice at training sessions and other appropriate advice and guidance to develop practice across the LA. The Designated Teacher attends regular NYCC training to keep abreast of new developments, disseminating the information to school staff.	
1.5.	The school reports on CIC performance to the Governing Body.	The school has appointed a CIC Governor; the Governor for CIC meets regularly with the Designated Teacher and reports back to the Governing body.	The Governor responsible for CIC challenges policies and practices and when appropriate is a known contact for Social Workers and Carers.	
1.6.	CIC within the school are identified on the school's Management Information System (MIS).	CIC are recorded on school's MIS and information is used to inform planning/target setting.	CIC are identified on the school's MIS including the use of the pupil premium.	
1.7.	The Designated Teacher is aware of the identity of all CIC within school. All CIC are aware that she/he is Designated Person and of any other persons employed in this role to support CIC.	The Designated Teacher ensures that all CIC in school have a named person (it may be the Designated Teacher) whom they can seek out to discuss concerns with and who is tracking progress in all areas.	The Designated Teacher has clear records of meetings and interactions with CIC including relevant targets and progress towards. This also includes IEP targets as appropriate.	
1.8.	School support CIC admissions in line with all other pupils and admit in line with the Admissions Code of	School make special arrangement to support a CIC new to the school and admit in line with the Admissions Code of	School have an agreed strategy that supports CIC admissions and admit pupils without delay in line with the Admissions Code of	

		Practice.	Practice.	Practice.	
1.9.		School use the pupil premium to increase the learning opportunities of CIC and target additional resources to assist the attainment and progress of vulnerable groups.	The Designated Teacher has a delegated budget to support the education and emotional well-being of all CIC.	The Designated Teacher has a delegated budget to support the education and well-being of CIC and can evidence the positive impact this funding has made.	
1.1 0		The school regularly seeks the views of all CIC	School regularly seek the views of CIC and ensures these views influence school policies and procedures.	School regularly seek the views of CIC and can provide evidence of how these views have influenced school practice.	
2.		**Teaching and Learning**			
2.1.		The school is aware of the support network for CIC and of multi-agency approach to CIC which impacts on their learning.	The school keeps relevant agencies informed in relation to performance indicators that are set to monitor progress in particular when progress is not at expected levels.	The school has well defined systems which ensure that all information is gathered; analysed and distributed form LA's, Social Care, Health and Schools. Information is clear and informs future practices.	
2.2.		The school has contact with carer/social worker on regular school Consultation Days and as necessary to keep carer informed of any issues.	The school makes regular contact with carer/social worker to support the educational attainment of the CIC. The school welcomes all communications from carer/social worker.	The school involves the carer/social worker in all aspects of the CIC's education and views are sought from the above and the young person to inform future joint planning and actions.	
2.3.		The Designated Teacher offers advice in school with regard to CIC and their	The Designated Teacher takes the lead on INSET training and creates policies for CIC to	The Designated Teacher has led training/workshops in school and shared good practice at local	

		learning.	enhance the learning of CIC.	authority or external designated teacher training.	
	2.4.	The school has a policy that identifies CIC as a vulnerable group and considers their needs.	All staff have access to school policies relating to CIC and use this information to plan.	The School Development Plan makes reference to CIC and vulnerable groups and recommends strategies to reduce barriers to learning.	
	2.5.	Class teachers and teaching assistants support CIC in lessons as needed and as agreed with pupils.	Additional support is targeted to support CIC both within lessons and during breaks/lunchtimes.	Support is provided both in lessons and outside of lessons. School have a mentoring scheme for CIC to increase aspirations and where appropriate improve behaviour. The school follows it's gifted and talented policy	
3.		**Behaviour and Safety**			
	3.1.	No special consideration is given to CIC when on the verge of receiving fixed term exclusions. Fixed term exclusion s follow published guidelines.	Fixed term exclusions are discouraged with internal exclusions used as an alternative for CIC.	The school has a no exclusion policy for CIC. There are effective systems in place to ensure internal exclusions including remedial work to avoid future exclusions after prior consultation with the Virtual School.	
	3.2.	The school uses short term reduced timetables as strategy to re-engage CIC in full time education (25 hours) or on alternative programmes (KS4).	Bespoke curriculum programmes are available to support CIC.	Schools can provide a bespoke programme for CIC including mentors or a 'nurture' group environment.	
	3.3.	The school is aware that CIC have frequent, sudden moves	When a CIC moves placement there are effective administrative	The school initiates, as a matter of good practice, a transition	

	in their lives. Transference of information is carried out promptly.	procedures to enable a smooth transition of information which lessens the impact of the move.	meeting between all agencies and if possible the receiving school when a CIC moves placement/school. School ensures they receive a receipt of documentation forwarded on.	
3.4.	Behaviour management policies are applied fairly recognising the needs of CIC and keeping relevant parties informed.	The school has systems in place for early identification of emotional and behavioural issues and has well-resourced interventions in the school/ setting.	The school acts promptly where a CIC's behaviour is likely to lead to exclusion, contacts the CIC's Social Worker, Foster Carers, Virtual School and brings a PEP agreement forward with Social Workers.	
3.5.	The Designated Teacher is aware of other agencies involved with CIC and has a register containing names of other professions and their roles with regard to CIC within the school.	The Designated Teacher attends multi-agency meetings, including PEPs and CIC reviews, on a regular basis with regard to CIC within the school.	The Designated Teacher identifies pupils with complex needs and has clear plans, tracking and case studies in place. The evaluation of these informs future practice.	
3.6.	The school is aware of the care arrangements of the CIC and immediately establishes a link with the carer/parent or Key Worker for the child.	The school, as part of its practices, arranges a meeting with the carer, Key Worker and Social Worker to establish a network of support for the CIC.	The school ensures the child; carer and any other relevant parties are involved in a full induction programme which is an integral part of the school's practices. The Induction Programme is seen as good practice in the County.	
4.	**Achievements**			
4.1.	School and the Designated Teacher are aware of the	School use the Pupil Premium funding to target the progress of	School publish examples of the impact on the school website and	

		sums of money the school receives through the Pupil Premium for all CIC.	individual CIC. There is evidence of improving attainment trends based on prior assessment.	have evidence of the impact on all children, which is shared with Governors.	
4.2		School consider all available information on a child at the time of admission, including previous schools, care arrangements and levels.	Wherever possible school use all available information on a CIC prior to admission and arrange for a number of visits before transfer.	School have a bespoke induction and admission process for CIC and that re-assures the CIC they will be welcomed and safeguarding concerns are well covered with appropriate RISK assessments in place.	
4.3		The school contributes appropriate targets to the Personal Education Plan (PEP)	School understands individual CIC well and advises the Social Worker/ Virtual School on targets to further improve performance.	All CIC in school have an up to date PEP that young people have contributed to which shows current levels of attainment and rigorous targets for improvement.	
4.4		School actively celebrate the achievements of CIC	School actively celebrate the achievements of CIC and promote the belief to CIC they can do well.	School actively celebrate the achievements of CIC and have numerous strategies to ensure CIC believe that they can be successful in school.	
4.5.		CIC are part of the school reward system.	The school has begun to establish reward systems for CIC and vulnerable groups.	Based on individual needs of CIC the school has a reward system for CIC.	
4.6.		Tracking and monitoring of CIC's attendance is in line with all pupils.	Systems are in place to track and monitor attendance of CIC to improve attendance.	Systems are in place to track and monitor attendance of CIC and intervention strategies employed to improve attendance further.	
4.7.		CIC are tracked alongside all pupils for progress and attainment.	Individuals and cohorts of CIC are tracked and levels of attainment and point's progress are known and compared to all pupils. The aim being to narrow the gap.	Individuals and CIC cohorts are tracked. Attainment and progress is analysed by the SLT and reported to the Governing Body. There is evidence of	

		Attainment is recorded on PEP and termly sent to the Virtual School.	strategies to narrow the gap with all pupils. Termly tracking is forwarded to the Virtual School.	
4.8.	School uses Individual Education Plans, Provision Map and Behaviour Plans to target CIC progress.	All relevant staff have received training on setting achievement targets for vulnerable groups.	All staff have received training on the impact on learning of being in care including work on attachments.	