

NAVSH Quality Standards Framework

A Framework for Evaluating the Effectiveness of the School's Provision for Children in Care (CIC/CLA/LAC)*

School/Setting:						
Date completed:			By Whom:			Review date:
Number of LA CiC:		Number of OOC CiC:		LAs placing CiC:		PPP spend for CiC in school:
1. Outcomes for Children						
	Guidance to schools	Indicator of Good Practice	Not Yet Achieved	Partially Achieved	Fully Achieved	Evidence and comments for achievement of pupils
1.1	CIC are supported to achieve in line with their peers making progress over time appropriate to their starting point	Across the last 3 years CIC have consistently made expected progress and often make better than expected progress				
		Across the last 3 years the gap between CIC progress and attainment to those of their age appropriate peers in school has reduced				
1.2	The school has a culture of high aspiration and nurture for CIC	All CIC contribute to the PEP in appropriate ways. Older children describe their aspirations for their future by suggesting ways to boost their achievements.				

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		Across a 3 year period the proportion of CIC moving from Year 11 into EET is at least as high as for non-CIC pupils				
1.3	The school sets appropriately challenging grade/level targets for individual CIC	CIC know their grade/level targets and can describe how they are doing against them as well as actions they need to take to achieve them.				
<p>RED AMBER GREEN</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>		1. Outcomes for Children: Summary statement and areas for development**:				
2. Personal Development, Behaviour and Welfare						
	Guidance to schools	Indicator of Good Practice	Not Yet Achieved	Partially Achieved	Fully Achieved	Evidence and comments for personal development, behaviour and welfare
Safeguarding 2.1	All School staff understands the particular safeguarding risks	The Named Governor reviews issues related to the behaviour and safety of CIC,				

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	that can accompany CIC status and acts to minimise them, recognising that the safest place for a child during the school day is in school	each term.				
Exclusion (See Notes 1 & 2) 2.2	When considering exclusion, the Head teacher and the Governing Body must have regard to the Secretary of State’s guidance on exclusion.	Where a fixed term exclusion cannot be avoided ‘1 st day provision’ is provided to ensure there is no break in learning for the CIC.				
	School understands the particular impact exclusion can have on CIC care placements and considers permanent exclusion only as a very last	Across a 3 year period fixed term exclusion rates for CIC are similar or less than those for non-CIC pupils				
		School always has a conversation with the VSH/local authority before issuing an exclusion for a CIC				

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	resort. The school is consistent in its approach and endeavours to treat the CIC the same as all their peers but with discrete <u>flexibility</u> where necessary	Across a 3 year period no CIC has been permanently excluded from the school				
		School is aware of all internal exclusions and does not use this for CIC.				
Attendance 2.3	Given the particular safeguarding risks that can accompany CIC status, school understands that the safest place for a CIC to be is in school and acts swiftly to minimise absence	Across a 3 year period attendance rates for CIC are similar or better to those for non-CIC pupils				
		Any requests for 'holidays' in term time are signed off by the VSH as well as the school Head				
		Attendance at alternative education provision is robustly monitored.				
		All CIC in receipt of 25 hrs in a registered alternative provision with appropriate				

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		safeguarding checks				
Admissions (See Note 4) 2.4	Schools adopt statutory admissions criteria and the ethos of the school welcomes CIC throughout the school year, and their admission is prioritised (e.g. they are at the head of any oversubscription criteria)	<p>The school has 7 working days to agree to admit a CIC. The school swiftly admits CIC, within 20 working days of their offer of a place;</p> <ul style="list-style-type: none"> • who have been excluded from other schools • who have exhibited challenging behaviour • any CIC who requires a placement <p>so that the risk of a break in education or placement breakdown is minimised.</p>				
2.5	The DT understands the importance of obtaining relevant information and liaises with school staff and relevant agencies/services as soon as the school is named for the CIC.	School staff are alert to the needs of the CIC and respond positively to any initial difficulties.				
		CIC is aware of the named person to contact from day 1 in school				

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	Placement should take place within 20 working days of the child becoming Looked After	Carers receive daily updates during the CIC's first 4 weeks at the school (and these updates continue as necessary)				
		The new CIC receives positive, appropriate and friendly peer group support				
<p>RED AMBER GREEN</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>		<p>2. Personal Development, Behaviour and Welfare: Summary statement and areas of development**:</p>				
<p>3. Quality of Teaching, Learning and Assessment</p>						
	Guidance to schools	Indicator of Good Practice	Not Yet Achieved	Partially Achieved	Fully Achieved	Evidence and comments for Quality of teaching, Learning and assessment
Teaching & Learning	The school understands the needs of the individual CIC on roll and	CIC are mostly taught by qualified teachers judged 'good' by the school and no CIC is taught by an				

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3.1	personalises the learning offer to meet those needs	'inadequate' teacher or spends a disproportionate amount of their time with unqualified staff				
		Any alternative provision is planned as part of a PEP review and the school ensure there is continuity of existing programmes of study which lead to accredited qualifications (including GCSE in core subjects) and any provision is quality assured by them.				
		School has prioritised training to meet the needs of CIC, for example Trauma and Attachment.				
		CIC are well represented on study support or similar programmes as well as in 'Extra-curricular' activities and the school's charging policy is sympathetic to the needs and home situation of				

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		CIC.				
Individual needs (including SEND) 3.2	All maintained schools, academies and special schools must have a SENCO (Special Educational Needs Coordinator) in place who is a qualified teacher	Across a 3 year period CIC with an EHC Plan (or legacy statement of SEN and/or SEN support plan) make appropriate progress and achieve the outcomes described in the plan.				
		Across a 3 year period all CIC with an EHC Plan (or legacy Statement of SEN and/or SEN support plan) progress into EET				
3.3	All maintained schools, academies and special schools are required to follow the Code of practice for SEND &/or respond appropriately to the SEND reform agenda.	The Care Review and Annual EHC Review cycle are aligned so that the PEP process can make a positive contribution to reviews of the EHC Plan.				

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3.4	The Governing Body are aware of issues related to those CIC with SEND (see Note 5)	The Named Governor for CIC meets the DT, the SENCO, and the named SEND Governor, at least annually to discuss how their collaboration can support CIC outcomes and to resolve any issues arising from their overlapping responsibilities.				
		The DT produces an annual report to the governing body which has a formal review.				

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<p>Personal Education planning</p> <p>3.5</p>	<p>School and the Local Authority (LA) which looks after the child have a shared responsibility for helping CIC to enjoy and achieve in learning.</p> <p>They should work together in partnership (with other agencies as necessary) to fulfil this responsibility.</p> <p>The DT has a lead responsibility for the development and implementation of the PEP within school</p> <p><i>(See Note 3)</i></p>	<p>The DT regularly reports trends in CIC attainment, progress, behaviour and attendance and compares them to those of non-CIC peers, in their report(s) to governors.</p> <p>Nb- As a minimum, annual reporting; good practice termly.</p>				
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		Schools invite all professionals named on EHCP to reviews				
3.6	<p>DT knows how the PEP fits into the wider care planning duties of the LA which has responsibility for the CIC and the statutory timescales for PEP completion.</p> <p>DT has an overview of arrangements for individual PEP meetings and understands their role in them.</p>	The school’s view is represented at Care Review and the DT responds appropriately to requests from the IRO				
		The DT monitors progress against PEP targets between PEP meetings and is proactive in calling for early reviews of the PEP where there is a risk of targets not being met.				

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3.7	<p>The PEP meeting should include: the child’s Social Worker (SW); the carer; the DT and (where relevant, other school staff and representatives of any agencies/ services working with the child).</p>	<p>The child knows who the DT is and how to access their support.</p>				
	<p>The voice of the child should also be heard at the PEP meeting</p>	<p>The school successfully encourages the child to contribute to the PEP meeting either in person or by other means. Their contributions indicate that they feel supported in their learning and are positive about school.</p>				

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3.8	The PEP should set high expectations for rapid progress and put in place the additional support the CIC needs in order to succeed. It is part of the overall LA care plan but also forms a record of the child’s educational achievements and participation	The DT is empowered to act on behalf of the school when agreeing targets, and the actions planned & resource deployment necessary to support their achievement.				
		Progress towards meeting targets is reviewed regularly rather than only immediately before the next PEP meeting so that PEP completion is part of a cycle of planning that responds to the changing needs of the child, their attainment, and progress				
		CIC voice evidences self involvement in PEPs and positive impact.				

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3.9	Pupil Premium Plus (PP+) provides a resource to support the progress a child with needs beyond that which a school would normally be able to meet from within its delegated budget.	The PP+ budget is managed by the DT who ensures it has an impact on the attainment and progress of CIC on the school roll.				
<p>RED AMBER GREEN</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>		<p>3. Quality of Teaching, Learning and Assessment: Summary statement and areas of development**:</p>				
<p>4. Effectiveness of Leadership & Management</p>						
	Guidance to schools	Indicator of Good Practice	Not Yet Achieved	Partially Achieved	Fully Achieved	Evidence and comments on leadership and management
The role of the Governing Body 4.1	The Governing Body fully understand their statutory duties and ensure they are delivered effectively (see Notes 6 & 7)	The Governing Body has a named Governor for CIC who has undertaken training to improve their understanding of the issues affecting CIC, and uses that understanding				

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		to advocate for CIC.				
	School policies must not, in any way, discriminate against CIC	The named Governor for CIC influences school policies and their implementation as part of the their advocacy role on behalf of CIC				
4.2	Resources are allocated to support the DT to carry out their role effectively, ensuring they undertake up-to-date training to support CICs effectively e.g. attachment (See Notes 7 & 8)	The named Governor for CIC ensures that the views and the professional advice of the DT are taken into account when resources are allocated.				

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4.3	As a minimum the governing body considers an annual report from the DT which contains information relating to the CIC on roll (see Note 9)	The named Governor for CIC meets with the DT each term and keeps the governing body informed about provision for, and attainment and progress of, CIC and the impact that any devolved PP+ funding is having on their progress				
		The named Governor for CIC is involved in the monitoring of the impact of the plan on CIC attainment and progress.				
The leadership of the Designated Teacher (DT) (See Note 10) 4.4	The Governing Body has identified a named Designated Teacher for Looked After Children (see Note 11)	A named, and trained, member of the Senior Leadership Team (SLT) is responsible for fulfilling the duties of the Designated Teacher (DT) and advocates on behalf of CIC.				

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<p>4.5</p>	<p>The Head Teacher, supported by the DT, ensures NICE Guidelines for Attachment are fully implemented in school.</p> <p>The DT should have the lead responsibility for helping school staff understand the things which affect how CIC learn and achieve and appreciates the importance of showing sensitivity about who else knows about the CIC status.</p> <p><i>(see Notes 8, 12 & 13)</i></p>	<p>The DT liaises with VS regarding the implementation of National Institute for Health and Care Excellence (NICE) Guidelines.</p> <p>The DT has separate VS Contact details for each CiC on their school role.</p>				
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		School staff access up-to-date training provided by the DT, supported by other agencies/services/professionals, on the specific needs of CIC (including the impact of early loss and trauma on their emotional health and well-being) and how they can best be addressed which has an impact on the progress of CIC				
4.6	DT understands the importance of seeing CIC as individuals rather than as a homogeneous group and ensures they are treated no differently from their peers in public, while recognising their needs in private.	Pupil Premium impact is recorded on school website without viewer being able to identify individuals.				

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Partnership working <i>See Note 14</i> 4.7	DT is the known key point of contact for carers and outside agencies in support of CIC.	The DT is empowered by the school to act on their own initiative in addressing the needs of CIC and in working with outside agencies and/or carers.				
4.8	The school understands that they have an obligation to ensure they provide accurate and up-to-date information on the CIC to any new school the child is moving to.	There is direct contact between the DT of the ‘old’ school and the DT in the ‘new’ school prior to the child moving. <i>Visit-Transition activity</i>				
4.9	Policies are in place within school that encourage working with carers. The DT takes the lead and facilitates implementation.	Contact with carers is proactive and builds a positive working relationship rather than one driven by ‘emergencies’.				
4.10	Those who need to know (e.g. CiC’s teacher/SLT and	The attendance of carers/other relevant adults at parent/carers				

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	school admin) have an understanding of the implication of care status on Parental Responsibility (PR) (See Note 15).	information/consultation meetings etc. is recorded by the school and, where adult attendance is poor, the DT informs the VSH.				
4.11	The DT understands the role of the VSH and how they can work together to ensure CIC reach their educational potential.	The DT responds swiftly to requests for information from the VSH and keeps them fully involved about progress of CiC.				
4.12	School is aware of the external support that is available and how to access it.	The schools relationships with other agencies/professionals is pro-active, anticipating need before it becomes critical.				
4.13	All CIC are required to have an SDQ.	School is aware and completes a SDQ. This is shared with the Social Worker.				

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		School uses SDQs to inform PEP targets and mentors impact.				
Transitions 4.14	Early loss and trauma can make transitions particularly difficult for CIC, therefore the VSH should be contacted where a CIC has an “in year” change of school (See <i>Note 16</i>).	Across the last 3 years CIC have made good progress in the term following their transition.				
		Children’s contribution to their first PEP in the school reflects their smooth integration.				
4.15	Early Years to Reception School considers any request for deferred entry to full time education for	Professionals report the CIC is demonstrating behaviours that indicate they feel safe and secure following the transition.				

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	reception aged children with a summer birthday(See Note 17)					
4.16	<p>Primary to Secondary Education</p> <p>Every child must have a secondary school place allocated irrespective of whether they are CiC or not.</p>	Any specific learning support is in place prior to the first day in the new Secondary School.				
4.17	<p>Secondary to post 16 education</p> <p>(See Note 18) For schools, and for colleges, with a Sixth Form, Post 16 PEPs continue until 18.</p>	The Last Year 11 PEP/Pathway Plan records future ambitions and aspirations, together with potential placements.				

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		The school actively supports CIC through any interview process for post-16 EET. Schools/colleges support CIC 16-18 PEPs.					
RED <input type="checkbox"/>		AMBER <input type="checkbox"/>		GREEN <input type="checkbox"/>			4. Effectiveness of Leadership and Management: Summary statement and areas of development**:

OVERALL RAG: The effectiveness of the school’s provision for CIC	RED	AMBER	GREEN
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In coming to a view of effectiveness under Sections 1, 2, 3 and 4 it is important to take into account the spread of good practice/areas of development against the indicators when arriving at an overall RAG rating.

*Some Local Authorities use the term Children in Care (CiC) others use Children Looked After (CLA) or Looked After Children (LAC) for the purpose of this document we will use CiC.

** Use your summary statements and identified areas of development to inform your related NAVSH Quality Standards Framework Action Plan

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Note 1: Exclusion from maintained schools, academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion, 2012 page 6 para 22

Note 2: Promoting the Educational Achievement of Looked After Children - Statutory Guidance for Local Authorities 2014 page 13 paras 27 –28

Note 3: Promoting the education of looked after children - Statutory guidance for local authorities, July 2014

Note 4: Department for Education, School Admissions Code, Feb 2012, Page 9 para 1.7 and page 27 para 3.19

Note 5: Supporting Looked After Learners - A Practical Guide for School Governors, 2006, pages 26 – 27

Note 6: Children and Young Persons Act 2008

Note 7: The Role & Responsibilities of the designated teacher for looked after children - statutory guidance for school governing bodies, 2009, page 6 paras 1.2 & 1.5

Note 8: Children & Young Persons Act, 2008, Section 20 (2)

Note 9: The Role & Responsibilities of the designated teacher for looked after children - Statutory guidance for school governing bodies, 2009, page 9 para 2.10

Note 10: The Role & Responsibilities of the designated teacher for looked after children - Statutory guidance for school governing bodies, 2009, pages 13–17, para 4.1 – 4.7

Note 11: The Role & Responsibilities of the designated teacher for looked after children - statutory guidance for school governing bodies, 2009, page 6 paras 1.2 & 1.5

Note 12: The Role & Responsibilities of the designated teacher for looked after children” Statutory guidance for school governing bodies, 2009, page 6 para 1.3 & Chapter

Note 13: The Role of the Governing Body, page 8, paras 2.4 & 2.5

Note 14: The LA have a duty under the Children Act 1989 to promote the Educational achievement of the children they look after. They must give particular consideration to the implications of any decision about the child's care which has implications for his/her education.

Note 15: The Role & Responsibilities of the designated teacher for looked after children - Statutory guidance for school governing bodies, 2009, pages 29 – 30

Note 16: Promoting the education of looked after children – statutory guidance for local authorities, July 2014, Page 7, Para 7

Note 17: Advice on the Education of Summer Born Children, July 2013

Note 18: Promoting the Educational Achievement of Looked After Children - Statutory Guidance for Local Authorities, 2014, pages 17-18, para 45-46