**Exemplary Practice for EYFS Children in Care**

**This document should be used alongside the following:**

* [Statutory Framework for EYFS 2017 Early Years Inspection Handbook April 2017](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)
* [Ofsted School Inspection Handbook](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015)
* [Tackling Educational Disadvantage: A Toolkit for Essex Schools](https://schools-secure.essex.gov.uk/pupils/pupil-premium/Pages/default.aspx)
* [Development Matters in the Early Years Foundation Stage](http://dnn.essex.gov.uk/Portals/49/Documents/EYFS/EYFS%20DevelopmentMatters.pdf)
* [Top Tips for Early Years Pupil Premium (EYPP)](http://dnn.essex.gov.uk/Portals/49/Documents/FUNDING/EYPP/Top_Ten_Tips_EYPP_2016.pdf)

| **Areas to consider about your school** | **Supporting Evidence** | **Actions you have identified** | **Date actions need to be completed** |
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| **Leadership and Management** |  |  |  |
| Are policies in place that promote high expectations for all children including vulnerable groups?  Do policies refer to children in care as a vulnerable group? |  |  |  |
| Is there a separate policy for children in care, which shows how the school supports children, how progress is monitored, how EYPP/PP is allocated and monitored and how the school works in partnership with external agencies? |  |  |  |
| Do policies show an understanding that children in care and their carers may have different needs? |  |  |  |
| How are the policies shared with the whole staff team to ensure that all practitioners understand their responsibilities and the needs of children in care? |  |  |  |
| Is the use of EYPP/PP and its effectiveness for individual children in care tracked regularly? How is this information used to continue to inform progress for children in care? |  |  |  |
| **Designated Teacher for Children in Care** |  |  |  |
| Is there a named designated teacher for children in care? |  |  |  |
| Does the designated teacher for children in care understand their statutory responsibilities for children in care?  Is the role discussed at supervision meetings and appraisal? |  |  |  |
| Does the designated teacher for children in care complete the PEP 1 within 3 weeks of the child in care starting at the school/within 3 weeks of the start of each term? |  |  |  |
| Does the PEP1 detail progress towards meeting current educational and emotional wellbeing targets? |  |  |  |
| Does the early years provision provide high quality teaching and learning, which supports the individual needs of the child in care?  How is this monitored by the designated teacher? |  |  |  |
| Does the designated teacher understand how the impact on the child of being in care and/or trauma can contribute to their learning and emotional needs?  [Virtual School web page](http://schools.essex.gov.uk/pupils/essex_virtual_school/pages/early-years.aspx) |  |  |  |
| Does the designated teacher understand that children in care are at risk of under attainment, and do they have a good understanding of how to ensure that progress is accelerated? |  |  |  |
| How does the designated teacher share their knowledge of working with children in care with the whole staff team? |  |  |  |
| How does the designated teacher support the role of the keyperson, to ensure that learning and care meets individual needs? |  |  |  |
| Has the designated teacher for children in care accessed any specific training or reading or research to support them in their role?  Do they know how to access support from the [Virtual School](http://schools.essex.gov.uk/pupils/essex_virtual_school/pages/early-years.aspx)? |  |  |  |
| Are records kept confidentially within the school? |  |  |  |
| **Transition** |  |  |  |
| Do you have effective induction arrangements for children in care starting at your school?   * Welcome packs * Admission form/home visit format that allows carers to tell you everything they want you to know about the child * Flexible/staggered start times and individual settling programmes * Review each child’s settling regularly with carers and their key person. |  |  |  |
| Is admission for children in care planned with both carers and social worker in order that information is obtained about the needs of the child? |  |  |  |
| Is PEP1 completed within 3 weeks of the child starting at the setting, to ensure that gaps are identified and the EYPP/PP is targeted appropriately? |  |  |  |
| Is transition between classes ie Nursery to Reception planned effectively for the child in care?  Is relevant information transferred promptly?  Does the key person move with the child, if not how is a new key person introduced to ensure the child in care is fully supported? |  |  |  |
| Do you enable the child in care to explore starting school by:   * Providing school uniform in the role play area * Sharing books about starting school/ moving settings * Making and sharing a photo book with photos of the new setting and people there, including the new key person * Providing a copy of photo book for the child to share at home. |  |  |  |
| **Moving to another school**. |  |  |  |
| Is planning for transition done together with the child’s PEP and with the carers, social worker and next school? |  |  |  |
| Is transition planned to allow plenty of time for additional visits to the school? |  |  |  |
| Is the child’s key person able to visit the school with the child in care? |  |  |  |
| **Teaching and Learning** |  |  |  |
| Is teaching of high quality? |  |  |  |
| Do practitioners use questions skilfully and listen perceptively to children during activities in order to re-shape activities and give children explanations that improve their learning? |  |  |  |
| Do practitioners teach the basics well and support the child in care to learn the communication and language skills and develop the physical, personal, social and emotional skills he/she needs for the next steps in their learning? |  |  |  |
| Are early literacy skills and mathematical development promoted effectively to ensure that child in care is able to make good progress? |  |  |  |
| Do you have a dedicated time each day focussed on communication and language?  Does your continuous provision give opportunities for the child in care to develop their communication and language? |  |  |  |
| Do you monitor the teaching within your setting to ensure that practitioners are considering the individual needs, interests, and stage of development of the child in care, and have used this information to plan a challenging and enjoyable experience for him/her in all of the areas of learning and development? |  |  |  |
| Are on-entry asessments completed within the first 3 weeks of child in care starting at the school? |  |  |  |
| How are carers involved in on-entry assessment? |  |  |  |
| Are robust observation, assessment and  planning systems in place?  Are assessments based on observations and are these observations used to identify learning priorities and plan relevant and appropriate learning opportunities for child in care? |  |  |  |
| Are practitioners able to identify the gaps in learning for a child in care and identify what needs to be put in place to close those gaps?  Is this information shared with carers? |  |  |  |
| Are practitioners able to identify the child in care who is developing well and may need more challenge to support and extend their learning? |  |  |  |
| Does tracking show that the child in care is making rapid progress? |  |  |  |
| Does tracking show that gaps are closing between the child in care and the rest? |  |  |  |
| Is the use of EYPP/PP monitored to ensure that it has been used effectively to close the gaps and accelerate learning for the child in care? |  |  |  |
| **Working in Partnership** |  |  |  |
| Does the designated teacher for the child in care work in partnership with carers, social workers, the virtual school and other outside agencies to ensure that the child in care is supported and makes good progress? |  |  |  |
| Is information shared with other professionals as neccessary? |  |  |  |
| Is the Designated teacherfor Children in Care prepared for all PEP meetings? |  |  |  |
| **Personal Education Plan**  **(PEP1)** |  |  |  |
| Is the PEP1 form completed within the first 3 weeks of term or the child starting at the school? |  |  |  |
| Is the PEP1 form completed in full and does it give a detailed picture of the child’s development and identify the next steps in their learning? |  |  |  |
| Are next steps appropriate and match the child’s stage of development? |  |  |  |
| Is the PP used appropriately to target identified next steps, thus closing the gap and accelerating learning? |  |  |  |
| When completing subsequent PEP1 forms, is it evident that the child in care has made progress? |  |  |  |
| Is the child’s voice recorded on the PEP1? |  |  |  |
| **Inclusion** |  |  |  |
| **Behaviour**  Does the school have a behaviour policy?  Is this policy followed consistently by all practitioners in the school?  Does the designated teacher monitor and explore why challenging behaviour is occurring?  Does the PEP 1 record appropriate strategies to be followed?  Does the school seek support from the virtual school if behaviour is a concern?  Is the designated teacher confident to request that the PEP meeting is brought forward if behaviour is becoming an issue? |  |  |  |
| **Supporting children’s emotional health and wellbeing?**  Does the designated teacher monitor the emotional health of the child in care?  Are appropriate strategies in place to support the child’s emotional health and wellbeing?  Are the strategies monitored by the designated teacher to ensure that the child’s needs are met?  Is CPD accessed to support practitioners’ knowledge and confidence in supporting children’s emotional health and wellbeing? |  |  |  |
| **SEND**  Have you got a trained SENCO in place?  Does the school have a SEND policy and is this understood by all practitioners?  Do you ensure that children in care with special educational needs or disabilities are supported appropriately and are making progress?  Do the SENCO, designated person, key person and carers work in partnership to ensure the needs of the child are met? |  |  |  |
| **English as an additional language (EAL)**  Have staff attended training on supporting children with EAL?  Is first language valued within the school?  Is the child in care’s ethnicity reflected within the school?  Does information displayed within the school reflect the range of languages spoken?  How do you ensure that children with English as an additional language are making progress in their communication skills? |  |  |  |