**Exemplary Practice for EYFS Children in Care (CiC), Previously looked After Children (PLAC), and Children with a Social Worker (CwSW)**

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

* [Statutory Framework for the EYFS](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Early Years Inspection Handbook](https://www.gov.uk/government/publications/early-years-inspection-handbook-eif)
* [School inspection handbook](https://www.gov.uk/government/publications/school-inspection-handbook-eif)
* [Tackling Educational Disadvantage: A Toolkit for Essex Schools](https://schools-secure.essex.gov.uk/pupils/pupil-premium/Pages/default.aspx)
* [Development Matters Guidance](https://www.gov.uk/government/publications/development-matters--2)
* [Top Tips for Early Years Pupil Premium (EYPP)](http://dnn.essex.gov.uk/Portals/49/Documents/FUNDING/EYPP/Top_Ten_Tips_EYPP_2016.pdf)
* [Trauma Perceptive Practice](https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH---Trauma-Perceptive-Practice.aspx)

| **Areas to consider about your school/setting** | **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 CIC, PLAC and CwSW as a vulnerable group? |  |  |  |
| Is there a separate policy for CIC, PLAC and CwSW 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 CIC, PLAC and CwSW their carers/parents 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 CIC, PLAC and CwSW? |  |  |  |
| 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 CIC and PLAC? |  |  |  |
| **Designated Teacher for CIC and PLAC** |  |  |  |
| Is there a named designated teacher for CIC and PLAC? |  |  |  |
| Does the designated teacher for CIC and PLAC understand their statutory responsibilities?  Is the role discussed at supervision meetings and appraisal? |  |  |  |
| Does the Designated Teacher understand how to complete and submit the PEP and how to access Welfare Call? |  |  |  |
| Does the designated teacher for childrenin carecomplete the PEP within 4 weeks of the child in care starting at the school?  Thereafter is the PEP completed in accordance with the Virtual School submission deadline? |  |  |  |
| Does the early years provision provide high quality teaching and learning, which supports the individual needs of the CIC and PLAC? How is this monitored by the designated teacher? |  |  |  |
| Does the designated teacher have an understanding of trauma informed practice and how trauma can impact the learning and emotional needs of CIC and PLAC? |  |  |  |
| Does the designated teacher have a good understanding of how to ensure that progress is accelerated? |  |  |  |
| How does the designated teacher sensitively share their knowledge of working with CIC and PLAC with the whole staff team? E.g. is there a team around the child approach embedded into their practice? |  |  |  |
| 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, reading or research to support them in their role?  Do they know how to access support from the Virtual School? <https://schools.essex.gov.uk/pupils/Essex_Virtual_School/Pages/default.aspx> |  |  |  |
| How does the designated teacher ensure confidentiality of pupil records in school? |  |  |  |
| **Transition** |  |  |  |
| What are your induction arrangements for CIC, PLAC and CWSW starting at your school to ensure an effective transition?   * 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 and children with a social worker planned with both carers/parents and social worker so that information is obtained about the needs of the child? |  |  |  |
| What assessments take place when a new child starts at your setting so that the designated teacher can successfully complete the PEP and ensure that gaps are identified and the EYPP+/PP+ is targeted appropriately? |  |  |  |
| How is transition between classes i.e. Nursery to Reception planned effectively for the CIC, PLAC and CWSW? E.g. information is transferred promptly.  Does the key person move with the CIC, PLAC and CWSW, if not how is a new key person introduced to ensure they are fully supported? |  |  |  |
| What strategies do you use with your CIC, PLAC and CWSW to ensure a smooth transition into school for them?  E.g.   * 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 additional visits to the school as appropriate to the individual child? |  |  |  |
| Is the child’s key person able to attend the transition visits with child in care and previously looked after children? |  |  |  |
| **Teaching and Learning** |  |  |  |
| How does the designated teacher ensure that children are receiving high quality teaching? |  |  |  |
| Do practitioners listen and ask questions skilfully in order to re-shape activities and give children explanations that improve their learning? |  |  |  |
| Do practitioners teach the basics well and support children to learn 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 children are able to make good progress? |  |  |  |
| Does your continuous provision give opportunities for children to develop their communication and language? E.g. Do you have a dedicated time each day focussed on communication and language? |  |  |  |
| How is teaching monitored to ensure that practitioners are addressing individual needs, interests, and stage of development of children and have used this information to plan a challenging and enjoyable experience 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 children? |  |  |  |
| Are practitioners able to identify the gaps in learning for children to identify what needs to be put in place to close those gaps?  Is this information shared with carers? |  |  |  |
| Does tracking show that children are making rapid progress? |  |  |  |
| Are practitioners able to identify who is developing well and may need more challenge to support and extend their learning? |  |  |  |
| Does tracking show that gaps are closing between children in care, previously looked after children, children with a social worker and the main cohort? |  |  |  |
| Is the use of EYPP+/PP+ monitored to ensure that it has been used effectively to close the gaps and accelerate learning for children in care and previously looked after children? |  |  |  |
| **Working in Partnership** |  |  |  |
| Does the designated teacher work in partnership with carers, social workers, the Virtual School and other outside agencies to ensure that children are supported and making good progress? |  |  |  |
| Is information shared with other professionals as neccessary? |  |  |  |
| How does the Designated teacher prepare for PEP meetings? |  |  |  |
| **Personal Education Plan**  **(PEP1)** |  |  |  |
| Is the PEP form completed termly? |  |  |  |
| Is the PEP form completed in full and does it give a detailed picture of the child’s development and identify the next steps in their learning?  Does the PEP detail progress towards meeting current educational and emotional wellbeing targets? |  |  |  |
| Are next steps appropriate and do they match the child’s stage of development? |  |  |  |
| Is the PP+ used appropriately to target identified next steps, thus closing the gap and accelerating learning? |  |  |  |
| Does the PEP form evidence that progress is being made. |  |  |  |
| Is the child’s voice recorded on the PEP? |  |  |  |
| **Inclusion** |  |  |  |
| **Behaviour**  Is your school or setting trauma informed? (TPP - Trauma Perceptive Practice)  Do you have a behaviour and relationships policy which is informed by Trauma Perceptive Practice?  Is this policy followed consistently by all practitioners and how do you know?  Does the designated teacher monitor and explore why dysregulated behaviour is occurring?  Does the PEP 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 needed. |  |  |  |
| **Supporting children’s emotional health and wellbeing?**  Does the designated teacher monitor the emotional health of the child in care and previously looked after children?  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, previously looked after children and children with a social worker who have special educational needs or disabilities are supported appropriately and are making progress?  Do the SENCO, designated teacher/practitioner, parents, 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 the child’s first language valued within the school?  Is the child in care’s and previously looked after children’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 with their communication skills? |  |  |  |