

CHILDREN in CARE - CHECKLIST FOR CHALLENGE!

This Checklist for Challenge is a supportive document to help audit and improve provision in Local Authorities (LAs) and in schools for Children in Care (CiC). It is designed with many different users in mind; within education Virtual School Heads, LA Able, Gifted & Talented (A,G&T) advisors, School Improvement Partners (SIPs), Looked After Children Education Support (LACES) teams, Designated Teachers (DTs) and G&T Lead Teachers; within social care Social Workers, Education Support Workers, Foster Carers and Reviewing Officers may find this document useful in their dialogue with schools.

Certainly everyone involved in the care, education and provision of CiC needs to consider the following key questions:

- **Are the child's needs really being met?**
- **What will provision achieve?**
- **How high are your expectations for Children in Care?**
- **Do you see through the behaviours and difficulties to the child and his/her true potential?**
- **Not 'How clever is the child?' but 'How is the child clever?'**
- **Is the long term impact of provision valued?**
- **CiC must have a voice. What part do they play in their own education?**

And in arriving at your answers, the question that then needs to be asked is: **'How do you know?'**

Local Authorities	GREEN	AMBER	RED
There is effective communication between Virtual School (VS) Heads, Able, Gifted & Talented advisors and VS School Improvement Partner.			
The VS and schools work together to identify and provide for A,G&T students.			
Every Personal Education Plan (PEP) includes the question 'Is the student A,G&T and if so, is he/she on the A,G&T register?'			
If the answer to this question is 'YES' – relevant information regarding identification and provision is recorded and reviewed.			
Each PEP states the DCSF definition of A,G&T including the phrase 'or with the potential to be'.			
The Local Authority / Virtual School support the provision of creative/alternative curriculum opportunities.			
The social worker/foster carer are informed if the student is on the A,G&T register.			
The use of Local Authority Quality Standards takes account of provision for CiC.			
All CiC receive appropriate one-to-one tuition which is monitored closely for impact.			
Additional funding for CiC is monitored to ensure best use of funding and impact.			

Schools	GREEN	AMBER	RED
The role of the Designated Teacher is given time and support within school.			
The Designated Teacher and other staff, including Teaching Assistants, have had specific training to develop their understanding of and support for the education of CiC.			
The school/Designated Teacher liaises closely with the Virtual School Heads and the Looked After Children Education Support Services (LACESS).			
The Designated Teacher attends all PEP meetings.			
The Designated Teacher and school staff understand the importance of the PEP for CiC.			
The Designated Teacher for CiC liaises with the Lead Teacher for A,G&T.			
The Lead Teacher A,G&T attends PEP meetings as required.			
Teaching Assistants attend the PEP meetings for children in care they support.			
The PEP is shared with all necessary agencies and key personnel within school.			
The Designated Teacher reports to Governors regarding CiC and A,G&T. (<i>Guidance suggests annual reports</i>)			
The school tracks progress very closely using a range of data including the Foundation Stage Profile and observation to ensure that provision is well matched.			
There is an identified member of staff with responsibility for chasing data/information from previous schools.			
The use of Institutional Quality Standards and Classroom Quality Standards for self-evaluation takes account of the progress of CiC.			
There is flexibility in the schools A,G&T identification/provision policy to allow for particular circumstances of CiC.			
Creative/alternative curriculum opportunities are offered (CiC can excel in these areas).			
Every CiC receives appropriate one-to-one tuition.			
CiC are represented on the School Council.			