**CLA/CSW Quality Assurance Audit (CLA/CSW QAA)**

**An audit tool for evaluating the effectiveness of a school/setting’s provision**

**for children/young people supported by Worcestershire Virtual School**

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| **School/setting:** |  |
| **Date:** |  |
| **Number of Worcestershire CLA on roll:** |  |
| **Number of CLA to other Local Authorities:** |  |
| **Number of PLAC on roll:** |  |
| **Number of CiN/CP on roll:** |  |
| **Name of Governor with responsibility for LAC/PLAC:** |  |

* Worcestershire Virtual School Website: [The Virtual School | Worcestershire County Council](https://www.worcestershire.gov.uk/virtualschool)
* DfE Guidance: ‘The designated teacher for looked after and previously looked-after children - Statutory guidance on their roles and Responsibilities’ Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk)

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| **In coming to a judgement under sections 1, 2, 3, 4 and 5:** | * If ALL indications of good practice are not evidenced as in place, then the judgement for that section must be Emerging (Red) * If ALL indicators of good practice are evidenced as in place, then the judgement under that heading is Secure (Amber) * If ALL the indicators of good practice are being delivered effectively and all are supported by strong evidence, then the judgement is Mastery (Green) |

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| **Name of Designated Teacher:** |  | | | | | |
| **Action 1 Management of the Role** | **Indicator of Good Practice** | **Emerging** | **Secure** | **Mastery** | **Action needed including Person responsible** | **Deadline** |
| The Designated Teacher is an appropriately qualified and experienced member of staff (hereafter referred to in this guidance as the DT) and undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school’s roll. | * DT is a member of SLT * DT provides leadership, advice and challenge which influences decisions about teaching and learning * DT works with school leaders to ensure policies and approaches reflect needs of LAC e.g., does the school charging policy, behaviour policy reflect the needs of CLA |  |  |  |  |  |
| The Designated Teacher attends and completes regular and appropriate training. | * DT attends all DT training sessions provided by VS * DT attends network/ champion meetings * DT disseminates training to school staff appropriately |  |  |  |  |  |
| The school’s approach on professional development for all staff in contact with vulnerable children means that-  Staff are suitably aware of the additional needs of children in care as outlined in the  [Statutory Guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf). | * School has attended the 10-day TIS diploma course (in county schools) organised by VS * DT is aware of the offers available from VS e.g., PACE/ use the Educational Psychologist Referral service * The SENCO works closely with the Designated Teacher to ensure accelerated progress |  |  | Date of training |  |  |
| Safeguarding procedures for sharing sensitive information about individual looked-after and previously looked-after children with relevant staff members is clear and effective.  School records with current addresses of carers, birth parents, social worker, etc. are monitored and reviewed.  If you require an up-to-date list of Looked After Children in the school who are in the Care of a Local Authority please email the relevant local authority. For Worcestershire: [virtualschool@worcschildrenfirst.org.uk](mailto:virtualschool@worcschildrenfirst.org.uk) | * **The school has an up-to-date list of Looked After Children in the school who are in the Care of a Local Authority** * List is subject to GDPR regulations * List is shared appropriately * List is updated by DT and monitored by a member of SLT every 3 months * Any queries are acted upon immediately by contacting Worcs VS |  |  |  |  |  |
| The Designated Teacher is involved in the process for pupils joining or leaving the school.  Transition of CLA is seen as a priority and given the status it deserves to ensure the children are part of a smooth and successful process.  The procedure for liaising with carers/residential children’s homes and social services – in particular the child’s social worker – ensures that the school has relevant information about a child’s care history.  Applications after the normal admission round are handled effectively.  Any barriers to the admission of looked-after and previously looked after children, particularly outside normal transition, are identified and plans to overcome them. | * Clear transition plans are in place and support to visit settings e.g., N to Rec, Rec to Y1, Key Stage transitions, secondary to college * The DT communicates with VS and transferring school’s DTappropriately when a student changes setting * School has clear procedures/ checklist for CLA pupils * School adopts statutory admissions criteria and the ethos of the school welcomes children in care for throughout the school year, and their admission is prioritised without delay * The arrangements for welcoming new looked-after and previously looked after pupils are robust, and they take into account that these children (perhaps arriving mid-term) may have additional support needs * The school ensures that new admissions are well supported by their peers * Safeguarding file is at the new setting within 5 working days * Children are supported with college visits and applications * Children are supported with sourcing work experience placements |  |  | Date of policy review |  |  |
| **Overall judgment for Action 1:**  **Green, Amber or Red** |  | | | | | |
| **Action 2 PEP Process** | **Indicator of Good Practice** | **Emerging** | **Secure** | **Mastery** | **Action needed including Person responsible** | **Deadline** |
| The Designated Teacher knows how to contact their Learning Advocate [Virtual School: Our team | Virtual School: Our team | Worcestershire County Council](https://www.worcestershire.gov.uk/info/20757/virtual_school/2175/our_team) | * Learning Advocate is named and contact details readily available to the DT * Keeping in Touch forms are used when appropriate * DT has evidence of communication with Learning Advocate between PEPs to provide updates when appropriate |  |  |  |  |  |
| Each Child in Care has an up-to-date, good quality PEP [Virtual School Personal Education Plan (PEP) | Virtual School Personal Education Plan (PEP) | Worcestershire County Council](https://www.worcestershire.gov.uk/info/20757/the_virtual_school/2296/virtual_school_personal_education_plan_pep) in place and there is an effective PEP meeting process in place.  The school assist local authorities with requests to provide data on attendance, attainment, suspensions and exclusions.  ***Note:*** *It is the responsibility of the Designated Teacher to ensure that the PEPs are of a high quality.* ***They need to be completed within 10 school days of the child coming into care and 20 days when joining a new school.*** *Please see link below for forms, guidance and further info:*  [The Virtual School | Worcestershire County Council](https://www.worcestershire.gov.uk/virtualschool) | * The PEP is completed prior to the meeting in time for Learning Advocate to review in preparation for the meeting * 1 PEP meeting is held every term. * VS organises the meetings at which the DT attends or sends a representative. * PEPs are monitored in school by the DT * Targets are SMART and personalised to the needs of the CLA * Progress and attainment data is updated in each PEP document |  |  |  |  |  |
| The PEP is focussed on education and has the right balance of challenge and support:  PEPs line up with other documents in the school, e.g., Education Health and Care Plans.  Further information & guidance is available via this link: [Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/)  ***Note:*** *the expectation is that Looked After Children will make at least as good progress as their peers.* | 1. All associated paperwork e.g., EHCPs, SEN IEPs, SaLT reports, Educational Psychologist reports are all uploaded to the PEP and are monitored for links and themes 2. PEP targets are reflective of the EHCP/ IEP/SaLT 3. EHCP reviews and PEP meetings are timetabled in together and VS is part of the organisation and attendance of these |  |  |  |  |  |
| The school develops strategies that encourage collaboration with other agencies and services, e.g., VSHs, social care, health professionals, CAMHS, school attendance services. | * All associated agencies attend the PEP meetings * The school records who is entitled to a looked-after child’s report, receives invitation to parents’ evenings and other school events * Carers are fully informed and involved in the planning for children in care. The attendance of carers at school events and meetings is tracked and where it is poor a plan is put in place to improve * Carers are given a named person, such as the DT, to contact if they have concerns |  |  |  |  |  |
| Staff are aware of how to ensure that the voice of the child is heard in meetings regardless of age or ability. | * Pupil voice is completed by someone who knows the pupil well * Pupil Voice is ongoing and captured readily and is a true reflection of the child’s thoughts and feelings * Pupil Voice is evident on every PEP and is reflected in targets and actions and therefore impact * SMART targets are discussed with the young person prior to the PEP and feedback provided to them following the PEP (if not attending) |  |  |  |  |  |
| **Overall judgment for Action 2:**  **Green, Amber or Red** |  | | | | | |

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| **Action 3 Progress and Attainment**  **The school can show that it closely monitors the following areas for all Looked After Children** | **Indicator of Good Practice** | **Emerging** | **Secure** | **Mastery** | **Action needed including Person responsible** | **Deadline** |
| The child’s achievements are communicated to the child, the child’s corporate parent, adoptive parents birth parents (where appropriate) and carer/guardian. | * These achievements are relayed to the child in an appropriate manner for the age and ability of the child |  |  |  |  |  |
| **Academic progress:**  CLA children are at least in line with expected progress.  The specific barriers to achievement facing looked-after and previously looked-after children are analysed, and the school takes action to remove them.  The school’s planning includes material on raising the attainment of looked after and previously looked-after children and personalises the targets to meet their needs. | * CLA are making at least expected progress in English and maths against their own baseline * CLA are expected to achieve ARE at the end of the key stage (or making expected progress towards EHCP targets for the end of the key stage) * Children in care are taught by qualified teachers who are judged ‘good’ by the school and no child in care is taught by an ‘inadequate’ teacher or spends more time with unqualified staff than their peers. CLA are placed in high sets wherever possible |  |  |  |  |  |
| **Children with SEND**  Ensure prompt identification of SEN of looked-after and previously looked-after children.  Carers of looked-after children are informed that the child has SEN and that they can get help from the SENDIASS.  Carers/social workers are involved in assessments and reviews.  Young people are involved in reviews and target setting.  The SENCO (where appropriate) is involved in PEP, care and, if applicable, ECH plan reviews. | **Children with SEND**   * Graduated Response approach is implemented * Minutes of meetings and reviews are kept to evidence involvement and impact * CLA attend meetings or their pupil voice is used to gather information on what is working well for them and the support they would like * PEP meetings include SENCo voice or attendance * EHCP and PEP meetings are held together in agreement and collaboration with the VS |  |  | Date of policy review |  |  |
| **Attendance:**  Attendance targets should be in line as those for all children.  The school understands that the safest place for a cared for child is to be in school and acts swiftly to minimise absence. | * CLA’s carers and previously looked-after children’s parents or guardians are contacted on the first day of any unexplained absence * CLA attendance is prioritised and liaison with designated EWO and Learning Advocate is evidenced if necessary * Any requests for holidays in term-time are signed off by the VSHT and the Head of Corporate Parenting |  |  | Date of policy review |  |  |
| **Wellbeing & Behaviour:**  The needs of looked-after children are considered in all health-promoting schemes.  School works with other agencies to support the child.  The school uses strategies to avoid suspension of looked-after and previously looked-after children. | * CLA are making at least expected progress with SEMH * CLA have a “safe place” and a named, trusted adult of their choosing to turn to * Behaviour and relationships policy provides effective support and allows reasonable adjustment for CLA * Staff have awareness and act on early potential signs of mental health problems and know who to highlight this to so potential concerns can be raised, and appropriate further assessment considered * Other agencies are working with the child, and they deliver the necessary support, e.g., educational or clinical psychology/CAMHS * The school ensures that initiatives such as lunchtime clubs and anti-bullying work include looked-after and previously looked-after children * Carers, parents and guardians are aware of the school’s anti-bullying policies * No CLA is suspended- where there is risk of suspension Virtual School is contacted prior to this |  |  | Date of policy review |  |  |
| **If a suspension occurs-**  When considering suspension, the head teacher and the governing body have regard to the Department for Education’s guidance on suspension.  [School suspensions and permanent exclusions - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-exclusion)  Where a looked-after child is at risk of suspension the PEP includes pastoral support provision. | **If a suspension occurs-**   * Trends in suspension rates of looked-after and previously looked-after children are identified and acted upon * All children who are suspended for more than 5 days need provision in place from the 6th day. For CLA this should be in place from the 1st day * The appeal process is fully explained to social workers, foster carers, residential social workers, parents and guardians when a looked-after or previously looked after child is excluded * Young people in care are encouraged to attend governors’ hearings which are reviewing their suspension * The reintegration arrangements for looked-after and previously looked-after children who have been suspended are clear and progressive * Any alternative provision is planned as part of a PEP review and is rigorously monitored and evaluated for quality. The school ensure that there is continuity of study which leads to success in external exams and qualifications |  |  |  |  |  |
| **The curriculum**  The curriculum offered to CLA is in line with school and national expectations, whilst taking into account the child’s personal needs and experiences.  A good baseline of information (informed by transfer of school records and thorough assessments) ensures that barriers to learning are quickly identified and actions are put in place to secure each pupil’s progress, | * The curriculum is broad and balanced and access to it is monitored regularly and for impact. * The citizenship and PHSE curricula take full account of including children whose experiences and understanding of ‘family’ may be different * Children in care are well represented in school council, extra-curricular activities and similar programmes |  |  | Date of review |  |  |
| **Careers, Education, Information, Advice and Guidance**  CEIAG is offered to all CLA from Year 7 onwards and is discussed and logged on and at the PEP. | * Strong focus on personalised careers guidance and opportunities * School implements all 7 Gatsby Benchmarks * School has a named strategic careers lead * Careers information and action planning is included as part of the PEP * Children are exposed to a wide number of careers through the curriculum, trips and visitors * Data on careers and exit strategies are recorded and monitored * Children are provided with sufficient ‘meaningful encounters’ with the world of work |  |  |  |  |  |
| **Overall judgment for Action 3:**  **Green, Amber or Red** |  | | | | | |

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| **Action 4 Pupil Premium Plus** | **Indicators of Good Practice** | **Emerging** | **Secure** | **Mastery** | **Action needed including Person responsible** | **Deadline** |
| Pupil Premium Plus for each Looked After Child is used to help raise standards of achievement and improve outcomes. Further info via link below: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings> | * PP+ is spent on closing the attainment gap with personalised academic support and / or SEMH needs * Spending is in line with the Virtual School PP+ Policy * PP+ discussed with Learning Advocate before implemented |  |  |  |  |  |
| Use and outcomes of Pupil Premium Plus for each CLA are monitored and impact evaluated with changes being made if needed. | * Impact is measured and shown on the PEP * The PEP is reviewed between meetings and targets monitored and adapted if necessary |  |  |  |  |  |
| Specific interventions, such as regular access to a learning mentor or one to-one tuition, help looked-after children succeed. | * DT leads the school tuition offer for CLA and refers CLA when appropriate * DT monitors the tuition and ensures that the subject covered is appropriate * DT ensures the tuition is having the right impact on the child |  |  |  |  |  |
| **Overall judgment for Action 4:**  **Green, Amber or Red** |  | | | | | |
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| **Action 5 Governance** | **Indicators of Good Practice** | **Emerging** | **Secure** | **Mastery** | **Action needed including Person responsible** | **Deadline** |
| Annual Report to Governors for Looked After Children is completed and presented. A copy of this Annual Report is sent to the Virtual School.  *The report template is available via this link:*  <https://new.devon.gov.uk/educationandfamilies/information-for-schools-and-settings> *(under Designated Teacher tab)* | * Governors are proactive in advocating for CLA and have an awareness of potential barriers to success * The named Governor for children we care for meet the DT, the SENCO and the named SEND Governor at least annually to ensure children in care are making accelerated progress and to resolve any issues arising from their overlapping responsibilities * The named Governor for children in care works with the DT and SLT to review and influence school policies and their implementation as part of their advocacy role on behalf of LAC * The annual report to governors is evaluative and considers the impact of provision on outcomes for children we care for. It includes attainment, progress, attendance and exclusions. The impact of PP+ spend is also evaluated |  |  |  |  |  |
| When Looked After Children attending the school do well (either academically or personally/socially) their hard work is celebrated in school and with appropriate stakeholders invited. | * Achievement celebrated within school and ideally with the Virtual School eg communication to VS informing them of the child’s progress and/ or success. |  |  |  |  |  |
| **Overall judgment for Action 5:**  **Green, Amber or Red** |  | | | | | |

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| **OVERALL JUDGEMENT:** |  |

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| **School Headteacher name and signature** |  |
| **Virtual School Headteacher signature** |  |
| **Date completed** |  |
| **Date for review** |  |