

Adoption/ Post Children In Care Competent School Evidence Checklist**School** _____**HeadTeacher** _____**Designated Teacher** _____**Data**

How many Post Children in (Care Post CIC) currently on roll?	
How many Adopted from care?	
How many Special Guardianship?	
How many Residency Orders?	
How many of these children have identified SEN	
Does your school track attainment and progress of these pupils?	
Does your school review the progress of these pupils?	
How many exclusions fixed or permanent for Post CIC?	
Has your school summarised findings and identified areas to develop.	

Responsibility for the achievement of Post CIC in school? [tick box]

Headteacher/Principal		Deputy Head/Vice Principal	
Asst. Head/Asst. Principal		SENCO/Designated Teacher	
Other		Other	
Shared Responsibility		No one identified	

Does your school (or designated teacher)? [tick if true]

Regularly review and consider data on Post CIC.	
Meet with the class teacher to check progress in class.	
Consult with parents on Pupil Premium spend on Post CIC.	
Monitor impact of Pupil Premium Spend on Post CIC.	
Provide Governors with regular updates on Post CIC Pupil Premium spend and impact.	
Complete an Education Plan for each Post CIC at least yearly	
Liaise regularly with parents/carers for Post CIC.	
Provide staff training in attachment and trauma awareness.	
Identify an Attachment Lead/Champion within school at a senior level.	
Provide staff training on attachment as part of staff induction process.	

How effective is your schools leadership and management of Post CIC [please tick]

1	2	3	4
A Senior Leader has responsibility and knows about Post CIC attainment progress and provision on an individual level. Post CIC make rapid progress from their starting point. There is excellent planning for transition when moving class/school	A Senior Leader has responsibility and knows about Post CIC attainment, progress and provision on an individual level.. Post CIC make good progress from their starting point. There is good planning for transition when moving class/school	A member of staff has responsibility for Post CIC. They sometimes respond to underachievement and some make good progress. There is some planning for transition.	The responsibility for Post CIC is not well enough defined. Staff rarely respond to underachievement and most Post CIC make poor progress. There is poor transition planning.

How effectively is the achievement of Post CIC monitored? [please tick]

1		2		3		4	
Progress is monitored frequently and Post CIC leader meets frequently with class teacher. Attainment data is provided to Senior Leaders regularly and reviewed.		Progress is monitored regularly and Post CIC leader meets with class teacher. Attainment data is provided to Senior Leaders sometimes and reviewed.		Progress is monitored regularly and Post CIC leader sometimes meets with class teacher. Senior Leaders sometimes review and look at progress.		Progress is monitored irregularly. There is no specific monitoring of achievement.	

Do Pupils receive high quality guidance in class? [please tick]

1		2		3		4	
Teachers and TA's are fully aware of Post CIC in class and ensure feedback is of high quality. Post CIC have a Key member of staff identified as a Key Worker.		Teachers and TA's are fully aware of Post CIC in class and most feedback is of high quality. Post CIC have a Key member of staff identified as a Key Worker.		Some Teachers and TA's are aware of Post CIC. Some feedback is of good quality.		Teachers and TA's are not aware of Post CIC in class. Feedback is not of good quality.	

What is the quality of Education planning for Post CIC? [please tick]

1		2		3		4	
Education Plans are comprehensive and record progress and achievement. Education planning is clearly linked to ECHP plans/SEN needs. They show long term SMART targets which are reviewed and Pupils/parents voice is met.		Education Plans are good and record some progress and achievement. Education planning is clearly linked to ECHP plans/SEN needs. They show long term SMART targets and Pupils/parents voice is met.		Education Plans are basic but up to date and record some progress and achievement. Planning shows targets and some evidence of Pupil/parent voice.		Education Plans are basic and not up to date . Links to ECHP/SDEN unclear and no evidence of Pupil/parent voice.	

Is Pupil Premium Funding spent effectively for Post CIC? [please tick]

1		2		3		4	
Senior Leader and Governing body meet regularly to ensure Pupil Premium spend for Post CIC is meeting needs and is showing progress and effectiveness.. Gaps in attainment are rapidly narrowing to peers.		Senior Leader and Governing body meet to ensure Pupil Premium spend for Post CIC is meeting needs and is showing progress and effectiveness.. Gaps in attainment are narrowing to peers.		The Pupil Premium spend is meeting the needs of Post CIC. The Governing has some awareness of the spend and sometimes monitors effectiveness. Gaps in attainment are not narrowing to peers quickly enough.		The Pupil Premium spend for Post CIC is unclear and not targeted . The Governing body has little understanding of the spend and effectiveness. Gaps in attainment to peers are wide.	

Action Plan:

As a result of the above what now needs to take place. Will this be included in the school development plan? yes/no

Action	Who	When	Expected Outcome