

Walsall Virtual School

PEP Quality Guidance – Early Years

The Personal Education Plan is a statutory document, which forms part of children in care's Care Plan. PEP is the joint responsibility of the Local Authority and school /other education settings. The expectation is that the PEP Meeting and document on ePEP is completed termly.

A PEP should be initiated as soon as a child comes into care and be completed within 20 days of that date. The Social Worker's statutory duty is to initiate a PEP as part of the care plan; and then develop and review the PEP with other professionals. They should be present at all PEP meetings.

The Designated Teacher's statutory duty is to develop the PEP, make sure it is effective and lead on it within school, although other relevant staff should contribute. They should lead PEP meetings once the SW has initiated. All stakeholders should attend the meeting – school, social worker, parents/carers as appropriate, the child and any other professionals working with the child.

It is expected that as much as the PEP document as possible is completed prior to the PEP Meeting. This means that at the meeting, all relevant and detailed information can be shared. It is advised that it takes at least 45 minutes to an hour to complete a good quality PEP meeting so please allow that when booking the meeting.

The Virtual School statutory duty is to ensure there is an up to date high quality PEP in place for all of its children in care that is focussed on educational outcomes. They work with the social worker and designated teacher to facilitate/ensure PEP completion. As a Virtual School we start PEPs the term after a child turns 2 to ensure appropriate educational provision is in place to give the child the best start for their educational journey.

DfE Stat. Guidance 'Promoting the Educational Achievement of Looked After and Previously Looked After Children' pp. 24-26 (2014) and pp.15-19 (2018)

Section A: Social Worker Section

This section has 4 parts and a sign off. These parts should be completed in full and prior to the PEP. When completed they then need to be marked as complete. This is the responsibility of the named social worker.

A. Social Worker Section
Personal Information
Care info
Medical information
Social Worker Sign Off

Section B: Designated Teacher Section

This section makes up the bulk of the information about the child/ young person's current education experience. A high quality Personal Education Plan should be a 'living', evolving, comprehensive and enduring record of what needs to happen for children in care to enable them to make at least expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the identified educational needs of the child, raises aspirations and builds life chances.

B. Designated Teacher Section
Education Information
EYFS Attainment
How I Learn
Early Learning Goals – Reception Aged Children
Attendance & Exclusions
SEND
Social, Emotional and Mental Health
Transition
Enhancement & Enrichment
Smart Targets
Pupil Premium
The PEP Meeting
Designated Teacher Sign Off

EYFS Attainment: This section should be completed termly with updated information of where the child is for each area of the EYFS curriculum. Each area has a bar which states if the child/ young person is on track or not on track to meet the expected standard for each term. It will also show if the child is making expected, less than expected or more than expected progress for each area. Please comment on these areas, identifying where the child sits within the statutory framework, progress being made, any strengths or areas of concern and any interventions that have been put in place to support learning and improve outcomes.

We use this section to help us to identify children that may need additional support, and use it to offer signposting to resources, offer support from our Specialist Support Team and target children for particular enrichment and enhancement opportunities.

We are asking schools to write the PEP to the child. For more information on this please see our the slides from our October 2023 DT Briefing Session - Language That Cares - <https://wvs.sch.life/page/detail/language-that-cares-october-2023->

AoL	Baseline	Autumn Term	Spring Term	Summer Term
Literacy				
Comprehension				
Attainment	Age related	Not on track to meet expected levels	On track to meet expected levels	On track to meet expected levels
Progress		Making less than progress	Making more than progress	Making expected progress
Comment on strengths areas for development and interventions to accelerate progress		You enjoy listening to stories, Reggie. And you are starting to chose to look at books. To help you even more, we have given you a SMART target for this area -To identify things in pictures. We will work with you to give you chances to discuss picture books with adults to help you achieve this target.	Well done Reggie, you achieved your previous target. You worked really hard on this target and enjoyed looking at lots of different books with adults in school. You can answer simple questions about a book you have read with an adult. We will now work on extending those answers.	Reggie, you have finished Reception exactly where we would hope! You have made lots of progress and can now answer questions about books that you have read with extended comments.

How I Learn: In this section, please share information about how the child learns based on the Characteristics of Effective Learning. Again, please write this to the child.

Engagement - by playing and exploring	Harry, you do show curiosity about the world around you, and are eager to join in with new activities and learn new things. You are interested in learning about colours and numbers.
Motivation - through active learning	Harry, you can show high levels of concentration during activities of interest.
Thinking - by creating and thinking critically	Harry, you are starting to experiment with new ideas through your play, and are now starting to show emerging creative skills.

Early Learning Goals – Reception Aged Children: This section only needs to be completed for Reception children in June. It is a drop down to show whether the child met each of the Early Learning Goals.

Attendance and Exclusions: Current attendance needs to be completed with any reasons for any low/falling attendance. Any suspensions should also be recorded here. This section also allows us to see recorded exclusions and suspensions so that we can identify schools that need support to look at interventions to support engagement with education, although we don't expect to see this in EYFS.

SEND: This page only needs to be completed if the child/ young person has an EHCP, is on the SEN register or there is a special educational need being considered. There is space to explain what is happening for that child and share any external professionals involved. If the child is on the SEN register, their individual support plan should be attached to this page. The targets in the support plan should match that in the SMART targets, so they are cohesive rather than separate documents.

Transition: This section only needs to be completed if there is an upcoming transition for the child/ young person.



If a possible school move is indicated by school, parents/carers or professionals working with a child, a conversation needs to happen with VS involved.

All school moves need to be agreed by the Virtual School Head, to ensure they are in the best interest of the child and to avoid unnecessary school moves which impacts educational outcomes and emotional wellbeing. We use this section to gather information to support schools, parents, carers and social workers to understand the impact of any transitions, and ensure appropriate support is in place to help children manage transitions in a positive way.

Enhancement and Enrichment: This section may be completed prior to the PEP but added to in the PEP with information from all the professionals and adults who support the child/ young person. This section is important for our Inclusion and Participation Team to gather information to offer targeted enrichment opportunities.

SMART Targets: There should be a specific, measurable, achievable, relevant and time bound target for English and maths for each child. These should be reviewed at each PEP, so these should be achievable within a term. It may be appropriate for a child to also have an SEMH target or a wider curriculum target, which is encouraged if appropriate for the child. It may be appropriate for a child to have another curriculum area target dependent on emerging needs.

Pupil Premium+ funding can be requested via this section and must be attached to a SMART target. It should be clearly costed out to show exactly what is being funded and reviewed termly. Please see our policy on our website for further details on Pupil Premium+ (<https://wvs.sch.life/>). This is important in order to evaluate the impact of the use of PP+ funding.

Target #24673	Area of focus Learning and Development	Intervention type One to one tuition	Comments on impact Level 3 TA = £16.60 per hour 3 x 15 minutes per week = £12.45 per week £12.45 x 15 weeks = £186.75	Time-Bound To be review by 13/01/2023
Created at 06/10/2023	Target and Actions Jenson will learn to count to 20 accurately using one to one correspondence. He will consistently recognise numbers to 15 and count forwards and backwards Jenson is not yet using one to one correspondence when counting objects - he will be supported to count objects accurately. Jenson's number recognition not yet consistent. 3 x 5 mins weekly intervention will support Jenson to recognise numbers to 15 and to count forwards and backwards accurately	Funding Pupil premium plus funding paid to sch	Costings £ 186.75	Review <input type="radio"/> Achieved <input type="radio"/> Not Achieved <input checked="" type="radio"/> Current
Status  		What will the funding purchase? Additional TA support 3 x weekly 1-1	Reasons why funding has been declined	Complete Date

Pupil Premium: This section is to review the pupil premium spending from the previous term. It is important to document the impact of PP+ spending at each PEP review showing how it has improved educational outcomes for the young person. Where possible include data such as improved reading age, spelling age, standardised score, attainment date, SDQ etc.

The PEP Meeting Page: This page should be completed in the PEP. It should hold an accurate summary of areas discussed in the meeting. It should also show if the child/ young person attended their PEP and if not, show how their views were shared. There is also space at the bottom of the page to record the views of all people supporting the child, this is expected to be completed for each PEP. It is expected that the social worker will ensure that parents/carers are invited as appropriate and attend the PEP meeting. Virtual School attend all initial PEPs, and then for specific peps for key year groups as well as where there is a particular concern.

Designated Teacher Sign Off: This is where the PEP needs to be marked complete by the Designated Teacher. It will only allow you to mark it complete with a date for the next PEP, so it is advised to arrange that at the end of the PEP meeting. PEPs should happen termly. The PEP should be marked complete within 5 working days of the PEP meeting taking place.

Section C: Young Person's Views: This section should be completed by the child/ young person with the support of the designated teacher. The child/ young person's views should then feed into the discussion of the PEP Meeting and be shared. The child/ young person should be invited to their PEPs, and supported to join where appropriate. The section also needs to be marked completed in the Designated Teacher Sign Off.

This section is important for our Inclusion and Participation team to gather information to offer targeted enrichment opportunities.

C. Young Person's View

SQUIDDLE

Interactive Section

Young Person's Views

Section D: VS Final Sign Off: Each PEP is Quality Assured by Walsall Virtual School. Below is the check list used to assess if the PEP meeting the expected standard or not. However, each child is considered as an individual and so the PEP will be considered as a whole document. Written feedback is given on the Final Sign Off page to support good quality PEPs. If a PEP does not meet the standard, the Designated Teacher will be contacted by Virtual School to resolve the issue in the first instance. Following this, if it has not been resolved the PEP may be marked as Not Meeting the Expected Standard.

- The PEP has been completed within timescale Yes No
- All care information is completed with up to date information Yes No
- All relevant people have attended and contributed to the PEP Yes No
- The child's voice is recorded in the PEP Yes No
- The PEP identifies educational strengths and areas for academic & social/emotional development? Yes No
- The targets reflect any areas of development identified within the PEP Yes No
- The targets are written clearly and concisely and identify strategies needed to achieve the target? Yes No

To meet the expected standard all section above should be recorded as a Yes

Overall performance.

- The PEP meets the expected standard
 The PEP does not meet the expected standard

Further Comments

Name of VS worker who completed this

We appreciate the time and effort you put in to ensure the children in our care can achieve to the best of their ability, and we are here to support you with this.

If you would like any further support completing the PEP, please don't hesitate to contact us and we can arrange a suitable time to meet and offer further guidance.