



Walsall Virtual School for Looked After Children

Personal Education Plan (PEP) Handbook

All children in the care need high quality personal education plans detailing their education, aspirations, support and progress. Children who are looked after generally achieve less well than their peers, so in order to close the attainment gap and enable them to achieve their full potential, educational provision needs careful planning and monitoring.



Walsall Council

The Personal Education Plan

Who should have a PEP?

- All looked after children from the age of 3-18 must have a PEP as part of their care plan.

When do PEPs need to take place?

- PEP's must be arranged within 10 days of the child coming into care. This will ensure the PEP is available for the first looked after review.

Who should initiate the PEP?

- The social worker has a duty to initiate the PEP as it is part of the child's care plan. Decisions on who chairs the meeting can be negotiated at the PEP meeting.
- A member of the Virtual School will attend the first PEP meeting for all children aged 5-16

How often should a PEP take place?

- PEP's must be reviewed termly, at an appropriate point in the term. Good practice would suggest that where there are concerns regarding learning or progress PEPs should be reviewed more regularly.
- A new PEP should take place following any major change, such as when a child moves school or placement.

Who needs to attend the PEP meeting?

- For a PEP taking place in schools or early years settings it is generally the social worker, carer, designated teacher as well as the child (where appropriate). Others can be invited if necessary i.e. The SENCo if the child has any SEN needs or a relevant health professional if there are any identified health needs. For a young person in post 16 provision, it is generally the young person, carer, social workers and the most appropriate person from the education or training placement.



Roles and responsibilities

The Social worker should:

- Contact the designated Teacher at the child's school to arrange a PEP meeting
- Complete the social work section of the ePEP.
- Ensure that invitations have been sent out to everyone who should attend the PEP
- Review the previous PEP for any outstanding actions
- Talk to the child/young person to gain their views, especially if they do not want to attend the meeting.
- Send a copy of the completed PEP to parents/carers

The Designated Teacher Should:

- Meet with the young person to ensure they are aware of the purpose of the meeting and to help the young person's contribution to the PEP.
- Review the previous PEP for any outstanding actions
- Complete the designated teacher section of the PEP prior to the meeting.
- Ensure that SMART targets are set in relation to the area of need identified in the PEP
- Know what pupil premium is to be spent on and how much the school are requesting, so it can be discussed and requested through the ePEP
- Lead on the implementation of the PEP within the school

The parent/carer should:

- Speak to the child in relation to their views
- Review the last PEP for any outstanding actions
- Attend the meeting with ideas of what you would like the school and social worker to do to help you support the young person's learning

The Virtual School should:

- Ensure the young person is set up on ePEP and all parties have access to the ePEP
- Attend the first PEP meeting and any subsequent meetings where there are concerns around learning or progress
- Identify any training needs in relation to PEP meetings.
- Provide robust quality assurance of the PEP documents
- Inform parties when pupil premium requests have not been agreed

The Independent Reviewing Officer should:

- Read the ePEP ahead of the looked after review
- Raise any quality assurance issues
- Incorporate within the review any matters that require action as a result of the ePEP

The ePEP

Section A- Social Worker Section

This section includes personal information about the child, including their date of birth, ethnicity, gender, legal status and placement details. This section also includes the essential information that schools need to be aware of such as who is allowed to collect the child from school and whether photos of the child are allowed to be taken and displayed outside of school, such as newsletters.

It is important that schools have this information as it may affect some decisions school may need to make. Social workers must complete and sign off this section prior to the PEP meeting taking place

Section B-Designated teacher section (Designated Teacher to complete)

This section includes information on the current and previous schools, previous and current attainment and progress data, the school profile, information on SEN, Health, attendance and exclusions, transition, careers and extracurricular activities. This section needs to have enough information to give a complete overview of how the child is doing in school and should be completed prior to the PEP meeting

This section also includes previous and current PEP targets. Previous targets must be reviewed and include comments on outcomes. Impact of pupil premium should also be discussed at this point. New SMART targets must be agreed and recorded at the PEP and should be both short and long term. Short term targets should be achievable by the next PEP meeting and long term targets should be achievable by the end of the academic year. It is expected that each PEP have one English and maths target. This section also includes the amount of pupil premium requested to support the child in achieving the target. The designated teacher must remember to sign off this section after completion.

Section C-Young person's views

The child/young person's views are an important part of the PEP process; they should be encouraged to attend all or part of the meeting. The completion of the pupil's views for is equally as important and should be completed prior to the meeting. The social worker will be best placed to decide who assists the child in completing the section.

Section D-The Virtual School

The Virtual School staff member will complete the Risk of NEET indicator (RONI) for all pupils in KS3/4

Section E- Quality assurance and PEP sign off

This section will be completed by the Virtual school staff once all sections of the PEP have been completed and signed off

The PEP meeting

Topics for discussion

- What is going well for the child/young person pupil?
- What is not going so well?
- What are the challenges experienced in school?
- What are the pupils long and short term aspirations.
- What can be done to overcome any barriers?
- What strategies have been put in place to accelerate progress?
- Does communication between the school carer and social worker take place if any concerns are raised in relation to learning and progress outside of the PEP meeting?
- Is the child accessing all additional support such as homework clubs, breakfast clubs and revision sessions?
- How will pupil premium be used to raise attainment and how will we know it has made a difference?
- Does the school encourage involvement in extra-curricular activities?
- How is success celebrated?
- Have we been aspirational for the pupil?

Points to remember

- The PEP is the key mechanism for addressing the educational needs of the child and improving their attainment.
- The PEP should set high expectations of rapid progress and put in place the additional support the child needs in order to succeed academically.

- PEPs are most likely to be effective when they are informed by and include the voice of the child. This should include their views on their academic progress and wider issues.
- Review targets and make them SMART.
- Leisure and other activities should be included to consider wider learning.
- Targets should be aspirational to help children and young people to be the best they can be.
- There should be a clear link between PEP targets and pupil premium to accelerate progress.
- Take into account the child's journey through education and care and its potential to impact progress.
- The quality of PEPs is a shared responsibility between all of the professionals involved with the child or young person.



Sample PEP targets

Target:	For C to feel she has an appropriate space to express her emotions and feel safe to do so appropriately within the school environment	
Interventions:	<ul style="list-style-type: none"> • Learning Mentor support • 1x weekly Protective Behaviour group sessions • Key person daily check in 	Pupil premium to be used to fund staff to deliver behaviour group sessions £25 per hour x 6 weeks £150
Impact:	C's SDQ score's at school/home will be reflective of each other	

Target:	D will be able to demonstrate a greater confidence in completing Maths independently	
Interventions:	<ul style="list-style-type: none"> • Small group maths intervention – 3 x a week • Foster carer to be taught calculation methods used by school to reinforce at home • Foster carer to ensure D does My Maths at home 2 x a week 	Pupil premium to be used to fund small group maths intervention £15 per hour x 3 £45 x 6 weeks £270 Resources to support foster carer £30.00
Impact:	D to move up 3 points on maths continuum by the next PEP	

Target:	L achieve qualifications she needs for the college course she has chosen	
Interventions:	<ul style="list-style-type: none"> • Small group cognition training with DT to include revision techniques • Key worker to meet twice a week to review revision timetable • Key worker to communicate with foster carer once a fortnight re revision tips • 1:1 maths tuition once a week 	Pupil premium to be used to fund 1:1 tuition £30 per hour x 6 weeks £180.00
Impact:	5 A* - G at GCSE and successful transfer to college	

Target:	R to make a successful transfer to secondary school	
Interventions:	<ul style="list-style-type: none"> • Small group additional visit to new school • DT and SENCO from sending and receiving schools to meet and discuss needs and adjustments needed • Small group resilience group working on transfer issues including making a photo book • Key worker identified and transition work completed 	No pupil premium needed- funding from school budget and Virtual School staff
Impact:	R attendance and engagement at secondary school. R reports that he is happy and confident.	

Target:	P to be able read fluently, texts at his level, in a range of contexts	
Interventions:	<ul style="list-style-type: none"> • FFT reading intervention 4 x a week for 20 minutes during tutor time • Teachers to ensure that in ALL lessons P is given texts that he can access and therefore work independently. • DT and SENCO to support teachers to ensure equity of access • P to read out loud for 10 minutes every day to foster carer 	Pupil premium used to fund reading intervention £20 per hour x 1.5 hours per week x 6 weeks £180.00
Impact:	Current reading age 7.8 years, chronological age 14 yrs. By next PEP P would have made at least double the rate of progress	

Outcome:	For C to feel she has an appropriate space to express her emotions and feel safe to do so appropriately within the school environment	
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Evaluation:	C's SDQ score's at school/home will be reflective of each other	

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