

Walsall Virtual School

PEP Quality Guidance – Post 16

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 young person 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. It is expected that the social worker will ensure that parents/carers/ personal advisors 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.

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 young person and any other professionals working with the young person.

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 us 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.

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 5 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. This section allows the college/ school/ training provider to access the information they need to ensure they can offer a personalised approach to learning that meets the identified educational needs of the young person, raises aspirations and builds life chances.

A. Social Worker Section
Personal / Care Information
Social Worker Information
Education, Employed or Apprenticed
Short Term Training or NEEET
Custody And Remand
Additional Needs
Key Contacts
Social Worker Sign Off

Personal/Care Information: This section contains information about the young person and their carers' information. It is very important that this is updated each term so we have accurate information when we need to contact carers.

Social Worker Information: The social worker must add detail related to the young person's history that will support the college and other agencies in fully understanding their past and meeting their needs.

Education, Employed or Apprenticed: The social worker needs to name the setting if the young person is in education or employment and add apprenticeship details if appropriate.

Short Term Training or NEET: This section only needs to be completed if the young person is in short term training (12 weeks or less) or not engaged in education, employment or training. It also outlines the barriers to EET.

Custody and Remand: This section only needs to be completed if the young person is in criminal custody or remand.

Additional Needs: This page only needs to be completed if the young person has any additional needs, e.g. 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 young person and share the category of need. Record special exam arrangements previously received in the PEP. It is important this section is completed to ensure that college put appropriate support in and know young person needs to be assessed for special exam arrangements (if they are on a course which is Level 1 or above).

Key Contacts: This section pulls through automatically but needs to be checked to ensure the information is accurate.

Social Worker Sign Off: This is where the PEP needs to be marked complete by the social worker. 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.

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.

B. Post 16 Plan
Attainment and Progress
Smart Targets
The Pep Meeting
Designated Teacher Sign Off

Attainment and Progress: At the top of this page there is a section where the Designated Teacher should provide an overview of the academic progress the young person is making. Please comment learning and attainment, behaviour, progress, any strengths or areas of concern and any interventions that have been put in place to support learning and improve outcomes.

If the young person is receiving SEN support, as detailed in the social worker section, this should be discussed with a copy of the SEN support plan attached to the PEP. This is the same for a young person with an EHCP.

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

Below this is a drop down section. Each subject the young person studies, should have a bar which states what the target at the end of key stage is, whether they are on track and current grade . It will also show if the young person is making expected, less than expected or more than expected progress for each area. You can add a bar for a new subject by clicking 'Add an Entry'. There is also space to write in interventions in place if at least expected progress is not being made. This should be updated at each termly PEP.

If the young person is studying GCSE or equivalent maths and English, this also needs to be clearly recorded in this part of the PEP – the level, qualification, attainment, progress and any interventions. It is very important that this section is an accurate record of what qualification and level is being studied. We use this data to track and monitor attainment, which is part of our Virtual School remit.

Please see the next page for an example of what this will look like at the end of the academic year.

Year 13 Progress Report Add an Entry												
Course Study	Course Level	Target at end of key stage	Autumn			Spring			Summer			Actions
			On track to reach end of key stage target	Current working at grade	Personal progress since last PEP	On track to reach end of key stage target	Current working at grade	Personal progress since last PEP	On track to reach end of key stage target	Current working at grade	Personal progress since last PEP	
Other (please specify) Sociology 2023-10-20 14:23:11	A level	A	Yes	B	Making expected progress	Yes	B	Making expected progress	Yes	A	Making expected progress	Edit Delete
What intervention is in place if at least expected progress is not being made												
Other (please specify) History 2023-10-20 14:22:22	A level	A	Yes	A	Making expected progress	Yes	A	Making expected progress	Yes	A	Making expected progress	Edit Delete
What intervention is in place if at least expected progress is not being made												
Other (please specify) Psychology 2023-10-11 09:45:37	A level	A	No	B	Making less than expected progress	Yes	B	Making more than expected progress	Yes	A	Making expected progress	Edit Delete
What intervention is in place if at least expected progress is not being made			Jamie, you are only just working within a B and so you are not on track to achieve an A at the end of the year at the moment. We know you are finding the current content in Psychology challenging and so we have arranged additional tuition sessions with your teacher to support you. Your form tutor is also working with you to encourage and support you to attend these sessions.			You've really engaged with the additional sessions and are much more confident and secure with the learning. Your teachers feel that you are now on track to achieve an A but we will continue the additional sessions as you've shared they are helping you.			You are absolutely on track, Jamie! Well done!			

SMART Targets: There should be a specific, measurable, achievable, relevant and time bound targets that meet the needs of the young person, depending on their education, employment and training situation. Ensure that SMART targets set are both shorter and longer term. Targets must be working towards the longer term aspirations for higher education, or employment. For example, for a young person who wishes to become a nurse, all SMART targets should be set now that detail the support and steps taken for the young person to achieve this outcome. i.e. all the steps over the next 2 years required to obtain a place at university on the right nursing course.

These should be reviewed at each PEP, with progress towards them being recorded. The shorter targets should be completed termly, with those feeding into the longer term goals. It may be appropriate for a young person to also have an SEMH target or a wider curriculum target, which is encouraged if appropriate for the child.

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 young person attended their PEP and if not, why they did not and 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 young person, this is expected to be completed for each PEP.

An overview of the young person's education and training is on this page. As well as reporting about attendance. It is expected that if a young person has attendance of less than 80%, reasons and interventions to support would be clear here and in the SMART targets. It is important for all stakeholders to share information about prior attendance to ensure early intervention.

There is also a RAG rating for the young person's participation and well being. This should be an agreed level of professional concern regarding the young person's current emotional well-being and should be shared with the young person carefully. This could include discussions around transition and any concerns they may have about this and how they can be supported.

The main points of discussion should be recorded for each PEP, with the whole year showing to ensure actions from the previous PEP have been taken and that the young person's educational experience is moving forward in a positive manner. This is not to say that concerns should not be recorded as any concerns discussed should be recorded with clear actions and next steps to resolve them. This can be recorded in the asks to be completed by next PEP Meeting and review of previous PEP Actions part of the PEP Meeting Page.

It is also important for the Post Year 14 Plan section to be completed with appropriate information. This should show what the young person's aspirations are and how they are being supported to achieve these. It is vital that these aspirations are achievable and entry qualifications/ experience are met by the young person. If they are not, it should be clear how the young person is being supported to decide next steps.

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

Young Person's View
Young Person's Views
Higher Education

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 young person 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.