

Walsall Virtual School Personal Education Plan (PEP) process



Guidance for Social Workers
& Designated Teachers



Walsall Council

1. About this document

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

This document should be used to ensure the PEP review process is clear and consistent. It describes the PEP review process for all children in the care of Walsall, regardless of where they live and the educational setting they attend.

It is important that this process is always followed to ensure that PEP reviews inform practice and that high quality provision meets specific, personalised needs to raise aspirations and attainment.

It covers:

- 3-4 year olds
- Maintained schools
- Academies
- Special schools
- Free schools
- Faith schools
- Post 16 provision

The guidance is for:

- Social Care Practitioners
- Designated teachers
- Foster carers
- Residential staff
- Virtual School staff



2. PEP process for Walsall children in care

- All children aged 3-18 must have a PEP as part of their care plan. PEPs must be reviewed termly, at an appropriate point in the term identified by education settings.
- As soon as a child becomes looked after a PEP meeting should be arranged set up by either the designated teachers or social worker
- All Walsall children have ePEPs, which can be accessed by all settings, both in and out of Walsall.
- The Virtual School administers the ePEP system and sets up new users and controls permissions.
- It is mandatory requirement that the social worker, designated teacher and foster carer attend the review.
- We expect three PEPs to take place each academic year, autumn, spring and summer term. Two of the reviews must take place as formal PEP meetings with the designated teacher, social worker, carers/parents, child/young person as appropriate and any other relevant professional in attendance. If appropriate, the designated teacher can carry out the third review internally. This is only if the child/young person is achieving and making expected progress.
- Virtual School quality assure PEPs and provide feedback to designated teachers and social workers
- Where PEPs are quality assured as requires improvement, training will be provided to designated teachers and/or social worker.

2. ePEP completion

Prior to the PEP meeting, there are four contributions to be made to the ePEP:

- Designated teachers add/edit information in their Sections
- Social workers read the review and add/edit the care information
- Children/young people share their opinions, working with designated teachers;
- Virtual School Quality Assurance and sign off
- Any relevant documents, such as EHCPs, can be attached to the PEP review for easy reference.

3. Role of the designated teacher

- Lead PEP reviews and record detailed information on the ePEP system each term.
- Determine how the Pupil Premium Plus is spent to raise attainment.
- Identify high quality teaching and learning opportunities, catering for pastoral as well as academic needs.
- Set clear SMART targets to close the attainment gap and ensure children achieve their full potential.

4. Specific responsibilities of the allocated social worker

Children with school places	<ul style="list-style-type: none"> • Ensure that designated teachers review PEPs termly • Attend two PEP reviews per child per year • Make sure that children/young people contribute to their PEP reviews • Encourage carers to contribute to PEP reviews
Children without school places	<ul style="list-style-type: none"> • Take responsibility for writing a PEP that meets current needs • Liaise with Virtual School advisers if support is needed
Virtual School	<ul style="list-style-type: none"> • Consult the relevant staff member if concerns are raised or questions asked prior to the PEP review • Liaise with staff members over any unresolved issues following the meeting
Children moving schools	<ul style="list-style-type: none"> • Ensure the school the child attends/attended prior to the move have a comprehensive ePEP to pass to the next setting
All PEPs	<ul style="list-style-type: none"> • Ensure meetings for the following term are determined prior to ePEP completion • Set up initial PEP meetings within 10 days when children are new to care • Complete/check care information on the ePEP to ensure all relevant information is shared with settings • Check each review and mark SW section completed

