

Walsall Virtual School

PEP Quality Guidance – Primary

The Personal Education Plan is a statutory document, which forms part of children in care's Care Plan. The 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 should 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's 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.

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.

A. Social Worker Section
Personal Information
Care Info
Medical information
Custody And Remand
Key Contacts
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
School Profile
Attainment and Progress
Attendance & Exclusions
SEND
Social, Emotional and Mental Health
Transition
Enhancement & Enrichment
Smart Targets
Pupil Premium
The PEP Meeting
Designated Teacher Sign Off

School Profile: This section has 5 key areas; Literacy and numeracy skills, Language and communication, Emotional wellbeing, Social interaction and Behaviour. Please comment on these areas, identifying where the child sits within the national curriculum, 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 the School Profile 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->

Attainment and Progress: This is a drop down section. Each subject, reading, writing and maths, should have a bar which states if the child/ young person is working at ARE, below ARE, significantly below ARE or above ARE for each term. It will also show if the child 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. It is important to note the target grade at the end of Key Stage.

We use this data to track and monitor attainment, which is part of our Virtual School remit.

Year 6 Progress Report Add an Entry									
Subject	Qualifications Type	Target at end of key stage	Autumn		Spring		Summer		Actions
			Current attainment (age appropriate)	Personal progress since last PEP	Current attainment (age appropriate)	Personal progress since last PEP	Current attainment (age appropriate)	Personal progress since last PEP	
Mathematics 2023-11-08 07:55:18	Scaled Scores	EXS	Working below ARE	Making less than expected progress					Edit Delete
What intervention is in place if at least expected progress is not being made	90		Maths 1:1 tutoring intervention will be starting in January. Sarah will be working closely with TA in Maths lessons.						
English - Writing 2023-11-08 07:53:21	National Curriculum - Teacher Assessment	EXS	Working below ARE	Making expected progress					Edit Delete
What intervention is in place if at least expected progress is not being made	WTS		Writing intervention (1:1 tuition) will be taking place each week with Virtual Schools tutor.						
English - Reading 2023-11-08 07:51:09	Scaled Scores	EXS	Working at ARE	Making expected progress					Edit Delete
What intervention is in place if at least expected progress is not being made	101 SS		Sarah continues to work on Fresh Start with a TA daily to improve reading fluency.						

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 that support engagement with education.

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.

SEMH: A Strengths and Difficulties Questionnaire (SDQ) should be completed every term and the score uploaded to the PEP on this page. The SDQ and scoring information are both documents that can be downloaded from the top of the page. It is also useful to attach a copy of the completed questionnaire to the attachments on this page. When scoring remember not to include the prosocial score, as explained in the scoring information document.

If the SDQ score is high, the expectation is that concerns/ support in place would also be evident in the School Profile and SMART targets. The SDQ only needs to be completed for children with a cognitive age of 4 and above. We track SDQ scores to offer support from our Virtual School Mental Health Specialist Support Service.

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 impact 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 #24753	Area of focus Assessment for Learning	Intervention type In class support	Comments on impact Level 3 TA = £16.60 per hour. 2 x 20 minutes = £11.06 per week £11.06 x 15 weeks = £165.99	Time-Bound To be review by 26/02/2024
Created at 09/10/2023	Target and Actions To comment on and explain the meaning of authors' choice of words using evidence from the text to support points. Daily whole class reading lessons. Small group support within lessons. 1-1 intervention 2 x weekly to support potential GDS attainment.	Funding Pupil premium plus funding paid to sch	Reasons why funding has been declined	Review <input type="radio"/> Achieved <input type="radio"/> Not Achieved <input checked="" type="radio"/> Current
Status  		Costings £ 165.99		Complete Date
		What will the funding purchase? Additional TA support 2 x weekly 1-1		

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 document met 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.