



# Slough Virtual School

## Personal Education Planning – Process and responsibilities



### Policy Summary

*A guide for Children's Social Care, Schools, Carers and other agencies and services supporting children who become looked after.*

This guide is essential reading for Designated Teachers and Social Workers

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A hands-on approach to help children in Slough be  
..... Safe, Secure and Successful

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## Introduction

All looked after children, whether or not currently in education (pre-school to age 18) must have a personal education plan (PEP), which is an integral part of their care plan. For children aged 16 -18 this forms part of the Pathway Plan. The PEP is an evolving record of what needs to happen for a looked after child to enable them to make expected progress and fulfil their potential. The Virtual School Head should ensure that all children who are looked after by Slough Children's Services Trust wherever they are placed, have an up-to-date, effective and high-quality PEP that focuses on educational outcomes.

Slough Children's Services Trust uses the ePEP system; a secure database which records and files PEPs for Slough looked after children. Designated teachers and social workers will only have access to the children on their caseload to maintain confidentiality at all times.

This document outlines the process for the PEP and the responsibilities of the Social Worker and Designated Teacher for Looked After Children in schools. Early Years settings and FE Colleges are not required to have Designated Teachers, but in Early Years settings this responsibility will usually be assigned to the Lead Practitioner for safeguarding. Across FE Colleges this responsibility is held by different members of staff; usually the course tutor or key worker for the young person. The VSH – supported by the Slough Virtual School team – is responsible for ensuring PEP compliance and quality assurance.

## Initiating the PEP

When a child first becomes looked after, wherever they are placed, the Virtual School will initiate the first PEP. Thereafter, the Social Worker is responsible for initiating the remaining PEPs for the academic year (these are usually planned from one PEP meeting to the next). The Social Worker must contact the Designated Teacher at the child's school to arrange the PEP meeting and pre-populate the ePEP for the child before the meeting with the following information:-

- the child's personal information (including legal status);
- carer/s information
- decision-making and contact responsibilities.

The Social Worker is also responsible for arranging the attendance of parent/s, carers and other professionals at the PEP meeting if necessary (e.g. supervising social worker, SEN Officer, CAMHS worker). The Designated Teacher should assist in arranging for other professionals at school to attend.

The Virtual School will ensure the Designated Teacher will receive log on details and instructions for the ePEP system. It is the responsibility of the Designated Teacher to pre-populate the ePEP before the meeting with the following information:-

- obtaining the young person's voice (please see overleaf)
- the child's educational data and information, including information about SEN (with or without an EHCP)
- any part-time or alternative timetable arrangements
- attendance, punctuality and details of any fixed term exclusions;

- targets already in place and progress towards these;
- support or interventions already provided to meet needs;
- health and emotional well-being
- plans for education, employment or training if age appropriate (14 -19 yrs)

If for whatever reason the ePEP cannot be updated before the meeting the expectation is that the Social Worker and Designated Teacher will update after the meeting has taken place. If the information is not recorded without an explanation given to the Virtual School it will be followed up by the VSH with the school, and where necessary the DfE.

The Slough VS does not consider PEP complete unless the meeting has

### Giving the child a voice

In the development of a child's PEP it is essential that arrangements are in place to take account of the child's views, according to age and understanding, in identifying and meeting their educational needs. The Designated Teacher is responsible for ensuring that the child's voice is heard at the PEP meeting and this can be achieved in different ways, according to the child's wishes. The Designated Teacher will need to consider if the child requires the support of a translator and if the child requires additional support with speech, language and communication to ensure his or her voice is heard. There is a section within the ePEP for the child/young person to complete named 'Young Persons View' which covers the following topics:-

- feelings about school
- feelings about learning
- relationships with teachers
- relationships with peers
- how the child/young person feel about themselves
- talents and interests
- future aspirations and needs

The child/young person can complete this section alone or with the support of the Designated Teacher, Teaching Assistant or another appropriate professional depending on the child/young person's wishes.

Where appropriate the Social Worker should arrange with the Designated Teacher for the child to attend the PEP meeting. It is essential that the views that the child expresses at the meeting are recorded in the PEP.

If the child will not be attending the PEP meeting and does not engage in completing the "*Young Persons View*" section then the Designated Teacher and Social Worker must ensure that the child's views are captured in some other way so that the child's voice is heard at the PEP meeting and considered in the development of the PEP.

Early years PEPs will go through a separate process, however, we still expect the child's voice to be recorded within the PEP.

## Moving schools

Where a new PEP is being initiated because a child who is already looked after by Slough Children's Services Trust is moving school the Virtual School (Learning Advocate) must also ensure the new Designated Teacher has access to ePEP.

Designated Teachers are responsible for ensuring that the child's educational records are transferred to the new school (the school that the child has begun/will begin attending). The VSH will support the Designated Teacher at the new school in obtaining these records, where requested.

## Timescales

When a child becomes looked after, wherever they are placed, the Virtual School will contact the social worker and school to initiate the PEP meeting straight away. The PEP meeting must be held and recorded within 20 working days (term time) of the child/young person coming into care. Thereafter the social worker will initiate the remaining PEP's for the academic year. A PEP review should be held at least once a term, a minimum of 3 times a year. However PEP meetings can be take place more than once a term if a significant event occurs, e.g. a change of school.

The Social Worker must ensure that the VSH is regularly updated with progress. It is important that Social Workers take into account school holidays in planning PEP meetings and the impact that these will have on the completion of PEPs within the above timescales. Where school holidays or any other circumstances impede the completion of a child's PEP within these timescales the Social Worker must inform the VSH so that a course of action can be agreed.

In exceptional circumstances when a child does not have a school place within 20 working days of becoming looked after, the social worker must liaise with the VSH to initiate an informal PEP that records the progress with securing a school place. It should also detail interim arrangements that have been put in place to secure education for the child/young person until he or she commences school.

## The PEP meeting

The PEP meeting will be held at the child/young person's school unless the child/young person has specifically requested the meeting to take place elsewhere. The Designated Teacher or Learning Advocate can lead the PEP meeting, as the Designated Teacher becomes more experienced, he or she can lead as it is their responsibility for ensuring that it is an effective tool to help the school support the child's educational progress. The Social Worker should support the Designated Teacher to ensure that the child's voice is heard within the meeting and considered in developing the PEP.

The ePEP should provide the agenda for the PEP meeting, working through each section of the PEP as necessary. The completed ePEP should also be a record of the meeting – it is not necessary to maintain a separate record or to take minutes of the meeting unless the ePEP is not updated within the PEP meeting.

All PEPs must include targets that are SMART and evidence how pupil premium is being used to improve the child's educational achievement. Pupil Premium must follow the child/young

person; it must be used to meet his/her needs and improve his/her educational achievement – it cannot be used centrally or “strategically” (for more information, see the Slough Virtual School Looked After Children Pupil Premium Policy, Dec 2018). The Designated Teacher is responsible for ensuring that the targets are completed and updated.

The PEP should be completed at the meeting; however if any finalisation is required to complete the document (e.g. inserting data discussed at the meeting or handwritten notes) the Designated Teacher is responsible for ensuring that this is done as he or she is responsible for leading on the development of the PEP. The following sections should be updated in the meeting if possible:-

- The PEP Meeting (Summary)

The Virtual School will quality assure all PEPs that are submitted for signing off. The Virtual School will not sign off the PEP if the following sections are not completed without explanation given from the school or social worker:-

- Attainment – this is crucial for tracking the progress of our young people individually and as a group
- Young Persons View – the child/young person has the option to not express their views if they wish; however if this is the case this must be clearly noted in the PEP. As noted above every effort must be used to obtain the child/young person's views to inform the PEP.
- Targets – these should be SMART and aspirational (see setting SMART targets section)
- Health and Emotional Wellbeing – any strengths and difficulties are identified and how they will be met is clear
- The PEP Meeting (Summary)

In order for a PEP to be signed off and marked as complete, it is audited for quality by a member of the team, using the criteria in Appendix 1. The whole PEP is then uploaded onto ICS (in the documents section) by the end of that term. For any advice please contact the Virtual School.

## PEP review and development

Where an initial PEP is already in place and the PEP meeting is held to review the child/young person's progress the process and responsibilities remain the same. The Social Worker must check and ensure the following information is updated in ePEP before the meeting.

- the child's personal information (including legal status);
- social worker and carer/s details
- decision-making and contact responsibilities.

The Designated Teacher should be informed of any changes of people attending the PEP meeting.

The Designated Teacher must check and update the following information before the meeting and also make sure the child's voice is captured:-

- the child’s educational data and information, including information about SEN (with or without a statement or EHCP)
- any part – time or alternative timetable arrangements
- attendance, punctuality and details of any fixed term exclusions;
- targets already in place and progress towards these;
- support or interventions already provided to meet needs;
- health and emotional well-being
- plans for education, employment or training if age appropriate (14 – 19 yrs)

## Suggested agenda for PEP meeting

### Introductions

#### Background Update

- legal status and care plan
- key dates (e.g. LAC Review, court hearings)
- contact information and responsibilities for decision-making
- health needs and medication

#### Education

- attendance, punctuality, behaviour and fixed term exclusions
- celebrating achievements
- information about SEN
- attainment, progress and targets – review existing/previous targets
- cultural, religious, personal, social and behavioural needs
- involvement of other agencies and services (e.g. CAMHS, EP, therapy)
- consider reports from other agencies and services
- extra-curricular activities (school-based and outside school)

#### Child’s voice

- child participates in meeting
- *“My views about my PEP”* or other record of the child’s voice shared
- meeting listens to, discusses and considers child’s voice

#### Targets

- set new targets linked to other school-based targets (e.g. IEP)
- agree short-term and long-term targets
- ensure that all targets are SMART (see page 6)

#### Support and Interventions

- review those already in place
- determine any changes or new interventions

#### Use of Pupil Premium

- use of pupil premium considered and discussed

- use must be based on need and linked to SMART targets or other outcomes

### **Actions**

- Clear actions, with responsibilities and deadlines/timelines (what, who and when)

### **Next PEP meeting**

- Agree date, time and attendance

## Setting SMART Targets

Effective, high-quality PEPs to address the specific needs of that child should:

- identify developmental and educational needs in relation to skills, knowledge, subject areas and experiences;
- include progress monitoring of each of the areas identified against development and educational needs;
- include **SMART longer-term plans** for educational targets and aspirations; and
- identify actions, with time scales, for specific individuals to support the achievement of agreed targets.

### Defining SMART

S	<b>specific</b>	<b>significant</b>	<b>stretching</b>
M	<b>measurable</b>	<b>meaningful</b>	<b>motivational</b>
A	<b>agreed</b>	<b>achievable</b>	<b>action-orientated</b>
R	<b>realistic</b>	<b>relevant</b>	<b>results-orientated</b>
T	<b>time bound</b>	<b>tangible</b>	<b>trackable</b>



## Appendix 1 – PEP Audit Grading Criteria September 2017

### Outstanding

- PEP gives a wide range of parent/carer and professionals clear insight into the child's developmental and educational needs.
- There is evidence that future transitions are planned and documented to support the child's developmental needs as appropriate (e.g. placement, school, year group, key stage)
- If the child's development raises concerns there is clear evidence that the provision is implementing actions, including timescales, specific individuals and effective intervention strategies and working in partnership with carers and co-ordinating with other services.
- The provision's practice consistently reflects the highest expectations and the highest aspirations.
- Children's educational progress is in line with their end of year target and their current progress
- Identified actions will match learning needs.
- The child's voice is recorded and there is evidence that it is fully acted upon through next steps and adult actions.
- Includes SMART short term targets, including progress monitoring of each of the areas identified against developmental and educational needs.
- All aspects of the PEP are completed in detail and is used/ viewed as a working/ evolving document.
- The success criteria shows measurable impact on development.
- Pupil Premium Plus (where eligible) is costed and evidenced towards the target.
- PEP review document completed in detail.
- Comprehensive material such as school reports, EHC plans and individual learning plans are added to the PEP to give depth

### Good

- PEP gives a range of parent/carer and professionals some insight into the child's developmental and educational needs.
- There is some evidence that future transitions are planned.
- If the child's development raises concerns there is evidence that the provision is implementing actions and working in partnership with carers and other services including some timescales, specific individuals and effective intervention strategies and working in partnership with carers and co-ordinating with other services.
- Provision is in place to meet identified learning needs.
- The child's voice is recorded and is considered alongside next steps and adult actions.
- All aspects of the PEP are completed.

- Next steps are appropriate and in line with the summary of learning, development and additional needs.
- Pupil Premium (where eligible) is evidenced and outcomes improved.
- Children’s educational progress is in line with their end of year target and their current progress (data uploaded to BSO)
- Includes SMART short term targets, including some monitoring of progress of each of the areas identified against developmental and educational needs
- All aspects of the PEP are completed in detail and is used/ viewed as a working/ evolving document.
- Success criteria shows some measurable impact on development.
- Pupil Premium Plus (where eligible) is costed and evidenced towards the target.
- PEP review document completed in detail.
- Additional material such as school reports, EHC plans and individual learning plans are added to the PEP

#### **Requires improvement**

- PEP gives parent/carers and professionals some insight into the child’s educational development and needs.
- There is some evidence that future transitions are planned.
- If the child’s development raises concerns there is some evidence that the setting is implementing actions and working in partnership with carers.
- Includes short term targets, but some monitoring of progress of each of the areas identified against developmental and educational needs
- Identified provision does not adequately match learning needs.
- Individual target setting is not aspirational.
- Child’s voice is not reflected in the actions.
- There are gaps in recording on the PEP.
- Pupil Premium (where eligible) is recorded but no recording of outcomes or expected outcomes.

#### **Inadequate**

- PEP gives parent/carers and professionals no insight into the child’s educational development and needs. There is no evidence that future transitions are planned.
- If the child’s development raises concerns there is no evidence that the setting is implementing actions and working in partnership with carers.
- Includes vague short term targets, with no monitoring of progress of each of the areas identified against any needs
- There is no evidence of provision to match learning needs.
- Learning needs have not been clearly identified.

- Next steps are not recorded.
- There are many gaps in recording on the PEP.
- Child's voice is not adequately represented.
- The actions will not address the needs raised in the PEP.
- The Next Steps do not reflect appropriate development.
- Pupil Premium (where eligible) is not completed with impact and used for its intended use