

## The Personal Education Plan (PEP) Process (revised August 2018)

Somerset Virtual School places a great deal of importance on the completion of high quality Personal Education Plans (PEPs). We believe the PEP should provide a detailed snapshot of a young person's education, provide an opportunity for their voice to be heard and their views shared and set out the roles and responsibilities of all those working to help CLA achieve the very best they can at school.

### What is a PEP?

All looked after children must have a care plan which is regularly reviewed by the local authority. Sitting alongside this is the Personal Education Plan (PEP) which should identify intended educational objectives and outcomes for Children Looked After and be shared with all of the professionals who are involved in their care.

The Somerset PEP pro forma was thoroughly revised and re-launched in September 2016. It is annually reviewed and revised to take account of changes in legislation, County Council policy or practice and the views of stakeholders.

Guidance and support materials, a checklist to ensure effective completion and copies of the PEP pro forma can be accessed via the Virtual School website:

<http://www.somersetvirtualschool.co.uk/staff/peps-and-accessing-funding/>

Support for the completion of high quality PEP documents is available to Designated Teachers through the termly network meetings as well as the online support documents. Social Workers are encouraged to attend the training events provided twice each year where PEP completion is a standing item. The Virtual school encourages DTs and Social Workers to seek advice and guidance and will meet with schools or CSC teams to develop understanding and effectiveness in relation to education and CLA.

### Why do I need to complete a PEP?

The PEP Process allows everyone involved with the child/young person, including the Virtual School, to have a clear understanding of what is needed to ensure the best possible academic outcomes and how these needs are going to be met. The PEP process also accounts for the funding available to schools for supporting their CLA. This funding is released to schools on the understanding that a quality PEP document is submitted and accepted by the Virtual School.

The PEP must be fully completed and must have clear information regarding the use of the Pupil Premium funding and how it is linked to the child's learning targets. It must also explain the use of any SEND funding where appropriate. Where PEPs are not fully completed or the use of the funding is not clear, a member of staff from the Virtual School will be in touch to clarify this and request further information. Funding will not be released to schools where satisfactory information is not submitted.

For further information on Pupil Premium funding for Somerset's CLA, please see our Pupil Premium Policy on the Virtual School website:

<http://www.somersetvirtualschool.co.uk/staff/peps-and-accessing-funding/>

## **How often should we have a PEP Review?**

In Somerset PEPs are held every term. If you have CLA from other counties the frequency of their PEPs could differ. The social worker for the CLA or the Virtual Head for that authority will be able to advise you on this. PEP meetings can be called more frequently if there are changes in a CLA's circumstances.

A PEP meeting should be convened by the Social Worker, within 20 days of a child coming into care and, if a CLA moves school, a PEP meeting should be convened before they move, to plan for transition or as soon as possible after the move if it is an emergency response.

## **Who should attend a PEP meeting?**

The PEP meeting should be attended by the Designated Teacher, Social Worker, Foster Carer/s and the young person (if appropriate). There may also be other people in attendance such as the CLA's class teacher and/or teaching assistant, parents, CLA Advisory Teacher and anyone else who works closely with the child and who may be able to contribute to the PEP.

## **Who initiates the PEP?**

The PEP should be initiated by the social worker who is responsible for the child/young person and must include notifying [thevirtualschool@somerset.gov.uk](mailto:thevirtualschool@somerset.gov.uk) in plenty of time, to ensure all paperwork is circulated and Virtual School Advisory teachers contacted. The Social Worker should invite all relevant parties including; the school, foster carer/s, parents and anyone else involved in the care and/or education of the child.

Virtual School Advisory Teachers attend many PEPs but not all. If you feel it is important that an Advisory Teacher is present, the relevant AT should be contacted directly with as much notice as possible. Where an AT cannot attend, they may be able to phone in during the meeting, speak with the Social Worker or DT in advance of the meeting or follow up any queries after the meeting.

If there are concerns regarding the scheduling of a PEP meeting, the Virtual School Advisory Teacher should be contacted to support the process. Ideally the PEP takes place in the first half of a term but this is not a requirement.

## **Who should complete the PEP Paperwork?**

The Designated Teacher or Virtual School Advisory Teacher will usually take the lead in writing the PEP and should begin the PEP meeting by checking through Part A of the PEP to ensure that the information is accurate and up to date. The PEP form should be completed as much as possible at the meeting and completed by the agreed chair as soon as possible after the meeting. Once the PEP is

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completed it is the Designated Teacher's responsibility to email the form to [thevirtualschool@somerset.gov.uk](mailto:thevirtualschool@somerset.gov.uk) within 10 working days. The Social Worker's responsibility is to circulate the document to carers/parents as appropriate once they receive the finalised version from the Virtual school.

## **What happens once a PEP is submitted?**

When a completed PEP is submitted to [thevirtualschool@somerset.gov.uk](mailto:thevirtualschool@somerset.gov.uk), the PEP Co-ordinators use the information to update the Virtual School register. They record any changes since the last PEP, attendance details, exclusions, a summary of Pupil Premium spending, progress statements and SEND status. Where there are gaps or missing information, the PEP Co-ordinators will request this information from the school/CSC. A copy of the submitted PEP is filed and another sent to the Advisory Teacher (AT).

The AT ensures that the PEP is completed satisfactorily. A PEP check document is used by the AT to summarise the outcomes and this is filed. Any queries relating to the completed PEP are followed up by the AT with the school or Social Worker. If funding above the termly allocation has been requested, the AT ensures that a detailed summary of the planned use of this funding is provided and shares the request with the Virtual Head. Outcomes regarding additional funding are communicated to the school by the AT.

## **Quality Assurance**

Each month a sample of completed PEPs is quality assured by the Virtual Head, Lead Education Advisor and Senior Specialist Educational Psychologist (CLA). Monthly monitoring of the total number of PEPs booked and submitted is completed by the PEP Co-ordinators and the area teams.

If, following support for the Designated Teacher and input from the Virtual School, a school is found to be regularly submitting PEPs that do not meet the required standard, the Virtual Head will address this with the school's Headteacher in order to secure high quality documents. Schools may be asked to attend the termly PEP surgeries to develop their skills and understanding of the PEP process. Funding may be withheld where PEP documentation does not allow the Virtual School Head to understand the rationale or benefits of PPG requested despite discussion with the school concerned.

Please refer to the separate PEP Quality Assurance Process documents and the Pupil Premium Grant Policy for more details.