How to write a Personal Education Plan (PEP)

Key Messages

- **The key mechanism for addressing the educational needs of the child or young person and improving their attainment is the PEP.**

- **It should set high expectations of rapid progress and put in place the additional support the child or young person needs in order to succeed academically.**

- **Personal Education Plans are designed to ensure that all important decisions about the education of Children Looked After are made jointly by the corporate parents who are the teachers, social workers, carers and other professionals involved with the child**

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1. About a Personal Education Plan

Who should have PEP?

All Looked After Children who are of statutory school age are required to have PEP. For younger children who are attending an early years setting, it is also good practice to complete Early Years PEP

Who should initiate the PEP?

The social worker has a duty to initiate the PEP. The completion of the PEP takes place at the PEP meeting and the professionals within the meeting negotiate who takes the lead to complete the PEP form. The social worker may take responsibility for some parts and the Designated Teacher for others.

How often should PEP be written?

If a child or young person has recently joined the school or early years setting, or has just entered public care, a new PEP should be written within **TWENTY** school days as it needs to be in place before the first care review meeting.

The minimum requirement for the PEP to be reviewed is once every six months. It is useful to do it before the child or young person's Statutory (LAC) Review. However, good practice would suggest that where there are concerns regarding learning or progress they should be reviewed more regularly such as each term. It can also be done at the same time as an Individual Education Plan (IEP) Review or Individual Behaviour Plan (IBP) Review if this is convenient, in order to combine the targets.

A new plan should be produced following any major change, such as when a child or young person moves school or placement or moves to another authority.

Who needs to be present?

For a PEP taking place in a nursery or school setting then generally it is the carer, the Designated Teacher and the social worker as well as the child/young person (where appropriate); others can be invited if necessary. For example if a child has SEN then the SENCo might be invited or if a child has health needs then the relevant health professional could be invited. For a Post 16 Education Plan generally it is the young person, carer or parent, the most appropriate person from the education or training placement and social worker. Others may be invited if necessary, for example Student Welfare/Safeguarding Officer, Support Worker.

Where should the PEP meeting take place?

The PEP meeting is a **face to face** meeting to allow debate, discussion and consensus so the PEP meeting should take place in school or early years setting, at a mutually convenient time for all involved.

For a Post 16 Education Plan the meeting should take place in the relevant education provision, for example school, college, training provision where possible.

Who keeps the PEP?

The school, social worker and carers keep the PEP primarily but anyone attending the PEP meeting should have a copy including the child or young person.

2. QUICK GUIDE TO WHO DOES WHAT AT PERSONAL EDUCATION PLAN (PEP) MEETINGS

Responsibilities
Social Worker

- Arrange the PEP meeting and try to make it after school and/or when the carer can attend.

- If it is the young person's first PEP or a transition PEP. Remember first PEPs need to happen within 20 days of the child coming into care and before the LAC review.

- Check that you use the correct form (the expandable version which allows more space for the Designated Teacher to include school information from Frameworki) and send out the paperwork to all those invited to attend the meeting.

- Talk to the young person about whom they would like to help them fill out their views and ensure this is done **before the meeting**. The forms for obtaining a child's views are available via the following link

http://leedschildcare.proceduresonline.com/chapters/forms_library_cms.html#pep_forms

- Complete the information **before the meeting**.

- Take a blank, copy of the PEP form to the meeting for everyone to refer to.

- Take the last PEP form to the meeting.

- Remember to draw up a list of questions that you might like to ask at the meeting.

- Send the completed PEP to the Independent Reviewing Officer before the statutory review

- When putting the PEP onto Frameworki follow the process below

- Amend the episode
- In the documents screen, create and fill in the document: 'Personal Education Plan for Child in Care'
- There are a number of optional letters that you can record in the documents screen if necessary
- Should you wish the Virtual Head to review PEP, you can send then a task 'Virtual Head to review PEP' from the tasks screen, and if you want to notify an admin worker to distribute documentation you can request this via the 'Please distribute documentation' task

- Once you have evidenced your PEP meeting , and received replies to any optional tasks that you sent, in the outcomes screen if a PEP review is required, select the outcomes:-
    - ‘PEP Review’, with the appropriate time scale set for when this is to take place, and assign this to yourself
    - ‘Notify Virtual Head/School PEP completed’ which you send to the virtual head. This is a notification outcome only and does not generate any further workflow.

- This will mean that you have a ‘Complete PEP Review’ in your incoming work. When this review happens, you can complete this in exactly the same way that you recorded the ‘Complete first PEP’ episode, but within the ‘Complete PEP Review’ episode.

Responsibilities
Designated Teacher

- If you know who the child’s social worker is, be proactive in contacting him/her with dates the school can make for a PEP meeting. This is particularly helpful for first PEPs when social workers have many demands on their time. First PEPs should take place within 20 days of a pupil coming into care.

- Lead on the development of the PEP within the school, working closely with other teachers as necessary to identify the young person’s strengths and weaknesses and any barriers to learning.

- Fill in the Previous School History section.

- Fill in the progress, attainment and attendance information **before the meeting** and bring any detailed information with you to attach to the PEP form.

- Provide current information if the child has any of the following: School Action/ School Action Plus/SEN Statement/ Individual Education Plan/ Pastoral Support Plan/Transition Plan.

- Agree who will chair the meeting and who will take notes.

- Circulate the completed form to everyone at the meeting who wants a copy and to the Independent Reviewing Officer. The young person should be given a copy of the completed PEP form or target section at a minimum.

- Lead on the implementation of the PEP within the school

Responsibilities
Carers

- Make sure the social worker has asked the young person whom s/he wants to fill in the Pupils Views sections.

- Review the last PEP for any outstanding actions.

- Come to the meeting with ideas of what you would like the school to do to help you support the young person’s learning.

- Make sure you bring ideas of what you think everyone needs to do to help your foster child do even better.

Responsibilities
Young Person

- Wherever possible the child or young person should attend the PEP meeting and be encouraged to contribute in a positive way

- The child's views form should be completed and discussed in the meeting

- The child should have a copy of their targets at the end of the meeting. These can be the school's own target setting paperwork which might be more suitable for younger children or the ones on the PEP

Responsibilities

Independent Reviewing Officer

- .To read the initial PEP or updated PEP ahead of the Looked After Review (to be sent by social worker)

- .To raise a Quality Assurance marker if the PEP is not available for the review or updated as required (The completion of a PEP is a mandatory task and is therefore considered to be a mandatory Quality Assurance matter if not available)

- .Within the Review, to ensure that the PEP is of a good quality and meets the needs of the individual child.

- To incorporate within the Review decision record any matters that require action as a result of consideration of the PEP

3. The Leeds PEP on Frameworki

Sections in the PEP

Section A includes all the **Essential Information** such as the date of the PEP meeting and the Social Worker responsible for the PEP or the person completing the section on behalf of the Social Worker

1. This includes personal information about the child including date of birth, ethnicity, gender etc. but also their Unique Pupil Number (UPN) which remains with the child throughout education and their Client ID number which is the number used by Children's Social Care Teams to identify the child.

   Their legal care status is also included which is important for schools to know as this affects the kinds of decisions, which schools can make, especially in matters of contact with the Child's birth family. A child might be on a full care order (Section 31), an interim care order (Section 38) or accommodated under a Section 20 voluntary agreement with the parents. These sections are sections in the Children's Act.

2. This includes the **Care Information** including details of their placement and current education placement with contact details.

3. This section is for Key Contacts and should include anyone attending the PEP meeting.

4. This is an important section as it deals with points of contact and details of anyone with whom the child should not have contact.

Section B includes **Education information** and this section is best completed by the Designated Teacher in the school or setting.

1. This includes current school information and previous school history if known.

2. This is a snapshot of progress and covers attendance, behaviour, emotional health and wellbeing and relationships with children and adults.

3. This covers Attainment levels and Achievements. Many Children Looked After have low self-esteem and need reminding of their strengths. Research has found that Children who are looked after who have interests and hobbies are more likely to be successful in education. This is because these activities are a focus for motivation, bring structure into weekly routines and provide contact with other children.

4. Some young people particularly those with Special Educational Needs get special arrangements such as a scribe or additional time. Any special arrangements should be noted here. The SENCo and the Examinations Officer in a school will be aware of any of these arrangements.

5. Improving a young person's literacy and numeracy abilities is key to their success so it is very important that they are entered for qualifications in the core subjects. If not then it is important to explain why not in this part of the PEP.

6. This includes all aspects of a pupil's Special Educational Needs. If a child has SEN then there are additional reviews and the paperwork should be uploaded. The SENCo in a school might also attend a PEP meeting.

7. This includes a record of any exclusions, as this can be a trigger that the child needs additional support.

8. This includes what provision has been made for any exclusion as good practice dictates first day provision for any Child Looked After who is excluded.

Section C is crucial as it gives the **child's views**. Many Children who are looked after can be reluctant to speak in a meeting with many professionals so it is important that they have the chance to contribute their thoughts. If this section is not completed then an explanation as to why not, should be given. The forms for noting the child's or young person's views are available on Leeds childcare procedures online by following the link below.

http://leedschildcare.proceduresonline.com/chapters/forms_library_cms.html#pep_forms

There is a form for Primary, Secondary and Early Years aged children.

Section D is agreed and recorded at the PEP meeting

1. This is an important section showing current achievements and interests. It is here where questions should be asked about anything the child might like to learn e.g. a musical instrument or a sport.

2. This is where a list of any support a Child who is looked after receives from other agencies both in school and out such as Health, CAMHS, can be listed. This offers an opportunity to talk about the child's emotional health and wellbeing and to share any information from the SDQ (Strengths and Difficulties Questionnaire) with the school.

3. This provides an opportunity to list any issues or needs that the Child who is looked after has which is having an impact on educational progress.

4. Here the new targets are written

5. The old targets are reviewed and any ones, which have not been achieved, should be carried through to the new targets.

6. This should detail how the Child who is looked after has benefitted from Pupil Premium and should be outcome focussed e.g. what difference has the use of Pupil Premium made to the child.

7. This is where the date for the next PEP review meeting should take place. It is important that the PEP meetings inform the Care review process so the PEP meeting should be held before the Care review meeting

4. Helpful Hints about Education

The Foundation Years (0-5)

This is how the Government describe the time in a child's life between birth and age 5. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Day nurseries, pre-schools, childminders, nursery and reception classes must meet the standards set out in the Statutory Early Years Foundation Stage (EYFS) Framework. This ensures that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are seven areas of learning and development that must shape educational programmes in early years settings. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are Communication and language, Physical development and Personal, social and emotional development. Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are Literacy, Mathematics, Understanding the world and Expressive arts and design.

These areas of learning are underpinned by three characteristics of effective teaching and learning

• **playing and exploring** - children investigate and experience things, and 'have a go';

• **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and

• **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessments

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners will respond to their own day-to-day observations about children's progress and observations that parents and carers share. It is expected that the practitioner record and discuss these assessments on a regular basis with parents/carers e.g. learning journeys.

There are two main statutory assessments in the Foundation Years

- EYFS progress check at age 2, which consists of a short written summary of a child's development when they are between 24 and 36 months.
- The EYFS Profile, which summarises and describes a child's attainment at the end of the EYFS (i.e. at age 5)

Assessment rating	EYFS Profile judgement
1	Indicates a child who is at the 'emerging' level at the end of the EYFS
2	Indicates a child who is at the 'expected' level at the end of the EYFS
3	Indicates a child who is at the 'exceeding' level at the end of the EYFS
A	Indicates a child who has not been assessed due to long periods of absence, for instance a prolonged illness or arrives too late in the summer term for teacher assessment to be carried out, or for an exemption

Further information can be obtained from the links below:

http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf

http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf

http://www.foundationyears.org.uk/wp-content/uploads/2012/03/A-Know-How-Guide.pdf

https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook-2014

The National Curriculum (As of March 2014, changes will be taking place in September 2014).

There are four Key Stages

- Key Stage 1: School Years 1-2: Ages 4-7
- Key Stage 2: School Years 3-6: Ages 7-11
- Key Stage 3: School Years 7-9: Ages 11-14
- Key Stage 4: School Years 10-11 Ages 14-16
- Key Stage 5: School Years 12- 13 Ages 16-19

Assessments

Teachers should assess children all the time but there are formal assessments, which take place as follows

- Phonics screening test in Year 1 (usually age 6)
- Key Stage 1 (KS1) tasks and tests during Year 2 (usually age 7)
- Key Stage 2 (KS2) National Curriculum tests in English and maths taken at the end of Year 6 (usually age 11)
- Key Stage 3 (KS3) teacher assessment judgements at the end of KS3 (usually age 14).
- Key Stage 4 (KS4) which are usually called GCSEs and vocational qualifications

Expected levels

Schools record progress according to Levels as follows

- Most 7 year olds are expected to achieve Level 2
- Most 11 year olds are expected to achieve Level 4
- Most 14 years olds are expected to achieve Level 5
- Most 16 year olds are expected to achieve five GCSEs at A*-C including English and Maths

Some children, maybe because of the fact that they have a Special Educational Need will be working at a level below the average for other children. These are called sub levels or fine levels

- Level 1 or W (working towards level 1) are the weakest results but for some children who have learning difficulties this would represent a great achievement

- A sub- level might be a 2a which means a child is working at the top of the level, 2b which means that a child is working well within the level and 2c which means a child has just started to work at this level

Some children with SEN are working below Level 1 of the National Curriculum and then they are assessed using P scales from P1 to P8.

5. Questions that Social Workers might ask at a PEP meeting

- What strategies has the school put in place to accelerate the progress of the young person?
- What communications has the school had with carers about the fact that the pupil is falling behind?
- What can the social worker or carer do to help?
- Has the student got any revision materials to support their learning?
- Is the student accessing all the additional support such as homework clubs, breakfast clubs, revision sessions?
- What rewards and sanctions are in place in the school?
- How is success celebrated?
- Has the school encouraged the pupil to become involved in any extra-curricular activities?

6. Examples of Target Setting

Here are some examples of learning and social/ emotional targets.

Targets can be set for any aspect of the child's education. They need to be **SMART**:

Specific Measurable Achievable Realistic Time Related
Targets are about who does what and when!

Learning Targets				
Targets	**Actions to be taken**	**By whom**	**By when**	**Success criteria**
Chris to improve handwriting	Chris to be given time in the classroom to practise handwriting and be supported by his mentor. Chris to be given exercises to be completed at home.	Chris Mentor Carer	End of next term	Chris to achieve a level 4 in literacy.
Connor to practise basic Maths skills	Carer to spend 15 minutes 4 x weekly on long multiplication with Connor. Maths teacher to set and check on weekly basis.	Connor Carer Maths teacher	By the end of the year (July)	Connor to increase his numeracy level from 2a to 3b.
Shabina to practise working independently	Teacher/ mentor to ensure Shabina understands the task. Shabina to be able to work in a quiet area of the classroom. Task to be short and timed – to be extended gradually. Praise and rewards to be used.	Shabina Teacher mentor	By the next PEP Review (6 months)	Shabina to be able to complete a 'long writing' task on her own.
Kai to be in school full time	Attendance Officer to monitor on a daily basis and liaise with Residential Home, Social Worker and LACES.	Kai Attendance Officer Residential Social Worker Social Worker LACES Education Social Worker	By the end of term	Kai to achieve 100% attendance.

Social/Emotional Targets				
Targets	**Actions to be taken**	**By whom**	**By when**	**Success criteria**
Ryan to improve taking twins in games/activities	For Ryan to work towards more constructive free- time. Mentor to support using discussion and games. Carer to reinforce at home with games.	Ryan Teachers Carer Mentor	By May 20th – but maintain it throughout the remainder of the term	Improved social skills and relationships with peers. Reduce the number of incidents in the lunchtime book.
Meena to have a greater understanding of how her actions affect others	Learn skills to help when excited or disappointed. E.g. move away from the situation, change of activity, time out, chance to talk with someone Role play - a variety of consequences and different classroom situations. Mentor to support.	Meena Mentor	Before half term	Meena to develop emotional intelligence and be able to recognise appropriate times to access mentor. Reduce the amount of time spent out of lessons in 'time out' break.
Liam to make friends	Foster Carer will invite a friend from Liam's class around for tea at weekends.	Liam Foster Carer	To have friends home for tea by the end of next week. To show an increase in confidence by the end of term	Liam to have more confidence in peer relationships.

7. Checklist for completing the PEP form

This is an aide-mémoire to check that all the necessary information has been included.

ITEM	YES, NO or N/A	Action to be taken
Section A completed with date of PEP meeting and name of SW		
1.Personal Information completed		
2.Care information completed		
3. Key contacts completed		
4. Essential Information completed		
Section B Education Information completed		
1.Current school information completed		
2.Previous school history completed		
3.Snapshot of progress completed including • Attendance • Behaviour • Emotional Health and Wellbeing • Relationships with other children and adults		
4. Attainment levels and Achievements including the appropriate Key Stage information filled in		
5. Are any special arrangements for exams completed if applicable		

ITEM	YES, NO or N/A	Action to be taken
6. Is there a reason entered if a pupil is not entered for examinations in the core subjects?		
7. Is all the SEN information completed, if the child has any SEN and is on the Code of Practice including any copy of an IEP if available?		
8. Are any fixed term or permanent exclusions listed?		
9. If excluded is there any detail of what provision was made for the young person?		
Section C completed and the form with the Views of the Child uploaded?		
Section D completed with old targets reviewed and new SMART targets listed		
1. Is there a list of the achievements and interests of the child?		
2. Is there a list of other agencies involved with the child in school?		
2.1 Is there a list of other agencies involved with the child out of school?		
3. Have any issues or needs been identified which are having an impact on the child's learning? If so these might be included in the targets		

ITEM	YES, NO or N/A	Action to be taken
4. Do Targets include Educational aspects and not just social/emotional aspects? Are targets both short term i.e. before the next PEP meeting and longer term i.e. before the end of the Key Stage? Do targets include the What, How, When and by Whom aspects?		
5. Is there a clear indication of how the Pupil Premium has been spent on the child since the last PEP meeting and what difference it has made? Is there any indication of how any future Pupil Premium will be spent?		
6. Is the date, time and venue of the next PEP meeting clearly shown?		