

Personal Education Plans (PEP's) - 1 minute Guide

Why do we need them?

The PEP is part of the Care Plan and in statute it is expected that the Social Worker leads on this process.

DfE Promoting the education of looked after children

Statutory guidance for local authorities

July 2014

34. The quality of the PEP is the joint responsibility of the local authority that looks after the child and the school. Social workers, carers, VSHs, designated teachers and, as appropriate, other relevant professionals will need to work closely together. All of those involved in the PEP process at all stages should involve the child (according to understanding and ability) and, where appropriate, the child's parent and/or relevant family member.

Initiating, developing and reviewing the PEP

36. Wherever the child is placed, their social worker, supported by the authority's VSH, should take the lead to:

- initiate a PEP even where a looked-after child is without a school place. This includes meeting with appropriate education providers and the carer;*
- ensure that where a child is placed in an emergency the PEP is initiated within 10 working days of their becoming looked after, wherever they are placed;*
- ensure, with the support of others, including the VSH, that the PEP contains a summary of the child's current attainment and progress;*
- ensure the PEP is effective and is available for the first statutory review meeting of the care plan; and,*
- ensure the PEP gives details of who will take the plan forward and specifies timescales for action and review.*

37. The designated teacher leads on how the PEP is developed and used in school to make sure the child's progress towards education targets is monitored.

How do we implement this in Kirklees?

The Virtual School co-ordinate and lead all the initial PEP meetings when a child or young person is taken into care or as soon as possible after their third birthday for children and young people aged 3-18 .

The Virtual School also focuses on the quality and completion of PEP's for our pupils who are currently NOT making expected progress in the same way as for initial PEP's and supports in PEP meetings when appropriate.

Since the 1st September 2015 all PEP meetings are recorded on ePEP and saved onto Wisdom when they are signed off.

The Social Worker and staff from the Virtual School work together with the Designated Teacher to complete the relevant ePEP sections (as detailed in Guidance documents on the ePEP noticeboard) prior to the PEP meeting, to chair the meeting and to complete the ePEP during the meeting.

In cases were pupils are making expected progress this will be always be completed by the Social Worker and the Designated Teacher.

Background administration

- All Social Workers, Designated Teachers, Professionals in Post16 provisions and IRO's will be sent a User ID by the Virtual School, along with details on how to set up a password to access the ePEP system.
- All Social Workers, Designated Teachers and Professionals in Post 16 provisions will have access to the children and young people they are currently working with. IRO's will need to inform the Virtual School of access required.
- If you have any issues relating to ePEP please contact the Virtual School and they will help you.

As the child's social worker you will need to:

- Coordinate the PEP Review process – the Virtual School are not able to attend all PEP meetings.
- Always ensure that the care details are fully completed and accurate for all of the children and young people that you are working with.
- Prior to the meeting, check with the Designated Teacher, the carer, and where applicable the Virtual School lead that they are still able to attend.
- Check that the pupil views have been entered into the pupil view section prior to the meeting so that they can be considered as part of the discussions during the meeting.
- Ensure that all ePEP sections and targets are discussed, agreed, and **typed into ePEP during the meeting.**
- Ensure that there is an agreed date for the next meeting entered into ePEP within the statutory 6 month timescale.
- Submit the PEP for sign off during the meeting once all sections have been **'marked completed'**.
- Ensure that reviews are completed within timescales and notify key people if there are any changes to the planned meeting.
- Ensure that you have set up an email rule which will forward the automatically generated 'PEP signed off' email to EITSEITSNorth.managementsupport@kirklees.gov.uk – only after this has been done will the EITS team then ensure that they:
 - Save the PEP PDF document onto Wisdom when it has been signed off.
 - Update the PEP activities in Carefirst to show that the review has been completed and a date has been set for the next review.
- Ensure that reviews are completed within timescales and notify key people if there are any changes to the planned meeting.

As the IRO you will need to:

- Be able to access ePEP and view the LAC pupils you are responsible for.
- Focus a discussion around the PEP as an integral part of the LAC review.
- Contact the Virtual School directly if there are any issues with this.

As the Designated Teacher (or Professional in Post16 provision), you will need to:-

- Ensure there is a suitable room and access to ePEP.
- Ensure that all relevant sections of the PEP are completed prior to the meeting – with clear funding information available (*Please note that funding is not available for Post16 students*).
- Have worked with the young person prior to the PEP meeting to complete their views (*for Post16 students, you will need to complete the YP views template and then upload and attach to the relevant ePEP*).

NB the Designated Teacher must be a teacher and be able to take decisions during the PEP meeting. The Professional in Post16 must be an employee of the Post16 provision and be able to move actions forward.

The Virtual School will:-

- Coordinate all initial PEP's and support PEP's where pupils are not making expected progress whenever possible.
- Approve all targets and allocate Pupil Premium funding where appropriate.
- Monitor and chase up all PEP's showing as overdue in the ePEP system.

Janet Tolley updated 18/10/17

PEP completion checklist (please scroll down to Page 5 for the Post16 checklist)

Section	Expectation	Person responsible	Checklist for completion
A:Essential Pupil Information			
Personal information	Once this has been entered for the initial PEP, it will transfer onto subsequent PEPs. Please check prior to each meeting that the details are accurate and inform the Virtual School (VS) if any changes are required.	SW to check for accuracy and request changes from VS	
Care information	Once this has been entered for the initial PEP, it will transfer onto subsequent PEPs. Please check prior to each meeting that the details are accurate and amend if necessary.	SW	
School information	The Virtual School maintains this section – please contact the VS if there are any issues	n/a	
Health and Emotional Well Being	All sections must be completed by the social worker and the SDQ score must be entered.	SW	
B:Education information			
Attendance	Please complete all sections, including the date range, prior to the PEP meetings. If attendance is below 90%, a target prompt will automatically appear in the 'Targets' section of the PEP meeting - you will need to enter details within this target to address this.	DT	
Reduced Timetable / Personalised Package	For most pupils this will just be a click in the 'No' box to show that the young person is on a full time timetable. If the pupil has less than 25 hours of provision or on a personalised package, then all sections must be completed.	DT	
Exclusions	This section should be completed each time there is an exclusion. The box for "education and support provision" should always be completed if there has been an exclusion.	DT	
Previous School/settings	This section will automatically record school changes made within the ePEP system. The school history prior to a pupil becoming LAC can be entered manually. Once previous schools/settings have been entered, it will transfer onto subsequent PEPs. Any future school changes will be updated by the Virtual School	DT VS	
Attainment & Progress	This section must be completed prior to any PEP meeting and at least termly – the Virtual School will send designated teachers an email reminder each term. The Virtual School monitors this on a termly basis and will chase up any missing data.	DT	
SEN Support (without EHCP)	All of this section should be completed for any young person requiring additional support and a copy of the "My Support Plan" must be attached to the front of the PEP in the 'Documents' folder.	DT	
SEN (with EHC Plan / Statement)	All of this section should be completed for any young person with an EHC Plan or Statement and the EHC Plan / Statement must be attached to the front of the PEP in the 'Documents' folder.	DT	
Extra support	The box should be completed with as much as possible – if no extra support is in place please write 'none'.	DT	
14-19+ Plan for Education, Employment and Training	This must be completed for all young people in Years 10 and 11. Information may be added by the Careers advisors but the DT should also contribute any information they have.	DT	
C:Young Persons			

Views			
All sections	The YP module must be completed by or with the Young Person prior to the meeting so that their views can be discussed and considered during the meeting. If the SEN pupil view section is completed please ensure that you write a comment to say this in The PEP Meeting section for clarity.	DT	
D:The PEP meeting			
Key Contacts	This section is automatically populated – please check the details are accurate and contact the Virtual School if there are any issues	VS	
The PEP meeting	All sections must be completed at the PEP meeting including the current meeting date and the next PEP meeting date – the PEP cannot be signed off without the next meeting date and time being entered. This is a key section that links all of the other sections together and needs to be very detailed so that everyone can sense the journey that the young person is on over time. Good sentence starters might be:- A review of the targets set at the last meeting show that... As a result, the focus of the next targets will be.... A review of the attainment and progress data shows that... As a result, we agreed the following actions.... Attendance has declined because... As a result the actions in target number 1234 will be implemented. At the last meeting we agreed... We know that this has been effective because.... The next steps are.... You must evidence that the views of the young person and carer have been considered: <ul style="list-style-type: none"> • Eg the young person /carer has requested • As a result we have agreed that... Please be clear where the SEN pupil view has been used.	DT/SW/VS during the meeting	
Targets Local authorities approach to target setting and funding allocation may vary. Please check with the Virtual School if you have any queries. Detailed guidance on target setting is available on the ePEP noticeboard	Please start with this section at the start of every PEP meeting. Review each previous target by viewing each target and completing the ongoing review of target section. This will enable you to structure the meeting around the support and intervention that has been effective, and the impact it has had. This should inform the prose as detailed in the previous section. Where there has been no progress made with a previously set target, it is important that this is reviewed and other strategies explored before new targets are set. New targets should be agreed and submitted with the funding clearly identified so that PP funding can be allocated to support where necessary.	DT/SW/VS during the meeting	
PEP Sign Off	The next PEP meeting date and time must be entered in order for you to press the ‘mark completed’ button for your section – this must be done at the end of the PEP meeting. The PEP cannot be signed off without the next meeting date and time being entered, and all sections have been ‘marked completed’	DT/SW/VS during the meeting	

PEP completion checklist for Post16 students

Section	Expectation	Person responsible	Checklist for completion
A:Essential Pupil Information			
Personal information	Once this has been entered for the initial PEP, it will transfer onto subsequent PEPs. Please check prior to each meeting that the details are accurate and inform the Virtual School (VS) if any changes are required.	SW to check for accuracy and request changes from VS	
Care information	Once this has been entered for the initial PEP, it will transfer onto subsequent PEPs. Please check prior to each meeting that the details are accurate and amend if necessary.	SW	
Current Status of Education/Training	The tick boxes need completing to show the young person's current participation status.	SW	
Health and Emotional Well Being	All sections must be completed by the social worker and the SDQ score must be entered.	SW	
B:Education information			
Education, Training and Employment	Please complete all sections. If a young person is NEET or employed please state this in school / setting name.	DP	
Attendance	Please complete all sections, including the date range, prior to the PEP meetings. If attendance is below 90%, a target prompt will automatically appear in the 'Targets' section of the PEP meeting - you will need to enter details within this target to address this.	DP	
Previous School/settings	This section will be maintained by the Virtual School. The ePEP system automatically records school changes made once the child has been entered into the system – the information will then transfer onto subsequent PEPs.	VS	
Attainment & Progress	This section must be completed for full time study pupils only prior to any PEP meeting and at least termly. The Virtual School monitors this on a termly basis and will chase up any missing data.	DP	
SEN Support (without EHCP)	All of this section should be completed for any young person requiring additional support and a copy of the "My Support Plan" must be attached to the front of the PEP in the 'Documents' folder.	DP	
SEN (with EHC Plan / Statement)	All of this section should be completed for any young person with an EHC Plan or Statement and the EHC Plan / Statement must be attached to the front of the PEP in the 'Documents' folder.	DP	
Extra support	The box should be completed with as much as possible – if no extra support is in place please write 'none'.	DP	
14-19+ Plan for Education, Employment and Training	This must be completed within the academic year. Please ensure that in the name section this also includes a date. Information may be added by the Careers Advisors but the DP should also contribute any information they have.	DP	
C:Young Persons View on Learning	The Designated Professional will have received a YP views template along with their ePEP login information. The template must be completed by or with the Young Person prior to the meeting so that their views can be discussed and considered during the meeting – this must then be uploaded and attached to the relevant ePEP.	DP	
D:The PEP meeting			
Key Contacts	This section is automatically populated – please check the details are accurate and contact the Virtual School if there are any issues	VS	

NEET Support Plan	This only needs completing for young people who are NEET. This section is completed in the PEP / NEET Professionals meeting by the person completing the PEP.		
Education Summary	The education summary should be completed before the PEP meeting. Please ensure that all areas have been addressed in the PEP meeting. 16-19 Vulnerable Bursary should be available for all young people who are accessing full time education (this includes a traineeship), this would usually be classed as over 16 hours and more than 12 weeks in length.		
The PEP meeting	<p>All sections must be completed at the PEP meeting including the current meeting date and the next PEP meeting date – the PEP cannot be signed off without the next meeting date and time being entered. When a young person is NEET or employed– relevant sections only need completing.</p> <p>This is a key section that links all of the other sections together and needs to be very detailed so that everyone can sense the journey that the young person is on over time.</p> <p>Good sentence starters might be:-</p> <p>A review of the targets set at the last meeting show that... As a result, the focus of the next targets will be....</p> <p>A review of the attainment and progress data shows that... As a result, we agreed the following actions....</p> <p>Attendance has declined because... As a result the actions in target number 1234 will be implemented.</p> <p>At the last meeting we agreed... We know that this has been effective because.... The next steps are....</p> <p>You must evidence that the views of the young person and carer have been considered:</p> <ul style="list-style-type: none"> • E.g. the young person /carer has requested • As a result we have agreed that... <p>Please be clear where the SEN pupil view has been used.</p>	DP/SW/VS during the meeting	
Targets	Although there is no funding attached to targets in Post 16, targets should be set in every PEP meeting and recorded in the targets section, previous targets should be reviewed within the PEP meeting.	DP/SW/VS during the meeting	
PEP Sign Off	<p>The next PEP meeting date and time must be entered in order for you to press the 'mark completed' button for your section – this must be done at the end of the PEP meeting.</p> <p>The PEP cannot be signed off without the next meeting date and time being entered, and all sections have been 'marked completed'</p>	DP/SW/VS during the meeting	