



Guidance on the Preparation Needed for Completing Personal Education Plans

As stated in 'Promoting the education of looked-after children and previously looked-after children' (Statutory Guidance for LA 2018).

- 'All looked-after children must have a care plan, of which the PEP is an integral part. The PEP (**pre-school to age 18**) should be initiated as part of the care plan.
- It is an evolving record of what needs to happen for looked-after children 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 child's identified educational needs, raises aspirations and builds life chances.
- The school, other professionals and the child's carers should use the PEP to support achieving those things.'

Initiating, developing and reviewing the PEP

The Social Worker has the duty to initiate the PEP within 10 working days of a child or young person coming into care.

The Designated Teacher leads on how the PEP is developed in school.

The Virtual School will support teachers, Social Workers and carers to produce a high quality PEP and holds a quality assurance role in relation to PEPs.

How often should a PEP be written?

If a child or young person has just entered care, the first PEP should be available for the first statutory review meeting of the care plan.

Then, at least once a term.

If there are concerns regarding learning or progress it should be reviewed more regularly.

A PEP can be done at the same time as IEP or IBP reviews if this is convenient, in order to combine the targets.

Prior to the meeting:

Social Worker – will complete or update **Section A** of the EPEP. This outlines the personal information, care information, and details related to contact.

Designated Teacher – will complete **Section C** of the EPEP. This is the education information and includes attendance, attainment levels, draft targets and support. It is usual for the school to support the child or young person to complete their section – **section B** - to ensure the views of the child or young person are gained

Foster Carers now have access to training which will enable them to log on to the EPEP and submit their views prior to the meeting. This is optional. Carers are still able to present their views at the meeting if they prefer not to access the electronic version.

The PEP Meeting

The meeting itself is the most important part of the process. Key parties will be in attendance; Social Worker, DT or named school staff, carer and where needed or possible, Birmingham Virtual School and of course the child or young person. Important discussion will take place on progress, support needs and forward planning. It may be helpful to invite other parties such as therapists or careers advisors.

If a meeting does not take place, a PEP cannot be counted as in date - even if there is information in other sections of the document.

The young person's views will be gathered before the meeting and depending on age, understanding and wishes, the child or young person can be invited to all or part of the meeting.

Discussion during the meeting should focus on:

- Review of targets, impact of action and interventions from the last PEP- have they worked?
- What support is in place; what support is needed to ensure short and long - term academic goals are achieved?
- Agreement of SMART targets linked to learning needs, and where needed, emotional health needs.
- The breakdown of Pupil Premium Spend against funded targets on the PEP.
- Special Educational Needs.

- Transition needs.
- Attendance.
- Exclusions.
- Careers Advice.
- Out of School Learning activities.

Please contact Birmingham Virtual School for any further information needed

Email: BirminghamVirtualSchool@birmingham.gov.uk>

Or ring 0121 464 6599