



PERSONAL EDUCATION PLAN (PEP)

PROTOCOL FOR THE VIRTUAL SCHOOL TEAM

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INTRODUCTION

PEPs refer to Personal Education Plans. Statutory guidance stipulates that PEPs for Looked After Children must occur termly, which forms part of their care plan.

This protocol is for members of the Virtual School (VS) Team to guide the execution of our role. The PEPs start from the September following children's third birthday.

THE ROLE OF THE VIRTUAL SCHOOL IN PEPs:

The Virtual School Team advocates for the child/young person (CYP) and supports colleagues who need guidance during the PEP meeting. Other expectations of Virtual School Colleagues are that they

- Monitor effective target setting and good use of PP+.
- Help the school's designated teacher (DT) and Social Worker (SW) make a professional judgement on the impact of the last PEP.
- Model what best practice should be in terms of the quality of PEP documentation, e.g. emphasis on what an effective narrative should be in different sections of the PEP meeting.



BEFORE THE PEP MEETING

- VS ensures that both DT and SW have access to PEP if not a request should be sent to VS business support Tricia Butler.
Tricia.butler@lbbd.gov.uk
- VS Reminds DT to do a round-robin for teacher feedback.
- VS reminds DT to add attendance and attainment records before the meeting.
- VS reminds DT to meet with YP and collect young person's views.

DURING THE PEP MEETING

VS ensures that:

- Social Worker opens liquid logic (LL) and adds the PEP record date.
- DT opens the PEP and clicks confirmation before the end of the PEP meeting
- SW agrees on the next PEP meeting date. This is added to PEP, and SW sends out a calendar invite.
- SW complete their section (either before or after the PEP meeting).



RECORD OF DISCUSSION DURING THE PEP MEETING

USEFUL PROMPTS: DISCUSSION & DOCUMENTATION GUIDE TO THE PEP MEETING

1. ATTENDANCE - quote percentage and give context.
2. BEHAVIOUR (Carer's Comments, School's comments, SW comments)
3. ATTAINMENT & PROGRESS (feedback from teachers-round robin, strengths and difficulties) complete the tracker
4. REVIEW of last term's targets comment on their impact and what should be signed off and archived be mindful to evaluate any external support such as tuition, therapy have you got the reports to read?
5. Use of PP+ - use of PP+ last term and this term's use of PP+
6. AGREE this term's targets

SUMMARY OF ACHIEVEMENTS & INTEREST

CARERS COMMENTS ON OUT OF SCHOOL EXPERIENCES

This text box should have information provided by the Foster Carer on achievements and interests of the young person outside of school. It could be independent skills developed over the summer holiday. It could also be soft skills like communication, teamwork, or time management.

The Foster carer could also present achievement from the angle of emotional and social maturity.

The school should also give details of achievements and interests.

We suggest that the DT email every subject teacher requesting their feedback specifying strengths and areas for improvement academically and with wider skills before the meeting.



SUMMARY OF SUPPORT NEEDS

- Access to tuition/extension of current tuition
- Access to EP assessment
- Extending work- academic
- Access to a mentor to develop emotional and social skills
- Participation in extra-curricular

SEND page

This page needs to clearly state the child does have SEND or NOT. If young person is subject to SEN, then current SEND needs have been recorded. Evidence is required to demonstrate joint review of Statement and PEP.

ATTAINMENT LEVELS & ACHIEVEMENT

VS is to always request a copy of the young person's end of year school report in the summer term pep meeting or autumn term pep meeting to provide full overview of their engagement in learning and to identify strengths and weaknesses across the whole curriculum. Upload into documents or attach to the pep. Especially important to have is the Y6 report on ePEP for primary - secondary transition.

LAYOUT AND SETTING UP ENTRIES

For KS1 students expect as a minimum entries for MATHS, WRITING, READING, PHONICS

For KS2 students expect as a minimum entries for MATHS, WRITING, READING, SCIENCE

For KS3 students expect as a minimum entries for ENGLISH, MATHS, SCIENCE AND A LANGUAGE but insist the school provide a copy of all termly subject assessments to upload to epep

For KS4 students expect as a minimum entries for ENGLISH LIT, ENGLISH LANG, MATHS, SCIENCE but insist the school provide a copy of all termly subject assessments to upload to epep

For some KS4 students you may need to request the school enters: FUNCTIONAL SKILLS ENGLISH, FUNCTIONAL SKILLS MATHS, ENTRY LEVEL MATHS, ENTRY LEVEL ENGLISH

Reminder that for CYP with SEND schools can no longer use p-levels to describe expected end of key stage/year outcomes.



AGREEMENT REGARDING THE USE OF PP+ FUNDING

Comments needs to be made in the PEP regarding paid interventions/resources etc which should be agreed in the pep and NOT the child in care review and that the school/SW uses the appropriate paperwork eg the Additional funding form/link, tuition referral forms.

ATTENDANCE OF THE VS AT PEP MEETINGS EXPECTATIONS

VS should request to be automatically invited to the next pep via TEAMS: However, it must be clearly stated that this is subject to their availability.

AFTER PEP MEETING (WITHIN A WEEK)

- VS needs to remind SW and DT to sign off their respective sections within one week.
- A Formal email reminder from VS to be sent out after two weeks if needed.
- VS signs off and rag rates PEP within two weeks.
- Angelina to chase up those who haven't done this within 3 weeks.

RAG RATING PEPS

The Virtual School rag rates PEP completion compliance. The aim is to ensure that all professionals and the child/young person have engaged with the process. It is also to provide an overview of the progress and then support needs and interventions planned for the young person. It is not a reflection on the quality of support provided by the VS.



RAG RATING CHECKLIST

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OVERALL	INADEQUATE	REQUIRES IMPROVEMENT	GOOD	OUTSTANDING
	No recorded evidence of PEP	PEP recorded but missing vital information	- All sections have been completed - Key information entered in each section - PEP recorded to an acceptable level	PEP recorded at an impressive level
	SOCIAL WORKER SECTION A	SDQ score not updated and SW section incomplete or not signed off, Incomplete/missing information	- An update about the young person (a paragraph) - SDQ score updated (yearly) - Section completed and signed off	SDQ score updated and SW section completed and updated with reference to the last Health and Emotional Wellbeing and current progress.
	ATTENDANCE & ATTAINMENT	No entry on attendance or attainment	No explanation or reasons for low attendance 95% or higher - good or excellent - Below 95% with explanation/comment for low attendance PRIMARY: Numeracy (Maths) & Literacy (Reading & Writing) SECONDARY: Core subjects (English, Maths & Science) For each subject attainment levels highlighted (brown- below target; yellow- on target; green- above target; blue- exceeding target)	Evidence of improvement of attendance 95% or higher - good or excellent - Below 95% with explanation/comment for low attendance PRIMARY: Numeracy (Maths) and Literacy (Reading and Writing) SECONDARY: Core subjects (English, Maths & Science) For each subject attainment levels highlighted (brown- below target; yellow- on target; green- above target; blue- exceeding target)
PEP MEETING SECTION	In the PEP meeting section only yes and no radio buttons were used to complete that section so no additional text and limited responses.	In the PEP meeting section there is limited information which is scant.	Short paragraphs or summaries on: - Young person's achievements and interests - Progress made or lack of progress with reasons - Needs identified and interventions agreed - Any other issues discussed during the meeting	In PEP meeting section detailed information on the progress of young person, support needs and interventions. Further details on the progress that the young person has made since the last PEP and how they have achieved set targets through the interventions provided. Explanation of the impact of PP+

T A R G E T S	INADEQUATE	REQUIRES IMPROVEMENT	GOOD	OUTSTANDING
	No Targets and no review of previous targets. No PP plus allocated or accounted for.	Targets not SMART Insufficient Targets (less than 3)	SMART Targets Lea has to improve writing = SMART targets set based on identified needs One target linked to PP+	All previous targets reviewed and signed off SMART Targets
Y P V I E W S	No YP Views and no explanation as to why they have not been requested.	Evidence of the voice of YP through presence of YP at meeting but not completion of YP views	• There is evidence of the young person's engagement • Young person completes most of the questionnaire • SEND young person – use pictures to illustrate their views	Evidence of YP engagement through completion of YP section and comment on progress made or interventions that they engaged with.
	NON-COMPLIANCE	PARTIAL COMPLIANCE	RECOMMENDED COMPLIANCE	OUTSTANDING COMPLIANCE

CONCLUSION

The Virtual School is responsible for supporting colleagues to ensure their PEP quality is of a high standard. Therefore, it is important that when VS is present at a meeting, they seek to empower colleagues. This will ensure that a high standard is maintained when they are absent at a meeting.

