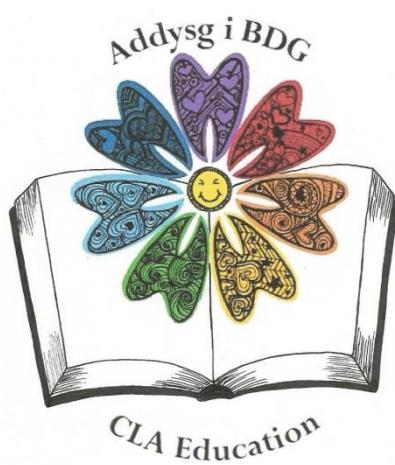




Personal Education Plans for Children Looked After

Guidance for Professionals

Revised July 2019



Personal Education Plans (PEP)

What is a PEP?

A PEP is an individual, needs led, education plan which focuses on the action that is required for the child/young person to fulfil their potential. It is a working document that plans, sets targets and acts as a record of progress and achievement. It is a school / education based record and an important source of continuity for the child/young person, and parent / carer. The PEP covers the requirements identified in Welsh Government '*Towards a Stable Life and a Brighter Future*' (June 2007), '*Social Services and Well-being Act (2014) Wales*' and '*Making a difference: A guide for the designated person for looked after children in schools*' (November 2017).

Who should have a PEP?

Every child/young person who is of statutory school age and is looked after should have a PEP. This should be maintained while the child/young person continues to receive full or part time education. Information within the plan will feed directly into the pathway plan.

After statutory school age, usually 16-18 years old, the young person should be involved in a discussion to decide whether they continue to want a PEP completed.

Should it be identified that a child below statutory school age would benefit from having a PEP in place, this is something that could be discussed with the CLA Education Coordinator.

Whose responsibility is it to draw up the PEP?

It is the joint responsibility of Children's Services and the school/education provision. Within the school the Designated Person for CLA draws up the PEP in partnership with 'significant others'. The Social Worker should complete a change of circumstances form within 24 hours of a child/young person becoming looked after or changing school. The CLA Education Team Admin Assistant will then start the PEP process.

For pupils who are dually registered, it would be the responsibility of the school/education provision in which the child attends the majority of the school week. We would hope that both schools are able to contribute to the PEP process/ meeting.

What is the role of the CLA Education Team Admin Assistant?

The CLA Education Team Admin Assistant in the Authority will support the school and Social Worker to initiate the PEP process within the agreed timescales, advise on processes, update systems and collate information.

What is the role of the Social Worker?

The Social Worker is responsible for completing the change of circumstance form (located within Children's Services departments) within required timescales, this then allows the PEP process to start. They are required to keep schools informed of any changes to the pupil's personal circumstances and provide information/advice relating to the child/young person's needs. It is good practice for the Social Worker to attend the initial and subsequent review PEP meetings.

The Social Worker will be asked to attend the initial PEP meeting for CLA pupils placed out of county. All key information relating to the CLA pupil should be shared. Should the Social Worker have difficulty in doing so he/she should contact CLA Education Coordinator for further discussion/delegation of responsibilities.

What is the role of the Designated Person for CLA?

The Designated Person for CLA has the lead responsibility for the development and implementation of the PEP. They play a key role in helping CLA experience a smooth transition into an education setting. For further guidance on the roles and responsibilities of the Designated Person for CLA, please refer to the 'Making a difference: A guide for the designated person for looked after children in schools' (November 2017) guidance.

Training is available to the Designated Persons for CLA on a termly basis through the CLA Education Team.

Who are the 'significant others'?

These are the people who know the carer and child/young person well and so could be an important contribution to the PEP. Therefore in addition to the child/young person, this would be the parent / foster carer, teacher, Social Worker, CLA Education Coordinator and any colleagues in education, health or social services supporting the child.

Who keeps the PEP?

The education setting retains the PEP as a working document, electronic copies are also held centrally with the CLA Education Team Admin Assistant. Copies of all finalised documents are e-mailed to the relevant Social Worker by the CLA Education Team Admin Assistant.

Transition?

When a Pupil is involved with transitioning into a new school, the current school will forward the completed PEP and relevant documentation onto the new education setting.

When should the PEP be completed?

The PEP must be completed within **20 school days** following either the date of the pupil becoming looked after or following a change of school.

Whilst acknowledgement and appreciation is given to the fact that if a child/young person is new to a school, there may have not been time to establish the exact needs of this child/young person, however, following initial assessments of this child/young person on arrival to school along with any school records you have obtained from the child/young person's previous school, there should be enough information obtained in order to complete sections C to F.

The PEP can also be updated at any time once more/ further information is obtained on the pupil. Any updates should be shared with the CLA Education Team Admin Assistant who will then distribute accordingly.

What will happen if the PEP is delayed?

Three days before the PEP is due for return within the specified deadline, the CLA Education Team Admin Assistant will issue an email to the Social Worker and Team Manager or Designated Person for CLA as a polite reminder of the return date for the PEP.

If the PEP has not been returned by the specified deadline, a first reminder will be issued via email to the relevant professionals.

If still no response is received a second reminder will be issued via telephone.

If still no response, another email reminder will be sent to include the CLA Education Coordinator/ Team Manager who will then contact the relevant professionals in attempt to obtain the completed PEP.

Should you not be able to complete the PEP within the specified timescale, you will need to notify the CLA Education Team Admin Assistant accordingly. There will only be exceptional circumstances for a delay in the completion of a PEP.

The impact of not receiving a PEP within the specified timescale.

When a PEP is not returned within this specified timescale, a PEP is not in place for that child/young person. The aim of such a rigid process is to ensure:

- that professionals have relevant up to date information regarding CLA
- to ensure a timely response to any child/young person who becomes looked after/ changes schools
- that targets are set according to the pupils' needs
- that the pupils voice and views are recorded- a one page profile could also be appended

How long does the PEP last?

It is an on-going plan that will be in existence until the child/young person leaves care or school / education.

What should be done if the child/young person is in between carers or education placement, or for any other reason a section of the PEP cannot be completed?

The PEP must be submitted within the allocated timescale with a note briefly explaining why these sections of the PEP cannot be completed. A PEP will be classed as completed if it contains all information known at the time.

Process of initial PEP completion within Rhondda Cynon Taf

- Social Workers should notify the CLA Education Team Admin Assistant (within 24 hours of a child/young person becoming 'looked after' or changing schools/

education provision). This is achieved through completion of a change of circumstances' form, once received the social work administrative team update their data base without delay. The CLA Education Team Admin Assistant will initiate the PEP in order for it to be completed within the Welsh Government guidelines of **10 school days** if a child is placed in an emergency or **20 school days** if a child is placed in a planned way.

- The CLA Education Team Admin Assistant will complete the front page of the PEP. The PEP is then sent to the Social Worker to complete sections A & B. The PEP must then be returned within **2 school days** (if child is placed in an emergency)/ **5 school days** (if child is placed in a planned way). *The Social Worker does not need to send the PEP to the relevant school – the CLA Education Team Admin Assistant will do this.*
- Once the PEP is received by the CLA Education Team Admin Assistant they will link in with the School/ Designated Person to suggest an initial meeting to include all relevant parties. The timescale for this initial PEP meeting is within 10/ 20 days of a child/young person becoming CLA /change of schools. The CLA Education Team Admin Assistant will forward the PEP to the Designated Person to complete all relevant sections (C- F) in preparation for the initial PEP meeting.
- The CLA Education Team Admin Assistant will always record the dates that the initial PEPs are sent, due and received to monitor their whereabouts.
- When the PEP is completed it should be returned to the CLA Education Team Admin Assistant, who will forward a copy to the Social Worker and the school for their records. The CLA Education Team Admin Assistant will keep an electronic copy, and update relevant database recording the pupils' educational information.
- During the initial PEP meeting, discussion will be held around setting a review date 3 months after initial PEP completion and 6 months review – The Designated Person will be the person responsible for this. As good practice it is suggested that the PEP is reviewed in line with the Child Looked After (CLA) Review. Any updated PEPs should be forwarded to the CLA Education Team Admin Assistant.

Process of reviewing a PEP within Rhondda Cynon Taf

- Schools are required to review the PEP three months following the initial PEP meeting and then on a six monthly basis thereafter, reviewing progress and updating any changes/ setting additional targets as required.

- **As good practice, schools are encouraged to update the PEP in line with each CLA Review.**
- The Designated Person should bring updated copies of the PEP to the CLA review and forward it to the CLA Education Team Admin Assistant.
- The Designated Person for CLA is responsible for ensuring the PEP is updated and copies sent to the relevant ‘significant others’, in particular Social Worker, parent/foster carer and CLA Education Team Admin Assistant.
- **As good practice the Social Worker would take the PEP to the Statutory Reviews.**
- On an annual basis the CLA Education Team Admin Assistant will audit schools to ensure the PEP’s are being maintained appropriately.
- **Quality assurance checks of submitted PEP’s will be undertaken by the CLA Education Coordinator on a regular basis.** Schools will be supported and training opportunities provided to ensure the documentation is completed appropriately.

As good practice the PEP should

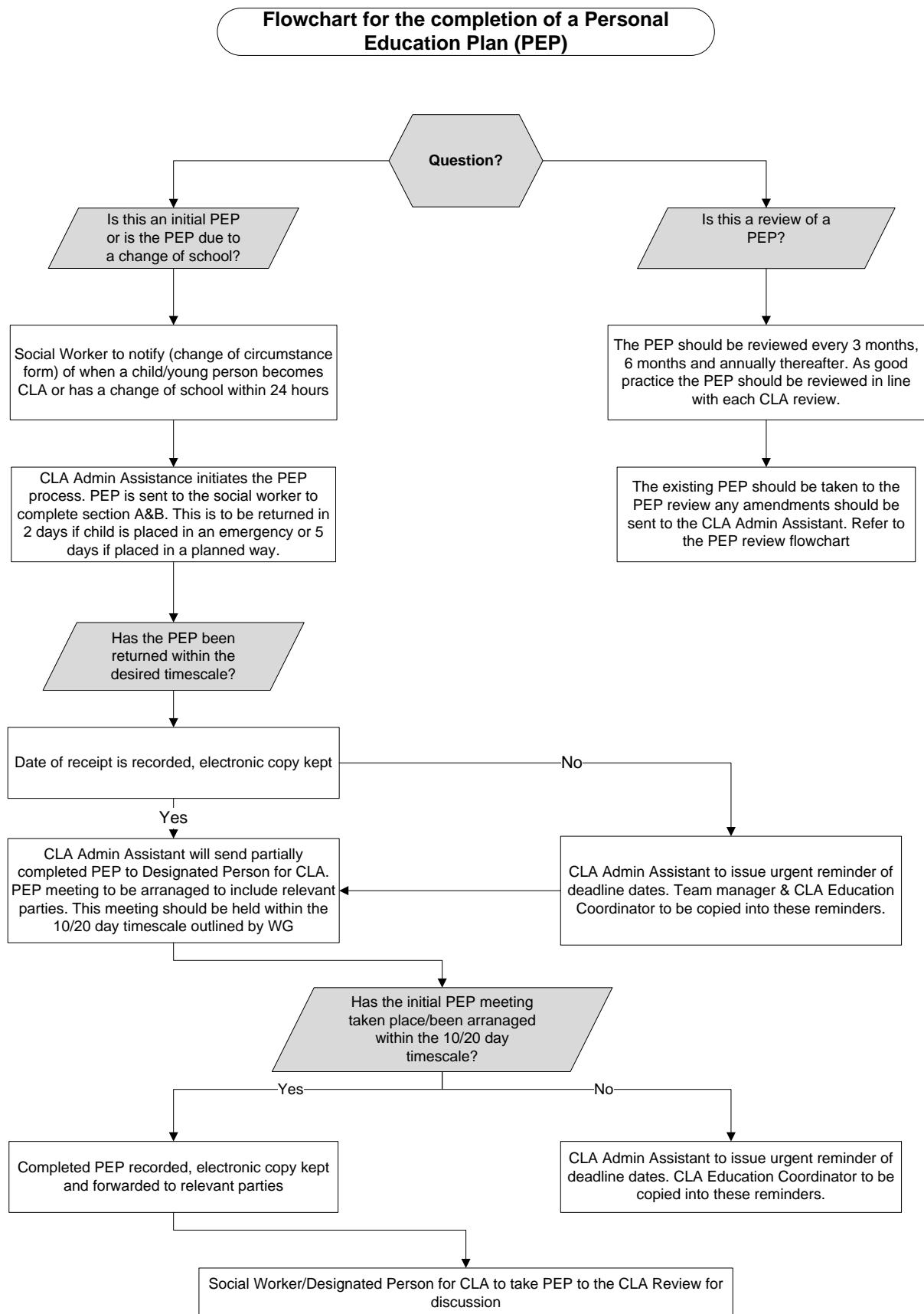
- Be completed within the 10/20 school day time frame given.
- Have the child/young person present in the meeting in order to contribute to the plan. It is essential that the ‘voice’ of the child/young person is listened to in full and that their views, wishes and hopes are included in the final PEP.
- Involve as many supportive adults as necessary and encourage them to communicate with each other.
- Identify the educational needs of the child/young person. Teachers will understand and be able to comment on these needs.
- Set attainment targets; i.e. targets to be achieved by the end of term or academic year.
- Seek to identify any special educational needs – you may want to seek support from other professionals if there are issues that cannot be addressed.
- Identify practical educational support – getting to and home from school, computers, books, etc.
- Comment on improvements however small and seek achievement awards for children & young people.
- Create a record of planned actions which can be reviewed at the next meeting.
- Identify the person responsible for each action.
- Set a date and time for the next meeting.
- Be updated in line with each CLA review.

Contacts

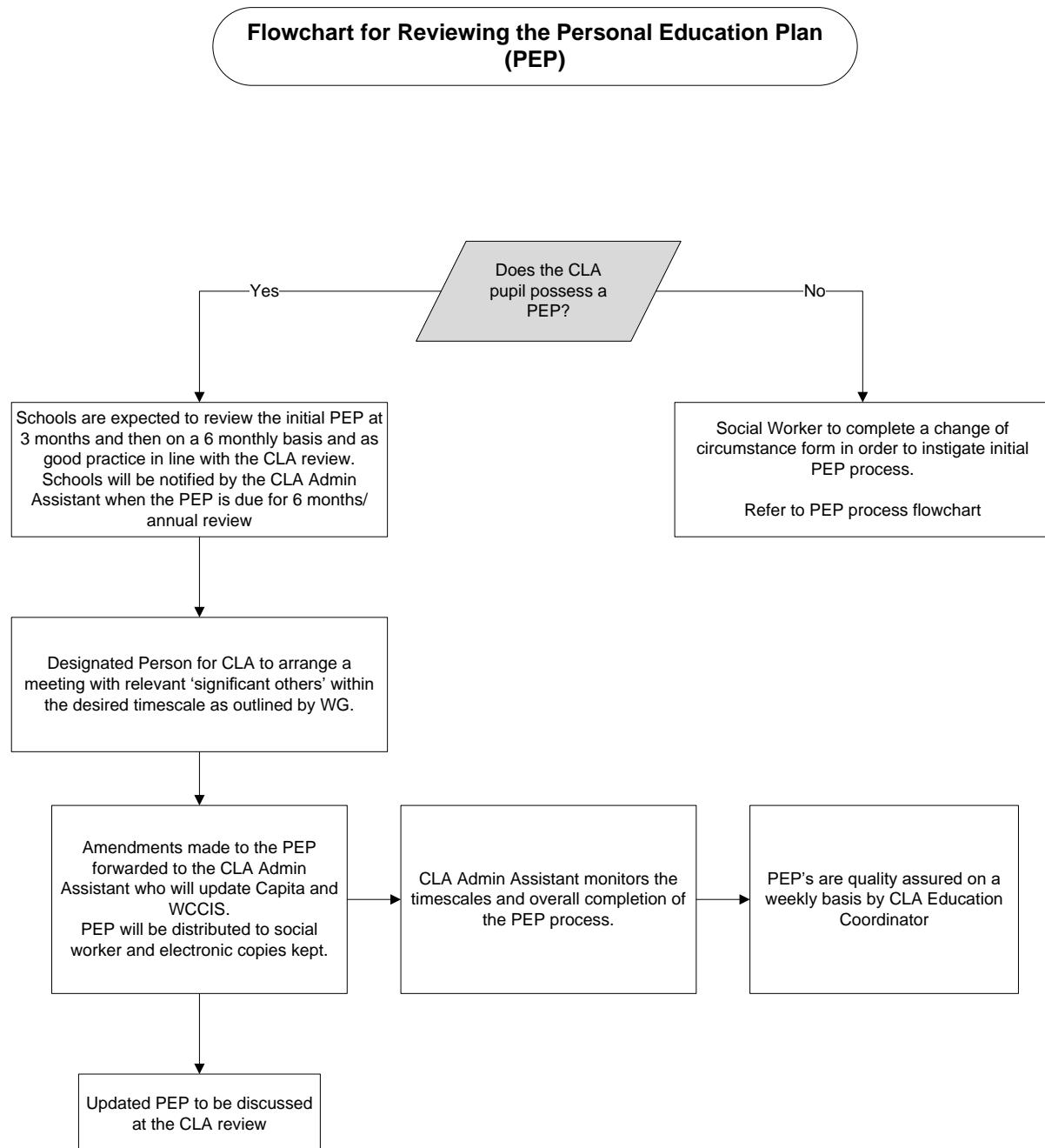
If you require any further information advice and guidance please contact:

Richard Evans CLA Education Team Admin Assistant Ty Trevithick Abercynon Mountain Ash CF45 4UQ Richard.J.Evans2@rctcbc.gov.uk 01443 744333	Hannah Bevan CLA Education Coordinator Ty Trevithick Abercynon Mountain Ash CF45 4UQ Hannah.m.bevan@rctcbc.gov.uk 01443 744333
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Appendix 1



Appendix 2



Appendix 3

CHECKLIST FOR COMPLETING PEP

	Before PEP Meeting	Tick	Notes
1	Check & confirm date of meeting		
2	Agree with Social Worker who should attend		
3	Check invites have been sent		
4	Meet with pupil & gather their views		
5	Gather all paperwork		
	During PEP Meeting	Tick	
1	Chair the meeting & complete the paperwork		
2	Ask Social Worker to confirm pupil details		
3	Leave no blanks		
4	Ensure SMART targets are aimed at increasing attainment and or engagement		
5	Identify what is needed to achieve targets		
6	Ensure the views of the pupil & others present are heard		
7	Ensure that PEP is signed & dated by all present		
	After PEP Meeting	Tick	
1	Forward PEP to Richard Evans		
2	Ensure actions are completed to timescales agreed		
3	Contact Social Worker if changes occur & PEP needs to be revised.		

Appendix 4

Example of Personal Education Planning Meeting – Agenda

Timing of Meeting: the meeting should be held in preparation for each statutory CLA Review or as a result of (a) a change in school placement or (b) a child/young person becoming looked after.

Invitations: The Designated Person for CLA will invite Parent/Carer, Social Worker and any other significant persons.

	Agenda Items	Person Responsible
1	Introductions – Check that all the appropriate participants are in attendance.	Designated Person for CLA/Chair
2	Contact information - Go through the contact details, to check that everyone understands who needs to be contacted and when. Make sure that the legal situation is clarified, particularly with regard to parental responsibility. Lines of communication need to be clear.	Social Worker
3	Young Person's Point of View – Views must be completed or updated prior to the PEP meeting. Other methods of consultation can be used. The young person can also present their views at the meeting if appropriate, or a nominated person can do so, on their behalf.	Young Person or a nominated person
4	Background Information – A brief overview is to provide background information to the present situation and any future plans. This is to ensure that the school is fully aware of all the issues that may impact on the young person's education.	Parent/Carer/Social Worker
5	Records / Education Update – Go through the education information sheets, which should include, details of previous school attended, attainment results, attendance figures, school reports. This is to review any difficulties the young person may have experienced but also the achievements, highlighting where progress has been made, and any foreseeable difficulties that s/he may face. Add any new data. Provide an overview of the education situation both areas of progress as well as identification of areas for improvement. All teachers should be contacted perhaps through 'Round Robin' approach in order to give a global picture.	School representative or Designated Person for CLA
6	Medium Term Aim - What needs to be achieved within the next 6 months. In light of the young person's views, ensure that the plan has a clear aim it needs to achieve and examine what measures need to be taken to make things happen. Short-term targets need to reflect and support the medium term aim.	All
7	Short Term Targets and Support - What needs to be implemented immediately.. Current updates, to include any other plans that are in place, as applicable: Individual Education Plan, Pastoral Support programme. A PSP should be in place for any child/young person at risk of Permanent Exclusion. Review action points from last meeting. Discuss the challenges they face in the near future, out of hours learning opportunities, lunch time/after school clubs etc. Examine what measures need to be taken to ensure success. Look at what support can be offered to promote progress at school and at home.	All
8	Summary - Review with carers, parents, Social Worker and young person (if applicable) the required action. Ensure that all the targets and the names of those responsible are recorded. A person must be identified who will feedback the outcomes from the meeting to the person.	Designated Person for CLA/Chair
9	Dates – Fix a provisional date for the Designated Person to undertake a review of the PEP. This should be in line for their next CLA Review. If the child/young person is struggling to settle, or where problems are anticipated, this review should take place sooner rather than later. Where appropriate, these targets may need to be reviewed informally at more regular intervals by the school. Ensure that the dates for the CLA Review, statement annual review, if applicable, are recorded too.	Designated Person for CLA/Chair

Appendix 5

What *might* the Social Worker and foster carer(s) ask of the school?

- What is in place to enhance the child/young person's self-belief, motivation and high aspirations?
- Are his/her relationships with staff and pupils good and, if not, what support can be offered to support him/her with this?
- Is he/she engaging appropriately with work set? Is work differentiated when there are difficulties? Is he/she provided with adequate support?
- Are individual needs taken into account in class seating plans?
- How are social & emotional aspects of learning taught?
- Does the curriculum content and delivery take into account that he/she is looked after?
- Is he/she managing transitions well within the school day? If not, what support is available?
- Is he/she managing socially and emotionally during lunch and break time? If not, what support can be given?
- Does he/she need extra support with learning? If so, what is or can be done?
- Are there extra-curricular activities he/she could or should be attending?

What *might* the school and Designated Person ask of the foster carer(s) and the Social Worker?

- Are you satisfied with the level of communication between school and home?
- Would you like any support to improve your working knowledge of key stages, national expectations as regards progress, different pathways, how to support transitions etc.?
- Are you able to promote literacy, numeracy and life skills at home? Would you like any additional support with this?
- Does he/she have any concerns that we are not aware of?
- Does he/she attend any clubs/activities outside school that we are not aware of?
- Do you have any concerns that we should be aware of?

Appendix 6

PEP QUALITY MONITORING

	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Discussion of last PEP's actions	Evidence of discussion of actions from last PEP is clearly recorded and actions from previous PEP have been completed	Evidence that actions from previous PEP have been completed	Evidence of discussion of actions from previous PEP but not all completed or carried forward	No evidence that actions from previous PEP have been discussed or completed
Pupil voice	Pupil voice is recorded There is evidence that it is fully acted upon	Pupil voice is recorded Pupil's voice is acted upon	Pupil's voice is not fully recorded Pupil's voice is not fully acted upon	Pupil's voice is not adequately recorded Pupil's voice is not adequately acted upon
Pupil progress	Pupil progress is exceeding expectations and actions will maintain this	If the pupil is not on track to meet their academic targets s/he is being helped to make accelerated progress. The school takes effective action to enable the pupil to reach his/her potential	Pupil is making some progress but insufficient actions are in place to accelerate progress	Pupil is not making sufficient progress and actions are not in place to address this
Aspirational target setting	All assessment target setting is highly aspirational and achievable (SMART)	Most assessment target setting is aspirational and achievable (SMART)	Assessment target setting is not aspirational (SMART)	Assessment targets are not set or are set below national expectations
Transition preparation	Pupil has had good educational experiences and these ensure that s/he is very well equipped for the next transition in their education, training or employment	Pupil is prepared for the next transition in his/her education, training or employment	Pupil is prepared for transition but actions are not fully developed	Pupil is not adequately prepared for transition and no actions can be evidenced to address this
PEP recording	All relevant aspects of the PEP are completed in detail	All relevant aspects of the PEP are completed	There are gaps in recording on the PEP	There are many gaps in recording on the PEP