The Personal Education Plan is a legal document and provides a comprehensive overview of how a child looked after (CLA) is performing in an education setting. The PEP is reviewed by the virtual school to monitor progress and attainment. During Social Care Ofsted Inspections, Inspectors also review the PEP to ensure that CLA receives the best quality of education by the school.

This document has been produced to guide **Designated Teachers and Social Workers** to complete the PEP’s to a high standard ensuring that we all have sufficient and high quality data and information to support children who are looked after.

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|  | **An outstanding PEP should contain** |
| **Section 1** |  |
| 1 | It is clear who has been involved in the PEP meeting and contact details are provided. | * Name, contact details must be provided, including telephone and email details.
 |
| 2 | A record of who attended the PEP and who requires a copy of the PEP. | * All attendees are recorded on the PEP, and it is clear which attendees should get a copy of the PEP.
 |
| 3 | Consent information is completed.  | * Information is completed in detail, highlighting any issues or contact arrangements.
 |
| 4 | Record of the current care plan and evidence that a discussion has taken place regarding this.  | * The care plan should be up-dated regularly, noting any issues or changes in placement etc. If there is no change, the SW can note the date of the PEP and that care plan remains unchanged so it is clear that there are no issues.
 |
| **Section 2 - Health** |  |
| 5 | Date of the last health assessment is completed along with any medical conditions and prescribed medication.  | * Date of the last assessment should be shown. If there are any health issues, this should be recorded, noting if any medications or strategies are being used. If the health assessment is out of date, a referral should be made to the health team and this should be noted on the PEP- In this section. (Please note: health assessments are carried out annually).
 |
| 6 | The latest SDQ score is recorded by the carer and the school.  | * There SDQ scores should be completed by both the school and the carer.
 |
| **Section 3 - Education** |  |
| 1 | There is a record of previous schools attended.  | * A full list of all education providers should be completed with dates the child attended that provision or school.
 |
| 2 | There is a record showing if child is receiving 1-1 tuition and 25 hours of teaching and reason supplied if not.  | * Comprehensive details of 1:1 tuition should be provided, including subjects and specific area of support. If Child is receiving less than 25 hours of teaching, please state why and what provision is in place. Please also explain what plan is in place to ensure that child receives 25 hours as soon as possible. Any barriers to learning that have been identified - reflecting the social, emotional, behavioural needs.
 |
| 3 | Child’s latest reading age is recorded.  | * It is very important that reading age tests are completed and recorded on a regular basis.
 |
| **Section 4 – School Change Planning**  |  |
|  | Only completed if applicable | * Does the child have to move schools or education provision? Please state reasons if applicable.
* Is it a normal transition or school move for another reason?
* What transition plan is been devised or in place for the child?
* Please note the plan in detail; will the child have an opportunity to visit the school etc?
 |
| **Section 5 – Individual Education Needs**  |  |
|  | If the child has SEND, this has been identified along with the main educational need.  | * A detailed breakdown of all educational interventions and additional support that is provided that identifies the specific need.
* Any barriers to learning that have been identified - reflecting the social, emotional, behavioural needs.
 |
| **Section 6 - Achievement**  |  |
|  | There is a record of what the child is studying.  | * Please provide a full list of subjects
 |
|  | Attainment and progress included for the current term.  | * Please note grade or whether child is working below, expected or above national standard.
 |
| **Section 7 – Attendance and Exclusions**  |  |
|  | There is a summary of the current year’s attendance.  | * Please note % of attendance to date with information relating to any absences.
 |
|  | If applicable, strategies are provided to improve attendance.  | * What has been done to improve the child’s attendance?
 |
|  | If applicable, fixed-term exclusions are listed.  | * List of exclusions with reasons for exclusion
 |
|  | If applicable, strategies are provided to avoid further exclusions. | * What strategies or plans of action have been deployed to support the child? Any barriers to learning that have been identified - reflecting the social, emotional, behavioural needs.
 |
|  | **An outstanding PEP should have the following features:** |
| Section 8 – Child and carer’s view |  |
|  | Child’s view has been completed.  | * It is important that the views of the child be captured in detail.
* the views of pupil and what they are most proud of at school
* If the child refuses to give their views, please note this on the PEP.
 |
|  | Carer’s view has been completed.  | * This should be completed in detail at the PEP. Is the carer pleased with the progress the child is making? Are there any issues to discuss or raise at the PEP?
 |
| **Section 9 – PEP targets and Pupil Premium**  |  |
|  | **Previous Targets** |  |
|  | Previous Targets which have been reviewed.  | * All achievements big or small – recognised in the context of the individual child’s situation and the progress they have made. Please provide details of this.
 |
|  | If not achieved, barriers are listed.  | * Any barriers to learning that have been identified - reflecting the social, emotional, behavioural needs.
 |
|  | Impact of Pupil Premium measured. Evidence of impact provided.  | * Detail on how the pupil premium grant will be used to support the pupil in achieving their new Learning Objectives and evidence of what the expected impact will be attached/uploaded onto the ePEP.
 |
|  | **New Targets**  |  |
|  | New learning targets are aspirational and challenging. | * Targets that are challenging and represent a term’s worth of learning. Targets that prioritise the gaps in learning and the attainment data.
* Timescales that include when the support will be provided and the responsible adult for implementing the intervention.
* Evidence that the pupil has been encouraged to participate in the wider school community or represent their school.
* KS 4 only – Information Advice Guidance (IAG) that has been provided to the pupil and attach IAG reports if available.
* KS 4 only – Post 16 plans which include detail on intended destination; plus the course and level.
* KS 4 only – Detail on any support for transition which has been identified.
 |
|  | Targets include a defined success criteria and measurable outcomes. | * Targets which include long and short-term goals, which are aspirational and SMART.
* How the new targets will be achieved, the timescales, who is responsible for enabling the objectives to be met and how the pupil will know when they have achieved.
 |
|  | Targets can be understood by the pupil, carers and all staff. | * Are the targets easily understood by all? How can the carer been involved in supporting the child with these targets.
* The discussion with the pupil regarding their target and the support they will be given to succeed.
 |
|  | If Pupil Premium is applied for, it is clear what it will be spent on.  | * Give details of what the Pupil Premium will be specifically spent on to support the child with their learning.
* Plans for the Pupil Premium Grant which link to the needs identified in the new targets.
* How the Pupil Premium Grant is being used to support the individual needs of the child – including any identified gaps or barriers to learning.
 |
| **Sections 10 – Next PEP**  |  |
|  | Date, time and venue of next meeting provided.  | * Please provide the date and time and who will chair the next PEP Meeting
 |
|  | Signed by DT, SW and Virtual School.  | * Signatures with dates to confirm completion of the PEP document.
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