

Children & Young People in Care **Personal Education Planning Policy**



For:

Social Workers
Designated Teachers
Foster Carers
Virtual School

West Berkshire
Council
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WestBerkshire
C O U N C I L

What is Personal Education Planning

Personal Education Planning (abbreviated to PEP) forms a part of a young person's care plan. It is a statutory requirement for children and young people in care, to ensure that a range of professionals are prioritising their educational performance.

The PEP is a record of the young person's views, and those of the adults around them, to support improved educational outcomes. The PEP takes three parts:

- pre-meeting information gathering
- a planning meeting (supported by the Virtual School)
- a completed document detailing the plan itself.

A PEP should be completed termly, to include information about the young person's attendance, attainment and progress at school. It should detail how the school uses Pupil Premium Plus funding to support the young person's education. It should be an evolving record of what needs to happen to support a young person in care to make good progress in school.

All parts of the PEP document should be written to the young person, using the pronoun 'you', and in language that is accessible to the young person.

A summary of what a PEP should include is as follows:

- Attendance
- Academic Attainment and Progress
- Additional Needs
- Emotional Wellbeing
- The setting of SMART target to improve a child's educational outcomes
- Extra-Curricular Activities
- Pupil Premium Plus expenditure
- Pathways into work and further education

Principles of Personal Education Planning in West Berkshire

Our West Berkshire Virtual School team has agreed to a set of guiding principles for our PEPs. These go above and beyond 'Quality Assurance' and are designed to make each PEP a deeply personal, child-centric document.

Our PEP principles are listed below, and it is expected that all contributing adults support these principles where they can do so.

- Written directly to the young person, using 'you' as their pronoun from all parties...
- ...and in accessible language wherever possible
- Promoting (and responding to) the voice of the young person
- Emphasising the team of adults around the young person
- Promoting the 'whole person', including their strengths, passions, and interests, within the meeting and document

- Using relevant pictures (where appropriate) within the document to 'bring it to life' and make it 'theirs'
- Having precise Aims and Actions to give clarity to the young person

These principles help to ensure consistency across all West Berkshire PEPs and that they are a document for the young person. Therefore we discourage the use of acronyms, unless they are used by the young person. Instead, if they have a named intervention, we expect this to be used within the document (eg 'your lessons with xxxx' as opposed to 'SALT' in the case of speech and language therapy).

It is expected that all contributing adults – including subject teachers and key adults – provide information in a way that meets these principles. The PEP, while being a planning document and a framework for support, should also be a celebration of the whole young person, with an emphasis on their strengths, aspirations and them as a whole person.

Roles and Responsibilities

The Role of the Designated Teacher and School Staff

A key statutory duty of the Designated Teacher is to be a central point of contact for the school throughout the PEP process. This will require them to collect a range of data (both qualitative and quantitative) ahead of the PEP meeting and submit to the Virtual School via the online submission form. It also means they must attend the PEP meeting, although we would also encourage any additional key, trusted adults (such as 1:1 Teaching Assistants or class teachers) to be invited to attend, too.

With regard to Personal Education Planning, the duties of the Designated Teacher can be summarised as:

- Making sure the views of the young person are gained before the meeting. There are no prescribed questions to ask – however the discussion should be with a trusted adult, who can advocate for the child if necessary.
- Gaining an up-to-date picture of the child's learning and progress, focussing on:
 - What have we been learning?
 - What are the next steps?
 - What home-learning opportunities are there?
- Informing staff that their responses to the round robin will be shared with the child and ensuring that all staff responses are written to the child (using the pronoun 'you'), in accessible language, and with no acronyms unless they are known to and used by the young person.
- To ensure there is up-to-date attendance, attainment (based on the most recent assessments) and progress information to be shared at the meeting.
- Complete the online submission form to ensure information is shared with the virtual school at least one week before the PEP meeting date.
- Confirm with the young person the date and time of the meeting and encourage their attendance. You should also confirm who will be attending the meeting, and the role the young person wishes to take – this can range to appointing an adult to share their views, to chairing the meeting themselves.

- Ensure a suitable, safe room is booked where the young person will feel comfortable to talk. This also applies to any virtual meetings – PEP conversations should be conducted with safety and confidentiality in mind.
- Ensure the voice of the young person is heard, and responded to, within the PEP meeting.
- Work with the young person, their social worker, their carer(s) and the virtual school to develop clear, individual targets, and the individual actions that need to be taken to support the young person in reaching these targets.

It is important that every PEP has attendance, attainment and progress data included as this will support our discussions around the use of Pupil Premium Plus funding and underpin the target setting process. We would expect these vital data sets to take the following form:

- Attendance should be given as a %, with any trends or concerns (including the use of Alternative Provision, 'B-codes' for offsite direction, Emotionally-Based School Avoidance [EBSA], and suspensions) to be discussed at the PEP meeting.
- Progress as a teacher assessment, on a 1-4 scale:
 1. Higher than expected progress
 2. Expected progress
 3. Lower than expected progress
 4. Significantly lower than expected progress
- Attainment either as an informed teacher assessment, or from the most recent set of assessments taken (with the date of the assessments included as we appreciate that PEP meetings may not necessarily happen in line with a school's assessment schedule)

The Role of the Social Worker

The Personal Education Plan remains a key part of a young person's Care Plan and is reviewed as part of the Care Planning Cycle. The means the PEP should back-up the Care Plan, and vice-versa. Although a PEP is a termly meeting, any significant changes that may impact upon school may require additional meetings to facilitate a joined-up approach. Some of these meetings may be classed as 'professional meetings', whereas others may need to be logged as a formal PEP.

The Social Worker Should:

- Set the date, time and location of the first PEP meeting for a young person, having liaised with the young person, foster carer, designated teacher and virtual school. All subsequent dates and times can be agreed at the PEP meeting – it is the responsibility of the social worker to ensure this action is completed.
- Complete the 'need to know' section of the PEP in advance of the meeting
- Pass on any dates, via their line manager, should any young person become the responsibility of another social worker in their team, or any other team (for example, moving to the 16+ team).
- Attended PEP meetings and provide an update on the aspects that might have an impact on learning, eg family time arrangements, key dates, home moves, etc.
- Advocate for the child, as a parent would, throughout the PEP process

- Ensure the voice of the child is heard and responded to in the meeting and document
- Check the final PEP document, once it has been completed by the virtual school, and ensure it is shared with the young person, their carers and their school. This should be done using secure email or secure mail delivery.

The Role of the Virtual School staff

In West Berkshire, our highly-skilled Virtual School team work closely with a range of professionals to support and coordinate effective education planning. This includes leading and minuting PEP meetings and producing the final PEP document.

Regarding Personal Education Planning, the role of virtual school staff is to:

- Liaise with Designated Teachers in schools in advance of the meeting to ensure that all information has been submitted via the online form.
- Enter the above information into the PEP record before the meeting, ensuring the language and tone are consistently appropriate.
- Chair and minute PEP meetings, using the Children's Services recording system (currently Care Director)
- Ensure the voice of the child is central to the PEP meeting - that it is heard clearly and responded to appropriately.
- Complete the PEP meeting record after the meeting so that the final document is complete and of high quality.
- Quality-Assure the final PEP before sending it to the social worker by RAG-rating the statements detailed below.

PEP Quality Assurance

Every PEP should be a high-quality, child-centred, education-focussed document, which supports high aspirations for our young people and provides a framework through which a range of people can support improved educational outcomes. This requires regular quality assurance, which is completed by the whole virtual school team on a graduated approach:

- Self-checking of every completed PEP document, using guidance provided by the Virtual School Headteacher to inform their RAG rating
- Team moderation of PEP documents
- Virtual School Headteacher 'dip-testing' of PEPs (additional quality assurance of at least 1 PEP per staff member, per half-term).
- Virtual School Headteacher PEP observation and feedback – to include the meeting and the completed PEP document. This takes place termly (ie three times per academic year)

The statements against which PEPs are RAG-rated (red, amber or green) are shown below. These are self-assessed on every PEP.

- The child or young person was present at the PEP (where appropriate) or had a clear representative to advocate
- The child or young person's voice was clearly heard and responded to in the PEP (you said; we will)

- The 'need to know' information was clear and concise
- The PEP record provided a good understanding of progress in each subject. Areas where further attention is required were clearly identified
- The Attainment and Progress Tracker was full and up to date
- Targets were set for any subject area where a child or young person was not progressing well
- Targets and actions were pertinent, clearly articulated and SMART
- Foster parents' contribution to learning was fully acknowledged
- Pupil Premium Plus funding requests were in place and appropriate
- The tone of the PEP was respectful and took into account the Children in Care Council's views on appropriate language

We are committed to being accessible to everyone.
If you require this document in an alternative format or
translation, please contact the Gus Marriott on
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