

OUR SHROPSHIRE PERSONAL EDUCATION PLAN (PEP)



Shropshire Virtual School

Co-produced with Schools and Social Care Partners

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Our Shropshire PEP

We know that a good quality Personal Education Plan for our Looked-After Children is one of the key drivers for improving their life chances.

In Shropshire, as Corporate Parents, we are aspirational for our children and young people - and are committed to doing our very best to make this happen for every one of them.

Our young person's PEP should have their participation at the heart of it – and their views are the first thing to consider when preparing for and holding a PEP.

This document aims to be a guide for every practitioner supporting our young people to help them achieve a good quality PEP, so we hope you find it helpful and in the appendix section you can find supporting documents and flowcharts.

What is a PEP?

Every Looked-After Child must have a Care Plan, of which the PEP is an integral part. The PEP must be initiated as part of the Care Plan - and it is Statutory.

A PEP is an evolving record of what needs to happen for our Looked-After Children to enable them to make at least expected progress and fulfil their potential. Our young person's PEP should also be an opportunity to celebrate and share successes in relation to their achievements.

The PEP should reflect a personalised approach to learning that meets our young person's identified needs, raises aspirations and builds life chances. Key to this is an integrated approach where schools, parents/carers, social workers, the virtual school (and any other practitioners supporting our child) use the PEP to support achieving these things. Each term aspirational targets are set at the meeting so that all the supporting adults are encouraging the young person's progress.



Statutory Guidance

Every one of our Looked-After Children must have a PEP from early years up to the age of 18. In Shropshire, PEP Meetings should begin when a child in care begins to receive their 15 hours of free childcare - which is the term after their second birthday – and PEP meetings are held up to the end of 'year 13' (the academic year in which the young person turns 18.)

Each Looked-After Child must have their PEP reviewed at least three times every academic year, which is once a term – but more frequently in certain situations.

When a young person enters care, their first PEP must be within 20 working days – and if they are placed into care in an emergency, then the first PEP must be held within 10 working days.

If our young person starts at a new education setting, then their PEP must be held within 20 working days.

Even if our young person is without a school place a PEP meeting must still be initiated and held in timescales.

These statutory timescales enable the PEP to be effective and available in time for the first Statutory review of our young person's Care Plan.

See the Statutory Guidance for more information:

[Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611117/pep-guidance-2019.pdf)

[Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/designated-teacher-for-looked-after-and-previously-looked-after-children)



Attainment and Progress

The PEP plays a key role in driving achievement for our children. The attainment gap between Looked-After Children and all learners is well evidenced and the aim is to narrow this. As Corporate Parents it is our duty to our young people to support them towards accelerated progress and to help them achieve excellent outcomes. Aspirational and SMART targets will be set each term and it is important that the young person's Designated Teacher, Social Worker, Carer and Shropshire Virtual School track and monitor how these are being actioned and progressing.

The Shropshire PEP asks schools to complete academic information that has been specifically designed for each age phase. Robust information on this section of the PEP will not only help each young person's needs to be well identified and planned for, but it also supports forecasting and reporting by the Shropshire Virtual School at a whole school level.

Designated Teachers need to come to the PEP well informed with the most recent attainment and progress data they have (even if that is a data set from the previous term) so that it informs discussion at the meeting. The PEP is a snapshot in time and must be completed and signed-off within 10 school days of the meeting, so this process must not be held up because attainment/progress data is being waited upon. The Attainment and Progress data that is entered relates to **the expectation of that term/stage of the year (rather than end of year outcome) – and to the Programme of Study that relates to the young person's year group for their chronological age.**

The PEP asks Designated Teachers to report on Progress in relation to **'National Expectations'** and this relates to the trajectory of Expected Progress outlined by the DFE in relation to achievement at the previous end of phase outcome.

There is a section in 'My PEP' where schools can add personalised information about the young person's achievements as we recognize that while standardized reporting is important it is also important to celebrate small steps of success for our young person whatever their stage or ability.

There is a differentiated Attainment and Progress page for schools to complete where the young person has an EHCP, attends a specialist school and has severe and complex learning difficulties.

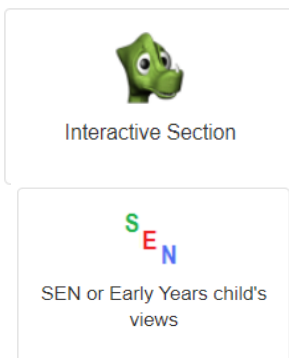
In the specialist Attainment and Progress section there are four dimensions of needs. The Designated Teacher is encouraged to consider all of these dimensions in relation the young person's EHCP but might only need to complete those that are relevant to the outcomes in the Plan.



When measuring the progress towards PEP outcomes for students in this group an ipsative assessment approach is adopted. This measures potential future progress against previous personal progress. Breadth of lateral progress is prioritised over a focus on linear progress enabling a generalisation of skills. This approach is taken from MAPP (EQUALS assessment document) describing the need for a focus on lateral progress for learners with complex needs

Participation of our children

Our young person's PEP should have their participation at the heart of it – and their views are the first thing to consider when preparing for and holding a PEP.



In advance of the PEP meeting, the Designated Teacher arranges to support our young person to complete their views and wishes. There is a dedicated section in the PEP for this and the questions have been designed to be open, child centered and appropriate to their age/ability.

There is a tool on the PEP that enables young people with special educational needs to engage and express their thoughts and feelings.

The first Section (A) in the young person's PEP is their views and so this should be right at the forefront of the meeting. It is helpful if the Designated Teacher asks the young person how they would like their views shared at the meeting, whether they want to share or would like an adult to help. It is important the Designated Teacher feeds back to the young person afterwards if they don't wish to attend their meeting, so they are fully aware of their targets and how they will be supported.

The section called 'My PEP' is phrased in child centered language to support practitioners to keep the young person and their best interests at the heart of the discussion, including helping a young person to feel their PEP is personalised. There is also a section on Participation to encourage the young person to take part in Virtual School (or other) activities - and have their voice heard.



Roles and responsibilities

The PEP is the key driver to promote the educational success of our young people in care and so it is important to be clear on roles and responsibilities.

Roles:

- The Designated Teacher prepares as much information as possible on 'My PEP' in advance of the meeting, including meeting with the young person so their views are recorded. They chair the meeting and complete 'My PEP'. After the meeting they complete and sign off the PEP within 10 school days, ensuring it is of Good Quality.
- The young person's Social Worker invites the relevant people (including organising the Teams meeting if it is virtual), they complete their Single Page in advance of the meeting and then sign off their section. The Social Worker attends the PEP meeting to support discussions around improving the young person's achievements and this enables the PEP to be of Good Quality. It is their responsibility to share a copy of the PEP with parent/carers. The PEP is an integral part of the statutory Care Plan and so this must be available for the Independent Reviewing Officer at the Looked-After Child's Review meeting
- Shropshire Virtual School ensures that relevant practitioners have access to the ePEP platform when a young person enters care and that the system is ready for the first PEP. They can advise practitioners and carers to promote achievement and progress and will prioritise attendance at the PEP meeting itself where additional support/advice is needed. Shropshire Virtual School lead the PEP meeting and complete the PEP record for those young people who are currently not in an education setting. They also Quality Assure the PEP and support schools/social workers to make swift improvements where the PEP is 'Needing Development' to be of Good Quality. Shropshire Virtual School report routinely on PEP key performance indicators and feed this into the wider Quality Assurance processes across the Local Authority.
- It is important for Carers to attend and contribute to the young person's PEP as their role in promoting and supporting achievement is key. Carers can make a significant difference to learning through taking part in enjoyable activities with their young person, such as bedtime stories, card or board games (as well as supporting homework and encouraging them with their targets). The Social Worker may wish to also invite birth parents or relevant family members.

We aim for each one of our young people to have a Good Quality PEP and the Social Worker, Carer, Designated Teacher and the Shropshire Virtual School will work together to achieve this. Please refer to the visual flowchart in the Appendix for more detail around roles and responsibilities.



How does our PEP align with SEND in Shropshire?

It is essential that the PEP supports identification of our young people's needs including any special educational needs and/or disabilities.

A PEP should link to other plans but must not duplicate or contradict information in a young person's other plans that are held by the School/Setting or responsible Authority. Other plans might be for example an Education, Health and Care Plan or a Care Plan.

In Shropshire we expect the Annual Review of a young person's EHCP to be held in conjunction with a PEP. This supports a necessary joined-up approach, prevents duplication and works in line with the expectations of our own SEND Partnership Board.

For young people with an EHCP, PEP targets should be linked to termly targets taken from the EHCP itself. On the specialist Attainment and Progress page, reporting is linked to the medium-term outcomes from the EHCP (the current academic year).

There are specific areas in 'My PEP' where the practitioners supporting the young person are asked to discuss and plan for access, inclusion and identification of SEND. Emphasis is also placed on pathways to independence and adulthood, engagement in the community, quality of life and activity planning.

Using the PEP platform (ePEP) – Early Years and Statutory School Years

In Shropshire we use ePEP Online as a web-based platform to record all our PEPs. Social Workers, Designated Teachers and Shropshire Virtual School have a log in.

Once a young person enters care the Shropshire Virtual School team will organise them to be added on to the ePEP system, along with the Social Worker and Designated Teacher so that the PEP can be initiated. If a log-in is needed to help you ensure your child has a good quality PEP, then please contact virtualschool@shropshire.gov.uk

The flowchart from the Appendix is attached to ePEP for easy reference. Training for Designated Teachers New to Post is available every term from Shropshire Virtual School and this includes information and guidance on PEPs. There is a termly training and networking session for all Designated Teachers - and advice can be sought from Shropshire Virtual School at any time to support with matters relating to using the platform or completing good quality PEPs.



Quality Assurance

The quality of the PEP is a joint responsibility of our young person's school and the Local Authority that looks after them. Social Workers, Designated Teachers, Carers and the Shropshire Virtual School – along with other relevant practitioners in the network around the child – need to work together to enable every Shropshire Looked-After Child to have a PEP that meets the standards we have agreed together. The agreed standards in Shropshire are:

My PEP is Good Quality if

1. My Attendance data is up to date and there is action to support my engagement and inclusion where needed
2. My Attainment and Progress section is fully completed to give a full picture of my achievements and needs
3. My Social Worker attended my meeting, their Single Page is completed and up to date (as the PEP is an integral part of my Care Plan)
4. My previous targets are reviewed
5. My new Targets are SMART and include:
 - one academic target for Maths and one for English in Secondary school or
 - one for each of Reading, Writing and Maths in Primary school or
 - one for each of the 3 prime areas: Communication & Language, Physical Development and Personal Emotional & Social Development in EYFS
 - termly small steps taken from my EHCP targets if I am using the Specialist attainment section
6. How my PP+ funding is used is clear and there is information about its impact
7. I participated in my PEP - or my views were sought in advance and information fed back to me
8. There is planning for any transitions I have ahead - including towards my next phase and any school moves
9. My PEP gives a robust picture of my needs and journey - and Actions are clear.



(All of the above must apply for the PEP to be of Good Quality. However, some of the above indicators can be marked as N/A on the PEP system if they are not relevant eg "Previous targets are reviewed" would not be applicable for a child new into care)

The document outlining these standards is in the Appendix - and it is in the Quality Assurance section of the young person's PEP. It is really important that everyone supporting the young person's PEP is aware of these and why they are important. Equally it is important the Shropshire Virtual School use these standards consistently when quality assuring PEPs to support an accurate reflection of the picture for our children – and to enable accurate tracking of where Shropshire is on the transformation journey to our aspiration of achieving a good quality PEP for every young person.

Shropshire Virtual School will support the tracking and monitoring of PEP quality across the Authority by:

- preparing a monthly report for SC Managers (including IROs) focusing on PEPs Completed and their Quality. The report will include data on PEPs Needing Development by reason.
- reporting PEP Quality data to Social Care Service Managers, SVS Governing Body, Corporate Parenting Panel, Monthly VSH Reports to the Elected Member, ADs & Line Manager
- undertaking a biannual Audit to identify practice needs

A process for Quality Assurance of PEPs is integral across Social Care and it has been agreed that: The Team Manager will:

- check the report on PEP Quality and discuss with their Social Worker where any improvements are needed (as it is integral to the Care Plan)
- check for any successes or concerns re Education

The IRO will:

- check the PEP and Care Plan are aligned.
- check the quality of the PEP and timescales
- follow through on any actions around these elements above, including any Escalation as necessary

The Principal SW will:

- undertake Quality Assurance processes for Social Care around PEPs
- review the data for PEP Quality, Completion & timescales with the Shropshire Virtual School Head Teacher on a termly basis.

Service Managers (including IRO) & Assistant Directors will:

- review the monthly report from Shropshire Virtual School & action any areas of need within Social Care teams to support improving PEP quality, completion & timescales



PP+ and the Shropshire PEP

For Shropshire Looked-After Children, a termly allocation of PP+ is released to schools/settings on completion of a Good Quality PEP for the young person. A Good Quality PEP is key as it evidences a personalised plan that reflects the identified learning needs of a Looked-After Child, raises aspirations and builds life chances - see Statutory Guidance: [Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/642222/promoting-the-education-of-looked-after-children-and-previously-looked-after-children.pdf)

In the event that a PEP is not submitted, or the PEP Quality is evidenced as 'Needing Development', Shropshire Virtual School will contact the Designated Teacher and/or Social Worker to discuss how any gaps in information can be addressed. Once the gaps are addressed and the PEP is of Good Quality then Shropshire Virtual School will aim to release the termly allocation of PP+ funds to the school/setting.

It is an OFSTED requirement that schools evidence how they spend the PP+ Grant and how it has benefited Looked-After Children. Schools are advised, therefore, to keep detailed records around how they spend the PP+ for Looked After Children as well as the impact it has made. In the young person's PEP, there is a section that asks the Designated Teacher to show the impact of the PP+ spend relating to the termly amount received (where relevant) and any additional PP+ spends that have been approved and received from the Virtual School.

Visit the Shropshire Virtual School website for further information on our PP+ Policy [shropshire-virtual-school-pupil-premium-plus-policy-2022-23.pdf](https://www.shropshire.gov.uk/shropshire-virtual-school-pupil-premium-plus-policy-2022-23.pdf)

Shropshire Virtual School have created a PP+ Support Map to show what is on offer through the retained element of the PP+ Grant and so this can be a useful document to have available at PEP meetings as it shows what additional resources are available for our Shropshire Looked-After Children. Visit the Shropshire Virtual School website for the current Shropshire PP+ Support Map [Pupil Premium Plus | Shropshire Council](https://www.shropshire.gov.uk/pupil-premium-plus-shropshire-council).



The Post 16 PEP in Shropshire

Every one of our young people in the Post 16 phase must have a PEP to support them up to the age of 18 and in Shropshire we ensure this takes place up to the end of the young person's 'Year 13'. This ensures they have support through the Post 16 phase towards successful engagement with education, employment or training - and also supports their onwards progression as they leave care and transition into the next stage of education, training or employment.

The current PEP document is available from our Post 16 Personal Advisor, for the template or any advice please contact Lorraine.griffiths@shropshire.gov.uk

Roles:

- The Designated Member of Staff at the young person's provider chairs the meeting and completes the PEP Record. They then return it to our Post 16 practitioner within 2 working weeks of the meeting date.
- The young person's Social Worker invites the relevant people, organises a Teams meeting if relevant and attends the PEP to support the young person's progress. It is their responsibility to share a copy with Parent/Carers.
- Shropshire Virtual School can advise practitioners and carers to support successful engagement, achievement and progress. They will prioritise attendance at the PEP meeting itself where there are transitions, high risk of NEET or where extra advice is needed.
- It is important that Carers attend and contribute to the young person's PEP as their role in promoting and supporting achievement is key. Carers can make a significant difference to learning through taking part in enjoyable activities with their young person, such as educational games on IT/apps or board games, as well as taking them to college open days and encouraging them with their targets. The Social Worker may wish to also invite birth parents or relevant family members.
- Shropshire Virtual School lead the PEP meeting and complete the PEP record for those young people who are currently NEET (not in education, employment or training.)
- Shropshire Virtual School quality assure the PEP.

We aim for each one of our young people to have a Good Quality PEP and the Social Worker, Carer, Provider and the Shropshire Virtual School will work together to achieve this. Post 16 PEP records are attached to LCS as a document by the Shropshire Virtual School once they are Good Quality.



The agreed standards in Shropshire for the Post 16 PEP are as follows:

My PEP is Good Quality if

1. There is robust information and action to support my Attendance, Engagement and Inclusion
2. My Attainment and Progress section is fully completed including how on track I am for course completion
3. My Social Worker attended my meeting, their Single Page is completed and up to date (as the PEP is an integral part of my Care Plan)
4. My previous targets are reviewed
5. My new Targets are SMART (including one academic target and one for my progression)
6. I participated in my PEP - or my views were sought in advance and information fed back to me
7. There is planning for any transitions I have ahead - including towards my next phase and towards independence
8. My PEP gives a robust picture of my needs and journey - and Actions are clear.

(All of the above must apply for the PEP to be of Good Quality. However, some of the above indicators can be marked as N/A on the PEP system if they are not relevant e.g "Previous targets are reviewed" would not be applicable for a young person new into care)

Our Post 16 PEP is currently under development and more information will follow once the electronic PEP for Post 16 young people becomes available.



APPENDIX

For the supporting documents embedded in pdf form please see the Word version of this guidance.

This document is subject to review every two years as a minimum. If you have any queries, feedback or need any further information please feel welcome to get in touch with Shropshire Virtual School:

Contact: 01743 250124

Email: virtualschool@shropshire.gov.uk

Website: <https://shropshire.gov.uk/looked-after-children/shropshire-virtual-school/>

