

Barnet Virtual School Personal Education Plan Guidance

Barnet Virtual School PEP Guidance

Introduction

This guidance is designed to support you with the completion of Personal Education Plans. Effective and high-quality Personal Educational Plans (PEPs) that focus on educational outcomes are imperative for all Looked After Children.

All looked after children, wherever they are placed, have a PEP which is reviewed on a termly basis. Effective and high-quality PEPs should be a comprehensive and enduring record of the child's and young person's experience, progress and achievement (academic and otherwise) and a record of what needs to happen for looked after children to enable them to raise their achievement and fulfil their potential.

The Personal Education Plan (PEP) is the statutory tool to ensure that everyone is actively prioritising the education of the child or young person, carefully tracking their progress and supporting them to achieve well and to be aspirational. All Children Looked After (CLA) have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan; which is a statutory requirement for LAC from a child of 3 years if in education provision up to the age of 18.

Contents

The guidance is arranged into the following seven sections:

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1. Person-centred planning

The purpose of PEPs

The PEP is part of the child or young person's care plan and reflects any existing education plans, such as an Education, Health & Care Plan, Support Plan or Provision Mapping, Behaviour management Plan or Pastoral Support Plan. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. It is an opportunity to celebrate success and raise self-esteem.



...the PEP is an opportunity to celebrate success, as well as raise self-esteem and aspirations...

The PEP should identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences. At the centre of the PEP is a robust Action Plan which is the culmination and consequence of the previously identified needs and aspirations recorded in the document. Ambitiously challenging SMART outcomes, identified provision of what the adults will do to help, support and intervene for specific individuals, clarity and agreement on how Pupil Premium Grant will be used to support the targets set in the PEP will be recorded in this Action Plan which may highlight access to one-to-one tuition and how this will make/has made a difference to achievement levels.

The PEP is the joint responsibility of the local authority and the school the Looked After Child is on roll at.

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Person-centred planning

Person-centred planning is a way of helping a child or young person plan all aspects of their life, thus ensuring that they remain central to the creation of any plan which will affect them.

It's important that the PEP keeps the child and young person at the centre of the plan so that changes are being made to their life and education for the better.



'It should be about making changes to a child or young person's life and planning for the future.'

Person-centred planning

Key things to consider:

The plan reflects what is important to the child or young person now (and for the future) their capacities and what support they require

The plan results in on-going listening, learning and further action.

Putting the plan into action helps the child or young person to achieve what they want out of life.

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2. Understanding the PEP Process

The PEP is centralised by the Virtual School but it is owned by the Social Worker.

Since May 2016, Barnet Virtual School has commissioned Welfare Call to provide an electronic PEP in which participants log into a secure portal to upload information before and during the PEP meeting. This provides transparent accountability for PEP quality and completion.

Barnet Virtual school currently administers three different PEPs:



Welfare Call provides a help desk to ensure all stakeholders are assisted with the PEP process and allows many of the sections which do not change to pre-populate thus reducing the amount that has to be completed for each PEP and ensuring the focus is on the child and young person.

What is the Statutory Time Frame for a PEP?

The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. If it is planned the PEP needs to take place within the first 10 days of Care- even where a looked after child or young person is without a school place.

Every child and young person looked after by the authority needs an effective, high quality PEP which is available for the first statutory review meeting of the Care Plan (that takes place after 20 working days). As a minimum at this stage the PEP should indicate who needs to contribute to the PEP, that meetings have been or will be arranged to discuss appropriate needs and that there has been some initial analysis of the child's educational needs. This initial PEP will give details of who will take the plan forward, specifies timescales for action and review and identifies sources of funding for implementing the PEP. Whenever possible a caseworker from the Virtual School will attend the initial PEP.

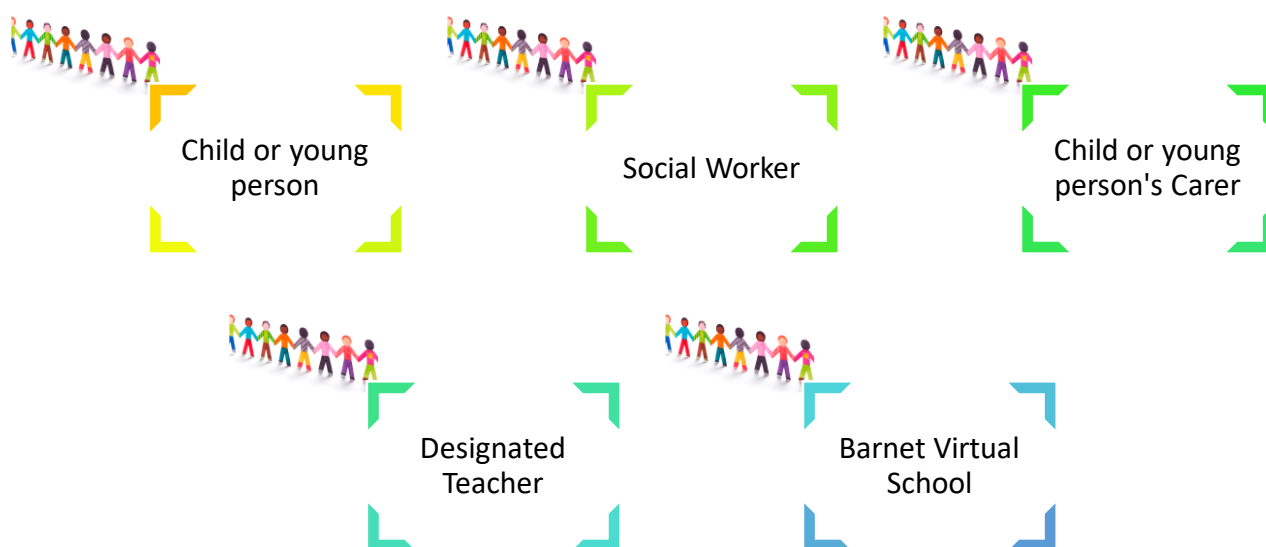
PEPs are reviewed on a termly basis. In unusual circumstances one PEP a year may be completed over the phone.

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3. Roles and Responsibilities

The PEP is the joint responsibility of the local authority and the school.

Key individuals who should be involved in the PEP process are:



It is important throughout that the child and young person's wishes are kept central to the process.

The role of the Social Worker

The Social Worker decides with the Designated Teacher when a PEP is necessary within the statutory time-frame and arranges a date with the education provider and anybody else who needs to be invited. The date is recorded on the young person's ePEP.

Emails will be sent 4 weeks, 2 weeks, 1 week and 2 days before the PEP so participants can complete their sections prior to the meeting. Alerts will also be sent after the meeting if the sign off buttons have not been used. It is good practice to complete the PEP within 10 days of the meeting taking place.

The Social Worker will organise the date and time of the meeting (in the case of a review this is done at the previous meeting).

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The role of the Designated Teacher

The Designated Teacher's statutory role is to promote the educational achievement of all Looked After Children who are in their setting.

The Designated Teacher should have lead responsibility for helping school staff understand the things which affect how Looked After Children learn and achieve.

The Designated Teacher should:

Promote a culture of high expectations and aspirations for Looked After Children

Make sure the child or young person has a voice

Ensure high quality provision and support is in place for all Looked After Children in their setting

Make sure the needs of Looked After Children are prioritised

Act as a source of advice and guidance for staff

Take lead responsibility for the development and implementation of the child or young person's PEP within their setting

The role of Barnet Virtual School

The Virtual School will:

Quality assure the completed PEPs on a termly basis

Inform Team Managers, Head of Services, Challenge Committee of the termly outcome

Offer PEP surgeries and coaching

Offer PEP training

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PEP Meeting completion is reviewed on a monthly basis and those not completed within time scales are reported to Team Managers and Schools.

At the beginning of every term those children who are in Care who do not have a PEP with a robust Action Plan are reported to Team Managers and Head Teachers and Pupil Premium is withheld. If two terms pass without a PEP with a robust Action Plan, Heads of Service and governors with responsibility for LAC are informed.

Since the Children and Families Act of 2014, the Virtual Head in each Borough has the responsibility of administering the Pupil Premium Plus for all their children in care.

What is Pupil Premium funding?

The Pupil Premium **for Children Looked After** is a government grant to support and promote the education of children and young people in care.

From 1st April 2025, the Pupil Premium for Looked After Children can provide each child of statutory school age with £2,630 to support their education. However, some children may get more, some **less**, depending on an assessment of their individual needs. £2,630 is the average amount provided to the local authority for all Barnet's Looked After Children.

- Children and young people will be eligible as soon as they enter care, if they are in any year group between Reception and Year 11.
- Pupil Premium **must** be used to improve educational outcomes and raise attainment of CLA
- The Head of the Virtual School is responsible for making sure that there are effective arrangements in place for the allocation of Pupil Premium.
- All children looked after by Barnet are eligible, including those placed in schools outside the borough.
- The PEP is the vehicle for recording how the allocation of funding will be used to raise the attainment of each young person.
- PEPs will be monitored and Quality Assured by the Virtual School and Pupil Premium will be allocated termly, when there is a request for PPG in the relevant section in the PEP and a breakdown of costs of how the PPG will be used to improve outcomes for the child.
- The PPG will normally be sent at the beginning of the term following the term that the PEP took place depending on the time scales imposed by the finance office.
- In order to ensure that we collectively meet statutory requirements, the PEP will be reviewed on a termly basis.

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Pupil Premium for children adopted from care, or who left care under a Special Guardianship Order

From April 2014, schools in England can receive the Pupil Premium for children adopted from care, or who left care under a Special Guardianship Order on or after 30 December 2005.

If you are a parent/carer of a child or young person who is adopted or under a Special Guardianship Order, please speak to your Designated Teacher about the Pupil Premium funding as this goes directly to the school.

Allocation of Pupil Premium Funding

The Pupil Premium will **only** be provided to meet the needs identified in a high-quality PEP.

PEPs must specify educational outcomes and measurable targets for improvement. Positive outcomes should stem from the following areas:



Raising levels of achievement and progress through one to one tuition



Supporting achievement in an area where the child or young person is gifted or talented



Improving attendance



Supporting emotional wellbeing and improving mental health



Promoting inclusion and reducing internal & external exclusion



Developing social skills



Supporting a smooth transition into the next key stage or a new place of learning



Enrichment opportunities including playing a musical instrument or sport



Developing ICT skills through the provision of a laptop

The PEP Action Plan should show the baseline data, targets for improvement, expected outcomes and the cost of support.

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The needs of the children and young people in care will vary. In some circumstances £2,630 would be a fraction of the cost of the support required to meet the identified needs of some individuals. For example:

- Children who come into care in an emergency with a fragmented home and education history and who are behind academically;
- Children who have to move into or out of Barnet in an emergency;
- Children where there is significant and often delayed reaction to abuse and neglect, which manifests in hard to anticipate behaviours;
- In view of this there will be significant differences in the amount of pupil premium allocated for individual children to schools.

The PEP Meeting

It is important that the child or young person is kept central to the PEP meeting through:

Inviting them to plan and attend their PEP meeting as appropriate, subject to their age, ability understanding and wishes

Ensuring the meeting is child-friendly and the views of the child or young person are listened to, recorded and acted upon

All delegates to read all pre-populated sections before the meeting so have a full understanding of the young person's needs and aspirations.

The Designated Teacher in collaboration with the carer, parent (for children accommodated under Section 20), the Social Worker, and young person (where appropriate) and if required, a Caseworker from the Virtual school will write a robust Action Plan with at least three outcomes by:

- Discussing progress against outcomes set at previous PEP, indication if PPG was effective in accelerating progress
- Discussing any mental health needs which may be a barrier to learning
- Setting new **SMART** outcomes, which are in line with the pupils needs and aspirations;
- Agreeing the adult supported provisions which will help the pupil meet their outcomes;
- Discussing the need for additional support-especially 1-1 tuition by a trained teacher
- Agreeing which personnel are responsible for any actions arising from the PEP, and confirm the timescales when they are to be completed by;
- Discussing and agree how the Pupil Premium Funding is to be used and how it will promote improved attainment and achievement of the young person.
- Predicting transition support needs and integration when children begin to attend a new school or return to school

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- Promoting Out of school hours learning activities /study support and leisure interests and enrichment opportunities
- Discuss support needed to achieve long term aspirations for further and higher education, training and employment
- Establishing and recording the date of the next PEP meeting

The PEP should be an active document and should evolve as part of the Care Plan throughout the period for which the child is looked after. It should be reviewed at the statutory intervals at a meeting of all involved in the child's education.

The Social Worker with responsibility for the child should not take significant decisions about a looked after child's education without reviewing the PEP in consultation with the child, his/her school and the Virtual school.

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4. What to consider when completing the ePEP

It is best practice to complete as many sections as you can before the meeting so that you can focus on the Targets /Outcomes at the meeting. The Targets/Outcomes can then be written and completed at the meeting so nothing is taken away to be completed later.

HOME PAGE

On this page will be displayed

- Overdue PEPs
- PEPs with no dates (please enter date within the LAC PEP form if you know it)
- Upcoming PEPs

Emails will be sent 4 weeks, 2 weeks, one week and 2 days before the PEP so participants can complete their sections prior to the meeting.

Alerts will also be sent after the meeting if the sign off buttons have not been used. It is good practice to submit the PEP within 10 days of the meeting taking place. You will be informed of the results of the VS QA process through the notes section.

Each participant has their own accountabilities and sign off button.

- ▶ The first PEP will require you to input a lot of data;
- ▶ All subsequent PEPs will be largely pre-populated.
- ▶ However please read your section and amend when necessary;
- ▶ There is a facility to lock information if you do not want it changed by others;
- ▶ Once complete, use the DT or SW sign off button at the top of the page to show that your section is complete

Which sections does the Social Worker complete?

The Social Worker has to complete the following sections marked in blue on the Welfare Call ePEP document:

General and personal background information

The mandatory signature and date box

The date of the next PEP meeting so alerts can be triggered

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Which sections does the Designated Teacher complete?

The Designated Teacher has to complete the following **sections are in RED**:

Education, including previous school history. The DT is responsible, for collecting information regarding previous school history.

Special Educational Needs including any relevant reports

Attendance Records

Attainment

Child or young person's views

PEP Meeting Attendance

PEP Outcomes and Pupil Premium

It is best practice to complete as many of the above sections before the meeting takes place. This information helps to build a holistic picture of the child or young person's needs and how far they have worked towards their outcomes.

What happens next?

- ✓ You need to ensure that the completed ePEP is saved on the Welfare Call system.
- ✓ A robust Action Plan is put into place following the PEP meeting so everyone can work together to ensure the child or young person can achieve their outcomes.
- ✓ The PEP should be an active document and should evolve as part of the Care Plan throughout the period for which the child is looked after.

5. Setting SMART Outcomes

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It is important that the outcomes agreed on the PEP are purposeful and will impact on the progress and achievement of the child and young person.

What is an Outcome?

An outcome is the benefit or difference made to an individual as a result of a change or an intervention.

Key considerations for outcomes



Ensuring there are high aspirations and expectations for children and young people in care

When thinking about outcomes, it's important to ensure they are helping the child or young person achieve their aspirations and set high expectation.

Consider these questions:

- ▶ What difference or benefit will be seen as a result of the outcome?

When the outcome has been achieved:

- ▶ What will the child or young person be able to do that they cannot do now?

Outcomes and Personal Education Plans

Shorter term outcomes should be set and evaluated each term. This is captured on the Personal Education Plan which is a record of the child or young person's progress, support and achievement.

It is good practice to record the **outcomes**, **support** and **provision** that have been agreed on a person-centred plan, such as a Pupil Passport, so this can be **monitored and tracked** closely.

An example of monitoring a child's or young person's progress towards their outcomes could be measured with the use of a scale rating such as:

1. Child/young person is not yet able to achieve – adult is introducing target
2. Child/young person is beginning to respond to target, but only with a high level of adult support and not able to yet achieve independently
3. Child/young person achieves target intermittently with some difficulty and adult support
4. Child/young person achieves fairly consistently, only occasional difficulty/occasional adult support
5. Child/young person achieves target consistently, without significant difficulty or need for adult support

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What is a SMART Outcome?

Specific

- Is it clear to everyone what it actually means?

Measurable

- How will we know if it has been achieved?

Achievable

- Is it a realistic outcome for the pupil?

Relevant

- Is it a priority or as important as other possible outcomes?

Time-limited

- By when exactly should it or could it be achieved?

Setting a SMART Outcome – Where do I start?

You can use the following step by step guide to build your SMART outcome:

Developing your SMART Outcome

Step One

Start with the broad area of need, e.g. is it learning, social or emotional?

XX will be able to manage their emotions.

Step Two

Think about the specific skills within the area of need that the child or young person needs to develop.

XX will be able to identify their emotions using the Incredible five point scale.

Step Three

Add a measure of progress

XX will be able to identify how they are feeling on the five point scale at the beginning, middle and end of each lesson.

Step Four

Check that the outcome is achievable and realistic for the child or young person

Step Five

Add a time period for when the outcome should be achieved

XX will be able to identify how they are feeling on the five point scale at the beginning, middle and end of each lesson during the next term.

Examples of SMART Outcomes

It's important not to create outcomes which are vague, generic or unrealistic, for example, 'Emma will listen to all instructions' or 'Kamal will respect all adults'.

Outcomes should be personalised and created to support the child or young person take positive steps towards developing a specific skill and, ultimately, work towards achieving an aspiration.

Below are some examples of SMART Outcomes:

Ethan will be able to arrive to school on time each day and check in with his key adult on arrival every morning.

Rebecca will be able to begin a writing activity and work independently for five minutes before seeking assistance.

David will be able to play an identified game with 2 chosen friends at lunch times twice a week.

Leo will be able to read 20 target high frequency words in all Guided reading sessions.

Joseph will be able to formulate his letters and increase in accuracy, more consistent in size and positioned correctly in line, in all his literacy lessons.

Make sure you use a baseline for the outcome so you can measure it.

Achieving Aspirations

Always hold in mind that you are helping the child or young person to work towards their aspirations. Therefore, outcomes should always:

- ▶ be holistic
- ▶ support aspirations and set high expectations
- ▶ be SMART
- ▶ set out what needs to be achieved by the end of a phase or key stage
- ▶ be measurable
- ▶ outcomes **MUST** be person-centred

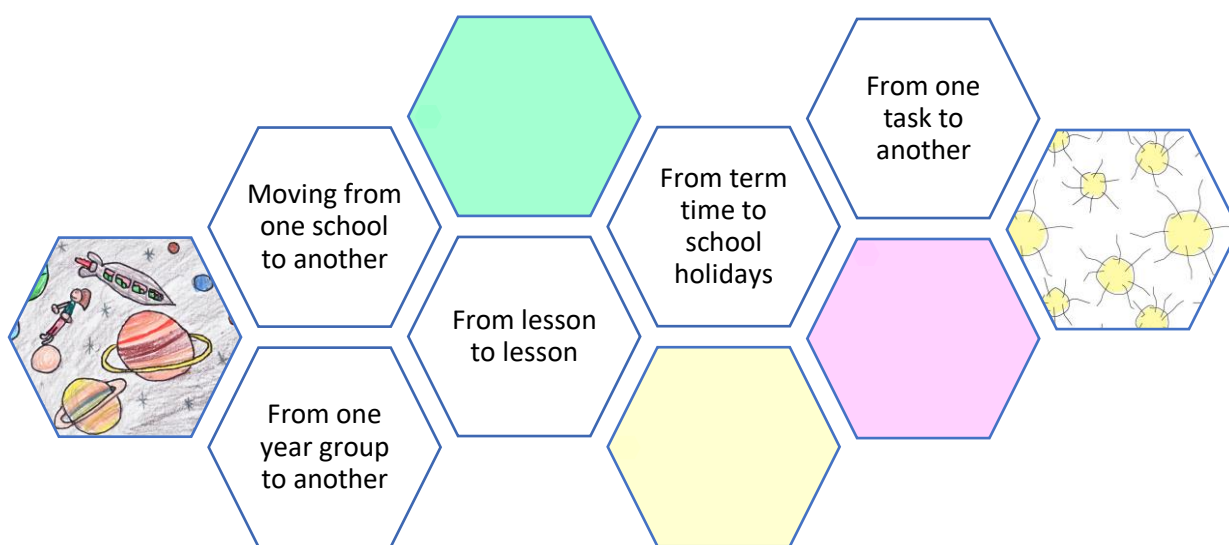
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6. Supporting Transitions

Achieving positive **transition** requires all settings to be proactive and consistent in their approach.

Developing a whole school approach ensures that everyone is working together to support the wellbeing and academic outcomes for all Looked After Children.

It is also important that settings are mindful that transitions can come in many forms:



Therefore, it is essential that a robust and clear transition is planned for the child or young person to support them with managing any changes and there are whole school approaches which are mindful of the potential impact of these transitions with mechanisms in place to support. These could be:

Creating an Attachment Aware setting

Being aware of potential hotspots in the school calendar and curriculum, e.g.: enrichment days, school trips, etc

Ensuring there are safe spaces in your setting

Staff awareness, understanding and support

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Supporting transitions to a secondary setting

Moving from primary school to secondary school can be a time of mixed emotions for Looked After Children. However, there are ways you can help make the transition process easier by ensuring there is a clear and thorough Transition Plan in place to support them through the next phase of their education.

The table below gives a timeline for supporting a successful transition to a secondary setting.

	Transition PEP Process	Expected impact
Year 6 Spring term	<p>Arrange Year 6 Spring Term PEP and begin to identify transition needs.</p> <p>Learning and SEMH needs identified with a focus on transition.</p> <p>All relevant professionals acknowledge and understand the impact that the identified needs could have on transition.</p> <p>PEP targets set in-line with immediate needs whilst paying attention to transition needs.</p> <p>Interventions and resources identified and implementation discussed to achieve PEP target.</p>	<p>SEMH PEP target achieved.</p> <p>Learning PEP target achieved.</p>
Year 6 Summer term	<p>Lead a Transition PEP Year 6 Summer Term.</p> <p>A PEP target is identified which focuses on the pupil maximising the opportunity to experience a good ending.</p> <p>All relevant professionals involved understand how transition can affect a Looked After Child and the key areas which need to be managed prior to starting.</p> <p>The pupil's current and past behaviours have been discussed.</p> <p>Staff from the Primary School, Secondary School, Virtual School and Foster Carer have shared concerns, strengths and challenges. Where relevant other professionals, i.e. CAMHS, Educational Psychologist have attended or advice has been shared.</p>	<p>During the final half term of Year 6, pupil is settled and participating in the leavers activities.</p> <p>Before starting in September, pupil is familiar with some key staff and areas in the secondary school.</p> <p>When starting in September pupil is finding key adults and identified areas if in need of support.</p>

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Year 7 Autumn term	<p>Primary Staff advise as to successful and less successful strategies which have been used.</p> <p>Secondary School recognise the necessary preparations for a smooth transition, i.e. identify key adults, a safe space, additional learning support etc.</p> <p>Proceeding the meeting, all relevant professionals are well informed and well prepared.</p> <p>A personalised transition visit plan is completed and agreed.</p> <p>Ways for the Foster Carer to support the preparation are identified and agreed.</p> <p>If a child has an EHCP, the short and long term outcomes are discussed and linked to the PEP targets.</p> <p>When an EHCP assessment is recommended, the application is discussed and further support is offered.</p>	<p>Key adults are recognising when pupil needs additional support and are intervening.</p> <p>Pupil is travelling to and from school without incident.</p>
	<p>Year 7 Autumn Term PEP set for fifth week onwards.</p> <p>Oversee a settling in period and identify any additional social and emotional needs early.</p> <p>If a child has an EHCP, the short and long term outcomes are discussed and linked to the PEP targets.</p> <p>When an EHCP assessment is recommended, the application is discussed and further support is offered.</p> <p>Any SEMH or Learning Needs are discussed, preparations and interventions have been revised and reviewed where necessary.</p>	<p>Pupil is finding key adults and identified areas if in need of support.</p> <p>Key adults recognise when pupil needs additional support and are intervening.</p> <p>Pupil is travelling to and from school without incident.</p> <p>Pupil attendance is above 95%.</p> <p>Pupil is engaging during lessons in the classroom.</p> <p>Pupil is participating in an extra-curricular activity.</p>

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Year 7 Spring term		Pupil has successful interactions with peers.
	<p>Attendance at Year 7 Spring Term PEP.</p> <p>If a child has an EHCP, the short and long term outcomes are discussed and linked to the PEP targets.</p> <p>When an EHCP assessment is recommended, the application is discussed and further support is offered.</p> <p>Any SEMH or Learning Needs are discussed, preparations and interventions have been revised and reviewed where necessary.</p> <p>Additional PEP targets set with a focus on progress and achievement in literacy and numeracy. Academic achievement is prioritised.</p>	<p>Pupil is making progress in both literacy and numeracy.</p> <p>Pupil is participating in extra-curricular activities.</p> <p>Pupil has successful interactions with peers.</p> <p>Pupil has above 95% attendance.</p>
Year 7 Summer term	<p>Attendance at Year 7 Summer Term PEP (for identified pupils).</p> <p>Same as Spring Term PEP.</p>	<p>Pupil is making progress in both literacy and numeracy.</p> <p>Pupil is participating in extra-curricular activities.</p> <p>Pupil has successful interactions with peers.</p> <p>Pupil has above 95% attendance.</p>

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Your checklist for supporting transitions to a secondary setting

The form below gives a checklist of information that should be focused on during the summer term PEP meeting to ensure that the transition is well planned and purposeful information is shared between everyone involved.

Checklist of information required during the Summer Term Year 6 PEP
Current behaviours
Historical behaviours
Concerns and expectations (Foster Carer / Primary School / Social Worker / CYP / Secondary School.) What will be their strengths? What will be their challenges? How (where) are they currently taught?
Copy of IEP seen (copy loaded) and targets discussed in line with the PEP outcomes.
Specific literacy and numeracy needs identified.
SEMH needs identified
To be completed during the PEP
Personalised Visits and Transition Preparation Plan (example given)
Home Plan (sign post to training)
Secondary school representative attending
Peer Support (discussed and considered)
SS Preparation (awareness of triggers / safe space identified / key person identified / attachment training / 1 st day exclusion arrangements)
Any transition funding required?
Date for Autumn Term PEP to be set for the fifth week onwards.

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7. Useful Links

Barnet Virtual School - 0208 359 4534
barnet.virtualschool@barnet.gov.uk



Welfare Call - 01226 716333
ep@welfarecall.com



Links to Statutory Guidance documents

Statutory Guidance Promoting the Education of Looked After and Previously Looked After Children
Published: July 2014 / Updated: February 2018
<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Statutory Guidance for Designated Teachers for Looked After and Previously Looked After Children
Published: November 2009 / Updated: February 2018
<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Statutory Guidance on SEND Code of Practice: 0 – 25 years (2014)
Updated May 2015
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children and Families Act 2014
<https://www.gov.uk/government/news/landmark-children-and-families-act-2014-gains-royal-assent>

Statutory Guidance on Schools Admissions Code (2014) Updated: September 2015
<https://www.gov.uk/government/publications/school-admissions-code--2>

Statutory Guidance on School Exclusions (2012) Updated: July 2017
<https://www.gov.uk/government/publications/school-exclusion>

Useful Links

Education Endowment Foundation – Teaching & Learning Toolkit
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Article from The Guardian – How Schools Spend Pupil Premium Funding
<https://www.theguardian.com/teacher-network/2016/oct/18/how-should-schools-spend-pupil-premium-funding>