

All About Personal Education Plans (PEPS)

City of York Council
September 2011

Personal Education Plans are designed to ensure that the “corporate parents” make all of the important decisions about the education of Looked After Children jointly. The corporate parents include: carers, teachers, social workers and any other professionals working with the child.

Please note the Designated Teacher for LAC in schools and the Designated Worker for LAC in early years settings have the same roles / responsibilities in the PEP procedures.

What is a Personal Education Plan (PEP)?

A Personal Education Plan (PEP) is a document describing the child / young person’s: educational history/ strengths / needs / additional support provided / short and long term targets and any action needed them to gain the most from their education; in order to improve their life chances.

The PEP is intended as the overarching education plan, which is part of the overall care plan for children / young people who are looked after by the local authority.

The PEP is part of the looked after child / young persons official early years setting / school record. If they move to another education placement then the PEP should be forwarded, along with other educational records to the new early years setting / school as quickly as possible. The PEP is an important document because it provides a “collective memory” about the child / young person’s education.

Where they are used effectively the PEP improves the educational experience of the child / young person by helping everyone involved gain a clear and shared understanding about the teaching and learning provision needed by the child and how this will be provided.

How many parts are there to the City of York PEP?

The City of York PEP consists of 4 separate parts (Part 1,2,3,4), which when combined, form the child / young persons PEP.

PEP Part 1 Essential Information. This section is completed by the social worker and sent to school, before the PEP meeting.

PEP Part 2 Educational Information. The Designated Teacher in Schools / Designated Worker in Early Years Settings is responsible for completing this and sends a copy to the social worker, before the PEP meeting.

PEP Part 3 My Personal Education Plan. This is the child / young person’s contribution. The child / young person decides how they would like to contribute / participate to their PEP and completes their contribution with help and support from an adult that they like and trust in the school

early years setting. The child / young person completes this before the PEP meeting so they can present it at the meeting.

PEP Part 4. Summary and Action Plan. This section is completed by the Designated Teacher / Worker. It is a summary of the discussion and agreements reached at the PEP meeting. It summarises:

- What is working / going well for the child / young person (strengths, successes, achievements)
- What isn't working? (Current issues, concerns, problems);
- What is important for the child / young person now (things we need to work on now – short term targets);
- The child / young persons hopes for the future (long term targets)?

Where can I get copies of the City of York Personal Education Plan forms?

CYC PEP Form Part 1, 2, 3 & 4 are available on line at: www.yorkla.org
Select: Special Educational Needs, Specialist Teaching Team, Looked After Children. The PEP files are on the left hand side menu.

If you cannot access these then please contact Paul Bent Educational Psychologist www.paul.bent@york.gov.uk 01904 554328.

At what age do children in care need to have a Personal Education Plan?

It is a statutory requirement that children / young people in the care of the local authority, also known as Looked After Children, who are of statutory school age (5 to 16) have a personal education plan. Although it is not a statutory requirement, it is good practice, to complete a PEP for younger children aged 3 to 5 attending early years settings maintained schools or early years settings in the private, voluntary and independent sector.

Whose responsibility is it to initiate the Personal Education Plan?

The social worker has responsibility for initiating the PEP, with support from their line managers. The social worker contacts the school when a PEP is needed.

How does the social worker know when a PEP is needed?

LAC activity reports are sent out automatically to social workers and their line managers once every 4 weeks, to remind them when a PEP is due or overdue.

Who sets the date and time of the PEP meeting?

The Designated Teacher / Designated Worker for LAC liaises with the social worker to set a date and time for the PEP meeting. Where possible the Designated Teacher should also consult with the child / young person to see where and when they would like to have the meeting.

Who sends out the invitations to the PEP meeting?

The Designated Teacher / Designated Worker is responsible for ensuring that the invitations are sent out well in advance of the meeting.

Where should the PEP meeting take place?

In a comfy, relaxed room in the school or early years setting.

Who attends the PEP meeting?

The designated teacher, social worker, carers and child / young person, should all be present at the PEP meeting so that they can share information and contribute to the PEP Summary and Action Plan; others can be invited if necessary.

The Designated Teacher should also ask the child / young person who they would like to invite to their PEP meeting. But should check with the social worker before sending out invitations.

Does the child / young person have to take part in the PEP meeting?

The child / young person should be encouraged to attend their PEP meeting. Even if they choose not to attend the child / young person should be encouraged to make and submit a contribution so that their views can be presented at the meeting.

How can the Designated Teacher / Worker prepare the child / young person for the PEP meeting?

The Designated Teacher / Worker should ensure someone from the early years setting or school meets with the child / young person before the PEP meeting for a short discussion with them to plan and prepare them for the meeting:

- i) Explain the purpose of the meeting? Who will be there? When and where will it be held? What will happen at the meeting?
- ii) Explain how important it is for them to have their say and encourage them to attend the meeting.
- iii) Help them to decide how they will contribute to the meeting (even if they cannot attend). Allow the child / young person a

free choice in making this contribution and support them to do this.

- iv) Find out if they would like any help to prepare their contribution and who they would like to help them.
- v) Involve them in planning and preparing for the meeting. Support them in writing the agenda, for example: Is there anything that they want to discuss and in what order? What are there priorities? When do they want to share their contribution PEP Part 3?
- vi) Use the PEP Part 3 My PEP (Child / Young Persons. Contribution Form) for ideas on how they might contribute, be creative anything goes. Use the traffic light prompt sheets and resources to guide them through their contribution.

The ways in which children / young people in care contribute and participate to their PEP will vary considerably depending upon their age and ability. The decision on how a particular children / young people might make their contribution should be discussed and agreed with them, well before the PEP meeting, by a member of staff in the early years settings / school that they know, like and trust.

The PEP meetings should be run as a person centred review. For further information and guidance on enabling children and young people to contribute and participation in their reviews please see the following CYC "Listen to Me" materials:

- "Listen to Me Guidance"
- "Listen to Me Booklet 1 (0 to 5 Years)",
- "Listen to Me Booklet 2 (5 to 11 years)."
- "Listen to Me Booklet 3 (11 Plus Years)"

Available from: www.yor-ok.org.uk/disabilities-and-additional-needs.htm?sksearchtext=disability

What happens at the PEP meeting?

The PEP meeting is a celebration of the child / young persons progress and a planning tool for the child / young person to see what will be happening in the future and how things can improve.

At the PEP meeting the Designated Teacher / Worker:

- Warmly welcomes everyone and completes informal introductions for the child / young persons benefit
- Briefly outlines the plan for the meeting
- Makes sure that the child / young person presents their contribution PEP Part 3 and gets that chance to discuss their priorities

The Designated Teacher / Worker ensures that that everyone present at the PEP meeting joins in and comments on the following:

- What is working / going well for the child / young person (strengths, successes, achievements)
- What is not working? (Current issues, concerns, problems)

- What is important for the child / young person now (things we need to work on now – short term targets)
- What are the child / young persons hopes for the future (long term targets)
- Agree on the short term educational targets for the child / young person and actions needed to achieve these targets (see page PEP Part 4 Summary & Action Plan).

At the end of the meeting the Designated Teacher / Worker thanks everyone for their contribution and summaries the key points, targets and actions. Informs everyone that they will be provided with feedback from the meeting once they have completed the paperwork (PEP Part 4)

PEP Part 1 and PEP Part 2 are not discussed at the PEP meeting. The focus of the PEP meeting is on PEP Part 3 My PEP (Child / Young Persons contribution) and sharing information so that the Designated Teacher / Worker can complete the PEP Part 4 Summary & Action Plan after the PEP meeting, using the information from the meeting.

How do Designated Teachers / Workers provide feedback from the PEP meeting to all of those invited to the meeting?

After the PEP meeting the Designated Teacher / Worker:

- Completes PEP Part 4 Summary & Action Plan.
- Collates all 4 Parts of the PEP of the completed PEP (all 4 parts) and sends a set to everyone present at the PEP meeting, ***apart from the child / young person, who is given personal feedback from someone in school.***
- Arranges for someone to meet with the child / young person to thank them for their contribution, go thorough the review with the them and make sure that they understand the decisions made, targets set, actions to achieve the targets set and any other outcomes / implication of the review.
- The Designated Teacher / Worker also keeps a complete copy of the PEP in the child / young persons school file.

Does the Designated Teacher / Worker send a copy of the completed PEP to anyone in the local authority?

Yes. The Designated Teacher / Worker sends a completed copy of the PEP to the child / young persons social worker.

What constitutes a completed PEP ?

The PEP is completed when it is returned to the social worker.

A completed PEP consists of:

Either PEP parts 1,2,3 & 4 of the PEP

Or an annual review of statement of special educational needs together with PEP Part 1 Essential Information.

Whose responsibility is it to make sure that the PEP is completed?

The social worker with support from their line managers and the Designated Teacher / Worker in school makes sure that the a completed PEP is returned to them.

What happens when the social worker receives a completed PEP?

The admin officer in the social workers base scans the completed PEP, saves a copy in the child's electronic file and enters the date the completed PEP was received in the PEP report.

Can the meeting go ahead without one of the following; the Social Worker, Foster Carer or the Early Years Setting / School?

No. The PEP is a statutory document and is a shared multi-agency education plan. Therefore, without the social worker, foster carer or early years setting / school, the plan could not be informed, shared or owned and therefore cannot go ahead.

Who chairs the PEP meeting?

The Designated Teacher in Schools or Designated Worker in Early Years Settings.

How often is the PEP be completed?

The PEP should be initiated within 14 days of the child / young person becoming looked after and be available for the statutory review of the child / young persons care plan. Thereafter the PEP should be completed at least once a year and whenever:

- i) There is a change of education placement
- ii) There is a change of care placement
- iii) There are any significant other concerns or issues about the child / young persons education; which could lead the young person, social worker, carer or designated teacher to call for a review of the PEP.

Education providers are asked to provide written comments on the child / young persons educational progress and progress towards the PEP targets when they complete the 6 monthly Child Care Review Consultation Form.

The Independent Reviewing Officer (IRO) will check that the child / young person has a PEP at the Child Care Review. The effectiveness of the PEP is also scrutinised as part of the statutory review of the Care Plan (i.e. within 20 working days, 3 months, and 6 monthly intervals thereafter and at other times if necessary). If the independent reviewing officer identifies any issues regarding the currency / quality of the PEP then, as part of the Child Care Review, they will recommend that the social worker initiate a new PEP.

Can the PEP and the Annual Review of the Statement of SEN / School Action Plus Review be run together?

Yes. The PEP and Annual Review / School Action Plus Review meetings be held together for Looked After Children (LAC), as the focus for all these is on the child / young persons education and in most cases the same people attend both meetings.

Can the PEP and the Child Care Review (CCR) be run together?

As a general rule no. The Child Care Review is the young person's meeting to review their whole care plan. It is therefore not appropriate to hold a detailed discussion about education at the CCR; this is done at the PEP meeting.

Do we need to meet or can we do the PEP over the phone or via email?

No. It is City of York policy that a 'meeting' takes place. It is important that all relevant adults and the child / young person have an opportunity to meet in person and share educational success and issues together.

Do I use the same PEP for Looked After Children with disabilities and/or young person attending a special school?

Yes. The City of York PEP (2009) has been developed after considerable consultation with multi-agency partners and it has been agreed that we will have one inclusive PEP for all City of York Looked After Children.

What happens if a child / young person of statutory school age does not have a school place?

All looked after children / young person of statutory school age should have an education placement. If they do not have a school placement then please contact the City of York Virtual Headteacher for Looked After Children, as quickly as possible.

It is equally as important that PEP is completed for children / young people in care who are in difficult educational circumstances.

Please see below for examples of complex circumstances:

- a) The young person is refusing to attend school.
As the young person is on a school roll at this stage, it is important that the PEP goes ahead within the agreed timescales. This should take place as normal at the school and the young person should be invited to attend, even if they have not attended school for a period. If the young person does not want to attend the meeting, the foster carer or Social Worker should gain their views, and share them with those present at the meeting.
- b) The young person is on roll at Danesgate Community and is either attending sessions at Danesgate or completing an education otherwise programme such as: 1-1 tuition, Alternative Learning Programme, Work Related Learning / Skills Centre
Young people completing any of the above are all on the roll of Danesgate Community Centre, and as such the Designated Teacher for Looked After Children at Danesgate will complete the PEP, in the same way that it would be completed for any other child in care.

Is there any training on Personal Education Plans?

Yes. Training is provided for Social Workers, Foster Carers, Designated Teachers in Schools and Designated Workers in Early Years Settings. PEP training is repeated every half term. Please contact City of York Workforce Development Unit to book a place on the course.

Who can I contact if I need any advice and support on how to complete a PEP?

Please contact Paul Bent Educational Psychologist for Looked After Children. Telephone: 01904 554328 or email paul.bent@york.gov.uk

Paul Bent
Educational Psychologist

September 2011

Key Roles & Responsibilities when completing a CYC PEP.

Social Worker	Independent Reviewing Officer (IRO)	Designated Teacher / Worker	Admin Officer in Social Workers Base
<p>1. Is responsible for completing the PEP with support from their line manager and the school Designated Teacher / Worker.</p> <p>2. Completes PEP Part 1 Essential Information.</p> <p>3. Sends the standard PEP letter to the Designated Teacher / Worker to inform them that a child / young person needs a PEP. The following attachments are sent with letter: completed PEP Part 1; Blank copies of PEP Part 2,3,4; All About PEP's and a letter from the LAC EP about PEP's.</p> <p>4. Contacts the Designated Teacher / Worker to arrange a date for the PEP meeting.</p> <p>5. Advises the Designated Teacher / Worker who to invite to the PEP meeting.</p>	<p>1. As part of the Child Care Review checks:</p> <p>a) That the child has a PEP which has been completed by the child's current education provider, within the last 12 months.</p> <p>b) whether or not satisfactory progress is being made towards the PEP targets.</p> <p>2. Makes a review recommendation that the PEP is completed within the month, if:</p> <p>a) Child does not have a PEP.</p> <p>b) The PEP has not been reviewed within the last year.</p> <p>c) There has been a change of education or care placement since the last Child Care Review (CCR).</p> <p>d) There are any concerns or issues about the child / young persons education.</p>	<p>1. Completes PEP Part 2 Educational Information and sends a copy to the social worker before the meeting</p> <p>2. Arranges for someone to prepare the child / young person for the PEP, by explaining to them: what a PEP is, why we do a PEP, what will happen at the meeting and who will be at the meeting. They should also discuss and agree with the child / young person how they might participate in / contribute to their PEP and whether or not they would like any help to do this. Use PEP Part 3 My PEP and CYC "Listen to Me" Materials to do this. The child / young persons contribution is shared at the PEP meeting.</p> <p>3. Sends out invitations to the PEP meeting. If in doubt check with the social worker who to invite to the meeting.</p> <p>4. Chairs the PEP meeting.</p> <p>5. Records the summary and outcomes from the PEP meeting on the PEP Part 4 Summary and Action Plan; after the PEP meeting.</p> <p>6. After the PEP meeting sends a copy of all 4 parts of the PEP (Part 1,2,3,4) to everyone at the meeting, apart from the child / young person,</p> <p>7. Arranges for someone in school to meet briefly with the child / young person to thank them for their contribution and to summarise the outcomes and implications of the meeting for them.</p> <p>8. Keeps a copy of all 4 parts of the PEP on the child's / young persons early years / school file.</p> <p>9. If the child / young person moves to a new education placement send a copy of the PEP to them, as quickly as possible.</p>	<p>1. Scans the completed PEP when it is returned to the social worker, puts a copy in the child / young persons electronic file and enters the date that completed PEP was received in the PEP report.</p>