

Education of Looked After Children and Young People

Personal Education Plan Procedure

'Every child and young person in public care needs a Personal Education Plan which ensures access to services and support; contributes to stability, minimises disruption and broken schooling; signals particular and special needs; establishes clear goals and acts as a record of progress and achievement.' (DFES, Dept of Health, Guidance on the Education of Young People in Public Care, May 2000)

Personal Education Plans (PEPs) are an essential tool to help children **fulfil their potential**. They enable key partners to **communicate and to take action** to support the child with their learning and education.

PEPs are not simply to ensure that children are supported through any **educational difficulties**, but are one of the most central ways of trying to **raise children's achievement**.

Children need a full Personal Education Plan meeting in the following circumstances (see Appendix 1):

- When they become looked after - within 20 school days
- When they start school and if they change to a new school for any reason, including a pre-transition meeting for 11 year olds
- If they are permanently excluded from school
- If they stop attending school
- If there are serious concerns about their behaviour at school which could lead to a permanent exclusion - this could be triggered for example by a fixed term exclusion
- If they are not on the roll of a school for any reason - Step Up 2000 to initiate the PEP
- If they are in a private agency out of County placement - Step Up 2000 to initiate the PEP

Who will need to be invited to Personal Education Plan meetings?

Normally **the key people** are:

- the child/young person
- the child's parents
- the foster carer or residential social worker
- the designated teacher
- the social worker

Other people who may need to be invited:

- Step Up 2000 where they are working with a young person
- Connexions personal adviser for young people over 13, for young people who have enhanced support from the Connexions Service. The local Connexions Personal Adviser will also need to be invited to the PEP meeting called by Step Up 2000 if a child is not on the roll of a school
- Educational psychologist where they are working with a young person
- Education social worker where they are working with a young person
- Behaviour Support Service teacher where they are working with a young person
- Any other professionals with real involvement in the young person's education

Personal Education Plan Review (See Appendix 2)

The Personal Education Plan will need to be reviewed every 6 months, or sooner if there are educational difficulties. The Personal Education Plan review should whenever appropriate, be carried out in a way that is as **informal and low key** as possible. It must always involve a teacher from the child's school, and the young person or the carer where the child is too young to contribute to their PEP. It may involve other people as appropriate. The Personal Education Plan should be prepared in time to go to the child's Statutory Review meeting,

At the child's **Social Services Statutory Review** the people attending the meeting will decide:

- If the agreed PEP review date is still appropriate (normally every 6 months, but earlier if there are any urgent educational issues).
- That the people identified as needing to be invited to the next PEP meeting are still appropriate

Exceptions to this process:

1. **When urgent educational issues arise before the 6 monthly PEP review. (See Appendices 3 and 4)**
2. **The child is not on a school roll, or in education provision that does not have a designated teacher, and children in agency placements** - Step Up 2000 will work with the social worker, and the area Connexions personal adviser to produce the PEP.
3. **Children with a Statement for their Special Educational Needs** - the social worker and the designated teacher will try and arrange that one of the 2 annual PEP meetings takes places jointly with the Annual Review of the SEN Statement.

Appendix 1

Personal Education Plan (Procedure 1)

social worker phones → designated teacher

They jointly agree who needs to be invited to the Personal Education Plan meeting and possible meeting times and dates

The social worker phones the PEP clerical officer in the area education office(AEO), with the list of people to be invited and the possible meeting times. The meetings will normally be held in school.

The clerical officer contacts the foster carer to arrange the meeting time. When the time is agreed she/he phones the social worker and designated teacher with the agreed time.

The clerical officer sends invitation letters to everyone attending the meeting, and paperwork to the social worker, designated teacher, carer and young person, **which needs to be completed before the meeting.**

The meeting

The social worker chairs the meeting.
The designated teacher writes the plan. The action plan will outline any support the child needs both in and out of school.

The designated teacher sends the paperwork from the meeting to the AEO clerical officer

The clerical officer sends copies of the paperwork to everyone on the invitation list, whether they attended the meeting or not.

The clerical officer records key information into the database, which is then networked to the corporate parenting officer central database

The clerical officer will check the database monthly, and if any PEP meetings are overdue (meetings should be 6 monthly) she/he will alert the social worker, so that the process will begin again.

Personal Education Plan Roles and Responsibilities (Procedure 1)

The child's social worker	The designated teacher (DT)	The area education office clerical officer
<p>When a child becomes looked after or changes school, the social worker will need to phone the designated teacher at the child's school within 2 days. They should agree possible times to meet and who will need to be invited. They will need to ensure that the meeting is arranged for a time that the foster carer is likely to be able to attend.</p> <p>After talking to the designated teacher the social worker will need to phone the area education office clerical officer with details of the PEP meeting, i.e. possible meeting times, who will need to be invited etc.</p> <p>The social worker will need to attend the PEP meeting, taking the relevant PEP paperwork, and chair the meeting.</p> <p>The social worker will need to ensure that referrals are made to any social services or health support that has been identified in the PEP.</p>	<p>When the social worker phones, the designated teacher will discuss the PEP meeting and agree possible times to meet and who will need to be invited.</p> <p>They will need to ensure that the meeting is arranged for a time that the foster carer is likely to be able to attend. The DT will also need to talk to the young person about whether they will want to attend the meeting, and who the young person wants to talk to about completing their part of the PEP before the meeting. This could be the carer, the social worker or the designated teacher, but the young person will decide.</p> <p>If the designated teacher feels that it is more appropriate for another member of staff to attend the meeting such as the class teacher or year tutor, they will need to ensure that they are properly briefed about their part in the PEP meeting.</p> <p>The designated teacher will write the action plan at the PEP meeting.</p> <p>After the meeting the designated teacher will need to ensure that school support systems are in place where they have been identified in the PEP.</p> <p>She/he will also need to ensure that referrals are made to any education agencies where that support has been identified in the PEP.</p> <p>After the meeting she/he will need to send all the paperwork to the area education office clerical officer for distribution.</p> <p>If there are any problems arising with the child's education before the next PEP meeting is due, the designated teacher should contact the child's social worker. They may agree to call another PEP meeting following the same system.</p>	<p>The clerical officer will receive the phone call from the social worker and ensure they have relevant details of the proposed meeting times. She/he will need to phone the foster carer and check which time and date out of the possible dates they can attend.</p> <p>The clerical officer will need to contact the designated teacher and the social worker to confirm the time and date of the meeting.</p> <p>The clerical officer will send invitation letters to everyone who is invited to the meeting, together with relevant paperwork.</p> <p>After the meeting the clerical officer will receive paperwork from the designated teacher and will need to send copies of it to everyone who was invited to attend the meeting.</p> <p>She/he will also record key information from the Action Plan into the social services database, including the date of the next PEP review meeting, and who will need to be invited.</p> <p>The clerical officer will check the database monthly, and send appropriate paperwork prior to the next meeting. Also, she/he will alert the social worker if any PEP meetings are overdue so that the process can begin again.</p>

Appendix 2

Personal Education Plan Review (Procedure 2)

The child's social worker will ensure that the Personal Education Plan (PEP) goes to the Looked After Children Statutory Review Meeting to be reviewed along with other paperwork and plans.

The reviewing officer will ensure there is discussion at the meeting about all the key points within the Personal Education Plan Action Plan, especially achievement levels:

- Is the PEP action plan being followed up?
- If the agreed Personal Education Plan review date is still appropriate (normally 6 months from the last PEP meeting, but earlier if there are difficulties)
- Is there agreement by those people attending the Looked After Children statutory review meeting that the people identified as needing to be invited to the next PEP review meeting are still appropriate? (The aim will be to try and keep the meeting small and informal where possible - sometimes it may be appropriate for only the young person and their teacher to complete the PEP).

The reviewing officer will ensure that any of the above points are included in their Looked After Children Statutory Review recommendations.

The area education office Personal Education Plan clerical officers will contact the social worker and assist in setting up the meeting (as in Procedure 1) if this is necessary. They will also ensure that appropriate paperwork is sent to identified partners prior to the next PEP review meeting.

Normal procedures for setting up and holding the meeting outlined in Procedure 1 will be followed.

Appendix 3

When a child is at risk of permanent exclusion from school (Procedure 3);

Young person's behaviour is a source of considerable concern



Designated teacher contacts social worker



A PEP review meeting is called as a matter of urgency - no later than 10 working days of the first contact. (Designated teacher and social worker to determine who is to be invited *in addition* to the young person and the foster carer or key worker)



The social worker should contact the Personal Education Plan clerical officer at the area education office to set up the meeting in the usual way.



At the review meeting the PEP is revised and a Pastoral Support Plan is drawn up. This is appended to the PEP.



A copy of the Personal Education Plan with the Pastoral Support Plan attached is sent to the Personal Education Plan clerical officer at the Area Education Office. She/he will send copies of it to everyone who was invited to attend the meeting.

She/he will also record key information from the Personal Education Plan into the social services database, including the date of the next PEP review meeting, and who will need to be invited.



A further meeting date is set to review the young person's progress against the targets

- *There will be a commitment from all the relevant support services that attendance at the meeting will be their highest priority.*

Appendix 4

Educational concerns arising before the next Personal Education Plan meeting is due;

Whatever the concerns the first point of action by the designated teacher should be to contact the child's social worker and discuss the situation, so that the social worker is kept fully informed.

The designated teacher and the social worker will need to discuss whether a referral to another agency is appropriate, bearing in mind that looked after children already have many adults involved in their lives.

However in some cases it will be important that referrals are made quickly, so if unable to contact the social worker within a few days, referral should be made to the relevant agency.

- Concerns about **educational attainment, initial settling in to a new school or interim support** should trigger additional school support. Where the need for support either in or out of school is considered beyond the schools scope, a referral could be made to Step Up 2000 Service through completion of the RND1 form. Step Up 2000 will draw up an Achievement Plan for additional support, which will be reviewed with the PEP. Where there is an Achievement Plan in place, the Step Up 2000 teacher will attend the PEP review meeting.
- Concerns about **special educational needs** should follow the normal processes of School Action, School Action Plus and/or referral for statutory assessment, where appropriate.
- Concerns about **school attendance** (less than 90% for secondary pupils, or 95% for primary pupils) should trigger a referral to the Education Social Work Service, and the school's Connexions personal adviser, (if the young person is 13 or over).
- Concerns about **bullying/peer relationships** etc. could trigger a referral to the school's pastoral support system and/or the Connexions personal adviser (if the young person is 13 or over).
- Concerns about **behavioural issues** could trigger a referral to the Behaviour Support Service, and/or the Connexions personal adviser as appropriate (if the young person is 13 or over).

Appendix 5

Personal Education Plans (PEPs) for children who have a statement for Special Educational Needs (SEN)

Children with SEN statements will have an Annual Review of their statements. PEPs need to be reviewed every 6 months.

To avoid additional meetings it would be helpful for one of the 2 annual PEP meetings to be combined with the Annual Review of the SEN statement. The designated teacher and the social worker need to agree if this is possible prior to the SEN Annual Review meeting. This could be discussed and agreed at the previous PEP meeting, and noted on the Action Plan. This will then alert the clerical officer at the area education office that arrangements for the meeting will be handled by the school.

Usually the same people need to be invited to both meetings. An additional 15 minutes needs to be allowed for the SEN Annual Review meeting to ensure there is enough time to also review the PEP.

The SEN Annual Review needs to be conducted in the normal way. Afterwards the PEP Action Plan needs to be checked. Issues that have not been covered need to be addressed and noted in the PEP Action Plan. Any issues that have already been covered by the SEN Annual Review should be noted on the PEP Action Plan as 'see attached SEN Annual Review.'

One essential part of the PEP Action Plan that must be completed is the date of the next PEP meeting and who needs to be invited.

After the Review the school clerk should send a copy of the SEN Annual Review document and the attached PEP Action Plan to everyone who would normally receive it.

In addition copies should be sent to:

The designated teacher

The PEP clerical officer at the area education office

The PEP clerical officer at the area education office will need to enter essential data into the database, in particular the date of the next PEP meeting and people to be invited. She/he will not need to send the PEP Action Plan to people who attended the meeting as they will have received a copy from the school.