

Personal Education Plan (PEP) review process

Guidance for Social Workers

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*Working for
Warwickshire*

1. About this document

All children in the care of Warwickshire need high quality personal education plans detailing their educational support and progress. Children who are looked after generally achieve less well than their peers and so in order to close the attainment gap and enable them to achieve their full potential, education provision needs careful planning and monitoring.

This document should be used to ensure the PEP review process is clear and consistent. It describes the PEP review process for all children in the care of Warwickshire, regardless of where they live and the educational setting they attend.

It is important that this process is always followed to ensure that PEP reviews inform practice and that high quality provision meets specific, personalised needs to raise aspirations and attainment.

It covers:

- 3-4 year olds accessing 15 hours provision
- Maintained schools
- Academies
- Special schools
- Free schools
- Faith schools
- Post 16 provision

The guidance is for:

- Social Care Practitioners

2. PEP review process for Warwickshire children in care

- 2.1. All children aged 2-18 must have a PEP as part of their care plan. PEPs must be reviewed termly, at an appropriate point in the term identified by education settings.
- 2.2. PEPs need to be formally reviewed each term. Review meetings need to include the designated teacher, social worker, carers/parents, child/young person as appropriate, and any other relevant professionals. .
- 2.3. As soon as a child becomes looked after a PEP meeting should be arranged within 10 days and held within 20 days to write a PEP which ensures the child is appropriately supported.
- 2.4 All Warwickshire children have ePEPs, which can be accessed by all settings, both in and out of Warwickshire. The Virtual School administers the ePEP system and sets up new users and controls permissions.
- 2.5 Virtual School Education Advisers quality assure PEPs and give feedback to designated teachers.

3. ePEP completion

- 3.1. Prior to the PEP meeting, there are four contributions to be made to the ePEP:
 - Designated teachers add/edit information in Section A;
 - Social workers read the review, add any information to the PEP meeting part of Section A and mark their part as completed in Section A;
 - Children/young people share their opinions, working with designated teachers to complete section B or the SEN module where appropriate;
 - Carers read the review and add their contribution.
- 3.2. After the PEP meeting the designated teacher completes the online review by detailing information discussed at the meeting and reflecting any agreed amendments, setting the date for the next PEP meeting and then mark their part as completed.
- 3.3. Any relevant documents, such as EHCPs, can be attached to the PEP review for easy reference.

4. Role of the designated teacher

4.1. Lead PEP reviews and record detailed information on the ePEP system each term.

4.2. Determine how the Pupil Premium Plus is spent to raise attainment.

4.3. Identify high quality teaching and learning opportunities, catering for SEMH as well as academic needs.

4.4 Set clear SMART targets to close the attainment gap and ensure children achieve their full potential. These targets should be shared with all relevant parties.

5. Specific responsibilities of the allocated social worker

Children with school places	<ul style="list-style-type: none">• Ensure that designated teachers review PEPs termly• Attend termly PEP reviews• Make sure that children/young people contribute to their PEP reviews• Encourage carers to contribute to PEP reviews
Children without school places	<ul style="list-style-type: none">• Take responsibility for writing a PEP that meets current needs• Liaise with Virtual School advisers if support is needed
Virtual School	<ul style="list-style-type: none">• Consult the relevant Education Adviser if concerns are raised or questions asked prior to the PEP review• Liaise with Education Advisers over any unresolved issues following the meeting
Children moving schools	<ul style="list-style-type: none">• Ensure the school the child attends/attended prior to the move have a comprehensive ePEP to pass to the next setting• Where possible, ensure that the new school are invited to the final PEP meeting
All PEPs	<ul style="list-style-type: none">• Ensure meetings for the following term are determined prior to ePEP completion• Set up initial PEP meetings within ten days of children coming into care, to be held within 20 days• Complete/check care information on the ePEP to ensure all relevant information is shared with settings• Check each review and mark SW section completed

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