

Personal Education Plan (PEP) review process

Guidance for Social Workers

1. About this document

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

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, in the first half of the term (deadline dates can be reviewed on the online ePEP system, Welfare Call).

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. Social workers have a log in and access to PEPs <https://extranet.welfarecall.com/>

2.5. Virtual School Education Advisers / Officers quality assure PEPs and give feedback to designated teachers.

3. ePEP completion

- 3.1. The Designated Teacher in the school / education setting will take the lead by chairing the meeting and completing the ePEP form online. Where the child is not in school the Virtual School will support the social worker to complete the PEP.
- 3.2. Any relevant documents, such as EHCPs, can be attached to the PEP review for easy reference.

4. Role of the designated teacher

The designated teacher will:

- 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, this should be spent in line with the Virtual School Policy available on the Virtual School website.
- 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 (and parents where relevant) to contribute to PEP reviews• Ensure that a PEP takes place in the term that a child leaves care to plan for the future
Children without school places	<ul style="list-style-type: none">• Work with the Virtual School to complete a PEP that meets current needs• Ensure a translator is available where required e.g., for UASC

	<ul style="list-style-type: none"> ● Liaise with Virtual School advisers / officers if support is needed
Virtual School	<ul style="list-style-type: none"> ● Consult the relevant Education Adviser / Officer if concerns are raised or questions asked prior to the PEP review ● Liaise with Education Advisers / Officers 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 ● Ensure that transition planning takes place and that the child is supported to gain a sense of belonging to the new school, through the provision of a key adult and good communication about school systems and routines
All PEPs	<ul style="list-style-type: none"> ● Ensure meetings dates 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 ● Following the PEP meeting check the information on the ePEP to ensure your views were recorded accurately ● Save a copy of the PEP to ESCR / Mosaic (either by downloading a copy of the PEP or the one that the Virtual School will send to the SW via email after the PEP has been signed off)

For further information email: virtualschool@warwickshire.gov.uk