GUIDANCE FOR COMPLETING THE PRIMARY AND SECONDARY PERSONAL EDUCATION PLAN (PEP) FORMS

Introduction

• There is an expectation that:
  o designated teachers (DTs) will take responsibility for the quality of what is recorded on the form
  o schools/settings will have all of the documents listed on page 1 at the PEP meeting and that all of the relevant documents are uploaded to the CLA Tracker (unless the child is confidential in which case the PEP form and documents should be emailed to thehope@bristol.gov.uk)
  o time is taken before the meeting for the voice of the child/young person to be recorded.

• There is a section of the form focusing on the views of the social worker, carer and other significant adults.

• Pupil Premium expenditure and forecast expenditure need to be detailed. Examples of the level of information needed are provided on the forms.

• The July 2014 statutory guidance from the DfE on Promoting the education of looked after children has increased the accountability for monitoring and reviewing PEPs. Monitoring is about ensuring that the actions and activities recorded in the PEP are implemented without delay. The school, Independent Reviewing Officer (IRO) and School Improvement Officer (SIO) should monitor the PEP. In order for this to happen, the designated teacher needs to ensure that the PEP form is:
  • given to the Headteacher for discussion at the school’s next pupil progress meeting and SIO core visit
  • sent to the child’s social worker for him/her to make it available to the IRO to comment upon at the next LAC Review.

• The DT also needs to ensure that the form is uploaded to the CLA Tracker/emailed to The HOPE Virtual School for quality monitoring of the PEP form. The HOPE will use PEP descriptors to judge quality and comments will be emailed to the DT. You can see the PEP descriptors online in the Downloadable files section at https://www.bristol.gov.uk/schools-learning-early-years/resources-professionals/personal-education-plans.

• DTs should review the PEP three times a year. For young people with a statement of SEN or an Education, Health and Care Plan, this review could contribute to the SEND review process. A PEP review form is available in the Downloadable files section of this web page: https://www.bristol.gov.uk/schools-learning-early-years/resources-professionals/personal-education-plans. The review is to ensure that the young person’s educational progress is current and continues to meet his/her educational needs and to ensure that information from the PEP is available to feed into the next statutory review of the Care plan. If there is significant variance between the review and the PEP document, the DT needs to contact the pupil’s social worker to ask him/her to
arrange another PEP meeting. The completed review form should be emailed to the young person’s social worker and uploaded to the CLA Tracker or, if the child’s status is confidential, emailed to The HOPE.

Tips and hints

- Check you are using the latest version of the primary or secondary form by finding the current form on https://www.bristol.gov.uk/schools-learning-early-years/resources-professionals/personal-education-plans. Do a ‘save as’ and name the file something you will remember. If the last form used is still current and the information hasn’t changed since the last PEP meeting, it’s most efficient to do a ‘save as’ and use the information from the previous form. If the last form used isn’t the current version, you can still do ‘save as’, copy and paste any relevant information from the previous form and then update, as necessary, for the new form.
- As the form is a Word document, the page numbers may alter depending on how much text is entered in each box.
- Boxes should not be left blank – write a comment to show each part of the form has been discussed even if it is N/A. As part of The HOPE Virtual School’s monitoring, staff look for evidence that the form is filled in fully.
- Actions noted at the end of each section of the form need to be revisited and included in the S.M.A.R.T. Action Plan (Section 12).

Instructions for completing sections of the PEP form

Please note that the terms child and young person are used interchangeably as we generally refer to the child in the primary form and the young person in the secondary form.

**Section 2: Discussion of Last PEP’s actions:** Ensure actions from the last PEP are discussed; any outstanding actions are recorded in the box provided and referred to in the S.M.A.R.T Action Plan and key points from the discussion of the last PEP relating to completed actions are noted.

**Section 3: The Child’s/Young Person’s Voice:** The young person’s voice remains central to the PEP process and this section needs to record his/her views; not adults’ interpretations of the young person’s views. Ensure enough time is given to enable this section to be completed well before the meeting by whoever the young person wants to talk to about it. Consider if an interpreter may be needed.

If the young person doesn’t want to speak at the meeting, s/he could elect someone to read on his/her behalf.

**Section 4: School’s Contribution – Achievement and Attainment:** All data should be completed prior to the meeting. Secondary school pupils need to have all the subjects they are studying listed after English and maths.

If the young person has English as an Additional Language (EAL), complete the relevant section fully and remember to upload the EAL action plan as part of the completed PEP form.
Section 5: School’s Contribution – Reports from teachers: Teachers should complete the report based on their knowledge of the child’s learning in each curriculum area. There is also space to write a commentary about the child’s progress in this section.

Section 6: School’s Contribution – Transitions: Transitions are often difficult for CiC and it is vital that any transition is well planned. Key transitions include a change of key stage, or school or of key adult.

Section 7: School’s Contribution – Attendance: Having the latest print out will make this section easier to complete. There is also space to provide contextual information about the young person’s attendance in this section.

Section 8: School’s Contribution – Support: The Graduated approach table is for the school to record how the child is being supported. It may be one or more boxes in this table have N/A entered, but at least one needs to be filled in. Pupil Premium expenditure and anything outside the school’s core offer should not be recorded in this table.

Section 9: School’s Contribution – Special educational needs and disabilities: Only complete the SEND table if applicable. If the child is on your SEND register, please ensure that your SENCO is aware that s/he is a child in care.

Section 10: Additional Contributions: This is a new section of the PEP form. You may need to let the other adults know that their views will be called upon and recorded. The action plan should reflect how the school is going to support/address the comments from the additional contributors.

Section 11: Pupil Premium: Refer to the examples given and be as detailed as possible in the information you record. Important questions to ask when discussing Pupil Premium are:

‘Will spending this money in this way increase the attainment/progress of this child?’

‘Are you happy to be held accountable for this expenditure by your governing body and The HOPE Virtual School?’

Section 12: S.M.A.R.T. Action Plan: S.M.A.R.T. actions are specific, measurable, agreed, results-oriented and time bound. The S.M.A.R.T. Action Plan is the place to record all of the actions to be carried forward from the previous PEP meeting and the ‘Actions to carry forward’ tables in the earlier sections of the form. Ensure all the columns are completed for each action listed.

Section 13: PEP Essential Information Record: The date of the next PEP meeting should be set at this meeting. If this is a first PEP meeting, the next one needs to be in 3 months’ time; otherwise the interval is 6 months (assuming there are no significant changes in the meantime).

The school needs to complete the School History or ask the child’s social worker to do so if the school does not have the complete history.

The child’s social worker needs to complete all of the information relating to the Corporate Parents on the final two pages of the form. The box about the young person’s attendance pre-care only needs to be completed for the first PEP meeting.