

Guidance on the Early Years Foundation Stage Personal Education Plan (PEP)

Information for carers, social workers and practitioners for children who are aged 2-3 years, attending early years settings, nursery and foundation stage¹ classes.

What is a PEP?

The PEP is an important part of the Care Plan for children in care and should be completed for children aged 3 until the end of the statutory school age (and beyond if the young person remains in education). If a child is accessing a funded place at two years old it may also be appropriate to initiate a PEP.

Local authorities have a specific duty² to promote the educational achievement of all children in care and ensure that they get the support to meet their needs as soon as possible. An up to date PEP which is reviewed regularly forms the educational record for children in care and meets our statutory responsibility to give educational issues a high priority.

It is intended to record:

- the child's voice
- the views of the educational setting, the social worker, carers and other relevant professionals
- recent education observation and assessment information
- identification of any additional needs, alongside any other existing education plans such as an Individual Education Plan (IEP) or Education, Health and Care Plan
- any changes or transitions, showing careful planning and communication with the next setting/ placement
- next steps in learning and how the child will be supported to progress
- essential information such as care status, contacts, permission details.

In maintained schools it is the responsibility of the **designated teacher/person**³ to lead on ensuring that there is a PEP in place, take the lead on implementation of the PEP in the education setting and promote the educational achievement of children in care. In the non-maintained sector it is expected that there is a lead practitioner for children in care. It may be the practitioner who knows the child best will be asked to complete some of the information and/ or attend the PEP meeting.

Who initiates the PEP?

It is the responsibility of the social worker to initiate the PEP.

¹ *The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe see <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>*

² *Children's Act 1989 <http://www.education.gov.uk/aboutdfe/statutory/g00224407/education-achievement-looked-after-children>*

³ The role and responsibilities of the designated teacher for looked after children

When a child goes into care, the social worker will arrange a 'first PEP' meeting within 28 days and before the CiC review⁴.

It is important that the education setting is also given:

- the name and contact details of the child's social worker
- the legal status
- the name and address of the child's placement.

It is helpful if the setting can be proactive with times/dates for first PEP meetings as it is a time when social workers have many demands on their time. A representative from The HOPE Virtual School for Children in Care must be invited to first PEP meetings.

The social worker and the educational setting arrange a time and date. It is essential that the carer can attend.

Who does what for the PEP meeting: Responsibilities

Social Worker

- **If the meeting is for a child in a non-Bristol educational setting**, you will need to agree with the designated teacher/person who will chair the meeting; who will take notes and circulate the PEP form. Out of authority settings may be given the option to use the PEP paperwork for their authority.
- Arrange the PEP meeting and ensure that relevant people are invited.
- Check that you use the correct form, the EYFS PEP form available at: <https://www.bristol.gov.uk/schools-learning-early-years/resources-professionals/pre-school-and-foundation-stage-pep> and send out the paperwork to all those invited to attend the meeting.
- Talk to the designated teacher/person to decide who will be the best person to complete the child's views 'About me' **before the meeting**.
- Complete the information about 'Adults involved with the child' and 'Things those adults need to know' sections **before the meeting**.
- Take a blank copy of the PEP form to the meeting for everyone to refer to.
- Take the last PEP form to the meeting (if applicable).
- Prepare a list of questions that you might like to ask at the meeting.
- **As soon as the meeting has taken place** enter the date on which the meeting took place on Protocol (on the PEPs tab of the Education section of the child's record) and, when received, upload the form to the Documents tab on the service user details page.

Designated Teacher (or lead practitioner for children in care)

- Lead on the development of the PEP within the setting, working closely with other practitioners, as necessary.
- Fill in the school/ setting history **before the meeting**, you may need to ask the social worker for this information.
- Fill in the progress, attainment and attendance information **before the meeting** and bring any detailed information with you to attach to the PEP form.
- Provide current information if the child has any of the following: Education, Health and Care Plan/ Individual Education Plan/ Transition Plan.
- Ensure that the child's learning journey, recent school reports are brought to the meeting.
- Agree who will chair the meeting and who will take notes.

⁴ CiC review is chaired by an independent reviewing officer. The PEP informs the overall care plan.
<http://www.education.gov.uk/childrenandyoungpeople/families/childrenincare/a0065612/iro>

Carers

- Review the last PEP for any outstanding actions.
- Come to the meeting with ideas of what you would like the school to do to help you support your child's learning.
- Make sure you bring ideas of what you think everyone needs to do to help your child do even better.

Completing the PEP paperwork:

1. If 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 or copy and paste the relevant information. Check that you are copying the information into the current version of the form by downloading the latest version (see 2 below).

2. The form can be downloaded from <https://www.bristol.gov.uk/schools-learning-early-years/resources-professionals/pre-school-and-foundation-stage-pep>. It is a form that can be typed into, or you can print it off and handwrite on it. If you experience any difficulties please contact The HOPE.

It is helpful to look through the paperwork prior and decide who is the best person to complete the different sections. The carer needs to be given a copy of the paperwork prior to the meeting so they can prepare their contribution. Think about who completes the 'child's voice', the child's key person, the carer, or social worker.

The front cover: The plan number is sequential so you will need to refer to the last PEP to be able to number the form, or number it 1 if this is the first PEP. The front cover is designed to be the start of the child's voice continued with 'About Me'pages. It is to be completed with the child. Whenever possible, please record the child's own words or, in some cases, the child may wish to write their own views. 'This is me...' is a section where the child can draw themselves, this is an opportunity to record 'mark making'.

It is important that the child and the social worker have a copy of the whole document, including the drawing, for their life story records.

'What the adults say - 1': This page starts the adults' contribution during the meeting. It is an opportunity for the adults to reflect and share a 'positive' and personal statement about the child; a record to show the child's special and unique qualities and how she or he is celebrated.

'What the adults say - 2,- 3, - 4': these record information about the child's learning and development. Partnership with parents/carers is particularly important for children in care; starting with 'at home' reflects this. The foundation stage observation and assessment information follows. This can be prepared before the meeting. It is helpful to bring the learning diary, any additional reports and assessment information to the meeting.

The table headed '**Development assessment information**' records essential assessment information required for children in care. It also shows a 'snap shot of progression', recorded by the three Progress statement. If this is the child's first ever PEP meeting, leave this column blank. If it is the first meeting in a new school/setting, the previous PEP needs to be referred to, and a judgement on progress made from that information.

For children who have complex special educational needs and difficulties (SEND), the Specialist Provision table may be more relevant to complete.

‘What the adults say - 5’: this is the place to record additional needs. All children in care have experienced loss, early experience and attachment relationships that result in behaviour and developmental additional needs, but not all children have individual education plans or pastoral support plans. It is important to share what is happening at school and at home as young children can present very differently in different contexts and relationships. There is a range of other professionals involved with children in care so it is important that information and the advice given to those working directly with the child is available and has consistency.

You may have been asked to complete a Strengths and Difficulties Questionnaire (SDQ). Please don't worry if you do not have this information.

Transitions: Future changes are recorded at the bottom of page 8 but because transitions need to be planned and recorded in more detail to support children in care there will often be actions relating to transitions in ‘My action plan’. If needed, an additional page can be attached to the PEP paperwork (and uploaded).

‘My next steps in learning’: – this section relates to the developmental/ learning targets to be moving towards/ achieved before the next PEP meeting,

‘Pupil Premium expenditure’: – children who are in their reception class and have been in care for at least one day are entitled to Pupil Premium. Decisions on how to spend the Pupil Premium should be based on the child's individual needs identified during the PEP meeting. Please describe how EYPP is used to support this child (for 3-4 year olds).

‘My Action plan’: – This table needs to draw together any outstanding actions from the last PEP meeting, relevant actions from any other plans the child has and the key discussion points from the current meeting.

- The actions need to relate to the child's targets and should contain a mix of short and long-term actions.
- Make sure that all of the columns of the action plan are completed and that each lead person has a clear idea of what they will be doing.

‘Essential PEP information record’: – this is a record of key information needed. It needs to be completed as far as possible before the meeting; the tables about admission date, sessions attended and overall percentage and school history by the designated teacher/person, and the other parts by the child's social worker. It is important that the school/ setting have a clear understanding of the care status and who has parental responsibility. As more registration and assessment information is recorded on computerised data systems child protection issues and data protection issues become an increasing area of concern.

Following the meeting:

- Circulate the completed form to everyone at the meeting who wants a copy, to the Independent Reviewing Officer and, for Reception children, submit via the Establishment Portal. If you do not have access to the Establishment Portal, please email the form securely to anne.mortimore@bristol.gov.uk.
- If you do not have access to the Establishment Portal, please give the social worker a colour copy of the PEP paperwork whenever possible, including the drawing for the child's record.