

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

Introduction

- Items that are new in the 2020 version of the PEP forms and/or guidance appear in *italics*.
- There is an expectation that:
 - the DT will take responsibility for the quality of what is recorded on the form
 - schools/settings will have all of the documents listed on page 1 at the PEP meeting and that the relevant documents are sent in with the PEP form. *Until we use the 'PEP Forms' function in the Establishment Portal, the PEP form and documents should be securely emailed to thehope@bristol.gov.uk*
 - time is taken before the meeting for the voice of the child/young person to be recorded.
- *Full PEP meetings are needed within 28 days of the child first coming into care, within three months of first coming into care and then every six months. A full PEP meeting is also needed if the young person has a change of education placement. In-between the full PEP meetings, the PEP needs to be monitored and reviewed as set out in the next three points.*
- The February 2018 statutory guidance from the DfE on [The designated teacher for looked after children and previously looked after children](#) outlines the accountability for monitoring and reviewing PEPs. Monitoring is about ensuring that the young person's attainment progresses and that actions recorded in the PEP are implemented (para 29, page 18).
- DTs should review the PEP termly (three times a year) *and involve the SW, YP, carers and others, such as the VSH in the review* (paras 33 & 34, page 19). For young people with 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 the DT has undertaken the review by himself/herself and 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 securely to the young person's social worker to The HOPE Virtual School.
- *The DT also needs to ensure that the PEP form is emailed securely to The HOPE for quality monitoring of the PEP form. (The HOPE will let you know when to use the Establishment Portal for submitting the PEP form, or what to do if you don't have*

access to the Portal). The HOPE will use PEP descriptors to judge quality and comments will be emailed to the DT. You can see the PEP descriptors online at <https://www.bristol.gov.uk/schools-learning-early-years/resources-professionals/personal-education-plans>.

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. The first time you use the 2020 form you might want to complete it 'from scratch' as there are new sections. However, you may be able to copy and paste information that hasn't changed from the previous PEP form. Thereafter, if the latest form used is still the current version of the PEP form 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.
- The page numbers may alter depending on how much text is entered in each box.
- No question should 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 *that the significant actions from the last meeting that have had the greatest impact 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.

There is a question relating to resilience factors. This reflects Bristol City Council's commitment to being an ACE aware city. In this context, ACEs stand for Adverse Childhood Experiences. ACEs are negative experiences in early life and childhood that can have an impact on health and wellbeing throughout life.

Resilience is an important mechanism in managing and/or overcoming ACEs. The PEP forms include a question for the young person that asks how the young person is

encouraged to build resilience in a variety of ways. In Section 11, the adults are asked to give their views on the child's/young person's resilience.

Please ensure that the child/young person understands what 'resilience' means and is encouraged to recognise how the factors listed in the question can build resilience.

There is a question about whether or not the young person attended the meeting and, if not, who will let them know what was discussed.

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: *The attainment section has been updated to reflect what is asked for in the new data system, the Establishment Portal. Training materials will be available for the Establishment Portal once it goes live if you have not used it before or need a refresher. The guidance for the Establishment Portal includes how to enter attainment data.*

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.

The SEND (specialist provision) section is for young people who have complex needs only.

For 'Current reading age', please enter the child's/young person's data in years and months.

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.

As some EAL speakers have proficiency in several languages, there is a question to capture what other languages the young person knows and to what standard they can read and write in each.

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 including any academic barriers to learning. 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.

The secondary PEP form asks an additional question about enhanced CIAG to ensure this is a focus for discussion at each meeting.

Section 7: School's Contribution – Behaviour and Attendance: Having the latest attendance print out to hand 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 – Core Offer and 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. CiC 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 and/or mental health needs: Only complete the SEND table if applicable. *If it is applicable, please complete it as fully as possible, including recording the date of the last Annual Review.* If the child is on your SEND register, please ensure that your SENCO is aware that s/he is a child in care.

Information about mental health needs has been added to this section to reflect the February 2018 statutory guidance's focus on mental health (page 25).

The Bristol SEND Support Plan is for children and young people with identified special educational needs or a disability. They are non-statutory plans and should be used for children and young people who are on SEN Support in their educational setting. These plans can be used to request a statutory needs assessment / apply for top up funding where applicable.

'Other SEND Support Plan': Local authorities outside of Bristol sometimes have their own SEND Support Plans. Please tick if one is in place for the child/young person.

There is a table to include information about the School Strengths and Difficulties Questionnaire (SDQ) score. SDQs are behavioural screening tools. There are versions for carers, schools and young people.

Paragraph 57 of the statutory guidance states that DTs should arrange for the school's SDQ to be carried out. It also says that triangulation of the young person's and carer's SDQs scores may be beneficial. This needs to be treated sensitively as young people do not always do their SDQ and may not be aware that the carer has done one about them. The young person's social worker will know if the young person's and carer's SDQ scores are available and if the information can be shared.

The higher the SDQ score, the higher the concern will be:

Close to average – An SDQ scored between 0-11

Slightly Raised – An SDQ scored between 12- 15

High –An SDQ scored between 16- 18

Very High – An SDQ scored between 19- 40

More information about SDQs and how to access them is available from <http://www.sdqinfo.org/>

Section 10: CiC Pupil Premium: *Please be specific about what is CiC Pupil Premium funding and state the funding source if other than CiC 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 11: Additional Contributions: 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.

Adults are asked to comment on the child's/young person's attainment, progress and resilience. Please see Section 3 for further information about resilience.

Section 12: S.M.A.R.T. Action Plan: S.M.A.R.T. actions are **s**pecific, **m**easurable, **a**greed, **r**esults-oriented and **t**ime 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 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**. The box about the young person's attendance pre-care only needs to be completed for the first PEP meeting.

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). *Also set a date for the PEP review meeting and agree who will attend.*