

# FAQs

## Do I need to attend the PEP meetings?

If you are involved in the life of a looked after child then you should contribute to the PEP process and meetings. You need to ensure the best possible support and outcomes are achieved. Remember the PEP is a statutory part of care plan.

## Do we need to have a PEP meeting every term?

The Hampshire & Isle of Wight Virtual School set out that a PEP meeting each term is our best practice approach. The Annual PEP meeting should be early in Autumn Term to set out plan and goals for the year. It should then be reviewed each term.

## Does the Virtual School monitor PEPs?

The Virtual School completes a quality assurance process across each term on all or a selection of PEPs. This process supports feedback and development for schools and DTs.

## Any further questions?

If you have any further questions or would like support please contact the Virtual School  
[virtualschool@hants.gov.uk](mailto:virtualschool@hants.gov.uk)

## Additional Information and Guidance

Virtual School Websites

<https://www.hants.gov.uk/educationandlearning/virtual-school>

<https://www.iow.gov.uk/virtualschool>

Guidance on duties and roles designated teacher in schools Feb 2018

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Promoting the education of looked after and previously looked after children - LA guidance Feb 2018

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

# What is?

## Personal Education Plan (PEP)

### Hampshire and Isle of Wight Virtual School

All looked-after children must have a care plan, of which the PEP is an integral part. It is an evolving record of what needs to happen for looked-after children to fulfil their potential.

The PEP should reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and builds life chances. The PEP should be used by all those involved in supporting a child in care, to have a positive school experience.

The quality of the PEP is the joint responsibility of the local authority and the school. Social workers, carers, VSHs, designated teachers and, as appropriate, other relevant professionals will need to work closely together.

All of those involved in the PEP process should involve the child (according to understanding and ability) and, where appropriate, the child's parent and/or relevant family member.

High aspirations are crucial to successful planning for the future.

Discussions about longer term goals should start early and, ideally, well before Year 9 (age 13-14). They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve.

## Our Vision

*All vulnerable young people will enter adulthood not as vulnerable adults but as confident citizens with the tools, self confidence and resilience to lead worthwhile and fulfilling lives*

# PEP Content

The PEP should cover the full range of education and development needs including:

- access to a nursery/high quality early years provision that is appropriate to needs
- on-going catch-up support for those who have fallen behind with school work
- provision of immediate suitable education where a child is not in school
- transition support where needed, such as when a child starts attending a new school
- school attendance and, where appropriate, behaviour support
- support needed to help the child realise their short and long-term academic achievements and aspirations.

The PEP should:

- be a 'living', evolving, comprehensive and enduring record of the child's experience, progress and achievement
- inform any discussion about education during statutory reviews
- be linked to, but not duplicate or conflict with, information in any other plans
- identify developmental (including any related to attachment and past trauma) and educational needs in relation to skills, knowledge, subject areas and experiences;
- say what will happen or is already happening to identify and support any mental health needs

**The Hampshire School PEP has 4 main sections:**

1. Social Care and Core Person Information
2. People & Permissions; Key Attainment and Process Data; Needs Assessment
3. Pupil & Parent/Carer Voice; PEP Action Plan
4. Pupil Premium Spend; Post 16 Transition Plan

**Remember to select the right PEP document for the age/school year of the child or the EHCP or UASC version**  
<https://www.hants.gov.uk/education-and-learning/virtual-school/personal-education-plan>

## Think BIG... Plan SMART

- Think about long term aspirations and educational pathways
- Think about careers advice and guidance
- Think about Further (College) and Higher Education (University)
- Assess needs and plan for short term and long term support and interventions
- What is the current level of attainment and progress?
- If they are not at Age Related Expectations what extra support and interventions will be put in place?
- Make sure plans are specific, measurable, attainable, relevant and time specific

# What this means to you...

## Social Worker

- An initial PEP meeting should be called by Social Worker within 10 days of child coming into care or if education placement changes
- If no school place, please contact the Virtual School
- Set up and lead first PEP and complete Section 1/2a & 2b
- Ensure Pupil & Parent/Carer voice is included
- Ensure PEP is completed and circulated to all parties
- Update records on ICS and Save PEP on ESCR (ongoing)
- Ensure Virtual School receive a copy of first PEP
- Attend future Termly PEP meetings
- Ensure core support/welfare needs are addressed in order for child to attend school

## Designated Teacher

- Lead on all future PEPs
- Complete PEP sections 2, 3 & 4
- Update annual PEP in autumn term and set termly PEP meetings
- Submit all future PEPs by deadline to Virtual School either on SharePoint or Secure Email
- Pupil Premium will be paid upon receipt of PEP
- Ensure Pupil & Parent/Carer voice is included
- Use PEP toolkit to assess and prioritise needs
- Ensure Pupil Premium is being used affectively to address action plan (section 4)

## Parent & Carer

- Attend PEP meetings
- Raise any concerns or questions you or child has
- Ensure concerns and needs of child are addressed
- Make sure you know how to help and support
- Make sure you have resources to help and support at home
- Contribute to action plan and target setting
- Ask where Pupil Premium is being used to address needs and priorities

## IRO

- IROs should ensure PEP in place for first CLA review
- IROs should ensure that the PEP's effectiveness is scrutinised in sufficient detail in order to feed in to the statutory reviews
- should raise any unresolved concerns about a child's PEP or education provision with social workers and the VSH

Please read Virtual School guide to Pupil Premium in support of PEP process