

## Key notes to consider

## PEP Meeting guide

### Who does what in the PEP process?

- Has a **strengths and difficulties questionnaire** been completed if the child is old enough? Does the SDQ score need to be reflected in the action plan/targets for the child?
- Completing the **barriers of learning** section is dependent on the successful completion of the PEP toolkit needs assessment audit (email the Virtual School for details of training and information) If the PEP toolkit audit has been completed, are the identified areas of need linked to the action plan/targets?
- Has the parent/carer voice been captured? Are their key priorities linked to the action plan/targets?
- Does the child's voice influence the targets and action plan?
- How does the PP+ spend link to the actions and needs of the child?
- Planning for change: If a court date is approaching or if there are changes to placements, should the action plan and targets reflect this?
- Ensure that the names of the meeting attendees are filled out. This will help the chair decide who to invite to the next meeting and how to reach them for updates and paperwork.

**Initial PEP** – The initial PEP meeting is arranged in line with statutory requirements by the social worker within 10 working days (or 10 days of placement)

- The social worker will send invitations to the PEP meeting
- The social worker will complete the care sections in the PEP
- The school will complete the education sections in the PEP (If the child is new to the school, only initial observations will be recorded as the school will still be getting to know the child)
- The school may need to support the carer in updating their section of the PEP. If this proves difficult, it can be captured in the PEP meeting.
- Best practice is that the updated PEP will need to be completed and shared before the initial meeting.

The Initial PEP meeting is an opportunity to share knowledge of the child and their current circumstance as well as to agree on an action plan/targets for the child.

**PEP review meetings** (annual PEP + two termly reviews)

- PEP meetings are held termly. However, the social worker only needs to attend two out of the three meetings
- PEP meetings can be called at any time depending on the needs of the child and changing circumstances
- Best practice is to hold the PEP meeting before the child looked after (CLA) review. The CLA review is carried out within 20 days of the child entering care and, after that, every six months. The PEP document will be reviewed as part of the CLA review.
- There is an expectation that the designated teacher (DT) in the school invites everyone to the PEP review meetings, chairs the meeting and arranges and sends paperwork out in good time before the meeting.
- Meetings can be held virtually or face-to-face

#### Any further questions?

[virtualschool@hants.gov.uk](mailto:virtualschool@hants.gov.uk)

#### Additional information and guidance

Virtual School website

[www.hants.gov.uk/educationandlearning/virtual-school](http://www.hants.gov.uk/educationandlearning/virtual-school)

Virtual School Moodle

<https://virtualschool.hants.gov.uk>

Virtual School PEP documents and guidance

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

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

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

# 10 things to do when chairing a PEP meeting

1.

Welcome everyone and introduce any individuals not present at the initial PEP meeting

2.

As an icebreaker, start by sharing some recent positive comment or observation about the child, such as “I just wanted to say how much I have enjoyed my regular conversations about Chelsea Football Club’s matches. Child A’s in-depth knowledge of the game has really made me watch the match in a different light”  
Share key updates and assessments from an educational point of view.

3.

Ask the carer for their update and note key points or actions to take forward

- Think about relationships/behaviours/concerns/home learning environment
- Has the parent/carer’s voice been included in the PEP document?

4.

4. Ask social worker and other attendees for an update and note key points or actions to take forward

- Consider any changes to the care plan/timescales. For example, a change in the care order from interim to full or adoption

5.

5. Revisit the action plan from the last PEP

- Has everything been achieved? Discuss points if not already covered

6.

Agree on a new action plan by:

- reviewing the PEP toolkit audit and SDQ scores – do the tools need re-visiting/repeating?
- agreeing on what you would **all** like to see the child achieving before next PEP meeting – how will these targets be supported at home and in school?
- recording agreed, SMART and **achievable** targets
- asking yourself if the targets reflect the voices of the child, carer and school

(Tip: two or three targets is plenty)

7.

Review PP+ spending and agree on how this funding will be used to help meet the child’s needs. (PP+ is not a personal budget. Use of PP+ funding is to improve attainment)

- How will you be able to evaluate the impact of the use of this money?
- What is the legacy of this money?
- How does the spending link to targets?

8.

At the end of the meeting, summarise and agree on ongoing actions or new actions for each person in the meeting

9.

Confirm who will update the PEP documents from this review and securely send them to all parties within four weeks of this meeting.

10.

Agree:

- a date and venue for the next meeting
- who will send invitations to the next review meeting
- who will chair the meeting
- a date when this term’s PEP will be sent out to everyone so updates can be made for the next meeting
- a date when the updated PEP will be sent out for everyone to read before the next meeting date.

| Target                         | What will I do?  | Who will help me, how and when?   | How will we know when I have achieved my target?   | How will additional funding be used?   |
|--------------------------------|--|---|--|--|
| To join in with a small group. | I will try hard to wait my turn in two out of three activities without being reminded. | Staff will help me remember how to play the game; staff will play a 1:1 turn-taking game with me every day for five minutes | I will successfully join in with daily small group time for up to five minutes most mornings without an adult having to sit with me. | Turn-taking games that interest me will be bought<br><br>Adult 1:1 time for five minutes at each session |
| Example SMART targets          |  |   |  |  |