**What is a PEP?**

The PEP is a record of what needs to happen for a child in care to enable them to achieve good educational outcomes by making at least expected progress and to fulfil their individual potential. The PEP should be written in line with Our Way of Working and be trauma informed using our shared language. It should reflect the importance of a personalised approach to learning which meets the educational needs of the child, stretches aspirations and builds life chances. Wherever possible, PEPs should be held in the first half of every term.

**What makes a good PEP?**

**Effective and high-quality PEPs should:**

* Be used as a **living** and comprehensive record of the child’s experiences, progress and attainment
* Have all information on the form completed in full
* Identify **developmental** (including any related to attachment) and **educational** needs (short and longer term) in relation to skills, knowledge, subject areas and experiences
* Have the Attainment section completed & explained (e.g. if attainment has regressed or is static the reasons why)
* Have the Attendance section completed: if attendance is below 95% then explanations should be given and strategies to improve this
* Ensure Pupil Premium+ requests are related to attainment and wellbeing needs and show how the funding will be used to improve these. Costings for interventions/staff must be clearly recorded
* Ensure Targets are **SMART** and relate to areas of need, including a **wellbeing target** to give the overall picture of the young person and a holistic approach. Targets should be **short term** with clear outcomes and time limits (SMART next steps for the Early Years Foundation Stage). It should be clear how progress will be measured/ tracked. (Actions identified, deadlines set, specific individuals intended to support the achievement of the agreed targets and use of any additional resources needed)
* Where appropriate, the targets should be shared with the young person and should be in child friendly language so they are clearly understood
* The PEP must always reflect the young person’s voice

**Who must be present at the meeting?**

The key people that **must be present** at the meeting are:

* **Social worker** as the lead professional for care planning
* **Designated practitioner/teacher/person for CLA** as the lead professional for education planning
* **Foster Carer/s** to make a valuable contribution to the planning process by ensuring that support for the young person can be put in place at home and in supporting the young person to have their views heard
* **Child’s parents if this is appropriate**

The key people who are **strongly recommended** to be present at the meeting are:

* **The child or young person** if they feel comfortable to attend all or part of their meeting
* **Health visitor** for Early Years Foundation Stage children not in a nursery/pre-school setting or with a child minder, and for those in a setting if health is impacting on their progress
* **CIC nurse/School nurse** (criteria as for Health visitor)
* **Other professionals** involved such as Educational Psychologist , SEND Team, Paediatrician, CAHMS
* **Young People’s Service** Link Adviser for the school for **year 9 students onwards**
* **If the young person is moving school/educational setting then the designated person/teacher from the new setting, including colleges, should be invited by the social worker to the transition PEP meeting so information is shared**

All attendees should be invited by the social worker but if the Designated Teacher feels there should be other appropriate attendees who can provide relevant information then this should be discussed with the social worker.

**Who are your Virtual School PEP Co-ordinators?**

Any queries around PEPs should be addressed to the PEP Coordinators in the first instance but some PEPs are supported by other members of the Virtual School.

* Chester and Ellesmere Port - Nicola White, [Nicola.white2@cheshirewestandchester.gov.uk](mailto:Nicola.white2@cheshirewestandchester.gov.uk)
* Northwich and Winsford – Nicola Duffell, [Nicola.duffell@cheshirewestandchester.gov.uk](mailto:Nicola.duffell@cheshirewestandchester.gov.uk)
* SEND Top up and EHCP funding – Cheryl Stacey, [Cheryl.Stacey@cheshirewestandchester.gov.uk](mailto:Cheryl.Stacey@cheshirewestandchester.gov.uk)

Blank copies of PEP forms, trauma informed exemplar PEPs and updates can be found on our Virtual School website: [www.cheshirewestvirtual.school](http://www.cheshirewestvirtual.school)

**Termly PEP process steps**

**Step 1 –** In the first 2 weeks of each new term Social Care Business Support send a finalised PDF copy of the previous term’s PEP and a blank Word copy of the PEP for the new term to the Designated Teacher/ Person for every child and young person who is currently looked after. (Please note, the PDF is generated from our Social Care Liquid Logic system and will differ from the Word version returned.)

**Step 2 –** Designated Teacher/Person speaks to all staff involved and the young person to gather the information needed to complete the PEP, including:

* SEND needs
* child’s voice
* attendance and an explanation of attendance below 95% and any unauthorised absences
* attainment
* how school feel the child is doing (using a trauma informed focus)
* review of previous SMART targets
* current SMART targets
* Pupil Premium Plus requests

**Step 3 –** The PEP form should be completed in full prior to the meeting with the exception of the meeting summary and actions section.

**Step 4 –** At the PEP meeting: school to share the PEP on screen through Teams where possible and go through all sections. The PEP lead from school then updates the PEP to reflect any discussions, adding in who attended the meeting and a meeting summary and any actions. A date for the PEP for the following term should always be set at the end of the meeting.

**Step 5 –** School to email an updated copy of the PEP following the meeting to Social Care Business Support **within 5 days** of the meeting, this is then passed to the relevant PEP Coordinator to be quality assured and for Pupil Premium Plus requests to be approved by the link Education Advisor. On approval, Pupil Premium Plus payments are then made at the end of each term.

**Covid-19 Restrictions:**The Social Worker will invite everyone to an online meeting via Microsoft Teams, **including the relevant team member from the Virtual School**. The Virtual School will focus on attending Transition PEP meetings for those children who will be starting or who have started a new setting/school, as well as complex cases.

**New to Care PEP process**

**Step 1 –** When a child or young person becomes looked after a PEP meeting must be arranged and held within 20 working days. It is good practice to hold the initial PEP alongside the Care Planning Meeting to provide a holistic picture of the Child/young person.

**Step 2 -** When a child or young person is becoming looked after, the Social Worker will contact school to arrange an initial PEP date and will ask Social Care Business Support to send out the PEP paperwork to the Designated Teacher in school. **Where possible a member of the Virtual School Team will attend the initial PEP.**

**Step 3 -** Designated Teacher/Person speaks to all staff involved and the young person to gather the information needed to complete the PEP, including:

* SEND needs
* child’s voice
* attendance and an explanation of attendance below 95% and any unauthorised absences
* attainment
* how school feel the child is doing (using a trauma informed focus)
* SMART targets
* Pupil Premium Plus requests

**Step 4 –** At the PEP meeting: school to share the PEP on screen through Teams where possible and go through all sections. The PEP lead from school then updates the PEP to reflect any discussions, adding in who attended the meeting and a meeting summary and any actions. A date for the PEP for the following term should always be set at the end of the meeting

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