

Children & Young People in Care Personal Education Planning Policy



For:

Social Workers
Designated Teachers
Foster Carers
Virtual School
Consultants



West Berkshire
Council
May 2021



WestBerkshire
C O U N C I L

The Role of the Virtual School

The Virtual School is a small team within the Education Service with overall responsibility for the education of children and young people in care. The team is led by the Headteacher of the Virtual School:

“The Virtual School Headteacher should be the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authority’s looked-after children”.

(DfE Statutory Guidance – Feb 2017)

Key to promoting the educational achievement of children in care is the PEP meeting. This should include:

- Academic Attainment and Progress
- Attendance
- Emotional Wellbeing
- Additional Needs
- Pupil Premium Plus
- Extra-Curricular Activities
- Pathways into Work

The Virtual School should:

- 1) Liaise with the Designated Teacher in advance of the meeting date to ensure educational information has been submitted via the online form.
- 2) Enter the above information into the PEP record before the meeting, ensuring the language and tone is appropriate.
- 3) Chair and minute all PEP meetings, using the Children’s Services recording system called Care Director.
- 4) Ensure that the voice of the child is heard and responded to in the PEP meeting.
- 5) Complete the PEP meeting record after the meeting so that the document is full and complete and of high quality.
- 6) Quality assure the final PEP before sending to the social worker by RAGG-rating the following statements:

(RAGG = Red, Amber, Green, Gold)
The child or young person was present at the PEP (where appropriate) or had a clear representative to advocate
The child or young person’s voice was clearly heard and responded to in the PEP (you said; we will)
The ‘need to know’ information was clear and concise
The PEP record provided a good understanding of progress in each subject. Areas where further attention is required were clearly identified
The Attainment and Progress Tracker was full and up to date
Targets were set for any subject area where a child or young person was not progressing well

Targets and actions were pertinent, clearly articulated and SMART
Foster parents' contribution to learning was fully acknowledged
Pupil Premium Plus funding requests were in place and appropriate
The tone of the PEP was respectful and took into account the Children in Care Council's views on appropriate language

The Role of the Designated Teacher

It is the responsibility of the Designated Teacher to carefully track the attainment and progress of all care experienced children in their school. In addition to this, interventions need to be put in place to make sure children get the very best educational experience the school can offer.

The Designated Teacher should:

- 1) Make sure that the views of the child or young person are gained before the meeting. There are no prescribed questions to ask. This should be a discussion with a trusted adult who can advocate for the child, if necessary.
- 2) Gain an up to date picture of the child's learning and progress, using the 'round robin' (appendix 1) which asks the following basic questions:
 - a. What we have been learning?
 - b. What are the next Steps?
 - c. Home learning opportunities
- 3) Inform staff that their responses will be read by the child. It is best to write the update as though teachers are speaking directly to the child. This ensures the language chosen matches the age and understanding of the reader.
- 4) Complete the online form (appendix 2) to ensure this information is shared with the Virtual School at least a week before the date of the formal PEP meeting.
- 5) Confirm with the child or young person the date and time of the meeting, who is going to be there and what their participation they would like to have in the meeting. This can range from chairing the meeting themselves to nominating a person to speak on their behalf.
- 6) Ensure a suitable room is booked, where the child will feel comfortable and safe. The same applies to virtual meetings. It remains critical that conversations can be conducted confidentially.
- 7) Ensure that the voice of the child is heard and responded to in the PEP meeting.
- 8) Work with the child, social worker, carer and virtual school to develop clear individual targets and identify the actions that need to be taken to support these targets.

The Role of the Social Worker

The Personal Education Plan remains a key part of the Care Plan and is reviewed as part of the Care Planning Cycle. This means that the PEP must back up the Care Plan and vice versa. Although PEPs are termly meetings, any significant changes that might impact on school may require additional meetings to facilitate a joined up approach. Some of these meetings might be professionals' meetings, whilst others would be formal PEPs.

The Social Worker should:

- 1) Set up the date, time and location of the first PEP meeting, having liaised with the child, foster carer, designated teacher and virtual school. All subsequent dates and times will be agreed at the PEP meeting.
- 2) Complete the 'need to know' section of the PEP in advance of the PEP Meeting.
- 3) Pass on any dates, via their line manager, should a child become the responsibility of another worker in their team, or indeed in a different team.
- 4) Attend the PEP meetings and provide an update on aspects that might have an impact on learning, e.g. family time arrangements, key dates, home moves, etc.
- 5) Advocate as a parent would through the PEP and educational planning processes.
- 6) Ensure that the voice of the child is heard and responded to in the PEP meeting.
- 7) Check the final PEP document, once it has been completed by the virtual school and distribute it to the child, the carers and school. This should be done using secure email or secure mail delivery for every communication.

Appendix One

Pupil Feedback (Primary)

Dear Colleague,

Please complete the information below, which will be recorded and shared with the pupil and their parents. Please use the second person throughout, as if you were speaking directly with the child, e.g. 'James, you have spent the last 2 weeks learning number bonds from 1 to 20'. We would encourage you to focus on the learning that has taken place and been secured, the next steps and what the pupil and their carers/parents might do to support learning at home. It would be helpful to confirm progress with regards to literacy and numeracy (please use the drop down list in the table).

Thank you

Pupil:					
Teacher:					
Progress:	Reading	Writing	Numeracy	Science	GPS
	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
What we have been learning:					
Next Steps:					
Home learning opportunities:					

Pupil Feedback (Secondary)

Dear Colleague,

Please complete the information below, which will be recorded and shared with the pupil and their parents. Please use the second person throughout, as if you were speaking directly with the child, e.g. 'Sian, you have been spending the last few weeks learning about the industrial revolution'. We would encourage you to focus on the learning that has taken place and been secured, the next steps and what the pupil and their carers/parents might do to support learning at home. For those in key stage 4, your assessment of GCSE current/potential performance would be most appreciated.

Thank you

Pupil:	Subject:	Teacher:	GCSE (Current)	GCSE (Target)
			Choose an item.	Choose an item.
What we have been learning:				
Next Steps:				
Home learning opportunities:				

Appendix Two:

Personal Education Planning Information

Dear Designated Teacher,

Please complete the information below, which will be recorded and shared with the pupil and their carers. Please use the second person throughout, as if you were speaking directly with the child, e.g. 'James, you have spent the last 2 weeks learning number bonds from 1 to 20'. We would encourage you to focus on the learning that has taken place and been secured, the next steps and what the pupil and their carers/parents might do to support learning at home. It would be helpful to confirm progress with regards to literacy and numeracy (please use the drop down list in the table).

Thank you

Key Information:	
Designated Teacher Name	
Virtual School Consultant	Choose an item.
Child's Name	
Attendance %	
Are face to face PEP meetings allowed in school?	
Will the child/young person be present for their meeting?	Choose an item.
If appropriate, would they like to chair their PEP meeting?	Choose an item.
What would the child/young person's preference be (Virtual or Face to Face PEP)?	Choose an item.
Education Progress Report:	
<p>Child or young person's views based on discussion with their key trusted adult.</p> <ul style="list-style-type: none"> • <i>What is going well?</i> • <i>What skills have you learnt?</i> • <i>Which skills or subjects you would like to develop?</i> • <i>What helps you in your learning?</i> 	
<p>Teacher views:</p> <p>For primary, please answer the following questions for literacy and numeracy.</p> <p>For secondary, please answer for each subject.</p> <ul style="list-style-type: none"> • <i>What we have been learning?</i> • <i>What are the next steps?</i> • <i>Home learning opportunities</i> 	

Literacy and Numeracy Assessment data:

Please select the correct range using standardised scores.

	Autumn	Spring	Summer
Reading Accuracy	Choose an item.	Choose an item.	Choose an item.
Reading Comprehension	Choose an item.	Choose an item.	Choose an item.
Spelling	Choose an item.	Choose an item.	Choose an item.
Numeracy	Choose an item.	Choose an item.	Choose an item.

Primary Progress Ratings (Teacher Assessed):

Please select the term you are reporting (current academic year) and select the appropriate level from the drop down boxes. This relates to progress, regardless of the starting point.

TERM	Reading	Writing	Numeracy	Science	GPS
Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Secondary Progress Ratings (Teacher Assessed):

Please select the appropriate level from the drop down boxes. This relates to progress, regardless of the starting point.

	Autumn	Spring	Summer
English	Choose an item.	Choose an item.	Choose an item.
Maths	Choose an item.	Choose an item.	Choose an item.
Science	Choose an item.	Choose an item.	Choose an item.
Overall	Choose an item.	Choose an item.	Choose an item.

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