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# Education of Children in Care (CiC)

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## Personal Education Plan (PEP) Guidance

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# 1. Overview of the Personal Education Plan (PEP)

*“ The key mechanism for addressing the needs of the child or young person and improving their attainment is the PEP”.* It should set high expectations of rapid progress and put in place the additional support the child or young person needs in order to succeed.

DCSF (2009). Improving the Educational Attainment of Children in Care (Looked After Children)

## 1a) Purpose of the PEP

The Personal Education Plan (PEP) is a statutory requirement for all Children in Care (CiC), which promotes positive educational outcomes for the young person in achieving their full potential.

It is the overarching education plan for the young person which builds on the young person's views and brings together other education plans (such as the Individuals Education Plan, Pastoral Support Plan, Provision Map, Statement of Specials Educational Needs, etc). The PEP is also part of the legal Care Plan for young people in care.

Best examples of PEPs serve as a record of academic progress and achievement. They also show social and emotional development and clearly set and review short term targets in support of longer term educational plans and aspirations held by the young person.

## 1b) PEP Review Meetings

The PEP document is a record of important discussions relevant to education. This discussion must be between the young person, the school/setting, Social Worker, carers, parents (if appropriate) and any other significant adults.

PEP review meetings highlight the importance of education planning for young people in care. This reflects the commitment of the Social Worker, the school/setting, carers and any other relevant agency in taking joint responsibility for improving educational outcomes under the principles of corporate parenting.

## 1c) Listening to our young people in care

Central to the PEP review meeting are the needs and wishes of young people, gathered by seeking, listening to and recording their views. Young people should be encouraged to contribute to their PEP review meetings in a way that is most comfortable and appropriate for them. This may mean speaking with the Designated Teacher (DT) for Looked After Children (LAC) or other adult the young person is comfortable with prior to the meeting or by the young person attending the meeting in person.

## 1d) The Kent PEP

The current Kent PEP (2009) has been developed through multi-agency evaluation and quality assurance and consultation with multi-agency partners and young people.

Kent has a commitment to promote the education of all young people in care to the authority and those living in and going to school in Kent. We therefore seek to support all professionals in planning carefully to support CiC's education through training, quality assuring the PEP and constantly reviewing the PEP format design and guidance.

In addition the 'Kent Pledge' to Looked After Children promises that they will be helped to achieve and retain good memories for the future. The PEP actively promotes this by considering learning opportunities both in and out of school and keeping an education record for our young people to take into adulthood.

## 2. Overview - The Statutory Framework

2a) There is a statutory requirement for every young person in care to have an "effective and high quality Personal Education Plan (PEP) (Children Act 2004)"<sup>1</sup>. This requirement refers to all young people of compulsory school age and is extended to include children of pre-school age to ensure suitable planning for educational opportunities for those under 5.

2b) The PEP is an integral part of the Care Plan and must be reviewed every 6 months.

2c) **When should a young person in care have a PEP?**

It is the responsibility of the Social Worker to initiate the first PEP within 20 days of a young person becoming looked after to ensure that a PEP is available for the 28 day statutory Looked After Child (LAC) Review. Social Workers should also initiate a PEP within the same timescale if a young person moves to a new school, at either expected transition times or when a young person undergoes a change of school for other reasons<sup>2</sup>.

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<sup>1</sup> Statutory guidance on the duty of local authorities to promote the educational achievement of looked after young Person under Section 52 of the Young Person Act 2004 (2005)

<sup>2</sup> Education of Young People in Public Care Guidance (DFES & DOH, 2000)

### 3. The PEP Process including Roles and Responsibilities (See Appendix A: Roles and Responsibilities)

3a) Key to an effective PEP review meeting is understanding your role within the PEP process. This involves all attending the PEP review meeting taking responsibility for the following;

- Preparing in advance for the meeting - gathering and completing relevant paperwork and information
- Sharing relevant information
- Ensuring your agreed action/s are implemented as part of the Personal Education Plan (PEP)

3b) Roles in the PEP Review meeting:

▪ **Initiating the first PEP:**

In accordance with statutory guidance<sup>3</sup>, it is the Social Worker's responsibility to initiate the first PEP within 20 days of a young person entering care or moving to a new school. This involves initiating and coordinating the first meeting - i.e. the Social Worker must contact the Designated Teacher (DT) to set a date for the PEP meeting and then invite all relevant parties to attend. In accordance with the DCSF LAC DT Consultation (2009), it is advised that the DTs of both the original school and the new school ensure that the young person's school records are transferred to the receiving school and relevant information used at the initial PEP meeting.

• **Leading and coordinating subsequent PEP Review meetings:**

In the spirit of the current DCSF LAC DT Consultation (2009), Kent's policy is that the DT leads the PEP review meeting and writes up the PEP discussions and agreements. The Kent PEP document must be completed at the time of the meeting (either by hand on a printed version or on a downloaded version on a computer). At the close of the PEP review meeting all present should sign a copy (the final page - Part 5) to agree to implement any actions. The DT needs to ensure a hard copy of this is therefore available at the meeting.

▪ **Distribution and circulation of the completed PEP document:**

The Designated Teacher is to send a copy of the PEP to the Social Worker, LAC Education Adviser for the area and the Foster Carer. Upon receipt, the Social Worker is to forward a copy to the Independent Reviewing Officer (IRO) and any others, such as the birth parents, LAC Nurse, etc.

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<sup>3</sup> Statutory guidance on the duty of local authorities to promote the educational achievement of looked after young Person under section 52 of the Young Person Act (2005)

## 4. Kent PEP Content

The current Kent PEP (2009) is structured in the following way:

	Part	Information
1 document to be used & repeated 6-monthly for the appropriate Key Stage	1	Pupil Profile
	2	'What I Want You to Know' (young person's views)
	3	'My Current School Record'
	4	'My Personal Education Review Plan' (Agenda, SMART targets)
	5	Agreement and Actions
Ongoing Record		Record of Schools/Settings Attended
Ongoing Record		Record of Foster Placement/s
Ongoing Record		Record of Actual Assessment and Attainment

## 5. Guidance on completing the Kent PEP

*The following guidance relates to all Looked After Young Children (LAC) attending Kent schools, all age groups and all key stages.*

### 5a) 'My Personal Education Plan' (Page 1)

To be completed by the Designated Teacher (DT) or young person (with the DT's support) prior to the PEP review meeting. Tick the relevant box to note which PEP you are completing. If you are completing the PEP because the young person has moved school, please tick the box titled 'other' and write the reason next to it.

### 5b) 'What is in My Personal Education Plan' (Page 2)

This page provides information for the professionals and the young person so all are clear on the purpose of the review meetings. This can be referred to at the start of, and throughout, the meeting to ensure the meeting is focused on the young person's views and wishes with regard to learning.

### 5c) 'Part 1 - Pupil Profile (Page 3)

Statutory information such as the young person's name, DOB, Care Status, foster carer contact details, etc. must be recorded here. This needs to be done at every meeting with the DT writing the information down and the Social Worker and foster carer providing the relevant information.

### 5d) 'Health and Contacts and Permissions' (Page 4)

Again this page must be reviewed and completed at every PEP review meeting. All sections must be completed even if the circumstances have not changed since the last meeting. It is particularly important to discuss and note contacts and permissions and be clear on who holds 'parental responsibility' (PR) for the young person in establishing who can give permission for school trips, etc. It is also vital to note who must not have contact with the young person and establish a clear action plan if the school are contacted by this person/s.

### 5e) 'Part 2 - What I want you to know' (Page 5)

The young person should complete this prior to the PEP review meeting. The format of this page is adapted for the different key stages. Young people should be offered support with completing this part either by the Designated Teacher or someone else in the school. Those supporting the young person should use their professional judgement to support the young person's understanding of the questions. Other specialist support systems, such as Makaton, should be used to support the young person where appropriate. If relevant, it should be noted who supported the young person to complete this part. This page will then be used at the PEP review meeting in developing targets and ensuring the right support is provided for the young person's education.

It should be noted that it is important that the young person's views are represented at the PEP review meetings but they do not have to attend the meeting if they are not comfortable

to do so. In the case where they do not want to attend the meeting this page should be completed prior to the meeting and shared by the Designated Teacher on the young person's behalf. Importantly, it will need to be decided who is going to then feedback to the young person after the meeting.

#### **5f) 'Other things I'd like to tell you ....' (Page 6)**

This page is available for young people to note any others achievements, issues, thoughts or notes they would like the adults at the meeting to be aware of. It is not compulsory that young people complete this but available for them if they want to use it.

#### **5g) 'Part 3 - My School Record' (Page 7)**

This page must be completed by the Designated Teacher or school representative prior to the meeting. The page is an overview of the young person's attainment, SEN, attendance and exclusions. Therefore, a PEP meeting will not be able to take place without this vital information to ensure the discussions, support and targets are focused on promoting and monitoring educational attainment.

It should be noted that the first table (3.1 My Results) includes target (predicted) level/grades and the current levels/grades. Therefore the latter, will most likely require current teacher assessments if recent SATs or other tests or exams have not taken place prior to the PEP meeting.

#### **5h) 'Any teacher reports since my last PEP Review' (Page 8)**

Any recent academic and behaviour reports should be attached to this section, or summarised here in order to inform the meeting and discussion. Again the Designated Teacher needs to complete this section prior to the PEP review meeting and bring it to the meeting to share.

#### **5i) 'Part 4 - My Personal Education Plan Review' (Page 9)**

This section is for the Designated Teacher to record the discussions at the PEP review meeting. Those present at the meeting, and any apologies must first be noted. Importantly it must be recorded if the young person is present. If the child is not present, it must be agreed who will feedback to the young person after the meeting and recorded on 'Part 5 - My Personal Education plan Agreements & Actions' (page 14)

This section is laid out as an 'agenda' so the meeting can clearly follow set discussion topics and be clear on which part of the review they will need to prepare for and share information at.

Tick boxes are provided throughout this section (Part 4) which must be ticked (or indicated with a 'Y' if typing the document) to acknowledge that the group have referred to the relevant information in reviewing the young person's/young person's education.

#### **5j) '4.2 Important things for you us think about and share that impact on my learning'**

- 'My Care Plan'

The Social Worker needs to advise the group of the current Care Plan, contact arrangements, court hearings, placement stability, and any other relevant information which may impact of the young person's education.

- **'My Health Plan'**

All diagnoses, treatments, therapies or referrals made are to be noted in this section. This should also include relevant information from the recent health assessment and the Health Plan for the young person. If relevant, the LAC Nurse should share this information and provide interpretation of health reports. However if the LAC nurse is not present, the Social Worker needs to share the information and plan. If any further referrals are needed to health services, such as CAMHS, OT, Speech and Language, they should be noted here.

**5k) '4.3 My Education Review' (Page 10)**

In order to complete this section, the Designated Teacher must complete Part 3 (My Current School Record) in order to share the information with the meeting at this point.

Box 1 - Importantly the young person's views must also be listened to at this point. This can either be done via the young person if they are present and able, using the 'Part 2 - What I want you to know' page, or by the Designated Teacher sharing the Part 2 information and the young person's views on school and their future.

The achievements, rate of progress and, if appropriate, the area in which the young person is 'Gifted and Talented' should be shared here. This section refers to progress and success in school. Other clubs, awards and activities outside of school should be shared on the next page (Page 11).

Box 2 - This section relates specifically to Additional Education Needs (AEN) and/or Special Education Needs (SEN). Therefore, where appropriate the annual review of the statement of special education needs (SSEN) should be referred to here. It should be noted that the SSEN annual review and the PEP can take place together and written up at the same time on the relevant paperwork. If discussing the SSEN, please attach the most up to date annual review and tick or indicate 'Y' the box at the bottom of the page to note you have attached this. In addition, if referring to the Individual Education Plan (IEP) please attach it and tick or indicate 'Y' the box at the bottom of the page to note you have also done this.

If relevant, this box should also include a record of discussions about the Statutory Assessment process, changes to the Statement, etc.

Discussions relating to young people who have English as an Additional Language (EAL) should take place at this point and be recorded here.

Any further referrals for specialist education support should be discussed and recorded here. For example, Specialist Teaching Service (STS), Educational Psychology (EP) service, Speech and Language (SAL), etc.

**5l) '4.3 My Education Review' ... continued (Page 11)**

Box 1 - School attendance should be discussed here (referring to the Part 3 - My Current School Record). The current attendance percentage should be referred to here, including any authorised and unauthorised absences. Any exclusions should also be referred to here

including school and multi-agency support with this. If an exclusion has taken place, the most recent Pastoral Support Plan (PSP) should be referred to and attached (please tick or indicate 'Y' in the box to note you have done this).

Box 2 - All out of school activities, clubs, interest, hobbies and achievements should be noted here. You should also note if the young person has access to a computer at home, as part of the Kent Pledge to young people in care age 11 years plus to have home access to a computer to support their learning.

The Kent pledge to *all* young people in care (Kent and Other Local Authority LAC) also seeks to provide all young people with access to leisure facilities in their local community through the *Kent Sport and Leisure Scheme*. Discussions are currently taking place across this county with the expectation that all areas will be involved. Therefore, please note if the young person has a leisure pass and if not who will be applying for one (to be noted in Part 5 - My Personal Education Plan Agreements & Actions, page 14). Details of how to apply are available on the website [www.kent.gov.uk/education-and-learning/looked-after-young-personren/sport-and-leisure-scheme.htm](http://www.kent.gov.uk/education-and-learning/looked-after-young-personren/sport-and-leisure-scheme.htm)

#### 5m) '4.5 Reviewing previous PEP targets' (Page 12)

In order to establish how relevant, supportive and successful the previous PEP was, the previous PEP targets are to be reviewed here. This will also inform PEP targets for the current PEP.

The Designated Teacher is requested to transfer the previous PEP targets onto the first column of the table (in Box 1). Together those present at the meeting (including the young person if present) are to review the previous targets together; how far has the did the young person met the targets ('how well did I do, column 2), what was seen to be helpful, including, if appropriate, a review of the impact of the Personal Education Allowance (PEA) (column 3), and finally if the target will need to continue as part of this PEP.

#### 5n) '4.6 Key Stage transition' (Page 12 .. continued)

Where relevant (Yr 2, Yr 5/6, Year 8/9 and Yr 10/11) discussions regarding the young person's next stage of schooling and transitions should take place and be recorded here. Consideration should be given to the transition plan and how all partners will support the transition.

#### 5o) '4.7 Setting new PEP SMART targets' (Page 13)

This is the point at which all discussions should be brought together to develop education targets for the next 6 months for the young person. This must include the young person's views, current educational progress, information shared by the Social Worker and foster carer and any other relevant multi-agency information. Every young person should have a minimum of 1 target and a maximum of 4 targets. Targets can also relate to the IEP targets. See **Appendix B** for examples for each of the key stages.

Note - the targets should focus on education attainment and not solely behaviour. Behavioural, social and emotional developments should be noted on a Pastoral Support Plan (PSP) and should always be framed positively.

### My target (Column 1)

All targets set must be SMART (Specific, Measurable, Achievable, Realistic and Time limited). These must therefore relate to promoting education attainment, as noted above.

### What will I do (Column 2)

The young person's actions and agreements must be noted here to promote 'ownership' of the target. Where the young person is not present at the meeting, this column may be completed with the young person by the Designated Teacher after the meeting.

### Who will help and how (Column 3)

This can include school staff (teachers, SENCO, teaching assistants, learning mentors, pastoral support staff), the Social Worker or Social Worker assistant, foster carer/s, birth parents (where appropriate).

### How will I know when I have achieved my target? (Column 4)

It needs to be very clear to the young person the criteria ('exit criteria') for completing the target.

### Please tick if PEA will be applied for to support this target (Column 5)

Applications for Personal Education Allowance (PEA) need to relate to specific targets found in the PEP. This allows for accountability of money spent and also monitoring of the impact of the PEA in supporting the young person's education. Therefore, you must tick or put a 'Y' in the final column if you are going to make a PEA application.

To submit an application you will need to send the whole current PEP with a completed application form. For PEA eligibility criteria and application process, please refer to - <http://www.kent.gov.uk/education-and-learning/looked-after-children/personal-education-allowances.htm>

## **5p) 'Part 5 - My Personal Education Plan Agreements & Actions' (Page 14)**

In order to promote a shared and 'owned' PEP, all actions are to be noted on this page and signed by the relevant person/s. Therefore, if completing the PEP document on the computer, it is advised that this page is printed off in preparation for the PEP meeting to allow all members to sign a hard copy, which should be photocopied and circulated with the PEP.

Where the young person is not present, the Designated Teacher should have this page with them following the meeting, to allow the young person to sign up to their agreed actions.

The date for the next PEP should be set at this point whilst all significant adults and the young person are present and recorded at the bottom of the page. The date for the next LAC review should also be recorded at the bottom of the page for the group's reference.

## 6. Additional Guidance for Unaccompanied Asylum Seeking Young People (UASYP)

It is Kent policy that the same PEP is used for *all* young people in care, including UASC and young people. It is acknowledged that initially it may not be possible to complete all sections of the PEP, as noted below.

- For new arrivals to the United Kingdom without educational information, the Education and Competency assessment information should be used to inform the PEP. On the front page of the PEP (for new arrivals) you should tick the 'Other' box and specifically write that the young person is a new arrival to the UK. This will enable others viewing the PEP (such as potential schools) to be aware that there may be a lack of education information at this stage.

The PEP should be completed immediately for new arrivals and then linked into the review cycle (28 days, then 3-months). It should be noted that as more information relevant to education is established, the PEP can be updated accordingly.

- PEP targets

It is recommended that educational targets are set as soon as possible with the young person. These may include the following (from *Milbank Assessment Centre*):

- To begin to socialise and form friendships with citizen young person
- To find your way around large institutions
- To make regular local journeys punctually
- To acquire English language through play, sport and routine
- To learn from computer programmes and the internet in a self-directed way
- In the short-term, to experience an academic environment without the pressure of expectations to progress academically
- To experience citizen young person and their interaction with authority figures
- To observe the national curriculum as an interested non-participant
- To achieve a sense of belonging through membership of a foster family, school, form group, clubs, teams, religious community, etc.
- To learn from trusted adults

## 7. PEPs for Other Local Authority (OLA) Looked After Children

It is Kent policy that the Kent PEP is used for *all* Looked After Children attending Kent maintained schools. This reflects the governments view that the PEP document should be written by the Designated Teacher of the school, '*The designated teacher should ensure the PEP is written, implemented, reviewed regularly and the impact assessed*'<sup>4</sup>. Therefore, in order to support the Designated Teacher in doing this Kent local authority provides training and workshops on completing an effective PEP in Kent PEP format only. Additionally, the

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<sup>4</sup> DCSF (2009). Improving the Educational Attainment of Children in care (Looked After Children). Page 8.

Kent PEP is quality assured via the PEP audits, PEP evaluation and multi-agency consultation and evaluation so that Kent is clear that our PEP format meets the needs of the young people in care in our schools and seeks to promote their best possible outcomes.

Therefore, any other local authority placing a young person in care in Kent needs to be aware that our schools will only complete the Kent PEP. If for any reasons the local authority wants to complete a PEP on their local authority paperwork, the Social Worker is of course welcome to do this in addition to the Kent Designated Teacher completing the Kent PEP document. School staff in Kent are not trained to use any other PEP other than the Kent PEP.

## 8. Frequently Asked Questions (FAQ)

### 1. Can the PEP and the Annual Review of the Statement of SEN be run together?

**Yes.** It is recommended that these two meetings are held together for LAC, as the meetings both focus on education and are held with the same group of people, in most cases.

### 2. Can the PEP and the LAC review be run together?

**No.** The LAC Review is the young person's meeting to review their whole care plan. It is therefore not appropriate to hold a detailed discussion about education at the LAC review. Further the PEP needs to inform the education part of the LAC review and therefore needs to be completed at least two weeks before the LAC review. The PEP must be sent to the Independent Reviewing Officer (IRO) prior to the LAC review.

### 3. Does the young person have to take part in the meeting?

It is imperative that where possible the young person's views are represented at the meeting. Young people have the right to attend as this is their education review meeting. However if for any reasons they do not wish to attend, the Designated Teacher should meet with the young person before the PEP review meeting, to seek their views and take these to the meeting. The Designated Teacher should then share the outcomes with the young person following the meeting.

### 4. Can the meeting go ahead without one of the following; the Social Worker, foster carer or the school?

**No.** The PEP is a legal document and is a shared multi-agency education plan. Therefore, without the social work, foster carer or school, the plan could not be informed, shared or owned and therefore cannot go ahead.

### 5. Do we need to meet or can we do the PEP over the phone or via email?

**No.** It is Kent policy that a 'meeting' takes place. It is important that all relevant adults and the young person have an opportunity to meet in person and share educational success and issues together.

### 6. Do I use the same PEP for Looked After Children with disabilities and/or young person attending a special school?

**Yes.** The Kent PEP (2009) has been developed after considerable consultation with multi-agency partners and it has been agreed that Kent will have one inclusive PEP for all young people in care being educated in Kent schools.

### 7. What happens if the young person is out of school?

Obviously a young person should not be without a school place and if this is the case please contact the LAC Education Advisory team immediately. It is equally as important that a PEP is completed for young people in care in difficult educational circumstances. Please see below for examples of complex circumstances:

#### a. The young person is refusing to attend school.

As the young person is on a school roll at this stage, it is important that the PEP goes ahead within the statutory 6-monthly timescale. This should take place as normal at the school and the young person should be invited to attend, even if they have not

attended school for a period. If the young person does not want to attend the meeting, the foster carer or Social Worker should gain their views, (Part 2 -What I want you to know, page 5) and share with those present at the meeting.

b. The young person is receiving 1-1 tuition or attending a Pupil Referral Unit (PRU) or Alternative Curriculum

As these are all different types of formal education the PEP should be completed with the tutor as the 'education representative' and with all the same relevant people (young person, Social Worker, foster carers, etc.)

8. Can I attend a PEP or in the case of a Designated Teacher, write the PEP document, if I've not been to training?

It is recommended that all adults involved in PEP review meetings attend the Kent PEP training, see <http://www.kent.gov.uk/education-and-learning/looked-after-children> for dates.

If you have a PEP before you have received training, please ensure you read all of this PEP guidance carefully to support you at the meeting. Please then book onto the next training available. If you have any further questions following this, please contact your LAC Education Adviser for advice and support - (<http://www.kent.gov.uk/education-and-learning/looked-after-children/lac-contacts.htm> ).

## 9. Glossary

<b>Additional Educational Needs</b>	Also referred to as 'AEN' to describe needs which are affecting learning. This can include social, emotional and behavioural needs.
<b>CATs Year 7 and 9</b>	Cognitive Ability Tests taken at the beginning and end of Key Stage 3. From the results of these tests the school will set targets for Key Stage 3 and Key Stage 4.
<b>Department for Children, Schools and Families (DCSF)</b>	The Department for Children, Schools and Families (DCSF) is a British government department responsible for all issues affecting people up to the age of 19 including child protection and education. The DCSF was created on 28 June 2007 replacing the Department for Education and Skills (DfES)
<b>Designated Teacher (DT)</b>	The teacher designated to take responsibility for all the Looked After Children (LAC) in the school, including ensuring all have a PEP in place and monitoring their progress.
<b>Early Years</b>	Refers to Pre-school education before the start of statutory schooling.
<b>Educational Attainment</b>	At every key stage, tests are taken to check progress/ and set targets. These are expressed as National Curriculum Levels 1-8. The teacher also makes an assessment based on class work. Below level 1 there is a set of standards called 'P levels' which are mostly used in Special Schools or for young people in mainstream schools with severe Special Education Needs.
<b>Fixed Term Exclusions (FTE)</b>	A young person may be excluded for disciplinary reasons, by the Head Teacher for up to 45 days in a school year. Work should be provided and marked by the school, but parents/carers must collect and deliver the work. On return, the school will usually require a meeting with parents/carers/Social Worker to discuss behaviour issues. Reintegration may be on the basis of a Pastoral Support Plan (PSP) and may be staged. Parents/Social Worker can appeal to the Pupil Discipline Committee if the exclusion is more than 5 days.
<b>Foundation Stage Curriculum</b>	This covers education for children from pre-school to reception (3-5 years). The curriculum is assessed in the six areas of learning, such as 'Personal social and emotional development, communication, language and interaction, etc, referred to as Early Learning Goals (ELG).
<b>Independent Fostering Agency</b>	Can be referred to as 'IFA'. These are privately run agencies which are not part of, or governed by, the local authority. IFAs do not have parental responsibility. Their role is to provide and support foster placements. In some cases, the IFA may also offer education.

<b>Individual Education Plans</b>	IEPs are drawn up to support young people who have special educational needs. Targets are reviewed and set on a half term basis.
<b>Key Stage</b>	Education years are organised into phases referred to as 'key stages of 'KS'. The end of the key stage signifies the next stage of education and therefore assessments are generally made at this time to assess learning. Refer to <b>Appendix C</b> for the age and year group of the young person by key stage, as well as the national curriculum levels.
<b>Key Stage 4 Options</b>	In year 8/9, pupils choose options from a range of subjects and examination types to study at Key Stage 4.
<b>Key Stage Transition Plan</b>	Moves from Infants to Junior, Junior to Secondary, choosing options for KS4. The end of the Key Stage may mean a change of school, for which early plans must be made.
<b>Legal Status</b>	For example, the young person may be looked after by the local authority under an Interim Care Order, Full Care Order or accommodated without a court order.
<b>Local Authority (LA)</b>	This refers to the council for the area. For LAC, this refers to the 'corporate parent' (see above for definition) who hold the Care Order or who Accommodated the young person under Section 20 (Children Act 2004).
<b>Looked After Children (LAC)</b>	Refers to a child or young person under the care of the local authority. The term 'Child in Care (CiC) is also used to describe this group of young people.
<b>P-Levels</b>	'Pre-national curriculum levels' or 'P-Levels'. For pupils working beyond the foundation stage and who are not yet achieving National Curriculum (N.A.) Level 1, these pupils' work is graded as 'P-Levels'. There are 8 P-Levels (1-8) before then starting at N.C. Level 1.
<b>Permanent Exclusion</b>	This is when a young person is permanently removed from the school roll. The decision is made by the Headteacher of the school and the decision must go before the governors to decide whether to uphold it. Parents may appeal to the Pupil Discipline Committee and, further, to an independent appeal panel if the exclusion is upheld.
<b>School and External Awards</b>	For example, Duke of Edinburgh, ASDAN, Scout/Guide badges, dance certificates, footballer of the year etc.
<b>SENCO</b>	The school's Special Educational Needs Co-ordinator.
<b>Special Education Needs</b>	Also referred to as 'SEN'. This relates to barriers to identified barriers to learning.
<b>Statement of SEN</b>	'A statement will describe all of your child's SEN and the special help your young person should receive. The LA will

usually make a statement if they decide that all the special help your child needs cannot be provided from within the school's resources'.

(DCSF. 2009. Special Educational Needs (SEN) - A guide for parents and carers. Revised 2009)

A Statement of SEN is a legal document and has to be reviewed on an annual basis. In many cases the Statement will be reviewed at a PEP meeting to avoid duplication. The Statement and Individual Education Plans associated with it should be attached to the PEP.

#### UPN

Unique Pupil Number that identifies each child in both Education and Social Services records.

## Appendix A: Roles and Responsibilities within the PEP

Person	Prior preparation required	Role in PEP review process
Child / Young Person	To discuss with your Social Worker, or other adult, your thoughts and feelings about school and complete 'Part 2 - What I Want You To Know'. This can include celebrating your achievements and thinking about extra support and help you might like.	EITHER: a. Attend the PEP review meeting and share your views. This will help to make sure you are involved in developing your own targets OR: b. Give your views to your Social Worker or other adult to take to the meeting for you
Designated Teacher	<p>Invite appropriate people to the meeting (in partnership with the Social Worker)</p> <p>Complete 'Part 3 - School Record' and 'Record of Actual Assessment and Attainment'. This may require gathering information from the young person's teacher/s and school records</p> <p>Prepare new PEP review document (e.g. bringing a copy of previous PEP and transferring previous PEP targets onto new PEP review, 'Part 4.5 - Reviewing previous PEP targets')</p> <p>Ensure a hard copy of Page 14 is available at the meeting to enable those present to sign up to the agreements and actions made in the PEP</p>	<p>To lead on reviewing the young person's educational progress, including achievements and areas for improvement to develop SMART targets for the young person.</p> <p>The PEP review should be linked to and supported by other relevant educational plans in school (IEP, provision map, PSP, Statement, etc).</p> <p>Consider additional support and funding required - i.e. LAC Personal Education Allowance (PEA).</p> <p>To complete the PEP paperwork at the meeting and distribute accordingly.</p> <p>Where the young person is not present at the meeting, DT to establish who will share the personal education plan with the young person. Also to establish the date of next PEP review meeting.</p>
Social Worker	<p>Liaise with the Designated Teacher to support in coordinating the meeting.</p> <p>Collate relevant information for sharing at the meeting:</p> <ul style="list-style-type: none"> <li>■ Care Plan</li> <li>■ Foster placement information</li> <li>■ Health Plan</li> </ul> <p>Ensure the young person is aware of when the meeting is taking place and given the opportunity to discuss their views prior to the meeting if they are not comfortable to attend.</p>	<p>Update key contact and permission information 'Part 1 - Pupil Profile'</p> <p>To share relevant information which may impact on the young person's learning, such as Care Plan, contact arrangements, health needs (e.g. as identified via the health assessment, etc.).</p> <p>Consider additional support and funding required - i.e. LAC Personal Education Allowance (PEA)</p> <p>Upon receipt of the PEP from the Designated Teacher Social Worker to forward a copy to the IRO and other relevant partners.</p> <p>To establish the date of the next PEP review meeting is at least 2 weeks before the LAC review.</p>

Person	Prior preparation required	Role in PEP review process
Foster Carer	<p>Consider relevant information to support the young person's learning in relation to home (e.g. motivation and attitude towards learning, homework, outside school learning &amp; leisure opportunities, health needs, etc).</p> <p>Support the young person in completing 'Part 2 - What I Want You To Know' as necessary.</p>	<p>Share relevant information regarding the young person at home. Outline how you support the young person's learning (e.g. homework, out of school activities, hobbies, attending parent/carer evenings, etc.)</p> <p>Advocate on behalf of the young person.</p>
LAC Nurse(if appropriate)	Gather information from the most recent health record with a view to the impact on the young person's learning in and out of school.	Share relevant health information; in particular provide interpretation of health information.

Appendix B - Examples of the PEP targets for each key stage: (4.7 Setting my new PEP SMART\* targets)

My target	What will I do	Who will help & how?	How will I know when I have achieved my target?	Please tick if my PEA** will be applied for to help me with this target
<p><b>1 Example: KS1 (Year 1)</b> To know my whole alphabet (level 1 c)</p>	<p>I will join in with the practice on the carpet everyday by sitting with everyone</p>	<p>Mrs Jacobs will give me a sticker if I sit on the carpet for the practice</p>	<p>I will get a sticker and Mrs Jacobs will phone Deborah (foster carer) when I get to Level 1c.</p>	
<p><b>1 Example: KS2 (Year 5)</b> To move from level 3b to 3a in Maths</p>	<p>Practice my times tables each week at home for the test on Thursday</p> <p>Work with Mrs Jones every week on my Maths</p>	<p>Lisa (my foster carer) will remind me to practice on Tuesdays and Wednesdays</p> <p>Mrs Jones (our Teaching Assistant) will help me practice every Thursday morning</p>	<p>I will get at least 17 out of 20 for my maths test and get a level 3a at the end of term</p>	<p>Yes. 45 minutes of Maths practice and support every week with the class TA (in addition to the support available at SA+ and young person does not have a Statement)</p>
<p><b>3 Example: KS3 (Year 9)</b> To improve my English (from level 6c to 6a)</p>	<p>Read each chapter very carefully and make notes to help me with the comprehension questions.</p> <p>Do some research into my book on the internet to show how I work on my own</p>	<p>Mr Waterfall will check my work half-way through the lesson</p>	<p>I will get a level 6a mark when I get my work book back</p>	<p>Yes. To buy study guides for my book</p>
<p><b>4. Example: KS4 (Year 11)</b> To get a C for my Science GCSE</p>	<p>I will see Miss Turner (Learning Mentor) to talk about my day and plan what coursework I need to do.</p> <p>I will listen to Mrs Hadden (Science Teacher) and talk only when I need to discuss the practical work with my Learning Buddy</p>	<p>Miss Turner and Gary, my Learning Buddy</p>	<p>I'll get a Grade C for my course work and a C for my GCSE at the end of the year.</p>	<p>Yes. To buy a revision guide, and to go to the Science museum with Pete and Hailey (foster parents).</p>

\*SMART = Specific, Measurable, Achievable, Realistic, Time Limited

\*\*PEA = Personal Education Allowance

## Appendix C - National Curriculum Years and Levels (2009-2010)

Please be aware that these National Curriculum levels are indicators of progress. Children and young people with learning needs and disabilities may progress at a different rate.

PRIMARY					
AGE		KEY STAGE	NC YEAR	a) ASSESSMENT	Work Between
3 - 4		II. F	Foundation	*Early Learning Goals*	*
4 - 5	1 September 2004 - 31 August 2005		R	- Assessed through Foundation Stage Profile in 6 areas of learning.	
5 - 6	1 September 2003 - 31 August 2004	<b>1</b>	1		Levels 1 - 3 ** Average Level 2
6 - 7	1 September 2002 - 31 August 2003		2	- National Tests & Tasks in English and Maths - Teacher assessment in Science (Key Stage 1 SATs)	
7-8	1 September 2001 - 31 August 2002	<b>2</b>	3		Levels 2 - 5 ** Average Level 4
8-9	1 September 2000 - 31 August 2001		4		
9-10	1 September 1999 - 31 August 2000		5		
10-11	1 September 1998 - 31 August 1999		6	- National tests in English, Maths & Science (KS 2 SATs)	
(a) SECONDARY					
11-12	1 September 1997 - 31 August 1998	<b>3</b>	7		
12-13	1 September 1996 - 31 August 1997		8		
13-14	1 September 1995 - 31 August 1996		9		
14-15	1 September 1994 - 31 August 1995	<b>4</b>	10		
15-16	1 September 1993 - 31 August 1994		11	- GCSEs or other national qualification *Maybe taken earlier in some schools	
16-17	1 September 1992 - 31 August 1993		12		
17-18	1 September 1991 - 31 August 1992		13		

\*

## (2) *Foundation Stage*

The foundation stage covers education for children aged from three to the end of reception year. "It is a distinct and important stage both in its own right and in preparing children for later schooling". (Qualifications and Curriculum Authority - QCA).

Children's learning is planned and assessed through 6 areas:

- . Personal social and emotional development
- . Communication, language and literacy
- . Mathematical development
- . Knowledge and understanding of the world
- . Physical development
- . Creative development

These are referred to as the Early Learning Goals and should help to lay solid foundations for future learning; especially for those children who have not benefited from high-quality early years experience, have special needs or speak English as an additional language.

All this is supported by The Stepping Stones which guide those who work with very young children towards the learning goals by identifying the knowledge, skills, understanding and attitude that children need if they are to achieve the early learning targets by the end of the foundation stage.

\*\*

Within each National Curriculum level there are sub-levels a, b and c, with level c being the first level achieved. So pupils progress from level 2c → 2b → 2a → 3c → 3b → 3a and so on.

## (3) *P Scales*

For pupils working beyond the Foundation Stage who are not achieving Level 1 in the National Curriculum there are graded levels of attainment known as P Scales

## Appendix D - Ethnicity Codes

These should be used for entering onto page 3 'Part 1 - Pupil Profile' under 'Ethnicity (13th row)

Ethnicity	Code	Ethnicity	Code
White British	EA	Any other Asian background	EL
Irish	EB	Black or Black British	
Any other white background/Mixed	EC	Caribbean	EM
White and Black African	EE	African	EN
White and Asian	EF	Any other black background	EO
Any other mixed background	EG	Other ethnic groups	
Indian	EH	Other	EQ
Pakistani	EI	Traveller (people from a travelling community)	
Bangladeshi	EJ		

You must also ensure you record and plan for any specific cultural requirements throughout the Personal Education Plan.