



PERSONAL EDUCATION PLAN (PEP)

PROTOCOL FOR THE DESIGNATED TEACHER

PERSONAL EDUCATION PLAN (PEP)



INTRODUCTION

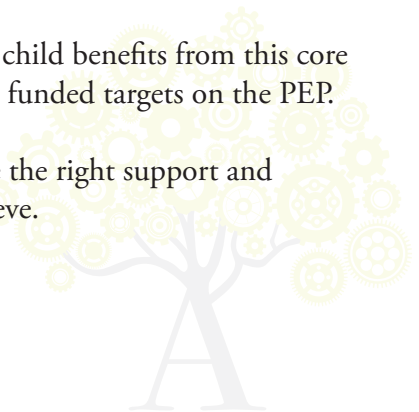
Statutory guidance stipulates that PEPs for Looked After Children must take place termly, which forms part of their care plan.

This protocol is for Designated Teachers (DT) to help them discharge their responsibilities. According to statutory guidelines “the Designated teacher has lead responsibility for the development and implementation of looked after children’s PEP within school in partnership with others as necessary” (DfE 2018).

THE ROLE OF THE DESIGNATED TEACHERS:

The Designated Teacher is the lead for every looked after child in their school. They are expected to promote the education achievement of the looked after child through providing advocacy, pastoral support and the personal education planning meeting. Other expectations of the Designated Teacher are that they:

- Have regular meetings with the child to check their progress and welfare in the school.
- Ensure that the looked after child’s targets have been understood by the child and professionals.
- Work collaboratively the Virtual School and Social Worker (SW) to ensure that all information required to have a meaningful PEP is available before the PEP meeting.
- Monitor the use of the PP+ to ensure that the child benefits from this core funding which is sent to the school, by setting funded targets on the PEP.
- Advocate for the looked after child and ensure the right support and interventions are in place to enable them achieve.



BEFORE THE PEP MEETING

- DT ensures that both the child and teachers are aware of the PEP meeting date
- DT conducts a round-robin for teacher feedback.
- DT adds attendance and attainment records to ePEP before the meeting.
- DT meets with young person and collates the young person's views.

DURING THE PEP MEETING

DT ensures that:

- The PEP meeting section is being completed during the meeting.
- They click the confirmation button on the PEP Meeting section before the end of the PEP meeting
- A date and time are agreed for the next PEP meeting. This is added to PEP, and SW sends out a calendar invite.
- Targets are added and the DT completes their section (either during or very soon after the PEP meeting).
- Last term's targets are signed off. If it is a recurring target sign it off as achieved and set it again with a new date.
- PP+ is mentioned, highlighting how it is being spent and if additional funding is needed and why.



RECORD OF DISCUSSION DURING THE PEP MEETING

USEFUL PROMPTS: DISCUSSION & DOCUMENTATION GUIDE TO THE PEP MEETING

1. ATTENDANCE - quote percentage and give context.
2. BEHAVIOUR, CLASS ENGAGEMENT & PROGRESS (ensure teachers provide feedback. Do a round robin and add this before the PEP meeting)
3. ATTAINMENT (give context that matches with what is written in the attainment section)
4. REVIEW LAST TERMS TARGET, progress and impact.
5. Use of PP+ - use of PP+ last term and this term's use of PP+
6. NATIONAL TUTOR PROGRAMME FUNDING
7. ADD THIS TERM'S TARGETS.

SUMMARY OF ACHIEVEMENTS & INTEREST

CARERS COMMENTS ON OUT OF SCHOOL EXPERIENCES

This session should have information provided by Foster Carer on achievements and interests of young person outside of school. It could be independent skills developed over the summer holiday. It could also be soft skills like communication, teamwork, or time management. The Foster carer could also present achievement from the angle of emotional and social maturity.

The school should also give details of achievements and interests. We suggest that the DT emails every subject teacher requesting their feedback specifying strengths and areas for improvement, academically and with wider skills before the meeting. Please mention any progress they have made with extracurricular activities and if they are functioning in any leadership role.

SUMMARY OF SUPPORT NEEDS

- Access to tuition/extension of current tuition
- Access to EP assessment
- Extending work- academic
- Access to a mentor to develop emotional and social skills
- Participation in extra-curricular activities or school interventions

END OF THE PEP MEETING

- DT needs to sign off their respective section within one week.
- DT needs to have a meeting with the young person if they were not present to discuss their targets.
- DT needs to follow-up on any targets or interventions that were agreed.
- DT to confirm PEP meeting date at the beginning of the new term with Social Worker and if no response was received should contact their Virtual School Lead or Angelina.angelina.ikeako@lbbd.gov.uk

CONCLUSION

The Designated Teacher is the lead for the looked after child in their school. Therefore, it is important that they build trust with the child through engaging with them regularly. It is also expected that they liaise closely with the Virtual School and Social Worker to mitigate issues and request early help.



