



Streetsbrook Infant & Early Years Academy



Policy for Looked After Children (LAC)

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become caring responsible citizens who lead happy and fulfilled lives, and are equipped with the

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others.

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths.

Happiness

Developing successful relationships where individuals can build and follow their dreams.

Confidence

Having the self-belief to embrace and follow your own choices.

Being a Good Citizen

Making a positive contribution to communities on a local and global scale.

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Appendices

- (i) Guidance for the development of PEPs
- (ii) PEP Proforma
- (iii) Child's Views Proforma

NB – the Model LAC Policy produced by The School Bus and Policy Guidance from Solihull MBC has been used to support the writing of this policy

Introduction

Educational achievement and subsequent life chances for LAC and previously LAC are of real concern. Children who are looked after often require additional support and attention in order to improve their situation. Streetsbrook Infant & Early Years Academy endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our children. With this in mind, we aim to:

- encourage children to reach their potential and to make good progress in relation to their professional, social and emotional development
- ensure that children enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation
- plan support for LAC realistically and use the school's resources efficiently to ensure the school meets their needs
- promote a positive culture in all aspects of school life
- help children develop their cultural, moral and social understanding

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'
- DfE (2021) 'Exclusions from maintained schools, academies and pupil referral units in England'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'

This policy operates in conjunction with the following school policies and documents:

- Admissions Policy
- Home School Agreement
- Development of Positive Attitudes, Values and Behaviour
- Equality Policy
- Child Protection and Safeguarding Policies
- Special Education Needs and Disabilities (SEND) Policy
- Mental Health & Well-Being

Definitions

Looked-after children (LAC) are defined as:

- children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.

- children who are not subject to an order, but are accommodated by the LA under an agreement with their parents.

Previously LAC (PLAC) are defined as:

- children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

Roles and responsibilities

The Governing Body is responsible for:

- ensuring the school has a coherent policy for LAC and PLAC
- reviewing the school's policies and procedures in conjunction with legislation and statutory guidance.
- ensuring the designated teacher for LAC and PLAC has received the appropriate training
- ensuring that appropriate staff have the information they need in relation to each looked after child's:
 - Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility
 - Care arrangements and the levels of authority delegated to the carer by the LA
- ensuring that staff have the skills, knowledge and understanding to keep LAC and PLAC safe
- ensuring that there are clear systems and processes in place for identifying and reporting possible safeguarding or mental health concerns amongst LAC and PLAC
- ensuring LAC and PLAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary

The Virtual School Head (VSH) is responsible for:

- monitoring the attendance and educational progress of the children their authority looks after; this includes children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside of England and Wales
- ensuring that arrangements are in place to improve the education and outcomes of the authority's LAC, including those placed out-of-authority
- building relationships with health, education and social care partners, as well as other partners, so they and the designated teachers understand the support available to LAC and PLAC
- working with the school to ensure all LAC in attendance are fully supported in reaching their full potential.
- acting as the educational advocate for LAC
- acting as a source of advice and information to help parents of PLAC as effectively as possible
- managing the school's allocation of pupil premium plus (PP+) for LAC
- ensuring there are effective systems in place to:
 - maintain an up-to-date roll of the LAC who are in school settings, and gather information about their educational placement, attendance and progress
 - inform the Headteacher and designated teacher if they have a child on roll who is looked after by the LA
 - ensure social workers, schools, designated teachers, careers and independent reviewing officers understand their role and responsibilities regarding a pupil's PEP
 - ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all LAC
 - avoid delays in providing suitable educational provision

- ensure the education achievement of LAC is seen as a priority by everyone who has responsibilities for promoting their welfare
- report regularly on the attainment, progress and school attendance of LAC through the authority's corporate parenting structures

The Headteacher is responsible for:

- appointing the designated teacher for LAC and PLAC, currently Mrs Louise Minter
- allowing the designated teacher the time and facilities to succeed in carrying out their duties
- overseeing this policy and monitoring its implementation, feeding back to the governing board on a termly basis on the following:
 - the number of LAC and PLAC in the school
 - an analysis of assessment scores as a cohort, compared to other pupil groups
 - the attendance of LAC and PLAC, compared to other pupil groups
 - the level of fixed term and permanent exclusions, compared to other pupil groups
- ensuring all members of staff are aware that supporting LAC is a key priority
- ensuring PP+ for PLAC is managed effectively
- promoting the advantages of actively challenging negative stereotypes of LAC

The designated teacher for LAC and PLAC is responsible for:

- building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available to LAC and PLAC
- promoting the educational achievement of LAC and PLAC at the school; this includes those that left care through adoption, special guardianship or child arrangement orders or were adopted from state care outside England and Wales
- acting as the main contact for social services and the DfE
- promoting a culture of high expectations and aspirations
- ensuring LAC are involved in setting their own targets
- advising staff on teaching strategies for LAC
- leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored
- liaising with the SENCO to ensure all pupil needs are met
- being vigilant in observing any potential safeguarding concerns that could arise surrounding LAC and PLAC due to their increased vulnerability to harm, and reporting these to the DSL as soon as they arise
- working with the child's VSH and social worker to develop and implement their PEP
- working with the VSH to discuss how funding can be used to support the child's progress and meet the needs identified in their PEP

The DSL is responsible for:

- keeping up-to-date records of LAC's respective social worker and VSHV
- promoting amongst staff the importance of recognising and reporting safeguarding concerns surrounding LAC and PLAC as soon as possible due to their increased vulnerability to harm
- where a child ceases to be looked after and becomes a care leaver, keeping up-to-date contact details of their LA personal advisor and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver

The SENCO is responsible for:

- ensuring they are involved in reviewing PEP and care plans for LAC and PLAC
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of PLAC.

Staff are responsible for:

- being aware of LAC and PLAC and providing them with support and encouragement
- preserving confidentiality, where appropriate, and showing sensitivity and understanding
- being vigilant for any signs of bullying towards LAC and PLAC
- being vigilant for any signs of safeguarding concerns surrounding LAC and PLAC due to their increased vulnerability to harm, and reporting any concerns to the DSL as soon as possible
- promoting the self-esteem of LAC and PLAC
- contributing proactively to LAC Review and PEP Meetings, including preparing relevant paperwork

Voice of the Child

Staff at Streetsbrook will ensure that the views of all children, including LAC and PLAC are heard:

- their voices will be heard and responded to appropriately e.g. because they are invited to and feel welcomed in their meetings
- children will *be* and *feel* safe in school
- information about looked after children and previously looked-after children will be only shared on a need to know basis and with due regard to their wishes, feeling, right to privacy and all relevant data security requirements
- ensure child is able to participate in their person education plan meetings in a way they are comfortable with
- children request that meetings are held in a private room without windows that peers cannot see through and they are not called out of lessons – their attendance is discreet

Personal Education Plans (PEP)

All LAC must have a care plan; PEPs are an integral part of this care plan.

The PEP is an evolving record of what needs to happen for a child to enable them to make the expected progress and fulfil their potential. Solihull's guidance for the development of PEPs can be found in appendix (i). The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child. Solihull's PEP proforma can be found in appendix (ii).

The school with other professionals and the child's carers will use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages.

The PEP will address the child's full range of education and development needs, including:

- access to nursery provision that is appropriate to the child's age
- on-going catch-up support, which will be made available for children who have fallen behind with work
- suitable education provided by the LA, where the child is not in school because of suspension or exclusion
- transitional support where needed, such as if a child is moving to a new school
- school attendance and behaviour support, where appropriate
- support to help the child meet their aspirations, which includes:
 - support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications
 - out-of-school hours learning activities, study support and leisure interests

The VSH and the designated teacher will ensure that information is included within a LAC PEP surrounding how they are benefitting from any use of PP+ funding to improve their attainment.

Any interventions supported by PP+ will be evidence-based and in the best interests of the child. The child's views are also sought and the proforma can be found in appendix (iii)

Working with agencies and the Virtual School Head (VSH)

The school will ensure that copies of all relevant reports are forwarded to the LAC social workers, in addition to carers.

The school will coordinate their PEP review meetings, inviting parents/carers and relevant external professionals. The school will work with other agencies to exchange information, such as changes in circumstances, exclusions or attendance issues, taking prompt action, where necessary, to safeguard LAC and PLAC.

Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.

The designated teacher for LAC will communicate with the VSH and child's social worker to facilitate the completion of the PEP. Through the designated teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay. The designated teacher will communicate with the VSH and agree on how PP+ can be used effectively to accommodate the child's educational attainment and progress.

The designated teacher will ensure consistent and strong communication with the VSH regarding LAC who are absent without authorisation.

The school will share their expertise on what works in supporting the education of LAC and PLAC.

Pupil Premium Plus (PP+)

- for looked after children Pupil Premium Plus is allocated termly by the Virtual School and on the completion of a quality PEP detailing the use for the funding. This is £600 per term for pupils of statutory school age and £300 per year for early years children. Additional funds can be requested through the identification of the need at the PEP meeting and making a request through the pupil's allocated virtual school worker.
- the Business Manager and designated teacher will liaise to ensure that PP+ expenditure is tracked.
- for previously looked-after children the pupil premium plus is directly allocated to school. The Pupil Premium strategy will identify the types of interventions in place.
- Pupil Premium Plus will provide support and opportunities that are over and above what any other pupil would receive.
- pupils will be involved in considering how the PP+ could be used. Use of the PP+ Ideas leaflet created by the Virtual School should be utilised.

PP+ for PLAC will be allocated directly to, and managed by, the school. The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of LAC, or PLAC, and according to their needs. If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.

Training

The designated teacher and other school staff involved in the education of LAC and PLAC will receive the appropriate training, including information about the following:

- SEND
- Attendance
- Exclusions
- Homework

- Managing and challenging behaviour
- Promoting positive educational and recreational activities
- Supporting children to be aspirational for their future education, training and employment
- Impact of Trauma and Adverse Childhood Experiences
- Safeguarding

All training will ensure staff are equipped with the skills, knowledge and understanding necessary to keep LAC and PLAC safe.

Safeguarding

The school recognises that many LAC and PLAC have experienced trauma, abuse or complex family circumstances that have led to them being placed in care, and will ensure that all staff are aware that experiences of adversity such as these can leave pupils vulnerable to further harm or exploitation.

All staff in the school are aware of the systems in the school that support safeguarding. These systems are explained to them as part of induction and there are regular update training for all staff.

- it is essential that social workers, carers and school staff, particularly the Designated Safeguarding Lead, have absolute clarity with regard to who is and is not allowed to have access to any Looked After Child.
- any suspicion regarding any adult seeking contact with the child, either in person or through social media, during school hours should be reported to the Designated Safeguarding Lead immediately.
- any member of staff who has concerns about anyone working within the school (staff, volunteers) or undertaking work on or near school premises (contractors, advisors, catering and so forth) must inform a senior member of staff immediately.
- the child's social worker must then be informed and child protection procedures then followed. Staff will also need to be aware of issues such as forced marriage and FGM that may have led to some children becoming looked after. All staff must report any concerns regarding Female Genital Mutilation (FGM), and should report modern slavery, trafficking or exploitation.
- LAC and PLAC can be particularly vulnerable to individual or group bullying either in person or through social media where they can be subject to verbal and physical violence and/or sexual violence and harassment. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with sexual exploitation, criminal networks or gangs.
- LAC should have explicit and implicit age-related education on how to keep themselves safe as part of the school curriculum each year and as part of any personalised learning opportunities.

The Headteacher implements appropriate pastoral support services in place throughout the school to ensure that the welfare of LAC and PLAC can be adequately protected to the extent that reflects their increased vulnerability.

Pupil Mental Health

LAC and PLAC are more likely to experience the challenge of social, emotional and mental health (SEMH) issues which can impact their behaviour and education. The designated teacher will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.

The designated teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on LAC and PLAC, and knows how to access further assessment and support, where necessary.

The school understands that the increased frequency of mental health problems amongst LAC and PLAC may present a barrier to adequately identifying when mental health problems are indicative of a safeguarding concern. For this reason, the designated teacher will ensure that they, and all staff who maintain regular contact with LAC or PLAC are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these children.

Staff at Streetsbrook have sufficient up to date knowledge and training about social, emotional and mental health needs. In particular, attachment and the impact of trauma to be able to support looked after children and previously looked after children and seek help when needed. We:

- attend training on attachment and trauma provided by the Virtual school and other quality providers e.g. the National College
- attend training on interventions with specific relevance to looked after children and previously looked after children e.g. Emotion Coaching; Five to Thrive (EYFS settings)
- include targets to address social emotional and mental health needs as appropriate in PEPs

The school's senior mental health lead, Mrs Hannah Cooper, will work alongside the designated teacher to promote the wellbeing and mental health of LAC and previously-LAC.

The school's Mental Health and Well-Being Policy will be adhered to when dealing with all potential or explicit mental health issues that LAC or PLAC may face.

Exclusions

Our Looked After Children and previously Looked After Children have already had many broken relationships in their lives. Looked After Children and previously Looked After children need to understand and deal with the consequences of their actions but permanent exclusion has disproportionate consequences for them in terms of breakdown of care placements, break up of sibling groups and mental health.

The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and pupil referral units in England' and, as far as possible, avoid excluding any LAC.

Where the school has concerns about a child's behaviour, the VSH will be informed at the earliest opportunity. As far as possible, the school will engage proactively with the social worker or carer of a LAC to provide appropriate support for underlying issues that may be causing poor behaviour and improving this behaviour.

Suspensions will only be used as a last resort, after the school and VSH have considered what additional support can be provided to prevent exclusion, and any additional arrangements to support the child's education in the event of exclusion.

The school will inform parents that they can seek the advice of the VSH on strategies to support their child to avoid exclusion.

In the event of a serious issue, which might otherwise lead to permanent exclusion, the child will be fixed term excluded and an emergency review of the PEP and EHC plan if appropriate, will be called and attended by social care and the Virtual school. In consultation and by shared agreement and in the best interests of the child, an application to other provision may sometimes be necessary.

Pupils with SEND

Support for LAC with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews.

The SENCo, class teacher, designated teacher and specialists will involve parents when considering interventions to support their child's progress. If appropriate, the VSH will be invited to comment on proposed SEND provision for PLAC.

The designated teacher and the SENCo will ensure that LAC and PLAC with SEND are supported in line with the Special Educational Needs and Disabilities (SEND) Policy.

Information Sharing

Appropriate and specific arrangements for sharing reliable data are in place to ensure that the education needs of LAC and PLAC are understood and met. The arrangements set out include:

- who has access to information on LAC and PLAC and how data will remain secure
- how children and parents are informed of, and allowed to challenge, information that is kept about them
- how carers contribute to and receive information
- mechanisms for sharing information between the school and relevant LA departments
- how relevant information about individual pupils is passed between authorities, departments and the school when pupils move

Monitoring and Review

This policy will be reviewed on an annual basis by the Headteacher. The next scheduled review date for this policy is May 2023.

All changes to this policy will be communicated to all relevant stakeholders.

This policy was ratified by the Curriculum and Standards Committee of the Governing Body on 26 May 2022.

Signed:  Headteacher

Signed:  Chair of Governors

Putting a new Personal Education Plan in Place

Child/young person becomes looked after: PEP in place within 20 school days (10 school days in an emergency placement)

Virtual School receive notification from social care. PEP Co-ordinator sends PEP to SW to add relevant details. To be returned **within 5 working days**. Email will include dates the VS worker has availability to attend the PEP meeting.

Reminder email (copied to team manager) to be sent if not received **within 5 working days**.

SW to identify the date of the PEP meeting in consultation with the EYs Co/DT/FE Co-ordinator, carers and parents if appropriate, from the dates offered by the VS worker. SW to invite all participants. EYs Co/DT/FE Co-ordinator can suggest participants in consultation with the SW. Meeting is to take place within the statutory timescale indicated in the email from the PEP Co-ordinator. Once the date has been agreed, the VS worker to be informed so that it can be secured in their diary and added to the PEP calendar. SW to set up Teams meeting invite to facilitate the meeting and include school and VS worker as attendees. Social worker to forward Teams invite to carers and parents if appropriate, so that they are able to join the meeting. Safeguarding conference line can be used if Teams meeting is not possible.

PEP Co-ordinator to email PEP template to EY Co/DT/FE Co-ordinator attaching PEP documentation, including young person's views form, approximately 10 working days prior to the meeting date. For out of borough schools, the email will be sent securely.

The SW will be sent a separate email attaching young person's, carer's and parent's views forms. It is the responsibility of the SW to gather the views so that they can be represented at the meeting and included in the completed PEP document.

If the child/young person is without a school place, the PEP will be led by the Virtual School.

PEP Co-ordinator to distribute copies of PEP to school/college/education setting, SW, carers and any other professional identified in the PEP document and a copy to the IRO. The SW is responsible for distributing a copy to the parents if applicable.

SW to ensure a copy is saved on the young person's Liquid Logic record and that a copy is available and discussed at the next LAC Review.

EYs Co/DT/FE Co-ordinator to ensure PEP is fully completed, including details of attendees and their email addresses, PP+ spend and the dates of the PEP meetings for the academic year and that it is sent to the PEP Co-ordinator within **10 school days** of the meeting taking place. The Virtual School to follow up any PEP quality issues.

Fully completed PEP with clear use of the Pupil Premium will trigger next PP payment. Payment maybe paused if this is not provided.

A new PEP has to be initiated by SW on admission to any new education provider by arranging a PEP date with the VS worker.

Significant decisions about a child or young person's education should not take place without reviewing the PEP and this must involve the child or young person and the allocated VS worker.

Reviewing the Personal Education Plan

A PEP meeting needs to take place for each young person each term.

It is the responsibility of the EY Co/DT/FE Co-ordinator and social worker to ensure that the VS worker is aware of PEP meeting dates, particularly changes, in order to support the process.

***The Virtual School will attend PEP meetings for new LAC, yr11, CME, NEET and children the Virtual School deems as high need cases.**

PEP meeting dates ideally should be set at the first PEP meeting of the academic year, for the remainder of that year.

A new PEP also has to be initiated by SW on admission to any new education provider by arranging a PEP date with the VS worker

If a date hasn't been arranged, SW to identify the date of the PEP meeting in consultation with the EYs Co/DT/FE Co-ordinator, carers and parents if appropriate. The VS worker should be consulted on the above cases* and advised on other cases so they can support the process. SW to invite all participants. EYs Co/DT/FE Co-ordinator can suggest participants in consultation with the SW. Once the date has been agreed, the VS worker to be informed so that it can be secured in their diary if attending, and also added to the PEP calendar.

PEP Co-ordinator to email PEP to EY Co/DT/FE Co-ordinator attaching PEP documentation, including young person's views form, approximately 10 working days prior to the meeting date. For out of borough schools, the email will be sent securely. The EY Co/DT/FE Co-ordinator will be asked to set up a virtual meeting where possible and send invites to SW, carers and VS worker. SW to forward the link to parents **only** if appropriate. If it is not possible for the EY Co/DT/FE Co-ordinator to set up a virtual meeting, SW to organise an alternative.

The SW will be sent a separate email attaching young person's, carer's and parent's views forms. It is the responsibility of the SW to gather the views so that they can be represented at the meeting and included in the completed PEP document. If the child/young person is without a school place, the PEP will be led by the Virtual School.

PEP Co-ordinator to distribute copies of PEP to school, SW, carer and any other professional identified in the PEP document and a copy to the IRO. The SW is responsible for distributing a copy to parents **only** if applicable.

SW to ensure a copy is saved on the young person's Liquid Logic record and that a copy is available and discussed at the next LAC Review.

Fully completed PEP with clear use of their payment. Payment may be paused if this is not provided.

EYs Co/DT/FE Co-ordinator to ensure PEP is fully completed, including details of who attended the meeting and their email addresses, PP+ spend and the dates of the PEP meetings for the remainder of the academic year. To be sent to the PEP Co-ordinator within **10 school days** of the meeting taking place. The Virtual School to follow up any PEP quality issues.

Significant decisions about a child or young person's education should not take place without reviewing the PEP and this must involve the child or young person and the allocated VS worker.

Suggested Personal Education Plan Meeting Agenda

Timing of Meeting: The first PEP after a child becomes looked after; starts in early years provision or changes education provision, should be held within **20 school days of the change or 10 days in an emergency**. Thereafter they are required to be held each term. PEPs can be brought forward and held more frequently when a child/yp is going through a transition or risk of exclusion.

Invitations: The EY Co/DT/FE Co-ordinator will be asked to set up a virtual meeting if possible and send invites to SW, carers and VS worker.

	Agenda Items	Person Responsible
1	Introductions Check that all the appropriate participants have been invited to the meeting and that the Attendees section of the PEP is completed, including email addresses.	Chair (Education Provider)
2	Contact Information Go through the contact details information to check that everyone understands who needs to be contacted and when. Make sure that the legal situation is clarified, particularly with regard to parental responsibility and permissions. Lines of communication need to be clear. Some education providers choose to clarify this information prior to the meeting.	Social Worker
3	Background Information Social worker to provide a brief background to the present situation and care planning, to ensure that the education provider is fully aware of all the issues and potential changes.	Social Worker
4	Records Go through the prepopulated information which should include details of previous schools attended, attainment results, attendance figures, careers action plans, other education plans and school reports. This is to review any difficulties the young person may have experienced but also the achievements, highlighting where progress has been made and any foreseeable difficulties that s/he may face. Add any new data.	Designated Teacher/ Early Years Co-ordinator/ FE Co-ordinator
5	Child or Young Person's Point of View <u>The collation of their views must be sought prior to the PEP meeting.</u> Guidance is provided. The young person can present their views at the meeting if appropriate or a representative can do so on their behalf.	Young Person or a nominated person
6	Targets and Support Ensure that the young person's views are reflected in the plan. Current updates, to include any other plans that are in place, as applicable. Review VS comments, target outcomes and action points from last meeting. Discuss the challenges they face in the near future, out of hours learning opportunities, lunch time/after school clubs etc. Examine what measures need to be taken to ensure success. Look at what support can be offered to promote progress at school and at home. Note: Tasks are not SMART Targets.	All
7	Summary Review with foster carers, parents, social worker and young person (if applicable) the required action. Ensure that all the targets and the names of those responsible are recorded. <u>A person must be identified who will feedback the outcomes from the meeting to the young person.</u>	Chair
8	Dates Fix dates for the next PEP meetings, for the academic year. If the child/young person is struggling to settle, or where problems are anticipated, this review should take place sooner rather than later. Where appropriate, these targets may need to be reviewed informally at more regular intervals by the school eg when the young person is on a short term, part-time timetable. Ensure that the date for the next LAC Review, EHCP review as applicable, are recorded too.	Chair



PERSONAL EDUCATION PLAN

Key Stage 1



Date of the PEP Review		Current NC Year Group	
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Name		Unique Pupil Number	
D.O.B		Carefirst I.D	
Date became Looked After			
Care Status			
Placement Type			
Name and contact details of carer(s)			
Name of Independent Reviewing Officer			
Name of Social Worker		Team	
Name of LACES/ Virtual School/ Outreach Team Worker			
Name of School			
Local Education Authority			

Previous PEP Review Dates	
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Number of school/provision changes

Details of school/provision places

Number of any care placements changes in the current phase

Special Education Needs Status

Primary Special Education Need

Has an IEP or IBP been produced this term

Please state current targets


1

If the pupil has a statement when is the next Annual Review Meeting?

Child's First language	
Ethnicity (refer to guidance as appropriate)	

Is this child an Unaccompanied Asylum Seeking Child?

Yes ☐

No ☐

Does this child have any cultural requirements?

Yes ☐

No ☐

If yes please give details

Health



Named LAC nurse	
Name of GP	
Diagnosed Health needs (include any known allergies and medication)	
Health agencies involved (e.g. CAMHS, LAATCH, SALT, OT, Counsellor); with names and details of any appointments.	

Contacts and Permissions

Who will school ring in an emergency?	
Who will school send letters and reports to?	
Who will come to parent/carer evenings?	
Who will come to class assemblies and other school events?	

Who will give permission for school trips?	
Day trips	
Residential trips	

Has school report been issued since the last PEP meeting: Yes ☐ No ☐

If yes please attach.

Latest Results



National Curriculum/ P Level	English		Maths	Science
	Reading	Writing		
End of Year 2 Target				
End of Key Stage Target				
Current level				

Is the child on track to meet their targets?

Are any interventions in place to help the child achieve their targets?

Is the child gifted or talented in any areas?

What additional provision is in place in relation to these areas:

Use of Pupil Premium Money?

Further information

Attendance & Exclusions

Current attendance (number of sessions):
196/222

Unauthorised absence (number of sessions):

Authorised absence (number of sessions):

Reasons for absences (see table):

Exclusions	Reason	Date	No of sessions lost
Fixed			
Permanent			

Is there a pastoral support plan (eg IBP/Positive Handling Plans)? If so please attach: ☐ Yes ☐ No

Further information (including any specific targets):

When are the parents' evenings or special events during the course of this academic year?



Personal Education Plan Review

Attendees	Role	Email Address	Did they attend the meeting?

Out of School Learning

What is the child's current/potential interest in out of school activities, clubs and leisure opportunities?

How will these interests be supported?



Reviewing previous PEP targets

Previous PEP targets	Progress	What helped or might help the child? (including use of Pupil Premium)	Will this continue to be a target YES/NO

Getting ready for transition to Key Stage 2 /Class

If there is a change of school please include details of any transition support plan.

- ★ Discuss implications for curriculum planning, adult and peer relationships, routine/environmental changes and any specific plans to support the child

Specify any additional arrangements for the child:





Has the request for a junior school place been submitted (if necessary)? Yes

Who submitted this form?

Setting new PEP SMART* targets

Target	What will be achieved?	Who will help and how?	Success criteria	Please indicate if Pupil Premium funding will be used to support this target.

* Smart = Specific, Measurable, Achievable, Realistic, Time Limited



Personal Education Plan Agreed Actions

Responsible person:

Date, time and venue for next PEP Review meeting:

Date, time and venue of next LAC Review:

Please can you email the completed forms back to PEP Admin within 5 school days following the PEP meeting taking place to ensure we can distribute it as soon as possible. Please return paperwork to the following email address: pereducplan@solihull.gov.uk



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My Personal Education Plan

Name:

Date:

School:

Is there a teacher, or anyone else, who you can talk to in school if you need help?

In school I like:

Things that could be better in school:

I'm happy when:

I would like to get better at:

I'm good at:

The clubs I belong to and things I'd like to try are:

Things that would make me happier are:



Out of school I like:

When I am older I would like to:



Who has helped me complete this?





Record of achievement and success

(eg. good attendance certificates, merits, badges, spelling test results, school or class jobs)

**Do you attend any out of school hours activities (these are clubs or activities not run by school)
eg Judo, Brownies, Cubs, Swimming, Dance classes?**

Other things I'd like to tell you:

Signed: _____



