



# Looked After Children Policy

**Updated: November 2022**

**To be reviewed: November 2024**

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Farndon Primary School

**EQUALITY SCHEME  
EQUALITY IMPACT ASSESSMENT FOR  
LOOKED AFTER CHILDREN POLICY**

Staff / Committee involved in development:	L + M Committee; Headteacher Designated LAC Teacher
For use by:	Staff, Governors and Parent/Carers
This policy relates to statutory guidance:	The designated teacher for looked- after and previously looked-after children Feb 2018 Keeping Children Safe in Education 2022 Guidance on the education of LAC 2000 Children Act 2004 Children’s and Young Persons Act 2008
Key related Farndon Policies:	Safeguarding Policy Pupil Premium Policy

**Equality Impact Assessment:** Does this document impact on any of the following groups?  
If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.

<b>Groups:</b>	<b>Yes/ No</b>	<b>Positive/Negative impact</b>
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious and Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	

<b>Reviewed by</b>	Leadership and Management
<b>Agreed by</b>	Full Governors
<b>Next Policy review date</b>	November 2024

A copy of this form, and any related impact assessment form or action plan must be sent to the school office

## INTRODUCTION

The Governing body of Farndon Primary School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in “Guidance On The Education Of Looked After Children”(May 2000) and Section 52 of the Children Act 2004 . Also, the designated teacher for looked-after and previously looked-after children Feb 2018. Children who are “looked after” may be “Accommodated “ “In Care” or “remanded/ detained” as follows. [This policy ensures that the school adheres to Rights of the Child articles 20, 21 and 25 where every child who is cared for away from home have the right to regular review.](#)



The Children in Care Council (CiCC) work together to promote the views, values and opinions of cared for children and young people. They have an input at a high level into the design, delivery and evaluation of services provided for them by Cheshire West and Chester Council.

- There is an older and a younger CiCC
- The older (16+) group meet once a month from 5.30 pm - 8.00 pm in Chester
- The younger (12+) group also meet once a month from 4.30 pm - 7 pm in Ellesmere Port
- The younger voices (8+) groups meets once every two months from 4.30 pm -6.15 pm in Ellesmere Port
- Each council is open to any child or young person 8+ in care who is prepared to work to improve services

### **The Pledge:**

At Farndon Primary School, we will be as passionate and committed to looking after you as we would our home grown children – and want no less for you. Being in care will not be a reason for missing out. Our Pledge should be based on children’s rights under United Nations Convention on the Child (UNCRC), to which Britain is a signatory, as well as all rights awarded under relevant legislation, regulations and guidance – as a school, we currently hold the Bronze award for Rights Respecting School. This pledge has been drawn up by experts, namely those who have first-hand knowledge of growing up in care. Our aim is for all children and young people in Cheshire West and Chester to receive the best parenting possible. The pledge should link into all decision making structures that relate to children through Cheshire West and Chester.

## **Accommodated ( Section 20)**

This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.

## **In Care**

A child is in care only if a court has granted a Care Order which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

## **Remanded/detained**

A child can be remanded or detained as in the following:-

- an emergency protection order
- removed by police using their powers of protection
- remanded by a court following criminal charges
- a court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

Looked After Children or Previously Looked After Children may (or may not) have some or all the following issues:-

- low self esteem
- poor education standards due to time out of school
- delayed social/emotional/ cognitive development
- be bullied or bully others.
- be prone to mental health issues
- be isolated with few friends
- have behaviour issues.
- poor attachments to others.
- have a need to be very private

This makes them an extremely vulnerable group in terms of education and future life- chances.

The governing body of Farndon Primary School, is committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively.

- A Designated Teacher For Looked After Children
- Personal Education Plans for all Looked After Children.
- All staff have a clear understanding of confidentiality and issues that affect looked after children.
- Effective strategies that supports the education of this vulnerable group.

A whole school approach to create a caring and supportive ethos with an emphasis on mental health needs.

## **ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER**

The Designated Teacher should:

- Be an advocate for Looked After Children;
- When new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status;
- Ensure that a Personal Education Plan(PEP) is completed, as soon as possible. This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months

and, at least, every 6 months; A flow chart showing PEP completion is found at the end of this policy.

- Keep PEPs and other records up to date, particularly in time to inform review meetings;
- Ensure that each child in public care( if they wish) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the Designated Teacher);
- Co-ordinate support for the child in the school and liaise with other professionals and carers as necessary;
- Ensure staff receive relevant information and training and act as an advisor to staff and governors;
- Ensure confidentiality for individual children and only share personal information on a need to know basis;
- Provide written information to assist planning/review meetings and ensure attendance as far as possible;
- Ensure that the child and carer(s) receive early notification of meetings, parents evenings and other events and that communication remains regular and positive.
- Encourage Looked After Children to participate in extra-curricular activities and out of hours learning, where feasible;
- Ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers;
- Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.
- Ensure that any returns on looked after children are completed as requested by the LA.

## **ROLES AND RESPONSIBILITIES OF ALL STAFF**

- Ensure that any child in public care is supported sensitively and that confidentiality is maintained.
- Be familiar with the and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
- Respond positively to a child in public care's request to be the named person that they can talk to when they feel it is necessary.
- Contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate;
- As with all children, ensure that no child in public care is stigmatised in any way;
- Provide a supportive climate to enable a child in public care to achieve stability within the school setting;
- As with all children, have high aspirations for the educational and personal achievement of Looked After Children;
- Positively promote the self-esteem of Looked After Children

## **ROLE AND RESPONSIBILITY OF THE GOVERNING BODY (see appendix 11 for more detail)**

### **The governing body of this school will:**

- Ensure all governors are fully aware of the legal requirements and Guidance for Looked After Children;
- Be aware of whether the school has Looked After Children and how many (no names);
- Ensure that there is a named Designated Teacher for Looked After Children;
- Liaise with the Head Teacher to ensure that the Designated Teacher is enabled to carry out her/his responsibilities in relation to Looked After Children;
- Support the Head Teacher, Designated Teacher and other staff in ensuring the needs of Looked After Children are met;

- Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body.( These reports should not include any names of individual children for child protection and confidentiality reasons)
- Review the effective implementation of this policy, preferably annually and at least every three years.

## **CONFIDENTIALITY**

Information on looked after children will be shared with school staff on a “need to know basis”. The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

## **TRAINING**

The Head Teacher or the Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy

**This policy will be reviewed biannually**

## **Personal Education Plan (PEP) completion.**

- 1) Social worker informs school of a child becoming looked after (or a looked after children entering the school).
- 2) Date is set for the completion of a Personal Education Plan (PEP). A copy of the form is sent to the school to enable completion of educational data.
- 3) PEP meeting takes place within 20 days, involving the social worker designated teacher ( or other appropriate staff), carer and young person if appropriate.
- 4) A date is set for the next pep meeting Personal education Plan is taken to the child’s statutory review and discussed within the wider context of the child’s life.

Signed: 

Date: November 2022

# Children and Young People's Services

Virtual School for Children in Care

## Personal Education Plan (PEP) Practice Guidance

**Guidance to support the development and implementation  
of the Personal Education Planning Process**

Is the Personal Education Plan (PEP) a statutory requirement?

Why does a child in care need a PEP?

Whose responsibility is the PEP?

What is a PEP?

When does a child in care need a PEP and how often does it need completing?

How does the PEP process work and what responsibilities does each professional have?

How do I make sure the PEP is of high quality and effective?

Who must be present at the PEP meeting?

Can a PEP be done by email or over the phone?

Can a PEP meeting take place during the school day?

How do I access the Pupil Premium Plus funding and what can it be used for?

What is the 16 – 19 bursary?

What happens if a child requires special educational support?

What happens if there are problems getting the PEP completed on time or to a high standard?

What happens when a child in care moves school?

What happens when a child leaves care?

## **Appendices:**

- 1. Summary of PEP completion time lines**
- 2. PEP Process Flow Chart**
- 3. Blank word version PEPs for education setting use**
- 4. Guidance on completing the PEP form**
- 5. Summary of professionals' roles and responsibilities**
- 6. Pupil Premium Plus funding**
- 7. Glossary**
- 8. Examples of short term PEP targets**
- 9. Early Years Foundation Stage PEP Guidance for young children not yet in a setting**
- 10. Useful links**

## **Is the Personal Education Plan a statutory requirement?**

**The simple answer is yes** – for both local authorities and schools.

Local Authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child who is looked after by them. Following the amendments made to the 1989 Act by the Children Act 2004, Local Authorities also have a particular duty to promote the child's educational achievement, wherever he or she lives or is educated.

Schools, under Section 20 of the Children and Young Persons Act 2008 and *The Designated Teacher (Looked After Pupils etc.) (England) Regulations 2009* have a duty to promote the educational achievement of children in care who are registered pupils at the school. This includes those aged between 16 and 18.

As part of discharging their duty to promote the educational achievement of children in care there is a responsibility on all partners to ensure that every child that is in care has an effective and high quality Personal Education Plan

(PEP) which forms the education component of the child's overall care plan (*The Children Act 1989 Guidance and Regulations. Volume 2: Care Planning, Placement and Care Review*)

**Young people have the right to have their personal circumstances kept confidential.** This is a particularly important issue for children in care and is regularly raised both nationally and locally. Therefore, it is important to ensure that any child in care is reassured that the details of their circumstances will be shared only with the people who need to know and are offering the appropriate support to fulfil the requirements of the PEP.

## **Why does a child in care need a PEP?**

The PEP is a vital document for 2 key reasons:

1. It is an integral part of the child's wider care plan, and should therefore identify intended outcomes and objectives for the child. It provides a framework to work with the child and carers in relation to meeting his or her educational and holistic needs. The PEP is reviewed along with the overall care plan and the health plan for the child, in partnership with relevant professionals, in order to ensure that all the child's needs have been identified and are being met.
2. It is part of a looked after child's official school record and provides a 'collective memory' about his or her education. The PEP should help everyone gain a clear and shared understanding about the teaching and learning provision necessary to ensure that the child makes academic progress.

## **Whose responsibility is the PEP?**

The statutory duties on both schools and local authorities ensure that there is a **shared responsibility** to make the PEP a living and useful document. This includes a **joint responsibility** to ensure that the PEP is of a high quality and is providing effective support for the child's individual educational needs.

However, there are specific roles and responsibilities within the initiation, implementation, monitoring and reviewing of the PEP that will be explained in a later section of this document.

## **What is a PEP?**

The PEP is a record of what needs to happen for a child in care to enable them to achieve good educational outcomes by making at least expected progress and to fulfil their individual potential. The PEP should reflect the importance of a personalised approach to learning which meets the educational needs of the child, stretches aspirations and builds life chances.

The PEP should not be seen as merely a document to be completed - it is a living process that provides dynamic support for the child as they journey through their education to becoming a positive and effective member of society.

Effective and high quality PEPs should:

- Be a **living, termly comprehensive and enduring record of the child's experience, progress and achievement** (academic and otherwise) and inform any discussion about education during the statutory review of the child's wider care plan
- Identify developmental (including any related to attachment) and educational needs (short and longer term) in relation to skills, knowledge, subject areas and experiences

- Include SMART short term targets, including progress, monitoring each of the areas identified against development and educational needs (SMART next steps for EYFS) These must include at least one target based on emotional needs of the child
- Include SMART longer term plans for educational targets and aspirations
- Identify actions, with deadlines, for specific individuals intended to support the achievement of agreed targets and use of any additional resources (e.g. pupil premium, SEN provision etc) specifically designed to support the attainment of the child in care
- Highlight access to effective intervention strategies and how this will make/has made a difference to achievement levels

## **When does a child in care need a PEP and how often does it need completing?**

All children who are in care, regardless of their age, where they live or are educated, including those in custody, are required to have an up to date, high quality and effective PEP.

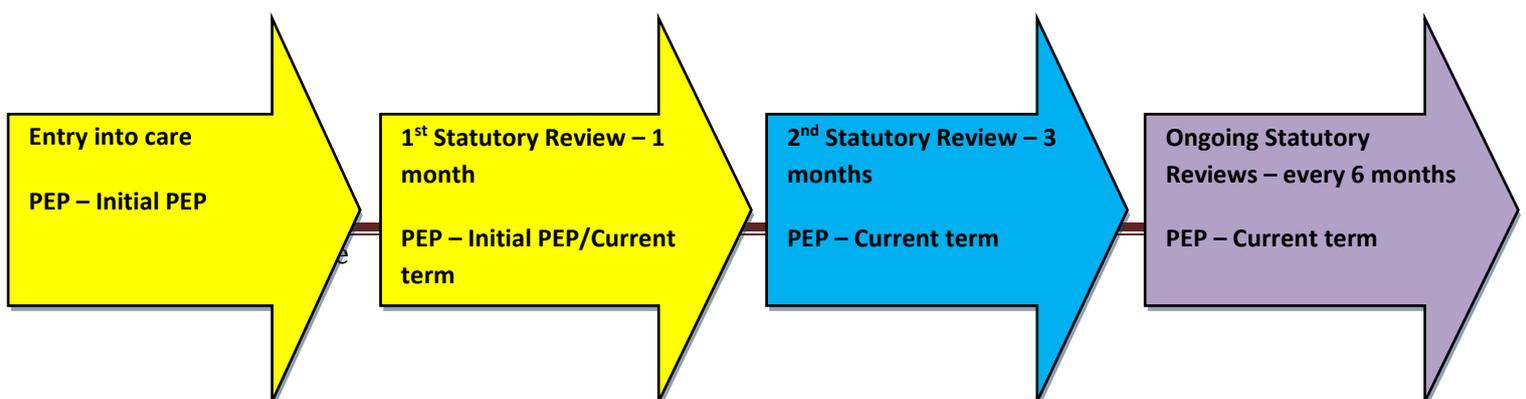
The PEP should be initiated as part of the care plan **before the child becomes looked after**, except where a child enters care in an emergency.

In the case of an emergency placement, the PEP should be **initiated within 10 working days**.

As the PEP is an active 'living' document it should evolve as part of the care plan throughout the period a child is in care. However, there are a number of key times that the PEP needs to be reviewed and independently scrutinised along with the overall care plan for the child to ensure that the plans are fully meeting all of the child's needs.

1. As stated within the revised statutory guidance '*Promoting the Educational Achievement of Looked after Children*', the PEP for each child in care should be **reviewed termly**.
  - This is to ensure robust monitoring of the progress that the child is making towards their academic targets and also to review, and amend as appropriate, the support that is in place to enable the child to make the expected progress towards their targets as outlined in the PEP.
  - This termly PEP meeting should fall in line with the school/education setting's own regular assessment monitoring cycle to ensure that the most up to date progress information is available for discussion.
  - It is a joint responsibility of the school/education setting and social worker to ensure that the PEP meeting takes place within the time scales and that all information is provided ready for the new PEP to be completed.
2. The Independent Reviewing Officer (IRO) undertakes independent scrutiny of the overall care plan and PEP during the Child Looked After Statutory Review meeting. These meetings have a statutory timeline that needs to be complied with by all partner agencies as this ensures that the IRO has the most up to date and relevant information on which to base their recommendations. It is a joint responsibility of the social worker and Designated Teacher to ensure that the most up to date PEP is provided for scrutiny at the meeting.

### **PEP Availability and CLA Statutory Review Time Line**



(A summary of PEP completion time lines is in Appendix 1)

**Young people have the right to have their personal circumstances kept confidential.** This is a particularly important issue for children in care and is regularly raised both nationally and locally. Therefore, it is important to ensure that any child in care is reassured that the details of their circumstances will be shared only with the people who need to know and are offering the appropriate support to fulfil the requirements of the PEP.

## **How does the PEP process work and what responsibilities does each professional have?**

### **STAGE 1: INITIATING THE PEP PROCESS**

Wherever the child is placed, and regardless of whether they have a school/education place or not, their social **worker (with young people age 16+ this will be the leaving care worker/PA)** should take the lead to:

- Initiate the PEP process by generating the PEP form on Liquid Logic, filling in all relevant boxes (most of which will pre-populate) up to 'People who attended my meeting' (see Appendix 3 for embedded sample word PEPs). The PEP should then be sent to the education setting by secure e-mail i.e. either from a 'Cheshire' account to 'Cheshire' account or using a secure e-mail system such as Voltage or Egress
- Arrange a first PEP meeting with the appropriate education setting's designated practitioner /teacher/person and the carer/s, along with the Health Visitor/School Health and for Year 9+ children the Young People's Service (YPS) Adviser linked to the school. This must be held prior to the initial CLA review to ensure the initial PEP is available for that review. If the child is not in an education setting then other relevant educational professionals, who can help to find an appropriate education provision, should be invited to the meeting. Not being in a setting should still mean there is a PEP. A child/young person's PEP meeting should be held outside of lessons in the setting/school and they should be consulted over this
- Send a copy of the PEP form to the **designated practitioner/teacher/person at least 15 school days prior to the PEP meeting** to enable them to prepare effectively. (This may not be possible for all initial PEP meetings)
- Ensure that the PEP document is of a high quality and is effective in outlining a summary of the child's current attainment, progress, support required and who will take forward the plan with specific timescales for action and review (see Appendix 4 for guidance and Appendix 3 for sample blank PEPs)
- Ensure that all the PEP meeting dates for the remainder of the academic year are set by the end of the first PEP meeting and agreed by all key professionals for attendance (the form cannot be finalised on Liquid Logic without the date for the next PEP). If it is the last PEP of the academic year the date for the first PEP for the new academic year should be set (again the form cannot be finalised without this date)
- Type the information provided at the PEP meeting onto the Liquid Logic form with and finalise on Liquid Logic. Notification will then be automatically received by the Virtual School to approve or query any Pupil Premium Plus application
- Send a copy of the completed PEP document securely to all attendees at the meeting and to the child, regardless of whether they attended

On receiving the partially pre-populated initial PEP in the child's school/education provision the [designated teacher](#) ([designated practitioner in EYFS settings and designated person in Post 16 settings](#)) should:

- Work closely with other teachers and key persons to immediately assess the child's specific educational needs so that any strengths, weaknesses and barriers to learning can be identified
- Ensure that all the relevant educational assessments and other information are available in advance and ready for discussion at the PEP meeting, with the information filled in on the PEP where relevant
- Facilitate gaining the child's views of their educational progress and support needed in preparation for sharing at the PEP meeting and setting the PEP targets. If appropriate to the child, going through all the information to be presented at the PEP meeting with them
- Discuss with other staff within school/education setting if the Pupil Premium Plus could be used to support and accelerate the progress of the child, have clearly identified and fully costed interventions ready for the PEP meeting
- If post 16 check the 16-19 bursary is in place, if not action this. Please note if you are a Welsh provider the bursary can still be applied for if the young person lives in England. This would be applied for through Cheshire West and Chester LA, via the following e-mail address [YoungPeoplesService@cheshirewestandchester.gov.uk](mailto:YoungPeoplesService@cheshirewestandchester.gov.uk) telephone number 01244 972782.
- If living in Wales and at a Welsh college check EMA is in place, if not action this in the PEP
- Support the social worker to complete any remaining educational sections of the PEP document by being clear, concise and agreeing the targets and re-wording/adding to the prepared PEP where needed, by the end of the meeting. If there is any information missing off the PEP the social worker should agree a deadline for the missing information to be sent on to them and record this in the 'Actions for Professionals' box on the PEP
- Work with the social worker to set all the PEP meeting dates for the remainder of the academic year, ensuring that these dates fall in line with the school/education setting's ongoing assessment cycle. Disseminate these dates to other school /education staff so the most up to date assessment information will be ready for each meeting
- At the final PEP of the academic year ensure the date is set for the first PEP of the next academic year. If a transition to another education setting will be taking place ensure an appropriate member of staff from the new setting is invited to the summer term PEP to ensure good quality, effective transition plans are in place
- For any in year transitions ensure an appropriate member of staff from the new setting is invited to the PEP prior to the transition, if need be holding an extra PEP to do this
- Disseminate to other teachers/education and support staff within the school/education setting the expected progress that has been agreed and the targets that have been set for the child so they can be immediately implemented

## **Stage 2: COMPLETING THE PEP DOCUMENTATION AND CONDUCTING THE PEP MEETING**

Whenever a PEP is being completed there are key pieces of information that each partner agency will need to provide in order for the meeting to successfully identify the child's holistic needs, set educational targets and ensure that the appropriate level of support is in place.

The [social worker](#) is responsible for ensuring that the following information is **on the PEP form sent prior to the meeting** ready for discussion and that **all relevant information not pre-populated by the education setting is then recorded on to the PEP document during the meeting**:

- Providing accurate and up to date information regarding the personal details of the child, changes to the child's legal status and care plan (including contact arrangements) any identified developmental needs, other agency support/interventions that are or have been accessed by the child and where appropriate their outcomes. This section on the PEP only opens up when the **social worker** selects 'yes' to the question about changes. If there are no changes this section will not be included
- Providing accurate and up to date information regarding the stability of the child's placement, carer's details and delegated authority, any other issues both within placement and in terms of life outside of school/provision that may impact on the child's education
- Recording any amendments and/or additions to the information provided by the **designated practitioner/teacher/person** regarding the child's educational outcomes, achievements, targets, progress, interventions and support required, and any issues that may impact upon the child fulfilling their educational potential
- Ensuring that the child, **designated practitioner/teacher/person** and carer have a copy of the completed PEP document
- Ensure that the child has a copy of 'The PEP leaflet' written by the Children in Care Council (copy embedded below)
- Ensure the child has a copy of Cheshire West and Chester Council's Pledge to children in care and understands Section 3, Education

The **designated practitioner/teacher/person** is **responsible** for ensuring that the **following information is available prior to the PEP meeting** ready for discussion and **pre-populated wherever possible** on the PEP document:

- Facilitate gaining the child's own views of their education outcomes, progress, support needs, long term goals and aspirations and what they think their PEP targets should be, in preparation for sharing at the PEP meeting and setting draft PEP targets, which can be discussed and finalised at the PEP meeting
- Providing accurate and up to date information regarding the child's educational needs including within the SEN Code of Practice, data on attendance and exclusions
- Providing accurate and up to date information regarding the child's educational end of year and end of key stage targets, the child's progress towards achieving these targets, and how their progress is being rigorously monitored
- Providing accurate and up to date information regarding any specific interventions and targeted support that are being accessed by the child, with their projected impact and outcomes
- Providing suggestions of how the Pupil Premium Plus can be used to support the progress of the child including details of proposed costings for the interventions – these must be clearly linked to the areas of the curriculum where the child has attainment gaps which need to be closed
- Providing any further information that may be appropriate and have an impact on the child's educational outcomes
- Supporting the child to attend their PEP meeting using appropriate strategies e.g. enabling the child to plan where everyone sits, having a key person or advocate at their PEP meeting. Also check that the child has a copy of 'The PEP' a leaflet written by the Children in Care Council – copy embedded above
- Check the child has a copy of Cheshire West and Chester Council's Pledge to children in care and understands Section 3, Education

The **social worker** and **designated practitioner/teacher/person** are **jointly responsible** for:

- Keeping each other up to date regarding any issues that could have an impact on the child's educational outcomes through the information presented for discussion at the meeting

- Supporting the child to attend their PEP meeting, or if they choose not to, taking into account the child's views as obtained by the **designated practitioner/teacher/person** or the child's key person, prior to the meeting
- Identifying the targets (next steps for EYFS) that are to be set for the PEP before completion
- Ensuring that the targets (next steps for EYFS) are SMART
- Identifying how progress towards achieving the targets will be monitored
- Identifying how feedback on progress will be given to the child
- Ensuring clear accountability in terms of who will be responsible for supporting the child to achieve the targets
- Identifying which academic targets the Pupil Premium Plus will support, what child specific interventions will be put in place using this funding and how the impact of this funding will be monitored

### **STAGE 3: IMPLEMENTING, MONITORING AND REVIEWING THE IMPACT OF THE PEP**

All those involved in the PEP process should use the PEP as a tool to support the personalised learning of the child.

Arrangements for the flow of information to review and update the PEP should be agreed between all partner agencies at each PEP meeting and be fully compliant with statutory requirements regarding quality and timelines.

All partners should have a copy of, and be working towards, the latest termly PEP which should be discussed at each Care Planning meeting (the **designated practitioner/teacher/person** feeding in any updates) and at the Child Looked After review

Evidence of impact and progress should be gathered throughout the PEP implementation time- period.

No professional should make a significant decision about a child's education without prior consultation with key partner agencies. The normal expectation is that this would be through a review of the child's PEP and include consultation with the child, the Locality Education Adviser from the Virtual School and all key agencies that provide support for the child. However, in the case of an emergency, the minimum expectation is that there is consultation with the Locality Education Adviser from the Virtual School prior to any decision being made.

The **designated practitioner/teacher/person** has a statutory responsibility and a specific key role in ensuring the effective implementation of the PEP within the education setting. They should:

- Ensure that all appropriate staff proactively contributes to and implements the plan as laid out in the PEP, and provides all relevant evidence of its impact in time for presentation at the PEP meeting
- In between each PEP meeting at regular intervals, proactively track and monitor the progress of the child towards their PEP targets (next steps for EYFS)
- Based on the data gathered, judge whether the teaching and learning and intervention strategies being used are working; and if judged not, then be instrumental in agreeing the best way forward with staff involved
- Review the support being provided and adjust accordingly if the child is not making the expected progress towards achieving their PEP targets
- Provide drafts of appropriate targets to be set for the PEP period and pre-populate these on the PEP form being prepared for the next PEP meeting. Examples of exemplar targets are in Appendix 8 as a guide
- Be the key point of contact for all outside agencies who are working with the child, and where appropriate, attend any multi-agency meetings to represent the educational development and outcomes of the child
- Attend the Care Planning Meetings, feeding in any updates since the last termly PEP to ensure these are available for the following CLA review

(Further details of the role can be found in the DfE document: *The designated teacher for looked after children. Statutory guidance on their roles and responsibilities (2009) and Promoting the educational achievement of looked after children (2014)*)

It is important to remember the key time lines for the PEP completion:

- A PEP needs to be completed termly
- If there are any changes to be made that would affect the child's educational provision then an additional PEP review meeting must be held
- Each PEP needs to be made available for the CLA Statutory Review conducted within that time period. Please note if a CLA review is at the start of a term, prior to a PEP review meeting, the previous terms PEP should be available and the input from the Designated Teacher at the Care Planning Meeting preceding the CLA review will provide any updates

(A summary of the PEP process is in the PEP process flow chart Appendix 2. A summary of each professional's role and responsibilities is in Appendix 5)

### Additional guidance for Unaccompanied Asylum Seeking Young People (UASYP)

It is the Virtual School's policy that the same PEPs are used for all children and young people in care, including UASC, although not all sections of the PEP may be able to be completed at an initial PEP meeting. However, as more information is established relevant to education, the PEP can be updated and additional PEP meetings arranged e.g. if transition to an identified education placement is being planned. It is also strongly recommended that educational targets are set with the young person as soon as possible to enable them to reach their potential.

### How do I make sure the PEP is of high quality and effective?

A PEP will be of high quality and effective if the following is undertaken:

- A multi-agency approach is adopted in each PEP meeting
- Each person, who is part of the PEP process, successfully completes their roles and responsibilities
- The information required for the PEP is available prior to the meeting and is accurate, up to date and comprehensive
- All key people prioritise attendance at the PEP, and the child is encouraged and supported to attend and have their views heard
- The PEP meeting focuses on the child's outcomes and what needs to be done to support the child to achieve their full potential
- The attainment and achievement gaps for the child are clearly identified so that each person knows what areas of learning need to be focused upon
- Is the child making **at least** two sub levels or equivalent per year and **at least** two full levels or equivalent between key stage 1 and 2; and **at least** 3 levels of progress or equivalent between key stage 2 and 4
- The targets set within the PEP are SMART and have full accountability clearly outlined
- Professionals are creative and innovative in their ideas to support the child so that the interventions are truly personalised

- Progress towards the targets and outcomes are robustly tracked and monitored so that impact can be measured and adjustments made if required
- For school age children, Pupil Premium Plus is discussed at each PEP meeting so that access to the funding can be used in an appropriate and timely manner to support closing the attainment gaps for the child, with new targets and interventions being set once this is achieved so that accelerated learning takes place.

(Please see Appendix 4 for information to be included in the PEP documents and suggested points of discussion at the relevant PEP meetings and Appendix 6 for information on Pupil Premium Plus funding)

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

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

- **Social worker** as the lead professional for care planning
- **Designated practitioner/teacher/person** as the lead professional for education planning
- **Carer** as they will be able to make a valuable contribution to the planning process by ensuring that support for the young person can be put in place at home and also in supporting the young person to have their views heard

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

- **Health visitor** for EYFS children not in an education setting, and for those in a setting if health is impacting on their progress
- **Family nurse** if one is allocated (criteria as for Health visitor)
- **School health adviser** if Health issues are impacting on school
- **Young People's Service** Link Adviser for the school for year 9 students onwards

**Young people have the right to attend** their Personal Education Plan meeting

- However, if they choose not to attend for any reason then it is vital that the views of the child in care are fully represented and that they are informed of the outcomes as soon as possible after the meeting has taken place. There is a section on the PEP where this must be recorded and evidenced
- As the PEP meeting focuses on the child's education it is appropriate for the school to ensure that the child's views are gathered and presented at the meeting. It is also for the school to ensure that the child is then informed of the outcomes of the PEP and the new targets that have been set
- **Young people have the right to have their personal circumstances kept confidential.** This is a particularly important issue for children in care and is regularly raised both nationally and locally. Therefore, it is important to ensure that any child in care is reassured that the details of their circumstances will be shared only with the people who need to know and are offering the appropriate support to fulfil the requirements of the PEP.

## **Can we do the PEP over the phone or by email?**

**No.** A PEP meeting should always take place.

Firstly, it is important that the child in care has the opportunity to attend. Secondly, it is important that all key adults share information in a multi-agency forum where the educational successes are celebrated with everyone and that issues are explored with holistic support being put in place.

## **Can a PEP meeting take place during the school day?**

Simply put, **not during lesson times**.

Research has shown that children in care do not like being treated differently or having attention drawn to their care status by being taken out of lessons for meetings. Therefore, as it is important to give the child or young person the opportunity to attend their PEP meeting it should not take place during lesson times. Removing a child from lessons sends mixed messages to them that their education is not as important as meeting a professional's diary limitations.

It is good practice for the **designated practitioner/teacher/person** to discuss prior to dates being set for PEP meetings when the child would like the meeting to take place to support their attendance. This may be before school starts, during lunchtime or after school.

## **How do I access the Pupil Premium Plus funding and what can it be used for?**

The details of the Pupil Premium Plus for looked after children are contained in section C of the DfE publication, *Pupil Premium 2014 – 2015: conditions of grant*. Additional statutory guidance has also been produced by the DfE relating to how the Pupil Premium Plus should be managed: *Pupil Premium and the role of the Virtual School Head 2014-15 Frequently asked questions*. It is vital that Designated Teachers read these 2 documents as they provide a context for the Pupil Premium Plus and how it differs from other Pupil Premium grants that may be within the school's budget.

The important factors regarding the Pupil Premium Plus are as follows:

- There is no requirement for the Local Authority to pass the Pupil Premium Plus funding onto the school where the child in care is on roll to contribute towards meeting the needs identified in their PEP. However, the Local Authority does want to work proactively with schools to prioritise support for children in care and to accelerate their learning and close the attainment gap. (See guidance in Appendix 6 for further details).
- The amount of funding available for each child will be determined by the child's individual learning need as identified within their PEP. This will mean that no set amount will be allocated for each child as the amount will vary and some children will not receive any Pupil Premium Plus
- The Pupil Premium Plus funding should only be used when the school has fully utilised all its own resources as per the child's entitlement, including the SEN funding that schools already receive
- The Pupil Premium Plus funding should be clearly linked to the child's academic targets within their PEP and used to provide personalised interventions to close their attainment gap
- The Pupil Premium Plus funding should not be put into the school's budget for general academic support but should be specifically used for the named individual child in care
- A request for the Pupil Premium Plus funding can only be made via a PEP. The designated teacher must clearly indicate what the cost of the intervention will be, what the expected outcomes of the intervention are, and how progress will be rigorously measured
- If there is no request made through the PEP as there is no identified use, then this should be reviewed in the next PEP, as a request can be made via a PEP at any point in the academic year
- Once the PEP has been completed on Liquid Logic the Virtual School will be automatically notified and a decision will be made regarding allocating the requested amount of Pupil Premium Plus funding. If there is need for further discussion about the proposed intervention or learning area, the Virtual School Locality Education Adviser or Virtual Head will have a constructive dialogue with the Designated Teacher about how best to support the child in care.

(See Appendix 6 for further information regarding the Pupil Premium Plus).

## **What is the 16 – 19 Bursary?**

The government has given money to local authorities, schools, colleges and other education and training providers, (referred to in the embedded guidance as institutions), to give to young people who need financial support to stay in education. This is called the 16 to 19 Bursary Fund and there is a section on the PEP where bursary details should be filled in. All details can be found in the government guidance embedded below:-

## **What happens if a child requires special educational support?**

Some children require additional support that is over and above their universal entitlement in order to meet their educational needs. For these children it is important that the Graduated Approach is initiated, as identified in the Special Educational Needs Code of Practice 2014. All mainstream schools are delegated a budget equivalent to £6000 for a child who is identified as having additional learning and support needs. This money is already within the school budget in order to facilitate proactive responses to the identified needs and to ensure that the child does not suffer any undue delay in receiving the support that they require. The Special Educational Needs Coordinator (SENDCO) should identify what the child's specific learning and support needs are and put the appropriate interventions in place utilising this £6000.

Once a potential special educational need is identified four types of action should be taken to put effective support in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised, informed by the growing understanding of the child's needs and of what supports them in making good progress and securing good outcomes. This cycle is known as the graduated approach. The four actions are – Assess, Plan, Do and Review. It is through this cycle that individual learning and progress targets should be put in place and the impact of these interventions rigorously monitored.

If there is evidence that the child is not making expected progress then a more detailed assessment, usually carried out by a specialist e.g. an Education Psychologist, should be carried out. However, a school/education setting can access support from specialists at any point during the graduated approach. The outcomes of the specialist assessment should determine further strategies of support that are required and/or identify if a request for an Education Health Care (EHC) assessment should be made. If it is determined that an EHC assessment should be requested then the SENDCO, in agreement with the **designated practitioner/teacher/person**, should initiate this request with the Local Authority. However, any professional working with a child can bring that child to the attention of the Local Authority SEN team if they feel that the child has special educational needs that may require specialist support.

Additional information regarding special educational needs and EHC Plans can be found by clicking on to the following icon - SEN Code of Practice 2014.

It is recommended the PEP and the Annual review of SEND meetings are held together where possible as both focus on the education and development of the child and involve in most cases the same professionals. A copy of the PEP should be returned by the **designated practitioner/teacher/person** to the LA SEN team with the review paperwork, in cases where meetings were not able to be combined the most recent PEP should be sent.

For a child in care who requires special educational support:

The **responsibility** of the **designated practitioner/teacher/person** is to:

- Work closely with the school's SENDCO to identify the child's additional learning needs and ensure that all available support is put in place fully utilising the school's delegated SEN budget/resources, without undue delay
- Through the PEP involve the child, **social worker** and foster carer in implementing the graduated approach
- Rigorously monitor the progress of the child through the school's own assessment cycle and in line with the PEP requirements
- Be proactive in requesting a timely EHC assessment if required
- Provide all the evidence required in order for the LA to make a prompt decision regarding initiating statutory assessment and in compliance with the statutory time line for its completion e.g. by providing copies of the PEPs undertaken during the graduated approach
- Implement an EHC Plan along with the SENDCO in school or support the child's transition to the appropriate specialist provision

The **responsibility** of the **social worker** is to:

- Work collaboratively with the **designated practitioner/teacher/person** and SENDCO to identify the child's additional learning and support needs
- Appropriately challenge the school if they have not fully utilised their delegated budget or resources to meet the needs of the child
- Support the use of the graduated approach in meeting the child's needs
- Support the request for an EHC assessment if considered appropriate
- Discuss with the Virtual School Locality Education Adviser if there are concerns that the school is not appropriately addressing the additional learning needs of the child
- Following advice from the Virtual School Locality Education Adviser, bring the child to the attention of the LA SEND team if there is evidence that the school/education setting are not appropriately addressing the additional learning needs of the child
- Provide all information requested as part of the assessment in accordance with the statutory time lines
- Support and monitor the implementation of an EHC Plan through the PEP, including any transitions to specialist provision

## **What happens if there are problems getting the PEP completed on time or to the required standard?**

It is important for all professionals to remember that the **PEP is a statutory requirement for social workers and for schools** and that it is a key document in meeting the needs of the child ensuring that they are supported to achieve their full potential. The statutory requirements are for the PEP to be:

- High quality
- Effective in securing progress and good outcomes for the child
- Reviewed termly
- Made available for the CLA Statutory Review.

However, there are some occasions when professionals do not meet the statutory requirements. Examples of this may be the:

- PEP meeting not being held within the required term

- Required information is not of high quality or available for discussion at the PEP meeting
- PEP document not being disseminated in a timely manner

In these cases the following escalation process should be followed to ensure that the child is not being disadvantaged by not having their needs met and to improve practice around the completion of the PEP.

PEP compliance and completion will be tracked and monitored by the Virtual School and regular reports will be sent to the LA Senior Management Team. This report will highlight examples of good practice but also any situations where there are barriers to PEPs being completed in line with statutory requirements.

**What needs to be done if the social worker is not complying with the statutory requirements of the PEP?**

STEP 1:

The [designated practitioner/teacher/person](#) should make every effort to contact the social worker to request that the PEP is completed in line with statutory requirements, making a record of their attempts to do so and the response from the social worker, including no response.

STEP 2:

If after 3 reasonable attempts have failed and there is no resolution to the PEP being completed then the [designated practitioner/teacher/person](#) should contact their [virtual school locality education adviser](#) to discuss what next steps can be taken. The [designated practitioner/teacher/person](#) should also inform their [headteacher \(or equivalent in non-school settings\)](#) of the issues.

STEP 3:

The [Virtual School Locality Education Adviser](#) should discuss the issues with the [social worker's team manager](#) and identify a clear deadline for the PEP to be completed to meet statutory requirements.

STEP 4:

If the PEP is not completed by this deadline, then the [virtual school locality education adviser](#) should inform the [virtual school headteacher](#).

STEP 5:

The [virtual school headteacher](#) will discuss this with the [team manager](#) with the requirement that the PEP be completed, complying with statutory requirements, and disseminated **within 5 working days**. The [virtual school headteacher](#) will also inform the [senior manager for Children in Care](#) of the ongoing issues.

STEP 6:

If the PEP is not completed within the set deadline then the [virtual school headteacher](#) will inform the [senior manager for Children in Care](#) and agree what further action will be taken.

**What needs to be done if the designated practitioner/teacher/person is not complying with the statutory requirements of the PEP?**

STEP 1:

The **social worker** should make every effort to contact the **designated practitioner/teacher/person** to request that the PEP meeting is held /prepared for in line with statutory requirements, making a record of their attempts to do so and the response from the Designated Teacher, including no responses.

STEP 2:

If after 3 reasonable attempts have failed and there is no resolution to the PEP being completed then the **social worker** should discuss with their **team manager** and identify what next steps can be taken. The virtual school locality education adviser should be made aware of the lack of response

STEP 3:

The **social care team manager** should raise the issues with their **virtual school locality education adviser** and the issues should be fully explored.

STEP 4:

The **virtual school locality education adviser** should discuss the issues with the **designated practitioner/teacher/person** and identify a clear deadline for the PEP to be completed to meet statutory requirements.

STEP 5:

If the PEP is not completed by this deadline, then the **virtual school locality education adviser** should inform the **virtual school headteacher**.

STEP 6:

The **virtual school headteacher** will discuss this with the **designated practitioner/teacher/person** with the requirement that the PEP be completed complying with statutory requirements, **within 5 working days**. The **virtual school headteacher** will also discuss the ongoing issues regarding compliance and practice with the **school's headteacher (or equivalent in a non-school setting)**.

STEP 7:

If the PEP is not completed within the set deadline then the **virtual school headteacher** will inform the **school's headteacher (or equivalent in non-school setting)** and agree what further action will be taken. The **virtual school headteacher** will also inform the **designated governor** for CIC at this time regarding the school's non-compliance with their statutory duties and identify actions that the **Governing Body** will take to address this.

## **What happens when a child in care moves school?**

There are a number of reasons why a child in care may move school/provision:

1. As part of the normal age-related transitions: for example, moving into early years provision, moving from nursery to primary school, from primary school to secondary school or from secondary school to further education.
2. As part of a change to the care plan: for example, when a child is being placed for adoption; when a change in the child's care placement means that they can no longer remain within the same school

3. When the current school can no longer meet the educational needs of the child: for example, if a child has been identified as having educational needs that require specialist provision

There are certain criteria that must be met before a change of school/provision should occur (further details of this can be found in Appendix 4)

However, in all circumstances that require a change to the child's education provision the PEP is a vital document that must accompany the child as they move.

The **social worker** is responsible for:

- Inviting the new school/provision's **designated practitioner/teacher/person** to the final PEP meeting prior to a change of school within the normal transition arrangements (point 1 above)
- Ensuring that the most up to date PEP is sent to the new school/provision, including any changes to personal details and the reasons that have necessitated the change
- Wherever possible, ensuring that a PEP meeting takes place prior to any change that occurs outside the normal age-related transitions
- If the change has occurred as a result of an emergency, ensuring that a PEP meeting is held within 14 working days of the change of education provision as described in point 2 above
- Ensuring that the new completed PEP is disseminated to all relevant professionals and the child as quickly as possible so that the PEP can be implemented without delay

The **designated practitioner/teacher/person** is responsible for:

- Attending the final PEP meeting at the previous school prior to the change if they are the **designated practitioner/teacher/person** of the new school during a normal transition
- Ensure a speedy transfer of the child's school records to the new school if they are the **designated practitioner/teacher/person** of the school the child is leaving. This must include all assessment records and support, interventions and strategies that have been used, and must be completed within a maximum of 15 working days
- Ensuring that the child is fully supported to make a smooth transition
- Ensuring that the PEP is fully implemented, without delay, including providing any interventions and support required
- **Young people have the right to have their personal circumstances kept confidential.** This is a particularly important issue for children in care and is regularly raised both nationally and locally. Therefore, it is important to ensure that any child in care is reassured that the details of their circumstances will be shared only with the people who need to know and are offering the appropriate support to fulfil the requirements of the PEP.

## **What happens when a child leaves care?**

A child can cease to be in care for a number of reasons, for example, because they are adopted, subject to a special guardianship order or have returned to their birth family. However, it is very unlikely that their educational needs will have changed significantly just because their care status has changed.

When a child is no longer in care, they do not require a PEP. However, it is highly recommended that the [designated practitioners/teachers/persons](#) continues to provide continuity for meeting the child’s educational needs and ensuring that progress and impact on outcomes are reviewed regularly whilst the child makes the transition. The [designated practitioner/teacher/person](#) may wish to establish an agreed review period and then to ensure that other staff members monitor the child in line with the school’s normal assessment and monitoring policies.

**Appendix 1: Summary of PEP completion time lines.**

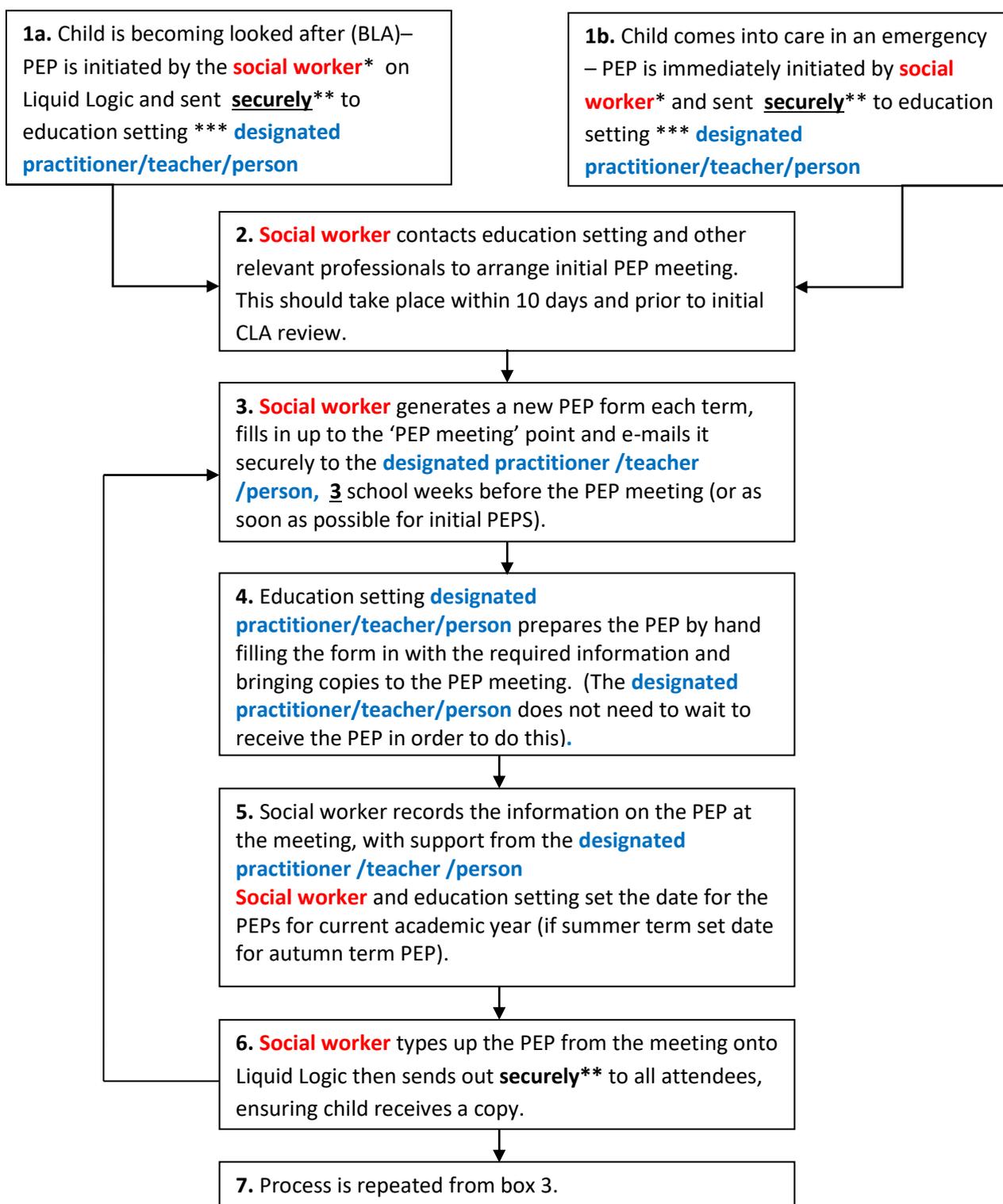
Type of PEP	When required	Time line	Professionals responsibilities and action	
Initial PEP	Planned entry to care & emergency entry to care	Prior to becoming a child in care (BLA – Becoming Looked After) For emergency entry within 10 days of coming into care AND prior to the initial CLA review	<b>Social worker</b>	<p>When a child is Becoming Looked After (BLA) contact the designated teacher/practitioner to arrange a PEP meeting prior to the planned entry to care date as part of the Becoming Looked After process. For emergency entry to care <b>as soon as the child comes into care</b>, contact the designated teacher/practitioner to arrange a PEP meeting date which is within 10 days of entry to care and prior to the initial CLA review date</p> <p><b>Prior to the meeting</b> Check the education record is accurate and up to date in the ‘Education’ tab, update and amend if needed Generate a PEP on Liquid Logic (under forms). It is essential that <b>all</b> boxes are completed on the first page, except dates for next PEP meetings. (If any boxes are left blank, the correct PEP form will not be generated). On the next section (My Personal Education Plan) complete all boxes up to “Who attended my PEP meeting” The PEP should then be sent securely, as ‘paper fill copy’ to the designated practitioner/teacher/person and then a copy printed ready for the meeting. If possible this should be done 3 school weeks prior to the PEP meeting</p> <p><b>During the meeting</b> Make any amendments and additions needed to the information on the PEP prepared by the education setting, including the dates for the next PEP meetings to ensure that the minimum number of one per term will be completed within the academic year</p> <p><b>After the meeting</b></p>

			<p><b>Designated practitioner / teacher / person</b></p>	<p>Type up onto Liquid Logic on return to the office and finalise. A finalised PEP will trigger a notification to the Virtual School. No Pupil Premium money will be released to school until after this notification and subsequent approval by the Virtual School.</p> <p>Completed PEP document then needs distributing securely to child/young person, designated practitioner / teacher / person, carer and parents if applicable</p> <p>Ensure that the completed PEP is made available to the IRO ready for the first CLA Statutory Review</p> <p><b>On receiving the PEP form from the social worker</b></p> <p>Ensure that all information for the PEP form is collected ready for the PEP meeting, entering all relevant information onto the form and photocopying ready for the meeting</p> <p><b>During the PEP meeting</b></p> <p>Ensure all educational attainment and other relevant information is available for the PEP meeting</p> <p>Attend the PEP meeting to develop, discuss and finalise the PEP</p> <p>Support the Social Worker to complete the initial PEP document, including agreeing the future meeting dates in line with the school's assessment cycle</p> <p>Support the social worker at the meeting to make any amendments needed, record discussions and viewpoints including agreeing and making any amendments to the SMART long term plans and targets and Pupil Premium Plus applications</p> <p>Ensure the social worker leaves the meeting with everything recorded on the form, taking a photo copy for interim records</p> <p><b>After the PEP meeting</b></p> <p>Disseminate information from the initial PEP document to appropriate school staff</p> <p>Implement the PEP within school without delay</p> <p>Ensure the final PEP is shared with the young person as stated on the PEP</p>
Review PEPs	Every	Autumn term PEPS	<b>Social worker</b>	<b>Three school weeks prior to the PEP meeting (minimum)</b>

	<p>academic term – a minimum of 3 per academic year</p>	<p>should be completed for all children regardless of age prior to October half term, where possible. Spring and Summer PEPs can be held in line with the school's assessment cycle</p>	<p><b>Designated practitioner / teacher / person</b></p>	<p>Generate a new PEP on Liquid Logic (under forms). It is essential that all boxes are completed on the first page, except dates of next PEPs. (If any boxes are left blank, the correct PEP form will not be generated). On the next section (My Personal Education Plan) complete all boxes up to "Who attended my PEP meeting". The PEP should then be sent securely, as 'paper fill copy' to the designated practitioner/teacher/person and a copy printed ready to add notes at the meeting</p> <p><b>During the meeting</b> Make any amendments and additions needed to the information on the PEP prepared by the education setting, including the dates for the next PEP meetings to ensure that the minimum number of one per term will be completed within the academic year</p> <p><b>After the meeting</b> Type up onto Liquid Logic on return to the office and finalise. A finalised PEP will trigger a notification to the Virtual School. No Pupil Premium money will be released to school until after this notification and subsequent approval by the Virtual School The completed PEP document then needs distributing securely to child/young person, designated practitioner/teacher/person, carer and parents if applicable Ensure that the most up to date PEP is made available to the IRO ready for each CLA Statutory Review</p> <p><b>Prior to the PEP meeting</b> Ensure all information required for the new PEP is accurate and up to date ready for sharing at the meeting, filling in the PEP form wherever possible and photocopying ready for the PEP meeting. Include the child in the preparations for the meeting Support the social worker at the meeting to make any amendments needed, record discussions and viewpoints including agreeing and making any amendments to the SMART long term plans and targets and Pupil Premium Plus applications Ensure the social worker leaves the meeting with everything recorded on</p>
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## PEP Process Flow Chart



- \* For 16+ it will be the Leaving Care Worker/PA if 18+
- \*\*The form can be e-mailed directly from Liquid Logic. If sending from an e-mail with 'Cheshire' in the root to an e-mail with 'Cheshire' in the root it is secure (e.g. cheshirewestandchester.gov.uk or cheshire.sch.uk). Outside of this a secure e-mail system such as Egress or Voltage should be used.
- \*\*\*For young children not yet in an Early Years setting the PEP should be sent to the Health Visitor and foster carers (and parents if appropriate) so they can prepare the information needed for the meeting. Social worker prepares any information they may hold about the child's development. The above process is followed but without education setting input.

### Appendix 3: Samples of blank PEPs

Please click on the icons below for a copy of the blank PEP forms, these are in word format. The actual PEP is a Liquid Logic document, therefore the final copy can only be printed in that format or in Adobe format.

The final PEPs on the system will not print out boxes and options which are not applicable to that individual child/person therefore the PEP will be tailor made to the needs of the individual and its final length will depend upon the needs and complexity of the child/young person.

Education settings and schools can opt to use the word format in preparation for the meeting, however there is no obligation on education settings/schools to use this format to prepare, they can hand fill the copy sent to them by the social worker. **The social worker should leave the meeting with a fully completed copy of the PEP to avoid any delays in typing up the PEP.**

It is only when the PEP is finalised on Liquid Logic that the Virtual School is notified and the Pupil Premium Plus application (integrated into the PEP) can be assessed and given the go ahead.



EYFS pre-setting PEP  
word version blank - .



EYFS setting PEP  
word version blank Jz



EYFS setting Welsh  
Foundation Phase PE



EYFS Reception PEP  
word version blank Jz



EYFS Reception and  
key stage 1 PEP Wels



Key Stage 1 PEP  
word version blank - .



Key stage 2 PEP  
word version blank - .



Key stage 3 year 7 &  
8 PEP word version bionly



Key stage 3 Year 9  
PEP word version



Key stage 4 PEP  
word version blank - .



Post 16 further  
education PEP word v



Post 16  
apprenticeship or trai



Post 16 higher  
education PEP word v

#### Appendix 4 – Guidance on completing the PEP form

**Young people have the right to have their personal circumstances kept confidential.** This is a particularly important issue for children in care and is regularly raised both nationally and locally. Therefore, it is important to ensure that any child in care is reassured that the details of their circumstances will be shared only with the people who need to know and are offering the appropriate support to fulfil the requirements of the PEP.

The form clearly indicates the information that is required within each section. However, below are some suggestions that will also give clarity to the child’s circumstances and needs.

Section / box on the form	Suggestions for recording the information	Suggestions for discussion during all PEP meetings where appropriate
School year	This is a drop down list, if you are unsure what to select, use the little cards provided by the virtual school which tell you what school year a child is in depending on their date of birth	
Special educational needs status	Please select the correct option in the drop down list. These include the identified needs linked to either the graduated approach, statement or Education Health Care plan (EHC) The graduated approach will be: School Action or School Action Plus if from an existing assessment. (These will be phased out over the next few years) . In all other cases you should indicate which of the following stages the child is at: Assess, Plan, Do, Review	What are the specific learning needs that the child has that places them on the SEND Code of Practice? Include both primary and secondary if a child has more than one identified need. If SEND identified during the meeting the following details should be put in the ‘These are other things that I want to say/want you to know ...’ free text box: What support is being put into place in lessons and during unstructured times to help the child succeed in school and meet their needs? How will the impact of this support on the child’s educational outcomes be monitored and reviewed? If this support is not having the desired impact what needs to be done next in order to meet the child’s needs?
PEP meeting dates	As a minimum the PEP should contain the date of the current meeting and the date of the following meeting	However, meetings for the full school year should be set at the autumn term PEP and in the summer term the date for the first PEP (autumn PEP) for the new academic year must to set. Dates are mandatory on the PEP, if not set a reason has to be given in order to finalise the PEP
Is this my initial PEP OR	If the social worker selects ‘yes’ in response to the question the sections for delegated authority/care status/ carer details/	If not an initial PEP or there are no changes this section will not appear. If yes, this section of the PEP will generate, as well as the ‘tick options’ for delegated

the first PEP since the move to a new education setting or school OR are there any changes in my carer details since my last PEP?	educational history will open up. If 'no' these section will not appear as the school /education setting will have this information from the previous PEP. For care status definitions see glossary (care status, carer details and education history automatically pre-populate)	authority in education, a box for additional notes. This is where any other information for schools/education settings can be recorded e.g. use of photographs – can they be displayed internally? Can the child appear in the local paper? What do the school /setting do if parents come on site? The social worker / leaving care worker should keep the education history up to date and amend any errors, if this record is incomplete or incorrect then contact the CART team who have access to Tribal/CYPD – they should be able to provide a school history from the attendance tab. Reasons why the child left each school are important to understanding the level of disruption to learning.
<b>For EYFS in an education setting / school and year 1 &amp; 2</b> 'I am on the Welsh Foundation Stage'	If the answer is 'yes' it will generate the Welsh Foundation Stage PEP. If no the English PEP will be generated. In Wales the Foundation stage goes from birth to the end of reception. We use a different PEP once a little one starts in an education setting e.g. nursery, pre-school or place with a child-minder. There are no differences in the PEP from key stage 2 onwards.	Ask the education setting how their system works if you are in a Welsh School and you are unsure of the differences.
Designated practitioner / teacher / person	Definitions for these terms can be found in the glossary – appendix 7	The Designated Teacher (DT) is not always the person who will have contact with the child on a day to day basis. However, the DT is the statutory point of contact for the school regarding children in care and has responsibility for implementing the PEP. In early years this is the Designated Practitioner, in any post 16 provision Designated Person.
Key person	It is recommended by Cheshire West and Chester that all children and young people in care have a key person in their education setting	Research has shown that for vulnerable children with attachment issues a key person can play a vital role in supporting a child/young person to achieve what they are capable of in their education
<b>Education setting / school history</b>	This section automatically pre-populates from the 'Education' tab on Liquid Logic. It is essential that this is up to date in order to pull the correct details through when a PEP is generated. This record is also used for other Liquid Logic	The social worker/ leaving care worker should keep the education history up to date and amend any errors, if this record is incomplete or incorrect then contact the CART team who have access to Tribal/CYPD – they should be able to provide a school history from the attendance tab.

	reports.	Reasons why the child left each school are important to understanding the level of disruption to learning
<b>PEP meeting</b> People who attended my meeting	All columns should be fully filled in for all attendees. Any apologies can also be added to these boxes.	Within an education setting/school the person who attends the PEP meeting might not always be the Designated Practitioner/Teacher/ Person. However, in schools there is a statutory requirement that the DT has teacher status therefore a Learning Mentor or a Teaching Assistant, even if they are the child's key person cannot be the sole representative from the school. The reason is that a teacher is the correct person to discuss the child's progress, learning needs and therefore set the appropriate targets. Who will be the named person in school, who will be the day to day contact for the child, foster carer and social worker? Include this under 'Who they are'
<b>PEP meeting</b> Did I attend? etc.	These boxes will open up according to the Yes/No options selected. Fill in all boxes which open up answering all questions fully We would not expect children younger than year 3 to attend their PEP meeting, but their views will be represented through the observations of the key adults supporting them	If a child/young person did not attend their PEP meeting, ensure the reasons for this are clear and include how they helped to prepare the PEP, what input they had, who represented their views in the PEP meeting and how information was fed back to them after the meeting. If they chose not to be involved this should be clearly recorded, along with the reason why
<b>Targets from my last PEP</b> (next steps for EYFS and Welsh Foundation Phase)	Fill in all columns for each of the targets from the last PEP This must be done at all times e.g. between different key stage PEPs and different settings. In those exceptional cases where 'yes' is inserted in the 'Do I still need this target?' column it would be expected that whilst the target may remain, the support to achieve it would be changed There should have been 3 academic targets set that cover the core subjects (these are specified in the targets section of the PEP) There should be no more than 2 additional pastoral targets, if needed, and they should have been set to support the child in successfully engaging in their learning and school life	Clarify if next steps/ targets weren't achieved what the barriers were, what was done to address them and why the outcome was not successful Why did the child not achieve the target? What support was in place and how successful or not was this? What needs to change or be done differently in order to move the child forward towards this target? Please note if this is an initial PEP, these boxes are not mandatory, note in the first column that this is an initial PEP
Actions on my last PEP	Fill in all columns for each of the actions from the last PEP As above, this must be done at all times	Ensure it is clear for any actions which were not successfully completed why this was. If no actions from the previous PEP this should be noted. If this is an initial PEP note this in the first column
My	This includes achievements both in and out of school /	This is an opportunity to celebrate any success experienced by the child since the

<p>achievements since my last PEP are ...</p>	<p>education setting and should include out of school hours learning activities, study support and leisure interests. This is a crucial section as it reinforces to each child/young person what they have achieved, it is therefore mandatory and the PEP cannot be finalised without this being completed</p>	<p>last PEP and will include small steps that are important for boosting the child's self-esteem or things that have been recognised by an award etc. They do not always have to be linked to school but can include leisure and enrichment activities. Ensure that everything which can be celebrated is recorded e.g. scout /guide badges, sports achievements outside of school /education setting, certificates within setting /school</p>
<p>Are there any issues since my last PEP which have impacted on my progress in school / education / training?</p>	<p>If yes, then a dialogue box will open up, please make clear what the issues were and give details</p>	<p>Include dates and any actions which were taken to address the issue including support put in place, the format it took and successes and barriers (including how any ongoing barriers are going to be addressed) It is crucial that any concerns over bullying are recorded here and actions taken to address the problem should be recorded in the 'Actions for professionals' section</p>
<p>About me</p>	<p>Encourage where possible, the child/young person to fill this section in themselves. Give support where needed and where appropriate. For children and young people with complex needs you can use photographs, video clips and pictures (including Pecs cards). If you do so, a written summary of these should be in the boxes on the PEP with reference to where the original material is stored. The original material should be available at the PEP meeting and taken to the following CLA review by the social worker. There is a section further down the PEP "anything else that needs saying by me or other people ..." which can include any discussions held in the meeting around the child's views.</p>	<p>This section is optional for the child/young person to fill in, if they chose not to fill it in this must be recorded by the designated teacher/person in consultation with the young person in the 'These are other things I want to say/want you to know about the progress I am making' box. It is crucial that we have their views, especially if they did not attend the meeting. For children in EYFS, this section is filled in by the education setting through their observations and input from carers. For children in years 1 &amp; 2 it could be filled in through informal discussions with the child and/or observations. For those little ones not in an EYFS setting the carer should bring information to the meeting. At the meeting the Health Visitor, social worker and any other professionals involved should contribute to ensure the social worker leaves the meeting with this section fully completed, these sections are key to ensuring the voices and views of our very young children are captured in the PEP and a holistic view is provided.</p>
<p>Attendance</p>	<p>All boxes should be filled in.</p>	<p>Any actions agreed as an outcome following discussions around attendance should be entered into the 'actions for professionals' box which is at the end of the PEP.</p>

		<p>This ensures all actions are clear and in the same place. Brief outline of discussions to be entered in the dialogue box.</p> <p>If the child has an unauthorised absence, when has this occurred, what was the reason and what has been done to ensure that this does not happen again?</p> <p>What support has been put in place to ensure that the child attends school on a daily basis and on time?</p> <p>Has the Education Welfare Officer been informed of the unauthorised attendance and have they prioritised monitoring and supporting the child's attendance as a child in care?</p> <p>If the child does receive a fixed term exclusion what is the school's /setting's policy and arrangements for ensuring work is provided without any delay?</p> <p>How many fixed term exclusions has the child received and for what reason?</p> <p>If this is not the first exclusion how many periods of exclusion has the child had and have they been for the same reason?</p> <p>Is a reintegration meeting planned before the child returns to school?</p> <p>What support needs to be put in place to reduce the likelihood of the exclusion occurring again? How will this support be monitored and reviewed?</p> <p>If the exclusion is more than 6 days who will notify the LA requesting support and who will be responsible for ensuring that this is put in place?</p>
Am I on alternative provision?	<p>If yes, fill in the boxes giving:</p> <ul style="list-style-type: none"> <li>• Provider details</li> <li>• Provider contact details</li> <li>• What I am accessing? (include hours/day)</li> <li>• What is the expected outcome?</li> <li>• Who quality assures the provision?</li> </ul>	<p>If a child in on role at a school but not in that school full time and spends some time in alternative provision this boxes must be fully filled in with as much detail as possible.</p>
Are there any reasons I am not attending school full time?	<p>If yes, a drop down list and dialogue box appears with the following options:</p> <ul style="list-style-type: none"> <li>• Attendance below 90%</li> <li>• 1 or more Fixed Term exclusions</li> <li>• Re-integration timetable</li> <li>• On a part time timetable</li> <li>• Persistent absence</li> </ul>	<p>Any actions agreed as an outcome of this should be entered into the actions boxes which are at the end of the PEP. This ensures all actions are clear and in the same place. Brief outline of discussions to be entered in the dialogue box underneath the pick list. The dialogue box will disappear if no is selected as an answer to the question.</p>

	<ul style="list-style-type: none"> <li>• Awaiting appropriate provision</li> <li>• Currently not on school roll</li> <li>• Other</li> </ul>	
I have additional support in school / education setting Support provided by non-school / setting based professionals	Note down the specific interventions that are in place, including any behaviour support and the expected outcomes. These can include out of school hours learning activities/ study support. For EYFS and Welsh Foundation stage the two types of support which can be filled in are Learning and Emotional. For other PEPs they are Learning and Pastoral. Non-school /setting based professionals could be Barnados, Quarriers, Catch 22, Speech and Language Therapist	How often does the child access the intervention? What is the expected impact on the child's outcomes, how will this be monitored and reviewed during the PEP? What will happen next if the intervention is not having a positive impact? Are there any developmental needs which are being supported (including any related to attachment)? If no support is in place the boxes will disappear when the PEP is typed up on Liquid Logic by the social worker. It is essential to include the name and contact details as requested. It may not be appropriate to include the details of support on the PEP document, if it is sensitive information, but it could be discussed in or outside the PEP meeting as appropriate.
Progress	These boxes record the previous and current attainment and end of year targets for key stage 1 onwards (progress and development for EYFS /Welsh Foundation stage, with boxes to highlight any developmental concerns) This information will feed into Liquid Logic reports and enable us to target interventions in the areas most needed	What progress has the child/young person made between each term's PEP? In the next steps/targets section actions should be set to narrow any attainment gap and accelerate progress.
Will this get me to national expected levels/age related progress questions	These are all yes/no options and will feed into Liquid Logic reports along with the attainment data to enable the virtual school to track progress and concerns	For subjects where progress is not on track targets should be set to address this in the next steps/targets section of the PEP
Am I making age related expected progress overall?	This is a yes/no response and will also feed into Liquid Logic reports and will also be part of the Virtual School tracking	

<p>Are there any concerns about my school/ education setting place?</p>	<p>A dialogue box opens up if the response to this is yes. This is anything that could have an impact on the child’s educational achievement and progress. If there are any proposed changes to the child’s education timetable or provision (e.g. an alternative provision package or a reduction in access to lessons/subjects) these must be discussed and agreed with the virtual school head teacher before being put into place.</p>	<p>Are there any issues within the placement? Are there any planned changes to the care plan, including moving to adoption? Are there any issues regarding contact that could affect the child within school? Are there any behavioural or relationship issues within school /education setting that may be a barrier to the child’s learning? Does the child need re-integration support following an exclusion or absence?</p>
<p>Transition boxes / Careers guidance for key stage 4 &amp; Post 16</p>	<p>These could include changing class or teacher, moving schools, taking SATs or external exams, choosing their options, leaving school at the end of their statutory school age. From year 9 onwards a box asking if careers guidance is in place will open up alongside a box for the name of the careers adviser working with the young person. If careers guidance is not in place an action to resolve this should be included in the ‘actions for professionals’ section at the end of the PEP.</p>	<p>What support is required around transitions or changes to allow the child to be able to manage successfully so that there is no interruption to their learning? What support will professionals need to provide both in school and outside? Who will provide support? If the child is in Year 9 or above, have they received Information, advice and guidance regarding any option choices or post-school plans? For key stage 4 and Post 16, is careers guidance in place? Who is responsible for ensuring the young person has financial information about further and higher education, training and employment?</p>
<p>Anything else which needs saying by me or other people ...</p>	<p>This is the free text box where all discussions can be summarised and other information can be added in e.g. details of SEN support</p>	<p>This the child/young person’s chance, together with others who are close to and supporting them e.g. key person, foster carers to add in anything else, especially positive comments This is where discussions held in the PEP meeting should be recorded e.g. SEN support in place, or any other issues which are not covered by other boxes on the PEP</p>
<p><b>Next steps</b> Long term plans and aspirations</p>	<p>It is statutory to include SMART long term plans as well as short term targets in the PEP which look at the child’s long term aspirations according to age and understanding. The older the child the more specific information should be recorded e.g. public examinations, further and higher education, managing money and savings, work experience and career plans and aspirations. They should clearly show that Section 3 of the Pledge to our children and young people is being implemented – ‘to achieve</p>	<p>What are the career aspirations of the child? What does the child need to achieve in order to be able to fulfil their aspirations? What support will be provided to support the child moving towards their aspirations? Is the child making <b>at least</b> two sub levels or equivalent per year and <b>at least</b> two full levels or equivalent between key stage 1 and 2; and <b>at least</b> 3 levels of progress or equivalent between key stage 2 and 4? Is the child considering further education, higher education, education with training or an apprenticeship? What support needs to be put in place to enable the child to make an informed</p>

	what I am capable of in my education’	decision about this – including access to Information, advice and guidance services?
<b>Next steps</b> New PEP next steps/SMART Targets	<p>School /education setting should provide the details for each subject required, in a format that can be easily transcribed on to the PEP document. This should contain specific details, including staff names, so all professionals know who will be doing what, when, how and why.</p> <p>These should be set in the core subject areas (for post 16 include any functional skills targets as well as course targets) so that the child can make progress and their learning can be accelerated.</p> <p>The targets need to be SMART (Specific, Measureable, Achievable, Realistic, Time-bound)</p> <p>The time period for the target is the <b>duration of the current PEP</b> until it is reviewed next term. <b>They should not be long term or for the complete academic year.</b></p> <p>Pastoral targets should only be included if they will support the child in their learning or addressing any barriers to learning. <u>No more than 2 pastoral targets should be set.</u></p>	<p>Measureable progress – using the school’s/education setting’s assessment criteria how will the child know they are moving towards achieving their target?</p> <p>What are the specific skills that the child needs to practice or learn and how can this be supported in school and at home?</p> <p>How will the child and carer receive regular meaningful feedback on progress – e.g. will this be through written feedback in books, through discussions with the teacher / key person /tutor through rewards, home-school communication?</p> <p>Who will support the child in moving towards the target and how?</p> <p>When will the child know whether they have achieved the target or not – this should be no longer than this term’s PEP implementation period</p> <p>If there are any identified developmental needs there should be 1 or 2 SMART targets set to address these (at least one must be pastoral based)</p>
Actions for professionals	All columns should be filled in, all actions should be time framed and show how the achievement of SMART targets will be supported and any additional resources used	The actions should give details of what each person supporting the child/young person will be doing to help them to achieve their targets /next steps, including for older children any actions they will be doing and who will support them
Pupil Premium Plus (PP+) – for children from Reception in school to year 11	<p><b>PP+ should be used to close the attainment gap for the specific child</b> and therefore should be clearly linked to the academic targets. If a request is made for academic interventions then a pastoral request can also be made.</p> <p>Schools should present ideas and costings for discussion at the meeting and in a format which can be easily transcribed on to the PEP. Multiple applications can be made.</p> <p>IT equipment, such as laptops, iPads, Kindles etc should not be considered as suitable use of the PP+ as the impact of these</p>	<p>What academic target will the PP+ be used for to close the attainment gap? Include notes of any discussions which takes place in the box for this.</p> <p>In the target details box put in the SMART target which the intervention will be supporting. Multiple interventions can be applied for providing each has a SMART target linked to it</p> <p>What progress is the child expected to make as a result of this intervention?</p> <p>What evidence will be used to demonstrate that the intervention is being effective?</p> <p>Who will gather this and how?</p> <p>How long is the intervention expected to last – this should not be more than the</p>

<p>16 – 19 Bursary for Post 16</p>	<p>resources is extremely difficult to demonstrate and track. Specific IT software for the individual’s sole use may be considered if the impact can be directly measured. The time period of an intervention should reflect the time period of the PEP and should not be for the duration of the year as the impact of the intervention will need to be reviewed at the next PEP – if it is not having the expected outcome of closing the attainment gap then another intervention should be considered. If the intervention is working then it could continue but linked to further accelerated learning targets. Any sections not applicable will not open up – this will be done in response to yes/no questions</p> <p>Ensure that the young person is in receipt of the Vulnerable Young People’s bursary. If not actions should be set to address this in the Actions for Professionals section of the PEP Post 16 young people in an Apprenticeship and in Higher Education are not eligible for the bursary, see Guidance embedded in this document for further details.</p>	<p>time period of the PEP as the impact will need to be accounted for in the next PEP See guidance embedded in this document for further details.</p> <p>If attending college in Wales the Bursary can still be accessed if the young person is living in CWAC. Applications should be made through the Young People’s Service Manager – currently Leigh Edwards Check that the young person is clear on any conditions they have to adhere to in order to get the agreed Bursary payments For young people living in Wales and going to College in Wales EMA can be accessed. This should be applied for as part of the transition plan to post 16 and a young person needs a bank account set up prior to application</p>
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## Appendix 5: Summary of professionals' roles and responsibilities.

More detailed information is contained within the PEP Guidance, however, the table below summarises the key responsibilities for each role.

<b>SOCIAL WORKER/LEAVING CARE WORKER/LEAVING CARE PA</b>	<b>DESIGNATED PRACTITIONER/TEACHER /PERSON</b>	<b>FOSTER CARER/KEY PERSON AT RESIDENTIAL SETTING</b>	<b>VIRTUAL SCHOOL - LOCALITY EDUCATION ADVISERS, PEP CO-ORDINATOR AND VIRTUAL SCHOOL HEADTEACHER</b>
<p><b>1 To initiate the PEP process by sending out the initial partially pre-populated PEP document to school /education setting /education &amp; training provider</b></p> <p><b>2 To ensure that all PEP meeting dates are identified in advance and that meetings are held on time and within timescales</b></p> <p><b>3 To record information on the relevant document that is shared and discussed in the PEP meeting so that it is a high quality and effective PEP. To make agreed amendments to the information provided on the PEP by the education setting where appropriate</b></p> <p><b>4 To ensure the child, Designated Practitioner /Teacher /Person and carer receive a copy of each PEP in a timely manner</b></p>	<p><b>1 To ensure that all educational information required for the PEP is made available in advance of the PEP meeting and the PEP is pre-populated with this information as far as possible</b></p> <p><b>2 To facilitate gaining the child's own views of their educational outcomes and experience in preparation for the PEP meeting and, if appropriate, support the child in the meeting</b></p> <p><b>3 To ensure that long term targets are SMART and will support accelerated learning to close the attainment gap for the child</b></p> <p><b>4 To robustly track and monitor the progress of each child in care in between their PEPs and to ensure that any support is provided in a timely manner</b></p>	<p><b>1 To attend each PEP meeting and be proactively involved in identifying the interventions that the child requires to support their learning both in and out of school /education setting/ education &amp; training provider</b></p> <p><b>2 To implement any learning support that has been identified for the child outside the setting</b></p> <p><b>3 To support the child to express their views about their own learning and to attend the PEP meeting</b></p> <p><b>4 To ensure that all the child's achievements since their last PEP are recorded in the relevant box on the PEP, this includes achievements outside school</b></p> <p><b>5 To be a key point of contact for the Designated Practitioner/ Teacher / Person and keep them up to date</b></p>	<p><b>1 To robustly track and monitor the educational progress and attendance of all children in care as though they were in one school/education setting</b></p> <p><b>2 To establish systems that support Social Workers and Designated Practitioners /Teachers /Persons to secure up to date, effective and high quality PEPs that focus on educational outcomes and ensure that all children in care have such a PEP</b></p> <p><b>3 For children in Reception to year 11, to implement Pupil Premium Plus arrangements in accordance with the latest conditions of grant and the local authority arrangements</b></p> <p><b>4 To support Social Workers, Designated Practitioners /Teachers / Persons, Foster Carers, (key person</b></p>

<p>5 To ensure the PEP is loaded onto Liquid Logic promptly</p> <p>6 To ensure that all PEPs are completed within the statutory time frame, this includes a termly PEP for every child in care, whatever their age</p> <p>7 To ensure that the most up to date PEP is made available for the CLA Statutory Review</p> <p>8 To ensure that the Designated Practitioner /Teacher/Person is kept fully informed of any changes to the care plan for the child and any issues that may affect the child's educational outcomes</p> <p>9 To ensure that no significant decisions are made that may affect a child's education without a PEP Review meeting or, in an emergency, consulting with the virtual school locality education adviser</p>	<p>5 To support the social worker to record information that is shared and discussed in the PEP meeting on the relevant document so that it is a high quality and effective PEP</p> <p>6 To ensure that appropriate colleagues in school/ education setting are made aware of the details of the PEP, including the child's targets, expected progress and required support</p> <p>7 To ensure that the PEP for each child in care is fully implemented in school /the setting</p> <p>8 For those in Reception to year 11, to identify prior to the PEP meeting how the Pupil Premium Plus funding could be used to support the attainment of the child and once the intervention is in place to then provide evidence of the impact at the next PEP meeting</p>	<p>with any placement issues that may affect the child's learning</p> <p>6 To be a positive role model and prioritise the child's full engagement in their education</p>	<p>in Residential Care) and Independent Reviewing Officers to understand their roles and responsibilities in promoting the educational achievement of all children in care through the PEP process</p> <p>5 To ensure that all professionals have high expectations of the educational outcomes for each child in care and to challenge when this does not happen</p> <p>6 To challenge where there is evidence that PEP long term plans and targets are not SMART or designed to promote accelerated learning, and to provide support to enable this to happen</p> <p>7 To challenge social workers, social work managers, designated practitioners/teachers /persons and head teachers /managers of education settings, if PEPs are not completed to a high standard and within the statutory time frame, and to provide an appropriate level of guidance in order to achieve compliance</p>
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## Appendix 6: Pupil Premium Plus funding

Please click on the icons below for further guidance and information about the changes to the Pupil Premium Plus funding for children in care and a briefing that was sent out to all schools at the beginning of the summer term 2014.

The DfE have introduced the Pupil Premium Plus funding for all children who come into care so that their individual learning needs can be supported to enable them to achieve their full potential, accelerate their own learning and so close the attainment gap between themselves and their non-care peers.

The DfE conditions of grant are clear that (pg 9):

***'The grant allocation for Looked After Children must be managed by the designated Virtual School Head in the authority that looks after those children to be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP). The Virtual School Head should ensure there are arrangements in place to discuss with the child's educational setting – usually with the designated teacher – how the child will benefit from any pupil premium funding.'***

There are 3 key points that must be taken into account when discussing the Pupil Premium Plus funding:

1. The PP+ is for **targeted interventions** for the **specific child in care** as indicated **on the child's PEP** – it is **not to be placed within the school's pooled budget**
2. Each child in care should have their learning needs assessed by the school as part of the PEP – the **PEP targets should be set to enable the child's learning to be accelerated or extended**. This should mean that PP+ could be requested even for a child who is on target or is a high achiever
3. The **assessment of the child's learning needs will determine how much and when PP+ is allocated** to a child in care. There is no set amount that a child can be eligible for, and a child can be allocated PP+ via their initial PEP.

The process for allocating funding in Cheshire West and Chester:

1. The initial discussion will take place through the PEP meeting so that the child in care, **Social Worker**, **Designated Teacher** and foster carer can have a proactive role in deciding how the Pupil Premium Plus grant can be used to support the learning needs of the child.
2. The **Social Worker** should finalise the completed PEP on Liquid Logic, providing all the relevant information and costings for the Pupil Premium Plus intervention, the Virtual School will be automatically notified of completion through Liquid Logic in tray. Please note, no funding can be released without the PEP being finalised on Liquid Logic by the social worker.

3. If there is a clear and appropriate link between the individual child's academic PEP targets and the proposed use of the Pupil Premium Plus funding, with clearly identified expected progress outcomes and identification of how this will be robustly tracked and measured, the **Virtual School Headteacher** will instruct the LA's finance department to allocate the required amount of Pupil Premium Plus for that individual child
4. The funding will appear in the school's budget with the child's UPN so that the Designated Teacher and school's finance officer can clearly see that this money is to be used for that specific child in care as indicated in the PEP
5. Where there needs to be a constructive dialogue between the **Designated Teacher** and **Virtual School** about the proposed use of the Pupil Premium Plus funding, the **Virtual School Education Adviser** will make contact with the **Designated Teacher** for a formal discussion. The Pupil Premium Plus funding will only be allocated to the child and placed within the school's budget once an agreement has been reached and impact evidenced in the following terms PEP
6. The Pupil Premium Plus funding should be discussed at each PEP and the impact of any previously allocated funding clearly evidenced before another request can be made
7. If a request for Pupil premium Plus funding is not required within one PEP that does not prevent a request being made at the next PEP meeting – a request can be made via any PEP completed for any child in care. The important question is – at this moment in time, what additional support does the child need in order to raise their attainment and so close the gap?

Further practice guidance about the Pupil Premium Plus funding can be found by clicking on to the icons above.

**Remember no high quality PEP with costings - no Pupil Premium Plus funding**

## **Appendix 7: Glossary**

<b>Looked After Child (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 individual children and young people.
<b>Confidentiality</b>	Young people have the right to have their personal circumstances kept confidential. This is a particularly important issue for children in care and is regularly raised both nationally and locally. Therefore, it is important to ensure that any child in care is reassured that the details of their circumstances will be shared only with the people who need to know and are offering the appropriate support to fulfil the requirements of the PEP.
<b>Corporate Parent</b>	When a child is on a care order or is voluntary accommodated by the local authority, the local council and key agencies involved in supporting a child become 'corporate parents' and they have a duty to ensure the outcomes for a child in care are the same as they would want for their own child. With a care order the local authority shares parental responsibility with the parents.
<b>Designated Teacher</b>	All maintained schools, academies and free schools are required to appoint a designated teacher to champion the educational attainment of looked after children and act as a source of information and advice about their needs. In Early Years Settings the same role is carried out by the designated practitioner and in other educational settings the designated person.
<b>Designated Practitioner</b>	The person designated to take responsibility for all CLA in their Early Years Setting, ensuring all have a good quality PEP in place and monitoring the implementation of that PEP to make it a living document.
<b>Designated Person</b>	The person designated to take responsibility for all CLA in their Post 16 setting e.g. college, other education and training provider or university, ensuring all have a good quality PEP in place and monitoring the implementation of that PEP to make it a living document.
<b>Early Years Setting</b>	A setting which a child attends prior to going to school e.g. pre-school, nursery, child minder

<b>Educational Attainment</b>	The level or grade which a child/young person is working at. Currently there are National Curriculum levels 1-8. Below level 1 there is a set of standards called P levels or Pivats which are mostly used in Special Schools or for young people in mainstream schools with specific identified Special Educational Needs.
<b>Fixed Term Exclusions (FTE)</b>	A child/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 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. If a PSP is held the PEP should be reviewed alongside this. Parents/Social Worker can appeal to the Pupil Discipline Committee if the exclusion is more than 5 days.
<b>Early Years Foundation Stage</b>	This covers education and development for children from birth to the end of Reception (first year in school). The curriculum is assessed in 3 Prime and 4 Specific Areas of learning. Only Prime areas should be on a PEP for a child who is not yet accessing a setting. For further details see Appendix 7.
<b>Education Health &amp; Care Plan</b>	Known as EHC, this will replace the system of statements from September 2014. Those who currently have a statement of SEND will be phased into an EHC over the next 3 years. It will describe all a child's SEND, Health and Care needs and identify any special help they will receive. See Code of Practice 2014 for further details.
<b>Eligible care leaver /children</b>	Young people who are looked after, aged 16 or 17 and have been looked after by a local authority for a period of 13 weeks, or periods amounting in total to 13 weeks, which began after they reached 14 and ended after they reached 16.
<b>Independent Fostering Agency</b>	Can be referred to as 'IFA'. These are privately run agencies which are not part, 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, if this is to be accessed this has to be done in consultation with the local authority virtual school locality education adviser and social care managers.
<b>Independent Reviewing Officer</b>	Every looked-after child must have a named IRO who is appointed to participate in case reviews and monitor the local authority's performance in relation to a child's case.
<b>Individual Behavioural Plans</b>	Known as IBPs they are drawn up by the SENCo in the school/early years setting to support children who have special educational needs in terms of their behaviour. Targets should be reviewed and set on a half term basis. Under the new

SEN code of Practice these will no longer be required but may still be used. If appropriate these targets can be used as targets for the PEP.

<b>Individual Education Plans</b>	Known as IEPs they are drawn up by the SENDCo in the school/early years setting to support children who have special educational needs in terms of their learning (they are also sometimes called Individual Learning Plans (ILPs). Targets should be reviewed and set on a half term basis. Under the new SEND code of Practice these will no longer be required but may still be used. If appropriate these targets can be used as targets for the PEP.
<b>Key Stage</b>	Education years are organised into phases referred to as 'key stages' or 'KS'. The end of the key stage signifies the next stage of education and therefore more formal assessments are generally made at this time to assess learning. Progress is also assessed at least termly to check is a child in on track to achieve their end of key stage assessment targets. Refer to cards provided by the virtual school for the age and year group of children by key stage as well as current National Curriculum Levels in terms of government age related expected levels.
<b>Key Stage 4 options</b>	In years 8/9, pupils choose options from a range of subjects and examination types to study at Key Stage 4. Some subjects are compulsory. There may also be the option for the young person to attend college full or part time.
<b>Key Stage Transition Plan</b>	Moves into an Early Years Setting, into Reception and between key stages within the same or different settings all require a transition plan. The end of key stage may be a change of school, for which early plans must be made, as they must for any change of school/setting and the PEP must drive these plans.
<b>Legal Status</b>	For example, a child 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 CLA, the council is a 'corporate parent' (see above for definition) who holds the Care Order or who Accommodates the child under Section 20 (Children Act 2004).
<b>P Levels</b>	'Pre-national curriculum levels' or 'P-levels'. For pupils who are working beyond the EYFS but who are not yet achieving the National Curriculum (NC) level 1, their work is graded within 'P-levels'. There are 8 P levels (1-8) before starting at NC level 1.

<b>Permanent Exclusion</b>	This is when a child/young person is permanently removed from a school roll. The decision is made by the head teacher of the school and the decision must go before the governors for them to decide whether to uphold it. It is the policy of Cheshire West and Chester that no child/young person in care is permanently excluded.
<b>Post 16</b>	Once young people pass the school leaving age (last Friday in June in year 11) they become 'Post 16' They must remain in education or training provision until they are 18, they can do this by remaining in school, going to college (further education) or a combination of education and training with a provider or through an internship or apprenticeship.
<b>School and External Awards</b>	For example, Duke of Edinburgh, ASDAN, scout/guide badges, dance certificates, attendance certificates, footballer of the year etc.
<b>SENDCO</b>	The school's Special Educational Needs Development Co-ordinator.
<b>SMART targets/plans</b>	Means specific, measurable, achievable, realistic, time bound
<b>Special Educational Needs</b>	Also referred to as SEND to describe needs which are producing barriers to learning for a child/young person in comparison to their age related peers. For example these can include social, emotional and behaviour needs, learning and cognition needs.
<b>UPN</b>	Unique Pupil Number that identifies each child in education records and should also be recorded in social care records.
<b>Welsh Foundation Phase</b>	The equivalent of the Early Years Foundation Stage (EYFS) and key stage 1 in Wales, as the foundation phase does not finish until the end of the third year in school. (In England the EYFS ends after the first year in school for most children. However, if a child is still sitting in EYFS they can remain on an EYFS PEP until the end of the first term in year 1).

Appendix 8 – examples of short term PEP targets

Next Steps - to help me achieve what I am capable of in my education and development	Measureable progress I need to make by my next PEP	Who will help me achieve this?	What do I need to do?	How will I know I am on track? Who will feed this back to me?
Example Pre-setting PEP – very young baby	To move my head towards a familiar voice when I hear the voices of those who are important to me	My foster carers will talk to me and give me lots of eye contact and facial expressions  My Mummy and Daddy will do the same in contact	I will enjoy lots of cuddles and snuggles and eye contact  I will begin to recognise and look forward to hearing the voices of those who are important to me	At my next PEP meeting it will have been recorded on my PEP that I am now doing this
Example EYFS setting PEP	To be able to recognise which group of objects has more in it and which has less	My key person  My foster carer	Be able to tell you which group of objects has less and which has more in when you show me groups of different objects e.g. cars, crayons	My key person will tell me  My foster carer will liaise with my key person
Example EYFS Reception in school PEP	To segment and blend CVC words e.g. c-a-t when I am reading	My class teacher  My class TA  My foster carer	I can segment and blend CVC words using wooden letters in my sound bag at school and at home.  I will segment and blend CVC words when I am reading	My class teacher will tell me
<b>Academic Targets - to help me achieve what I am capable of in my</b>	<b>Measureable progress I need to make by my</b>	<b>Who will help me achieve this?</b>	<b>What do I need to do?</b>	<b>How will I know I am on track? Who will feed this back to me?</b>

education	next PEP			
Example KS1 (year 2 PEP)	To achieve the expected level in my writing for Year 2	My class teacher and TA in school  My foster carers at home	I need to write in sentences which start with a capital letter and end with a full stop.  I need to continue with the fun writing activities I do at home with my foster carers Helen & Steve	My class teacher will let me know how I am doing, I will achieve Level 1b at the end of the summer term
Example KS2 (year 4 PEP)	To achieve the expected level in my maths work for Year 4	My class teacher  My class TA  My foster carer	To practise my times tables each week at home for the weekly test on Thursday. My foster carer will support me to do this and we will make it fun!	I will get at least 18 out of 20 each week in the test. I will achieve the expected level in maths by my next PEP.  My class teacher will let me know through weekly marking and verbal feedback if I am on target

## Appendix 9 – Early Years Foundation Stage PEP Guidance for young children not yet in a setting

# PRIME AREAS

	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT			COMMUNICATION AND LANGUAGE			PHYSICAL DEVELOPMENT	
	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self Care
0 – 11 months	<ul style="list-style-type: none"> <li>Enjoys company of others and seeks contact with others from birth.</li> <li>Gazes at faces and copies facial movements.</li> <li>Responds when talked to, eg, moves arms and legs, changes facial expression, moves body and makes mouth movements.</li> <li>Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.</li> <li>Responds to what carer is paying attention to, e.g. following their gaze.</li> <li>Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</li> </ul>	<ul style="list-style-type: none"> <li>Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions.</li> <li>Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention.</li> </ul>	<ul style="list-style-type: none"> <li>Is comforted by touch and people's faces and voices.</li> <li>Seeks physical and emotional comfort by snuggling in to trusted adults.</li> <li>Calms from being upset when held, rocked, spoken or sung to with soothing voice.</li> <li>Shows a range of emotions such as pleasure, fear and excitement.</li> <li>Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying</li> </ul>	<ul style="list-style-type: none"> <li>Turns toward a familiar sound then locates range of sounds with accuracy.</li> <li>Listens to, distinguishes and responds to intonations and sounds of voices.</li> <li>Reacts in interaction with others by smiling, looking and moving.</li> <li>Quietens or alerts to the sound of speech.</li> <li>Looks intently at a person talking, but stops responding if speaker turns away.</li> <li>Listens to familiar sounds, words, or finger plays.</li> <li>Fleeting Attention – not under child's control, new stimuli takes whole attention</li> </ul>	<ul style="list-style-type: none"> <li>Stops and looks when hears own name.</li> <li>Starts to understand contextual clues, e.g. familiar gestures, words and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.</li> <li>Makes own sounds in response when talked to by familiar adults.</li> <li>Lifts arms in anticipation of being picked up.</li> <li>Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'.</li> </ul>	<ul style="list-style-type: none"> <li>Turns head in response to sounds and sights.</li> <li>Gradually develops ability to hold up own head.</li> <li>Makes movements with arms and legs which gradually become more controlled.</li> <li>Rolls over from front to back, from back to front.</li> <li>When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.</li> <li>Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.</li> <li>Reaches out for, touches and begins to hold objects.</li> <li>Explores objects with mouth, often picking up an object and holding it to the mouth.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to and thrives on warm, sensitive physical contact and care.</li> <li>Expresses discomfort, hunger or thirst.</li> <li>Anticipates food routines with interest.</li> </ul>
8 – 20 months	<ul style="list-style-type: none"> <li>Seeks to gain attention in variety of ways, drawing others into social interaction.</li> <li>Builds relationships with special people.</li> <li>Is wary of unfamiliar people.</li> <li>Interacts with others and explores new situations when supported by familiar person.</li> <li>Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys finding own nose, eyes or tummy as part of naming games.</li> <li>Learns that own voice and actions have effects on others.</li> <li>Uses pointing with eye gaze to make requests, and to share an interest.</li> <li>Engages other person to help achieve a goal, e.g. to get an object out of reach.</li> </ul>	<ul style="list-style-type: none"> <li>Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.</li> <li>Growing ability to soothe themselves, and may like to use a comfort object.</li> <li>Cooperates with care giving experiences, e.g. dressing.</li> <li>Beginning to understand 'yes', 'no' and some boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>Moves whole bodies to sounds they enjoy, such as music or a regular beat.</li> <li>Has a strong exploratory impulse.</li> <li>Concentrates intently on an object or activity of own choosing for short periods.</li> <li>Pays attention to dominant stimulus – easily distracted by noises or other people talking.</li> </ul>	<ul style="list-style-type: none"> <li>Developing the ability to follow others' body language, including pointing and gesture.</li> <li>Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?').</li> <li>Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'</li> </ul>	<ul style="list-style-type: none"> <li>Uses sounds in play, e.g. 'brrrrm' for toy car.</li> <li>Uses single words.</li> <li>Frequently imitates words and sounds.</li> <li>Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.)</li> <li>Uses pointing with eye gaze to make requests, to share an interest.</li> <li>Creates personal words as they begin to develop language</li> </ul>	<ul style="list-style-type: none"> <li>Sits unsupported on the floor.</li> <li>When sitting, can lean forward to pick up small toys.</li> <li>Pulls to standing, holding on to furniture or person for support.</li> <li>Crawls, bottom shuffles or rolls continuously to move around.</li> <li>Walks around furniture lifting one foot and stepping sideways and walks with one or both hands held by adult</li> <li>Takes first few steps independently.</li> <li>Passes toys from one hand to the other.</li> <li>Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</li> <li>Picks up small objects between thumb and fingers.</li> <li>Enjoys the sensory experience of making marks in damp sand, paste or paint.</li> <li>Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</li> </ul>	<ul style="list-style-type: none"> <li>Opens mouth for spoon.</li> <li>Holds own bottle or cup.</li> <li>Grasps finger foods and brings them to mouth.</li> <li>Attempts to use spoon: can guide towards mouth but food often falls off</li> <li>Can actively cooperate with nappy changing (lies still, helps hold legs up).</li> <li>Starts to communicate urination, bowel movement.</li> </ul>

	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT			COMMUNICATION AND LANGUAGE			PHYSICAL DEVELOPMENT	
	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self Care
16-26 months	<ul style="list-style-type: none"> <li>Plays alongside others.</li> <li>Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious</li> <li>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth</li> </ul>	<ul style="list-style-type: none"> <li>Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.</li> <li>Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).</li> <li>Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.</li> <li>Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.</li> <li>Responds to a few appropriate boundaries, with encouragement and support.</li> <li>Begins to learn that some things are theirs, some things are shared, &amp; some things belong to other people.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to and enjoys rhythmic patterns in rhymes and stories.</li> <li>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</li> <li>Rigid attention – may appear not to hear.</li> </ul>	<ul style="list-style-type: none"> <li>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.</li> <li>Understands simple sentences e.g. <i>'Throw the ball.'</i></li> </ul>	<ul style="list-style-type: none"> <li>Copies familiar expressions, e.g. 'Oh dear', 'All gone'.</li> <li>Beginnings to put two words together e.g. <i>'want ball', 'more juice'</i>.</li> <li>Uses different types of everyday words nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot.</i></li> <li>Beginning to ask simple questions.</li> <li>Beginning to talk about people and things that are not present.</li> </ul>	<ul style="list-style-type: none"> <li>Walks upstairs holding hand of adult.</li> <li>Comes downstairs backwards on knees (crawling).</li> <li>Beginning to balance blocks to build a small tower.</li> <li>Makes connections between their movement and the marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>Develops own likes and dislikes in food and drink.</li> <li>Willing to try new food textures and tastes.</li> <li>Holds cup with both hands and drinks without much spilling.</li> <li>Clearly communicates wet or soiled nappy or pants.</li> <li>Shows some awareness of bladder and bowel urges.</li> <li>Shows awareness of what a potty or toilet is used for.</li> <li>Shows a desire to help with dressing/undressing and hygiene routines.</li> </ul>
27-36 months	<ul style="list-style-type: none"> <li>Interested in others' play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>Separates from main carer with support and encouragement from a familiar adult.</li> <li>Expresses own preferences and interests.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed.</li> <li>Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>Responds to the feelings and wishes of others.</li> <li>Aware that some actions can hurt or harm others.</li> <li>Tries to help or give comfort when others are distressed.</li> <li>Shows understanding and cooperates with some boundaries and routines.</li> <li>Can inhibit own actions/ behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul>	<ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories.</li> <li>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>Shows interest in play with sounds, songs and rhymes.</li> <li>Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies action words by pointing to the right picture, e.g., <i>"Who's jumping?"</i></li> <li>Understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i></li> <li>Understands 'who', 'what', 'where' in simple questions e.g. <i>Who's that/can? What's that? Where is?</i></li> <li>Developing understanding of simple concepts e.g. <i>big/little.</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>Holds a conversation, jumping from topic to topic.</li> <li>Learns new words very rapidly and is able to use them in communicating.</li> <li>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>'I have it'</i>.</li> <li>Uses a variety of questions e.g. <i>what, where, who.</i></li> <li>Uses simple sentences e.g. <i>'Mummy gonna work.'</i></li> <li>Beginning to use word endings e.g. <i>going, cats</i></li> </ul>	<ul style="list-style-type: none"> <li>Runs safely on whole foot.</li> <li>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>Can kick a large ball.</li> <li>Turns pages in a book, sometimes several at once.</li> <li>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>Imitates drawing simple shapes such as circles and lines.</li> <li>Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>May be beginning to show preference for dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Feeds self competently with spoon.</li> <li>Drinks well without spilling.</li> <li>Clearly communicates their need for potty or toilet.</li> <li>Beginning to recognise danger and seeks support of significant adults for help.</li> <li>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>Beginning to be independent in self-care, but still often needs adult support.</li> </ul>

## Appendix 10 – Useful links

Children in Care Council (CiCC) Cheshire West and Chester:

<https://www.livewell.cheshirewestandchester.gov.uk/Services/1582#:~:text=The%20Pledge,a%20reason%20for%20missing%20out.>

Admissions code <https://www.gov.uk/government/publications/school-admissions-code>

Attachment Aware Schools programme: a new partnership between Bath and North East Somerset Council and Bath Spa University:

<http://attachmentawareschools.com/>

In care, in school – a learning resource for school communities <http://www.incareinschool.com/>

SEND and Disability Code of Practice 0 to 25: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Promoting the education of looked after children

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

School Exclusion statutory guidance <https://www.gov.uk/government/publications/school-exclusion>

16-19 Bursary fund guidance <https://www.gov.uk/1619-bursary-fund>

The Department for Education <https://www.gov.uk/government/organisations/department-for-education>

The IRO Handbook: <https://www.gov.uk/government/publications/independent-reviewing-officers-handbook>

The National Children's Bureau: <http://www.ncb.org.uk>

Who Cares? Trust <http://www.thewhocarestrust.org.uk/>

### THE ROLE OF THE LOOKED AFTER CHILDREN GOVERNOR

#### Introduction

Government policy recognises the need for children who are in the care of the Local Authority (Cheshire) to have the same support as other children have from their parents. Different people in Cheshire County Council and in schools offer support at different stages of children's lives and it is important they act together as **corporate parents**. Children's Services have considered how best this support could be achieved. One Cheshire principle agreed was that there should be a governor on each school governing body who would act as a champion for looked after children promoting their attainments and their interest if they are at risk of exclusion. This section outlines the way in which school governors who act as champions for looked after children should take this forward.

#### The Governor's Role

Children come into care because of a wide range of family difficulties. They can be in care for very short to very long periods. They are involved with a wider range of people: other children and young people, social workers, foster or residential carers and in school a designated teacher. With such a complicated life the number of new people who are directly involved with them should be kept to a minimum. Therefore the role of the school governor, who acts as a champion, is to ensure that the policy and practice in school supports children in Cheshire's care rather than having direct involvement with the children themselves.

There are a range of questions the school governor should be asking:

- Who knows which children in the school are looked after?
- Who should know?
- What is done with information about looked after pupils?
- How is information recorded?
- How are looked after pupils consulted about what they want other pupils and teachers to know about them and why they are in care?
- Who in school has an overview of their educational needs and progress?
- Who is responsible for liaising with Children's Services and ensuring that school has relevant information about the child's care history?
- How do the school's policies and ways of working ensure that looked after pupils will be given the same opportunities and encouragement as other pupils?
- What training do the school's staff and governors need to help them understand and meet the needs of children in care?
- How do test scores, attendance, exclusion rates etc for looked after children, as a discrete group, compare with those of other pupils?

- Who will draw up an educational plan for the child when he/she enters the school, and monitor progress?
- How does the school communicate with foster families and residential children's units?
- Are looked after children supported to enable them to participate in out of school/extra curricular activities?

The school governor should monitor policy and practice in their school to ensure that:

- There is a Designated Teacher for looked after children.
- Looked after children have equal access to all aspects of school life, including the National Curriculum, examinations, careers guidance, extra curricular activities, work experience and additional educational support.
- There is an ethos of support and acceptance in the school for children who do not live with their birth families:
- Targets for looked after children are realistic but aspirations are high for these pupils.
- Where the child/young person is at risk of exclusion or excluded that they are treated in the same way and offered the same support as any other pupil.

The Children in Cheshire's Care Team can offer advice and support to school governors who are champions of looked after children.

Further guidance on the role of the Designated Governor for Looked After Children can be found in:

Supporting Looked After Leavers: A Practical Guide for School Governors (DfES 2005).

This document is available at

<http://publications.teachernet.gov.uk/eOrderingDownload/1929-2005PDF-EN-01.pdf>