

A Guide for Suffolk Social Workers

Updated 01/09/2023

Please contact the Suffolk Virtual School for further advice and guidance beyond this quick reference guide: SuffolkVirtualSchool@suffolk.gov.uk

This guidance covers:

- What is a PEP?
- What is the social worker's role within the PEP?
- How is the PEP process managed for Suffolk children in care?

What is a PEP?

School is a very key agent for change in a child's life; building a strong working relationship with the school is a fundamental part of your support for the child. The PEP is a critical vehicle for capturing the shared aspirations we have for our children and all the planning in place to secure their future.

The PEP refers to the child's whole education plan, i.e. the PEP document and the PEP meeting combined. As the child's social worker, you are primarily responsible for their PEP meeting, but you also need to be familiar with, and understand, their PEP document and to be actively involved in reviewing the child's provision and progress.

For children in care of statutory school age, i.e. Reception to Year 11 we use an ePEP template completed by the school. This is provided by a platform called Welfare Call. We require schools to initiate the ePEP at the beginning of each term and then add to it during the term, so that the finalised document captures a child's provision and progress across a whole term. For 2023-2024 the ePEP submission dates are:

- Autumn: Friday 8/12/2023
- Spring: Friday 15/3/2024
- Summer: Friday 5/7/2024

In Suffolk, we do not require social workers to log into the Welfare Call ePEP whilst it is a live document - a PDF version of the completed document is uploaded into the child's record on SharePoint at the end of each term.

Please see separate guidance for Early Years and post 16 PEP (including NEET PEPs) available via our webpages:

[Personal Education Plans - Suffolk County Council](#)

[The Virtual School support for post 16 education - Suffolk County Council](#)

The statutory guidance

NB: The Department for Education (DfE) uses the term looked after children (LAC); in Suffolk we use children in care (CiC). Other Local Authorities use child looked after (CLA). The three terms are interchangeable.

The bullet points below are taken directly from the statutory guidance regarding PEP: [Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/designated-teacher-for-looked-after-and-previously-looked-after-children)

- The PEP is a record of the child's education and training. It should describe what needs to happen for a looked-after child to help them fulfil their potential and reflect, but not duplicate, any existing plans such as EHC plans.
- The PEP is a vital document because it provides a '**collective memory**' about the child's education. **It is an integral part of a looked-after child's wider care plan.**
- **The PEP must be initiated within 10 working days of the start of the child's first placement.** An initial version must be available for the 20 working-day [Child in Care] Review of the care plan.
- **The PEP should be initiated by the social worker as part of the care plan** but developed and reviewed in partnership with relevant professionals.
- The PEP should help everyone gain the clear and shared understanding about the teaching and learning provision necessary to ensure academic progress and meet the child's educational needs, describing how that will be provided.
- The school and the local authority which looks after the child have a shared responsibility for helping [children in care] to achieve and enjoy. The content, implementation and review of the PEP enable both the school and local authority to discuss how they can help achieve this.
- **The PEP review should be done through a meeting involving the social worker, the young person, carers and others.**
- Listening to the **voice of [children in care]** is a vital part of successfully understanding and meeting their needs.

Your role within the PEP

As the child's social worker, you are there as the representative of their corporate parent; as such your role is to:

- be their education champion
- advocate for their wishes
- understand their educational needs and achievements
- be a pro-active partner with their school in ensuring they have the best possible educational experience and outcomes that they can.

You are required to organise an **initial PEP Meeting within 10 days** of a child coming into care, or within 10 days of a child starting a new school. The primary purpose of this meeting is to ensure the school has all the information they need about the child to support them in their setting, including details such as who holds legal Parental Responsibility and delegated authority.

After this initial PEP meeting, **the regular PEP meeting review cycle starts**. You need to organise and facilitate one PEP meeting a term. Typically, these will be attended by yourself, the child, their carer and key school staff such as the Designated Teacher. **NB: This meeting can take place at any point in the term; it is not tied to the ePEP submission date.**

The purpose of these meetings is to:

- Review the child/young person's education provision and progress
- Capture the child/young person's views, wishes and feelings around education
- Agree any actions to support the child/young person's education plan and review the impact of actions previously agreed.

If the child does not want to attend their PEP meeting, their wishes and feelings can be collected outside the meeting, either by you or a member of staff at school – this should be seen as preparation for the meeting, not as an additional meeting.

PEP Meeting Roles and Responsibilities

Social Worker	Designated Teacher
Ensure the child has been supported to participate in or contribute to their PEP meeting	Ensure the child has been supported to participate in or contribute to their PEP meeting
Give the school and other attendees enough time to plan their attendance, (ideally at least 10 days before the meeting).	Have information about the child's provision and progress available to share as part of the meeting.
Chair the meeting. Typically you might use a Signs of Safety approach <ul style="list-style-type: none">• What's working well• Any worries• Next steps	Share examples of the pupil's work and achievements; identify any additional assessments required to profile their needs and strengths; share the impact of interventions. Ensure any actions from the previous term are reviewed.

Share a summary of the meeting and distribute this to attendees; update to Liquid Logic and upload to SharePoint. See Appendix A for Liquid Logic recording instructions.

New LCS Personal Education Plan

● **Personal Education Plan**

Due Date: 22-Feb-2008

Date of PEP Meeting: 06-Mar-2019

Next PEP Date: 01-Sep-2019

● **Additional Details**

Date sent to school: 06-Mar-2019

Date sent to Carer: 06-Mar-2019

Young Person Participated?

Notes: Person-centred PEP Meeting completed with John using Three Houses framework. Three Houses document can be found in SharePoint '2019-03-06_PEP Meeting_Smith John'

Record the pupil's wishes and feelings and any actions agreed in the Planning and Pupil Voice section of the ePEP. The school can select a range of meeting options from a drop-down menu:

Meeting Type: [Dropdown Menu]

Date: [Input Field]

- CIC Review
- EHCP Annual Review
- Initial PEP meeting (for pupils new to school or new to care)
- Meetings with external providers or services
- Meeting with parent/carer
- Parents Evening
- PEP meeting (with pupil present)
- PEP meeting (with pupil not present)
- Professionals' meeting
- SEND planning meeting
- Target setting meeting
- Transition Planning Meeting
- 1 : 1 Pupil Voice
- Actions and decisions agreed outside of formal meetings (i.e. phone calls/emails)

The expectation is that you chair the meeting using Signs of Safety principles to establish the following in terms of the child/young person's education provision and progress.

- **What is going well?**
- **What are we worried about?**
- **What are we going to do about our concerns?**

If the child does not want to join the whole meeting, then part of the meeting can be held with the adults present (in person or virtually), with the child's views gathered by you outside of the meeting. You will then need to combine the two elements of the meeting into one record, to be distributed to the attendees and other relevant parties, such as the child/young person's parents.

The PEP document and PEP meeting are therefore separate yet interconnected. Separate in the sense that the meeting does not involve completing the ePEP during the meeting, but interconnected in the sense that the PEP meeting should be about the child/young person's education and the ePEP document should capture their voice and any actions agreed at the meeting. Combined they create a whole plan and fulfil the purpose of the PEP as set out in the statutory guidance, which is to be:

A living, evolving, comprehensive and enduring record of the child's experience, progress and achievement at school (academic or otherwise) and inform any discussions about education during the statutory review of the child's wider plan.

See Appendix B and C for a diagrammatic representation of what is outlined below.

See Appendix D for a copy of the 4 Houses – House of Worries, Good Things, Best Hopes and Next Steps or follow link below:

[Suffolk Safeguarding Partnership \(suffolksp.org.uk\)](http://suffolksp.org.uk)

How to lead and facilitate the PEP Review Meeting

1. Arrange a suitable venue (including virtual if appropriate), date and time that works for the child and all other attendees (i.e. DT, carer, parent if appropriate).
2. Use the Signs of Safety approach to shape the discussion (as outlined above).
3. Ensure the child's voice, wishes and feelings about education are the focus of the meeting. (If their voice is collected outside of the meeting, this will need to be shared during the meeting and then the two elements combined into one record.)
4. Review the actions agreed at previous meetings
5. Ask questions related to their provision and progress such as:
 - a. What are this term's priorities for the child/young person's academic progress and personal development?
 - b. If they're on an SEND pathway, how is their curriculum and provision tailored to meet their needs?
 - c. How is their SDQ score being used to shape their provision?
 - d. Where are they currently against their targets?
 - e. What additional support is in place/do they need, to achieve their targets/make progress?
 - f. If there's a planned transition, what is in place to support this?
6. For children of statutory school age, you could ask for specific sections of the ePEP to be printed off for discussion in the meeting.
7. Agree a timescale in which you will share your meeting record with the school and other attendees.

General guidance regarding communication and partnership working with schools around the PEP process.

1. Maintain regular communication with the child/young person's school. In particular ensure schools are kept updated about:
 - Care placement moves
 - Changes in care status
 - Contact arrangements
 - Key events in the child's life that might impact their well-being and behaviour in school (historic and current)
 - Change of social worker

2. Make sure you know who the Designated Teacher is. The Virtual School maintains a list of the contact details for the Designated Teacher of every education setting attended by a Suffolk child in care (whether placed in Suffolk or elsewhere in the UK). Please contact SuffolkVirtualSchool@suffolk.gov.uk if you need the DT's contact details.
3. Understand the child's education provision and progress, as captured and reviewed in the PEP produced by the school.
4. Be aware of what the pupil premium grant is and can be used for. Please see a summary table below for examples. For further guidance, please contact the Suffolk Virtual School and/or see information available on their webpages: [Pupil Premium Grant funding - Suffolk County Council](#)

Individual support and interventions	Group support and interventions	Staff development to support pupils
<p>1:1 face to face tuition</p> <p>Online tutoring</p> <p>Online programs to support learning</p> <p>'Stretch and challenge' opportunities</p> <p>Bespoke/therapeutic alternative provision to support full time timetable, such as care farms, mentoring via music (such as PLOT, Noise Solutions and Green Light Trust)</p> <p>Art therapy</p> <p>Resources to tap into individual interests or aspirations – books and so on – which will support personal development or academic progress (such as LetterBox Club)</p> <p>Subject study books – such as 'Maths made easy'</p> <p>SEMH support resources</p>	<p>Tuition for a number of CiCs with similar need(s) e.g ESOL tutoring</p> <p>Tuition for a CiC with a group of friends or classmates with similar need</p> <p>'Stretch and challenge' – group project of their choice to extend skills/knowledge</p> <p>Transition from primary to secondary/ secondary to Post 16 project</p> <p>Social, emotional and mental health in initiatives such as Thrive, ELSA or DESTY</p>	<p>The PEP and staff responsibility</p> <p>Attachment training</p> <p>Trauma training</p> <p>Mental health training</p> <p>Effective teaching and learning of vulnerable groups</p> <p>Effective feedback and marking</p> <p>Speech and Language therapy training</p> <p>ELSA (Emotional Literacy Support Assistant) training</p> <p>SEND related to developmental trauma such as working memory and executive function.</p> <p>FASD training</p>

What about children and young people with EHCPs?

If your young person has an EHCP the school will still need to submit termly PEP documents, in addition to the Annual Review of their EHCP.

You should also ensure that you:

- are invited to and attend their Annual Reviews
- know the contact details for the school's SENDCO as well as the school's Designated Teacher
- know who is responsible within the relevant Local Authority for overseeing their EHCP. If they are placed within Suffolk this will be the relevant Family Services team. Other LAs use different job titles, such as EHCP Co-ordinator.
- respond within prescribed timeframes to all requests for information from the relevant EHCP Co-ordinator
- Ensure that their EHCP has been sent for consultation in timeframes for phase transfers, e.g from Year 6 to Year 7 and year 11 to Year 12.

In the term in which the Annual Review is held it is not necessary to have a separate PEP Meeting; the two meetings can be combined, as both should be person centred, i.e focused on the child's views and lived experience of school, and their provision and progress.

For more information about the role of the Designated Teacher and the role of the Virtual School, or for further advice and guidance please contact the Suffolk Virtual School SuffolkVirtualSchool@suffolk.gov.uk

Please also see the Virtual School webpages:


[The Virtual School for children in care - Suffolk County Council](#)

PEP Recording on Liquidlogic

Children Looked After by Suffolk County Council

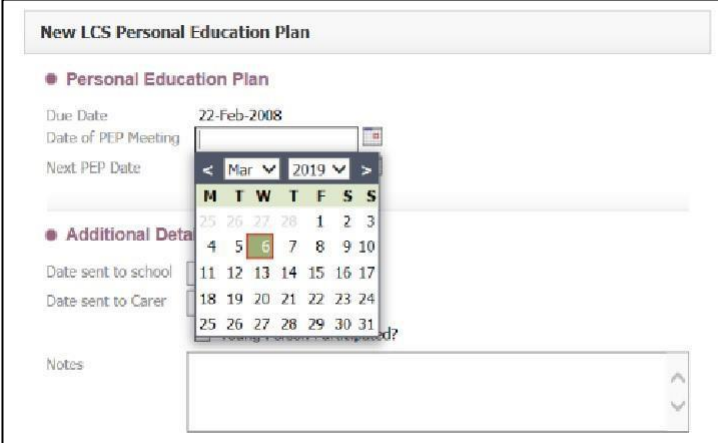
Please follow these steps to record a person-centred PEP meeting on Liquidlogic for a child in care:

1. Select **Education**
2. Select **PEPs**
3. Select **Record a PEP**
4. Input the **Date of PEP Meeting** and the Next PEP Meeting Date if known. Where applicable, input the Date sent to school and Date sent to carer

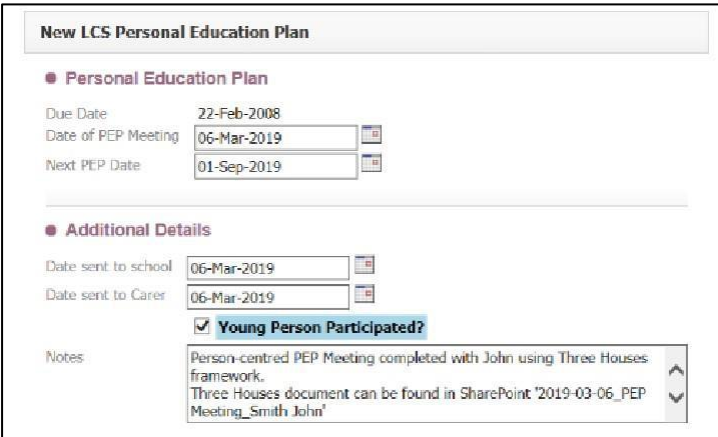


5. Add the details of the PEP Meeting (including the child or young person’s views and actions arising) in the Notes box or signpost to where the PEP Meeting Notes can be found.

For example, PEP Meeting Notes may be entered into Case Notes clearly labelled as a PEP Meeting (and the corresponding date is recorded under the PEP tab in Education).



6. Please upload evidence of a PEP Meeting to SharePoint with a suitable file name e.g. ‘YYYY-MM-DD_PEP Meeting_Surname First Name’ as shown here.



The PEP process for Suffolk Children in Care

The ePEP document

The PEP document (ePEP) is the responsibility of the school. Suffolk social workers do not have a login to the Welfare Call ePEP. (A PDF copy of the completed PEP is uploaded onto an internal SCC drive for the child's social worker at the end of each term.)

The ePEP records everything the school puts in place each term to enable the child to make progress. It is designed to be 'living, evolving, comprehensive' document (DfE, 2014) which is added to and updated throughout the term.

The targets for each term should be set at the **beginning of term**, with provision put in place to support the child to achieve these targets.

We set the same ePEP deadline for all children which is usually two weeks before the end of term. (Completion of the ePEP is not dependent on a PEP meeting; the two dates are entirely separate.)

Actions from the PEP meeting should be recorded in the ePEP and reviewed in the next PEP meeting.

The PEP meeting

The PEP meeting is the responsibility of the social worker. There should be three PEP meetings a year, one each term.

There can be a range of meetings linked to the PEP document but what we refer to as the person-centred PEP meeting should involve the child. Typically, the meeting will take place in school and involve the child, their carer, someone from the school and their social worker (and parent if appropriate). The expectation is that this meeting is arranged and led by the social worker.

PEP meeting notes should be shared by the social worker with the school and the child's carer and/or parent if appropriate.

The child's targets and information about their education provision and progress should form part of the discussion at the PEP meeting.

There is no set template for the PEP meeting, but examples are available via the Virtual School webpages.



What links the ePEP and the PEP meeting is the child and their voice. The child's needs and views should be at the heart of all discussion and planning.

The Post -16 PEP process for Suffolk Children in Care

The Post-16 PEP document

The PEP document is the responsibility of the Post-16 Provider.

Completion of the PEP document is not dependent on a PEP meeting.

The ePEP records everything the Post-16 provider puts in place each term to enable the young person to make progress. It is designed to be 'living, evolving, comprehensive' document (DfE, 2014) which is added to and updated throughout the term.

The targets for each term should be set at the **beginning of term**, with provision put in place to support the young person to achieve these targets.

We set the same PEP deadline for all children/young people which is usually two weeks before the end of term.

Actions from the PEP meeting should be recorded in the PEP and reviewed in the next PEP meeting.

The Post-16 PEP meeting

The PEP meeting is the responsibility of the social worker.

There should be at least two PEP meetings in the year, ideally at the mid-point between each CiC Review which are usually held every six months.

There can be a range of meetings linked to the PEP document but what we refer to as the person-centred PEP meeting should involve the young person. Typically, the meeting will take place in their Post-16 provision and involve the young person, their carer, someone from the Post-16 provider and their social worker (and parent if appropriate). The expectation is that this meeting is arranged and led by the social worker.

PEP meeting notes should be shared by the social worker with the post 16 provider and the young person's carer and/or parent if appropriate.

The young person's targets and information about their education provision and progress should form part of the discussion at the PEP meeting.

There is no set template for the PEP meeting, but examples are available via the Virtual School webpages.

What links the ePEP and the PEP meeting is the young person and their voice. The young person's needs and views should be at the heart of all discussion and planning.



4 Houses – House of **Worries**, **Good Things**, **Best Hopes** and **Next Steps** - Each house links to the next house using questions to move the conversation in the direction of solution talk.

<p>Worries</p>	<p>Good Things</p>	<p>Best Hopes</p>	<p>Next Steps</p>
<p>What are your biggest worries? What makes you feel scared or frightened?</p>	<p>What is really good for you right now? What or who helps you feel safe from your worries or helps you feel less worried?</p>	<p>What will it look like when your worries are no longer there and how will you know when it is sorted?</p>	<p>What needs to happen to help you get there? Who can help you to reach your best hopes?</p>