**New PEP Processes from 09 February 2022**

**The purpose of this guidance is to assist you with the PEP process for your children and young people ‘looked after’ with effect from February 2022.**

**Section A – To Select the PEP type – Completed by Social Worker**

**Section B – Child’s Views – Usually completed by School**

**Section C - Education Arrangements and Actions – Completed by Social Worker**

**Section D – Previous Targets and Progress New Targets, SEND and Education Summary – Completed by School**

**Section E – To Sign off by Virtual School**

**The PEP is split into the following Sections A to E.**

**Prior to a PEP Meeting**

* The Social Worker invites all relevant parties to the meeting and a suitable venue is agreed.
* The School will need to arrange for the Child’s Views (Section B) to be recorded prior to the PEP meeting to ensure the child views are included. In some cases it might be the Social Worker who records the Childs Views.
* If the PEP is for a CLA who is new into care, the Virtual School should be in attendance.
* A copy of the previous PEP should be made available to the Designated Teacher before the meeting.
* The Designated Teacher should be able to access the previous PEP through Bradford Schools Online, if not, send Joanne Henry (joanne.henry@bradford.gov.uk) the DT’s email address to be set up on the system.
* From Feb 2022 the schools section of the previous PEP will not pull through to Bradford Schools Online. It will be saved separately by the Social Worker and the Designated Teacher also needs to keep a copy safe for their records. If it is the first PEP at the school, the Social Worker will need to send the Designated Teacher a copy of the previous schools section.
* The Designated Teacher will review the previous PEP targets (where applicable) and pre-draft a new PEP in advance of the meeting.
* The PEP templates for the school’s section can be found on Bradford Schools Online.

 <https://bso.bradford.gov.uk/content/policy-and-guidance-for-schools>

**What should happen during the PEP Meeting?**

Welcome and introductionsAt the start it should be agreed who will chair, take notes and agree the timescale for the length of the meeting. Any pre-drafted PEPs should be shared. The PEP should be agreed collaboratively during the meeting.

Educational achievements and aspirationsStart with the pupil voice and carer voice – What is going well? What are the
challenges? What are the needs and aspirations of the pupil and carers and/or parents?
School view – what is going well? Where is support offered and/or needed?

Outcomes and actionsAgree outcomes. Outcomes should be specific tothe pupil and expressed from a personal perspective, not a service one. They should support high aspirations and set high expectations and build on what is working well and address what is not working well. Make outcomes SMART with a clear purpose.

Identify actions that will support the achievement of the outcomes (interventions,
provision etc)

Ensure the PEP provides a clear summary and outcomes of the young person’s story in education/training at this point.

Ensure the PEP includes how Pupil Premium Plus is being used to support the child

**Date of Next Meeting – set the date and time**

Think about the best time for the meeting – don’t pull pupils out of lessons unless
absolutely necessary and talk to them about how best to secure their input. Attendance
at the meeting is a decision that should be made by those people who best know them
and their wishes. There is no ‘must’ and it should be ‘as appropriate.

Record the date of the next meeting on the Schools Section of the PEP

**What should the Designated Teacher do after the meeting?**

After the meeting ensure the schools section of the PEP is returned to the Social Worker and a copy kept by the Designated Teacher