

BRIEFING TO SCHOOLS FOR COMPLETING THE 'LONDON PEP'

Every child in care on roll at your school must have a minimum of 2 Personal Education Planning meetings every year, within the statutory care planning framework. The 'London PEP' recommends 2 PEPs in an academic year; ideally in October and March. It is a working document which is 'drawn up' in collaboration with the social worker, carer and Designated Teacher. It is the Designated Teacher's main tool to ensure that: staff who are working directly with the child are informed of the key areas of educational focus; targets are regularly reviewed; to ensure accelerated and rapid progress.

The Designated Teacher needs to:

- ensure that every child in care on roll has a working PEP within the statutory timeframe:
 - within 20 working days of being taken into care
 - then in 3 months
 - 6 monthly thereafter
 - a PEP should be called outside this timeframe if there is a change of care or educational placement, or if there are any concerns about their education
- use the 'London PEP' document for children in the care of Haringey
- understand that the London PEP has 4 sections:
 - Section A – Social Worker completes before the meeting, taking multiple hard copies to the meeting at school, to distribute to colleagues
 - Section B – Designated Teacher completes before the meeting, providing hard copies for colleagues to read at the meeting
 - Section C – Child / Young Person completes with an adult at school who is close to their education and knows their learning needs, strengths, weaknesses and aspirations; copies to be provided for colleagues at the meeting
 - Section D – to be **completed at the PEP meeting** by the **Designated Teacher**; this includes writing SMART targets, which promote rapid progress
- **electronically forward section B,C and D to the Social Worker at the end of/following the meeting so that the Social Worker can distribute the PEP to all professionals involved, and also upload it onto 'Framework I' (the Local Authority database system)**#
- know that Section A is embedded in Framework I; the SW holds Section A and will provide the school and other professionals with a hard copy for the meeting
- know that Sections B,C and D are 'Word' documents, so schools will hold them electronically
- **write the educational targets in section D**; it is important that the DT, or another teacher with appropriate experience of target-setting performs this task, to ensure that they are relevant and appropriately differentiated
- 'action' the PEP by informing school staff who were not at the meeting the key educational areas of focus; this ensures that everyone is working to the new targets from the date of the meeting
- forward sections B,C,D to the Social Worker promptly for distribution and uploading to Framework I

PEP Function:

- it is a record of achievement (academic and wider), and a celebration for the young person
- it is a key tool for the Designated Teacher when working with other teachers and school staff
- it captures the assessed learning needs and provides a tool for agreeing challenging targets
- it records specific interventions and targeted support to ensure that personal targets are met
- it is the key document for transferring educational information between schools, and between social work professionals

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