



## **Personal Education Planning Policy and Procedures for Looked After Children**

### **Purpose:**

This policy outlines the procedures for planning and monitoring effective education provision for children in the care of BMBC and should be read in conjunction with the BMBC admission procedures and the BMBC LAC Pupil premium policy.

This policy does not apply to previously looked after children. Procedures for meeting the new statutory duties for promoting the education for previously looked after children can be found in a separate policy of that name.

### **Introduction:**

As corporate parent BMBC recognises its duties to secure quality education for all children placed into its care whether resident within the borough of Barnsley or placed elsewhere.

BMBC undertakes its duties in light of current legislation and seeks to fulfil its duties towards Children Looked After to a high standard.

The following extract is taken from Statutory Guidance For Local Authorities – **Promoting the Education of Looked After Children and previously looked after children February 2018** which informs BMBC procedures:

*20. All looked-after children must have a care plan, of which the PEP is an integral part. The PEP (pre-school to age 18) should be initiated as part of the care plan. It is an evolving record of what needs to happen for looked-after children to enable them to make at least expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and builds life chances. The school, other professionals and the child's carers should use the PEP to support achieving those things.*

*21. The quality of the PEP is the joint responsibility of the local authority that looks after the child and the school. Social workers, carers, VSHs, designated teachers and, as appropriate, other relevant professionals will need to work closely together. All of those involved in the PEP process at all stages should involve the child (according to understanding and ability) and, where appropriate, the child's parent and/or relevant family member.*

*22. The PEP should cover the full range of education and development needs including:*

- *access to a nursery or other high quality early years provision that is appropriate to the child's age (e.g. pre-school playgroups) and meets their identified developmental needs;*
- *on-going catch-up support for those who have fallen behind with school work (including use of effective intervention strategies);*
- *provision of immediate suitable education where a child is not in school (e.g. because of temporary or permanent exclusion);*
- *transition support where needed, such as when a child starts attending a new school or returns to school (e.g. moving from pre-school/ early years to primary school, primary to secondary school, from secondary school to further education, or following illness or exclusion) or when a child has a plan for permanence (e.g. placed for adoption) and may change schools as part of that plan;*
- *school attendance and, where appropriate, behaviour support; and*
- *support needed to help the child realise their short and long-term academic achievements and aspirations. This includes support to achieve expected levels of progress for the relevant national curriculum key stage, and to complete an appropriate range of approved qualifications; careers advice and guidance and financial information about further and higher education, training and employment.*

*Discussions about longer term goals should start early and, ideally, well before Year 9 (age 13-14) at school. High aspirations are crucial to successful planning for the future. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve; and out-of-school hours learning activities, study support and leisure interests.*

## **1.BMBC education planning procedures:**

1.1 Through the adherence of all professionals to the procedures outlined in this policy BMBC seeks to ensure the personal education plans for each child are a **'living', evolving, 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.**

Therefore each child's plan;

- Is linked to, but does not duplicate or conflict with, information in any other plans held by the child's education setting;
- identifies developmental (including any related to attachment) and educational needs (short and longer term) in relation to skills, knowledge, subject areas and experiences;
- includes SMART short-term targets, including identified progress monitoring of each of the areas identified against development and educational needs;
- includes SMART longer-term plans for educational targets and aspirations.
- identifies actions, with time scales, for specific individuals to support the achievement of agreed targets and use of any additional resources (e.g.

the pupil premium) specifically designated to support the attainment of looked after children

- include behaviour management strategies agreed between the VSH and the school to help ensure challenging behaviour is managed in the most effective way for the child
- highlights access to effective intervention strategies and how this will make/has made a difference to achievement levels

## **2. TPEP Process ( see Appendix A)**

2.1 A collaborative multiagency approach to developing, delivering and monitoring effective individual education plans is managed through the completion of a high quality termly education plan (TPEP). The child's social worker fulfils the role of lead professional supported by the virtual school.

2.2 On a child's entry to care the Virtual School receives an electronic notification of entry to care and the Education Advocate begins the process of completing the TPEP, prepopulating the child previous attainment history, prior to forwarding the form to the child's school. This is completed within 48hours of receiving notification. The child's social worker is informed that the school's designated teacher has received the initiated TPEP. In addition the Education Advocate will provide the social worker with any historical information including school placements and attendance data to inform the social worker's completion of sections one and two of the personal education planning section of the child's care plan.

2.3 On receipt of the TPEP the designated teacher ensures the school section of the TPEP is completed including identification of actions, with time scales, for specific individuals to support the achievement of agreed targets and use of the pupil premium plus funding. This should be completed within seven to ten working days.

2.4 Once the school section is complete the designated teacher forwards the TPEP to the Virtual Headteacher.

2.5 The Virtual Headteacher quality assures the plan. This is completed within five working days.

Where the plan meets the criteria the Virtual Headteacher will:

- A) notify the school so that the agreed actions can begin without delay
- B) Notify finance section to release the termly PPP funding in line with the Barnsley PPP policy
- C) forward the plan to the social worker to complete the child voice and carer section of the plan

Where the plan does not meet the criteria the Virtual Headteacher will:

- A) notify the school and identifying any changes needed and request amendments be completed within five working days.
- B) Withhold PPP funding until the plan meets the criteria.

- C) Repeat the quality assurance procedures on the amended plan once received.

2.6 On receipt of the approved plan from the Virtual School, the social worker completes the pupil voice and carer support section of the plan. This can take place as part of the initial LAC review where timescales are tight due to plan amendment requests.

2.7 The plan is agreed by all parties to the plan at the LAC review.

2.8 The social worker attaches the TPEP to the child's care Plan

2.9 The social worker ensures all parties to the plan receive a copy as appropriate.

2.10 Where a child has an EHCP or other individual targeted education plans e.g. speech therapy or OT programme a copy should be attached with the TPEP.

2.11 At the end of the school term the designated teacher ensures the plan is reviewed and outcomes recorded.

2.12 While ever a child is in care the TPEP process is completed termly and reviewed in line with the statutory care review cycle.

2.13 The designated teacher will ensure the Children In Care Review of Educational Outcomes Form is used to evaluate the previous TPEP prior to each LAC review ensuring the TPEP is a "living document" which actively informs any discussion about education during the statutory review of the child's wider care plan.

2.14 No significant decisions about a looked-after child's education should be made without reviewing the PEP in consultation with the child, the child's school, carer, VSH, IRO and, where appropriate, their parent(s).

2.15 The IRO should be alerted to any significant changes to the child's PEP such as the breakdown or potential change of an education placement so that the IRO can decide whether a review of the care plan is required.

### **3 Monitoring and Evaluation**

3.1 Quality assurance is a key part of the TPEP process and all individual plans are assessed against statutory guidance for quality personal education planning prior to funding allocation.

3.2 The Virtual Headteacher and CIC Service Manger monitor the statutory completion of PEP's weekly. Where a plan falls outside the statutory time scales an investigation of contributory factors is undertaken and appropriate challenge given with a target for completion issued.

3.3 In addition a multi-agency deep dive audit of TPEP quality is undertaken termly.

3.4. Where an audit indicates a potential issue with quality in school provision the Virtual Headteacher will contact the school and meet with the Headteacher to resolve the issue and offered any necessary support or CPD to improve performance.

3.5 Where an audit indicates a potential issue with social worker performance the individual social worker's manager will be informed and targets set for improvement through the Personal Development Review process.

3.6 The TPEP system itself is reviewed termly in light of the outcomes of any quality assurance activities and amended if required to ensure a culture of strong reflective practice continues to met the needs of children in care.

3.7 Any professional learning gathered from this process is disseminated to all practitioners through network meetings and training forums.

3.8 It is the role of the Virtual Headteacher to ensure this system runs smoothly and all stakeholders work together effectively to meet the needs of the child. Where there are any concerns that this is not the case this should be raised with the Virtual Headteacher in the first instance. Where this does not result in resolution the issue should be pursued in line with the BMBC conflict resolution protocols.

#### **4.Overview and Scrutiny**

4.1 BMBC cooperate parenting panel monitor the impact of this policy.

4.2 The Virtual Headteacher provides the panel with regular updates on the outcome of quality assurance activities.

4.3 Outcome data for the BMBC children in care both full cohort and SFR cohorts is provided regularly to enable impact analysis of this policy to take place.

4.4 The Virtual Headteacher completes the statutory annual performance report.

#### **5 Policy review**

5.1 This policy will be reviewed annually in line with the Virtual School Development Planning and Review Cycle.

*Flow Chart of Termly Personal Education Planning Cycle (TPEP)*

