

## The process of completing a Personal Education Plan on Welfare Call

### Step 1

**Ongoing, throughout the year.** Pupil voice conversations should be ongoing throughout the year. These conversations can be supported by a number of members of staff. Two weeks ahead of the meeting is a good opportunity to review the contributions that have been made and record these into the document, with the child/young person. A number of tools to support these conversations are identified within the Personal Education Plan (PEP) document.

Designated Teacher (DT) tracks and monitors progress towards targets identified in the PEP, monitors and supports the welfare of the pupil, consults with colleagues and liaises with professionals and carers. Appropriate action is taken to ensure targets are achieved. Progress data to be completed by date identified on the PEP document (tab 2).

### Step 2

**Approximately 2 weeks ahead** of the PEP meeting Virtual School worker (VS) sends out reminder to the DT, social worker (SW) and carer. SW ensures carer is aware of the meeting. The child/young person is always welcome to attend the meeting, and the DT should extend this invite. It should also be discussed with the child/young person, by the carer and SW, to ensure there are no barriers to attending and the pupils voice is heard, even if they do not wish to attend on the day.

The DT should have final discussions about progress, achievements and notable successes with the class/subject teachers. Suitable targets and support should be identified using school data and pupil progress conversations.

### **Note for Step 1 and 2**

Targets should be SMART and may relate to targets set at the beginning of the term as part of the schools assessment processes.

### Step 3

**At least 3 days ahead** of the meeting, all information should be updated on the PEP by the SW and the DT, including pupil voice information. This will enable sharing of information and to focus discussion within the PEP meeting. Previous targets are reviewed and new provisional targets identified by the school are added.

Supporting documents such as EHC plans, pastoral plans IEPs, reports outside agency advice should be uploaded to the PEP

## Step 4

**The PEP meeting**, chaired by the VS should start with a discussion regarding what is going well for the child/young person. This discussion should have contributions from the DT, SW, carer and child/young person.

Targets can be discussed and agreed, with funding allocated where appropriate.

Any concerns are raised and a plan of action agreed. Actions and outcomes for professionals should be recorded on the PEP.

### **Note for Step 3 and 4**

The next PEP meeting date should be agreed at this meeting

## Step 5

**Within 5 working days** of the PEP meeting, all information should be completed. Press the 'click when complete' button at the top of the page. VS to sign off PEP. SW to distribute PEP document to carers and IRO.

### **HELP**

If you have any **concerns or questions about the PEP process** contact Kerry Lawrence (Area Learning Advocate) 01905 843 966

For any **technical difficulties with the PEP**, please call the Welfare Call Helpline: 01266 716333.