

VIRTUAL  
SCHOOL



# Social Workers

# Guide to PEPs
















Spring 2024



ST HELENS  
BOROUGH COUNCIL

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# St Helens E PEPS:

## The Virtual School (VS) Team for St Helens:



# What are PEPs?:




**A Personal Education Plan (PEP)** is part of a Child We Look After (CWLA) care plan. All the children we look after, who are of statutory school age, must have a PEP completed each school term. The PEP is:

- a record of a child's educational needs
- a personalised plan to meet the child's educational needs, raise aspirations and improve their life chances.
- a live and evolving document that shows how professionals are working (and plan to work) with the child to ensure their progress towards fulfilling their potential.
- For a child with SEND who has an Education Health Care Plan (EHCP), the PEP should complement (but not duplicate or replace) the EHCP.

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## Roles and Responsibilities

According to statutory guidance, it is the shared responsibility of several partners to produce and monitor the Personal Education Plan. The key question ‘**Would this be good enough for my child?**’ is a central one in making decisions and evaluating the effectiveness of the Personal Education Plan. The roles and responsibilities of these partners are outlined below.

 <p><b>St Helen’s Virtual School:</b> <b>(VS)</b></p>	<ul style="list-style-type: none"> <li>• Has a statutory responsibility to ensure the quality of PEPs and oversee the spending of Pupil Premium Plus funds (PP+).</li> <li>• The VS will quality assure the PEPs before the PP+ funds are given to schools.</li> <li>• PEP Coordinators will monitor the progress of Children We Look After and work together to ensure that PEPs are fit for purpose reflecting young person’s needs.</li> <li>• The Virtual School Head shares with the VS Team the progress of the Children We Look After and the quality of their PEPs</li> </ul>
 <p><b>Designated teachers</b> <b>(DT)</b></p>	<p>The Designated Teacher <b>MUST</b> be a qualified teacher, but access to the PEPs can be delegated to a number of staff such as a pastoral lead, SENCO, class teacher or DSL. However, the overall responsibility to sign off the PEP is with the Designated Teacher. The DT:</p> <ul style="list-style-type: none"> <li>• Ensures the PEP is kept updated.</li> <li>• Ensures colleagues have the information and understanding about the child’s needs to provide an education that supports, inspires and challenges them.</li> <li>• Shares the termly progress and current attainment data through the PEP.</li> <li>• Provides evidence of the impact of interventions funded through Pupil Premium Plus recorded in the child’s PEP.</li> <li>• Ensures that the PEP is a robust, live and personalised document that reflects the child’s needs and the school’s plan for meeting those needs.</li> <li>• Has detailed knowledge of the child and the school</li> <li>• Will need to complete the PEP through Welfare Call and submit the form before the due date.</li> <li>• Will be held accountable to provide evidence of the effective and efficient use of Pupil Premium Plus.</li> </ul>
 <p><b>Social Workers:</b> <b>(SW)</b></p>	<ul style="list-style-type: none"> <li>• <b>MUST</b> initiate and ensure the PEP meeting takes place within 20 days of a child coming into care.</li> <li>• <b>MUST</b> arrange the termly PEP meeting liaising with the DT and parents/carers.</li> <li>• The SW should inform the VS of the date of the PEP meeting by inserting a date into the PEP on Welfare Call.</li> <li>• <b>During the PEP Meeting:</b> <ul style="list-style-type: none"> <li>○ add to the discussions about the child’s needs</li> <li>○ agree actions needed to reduce barriers to learning</li> <li>○ agree targets for the term</li> <li>○ discuss how PP+ will be spent to support the child.</li> </ul> </li> </ul> <p>After the PEP is completed, SW must ensure the PEP is put on ICS.</p>

All PEPs are managed through Welfare Call (Welfare Cloud). The Welfare Call system allows both SWs and DTs to set meeting dates and review previous PEPs. They will also attend review meetings, to offer advice and support. Once complete, the PEP should be downloaded, and a copy given to carers.

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# Social Workers and the PEP:

## Social Workers in the PEP Meeting:

The Social Worker is responsible for ensuring that the main PEP meeting takes place. This should be within 10 -20 days of a child coming into care. The Social Worker should:

- Initiate a PEP (even if the child does not have a school place). It is important that the Virtual School is notified as early as possible so it can support this process
- Ensure that the PEP is effective and available for the first statutory review meeting.

## Using Welfare Call to initiate a PEP:

When the Virtual School are alerted to a child coming into care, Welfare Call are informed as to who the Social Worker will be. This will generate an email to the Social Worker.

If you have not already been allocated a Welfare Call log on you will receive an email (as below) telling you how to log on and there will be a temporary password sent to you in a separate email

We have been asked to send you account details for the Welfare Cloud Extranet system.

Which Includes the following Services:

- *Attendance*
- *Portal*
- *Mail*
- *ePEP*
- *and more..*

Services available are limited by Authority settings and contract. Please use the Welfare Call Extranet link below and using the password provided (sent separately).

<https://extranet.welfarecall.com>

Your Username is your email address.

**ePEP Team**

**Telephone:** 01226 716333 option 1

**E-mail:** [epep@welfarecall.com](mailto:epep@welfarecall.com)

Log into Welfare Call and reset your password.

Once you are set up with Welfare Call you need to set the PEP meeting date (in consultation with the School, Carers and Parents- if appropriate) which must be within 20 days of the child going into care. Add the date onto the first page of the PEP where it says 'Set Meeting Date'. You can then follow the procedures as set out in this booklet.

If you have any problems, then Welfare Call (phone number above) are excellent at dealing with issues and the PEP Coordinators (Chris Dixon – Early Years; Helen Lee – Primary; Michelle Hart – Secondary and Helen Dann – Post 16) will all be able to help you.

The Social Worker must arrange the PEP meeting and set a date for the next PEP meeting so the PEP can be signed off, liaising with the school's Designated Teacher and parents/ carers. The Social Worker should inform the Virtual School of the date of the PEP meeting via the PEP meeting form. PEP Coordinators will attend these meetings, if required, to provide advice and guidance.

Timely and effective planning and collaboration at this early stage will ensure that the PEP is fit for purpose and that difficulties are minimised later in the process.

During the PEP meeting, the Social Worker will contribute to the discussions about the child's needs and actions needed to reduce barriers to learning. The following actions must be agreed:

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- Targets for the term.
- Clear, evidence-based interventions
- Strategies to achieve the targets.
- The expected outcomes
- Detailed costings for spending the PP+ funds

The Social Worker must also complete the 'about me' page including the **child's Life Story**.

It is the Social Workers responsibility to complete the Life Story and have a plan in place for when it will be carried out (eg: This will be considered when Sam is 10 years old). In some cases, Social Workers can look into this being delivered by specialist providers, but this needs to be discussed and agreed in a team meeting first.

## How does the VS support?

### How the Virtual School support children with social workers

The Virtual School has advisory teachers for training, guidance and advice. They will work with educational settings and their senior leadership teams. They'll also work with Children's Social Care professionals to create a culture of high aspirations for young people by removing barriers to learning and will work towards improving educational outcomes.

The Virtual School will raise awareness of the disadvantages faced by children with social workers at every stage of their life. We will champion their educational achievements, attendance and progress.

### The Virtual School will do this by:

- Encouraging school's self-assessment
- Improving data systems
- Offering research-informed training and support
- Sharing identified good practices with other organisations
- Signposting services and relevant partner agencies
- Challenging education and partner organisations where needed

### Child in Need review:

As a direct result of the Child in Need review, the Department for Education has extended the duties of the Virtual School head teacher and their team from September 2021.

The Virtual School will take a strategic leadership role in supporting and promoting the educational outcomes of all children aged 0-18 who have a social worker or have previously had a social worker.

The Child in Need review compared young people who required the additional support of a social worker with young people who didn't require social care. The review identified that young people who needed social workers:

- Displayed poorer levels of attendance and engagement with educational services
- Are more likely to experience social, emotional, and mental health issues
- Are more likely to engage in substance misuse.
- Achieve significantly poorer educational outcomes across the early years foundation stage, primary school, secondary school, and further education.

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# Pupil Premium Plus:

**Pupil Premium Plus (PP+)** is managed by the Virtual School Headteacher in the local authority that looks after the child. The

Virtual School Headteacher works with schools to ensure that PP+ money is spent to the educational benefit of the eligible child and addresses their individual needs. PP+ is a grant awarded to schools to help them to provide additional support and interventions to enable children we look after to make progress by overcoming barriers that might prevent them from making good academic progress.

The school must choose appropriate interventions and itemise, on the termly PEP, how the PP+ will benefit the child, with detailed costings. Allocation of the funding will be linked to clear PEP targets.

## How much money is allocated per child for St Helens looked after children?

This academic year the amount of money allocated is £666.66 per term for statutory aged children. Additional funds can be requested through applications to the Virtual School. Funding per term will be released a term in arrears for all green and gold PEPs. Funding for amber PEPs will be discussed individually.

## What can the PEP money be used for?

All PP+ expenditure must be specific to the needs of the child and linked to aspirational targets to engage and raise attainment. This can include:

- 1:1 support or small group intervention. This should be focused on areas of weakness or gaps in learning with clear outcomes and its impact evaluated.
- covering part of the cost of an Educational Psychologist report.
- 1:1 intervention to re-engage a disaffected learner.
- short term 1:1 tutoring for a child on a bespoke timetable.
- extending school time eg: after school support with homework.
- specialist software or equipment beyond that normally provided by the school.
- fees for national awards such as DofE.
- staff training to enhance understanding and how to support the Children We Look After.

## What can the PEP money NOT be used for?

- School uniform including sports kit
- Standard textbooks or equipment
- School trips not linked to child's targets or aspirations.
- Playgroup or nursery fees.
- The cost of school lunches or packed lunch.
- School photographs.
- Transport to and from school or bus pass.

There may be exceptions to these rules, but they must be discussed with the Virtual School. PP+ cannot be used to 'double fund' or replace funding which should have or has already been allocated to the school to support the child, eg:

- fund services that should be provided via an EHC plan.
- SEN needs where the child is on School Support. This should be covered by the school's SEN budget.
- any expenditure which is **not** linked clearly to one of the PEP targets.

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### PP+ will NOT be paid if.....

- the interventions put in place do not require any funding.
- funding has not been requested.
- the school's own funding covers the cost of the interventions.
- the PEP for that term hasn't been completed.
- the PEP is deemed not to be of high quality, through the VS Quality A process.

### Use of PP+ for Extra-curricular activities

PP+ can be used to support in school extracurricular activities if these can contribute to the outcomes above. For example, this could be used to fund music tuition for a student if this contributes towards 'Wider achievement eg, in an area in which the child is gifted and talented'.

### PP+ for previously looked after children (PLAC)

Children who have ceased to be looked after by a local authority in England and Wales will have their entitlement to PP+ paid directly to the school. The school will work with the adoptive parents to ensure the young person is recorded on the census return; PP+ funding will then be received through the normal school funding routes. There is no direct responsibility for the VSH to monitor the use of this PP+ and there is no expectation of a PEP. However, support and advice for PLAC is available and schools should contact the Virtual School if this is required.

## SDQ Guidance:

Should be completed by the Social Worker /Health Team

- **What is an SDQ?** A strengths and difficulties questionnaire, completed with the child/carer.
- **How often should the SDQ be completed?** Each looked after child must have a questionnaire completed within the last 12 months.
- **At what age would an SDQ be completed?** Local authorities are required to use the strengths and difficulties questionnaire (SDQ) to assess the emotional wellbeing of individual looked after children (LAC) aged 4-16.
- **Who completes the SDQ?** SDQs are completed as part of the annual health assessment for 75% of children we look after by the health team the other 25% are completed by the child's social worker.
- **Who is responsible to record the score in the PEP?** The Social Worker is responsible to ensure the score is updated within the PEP document. If a child is new to care when would you expect to have the score recorded within the PEP? A PEP needs to be initiated within 20 days of the child coming into care and then annually with the SDQ score completed on the PEP.

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# How to Complete a PEP:

St Helens E PEPS are completed on an online system called Welfare Cloud/Welfare Call

WelfareCloud 

The PEP is set out into 9 pages:



The colours show the collaborative document has been completed by these people:

	SW/DT		SW		DT		VS
--	-------	--	----	--	----	--	----

<b>1</b>	<b>My PEP Meeting</b>	<ul style="list-style-type: none"> <li>• Details and dates of the last PEP meeting and next</li> <li>• Identification of designated <u>teacher</u>, social worker, carer, parent</li> <li>• Child's UPN, Social care ID and DOB</li> </ul>
<b>2</b>	<b>About Me</b>	<ul style="list-style-type: none"> <li>• Personal information about the child or young person</li> <li>• A life story of the child completed with the child.</li> <li>• SDQ score and PEP review information</li> </ul>
<b>3</b>	<b>My Education</b>	<ul style="list-style-type: none"> <li>• Identified key person/mentor (chosen by the child)</li> <li>• Attendance, behaviour, emotion and health information</li> <li>• A clear picture of the child's presentation physically and emotionally.</li> </ul>
<b>4</b>	<b>My attainment</b>	<ul style="list-style-type: none"> <li>• Completed attainment data for each year and each stage</li> <li>• Reports and monitoring documents</li> <li>• High quality, detailed additional information</li> </ul>
<b>5</b>	<b>My views, Wishes and Feelings</b>	<ul style="list-style-type: none"> <li>• The voice of the child with meaningful answers encouraged</li> <li>• Completed careers and aspirations information</li> <li>• High aspirations shown for the child.</li> </ul>
<b>6</b>	<b>My attendance</b>	<ul style="list-style-type: none"> <li>• The child's school attendance data</li> <li>• Planning around attendance or suspension concerns</li> <li>• Any exceptional circumstances recorded</li> </ul>
<b>7</b>	<b>My Targets /Outcomes</b>	<ul style="list-style-type: none"> <li>• All previous targets - evidence of achievement</li> <li>• Current targets recorded - creative and highly aspirational</li> <li>• Clear detail showing why the targets have been chosen</li> <li>• The use of PP+ itemised and in detail</li> </ul>
<b>8</b>	<b>Aspiration Pathway</b>	<ul style="list-style-type: none"> <li>• Aspiration pathway completed</li> <li>• Network of support identified and sustainable</li> <li>• Detail regarding progress made towards child's aspiration.</li> </ul>
<b>9</b>	<b>VS Feedback</b>	<ul style="list-style-type: none"> <li>• Feedback from the VS in relation to the PEP document</li> <li>• VS assess the quality of the PEP</li> <li>• VS assess using the quality Assurance document</li> </ul>

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# Quality Assurance:

The Virtual School review and quality assure each PEP within the various key stages.

The Virtual School PEP Support Team are:

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As part of their role in the St Helens Virtual School, the PEP coordinators need to ensure the following criteria in the quality assurance document is met/evidenced within the PEP or amended within the timescales set out for the PEP completed dates.

2023-24 PEP completion dates are:

Autumn Term	Friday 3 <sup>rd</sup> November 2023
Spring Term	Friday 8 <sup>th</sup> March 2024
Summer Term	Friday 7 <sup>th</sup> June 2024

The Overall PEP judgement follows the following criteria, in the PEP completion guidance, each of these criteria is broken down for each page/section:

## Overall PEP Judgement

If any sections are red or amber DTs and SWs will be contacted and will amend these sections before the PEP is finalised.

7/8 areas to be gold & the remaining 1 to be green	7/8 areas to be green & the remaining 1 to be amber	2 or more areas are amber	Any area is red
<b>Gold</b>	<b>Green</b>	<b>Amber</b>	<b>Red</b>
High quality	Good quality	Incomplete PEP	Poor quality

## Why have a Quality Assurance Framework?

- Taking into account the feedback from Ofsted, the quality of PEPs needs to be improved.
- This is a multi-agency document from school, social workers and Virtual School.
- Ensure consistency and high quality.
- An amber grading doesn't mean that you will not receive funding – case by case basis.
- Gold Standard – identifying outstanding practice.
- The Quality Assurance framework has been circulated via email and Teams.
- There is a PEP QA Moderation Group that moderates the Virtual School by sampling some of the PEPs.

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# Pages in more Detail:

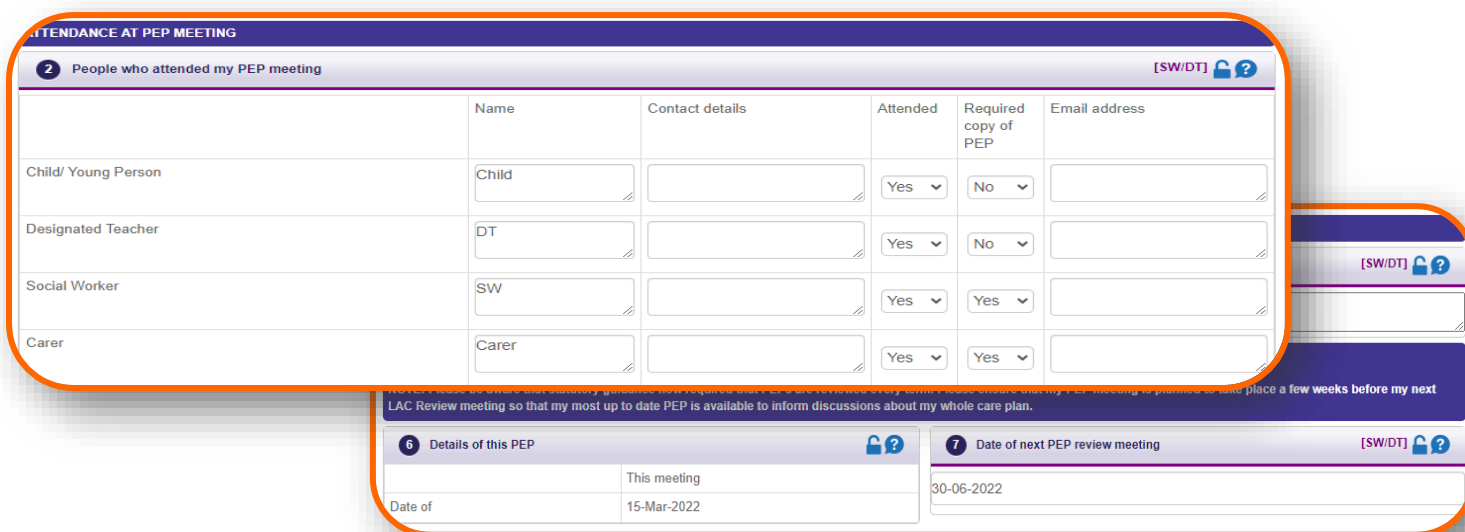
The Designated Teacher **MUST** be a qualified

teacher, but access to the PEPs can be delegated to a number of staff such as pastoral lead, SENCO, class teacher, DSL. However, the overall responsibility to sign off the PEP is with the designated teacher.

1

## My PEP Meeting

- Details and dates of the last PEP meeting and next
- Identification of designated teacher, social worker
- Child's UPN, Social care ID and DOB



**ATTENDANCE AT PEP MEETING**

2 People who attended my PEP meeting [SW/DT] [lock] [help]

	Name	Contact details	Attended	Required copy of PEP	Email address
Child/ Young Person	Child		Yes	No	
Designated Teacher	DT		Yes	No	
Social Worker	SW		Yes	Yes	
Carer	Carer		Yes	Yes	

6 Details of this PEP [lock] [help]

Date of	This meeting	7 Date of next PEP review meeting [SW/DT] [lock] [help]
	15-Mar-2022	30-06-2022

1. My PEP Meeting:		Completed by	SW/DT
<b>Gold</b>	<b>Green</b>	<b>Amber</b>	<b>Red</b>
<b>High quality</b>	<b>Good quality</b>	<b>Incomplete PEP</b>	<b>Poor quality</b>
<ul style="list-style-type: none"> <li>• Has the child or young person been asked who they want to attend their meeting?</li> <li>• Well detailed additional information is included.</li> <li>• The child or young person is encouraged to attend the meeting.</li> <li>• There is a picture uploaded of the child or young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Up to date details of attendees Up to date contact details of attendees</li> <li>• Additional information is completed.</li> <li>• All areas of this section are completed.</li> <li>• If the child is not present, someone is allocated to feed back to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Sections are partially completed.</li> <li>• There is minimal additional information.</li> </ul>	<ul style="list-style-type: none"> <li>• No sections are completed.</li> <li>• There is no additional information.</li> </ul>

## Additional Information:

- Update the people who attended the meeting, it can be checked when the PEP has been updated.
- Additional information box **MUST** be filled in and updated at each meeting with relevant information from the current meeting. This can be a range of information from parents, carers, school and SWs.
- Be careful when you add the date for the next meeting. This can be changed later if necessary.
- Ensure this date is included as you won't be able to complete without it.
- Swimming information to be gained from school/parent/carers/social worker/child.

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2

About Me

- Personal information about the child or young person
- A life story of the child completed or planned with the child by the Social Worker.
- SDQ score and PEP review information

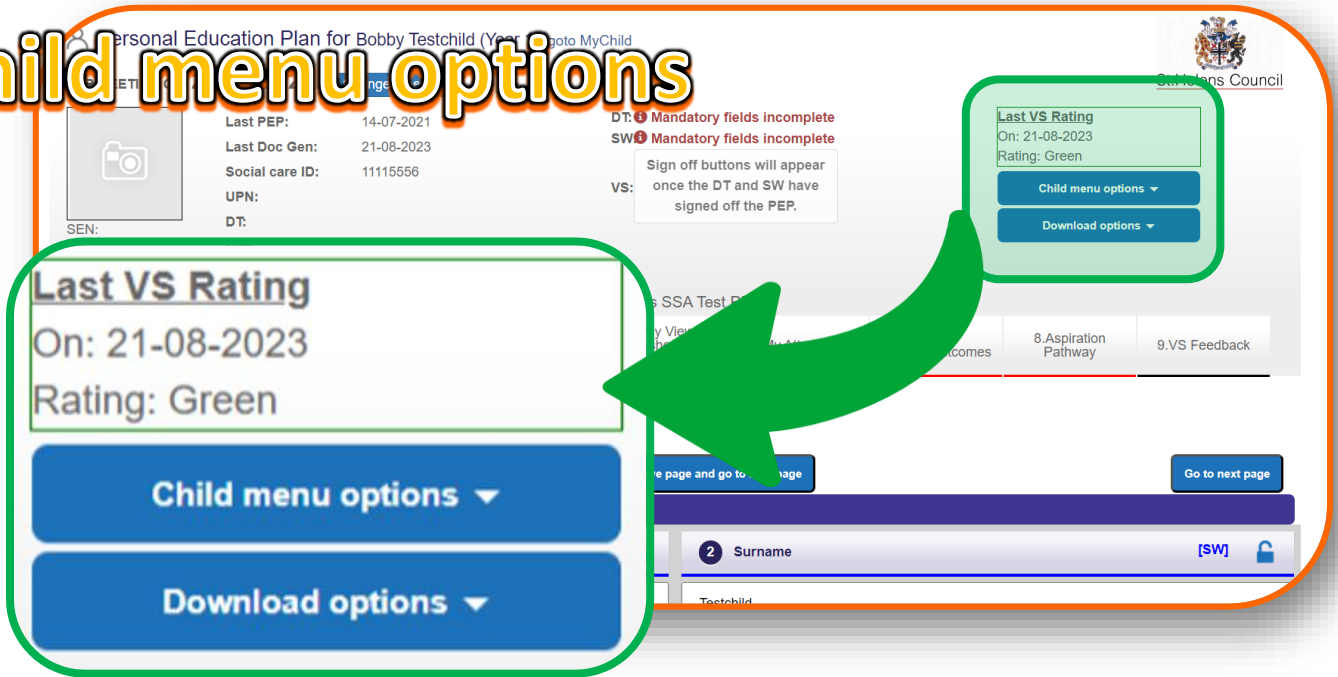
2. About me:		Completed by	SW
<b>Gold</b>	<b>Green</b>	<b>Amber</b>	<b>Red</b>
<b>High quality</b>	<b>Good quality</b>	<b>Incomplete PEP</b>	<b>Poor quality</b>
<ul style="list-style-type: none"> <li>• All personal information is completed.</li> <li>• High quality and creative life story work has been completed with the child or young person, or this is scheduled to take place.</li> <li>• Photo added</li> </ul>	<ul style="list-style-type: none"> <li>• All personal information is completed.</li> <li>• Life story work has been completed or planned with the child or young person.</li> <li>• PEP review information is completed. SDQ score is recorded and updated within a 12-month period.</li> </ul>	<ul style="list-style-type: none"> <li>• Some personal information is completed.</li> <li>• Poor quality life story work has been completed.</li> <li>• SDQ score has been recorded but has not been repeated within a 12-month period.</li> <li>• There is no plan recorded to help the child learn to swim.</li> </ul>	<ul style="list-style-type: none"> <li>• No personal information is completed.</li> <li>• No life story work has been completed.</li> <li>• There is no SDQ score.</li> </ul>

**Additional Information:**

- This page is for the social worker to fill in – but at the PEP meeting talk through the sections and check that everything is completed.
- Has Life Story work been discussed / how can school contribute to this process? This needs to be completed by the Social Worker and updated regularly
- Date and score for the Strengths and Difficulties Questionnaire (Completed annually)

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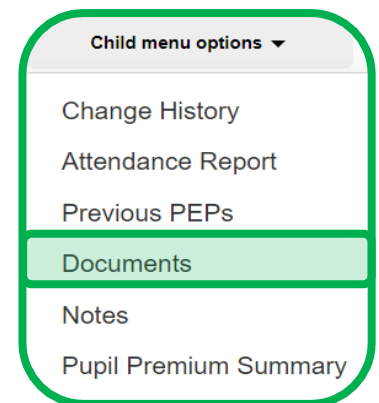
# Child menu options



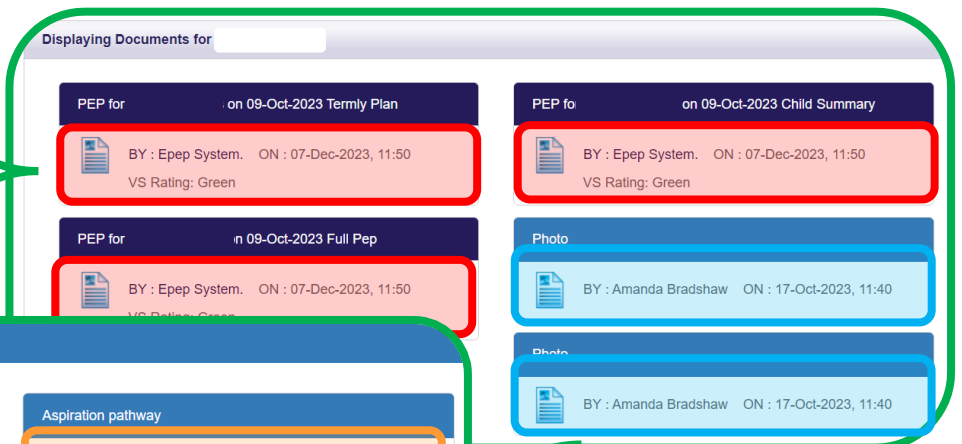
The **Child menu options** are also on **Page 2 of the 'About me' page**. The Child Menu options are in the top right-hand corner of the page and appear as a blue drop down menu, as shown in the image above.

The **documents** are colour coded to the images below, they are.....

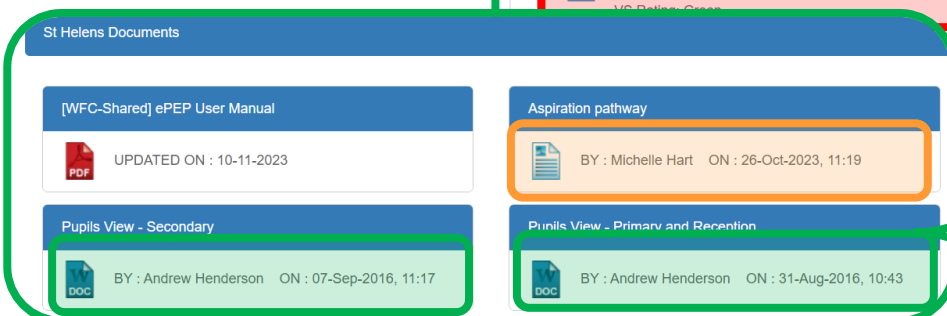
- **previous PEPs**
- **voice of the child documents**
- **EHCP (if applicable)**
- **Photographs of the child**
- **Aspiration Pathway from Spring 2024**
- **any other documents that may help with the child's PEP.**



At the **top of the documents page** are documents unique to the child (Previous PEPs, EHCPs, child's own aspiration pathway, child's voice completed etc.....)



At the **bottom of the documents page** are document templates provided by St Helens, pupil voice, aspiration pathway etc...



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# Aspiration Pathway:

## What is it?

- This is an initiative that has come from Corporate Parenting Forum workstream.
- Do we put too much emphasis on what we think children and young people should aspire to?
- What would we want for our own children?
- Celebrating all achievements.

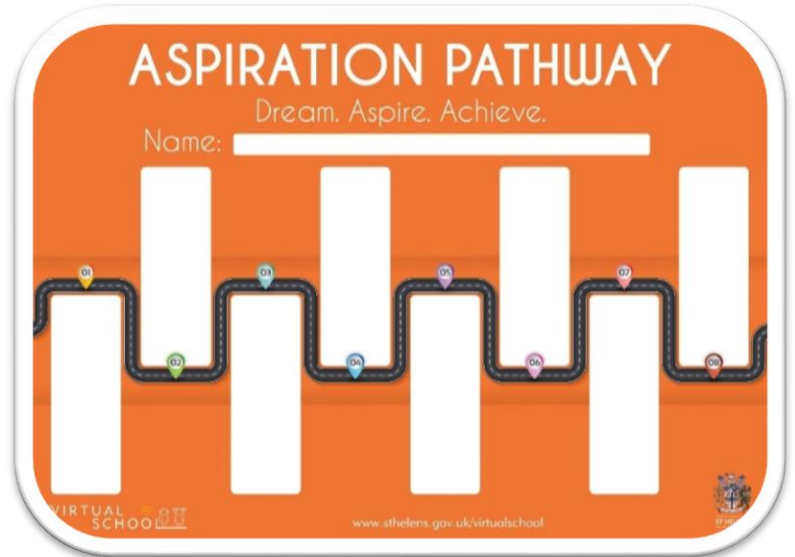
## How and when?

- To start Spring Term (January) 2024
- Completed with who the child has a good relationship with. Identify a network of support.
- It's ok to change your mind!
- Reasonable steps – it doesn't have to be achieved immediately

## Not just about Results: (Examples)

Not only about academic aspirations – this is about the child's whole life:

- **Academic** – good GCSEs; to go to University; to take History for one of my options.
- **Career** – to be a doctor; to be an engineer; to be a teacher.
- **Sports** – to join my local football team; to win my gymnastics competition; to be a professional rugby player.
- **The Arts** – to go to a drama club; to start to paint; to learn to play the piano.
- **Social and Relationships** – to have a family on my own; to avoid falling out with people; to make friends at my new school.
- **Volunteering and the Community** – to look after rescue dogs; to join the Guides; to go to Church every week.
- **Life enriching activities** – to go travelling; to go to Glastonbury; to go on holiday with my friends when we are 18.
- **Emotional wellbeing** – to be happy; to not get angry; not to be suspended from school.
- **Other**



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## VS Non Negotiables:

1

We must have the highest aspirations for all Looked After Children, post Looked After Children and children with a social worker. We should hold the same standards and aspirations as we would children within our own lives. This is our responsibility as corporate parents.

2

No child under the Virtual School should have a reduced timetable unless it is an extreme circumstance and is in line with the legal framework. Where a school or setting may be facing challenges, the Virtual School will always offer support and guidance.

Everyone working with a pupil of the Virtual School should have consideration, empathy and understanding to the experiences the child or young person may have faced, and the impact this may have on their emotional wellbeing and mental health.

3



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# PEPs and EHCPs:

## Completing EHCP annual reviews alongside the PEP:

- Is the SENCO (where appropriate) involved in the PEP? Are the DT and Social Worker involved in EHCP reviews?
- Childrens' PEPs should work in harmony with their EHC plan to, coherently and comprehensively, set out how their needs are being met. Professionals should consider how the EHC plan adds to information about how education, health and care needs will be met without duplicating information already in a child's care plan or PEP. Equally, the child's care plan, including PEP, should feed into the care assessment section of the EHC plan.
- The PEP is a record of the child's education and training. It should describe what needs to happen for a child we look after to help them fulfil their potential and reflect, but not duplicate, any existing plans such as EHCP.

<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Check your list of CLA Children We Look After against SENCo's list of pupils with EHCP or under assessment for EHCP.</li> <li>• Share PEP deadline dates with SENCO and agree a date to hold the annual EHCP and PEP in the appropriate term.</li> <li>• Liaise with SENCo to ensure all the appropriate people are invited to the combined meeting.</li> <li>• Ensure you have the most recent copy of EHCP and upload this to the PEP documents prior to the meeting.</li> </ul>
<b>After EHCP/ PEP meeting</b>	<ul style="list-style-type: none"> <li>• Upload copy of EHCP review paperwork to the PEP documents once SENCo has completed the EHCP annual review form.</li> </ul>
<b>Transition</b>	<ul style="list-style-type: none"> <li>• Ensure you have liaised with SENCo to co-ordinate enhanced transition for EHCP/CLA</li> </ul>

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# PEPs explained for children:

## Personal Education Plan guidance



A personal education plan (PEP) meeting is all about how you are doing at school.

### Why do I have a PEP?

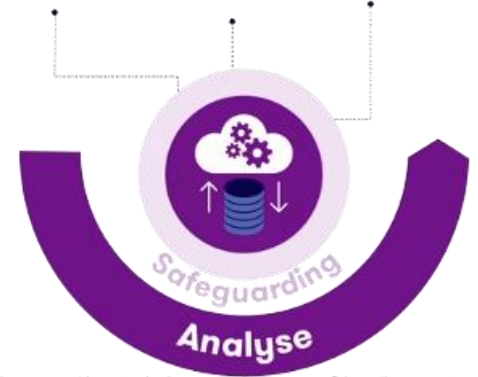
Your PEP will make sure that nothing gets in the way of what you want to achieve. It is part of your care plan.

### When will my PEP meeting happen?

You will have a PEP meeting when you first come into care. You will then have three meetings per year to review progress. It usually happens during school time but speak to your social worker if you would like it at another time.

### Who will be there?

You, your teacher, your social worker, maybe a PEP coordinator, other professionals as necessary and your carer. You can also invite anyone else who is important to your education. Your social worker will talk to you about it before it happens and if you want to invite someone in particular to your meeting then just let your social worker know. This meeting is all about your education so it would probably be useful to attend so everyone can work towards your goals, not what they think is best for you.



### What happens at the PEP meeting?

We will talk about:

- how you are doing at school
- the progress you are making
- anything you need help with
- any out of school activities you want to get involved in
- setting targets for you to achieve.

### What happens after the meeting?

You and your carer will be given a copy of the PEP. You and the people involved in the PEP will make sure all the actions are carried out so that your targets can be achieved. If you move school or change carers your PEP will be passed to your new school and carers. Any concerns, you can speak to your social worker, teacher, or the designated teacher at your school.



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# Contacts and Support:

For any further support please contact one of the VS team via email.

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Helen Lee	Primary PEP Co-ordinator and Advisory Teacher	<a href="mailto:HelenLee@sthelens.gov.uk">HelenLee@sthelens.gov.uk</a>
Chris Dixon	EYFS PEP Co-ordinator and Advisory Teacher	<a href="mailto:ChristineDixon@sthelens.gov.uk">ChristineDixon@sthelens.gov.uk</a>
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