

CORPORATE PARENTING BOARD REPORT

8th November 2011

Title of paper:	Personal Education Plan Outcomes	
Director(s)/ Corporate Director(s):	Gillian Ellis, Director Children and Families Ian Curryer, Corporate Director	Wards affected: ALL
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Other officers who have provided input:		
Relevant Council Plan Strategic Priority:		
World Class Nottingham		
Work in Nottingham		
Safer Nottingham		✓
Neighbourhood Nottingham		
Family Nottingham		✓
Healthy Nottingham		
Serving Nottingham Better		
Summary of issues (including benefits to customers/service users):		
<p>The report sets out details of PEP results for the period January 2011 to January 2012. Whilst the requirement to complete PEPs has seen significant improvement over the past year, progress in their quality is more limited. This report indicates actions taken and planned to address this issue.</p>		
Recommendations:		
1	The Board is asked to note the improvement in PEP completion figures over time and the actions undertaken and planned to address the quality of PEPs	

1 **BACKGROUND**

Every child in Care is entitled to a Personal Education Plan (PEP) when s/he is placed into care. The first is to be started within ten days of being placed in care, the second within a further 4 months and the third after a further six months. Unless a child moves placement or school the PEP is then reviewed every six months.

The PEP contains a history of placement, school and social worker. It records the child's own view of educational progress, ambition and targets as well as an educational plan for the next PEP period.

It is the social worker's responsibility to ensure that the PEP review takes place although s/he is not required to attend all meetings. The school designated teacher may take the lead responsibility for a PEP unless it is the first when it remains the responsibility of the social worker.

PEP Completion Rates

Month	% PEPs In Date
January 2011	87
February 2011	89
March 2011	91
April 2011	90
May 2011	91
June 2011	92
July 2011	93
September 2011	93
October 2011	92
November 2011	94
December 2011	94

These results are a significant improvement on the figures recorded throughout 2010.

The past twelve months has seen an improvement in the completion rates. This has been achieved through:

- the Virtual School chasing social workers and designated teachers for dates of meetings and copies of PEP records
- the Virtual School sending out a monthly reminder to all social workers of the PEPs due in the next 4 weeks and a copy of the previously completed PEP and a blank one
- earlier notification to social care team leaders of completion percentages for each month allowing time for them to chase team members for details of missing or late PEPs;
- the availability of 2 social workers for a period of time to locate and file completed PEP forms, collate PEP meeting dates and undertake some PEP meetings on behalf of colleagues;
- reminders at designated teacher network meetings of PEP completion expectations and social worker and designated teacher responsibilities;
- moving of PEP meetings for children with statements of special needs to run parallel with annual statement reviews and IEP meetings to avoid repetition of meetings. A consultant has worked with NCC special schools to make these adaptations;
- PEA applications are only accepted if a PEP is in date and its priorities match the PEA request.

Quality of PEPs

The quality of PEPs is variable. Very few audited so far show outstanding elements. The pupil view is generally well recorded but the education plan and carers' views are not well represented.

Actions taken so far are:

- an audit of 5 PEPs (one per Key Stage) every six-seven weeks. This is carried out by the consultant team.
- feedback on every audited PEP is given to the social worker and designated teacher
- PEP audit records are kept centrally
- IROs reminded to ask to see the PEP at review meetings

Further actions to be taken:

- Significant increase to number of PEPs audited on each occasion
- PEPs and audit records to be attached to the Virtual School electronic individual pupil records
- PEP forms adapted to include specific section for carers' views
- Training for the new children in care social worker team in PEP completion
- Reminder to designated teachers at designated teacher network meeting of what a good PEP looks like
- Incomplete PEPs will be returned to the social worker and designated teacher for completion

Evaluation

- Progress has been made in terms of PEP completion rates and although not yet above 95% the figures are consistently above 90% and steadily rising.
- Some improvement has been seen in the quality of PEPs but more work is required especially in the area of the education plan and target setting.

2 REASONS FOR RECOMMENDATIONS (INCLUDING OUTCOMES OF CONSULTATION)

1. The Virtual School, on behalf of the Board, is responsible for ensuring PEPs are completed. The long term results show that the Virtual School has had an impact on the completion of PEPs and its work will over time ensure an improvement in the quality of PEPs.

3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

None

4 FINANCIAL IMPLICATIONS (INCLUDING VALUE FOR MONEY)

The costs of PEP meetings are contained within salary costings of staff and very rarely are room hire/refreshment costs incurred as most meetings take place within the school.

Schools incur costs when making provision to meet the action plans but pupil premium funding contributes to this as does any additional SEN funding approved as part of the usual MSG bid process. Educational provision is the school's responsibility. Historically, in a few exceptional circumstances, additional funding has been provided by the SEN or Virtual School budgets or the social care team to meet changes or adaptation to school provision.

5 RISK MANAGEMENT ISSUES (INCLUDING LEGAL IMPLICATIONS, CRIME AND DISORDER ACT IMPLICATIONS AND EQUALITY AND DIVERSITY IMPLICATIONS)

Children in Care have an entitlement to a Personal Education Plan. The expected timeframe has not always been adhered to but the establishment of a social care team specifically for children in care should overcome some of the pressure regarding priorities that social workers presently experience.

6 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION

None

7 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT

None

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% OF COMPLETED PEPS IN THE CITY, COUNTY AND OUT OF COUNTY

	TOTAL NO OF PEPS	PEPS OUT OF DATE		PEPS COMPLETE	
		Number	%	Number	%
CITY	130	10	8%	120	92%
COUNTY	83	7	8%	76	92%
OUT OF COUNTY	74	1	1%	73	99%
TOTALS	287	18	6%	269	94%

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KEY STAGE	TOTAL NO. OF PEPS	NUMBER COMPLETE	% COMPLETE	Placement Breakdown																	
				CITY						COUNTY						OUT OF COUNTY					
				No. of PEPs	No. Complete	% Complete	No. of PEPs	No. Complete	% Complete	No. of PEPs	No. Complete	% Complete	No. of PEPs	No. Complete	% Complete						
1	42	37	88%	15	12	80%	17	15	88%	10	10	100%									
2	85	84	99%	43	43	100%	23	22	96%	19	19	100%									
3	72	66	92%	29	26	90%	22	20	91%	21	20	95%									
4	88	82	93%	43	39	91%	21	19	90%	24	24	100%									
TOTALS	287	269	94%	130	120	92%	83	76	92%	74	73	99%									