

CORPORATE PARENTING BOARD REPORT - 18th MARCH 2013

Title of paper:	Personal Education Plan Outcomes	
Director(s)/ Corporate Director(s):	Candida Brudenell : Acting Corporate Director	Wards affected: ALL
Contact Officer(s) and contact details:	Lorna Beedham – Virtual School Head Teacher 0115 8764677 lorna.beedham@nottinghamcity.gov.uk	
Other officers who have provided input:	None	
Relevant Council Plan Strategic Priority:		
World CLA'ss 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 to December 2012.</p> <p>The quality of PEPs remains a significant focus for improvement. This report indicates actions taken and those planned to address this issue.</p> <p>The quality of PEPs remains a priority for the team. Schools do make appropriate provision for young people but this is not always recorded on the PEP form.</p>		
Recommendations:		
1	The Board is asked to note the maintenance of PEP completion figures at over 90% and the actions undertaken to address the quality of PEPs.	
2	The Board to note developments planned to enhance the quality of the written records of PEP meetings.	

1 **BACKGROUND**

1.1 Every Child in Care (CiC) 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 and completed within 4 months. Following PEPs are undertaken every six months unless a child moves placement or school when a new PEP is expected.

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

1.3 It is the social worker's responsibility to ensure that the PEP review takes place. Where possible the social worker should attend the meeting although it is not a requirement except for the first PEP. The school may take the lead in a PEP meeting except for the first.

1.4 **PEP Completion Rates**

Month	% PEPs In Date
January 2012	95
February 2012	97
March 2012	98
April 2012	96
May 2012	95
June 2012	92
July 2012	94
September 2012	94
October 2012	92
November 2012	90
December 2012	91

These results display a reasonable stability that has not been present in previous years' figures.

1.5 The past twelve months has seen all completion rates being at or above 90%. This has been achieved through:

- Virtual School robust admin.
- A monthly reminder being sent to all social workers
- Earlier notification to social care team leaders of completion percentages for each month
- Reminders at designated teacher network meetings of PEP completion expectations and social worker and designated teacher responsibilities;
- Combining PEP and statement review meetings to avoid the repetition of meetings. An achievement consultant has worked with NCC special schools to make these adaptations;
- PEA applications only being accepted if a PEP is in date and the PEA request matches priorities identified in the PEP;
- The training of the CiC Social Work team regarding PEP essentials and their submission to the Virtual School;
- The attendance of achievement consultants at PEP meetings for pupils with changes to provision or placement

1.6 The Virtual School has also produced a Key Stage 5 PEP to support those young people transferring to college. The aim is to complete it in the second half of Year 11 and invite the prospective college to the meeting so that it can ensure support mechanisms are in place. A network of colleges has been established by the Virtual School to ensure best practice is modelled by, and shared between, the colleges.

1.8 **Quality of PEPs**

The quality of PEPs is still variable. The pupil view is generally well recorded, carers' views are now recorded (a development from LA'st year's review) as is the historical information, but the education plan is often limited and does not always focus on English, mathematics or other subjects where the young person is underachieving but rather behavioural and social targets.

1.9 The Virtual School has changed its audit process to ensure all PEP records are audited as soon as they are received and, therefore, schools and social workers receive more timely feedback on their quality.

1.10 Actions taken so far are:

- An audit of a PEP record is completed as soon as it is received by the named consultant for that child
- Feedback on audited PEPs is given to the social worker and designated teacher
- PEPs and audit records are held electronically on the Virtual School IT system
- Copies of PEPs are kept in pupil record folders
- IROs to ask for PEPs at reviews
- The CIC Team has received training on the required areas for improvement in PEPs
- Designated Teacher network meetings have highlighted PEP requirements
- The establishment of the Virtual School Steering Group to monitor the impact of the Virtual School on the provision made for CiC and to make recommendations and influence the practice of social care and schools
- A section has been added to the PEP to record the use of Pupil Premium funding

1.11

Further actions to be taken:

- Consideration of the commissioning of an e-PEP which would transfer information from one PEP to the next and would have a built in reminder to social workers and designated teachers of the requirement to complete their sections
- Extension of attendance and attainment data collection to include all city schools. Presently this is commissioned for City academies and those schools external to the LA whilst LA schools attendance data is collected through the electronic B2B system
- Training sessions for new Designated Teachers and social workers on how to complete a good quality PEP to be planned into the 2012-13 support programme
- For Out of City children Designated Teachers to be informed of PEP's out of date status alongside the social worker to ensure a meeting is co-ordinated and a PEP report completed

1.12 **Evaluation**

The year has seen a completion rate of at least 90% in terms of meetings.

1.13 Some improvement has been seen in the quality of PEPs. Additional work required regarding the Education Action Plan. The Independent Reviewing Officers will request sight of the PEP in advance of the child's Looked After Reviews.

1.14 It has been a challenge to correlate PEP completion rates with pupil outcomes. The PEP meeting is a discussion regarding progress and attainment and a place where future actions are identified. The child's or young person's outcomes are impacted upon by the actions taken by the school and resources provided; e.g. Pupil Premium, PEA funding, 1:1 tuition, learning support which may need to change from those recorded at the PEP meeting as circumstances change.

1.15 Discussions with Virtual School Head Teachers in the East Midlands region indicate that all LA's have issues over the quality of PEP meeting records.

2 REASONS FOR RECOMMENDATIONS (INCLUDING OUTCOMES OF CONSULTATION)

2.1 The Virtual School, on behalf of the CPB, takes on responsibility for monitoring and recording PEP completion. This has resulted in a more consistent completion rate, at least similar and in some cases higher than regional and statistical LA's.

2.2 There are challenges for social workers in terms of the distances travelled to attend some PEP meetings as sometimes children reside outside of Nottinghamshire. Half of the school aged CiC are placed in schools external to the City. In the period January to December 2012 the number of Children in Care increased by 14 (528 to 542) the number of children requiring PEPS increased by 30 (289 to 319).

2.3 The size of the Virtual School Team means that they are not able to attend all PEP and LAC review meetings. Where they cannot attend a PEP meeting they offer advice to social workers and Designated Teachers. They also offer training at team meetings and designated teacher networks as well as to individuals.

2.4 The Virtual School requires up to date information on its children to determine where support is required to improve progress and raise the attainment of individuals and year groups, because of the large number of schools involved and the lack of access to a significant number of schools' data storage systems the Virtual School has commissioned the collection of attendance and attainment data on its behalf for the past 18 months. A tendering process is underway for a 3 year contract to include these two elements and an e-PEP. This service has proved invaluable to the Virtual School especially with the increasing numbers of academies in the City and the lack of access to information from schools external to the City boundary.

3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

None

4 FINANCIAL IMPLICATIONS (INCLUDING VALUE FOR MONEY)

4.1 The costs of PEP meetings are contained within salary costing of staff and very rarely are room hire/refreshment costs incurred as most meetings take place within the school. Social care has costs for social worker travel to meetings, especially those held external to the City boundary.

4.2 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 statement or 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)

5.1 Children in Care have an entitlement to a Personal Education Plan regardless of age, gender, race and disability and it forms part of the child's care plan.

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