

# PERSONAL EDUCATION PLAN REVIEW REPORT

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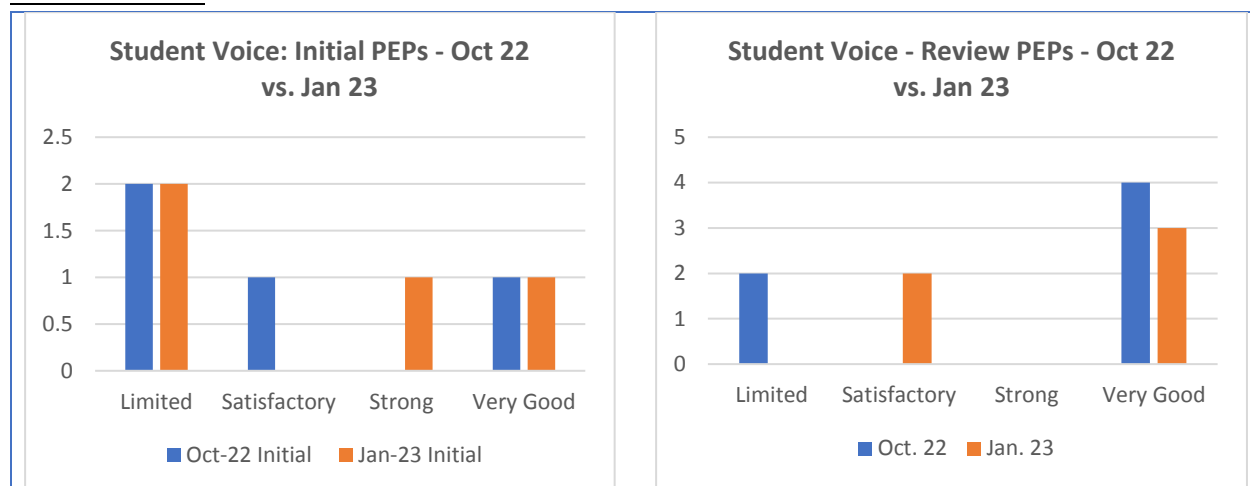
## Introduction

9 Personal Education Plans (4 Initial, 5 Reviews) completed between September and December 2022 were reviewed in a group setting by members of staff from Child & Family Services and Education. This report will reflect on the findings and compare with the previous report completed in October 2022.

### Initial PEPs received in timescales

Out of 4 initial PEPs reviewed only 50% were returned within timescales, this is a drop in comparison to the 4 initial PEPs reviewed in May 2022 (100%). Over the 26 PEPs received during the Autumn term, 71.4% of initial PEPs have been returned within the statutory timescales of 20 school days.

### Student Voice



### Student Voice

Overall, when reviewed, initial PEP student voice has seen a slight improvement from Oct 22. For PEPs reviewed in January 2023, 25 % of PEPs have seen an improvement from satisfactory to strong. For review PEPs, 3 of 5 (60%) were recognised as Very Good quality in comparison to 4 out of 6 (66.66%) that were reviewed in May-22.

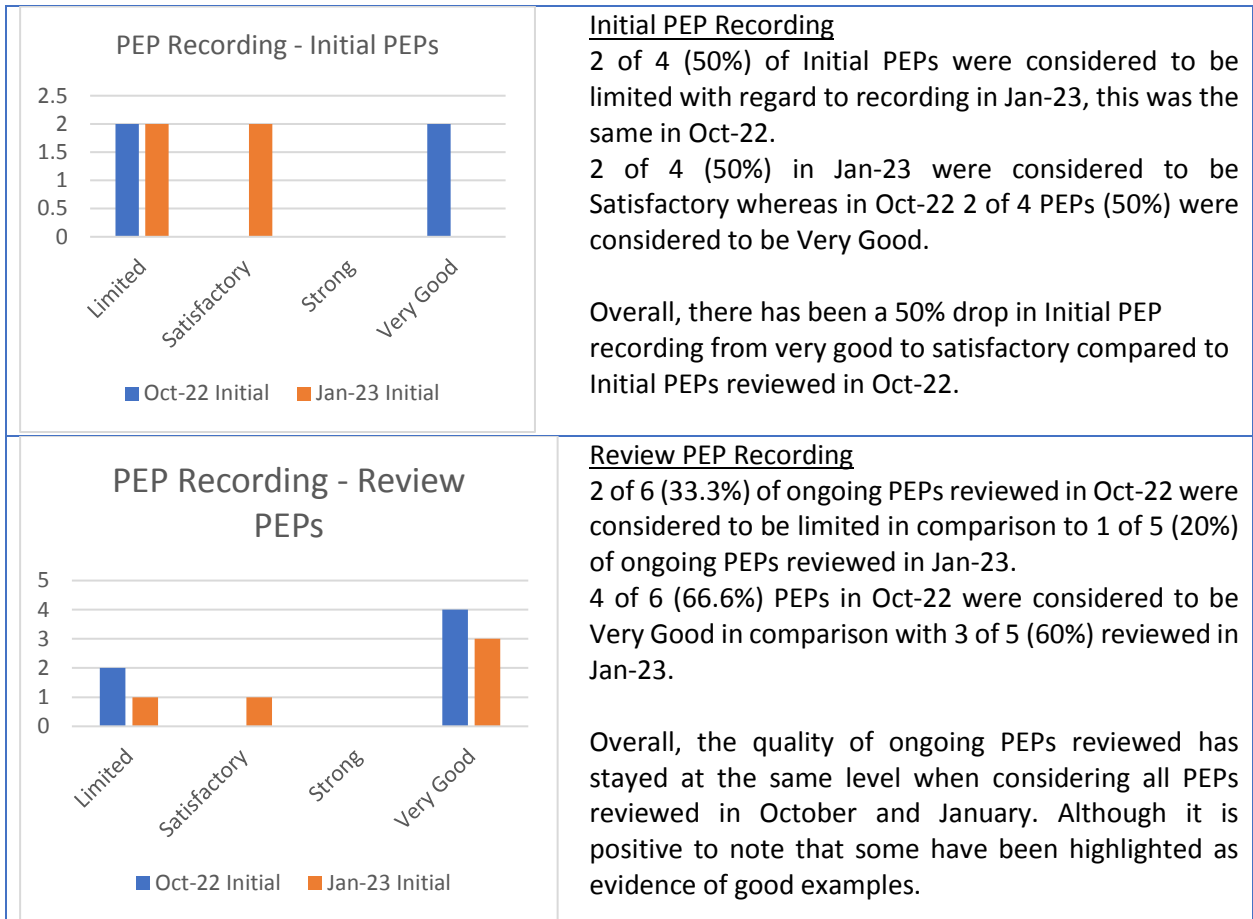
### Learning:

PEP Type	Student voice	Student Voice/My PEP - Comments
Initial	Limited	Looks like staff member has completed as large words used for a 7-year-old e.g. support, equipment, organising the tools.
Initial	Very Good	My PEP clearly written by the young person and really helps to understand the child and what matters to her. Unfortunately, this hasn't gone further in the PEP targets.
Initial	Limited	Cannot hear the child's voice in my PEP. Written from the teacher's perspective.
Ongoing	Very Good	Child's voice shines through well.

Ongoing	Satisfactory	We don't get a sense from the My PEP that there is a relationship between the child and school - she presents as a child who is going under the radar as she is doing well.
Ongoing	Satisfactory	Child's voice heard in areas however summarised with complex words used in others.

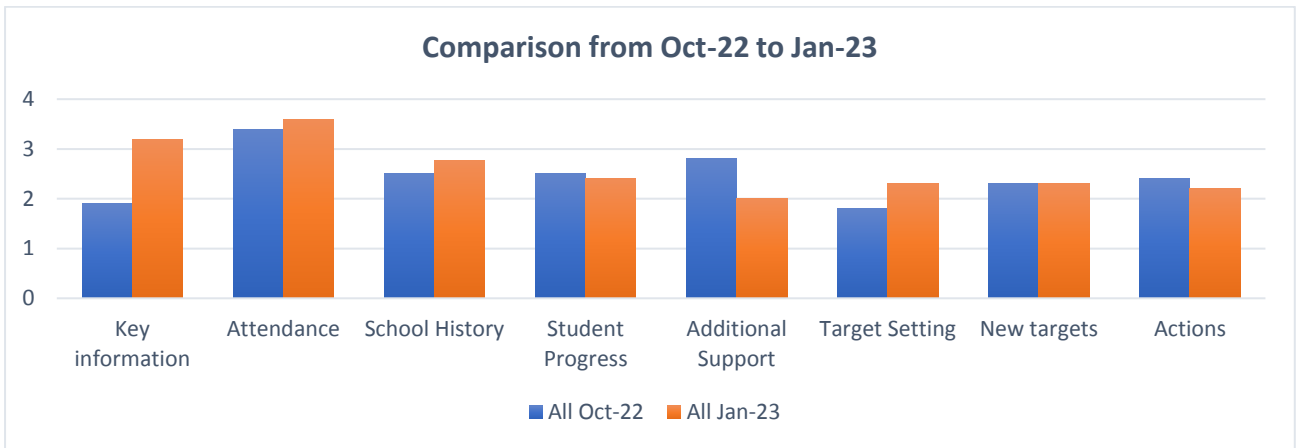
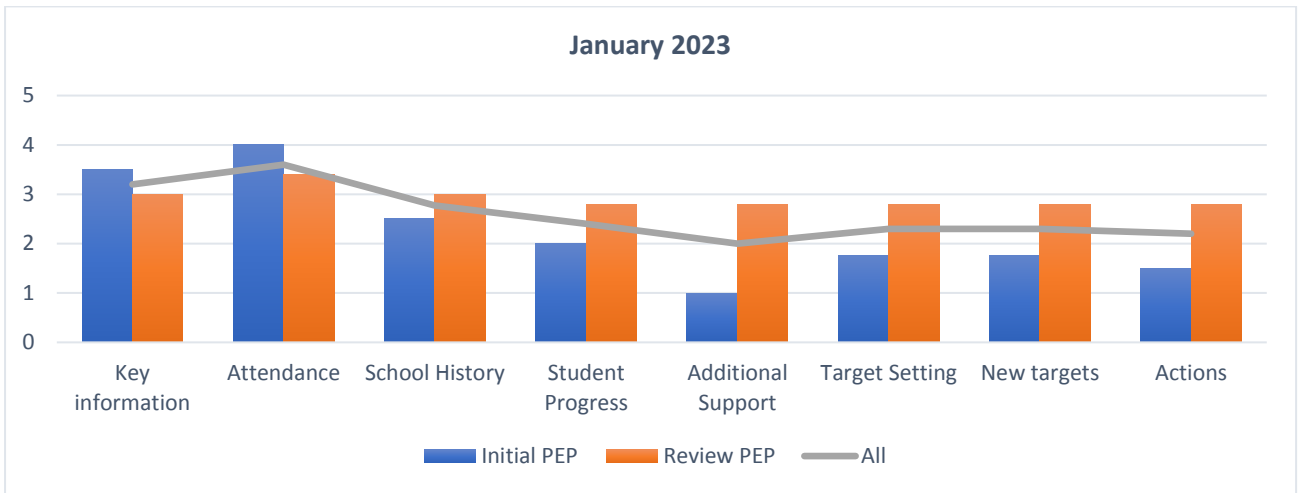
PEP Recording

*Areas should be recorded in detail and all parties have contributed appropriately and their voices acted on.*



School PEP - Average Scores

Average scores have been calculated using the following scoring: Limited: 1; Satisfactory: 2; Strong: 3; Very Good: 4. The line represents average scoring for all 9 PEPs reviewed.



Quality of PEPs with regard to key information, attendance, school history and target setting have improved slightly when comparing to reviews evaluated in October 2022. Student Progress, additional support and actions have fallen slightly.

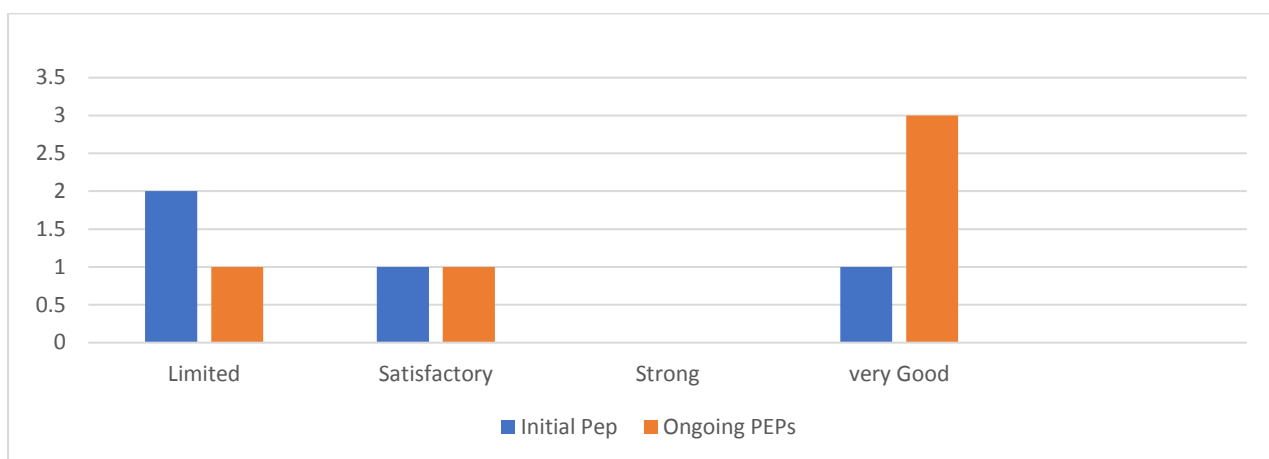
Initial PEP sent out to school within 24 hours of notification

In January 2023 75% (3 of 4) of initial PEPs reviewed were sent out to school within 24 hours of notification. This is an improvement from October 2022 where 50% were sent within 24 hours. 1 PEP was not sent out to school within 24 hours as there was a delay notifying the PEP coordinator.

PEP uploaded on to WCCIS and can be accessed prior to review

100% of ongoing PEPs reviewed in January were available on WCCIS prior to the LAC review taking place. This is consistent to PEPs reviewed in October, where all PEPs reviewed (100%) were available on WCCIS prior to the review taking place.

Overall Scores



PEP Type	Student Voice/My PEP	School PEP	PEP administration	Overall score	Additional comments and actions:
<b>Initial</b>	Looks like staff member has completed as large words used for a 7 year old e.g. support, equipment, organising the tools.	To expand on specific individual description of what targets need to be...for example praise and rewards generic for all kids...what specifically would this look like for yp	Delay in Education being notified of LAC status. 1 week.  Not completed in timescales	Satisfactory	
<b>Initial</b>	My PEP clearly written by the young person and really helps to understand the young person and what matters to her. Unfortunately this hasn't gone further in the PEP targets.	Attachment for progress takes away the PEP becoming personal for this young person.  First sentence is negative in respect of the young person - if the PEP was shared this may make the young person not want to engage and feel negative. Do not feel a sense of co production.	PEP returned within 20 school days	Limited	PEP felt negative about the young person - this was also reflected in the young persons comments as she couldn't identify what she was good at or what she has achieved.
<b>Initial</b>		Lots of information around how the young person is in school however this is not fully	PEP returned withing 20 school days	very good	Reflected more of the description of child's needs in the targets.

		reflected in his targets including the need for emotional support to feel safe and secure.			
<b>Initial</b>	Cannot hear the child's voice in my PEP. Written from the teachers perspective.	Limited description of what is needed to support the young person or what his educational needs look like. We still feel as though we don't know him.	Due 25th Nov received 6th December.	Limited	
<b>Ongoing</b>	Very good example of child's voice.			Very Good	Good example.
<b>Ongoing</b>		Child's own targets used in the plan - really good example of this and being co produced and reflective of the 'My PEP' .		Very Good	Very good example of child's voice and co produced plan.
<b>Ongoing</b>	Child's voice shines through well.			Very Good	Very good example of co produced plan bringing to life the child and their own goals.
<b>Ongoing</b>	We dont get a sense from the My PEP that there is a relationship between the child and school - she presents as a child who is going under the radar as she is doing well.	No personalised targets or description of young person.		Limited	
<b>Ongoing</b>	Child's voice heard in areas however summarised with complex words used in others.	Language is not accessible to the young person for them to be able to understand their targets should they read the		Satisfactory	

		document.  Limited personalised targets given the child's statement needs.			
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## Summary

It has been positive to see that PEP content has improved slightly since October 2022, in particular key information, attendance and school history. It was recognised that some targets were not personalised and did not reflect the child views noted in the My PEP document.

It was pleasing to note that in January 75% of initial PEPs reviewed were sent out to school within 24 hours of notification. This is an improvement from October 2022.

Initial PEP returns have dropped significantly since October 2022, with only 50% being returned within the statutory timescales of 20 schools days, this is in comparison to 100% returned within statutory timescales in October.

Again, there were some very good examples of young people being involved in completing their My PEP and we could hear the child's voice shine through. Some plans showed good examples of PEPs being co-produced, allowing the young person to bring to life their own goals.

It is important that the young person remains central to the PEP and that their voice is reflected in the school PEP as well as the My PEP. Some plans reviewed didn't reflect this and it was clear that the plan had not been written collaboratively.

It was also identified that some PEPs used negative language and professionals felt this was not supportive to the young person. This was evident in one PEP, where the young person couldn't identify what she was good at or what she has achieved.

Target setting was identified as an area of improvement. In particular, the targets did not reflect the young person's views. It was recommended that the My PEP is completed first, with the young person and any points can be incorporated into the school section / target setting.

The Virtual School and ePEP is in development and more information will follow shortly. We hope this will make PEP completion more efficient and easier for all involved.

Overall, this review has identified areas of learning but has also shown that our PEP content and completion is improving. Thanks to school staff who participated, from feedback they found it very helpful to understand the PEP process. Working collaboratively with schools and having staff participate in the PEP review has proved to be very beneficial for all involved to gain further understanding in the importance and effectiveness of a high-quality PEP.

Collaborative working is essential and will extend the audit invite to more professionals to share good practice in PEP completion and returns.

## New actions arising:

Action	Who	Date for completion	How will success be measured?
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Reminder of statutory timescales for initial PEP returns and a reminder date added to initial PEP email.	JP	<ul style="list-style-type: none"> <li>• Immediately</li> </ul>	Reviewed termly/ at next PEP review. Compare data and consideration for improvement
Reinforce appropriate use of language used: <ul style="list-style-type: none"> <li>• email to LAC network</li> <li>• PEP training</li> </ul> <ul style="list-style-type: none"> <li>• Share via LA staff newsletter and SMT report</li> </ul>	JP  JM	Ongoing <ul style="list-style-type: none"> <li>• March 2023</li> <li>• PEP training – TBC</li> </ul> <ul style="list-style-type: none"> <li>• March 2023</li> </ul>	Through ongoing PEP reviews to monitor PEP language
Ensure staff understanding the definition of Care Status: <ul style="list-style-type: none"> <li>• Included in LAC designated training</li> </ul>	HH,JP, ST	<ul style="list-style-type: none"> <li>• TBC</li> </ul>	Improved understanding evidenced
Ensure child remains central to the PEP and that their voice is recorded clearly and reflected in school PEP: <ul style="list-style-type: none"> <li>• Email LAC network</li> <li>• Share PEP report with schools</li> <li>• Share good PEP examples from PEP review</li> <li>• Reminder in PEP emails</li> <li>• PEP training</li> </ul>	JP	<ul style="list-style-type: none"> <li>• March 2023</li> <li>• March 2023</li> <li>• March 2023</li> <li>• Underway and ongoing</li> <li>• PEP training -TBC</li> </ul>	Ongoing – My PEP will be child focussed / led with staff supporting not completing on behalf of the young person
My PEP to be completed first so staff can incorporate it into school plan: <ul style="list-style-type: none"> <li>• Email to LAC network</li> <li>• Share PEP report with school</li> <li>• Share examples– Example no. 2</li> <li>• PEP training</li> </ul>	JP	<ul style="list-style-type: none"> <li>• March 2023</li> <li>• March 2023</li> <li>• March 2023</li> <li>• PEP training – TBC</li> </ul>	Evidence of collaborative working in PEPs
Staff are invited to attend PEP reviews: <ul style="list-style-type: none"> <li>• Email LAC network</li> <li>• Education newsletter</li> </ul>	JP	<ul style="list-style-type: none"> <li>• March 2023</li> <li>• Following each PEP review</li> </ul>	Attendance from school staff increased
Develop a rota system to have schools/social service staff attend PEP reviews: <ul style="list-style-type: none"> <li>• Email LAC network</li> <li>• Set up rota / list of schools/ social services to attend (if available)</li> <li>• Share via LA staff newsletter</li> </ul>	JP  JM	<ul style="list-style-type: none"> <li>• March 2023</li> <li>• September 2023</li> </ul> <ul style="list-style-type: none"> <li>• March 2023</li> </ul>	Rota system set up where schools commit to attend PEP reviews – minimum 3 schools per term
Virtual School and ePEP development	HH, JP, ST	<ul style="list-style-type: none"> <li>• TBC</li> </ul>	Ongoing and information will follow