

## **PLAC PEP - Personal Education Plan for Previously Looked After Children**

### **GUIDANCE NOTES**

The Portsmouth Virtual School recognise that children who have been through the Care System and moved onto a place of permanency often still have ongoing and complex needs.

The PLAC PEP document has been created to support Designated Teachers to fulfil their responsibility 'to promote the educational achievement of looked-after and previously looked-after children on the school's roll' as stated in the DfE 2018 statutory guidance (see below for link).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)

Whilst the PLAC PEP is not a statutory document the Virtual School would consider it best practice for schools to undertake one every term for every PLAC child on their roll, with the consent and agreement of any persons with PR.

#### **Who is the PLAC PEP for?**

This plan may be used with any child who was previously looked after. A previously looked after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or a child arrangement order which includes arrangements relating to with whom the child is to live.

**Please note that due to the difference in legal status of Previously Looked After Children to those who are currently LAC, this plan may only be initiated with the full consent of the parent(s) of the child.**

The PLAC PEP is intended to be a continuation of the LAC PEP process and used as a working document. The aim is to clearly identify needs and strengths and to create a targeted plan to enhance their education provision. Once completed it will also provide the evidence required for OFSTED around the decisions taken in allocation of specific use of the Post LAC Pupil Premium funding.

It is hoped that the coming together of parent(s), school staff, and any other professional with current involvement, will create a child focussed education plan that will protect vulnerability, and enable the child to reach their maximum potential. This sharing of information will benefit the understanding around the child's needs.

### **When should it be used?**

As with the PEP it is expected that the initial PLAC PEP will be set up at the start of the academic year, or whenever the child changes education setting, but if there is not already one in place it can be started at any point in the year.

The PLAC PEP is tailored to reflect the child's change in legal status, and establishes the parent or guardian as a key figure in the plan.

The frequency of review can be agreed with all involved, but is recommended to be held at least termly.

It is recommended that prior to the meeting the Designated Teacher distributes the blank PLAC PEP document to all parties involved, and invites them to complete any relevant sections, and to send back to the Designated Teacher in advance of the meeting. This gives everyone an opportunity to be familiar with the various sections of the form and have relevant information ready to share.

### **Chairing of the Meeting**

It is intended that the Designated Teacher for Looked after Children and Post Looked After will be responsible for chairing the meeting, collating the information and circulation of the document after, following up actions etc. The DT will have

received training with the Virtual School around the needs of LAC and PLAC, so best placed to carry out this role.

### **Presence/involvement of the child in the process:**

Dependent on the age and understanding of the child, or young person, it is intended that they have a part in some of the discussion of this plan; either by attending all or part of the meeting, or to have their view captured in the Child View part of the document.

### **Specific guidance about completion of the PLAC PEP form:**

#### **Page 1:**

DT to add as much information as known, and seek any missing information from parents/guardians during the meeting.

Specific consent to be sought from parent/guardian around where the PEP can be stored or shared.

#### **Page 2:**

DT to record details of any involvements, and those who attend the meeting.

DT to seek information from parent/guardian about background and only record what is shared.

#### **Page 3:**

DT to seek child's views, or request in advance that parent / carer seeks these views, and add to form.

Parent/carer to share own views, DT to type into the form.

DT to add summary of academic progress and attainment in all subjects from class teacher / individual teachers. DT to add summary information from all key adults of progress in all other areas (such as Social, Emotional, Mental Health, attendance).

#### **Page 4:**

DT to add summary of any discussion points during meeting including any identified areas of success, any barriers or concerns, and any other discussions. This can include details of any support or interventions currently in place.

The spending of the PLAC PPG should be transparent and DfE guidance suggests that parents/guardians should be involved in deciding how it should be spent. Prior to the meeting the DT should explore how PLAC Pupil Premium has been spent so far this academic year. During the meeting the network should discuss this spending and consider how future PPG could be directed to help improve the attainment of the child (or all PLAC children in the school). **DT can refer to the DfE guidance for Designated Teachers (see link on page 1) for best practice use.**

#### **Page 5:**

Prior to the meeting the DT should move the targets from the previous terms PEP meeting up to the previous targets box, leaving the new target section empty.

During the meeting the previous targets should be reviewed, with the DT noting down the progress made towards achieving these in the final column. Where these have not been met details should be discussed during the meeting (and added to the barriers section if more space is required), and where appropriate, should be reset with any additional new actions or timescales.

The network should use the areas discussed in the PEP meeting to set targets for the coming term. Good practice would indicate that targets should cover academic progress and social and emotional areas for development. The targets should be measurable and specific, with a clear indication of who is leading on completion.

#### **Page 6:**

A review date should be agreed during the meeting that is convenient to everyone, and added to their diaries.

The DT should type up a copy of the document and seek signatures from child (when age appropriate), parent/guardian and school, before distributing copies out to those who have consent to receive (as per Page 1).

A copy of the PLAC PEP should not be sent to Virtual School unless a representative attended the meeting.