**Different Responsibilities – Initiating, developing and reviewing the PEP**

The different responsibilities for the different people involved in a child's PEP are listed below.

**Foster Carers should:**

Attend every PEP meeting.

Put forward their views as to how their child is best supported.

Celebrate the child's achievements both in and out of school.

**The Designated Teacher should:**

Chair the PEP meeting and complete their section of the ePEP form.

Lead on how the PEP is developed and used in school to make sure the child's progress towards education targets is monitored.

Ensure that the PEP contains a summary of the child's current attainment and progress.

Include SMART (specific, measurable, achievable, realistic and timely) short-term targets, including progress monitoring of each of the areas identified against development and educational needs.

Include SMART longer-term plans for educational targets and aspirations. These should, according to age and understanding, typically focus on public examinations, further and higher education, managing money and savings, work experience and career plans and aspirations.

Identify developmental (including any related to attachment) and educational needs (short and longer term) in relation to skills, knowledge, subject areas and experiences.

Identify actions, with time scales, for specific individuals intended to support the achievement of agreed targets and use of any additional resources (e.g. the Pupil Premium Plus) specifically designated to support the attainment of children in care.

Highlight access to effective intervention strategies and how this will make/has made a difference to achievement levels.

**The Social Worker should:**

Contact the school to initiate a PEP meeting. This should take place at least termly; the date of the next meeting should be set during the PEP meeting. Where a child is without a school place, the PEP should take place at the home placement and involve education providers if appropriate. See PEP initiation flowchart (below) for more details.

Ensure that where a child is placed in an emergency the PEP is initiated within 10 working days of their becoming looked after, wherever they are placed.

Complete their section of the ePEP form ahead of the meeting.

Ensure that the completed PEP is available for the LAC review.

Alert the Independent Reviewing Officer to any significant changes to the child's PEP such as the breakdown or change of an education placement so that the IRO can decide whether a review of the care plan is required.

**Young people should:**

Attend their PEP meetings. Where it is not possible to attend a whole meeting, the young person should attend for at least part of the meeting or put forward their views in a way they feel comfortable with; this may include speaking with a Key Person at school or home before the PEP meeting, writing their views down, drawing, submitting photos or recording a short video.

**The Virtual School should:**

Quality Assure PEPs to ensure that they are timely, effective and of high quality. PEPs should be a 'living', evolving, comprehensive and enduring record of the child's experience, progress and achievement (academic and otherwise) and inform any discussion about education during the statutory review of the child's wider care plan.

Support Social Workers, Foster Carers and Designated Teachers to play an active role in the PEP process through training and support.

Attend PEP meetings in line with the published VS attendance criteria (see below).

**Independent Reviewing Officers should:**

Ensure that the PEP's effectiveness is scrutinised in sufficient detail as part of the statutory review and at other times if necessary. Where a child has special educational needs, the IRO should ensure that the PEP review is linked with any review of those needs.

Raise any unresolved concerns about a child's PEP or education provision with social workers and the VSH.