Halton Virtual School & College
PEP Policy
2026-27

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Contents

Introduction....3
Aims of the Policy....3
Key Principles....3
Personal Education Plan (PEP)....4
Roles and responsibilities....4
Social Worker....4
Designated Teacher....5
Carers....5
Virtual School....5
PEP Process....6

Introduction

This policy sets out the commitment of Halton LA to the educational welfare of children in care (CIC). It ensures that every CIC is supported to achieve their full potential academically, socially, and emotionally, regardless of their background or current circumstances.

**** For the purpose of this policy, when referring to carers, we include foster carers, residential staff and parents ****

**** A separate PEP Guidance document has been developed to provide specific support on completing a high quality PEP document ****

**** An initial PEP Flow Chart document is available to provide extra guidance for initial PEPs ****

Aims of the Policy

- To ensure that CIC receive an education that is of the highest possible standard.
- To promote equal access to educational opportunities and outcomes for CIC.
- To ensure all professionals working with CIC are aware of their roles and responsibilities in supporting the child/young person's education.
- To create a holistic approach that includes the child/young person's emotional, psychological, and social needs in educational planning.

Key Principles

- **Personalised Education**: Each child/young person will have a Personal Education Plan (PEP) that is tailored to their individual needs, taking into account their past experiences, current situation, and future aspirations.
- **Collaboration**: The Virtual School, education provision, carers, social workers, and the child/young person will work together in a holistic way to support the child/young person's education and well-being.
- **Participation and Advocacy**: CIC will be supported to have a voice in decisions regarding their education and will be encouraged to take an active role in their PEP meetings.
- **Tracking and Monitoring**: Regular monitoring and review of progress will be conducted to ensure that CIC are receiving appropriate support and interventions.

Personal Education Plan (PEP)

Every CIC aged 3 to 18 years must have a **Personal Education Plan (PEP)**, which:

- Is developed within the first 20 days of a child being admitted into care and reviewed at least termly.
- Is child-centred, taking into account the child's voice, their interests, and their future goals.
- Sets specific, measurable, achievable, realistic & timely (SMART) targets
- Includes actions for addressing barriers to learning such as poor attendance, emotional health and well-being concerns or lack of academic progress.
- Celebrates the child/young person's progress and achievements no matter how small.
- Identifies key transitions for example, moving settings and key stages

The PEP should include:

- A summary of the child's academic history and current performance.
- Details of any special educational needs (SEN) or disabilities.
- A list of actions to support the child in achieving their educational goals.
- Considerations for additional support through Pupil Premium Plus (PP+)

To meet statutory requirements, the following people must be present at the PEP:

- Social worker
- Designated teacher
- Parent / Carer / Residential staff

Other relevant attendees:

- Child/Young person
- Virtual school representative
- Any other relevant professional who works with/supports the child/young person

Roles and responsibilities

Social Worker

- Notify of a child coming into the care of the local authority
- Agree a suitable date, time and venue for the initial PEP and all following review PEPs
- Send out invitation for the meeting to all relevant people
- Attend the meeting to share relevant information and ensure correct information is recorded on the document
- Ensure the PEP document is sent out to relevant people
- Discuss any potential changes to education provision with the virtual school head

Designated Teacher

- Gather up-to-date academic and pastoral information about the child/young person and record this on the PEP document
- Gather the child/young person's views
- Ensure SMART targets are reviewed and new ones are set including consideration of support/interventions and whether PP+ is required
- Chair the PEP meeting and update the PEP document with any new information discussed before submitting completed document to the virtual school
- Make sure that support/interventions agreed to are put in place
- Submit the PEP document via Welfare Call within 10 working days of the PEP meeting taking place

Carers

- Attend the PEP meeting to share relevant information including
- Make sure you understand the targets the child/young person is working towards to be able to support them outside of school if necessary
- Discuss any other support needs as required

Virtual School

- Oversee that all CIC have termly PEP meetings in place
- Provide training, advice and guidance around the PEP document and process
- Ensure that designated teachers have access to the child/young person's PEP document
- Attend PEP meetings, where available
- Quality assure all submitted PEP documents and upload them onto the child/young person's Eclipse case notes
- Review PP+ requests and release agreed funding to education provisions

PEP Process

Social Worker

- Initiates PEP process by arranging a date for the PEP meeting.
- Ensures all relevant parties are invited.

Designated Teacher

- Starts compiling information on the PEP document on Welfare Call.
- PEPs can be delegated to other staff members but the Designated Teacher must have final overview and sign-off the document.

PEP Meeting

- Designated teacher or social worker takes lead in chairing the meeting.
- Discussions are held around the PEP document.
- Carers/social workers must provide additional updates where appropriate.
- Next meeting date, time and venue must be arranged.

Designated Teacher

- Updates the PEP document to reflect discussions and record input from carers and other professionals. Once PEP document is complete on Welfare Call, school submit, attaching any relevant documents.
- The PEP document needs to be submitted within 10 working days of the meeting taking place.

Virtual School & College

- Education officers will quality assure the document and review PP+ requests. If PP+ requests need clarification PEP Leads will contact schools for further information.
- Feedback is available to schools and social workers on the QA feedback form.
- If the PEP does not meet the quality assurance criteria, funding may not be approved.

Designated Teacher

- Can view on the PEP document where PP+ has been agreed.
- Support/interventions should be put into place rather than waiting for funding to be sent to schools.

Virtual School & College

- Will upload the completed PEP document onto the child/young person's case notes on Eclipse.
- Process PP+ funding to schools/provisions.

Social Worker

- Ensure that the document is sent out to all relevant people.