

**PEP Meeting Agenda**

**(Please see page 2 for more detailed version)**

**Before the meeting:**

* Personal Information and My Health sections completed by Social Worker – The PEP should then be sent to the school / setting at least 10 working days before the PEP meeting
* Pupil / child's voice information collected
* Designated person to begin to complete the form with progress and other relevant areas

**During the meeting:**

**As a minimum we would expect the following attendees at PEP meeting:**

* **School/setting Designated Teacher/Practitioner**
* **Social Worker**
* **Parent/Carer**
* **Child/ Young Person (who may or may not stay for the whole meeting but should be included in part e.g to hear positives stated about them from the adults and for the opportunity to express their views on their education directly)**
* **It is also good practice for the IRO to attend.**
* **If the young person is due to change school/setting, we would expect a representative from the new school/setting to also attend.**

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| **SECTION** | **TICK WHEN COMPLETED AND RECORDED** |
| **Introductions** – record these for the Attendees section of the PEP form |  |
| **Current care plan, placement, health contacts / needs and emotional health and wellbeing discussion** |  |
| **Pupil / child / young person's voice** – discussion and adult comments / input |  |
| **Current learning and attainment** – including strengths and areas for improvement |  |
| **Targets** – discuss previous targets and evaluate these. Formulate new targets – linked to any areas of need previously identified. If there are no clear needs, discuss how the  child / young person could be extended |  |
| **Transitions** – not just when the child / young person is changing school or setting. This includes changing year groups and should be discussed in every PEP meeting, as these vulnerable children need support throughout the year in preparation for change |  |
| **Date of next PEP meeting set** |  |

**SCHOOL TO COMPLETE THE PEP AND SUBMIT IT WITHIN**

**2 WEEKS OF THE PEP MEETING TAKING PLACE**

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**During the meeting:**

**1. Introductions**

**2. Discussion – (social worker to update Personal Information and My Health sections)**

**Social worker to update meeting with any changes and reference to impact on learning only**

a) Care plan

b) Contact arrangements / permissions

c) Placement type and stability

d) Health contacts and health needs

d) Wellbeing – physical / mental / emotional health

**3. Discussion – child / pupil voice**

a) Designated person to give feedback on how the child / young person feels, their strengths, their wishes, their worries, their long and short-term goals, etc.

b) Parent / carer comments on the child / young person – focus on strengths and achievements

c) Social worker comments on the child / young person – focus on strengths and achievements

d) Designated person comments on the child / young person – focus on strengths and achievements.

**4. Current learning and attainment**

a) Designated person to summarise progress made in the different areas

b) Progress discussed and RAG rating agreed

c) Discussion on emotional health and wellbeing. Have any assessments been undertaken? How are the needs being supported?

d) Any concerns around attendance / exclusions? Support in place?

e) Are there concerns about this child’s school place or alternative provision?

f) Designated person to share a summary of how the young person is doing in School/setting. Highlighting any identified needs and developmental areas.

**5. Targets**

a) Discussion and evaluation of previous targets – were they met? To what extent? If not, what were the barriers? Next steps?

b) Discussion and formulation of appropriate new targets ensure they are targeting any identified unmet needs or gaps. Ensure these targets are SMART (Specific, Measurable, Achievable, Relevant and Timebound)

***Targets should be written and agreed in the meeting. They should be scrutinised against the criteria at the end of this document.***

c) How is PPG+ / EYPP being used to support the child / young person? This must be specific information which is in place to support this young person with meeting their targets.

d) How will the parent / carer support the child / young person to meet their target? These should be specific actions and stating when and the frequency

e) How will the social worker support the child / young person to meet their target? These should be specific actions and stating when and the frequency

**6. Transitions**

a) What are the next steps for the child / young person, e.g. new school / setting, new classroom, new teacher, etc.?

b) Plans to be made for this transition and actions to be set throughout the year (not just summer term). What needs to be done? By whom? By when?

**7. Date of next PEP meeting set**

**We would advise that a draft of the PEP is saved and is also printed off for all attendees to take-away so they are aware of the targets being worked towards.**

**Are the Targets set SMART?**

*You should be able to answer yes to all of these questions. If you can't, the targets need improving.*

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| --- | --- | --- |
| **SMART** | **Questions to ask of the target** | **Yes/No** |
| SPECIFIC | What specific thing do we want the young person to achieve?  *This must not be broad or general* |  |
| How is this going to be achieved/ what needs to happen?  *e.g what additional support/interventions/differentiation/resources?*  *Who is responsible for what?* |  |
| When and how often will this support take place? |  |
|  |  |  |
| MEASURABLE | Is it clear how will we know when the target is achieved?  *Make this as concrete as possible, e.g what will we see and on how many occasions?* |  |
| It is stated what indicators will be used to measure progress? |  |
|  |  |  |
| ACHIEVABLE | Is it appropriate to the stage/age of the child? |  |
| Is this target likely to be achieved with the resources/support available? |  |
| Is it a challenging target?  It should not just be what is ordinarily expected of all other pupils in class and should be a challenging target but achievable. |  |
|  |  |  |
| RELEVANT | Is the target addressing a gap/need which has been identified in the PEP? |  |
| Does it consider the voice of the young person?  *e.g does it address concerns raised by the young person or support with their aspirations?* |  |
| Is it helping towards a longer-term target? |  |
|  |  |  |
| TIMEBOUND | Is there a date set for when this is to be achieved by?  *This needs to be a specific date or e.g "May half term" for example.* |  |