

**Sample 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:**

|  |  |
| --- | --- |
| **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 thechild / 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 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?

**5. Targets**

a) Discussion and evaluation of previous targets – were they met? To what extent? 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)

c) How is PPG+ / EYPP being used to support the child / young person?

d) How will the parent / carer support the child / young person to meet their target?

e) How will the social worker support the child / young person to meet their target?

**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**