



# PETERBOROUGH Virtual School

## Questions/Areas for Consideration at PEP Meetings (Carers)

*(Not all questions/areas for consideration are relevant for all children.)*

### Acronyms:

PEP = Personal Education Plan

CYP = Child/Young Person

DT = Designated Teacher

SW = Social Worker

DO = Desirable outcome

(target)

Section	Considerations/Questions
<b>Section A</b>	<p>This section, completed by the social worker, contains lots of personal information about the CYP as well as practical arrangements such as who should receive school reports. Make sure that you are aware of these arrangements and the content within this section.</p> <p>Ask when the next Parent/Carer Consultation Evening is, when the next school report will be issued and how (emailed to carers/student/paper copy?); check details about a school trip.</p>
<b>My Review – a review of previously set targets/desirable outcomes</b>	<p>If the CYP has not achieved a target, has school clearly explained what the barriers to achievement were and what the next steps will be? Moving forward, how will school support your CYP to achieve their DO.</p> <p>If a target has been achieved, what next steps have school planned and how has school/home celebrated any successes?</p>
<b>My Education Journey – a discussion around any upcoming transitions, the CYP's interests &amp; future career aspirations.</b>	<p>What support will school provide to facilitate a smooth transition to secondary school/new school/college etc?</p> <p>Carers can provide vital information into their CYP's hobbies, interests and aspirations which school may not be aware of.</p> <p>How can school support and continue to encourage and foster the CYP's interests and aspirations?</p> <p>What relevant clubs, trips, extra curricular activities are available?</p> <p>What does the CYP want to do/be in the future? What are the plans to help them do/be this?</p> <p>How can you support your CYP at home to help them to achieve their goals?</p> <p>What careers advice and guidance does school/college provide including work experience and pathway planning so that the CYP knows what exams they need to pass and qualifications to gain?</p>
<b>My Attendance – attendance, reduced timetables, alternative education provision, suspensions &amp; exclusions.</b>	<p>Being in school is important to your child's achievement, wellbeing, wider development and future outcomes.</p> <p>100% attendance is obviously best but we realise that everyone can experience illness.</p> <p>97% attendance or higher is considered <b>good</b> attendance which means that your CYP is absent for no more than 5 days during a whole year.</p> <p>A percentage like 80% sounds high but if your CYP had 80% attendance over 5 years they will have missed the equivalent days to one whole year of school!</p> <p>If your CYP's attendance is below 97%, ask what can school do to support. How can home and school work together to improve attendance? Ask school is there are any known reasons why CYP does not want to attend school etc? Ask school what help they have sought from outside organisations with EBSA (emotionally based school avoidance).</p> <p>If your CYP is on a RTT, discuss with school if this is working. The only object of a RTT is to ensure that the CYP is back attending full time by the end of 6 weeks or sooner.</p> <p>If your CYP is attending alternative provision, check what the reasons are for this; what benefits are there for the CYP; what lessons/subjects are they missing by attending the alternative provision and how are school making up for this?</p>

	If your CYP has had a suspension, ask school what support they have put in place for your CYP to minimise the risk of it happening again.
<b>My Individual Needs – Emotional health &amp; well-being, SEND, access arrangements</b>	<p>What is the CYP's emotional well-being like at school? Is this the same/different at home?</p> <p>Are there any strategies that you use at home that could help school?</p> <p>Is my CYP receiving any additional support in school for their social, emotional and mental health? If yes, what is this?</p> <p>What are their relationships like with adults and other young people?</p> <p>Does my CYP have any difficulties in making and keeping friends? How can school support with this?</p> <p>How do teachers and school staff respond to my CYP?</p> <p>Is my CYP vulnerable to bullying or have they bullied others?</p> <p>What support can school put in place?</p> <p>Ask school - Do you have any behavioural concerns about my CYP?</p> <p>What inappropriate (if applicable) behaviours does my CYP display and what do you think are possible triggers? What time of day do they occur or in any particular place eg lunch hall or lesson eg RS?</p> <p>What can be done to support my CYP with this?</p> <p>Does emotional distress and/or dysregulation ever effect learning?</p> <p>If yes, what strategies have been tried and what has been the impact? What other support is available?</p> <p>Has the local authority behaviour support team been consulted for advice and guidance?</p>
<b>My Attainment and Progress</b>	<p>School data can be confusing (every education setting does something slightly different!) so do ask for clarification if needed.</p> <p>Together with the SW, you need to find out:</p> <ul style="list-style-type: none"> <li>• What is the CYP's end of year/Key Stage targets and are they on track to meet these?</li> <li>• Are they achieving what is expected of them (in terms of the national average for their age group especially in English and Maths?)</li> <li>• If not, how far behind are they and how significant is this?</li> <li>• Is the CYP on track to achieve the qualifications that they need for their next steps? (education and career planning).</li> <li>• How much progress is the CYP making? Is this enabling them to meet their targets?</li> <li>• Why does school/CYP think they aren't achieving as well as they should be doing eg poor concentration, lack of motivation, learning difficulty.</li> <li>• What can school/college do to help them catch up?</li> <li>• If they are not making progress, does school think that they should be put on the SEN register?</li> <li>• For CYPs with significant educational needs, it is helpful to ask the school what they believe to be the over-arching educational need/focus.</li> <li>• What areas is the CYP enjoying/doing well in?</li> <li>• Is anything going well in these areas that could be used to support elsewhere?</li> <li>• Are there any areas that the CYP needs to make improved progress in?</li> <li>• What are school doing to help them catch-up and how can you help at home?</li> <li>• Would the CYP benefit from tutoring?</li> </ul>
<b>My Desirable Outcomes</b>	<ul style="list-style-type: none"> <li>• Does the CYP understand their outcomes?</li> <li>• If an area of need has been identified in the PEP meeting, has an outcome been set to address this need?</li> <li>• How can PP+ funding be utilised to help meet the outcomes?</li> </ul>
<b>Carer Views</b>	<p>You have a log-in for ePEP. Please use this to complete Section D (Carer Views) ahead of the meeting.</p> <p>Make sure that your views are shared in the meeting.</p>
<b>CYP's Views</b>	<p>Ahead of the meeting, talk with the CYP in your care and ask them if there is anything they would like you to discuss at the PEP meeting.</p> <p>Does the CYP want to attend their meeting?</p> <p>Is there anything that could be done to help the CYP feel more comfortable at the meeting?</p> <p>The DT should collect the CYP's views as part of the PEP review process. Make sure that these views are heard within the meeting and that any actions that need to happen are recorded.</p>

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<b>General</b>	<p>Do they bring the appropriate equipment to school?</p> <p>Does school have anything which they need the carer to do to ensure better educational outcomes for the CYP?</p> <p>Do they hand in their homework? Is it done on time and to a good standard?</p> <p>If there are homework issues, what suggestions can school make to support with this?</p>
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