West Sussex Virtual School

ePEP & PEP Guidance for Social Workers and Designated Teachers

September 2024

Table of Contents

Glossary of Terms

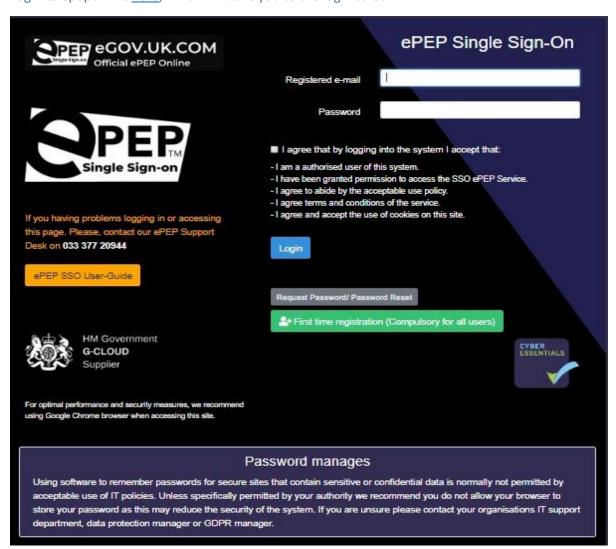| Acronym	Explanation
PEP	Personal Education Plan
ePEP	Electronic Personal Education Plan
SOCIAL WORKER	Social Worker
DESIGNATED TEACHER	Designated Teacher
CWCF	Children We Care For
EHCP	Education and Health Care Plan
SEND	Special Educational Needs and Disabilities
SENAT	Special Educational Needs Assessment Team
AR	Annual Review
VS	Virtual School
PP+	Pupil Premium Plus
NEET	Not in Education, Employment or Training
EYFS	Early Years Foundation Stage
EY	Early Years
PA	Personal Advisor (Post-16)
IRO	Independent Reviewing Officer

Introduction to West Sussex Virtual School

At the Virtual School we monitor the educational progress and attendance of all Children We Care For in West Sussex, providing advice and guidance to the adults working with and supporting those children.

In particular, the team supports the Social Workers, Carers and Designated Teachers of Children We Care For, to ensure those children and young people receive a high-quality education and improved educational outcomes. The child has the right to request all PEP records once they are 18.

For more information about the Virtual School please visit our website here.

Part 1 – ePEP System

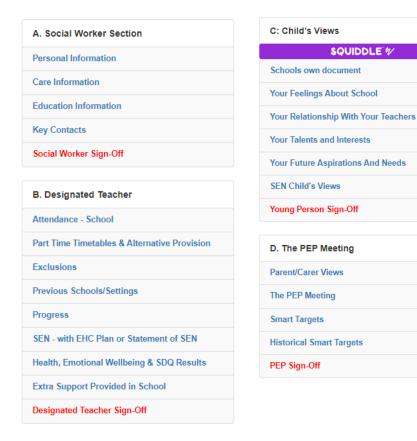Log into epeponline here, which will take you to the login screen:

Select the 'West Sussex County Council' blue bar:

Select the child and scroll down to the page where you will see 'Current Formal PEPs' and 'Completed PEPs'. Click on the 'PEP' button for the relevant PEP you want to see.

The PEP is divided into various sections. Click on the section to take you to the page you want to read or complete. Please note this may look a little different for different age phases.

A. Social Worker Section
Personal Information
Care Information
Education Information
Key Contacts
Social Worker Sign-Off

B. Designated Teacher
Attendance - School
Part Time Timetables & Alternative Provision
Exclusions
Previous Schools/Settings
Progress
SEN - with EHC Plan or Statement of SEN
Health, Emotional Wellbeing & SDQ Results
Extra Support Provided in School
Designated Teacher Sign-Off

C: Child's Views
SQUIDDLE
Schools own document
Your Feelings About School
Your Relationship With Your Teachers
Your Talents and Interests
Your Future Aspirations And Needs
SEN Child's Views
Young Person Sign-Off

D. The PEP Meeting
Parent/Carer Views
The PEP Meeting
Smart Targets
Historical Smart Targets
PEP Sign-Off

Part 2 - Purpose of the Personal Education Plan (PEP)

The PEP is a statutory document, required for all children and young people aged 2 to 18 years old, regardless of whether or not they are in an education setting. When the young person reaches 18 years of age, they can consent to keep the PEP open and continue to receive support from the Virtual School until the end of the academic year.

We know education will make a difference to children's futures, and this document is the tracker by which we record and monitor each child's education. The purpose of the PEP:

- It is a record of the discussions and actions taken by all stakeholders.
- It promotes educational progress.
- It provides an overview of how the child's wider needs impact on their ability to engage in education.
- It provides a 'collective memory' about the child's education.
- Is an integral part of a looked-after child's wider care plan.
- It allows for regular review of actions.
- It enables us to show children that we believe in them and value them. The PEP creates a detailed picture of the child's journey through education.

Please refer to the Government statutory guidance for a more detailed overview. Click here.

Statutory Timescales

- PEP meetings must take place within 20 days of a child coming into care, turning 2 or starting a new education setting.
- If a child becomes looked-after in an emergency, the PEP must be initiated within 10 working days of the start of the first placement.
- A PEP should be held in the Autumn, Spring and Summer Term each year. The PEPs need to be completed within the time frames set by West Sussex Virtual School. Please contact the child's Advisory Teacher for specific dates.

PEP Process

There are three distinct parts to the PEP process:

- What needs to happen before the PEP
- What needs to happen during the PEP
- What needs to happen after the PEP

What needs to happen before the PEP meeting

- The Social Worker is responsible for initiating the PEP meeting and inviting all stakeholders including the child, if appropriate. Please note, The Virtual School Advisory Teacher cannot attend every PEP.
- The Social Worker sends out a Teams invite / face to face invites.
- The Virtual School PEP Champion will be in touch 2 weeks before the meeting as a prompt.

- The Social Worker needs to complete Section A on the PEP and ensure the Education Information is up to date.
- The Designated Teacher needs to complete all of Section B.

  Depending on the phase of the child this might include:

  - **Attendance** (if applicable): Attendance is a very important part of the PEP. We know there are complex barriers to good attendance, and so it is vital that interventions and strategies are noted on the PEP. Please make sure you enter sessions and percentage attended, plus absence both authorised and unauthorised. Please follow this link to see the Government guidance on [Working together to improve school attendance](#)
  - **Part-time timetables and alternative provision** (if applicable): Part-time timetables can be a useful fixed-time strategy to get the child back to full-time education. However, they are not a permanent solution and are an exception rather than a rule. If these are used, you must record the purpose and how you are going to support the child to return to full-time education.
  - **Suspensions**: Children We Care For are not permanently excluded. Any use of fixed-term suspension and internal isolation must be reported to the Advisory Teacher, and logged in this section. Evidence of the support put in place, to ensure a successful return to school needs to be submitted in this section. The Advisory Teacher can support with this.
  - **Previous education settings**: This will not need editing every term.
  - **Progress**: This essential element allows the Virtual School to celebrate and monitor the individual child's educational journey. Please see:
    - [Appendix 1 for Early Years](#)
    - [Appendix 2 for Special Education Needs and Disabilities, Primary, and Secondary](#)
    - [Appendix 3 for Post 16](#)
  - **SEND without EHCP**: This section will provide an overview of the child's SEND. Please use the appropriate coding from the SEND register, as well as details of need and support.
  - **SEND with EHCP** : This section will generally stay the same but will need updating with the new date for the Annual Review each year.
    - Annual Reviews for pupils with EHCP plans must, from year 9 at the latest, include a focus on adulthood, including employment (para 54 of the [Careers Guidance and access for education and training providers statutory guidance](#)).
    - While the PEP must be conducted separately from the Annual Review, the same information will be useful.

The Child View's in Section C.

- Decide who will chair the meeting and who will type. This is the joint responsibility of the Social Worker and Designated Teacher.
- The chair runs through the outline of the meeting and length of time it is likely to last. The chair ensures that everyone's voice is heard.

What needs to happen during the PEP meeting:

Section D/E: The PEP Meeting

- **Review of Previous PEPs Targets/Actions :** The conversation needs to include a review and evaluation of the previously set targets.

- **Discussion Mapping & Recording :** This section should provide a clear picture of where the child or young person is currently at. The information should enable a new professional to the child, to be able to have a thorough understanding of the educational journey and next steps.

- **SMART Targets :** New targets need to be agreed during each PEP meeting. They need to be SMART. Please see appendix 4 for more information on SMART targets.

- **Pupil Premium Plus (PP+) funding :** This is discretionary for post-16. PP+ funding can be requested through a costed SMART target. This will be considered by the funding panel. Funding can be requested at any point during the school year, it does not have to be at the PEP meeting. Remember to submit the target. Please see Appendix 5 for more information on PP+ funding.

What needs to happen after the PEP meeting

- The Social Worker and the Designated Teacher need to check their sections are complete, and signed off.
- Designated Teacher or Social Worker to sign-off for the child/young person.
- The Virtual School will quality assure the PEP and identify any outstanding areas which are required to make the PEP 'Good'. We will request any changes are made within a given time frame.
- The Virtual School will undertake final quality assurance and will sign the PEP off as either 'Good', 'Requires Improvement' or 'No PEP completed'. Please see relevant phase appendix, for guidance on what makes a good PEP.

  - Appendix 1 : Early Years
  - Appendix 2 : Special Education Needs and Disabilities, Primary, and Secondary
  - Appendix 3 : Post 16

Part 3 – Appendices

Appendix 1 – Early Years

Early Years : Quality Assurance

Please complete the current terms information only, based on your most recent observations of the child, and knowledge of their development. Please state whether, in your professional opinion, the child is working at an age expected stage of development, and making expected progress. In line with the new Assessment requirements in the EYFS, we no longer ask you to pinpoint a child's stage of development unless they are presenting with a delay. Please provide evidence to support your judgements in whatever format your setting uses to monitor and share progress.

The Social Worker and the Designated Teacher need to check and sign-off their parts before the Advisory Teacher from the Virtual School can read through the PEP and complete the required quality assurance steps.

A '**Good PEP'** has:
- Attainment and progress judgements and supporting evidence attached.
- Attendance information recorded.
- Evidence of transition planning for those children joining an EY setting, moving room or setting or starting School.
- The child's views recorded or attached.
- The parent/carers' views completed.
- Evidence of how previous targets and interventions have made a difference to the child.
- SMART targets set to improve the child's educational achievement and experience.
- A SMART target that indicates the carers' role in supporting the child's educational achievement.
- Costing against target if EYPP is required in schools.
- Evidence of the impact of previous EYPP spending.
- The PEP meeting – All sections of the discussion mapping and recording including scaling need to be completed. This section should be completed in detail and enable the reader to get a clear picture of the child.
- The PEP should also have high quality information. A new professional to the child should be provided with a clear, detailed current understanding of the child's learning journey.

A **'Requires Improvement'** PEP : there is evidence that a PEP has taken place, however there is either information missing and/ or the level of information recorded does not meet the criteria for good.   A PEP will not be signed off as Requires Improvement without the Designated Teacher or Social Worker being given the opportunity to improve it. The comments made by the Virtual School team on the PEP at sign-off will reflect why the PEP does not meet the criteria for being good.

A **'No PEP Completed'** PEP – there is no evidence on ePEP that a PEP meeting has taken place.

Early Years : Attainment and Progress Descriptors

Attainment	Assessment category	Drop down options. If option 2 or 3 are selected, please enter additional information on specific support being put in place.
	Not Assessed	N/A
	Working Toward ARE	1 – High quality adult interactions 2 – Targeted interventions e.g. now & next, transitional objects etc. 3 – Additional adult support (Inclusion Funding may be used)
	Working at ARE	N/A
	Working above ARE	N/A
Progress	Assessment category	
	No Progress made	N/A
	Below expected progress	1 – High quality adult interactions 2 – Targeted interventions e.g. now & next, transitional objects etc. 3 – Additional adult support (Inclusion Funding may be used)
	Expected progress	N/A
	Above expected progress	N/A

Appendix 2 –Special Educational Needs and Disabilities (SEND), Secondary and Primary

SEND, Secondary, and Primary: Quality Assurance

To add data in this page, click 'Add an Entry' on the top right of the progress report (you might need to scroll across the page). Select the subject and qualification type and enter the data. If the curriculum area or qualification type is not listed, please select other and type in your own. Repeat this for all the subjects/areas of study this child is following. Remember to press 'save' (found at the bottom) after adding each entry!

The Social Worker and the Designated Teacher need to check and sign-off their parts before the Virtual School can read through the PEP and complete the required quality assurance steps.

A **'Good' PEP** has all mandatory fields completed fully; these are:

- •Attendance information.
- • Confirmation of FT or PT timetable. If PT, the details are completed, including end date.
- •SEN Page – either with SEN support or with EHC plan. One of these sections must be completed.
- • Progress.
- • Health, Emotional wellbeing and SDQ result (if you do not have an SDQ score please complete all other parts).
- •Child's views recorded in one of the following ways:
    - Directly into section C
    - Into section C via interactive child's module
    - Into section via SEN PECS module
    - Uploaded documents providing child's views
    - A clear statement that the child does not wish to share their views – this can be recorded in section C or D
- •Parent/Carers View.
- •14-19 careers page completed for all young people aged 14 and over.

The PEP meeting : All sections of the discussion mapping and recording including scaling need to be completed. This section should be completed in detail and enable the reader to get a clear picture of how the child is getting on:

- •At least 2 SMART targets set to improve the child's educational achievement.
- •SMART targets to improve the child's educational experience which could include enrichment activities.
- •At least one of the SMART targets must indicate the carers' role in supporting the child's educational achievement.
- •If an attendance is poor, a target is required, this is also set.
- •Costing against target If PP+ is required.
- •Evidence of how previous targets and interventions have made a difference to the child/young person.
- •Evidence of transition planning for moving to, Year 7 and Year 12 or to new educational provision.
- •Post-16 plans for Year 11 pupils recorded in spring and summer PEPs.

A **'Requires Improvement'** PEP : there is evidence that a PEP has taken place however there is either information missing and/ or the level of information recorded does not meet the criteria for good. A PEP will not be signed off as Requires Improvement without the Designated Teacher or Social Worker being given the opportunity to improve it. The comments made by the Virtual School team on the PEP at sign-off, will reflect why the PEP does not meet the criteria for being good.

A '**No PEP Completed'** PEP – there is no evidence that a PEP meeting has taken place on ePEP.

SEND: Progress Descriptors - <u>No Attainment to be recorded</u>.

For each subject we would like the following measures:

Progress	Assessment category	Drop down options. If option 2 or 3 are selected, please enter additional information on specific support being put in place.
	No Progress made	N/A
	Below expected progress	1 – High quality classroom teaching 2 – In-school interventions such as nurture groups, additional literacy support 3 – External specialised support such as Speech and Language therapy, occupational therapy, educational psychologist, dyslexia assessment
	Expected progress	N/A
	Above expected progress	N/A

Primary & Secondary : Attainment and Progress Descriptors

For each subject we would like the following measures:

Attainment	Assessment category	Drop down options. If option 2 or 3 are selected, please enter additional information on specific support being put in place.
	Not Assessed	N/A
	Below predicted grade	1 – High quality classroom teaching 2 – In-school interventions such as nurture groups, additional literacy support 3 – External specialised support such as Speech and Language therapy, occupational therapy, educational psychologist, dyslexia assessment
	Will achieve predicated grade	N/A
	Will exceed predicted grade	N/A
Progress	Assessment category	Drop down options. If option 2 or 3 are selected, please enter additional information on specific support being put in place.
	No Progress made	N/A
	Below expected progress	1 – High quality classroom teaching 2 – In-school interventions such as nurture groups, additional literacy support 3 – External specialised support such as Speech and Language therapy, occupational therapy, educational psychologist, dyslexia assessment
	Expected progress	N/A
	Above expected progress	N/A

Appendix 3 - Post-16

The Social Worker and the Designated Teacher need to check and sign-off their parts before the Advisory Teacher from the Virtual School can read through the PEP and complete the required quality assurance steps. For post 16 young people the layout of the PEP varies depending on their circumstances. In the section 'The PEP meeting' all boxes in the discussion mapping need to be completed in detail to enable the reader to get a clear picture of the young person's current education, training or employment experience.

Young People in Education : Quality Assurance

A 'Good' PEP has all mandatory fields completed fully, these are:

Section A
- Information on education setting.

Section B
- Education and progress including attendance data and attainment and progress judgements for all subjects, including information on the level of course being studied.
- SEN – with EHC plan of statement of SEN.
- Emotional health and well-being, including details of any referrals being made or current agency involvement.

Section C
- Young person's views – clear evidence that the young person's views have been sought. If they do not wish to share their views this needs to be clearly recorded to reflect this.
- Young person's contribution – any general information the young person may wish to share.

Section E

- Information on strengths and progress made, including academic and social development, such as independent living skills.
- Evidence of intended ETE destinations and transition planning.
- Evidence of transition support for care leavers, where appropriate.
- Evidence and review of previous targets and how interventions have made a difference to the young person.
- Information on goals for and of the young person.
- Actions to move things forwards.
- At least 2 SMART targets set to focus on improving ETE achievement, enrichment or development of life skills.
- Costings against target if PP+ is required.

A 'Requires Improvement' PEP : there is evidence that a PEP has taken place however there is either information missing and/ or the level of information recorded does not meet the criteria for good. A PEP will not be signed off as Requires Improvement without the Designated Teacher or Social Worker being given the opportunity to improve it. The comments made by the Virtual School on the PEP at sign-off will reflect why the PEP does not meet the criteria for being good.

A '**No PEP Completed'** PEP – there is no evidence that a PEP meeting has taken place on ePEP.

Young People in Education: Attainment and Progress Descriptors

For each subject we would like the following measures:

Attainment	Assessment category	Drop down options. If option 2 or 3 are selected, please enter additional information on specific support being put in place.
	Not Assessed	N/A
	Below predicted grade	1 – High quality classroom teaching 2 – In-school interventions such as nurture groups, additional literacy support 3 – External specialised support such as Speech and Language therapy, occupational therapy, educational psychologist, dyslexia assessment
	Will achieve predicated grade	N/A
	Will exceed predicted grade	N/A
Progress	Assessment category	Drop down options. If option 2 or 3 are selected, please enter additional information on specific support being put in place.
	No Progress made	N/A
	Below expected progress	1 – High quality classroom teaching 2 – In-school interventions such as nurture groups, additional literacy support 3 – External specialised support such as Speech and Language therapy, occupational therapy, educational psychologist, dyslexia assessment
	Expected progress	N/A
	Above expected progress	N/A

Young People in Employment or Apprenticeships : Quality Assurance

In all cases, a 'Good' PEP has all mandatory fields completed fully, these are:

Section A
- Information on employment or apprenticeship setting.

Section B
- SEN – with EHC plan of statement of SEN.
- Emotional health and well-being, including details of any referrals being made or current agency involvement.

Section C
- Young person's views – clear evidence that the young person's views have been sought. If they do not wish to share their views this needs to be clearly recorded to reflect this.
- Young person's contribution - any general information the young person may wish to share.

Section E
- Information on strengths and progress made, including employability skills, work based learning and social development, such as independent living skills.
- Evidence of intended ETE destinations and transition planning.
- Evidence of transition support for care leavers, where appropriate.
- Evidence and review of previous targets and how interventions have made a difference to the young person.
- Information on goals for and of the young person.
- Actions to move things forwards.
- At least 2 SMART targets set to focus on improving ETE achievement, enrichment or development of life skills.
- Costings against target if PP+ is required.

A 'Requires Improvement' PEP - there is evidence that a PEP has taken place however there is either information missing and/ or the level of information recorded does not meet the criteria for good. A PEP will not be signed off as Requires Improvement without the Designated Teacher or Social Worker being given the opportunity to improve it. The comments made by the Virtual School on the PEP at sign-off will reflect why the PEP does not meet the criteria for being good.

A '**No PEP Completed'** PEP : there is no evidence that a PEP meeting has taken place on ePEP.

Young people who are NEET : Quality Assurance

In all cases, a 'Good' PEP has all mandatory fields completed fully, these are:

Section B
- NEET support plan fully completed, including checklist of barriers to ETE.
- Progress
- SEN – with EHC plan of statement of SEN.
- Emotional health and well-being, including details of any referrals being made or current agency involvement.

Section C
- Young person's views – clear evidence that the young person's views have been sought. If they do not wish to share their views this needs to be clearly recorded to reflect this.
- What you want people to know - any general information the young person may wish to share.

Section E
- Information on strengths and progress made, including progress towards ETE and social development, such as independent living skills.
- Evidence of intended ETE destinations and transition planning.
- Evidence of transition support for care leavers, where appropriate.
- Evidence and review of previous targets and how interventions have made a difference to the young person.
- Information on goals for and of the young person.
- Actions to move things forwards.
- At least 2 SMART targets set to focus on improving ETE achievement, enrichment or development of life skills.
- Costings against target if PP+ is required.

A 'Requires Improvement' PEP : there is evidence that a PEP has taken place however there is either information missing and/ or the level of information recorded does not meet the criteria for good. A PEP will not be signed off as Requires Improvement without the Designated Teacher or Social Worker being given the opportunity to improve it. The comments made by the Virtual School on the PEP at sign-off will reflect why the PEP does not meet the criteria for being good.

A 'No PEP Completed' PEP – there is no evidence that a PEP meeting has taken place on ePEP.

Appendix 4 – SMART Targets

The DfE defines this as:

Specific, significant, stretching	Drill right into what needs to happen to help move the child/young person towards their goals. Re-word from 'meet your target grade', to what needs to be achieved to help them meet their target grade.
Measurable, meaningful, motivational	You will be reviewing the impact of this target next term, so agree it in a way that everyone can see if it has been met or not. More importantly, write it in a way where you can all see if it's made the intended difference or not.
Achievable, agreed, action-orientated	You will have some long-term targets that will carry over, but most targets are likely to be short-term, so think about what can be achieved in the term between this and the next PEP. Keeping focused on actions will help to make it clear who needs to do what.
Relevant, realistic, result-orientated	Make sure the child/young person understands and agrees the need for the target and can see how it will contribute to their progress towards their ambition.
Time bound	You can set long-term and short-term targets but will probably have more short-term ones. Make sure the intended timescales are clear.

Targets - Remember that targets need to be SMART. They will typically be written to show **how the professionals and carers are going to support the child to make progress**. They are not just a list of aspirations or jobs for the child (e.g. 'Reach your target grade in reading' or 'stop arguing with peers'). On the whole targets need to be achieved or significant progress made from PEP to PEP. All targets need to be supported by actions from professionals. Please record the individual actions required to allow our children to succeed.

Targets for children/young people on the SEND register will need to mirror the targets on their IEP/ILP/EHCP to ensure consistency, joined up practice and shared goals.

Please see next page for examples of SMART targets.

Example	Current Situation	Measurable Target	Actions
1	When working with a partner, X enjoys sharing their own ideas however they find it difficult to listen and respond appropriately to their partner's ideas.	By the end of the Spring Term, X will demonstrate listening and understanding skills by responding appropriately to a peer's idea once during each group intervention.	-TA to run social communication skills group where they model, role play and provide supported opportunities to practise listening to and responding to another person's idea. -Adult available to support X during group activities within the classroom. -Visual prompts used within the social communication group and in the classroom to support X's listening and responding skills.
2	X is finding it difficult to separate from their carer each morning. This is having an impact on their ability to engage in their morning activities.	By 24.10.24, X will separate from her carer within 10 mins in the mornings.	-Teacher to greet carer, then child at the door of the classroom each day -Child to have a 'job' to do on arrival at school each day, which teacher reminds them about when greeting. -Carer to have short 'goodbye' ritual with child including leaving them with a reminder of them for the day (e.g. heart drawn on wrist) and reminding them they will be there to pick them up at the end of the day
3	X finds it difficult to take part in any physical activity for the full 1-hour PE lesson. They usually complain of their limbs aching after 15 minutes and no longer want to take part in the lesson. X's carer has voiced concern over their lack of physical activity at home.	By the next PEP meeting in the Summer Term, X will engage and manage 75% of the sustained physical activities within the PE lessons each week.	-PE teacher to support X to chunk the PE lessons so that they can have short breaks and build up engagement from 25% to 75% between now and the next PEP meeting. -PE teacher to create timetable with X and carer to include one period of 30-minute physical activity per day outside of school PE lessons. -Foster carer to support X with joining a sports club.
Example	Current Situation	Measurable Target	Actions
4	X is not consistently completing homework for any subject. They voice that they feel overwhelmed with the number of tasks they must complete, and they are finding it difficult to keep track of deadlines.	X to complete 1 English and 1 Maths piece of homework per week between now and the next PEP meeting.	-X will only receive Maths and English homework between now and the next PEP meeting. -Maths and English Class teacher to discuss homework with X and check they understand the task. -Maths and English Class teacher to model accessing and navigating the online platform used for the homework. -Maths and English Class Teacher to ensure that foster carer has all log in details for online platforms being used. -During weekly check ins with the Designated Teacher, discuss progress/barriers in the completion of homework.

5	X is thinking about post 16 options and has an interest in mechanics. They are unsure of where they could attend and what grades they would need to access these courses.	With the support of key adults at home and school X will secure a post 16 college place by Summer 2025.	-Arrange a careers interview with school careers staff -Research college courses/website -Attend college open day -Submit application for college course -Form tutor to review at half term progress -Foster Carers and school adults to support college visit and all other stages.
6	X is being prompted by an adult when it is thought that they need the toilet/are hungry or should get a drink. X is not initiating communication relating to these needs being met.	By the time of the next PEP meeting, X will use 3 new PECS symbols to communicate needs consistently for toilet, thirsty and hungry.	-School to print and laminate PECS cards for toilet, thirsty and hungry. -School to ensure that the PECS cards are available in all of X's work areas so that X always has access to them. -School to provide a set of PECS cards to foster carers so that X always has access to them when at home. -School staff and foster carers to model using the PECS cards. -Weekly catch up between school and home to share how x is getting on.

Appendix 5 - PP+ Funding

Funding (Primary and Secondary aged children) - Use the ePEP 'SMART targets' page to apply for PP+ funding to support targeted actions. When you add each SMART target, you can click on funding, select the appropriate 'source of funding' then 'save'. When all the information has been added you will need to click the 'submit funding request' button. This request will then go to the Virtual School for consideration. **Please note that funding for post 16 is discretionary.**
Funding is not guaranteed and is decided at panel. Please note that the Virtual School does not pay for any provision detailed in a child's EHCP or that would be provided at no cost to any other child. Due to the highly mobile nature of our cohort, funding is only provided on a termly basis and is dependent on the child remaining on roll. All monies must be accounted for and the impact of the spend detailed in the PEP. This table shows which funding applications will be considered or accepted.

Application Request	Panel Consideration
1:1 Tuition (core subjects – see earlier guidance)	Will be considered
1:1 Teaching Assistant Support (up to £5000 per term)	Will be considered
Specialist training to support looked after learners	Will be considered
Alternative provision as a means of reducing the risk of exclusion – costs split with school as appropriate	Will be considered
Specialist interventions to support learning and engagement (not therapy)	Will be considered
Extra-curricular activities over and above those covered by the foster carers allowance. E.g. specialist music lessons	Will be considered
A laptop and relevant software, including web-safety	May be approved - under the discretion of the Virtual School Management
Residential trips (contribution to remaining cost after foster carer contribution is agreed)	May be approved - under the discretion of the Virtual School Management
Educational psychology interventions or assessments	May be approved - under the discretion of the Virtual School Management
1:1 tuition in any other subjects	May be approved - under the discretion of the Virtual School Management
Books to encourage reading or to build on the work done in the classroom including revision guides	May be approved - under the discretion of the Virtual School Management
Extracurricular activities which are funded through the Foster Carer allowance e.g. cubs, scouts, girl guides, youth club, theatre club, football club etc.	May be approved - under the discretion of the Virtual School Management
Transport Costs	Will not be considered
School Uniform	Will not be considered
School Equipment	Will not be considered
1:1 Teaching Assistant used by the whole class	Will not be considered
School trips which are funded through the Foster Care allowance	Will not be considered
Therapy e.g., Art Therapy, Play Therapy, Psychotherapy (all these need to go through Children's Services or SENAT to ensure the right person is appointed and the intervention is monitored through the Care Plan or EHCP	Will not be considered
School interventions that could be accessed anyway e.g. homework club, revision classes	Will not be considered
Provision that should be covered by an Education, Health and Care Plan	Will not be considered

End of Document