New Designated Teacher Training

14th October 2026



Drive | Integrity | Respect | Collaboration

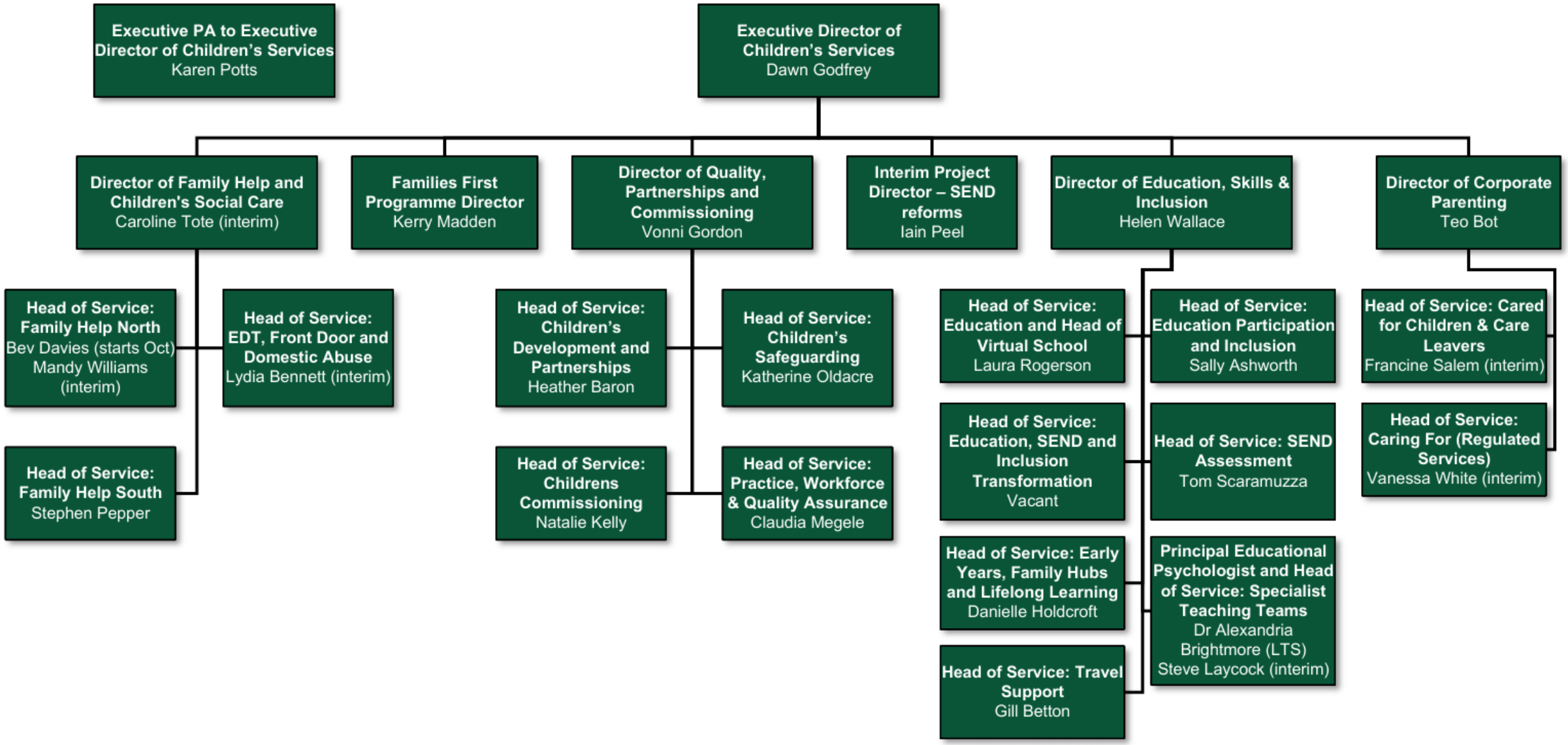
Enabling prosperity and wellbeing for all

Cheshire East Council

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Children and Families Senior Leadership Team

Oct 2026



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Who are the Virtual School, and what do we do?

- We are an extension of Laura Rogerson who is Virtual School Headteacher…

QA Termly PEP Documentation

Source school places/appeals

Monitor academic and attendance data

Deliver training to schools across the country

Control PP+ Funding

Put in place alternative learning packages

Work closely with colleagues in social care

Commission external services and agencies

Coordinate education for all CE LAC/CFC

Intervene to avoid suspensions

Have some level of responsibility for all PLAC, CIN/CP, Kinship children

Bridge between education and social services

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How many
in Cheshi
East CFC do you ha

About 630 (it fluctuates day to day)

n do we have
nany Cheshire
ar schools?

Do you
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should th

Personal Education Plan; 3 PEPs – one for each term

PEP
eetings
ar?

What is meant by the term 'Corporate Parent'?

Just before we begin...

What childr
of the V
guidance

CLA, PLAC, CiN and CP

e responsibility
r all statutory

How much Pu
each Cared fo

£2,690, but Cheshire East manage this slightly differently...

located for

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What is a ‘Corporate Parent’?

“…the collective responsibility of the council, elected members, employees, and partner agencies, for providing the best possible care and safeguarding for the children who are looked after by us.

A child in the care of the council looks to the council to be the best parent it can be to that child. Every member and employee of the council has the statutory responsibility to act for that child in the same way that a good parent would act for their own child.”

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Questions...

- What is the role of the Designated Teacher and which young people are they responsible for supporting?
- Who can be appointed as a Designated Teacher?
- When and why were PEPs first introduced?

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What is the role of the Designated Teacher and which young people are they responsible for supporting?

"The governing body of a maintained school and the proprietor of an academy must ensure that an appropriately qualified and experienced member of staff (hereafter referred to in this guidance as the 'designated teacher') undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school's roll."

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Who can be appointed as a Designated Teacher?

"The Designated Teacher (Looked-After Pupils etc) (England) Regulations 2009 require that the designated person is:

- *a qualified teacher who has completed the appropriate induction period (if required) and is working as a teacher at the school (regulation 3(2)); or*
- *a head teacher or acting head teacher of the school (regulation 3(3))"*

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When and why were PEPs first introduced?

- Personal Education Plans were introduced in guidance by the Department for Education and Employment and Department of Health in 2000
- PEPs were brought in to try and counteract the abject and growing gap in progress, attainment, and lived experiences for our Cared for Children

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Less than half as likely to achieve a grade 4 or above in English and maths GCSE

Over 60% have identified SEND compared with around 15% of all pupils

Many experience multiple placement moves in a single year – disruption to education and relationships

Disproportionately more likely to go missing from home

Five times more likely to be permanently excluded than non-cared for peers

Eight times more likely to have Youth Justice involvement

Over 60% of children in care meet the threshold for mental health diagnosis

Far higher risks of poverty, unemployment, health inequality and early death

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What does our data tell us?

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Attendance this year so far

- **Overall average attendance so far – 87.67%**
- Primary age attendance – 93.75%
- Secondary age attendance – 81.6%
- Percentage below 50% - 10.12%

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Redacted attainment data as not yet validated.

So, what is a PEP?

Cheshire East's PEP and PP+

- All looked after children have a care plan. A PEP is a statutory requirement to ensure that a record is maintained regarding the child's educational progress and thus it forms an integral part of the child's overall care plan.
- The PEP should detail what needs to happen in order for the looked after child to fulfil their potential. The local authority are under a duty to ensure that the PEP fully reflects the educational needs of the child, remains relevant to the child's age, ability and aptitude, and is implemented effectively.
- PEPs don't just reflect where the young person is, but should look ahead to where we want them to be – one way to achieve this is through Pupil Premium+

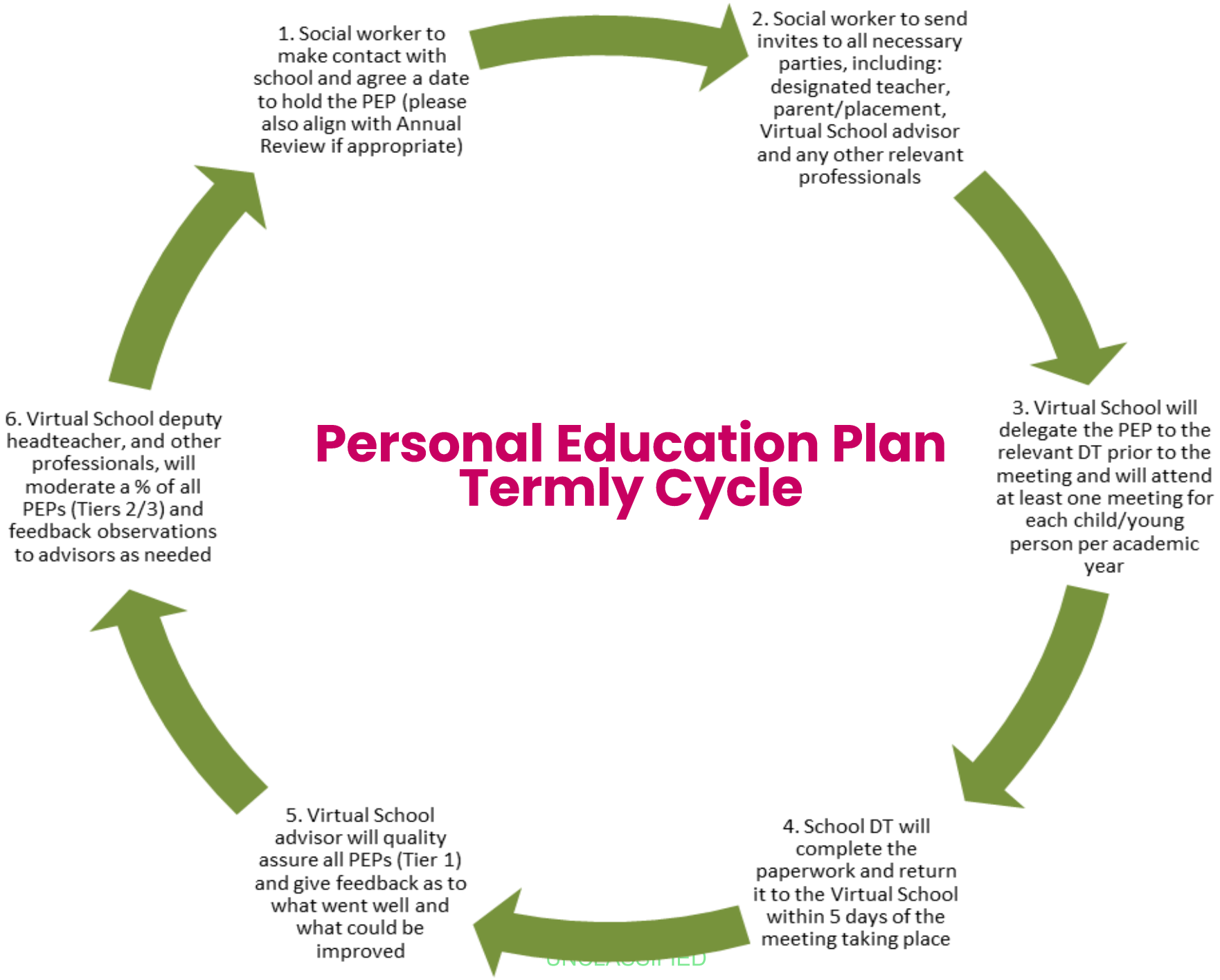
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Setting up a date for the PEP

- As mentioned previously, each cared for child should have three PEPs per year:
  - Autumn PEP (by 20th November) – First opportunity to request PP+
  - Spring PEP (by 5th March 2026)
  - Summer PEP (by 20th June 2026) – Second opportunity to request PP+
- The PEP date is agreed between social care and your DT
- Virtual School Advisors should always be invited to, but not necessarily attend, each PEP

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Personal Education Plan Termly Cycle



The PEP form is split into two halves…

Should be filled in along with social care to ensure it reflects any changes in the young person's life.

Sections 1-7	Sections 8-19
Essential information	Educational information
Background information	Education history
Care planning	Health and safety
Responsibilities	Additional needs
Key professionals	Factors affecting education
Medical information	Education & inclusion (including SDQ)
Changes during review period	Transition TTs & Alternative provision
	Review of attainment (past and present)
	Thoughts, feelings and action planning
	Pupil Premium+
	Attendance and participation
	Comments and views

Ideally should be completed in advance of the PEP meeting for feedback to attendees.

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Sections 10 & 11 – Health and Safety & Additional Learning Needs

Section 11 – Health and Safety

- This is your opportunity to inform us of any concerns over Health and Safety

Section 12 – Additional Needs

- If the young person is on your gifted and talented/MAT register, or if there are any identified forms of SEND this would be where you can record this

Both of these will be useful for us to track any concerns that you might have and how you have been able to support in these areas

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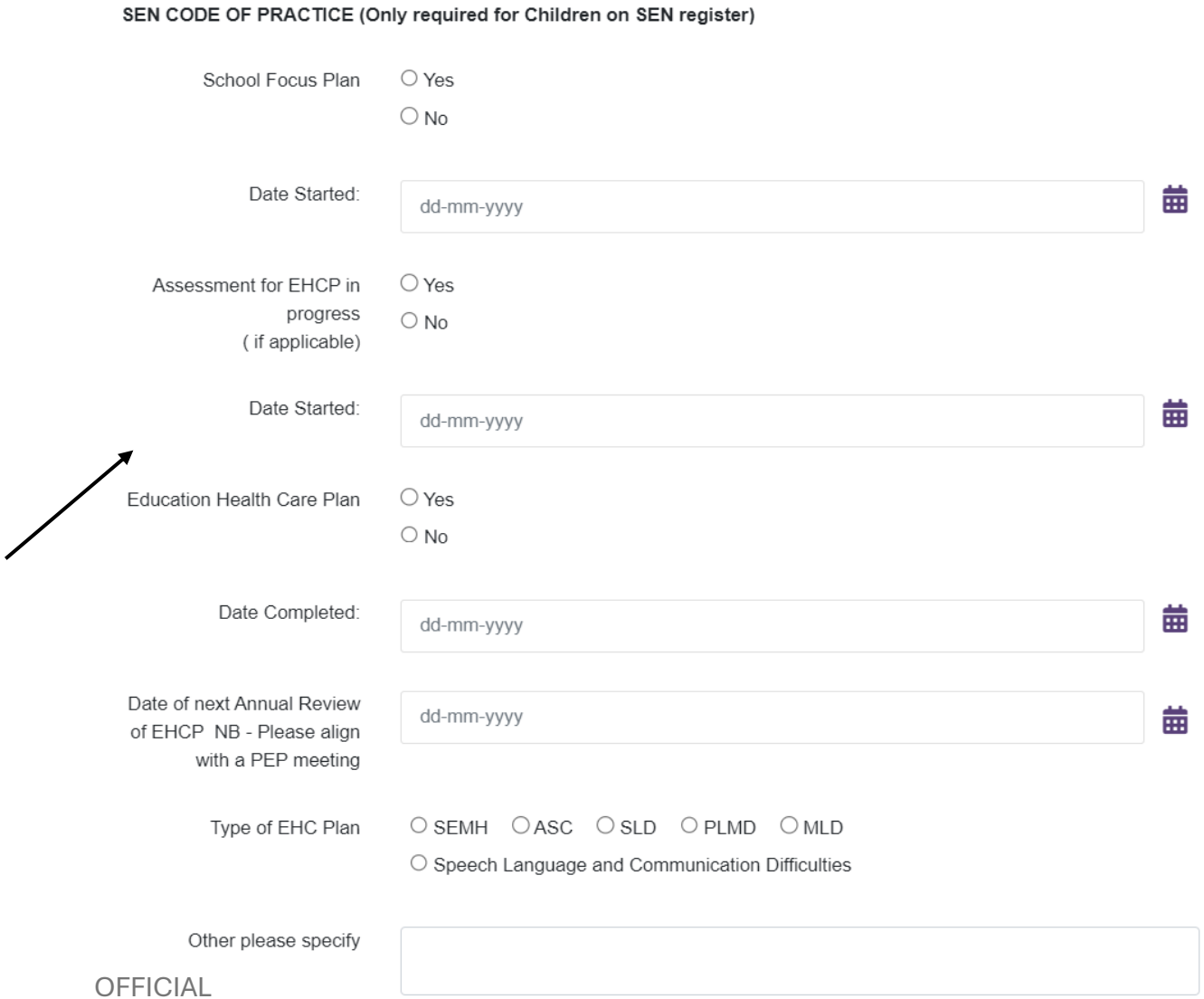
Section 11 – Additional Learner Needs

If you were to outline that the young person has an identified form of SEND the PEP will then expand asking for greater detail…

SEN Code of Practice

Here you will need to outline whether the student is on a School Support Plan or if they have an EHCP

Whichever the case, you will be asked for details of dates, timescales and further details



SEN CODE OF PRACTICE (Only required for Children on SEN register)

School Focus Plan — ○ Yes ○ No

Date Started: dd-mm-yyyy

Assessment for EHCP in progress (if applicable) — ○ Yes ○ No

Date Started: dd-mm-yyyy

Education Health Care Plan — ○ Yes ○ No

Date Completed: dd-mm-yyyy

Date of next Annual Review of EHCP NB - Please align with a PEP meeting: dd-mm-yyyy

Type of EHC Plan — ○ SEMH ○ ASC ○ SLD ○ PLMD ○ MLD ○ Speech Language and Communication Difficulties

Other please specify

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Section 12 – Factors affecting education

Enter date of start of the academic year to the date of the meeting

Attendance and Punctuality

Date From * dd-mm-yyyy

Date to * dd-mm-yyyy

Attendance Summary	Sessions	%	Intervention to address attendance and/or punctuality issues: *Primary target = min. 95% Secondary Target = min. 95% If attendance below target please record interventions to address -:*
Possible Attendances			
Attendances			
Authorised absences			
Unauthorised absences			
Number of late marks			

Typically each day has two possible attendances – AM and PM so multiply number of days by 2

If attendance is <95% please outline interventions that are in place to encourage improved attendance

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Section 12 – Factors affecting education

If attendance is a concern, has this young person been referred for Multi-Disciplinary Team attendance intervention?

Referrals are made through consultation with Virtual School Advisors

Has this young person had any suspensions or internal exclusions this year?

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Section 13 – Education and inclusion provision

School based Support, activities and achievements	Intervention	Intended Outcome
1:1 Tuition		
Learning/Emotional Support	1:1 provision to support [redacted] from 9.00am until 2.45pm daily, including lunchtimes Bespoke timetable to ensure that [redacted] is emotionally able to access learning. [redacted] is often not able to regulate his emotions and subsequent behaviour and so is unable to remain in the classroom to access the same learning opportunities as his peers (Year 6)	To ensure that [redacted] is able to manage his emotions effectively and safely with harm to either himself or other children.
Curriculum Support	[redacted] finds some subjects challenging eg maths, PE and French. He often has adjustments made to these lessons in order that he can take part in the lessons or not prevent the other children in his class from accessing them. His 1:1 and other adults often have to make decisions for [redacted] to leave the classroom if it is clear that he is unable to remain in the classroom. To stay in the classroom often results in the rest of the class having their learning disturbed or worse case having to leave the classroom as [redacted] refuses and often becomes very distressed.	To keep [redacted] engaged in learning and calm.
Other Intervention	[redacted] accesses the Creative Action team once per week in a group session to talk about his feelings and engage with his peers in small group work. [redacted] has 1:1 guitar lessons which he enjoys and is making good progress in.	To develop [redacted]s positive social interactions To build his self esteem

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This is an opportunity for you to explore the extra-curricular support you have put in place to assist our young people – anything above and beyond interventions within the classroom can be detailed here

Section 13 – Education and inclusion provision (continued)

Last SDQ Score: SDQs should be conducted once per year by education, health, and social care.	
Date completed	

A new SDQ score should be attained on an annual basis - please complete the next SDQ in the same term as in the previous academic year

New SDQ score:	13
Date completed	23-Apr-2025
1) Emotional Subscale	7
2) Conduct Subscale	1
3) Hyperactive/inattentive subscale	3
4) Peer Relationship Subscale	2
5) Prosocial/Behavioural subscale	10
Impact Score	
Details of interventions/impact arising from this assessment If the overall individual SDQ Scores are 'slightly raised' or 'high', has consideration been given to linking this area of need to a SMART Target in Section 16?	Is on list for ELSA, also attends social skills group with peers
Details of access arrangements for pupils in lessons or examinations: This might include measures such as 25% extra time, reader, scribe, rest breaks, reading aloud, working in a smaller room etc	
Details of achievements/rewards This can be anything from formal qualifications and awards such as Duke of Edinburgh and ASDAN qualifications, to informal/internal certificates such as those for headteacher awards or dojo points and reading certificates.	
Details of school clubs and activities:	

Section 14 – Alternative education provision

Section 14 – Transition Timetables and Alternative Provisions

Is this young person currently receiving 25 hours of teaching?

Is this young person currently accessing any part of the education/timetable through an alternative provision?

This may include tuition, mentoring, counselling, in-class support, off-site provision etc.

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Section 15 – Current attainment

- This is one section we pay great attention to and it is a way for us to monitor each young person's academic progress.
- It's important to note that we don't just care about their attainment, how they are progressing is more crucial and we explicitly ask about this in section 15.
- Although we expect all our young people to make progress, we understand that for our cared for children there are often barriers that may prevent this. Here we give schools the opportunity to explore these barriers further so we can think about how best to support you moving forwards.

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Key Stage One

	Result
Year 1 Phonics Score	39
Year 1 Phonics Code	WA
Year 1 Reading	
Year 1 Writing	
Year 1 Maths	
Year 2 Phonics Score	N/A
Year 2 Phonics Code	N/A
Year 2 Reading	EXS
Year 2 Writing	EXS
Year 2 Maths	EXS

Key Stage Two

Subject	Qualification Type	End of Year Target	Current Attainment - Autumn Term	Current Progress	On Track to Meet End of Year Target	Current Attainment - Spring Term	Current Progress	On Track to Meet End of Year Target	Current Attainment - Summer Term	Current Progress	On Track to Meet End of Year Target
Writing	End of KS2	EXS	EXS	Making Expected Progress	Yes	EXS	Making Expected Progress	Yes	EXS	Making Expected Progress	Yes
Reading	End of KS2	EXS	EXS	Making Expected Progress	Yes	EXS	Making Expected Progress	Yes	EXS	Making Expected Progress	Yes
Maths	End of KS2	EXS	EXS	Making Expected Progress	Yes	EXS	Making Expected Progress	Yes	EXS	Making Expected Progress	Yes
GPS	End of KS2	EXS	EXS	Making Expected Progress	Yes	EXS	Making Expected Progress	Yes	EXS	Making Expected Progress	Yes

Key Stage Three and Four

Please explain your attainment tracking system in order for this to be clearly understood by all professionals/adults working with this young person including: social workers, parents, foster carers etc. Please explore what expected progress would look like within the academic year.	Students' will complete mid-stake assessment each half term for all subjects Yr 7 -10 will completed standardised testing (ST) each academic year In year 11 they complete two sets of ST's one in Autumn term, then a further set in Spring term before sitting their GCSE's in the Summer term. Parents/carers will receive 2 progress reports per academic year
Is this Child/Young Person making expected levels of individual progress?	
Is this Child/Young Person attaining in line with national expectations?	

Key Stage Three & Four

	Previous Year Term 1	Previous Year Term 2	Previous Year Term 3	This Year Term 1	This Year Term 2	This Year Term 3	End Of Year Target
English	Exceeding	Exceeding	Exceeding	Meeting	Exceeding	Slightly below	
Maths	Meeting	Meeting	Meeting	Meeting	Meeting	Slightly below	
Science	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting	

Other Subjects	Previous Year Term 1	Previous Year Term 2	Previous Year Term 3	This Year Term 1	This Year Term 2	This Year Term 3	End Of Year Target
Art			Meeting	Meeting	Meeting	Meeting	
French			Below	Below	Meeting	Meeting	
History			Exceeding	Meeting	Meeting	Meeting	

Section 16 – Thoughts, feelings and action planning

- This is a section where you can really breathe life into the PEP but also help us identify those young people who might be at greater risk of disengaging from education…

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If the Child/Young Person struggles to communicate, or does not wish to contribute much, a trusted adult/key person can complete this section on their behalf.

Young Person's Thoughts and Feelings How am I feeling? What do I enjoy and dislike both in and out of school? What would I like help with? What am I interested in right now? What would I like to do when I finish Year 11? What, or who, can help me with this? What might prevent me from reaching my goal?	[redacted] feels she is not doing too well in Maths. She mentioned it as a part of her careers meeting when looking at next steps. She wants us to look into setting up her tuition again for her. Hers Maths data has slightly dropped from Terms 1 and 2 (3=) to 3- in Term 3.
How are School able to support this young person reach their goals and aspirations for education and employment? Are there plans for YSS involvement, have they completed any work experience, do school have a careers fair or perhaps and advisor they can work with?	Regular career's advice meetings provided to consider next steps post-16 Work experience arranged for last week of term with Wishing Well
IAG – Contact person and date of most recent careers interview/work experience (applicable to Years 8-13)	[redacted] **â€¢ Personal guidance** Curriculum 9 May 2025 We talked about the three points of the career triangle: 1. Your subjects and grades - Hospitality and Catering, English, Maths, and practical PE 2. Your personality, interests and skills - you are Enterprising, Conventional, Realistic, and Social. 3. The support and influence of family and friends - [redacted] are great support (eg. [redacted] getting you the interview in the fish and chip shop and your WEX at The Wishing Well. Go for it!) with the purpose of connecting your school days with your future life. We imagined a 25-year-old [redacted] who is a restaurant manager! We drew a timeline backwards from: [redacted] 25, who has a job and travels to A college course (eg. at Cheshire College https://www.ccsw.ac.uk/course-detail/?cid=17911) to GCSEs to being in lessons and hopefully tutoring again. Work experiences run alongside the whole timeline - it's great to get as much work experience as possible to develop your employability skills eg. customer service alongside your academic qualifications. Added by: [redacted] on 9 May 2025, 10:16

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NEET Indicators

These are the most significant indicators a young person might be at risk of Not being in Education, Employment or Training when leaving school

Does this young person have attendance below 75%?	No
Has this young person been Permanently Excluded in the past?	No
Has this young person had multiple suspensions this academic year?	No
Has this young person had 2 or more in year transfers?	No
Does this young person have an EHCP or School Support Plan?	No
Is this young person classed as disabled?	No

Signs of Success

The Signs of Success are not limited to education and should include input from the young person, parents, foster carers, and social care where appropriate.

What is going well?	What are we worried about?	What needs to happen?
Excellent school attendance. Managing any friendships fallouts herself. Confident and knows what she wants.	Instances of poor behaviour in lessons - talking and being disruptive or not following instructions. [redacted] level of attainment in Maths and Science. [redacted] amount of lateness to school and 8's/9's [redacted] to ensure she engages in form time. 18x3's (poor behaviour) (1.8%) 17x3's (poor behaviour) (1.7%) 24x8's (poor behaviour) (2.5%) 27x9's (poor behaviour) (2.8%)	[redacted] to ensure she listens to instructions and follows the model of excellence in all of her lessons. [redacted] to work with staff to get the best from her time at school. [redacted] to utilise the support from our careers team to help her decide what she wants to do in the future. Staff to support [redacted] with her form and helping her build relationships in there.

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Section 16 – Thoughts, feelings and action planning

- This is arguably one of the most important sections as it allows us a glimpse into how the student has progressed over time towards targets established at the PEP meetings. Any funding you are considering applying for should link to at least one these targets, should be evidenced based and review the impact of any previous interventions/funding requests

An example of an effective SMART target setting can be found on the next slide…

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What are SMART targets?

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

David needs to in[illegible] attendance to 95%
David needs to revise ke[illegible]nology for English Language
David to transition int[illegible]dary school successfully

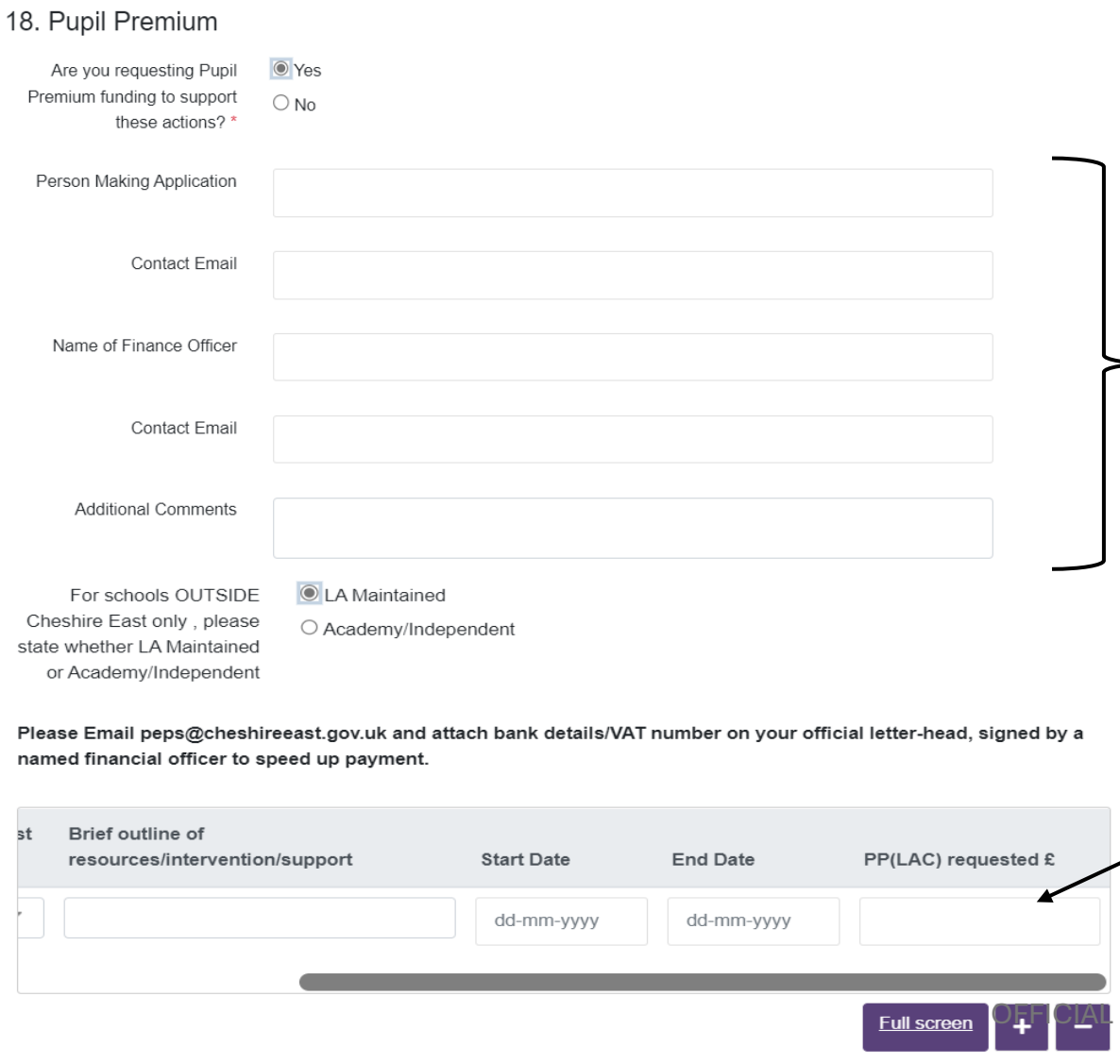
By the end of the Autumn Term, and with support from the attendance team, David's attendance will increase from **85% to 90%** to help **improve his progress across all subjects**

David will be sitting an **English Language Component One paper in October,** to prepare for this he should revise essential terminology such as **basic grammar** and **sentence functions to help achieve Band 4 in Questions 3-5.**

Supported by a Virtual School Learning Mentor, David **will attend 3 additional enhanced** transition days at X School in the **Summer Term.** This will **assist with his move to secondary school** and **reduce the concerns he is currently having.**

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Section 17 – Pupil Premium



These boxes will appear if you indicate you are requesting PP+ support from Cheshire East Virtual School…you won't see them unless you tick 'Yes'

This box is vital but often missed – be sure to enter a figure/number here otherwise the completed PEP won't make it's way to our funding panel

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Section 18 & 19 – Attendees & Comments and Views

For this section we ask for an accurate record of who has attended and an overall summary of what has been discussed/how the participants feel schooling is going for the young person. However, it is important to note that as it is their meeting, the young person concerned should always be invited to attend – they should also complete a ‘My Voice’ document that you can attach to the PEP. This is also a way for you to communicate with your VS Advisor should they not be able to attend…

After this, you can just click ‘Submit contribution’!

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My Voice

Pupil Name: _____

Date Completed: _____

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How do you feel when you think about school? Circle as many as you like.

Calm	OK	Scared
Confused	Worried	Happy
Stressed	Excited	Lonely
Sad	Angry	Confident

Are there any other words to describe how you feel? _____

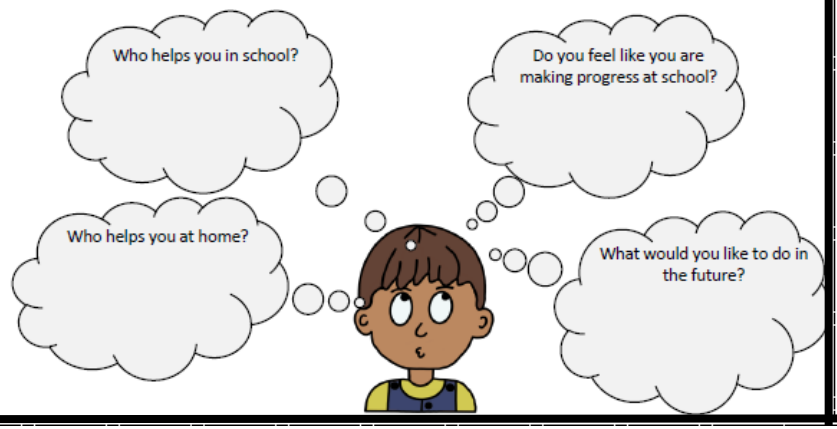
What are the best bits about being at school?
1. _____
2. _____
3. _____

What are the things that worry you about school?
1. _____
2. _____
3. _____

What have you achieved recently? Write them down.

What out of school activities and hobbies do you do? _____

Do you go to any school clubs or are you in any school teams? _____



My Voice

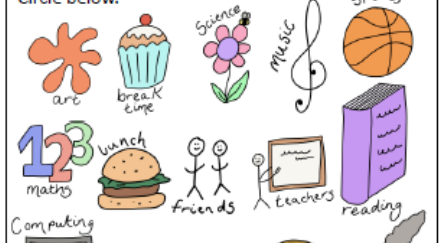
Pupil Name: _____

Date Completed: _____

Cheshire East Council

How do you feel when you think about school? Draw your face below.

What are the best bits about being at school? Circle below.



This is the young person's meeting, so their voice is the most important (but often most neglected) aspect of a PEP

Tell us more .....

Tell us more .....

Do you feel like you have enough help in school?

Tell us more .....

How are you doing with your homework?

Tell us more .....

What do you like to do outside of school? Draw in this box.

What would you like to do in the future?

.....

.....

Draw and name three people who help you with your learning

_____ _____ _____

My Voice

Pupil Name: _____

Date Completed: _____

Cheshire East Council

How do you feel about school?	Are you worried about anything at school?
Which subjects do you enjoy the most? ⇨	Why do you enjoy these subjects the most?
Which subjects do you enjoy the least? ⇨	Why do you enjoy these subjects the least?
What are you proud of achieving recently?	What would you like to do for a job in the future?
Do you feel that you have someone to talk to in school about your feelings and wellbeing?	Do you feel like you are making progress in school?
Are you involved in any school clubs or teams?	What activities do you do outside of school?
How are you managing your homework/ coursework?	Have you had any careers input?

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Pupil Premium+

- Looked-after children and children adopted from care, on a special guardianship or child arrangements order are eligible for PP+ funding. This is additional funding provided to help improve the attainment of looked-after and previously looked-after children and close the attainment gap between this group and their peers.
- All pupil premium spending should take account of the specific needs of eligible pupils. Whilst there will be some overlap with needs of economically disadvantaged children who attract the pupil premium, looked-after and previously looked-after children's needs can be very different to others eligible for Pupil Premium.
- The extra funding provided by the PP+ reflects the significant additional barriers faced by looked-after and previously looked-after children
- The designated teacher has an important role in ensuring the specific needs of looked-after and previously looked-after
- The PP+ can be used to facilitate a wide range of educational support for looked after and previously looked-after children. It is important that interventions supported by pupil premium should be evidence based and in the best interests of the child

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Pupil Premium+

- As aforementioned, we allocated PP+ on a needs-lead basis so some young people will see less than the annual allocation, and others will see more

'The funding should be used on evidence-informed interventions that are clearly linked to robust personal education plans and in line with the menu of approaches.'

'Any PP grant held centrally must not be used to fund services that the local authority is responsible for funding, such as support for foster carers, school uniforms or transport to get the child to school.'

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Buy in specialist age-appropriate counselling services

Creative Art/Play therapies

Buy in attachment or emotional resiliency training for staff

Consider 1:1/small group life coaching

Consider use of massage and physical therapies

Explore ELSA training for identified staff

Set up reading buddy, 1:1 and small group reading schemes

Consider author visits, after school film clubs and theatre trips linked with the curriculum

Invest in exciting IT equipment to make learning interactive and fun

Consider book or magazine subscription

Fund quality employment skills teaching and supported work experience

Consider creative and aspirational venues for lessons

Providing extra tuition outside of school time

Ensure pupils have access to revision materials e.g. guides and workshops

Explore access and subscriptions to online teaching

Think about how space is used – sensory room/circuit

Provide targeted teaching for reading/ comprehension

Consider paying school staff for additional hours

Solo and group booster and catch-up sessions

Stagecoach, music lessons and supporting a skill

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Contextualising Inclusion of CFC

Ofsted Framework

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What is the Virtual School's role in your inspection?

Ofsted want to see how we work together to support your young people who are in the care of Cheshire East – they will do this in two primary ways:

- Request previous PEPs which have been quality assured by your advisor
- Request a phone conversation with the Virtual School Headteacher

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What will our feedback focus on?

School Name: **Number of CE CFC:**

Details of CYP (including name, LL Number, ages):

Attendance percentage:

Number of PEPs this academic year:

RAG rating at the time of PEP:

Quality of PEPs/feedback:

PP+ spend/requests this year:

Extended duties support for school:

General comments about CYP and support from school:

Are PEPs fully developed and completed on a termly basis?

How do they benefit from attending your school?

What language is being used to describe this young person?

Have appropriate referrals been made in a timely manner?

So, do your PEPs reflect the fact these children both belong *and* matter?

Are you the Corporate Parent that they need?

Is this child attending school, making progress, and thriving?

How are school utilising Pupil Premium+?

Are pertinent SMART targets set and reviewed regularly?

Is the child's voice heard/recorded within the documentation?

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Thank you for your time this evening

Are there any questions?

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