



Sunderland Virtual School

EPEP GUIDANCE

SEPTEMBER 2019

SECTION 1

KEY INFORMATION AND GUIDANCE

The information below has been designed to help all Designated Teachers access the Welfare Call EPEP following the training you all received in June 2019. Initially only Designated Teachers will be given access and will be responsible for completing all sections of the EPEP. Training for Social Workers will be rolled out in 2020.

1 YOUR ACCOUNT

At the beginning of the Autumn Term you will have received log in details via email from Welfare Call enabling you to access the website.

PLEASE NOTE: You will only receive log in details if you have a Looked After Child attending your school.

All LAC children should appear on your case load when you log in.

Children from other local authorities who use Welfare Call will also appear.

If you have any problems with your account, contact:

Welfare Call Support Helpline 01226 716333

2 INFORMATION UPDATES

Please keep the Virtual School informed of any changes that you become aware of:

- Social Worker
- Designated teacher
- Carer
- Placement
- Contact details

This will prevent any delays in completing the PEP and setting up accounts

Whilst the Virtual School receives regular notifications from Social Care about changes sometimes you know before we do.

3 NAVIGATING THE EPEP

Once you have logged in you will find the full list of your caseload under:

[EPEP \(5\) the number of LAC in your school > My Case Summary](#)

This will show your cases with basic level details regarding other professionals linked to the young person, there is also a link that will take you directly to the PEP document:

[GoTo \(Young Person's Name\)PEP](#)

The status of you case load will appear across 3 columns labelled:

Overdue PEPs out of their statutory 6-month time limit or beyond the planned date on the last PEP

No PEP dates not set at the last meeting

upcoming PEPs date set previously and needs to be concluded before that date expires

3.1 HOW TO COMPLETE THE PEP

Once you have accessed the PEP document, 1 of 2 colours will be shown across the tab headings which is to highlight which user is responsible for which sections of the PEP document. Normally this would be **RED** for the Designated Teacher, **BLUE** for the Social Worker and **PURPLE** for joint responsibility.

As explained during the training Social Workers will not receive training or access to Welfare Call until the Spring term so there are only two colours currently on the tab during the AUTUMN Term:

RED for Designated Teachers

PURPLE for joint responsibility

1.Introduction	2.The PEP meeting	3.About me	4.My Education	5.Attainment
6.Careers Information	7.My Views, Wishes and Feelings	8.Targets/ Outcomes	9.Other Information	10.My Personal Education Plan Summary

Work your way through each section. Much of the information will remain the same from PEP to PEP so the initial one may take some time to complete but future PEPS will only need updated information entered.

IT IS ESSENTIAL THAT YOU ADD THE DATE OF THE NEXT PEP MEETING

The Virtual School has determined 3 dates during the school year whereby schools **MUST** have completed a termly EEP these dates for 2019/2020 are:

AUTUMN 13 December 2019

SPRING 27 March 2020

SUMMER 3 July 2020

ARRANGE THE NEXT PEP MEETING:

NOTE: Please be aware that statutory guidance now required that PEPs are reviewed every term. Please ensure that my PEP meeting is planned to take place a few weeks before my next LAC Review meeting so that my most up to date PEP is available to inform discussions about my whole care plan.

6 Date of next PEP review meeting

[DT] [User Icon] [Help Icon]

Select Date

Once you have completed each section please remember to save each section.

When you have completed the PEP please click when complete at the top of the page.

DT: ! 'Click' when completed

Once you click complete this will send a notification to the virtual school to say all sections are complete.

On receipt of this notification the virtual school will quality assure the document and rate it **RED**, **AMBER** or **GREEN**, based on the quality of information completed.

Last VS Rating

On: 10-06-2019

Rating: Green

If your PEP has been rated as **AMBER** or **RED** you will receive some information in the notes section about what is missing or what needs to be improved and this needs to be completed before the virtual school will finalise and rate **GREEN** this completes the PEP.

[Change History](#)

[Attendance Report](#)

[Previous PEPs](#)

[Documents](#)

[Notes](#)

[Pupil Premium Summary](#)

Once complete the PEP can be found in the previous PEPS section.

The system will then prepopulate a new PEP ready for the next meeting.

Based on the date of the next planned PEP meeting you will get notifications reminding you of meeting dates.

If for any reason the planned date is changed **please change this on the existing (previous) PEP** as this is the date used to remind you when it is due.

Please do NOT set dates beyond the set dates for each term.

3.2 SAVING INFORMATION IN EPEP

You **MUST** save the information you have entered before you leave each section

Please Confirm

Have you saved your data? Are you sure you wish to leave this page?

Cancel

OK

There is no **AUTOSAVE**

If the system does not detect any navigation or input for a period of 40 minutes, it will time you out.

At 30 minutes a small green box will appear in the bottom right of your screen which will count down for 10 minutes.

PLEASE SAVE your page at this point to reset the timer to ensure no work is lost.

If your PEP timer runs out ... YOU MUST CLICK SAVE

The system will log you out but due to pressing save the system will remember your work ... a quick call to Welfare Call will retrieve this work.

3.3 PRE-POPULATED FIELDS

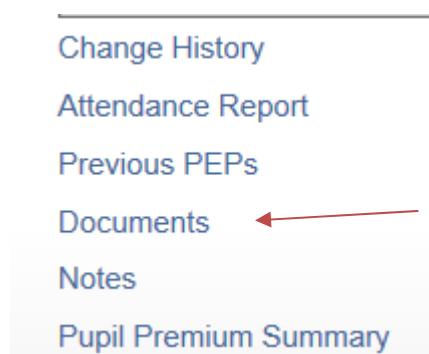
Fields that have a grey background are prepopulated with information that the Virtual School has provided. If this inaccurate, please ensure that the Virtual School are informed so that they are able to keep records provided to Welfare Call up to date.

Once the first EPEP has been completed, around 80% of the information will be pre-populated to the next PEP and new information collected in regard to pupil voice and targets etc. We hope this will make the completion of PEPS much easier and less time consuming, however, the information within the pre-populated fields **MUST** be **CHECKED** for accuracy and changed/removed if no longer applicable.

3.4 VOICE OF THE CHILD/YOUNG PERSON

For most children and young people, the Virtual School expect the standard forms/questions will be completed on the online form.

However, for those with communication difficulties, SEND, refusing to engage etc there is a facility to upload documents, this can be the child or young persons voice or other documents related to evidence of progress or photos, awards etc.



MIND OF MY OWN APP

Children Looked After have an opportunity to communicate their feelings through an APP and this is already being used nationally and by Sunderland CLA. There is now an opportunity express their views about their education too, this is something Sunderland Virtual School have agreed to pilot for the organisation. Please encourage your CLA to use the app or download and get an account. See the link below

<https://mindofmyown.org.uk/>

One App is an app that helps young people communicate their views in a way that suits them. Young people create their own account, which can be used on any device at any time. This means that young people can use the app to say how they are feeling, what support they need and tell their worker about things that are important to them.

All children should have their voices heard. This is especially the case for those with additional needs and younger children. **Express** is a co-designed, innovative and user-friendly app that helps children express their views, wishes and feelings in a fun digital way that's easy for workers to understand and evidence. This app is the perfect way to gather children's views for their education, health and care plans.

If a CLA wishes to communicate something via the app regarding their education this will be picked up through a secure Service portal where designated workers are able to view and download

performance data, app metrics and an overview of the information that children have provided to the organisation. Mind Of My Own data reflects the real thoughts of young people collected in real time. Data that can revolutionise your decision making, whether at an individual, service or corporate level.

4 TARGET SETTING

Targets set should be **SMART**

SMART means **specific**, significant, stretching, **measurable**, meaningful, motivational, agreed, **achievable**, action-orientated, realistic, **relevant**, result-orientated, **time bound**.

It is important that the Designated Teacher or another teacher with appropriate experience of target-setting composes the targets to ensure that they are relevant and specific to the child's educational needs.

Objectives should be aspirational and focus on accelerated progress and address:

- Any underachievement particularly in maths and English;
- Any barriers to learning for example: social, emotional and behavioural;
- Ways of helping the child to make progress in line with their peers and or ability;
- Ways of supporting areas of need, reasonable adjustments to behaviour and other policies;
- Access to key staff;
- Access to enrichment activities and clubs both in and out of school, if appropriate;
- Access to educational psychology, mental health support and work on trauma and attachment as required.

It is essential that Pupil Premium Plus is used to support the child/young person achieve their objectives

Other areas to consider

Punctuality/attendance

- Is there an attendance printout?
- If there are attendance concerns, is there an attendance officer involved?
- Have any underlying issues that might be causing attendance problems been investigated and how are they been addressed? e.g., bullying, worries about work?

Curriculum

- Does the pupil has access to the full curriculum, does the curriculum meet their needs?
- Level of progress? Measures of progress? e.g. in relation to age related expectations, Reading Age and/or Spelling Age – date when tested
- Curricular priorities, e.g. literacy/numeracy?
- Homework – completed? On time?
- Reception, Yr2 and Y6: Are transition plans in place /going ahead?
- Y9: options – is everyone aware and is support needed to make timely, appropriate choices?
- Curricular strengths e.g. art, music
- GCSE subjects; Y11 – target and predicted grades
- Coursework – up to date? Any problems?
- Transitions to Post 16
- Work experience – plans in place?
- Careers Advice?

Educational Needs (learning and/or emotional, social, behavioural)

- Does the pupil have a statement of special education needs/EHCP? Are they identified as having Additional Education Needs? Are these reflected in the PEP?
- What are the needs? How are they being addressed? Current IEP/BSP/Annual Review Report? Attached?
- Other needs, e.g. emotional/social/pastoral/physical?
- Times or situations that affect behaviour?
- What does the SDQ (Strengths and Difficulties Questionnaire) suggest as areas that need development?
- Support available? What strategies are in place?
- Other agency involvement – e.g. Behaviour Support Team; anger management; counselling/therapy

Study support

- In class – Teaching Assistant support? 1:1/small groups? Which subjects & how often?
- Homework support – at home? At school? Attendance at school run homework clubs if available?
- Liaison between home and school? e.g. homework diary; attendance at Parents' Evenings etc.
- Carers effectively support learning at home?

Cultural/ Religious

- Are there related cultural and/or religious needs (including mixed ethnicity)?

Out-of-School-Hours Learning/extra-curricular activities

- Sporting/musical/ artistic interests or strengths; hobbies or clubs, e.g. Brownies, Scouts, Cadets etc.
- Full opportunity to pursue these?
- Extra funding or resources needed to make them happen?

Personal development

- Relationships with peers and adults?
- Opportunities to develop friendships outside of school, e.g. in-home placement?
- Need for mentoring? Does school offer peer mentoring?
- Stability/consistency of home and school placement?
- Need to build confidence, self-esteem?
- Personal strengths and need to encourage these
- Holidays and extra-curricular events

Other agency involvement

- Health - occupational therapy, speech therapy, designated nurse for CLA, CAMHS
- Social Care – Early Help, Play therapy, counselling
- Education - Attendance, Behaviour Support Team
- Personal Advisers, Careers

Transfer/transition

- Arrangements for this, e.g. liaison with prospective school in advance of transfer/ move;
- transfer of relevant information and documentation especially if moving out of authority

5 ACCESS FOR DELEGATED USERS

To add any additional users to the system please follow the below:

EPEP > DT/SW Delegation > enter name and email address of the new user > Request set up

- The delegate user must have the same school/authority email address as the user requesting
- Access given can be made restricted to certain children and young people and sections
- It is up to you to maintain the list of delegated users

PLEASE NOTE this is only for additional staff members within your school or for a student social worker if applicable.

If the DT or Social Worker is to change the Virtual School must be made aware so they can notify Welfare Call

SUPPORT HELPLINE 01226 716333 OR epep@welfarecall.com

Alternatively, use our messages via the extranet once you are logged in

<https://extranet.welfarecall.com>

SECTION 2

STATUTORY GUIDANCE

The Personal Education Plan (PEP)

1 WHEN

All looked-after children must have a care plan, of which the PEP is an integral part.

The PEP (pre-school to age 18) should be initiated as part of the care plan, **the first PEP within 20 days**.

It is an evolving record of what needs to happen for looked-after children to enable them to make at **least expected progress** and fulfil their potential.

The PEP should reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and builds life chances.

The school, other professionals and the child's carers should use the PEP to support achieving those things.

2 FREQUENCY

The care plan must be reviewed within 20 working days from the point at which the child becomes looked after, three months from the first review, six months after the second review and the third and subsequent reviews.

To ensure that there will always be an in-date PEP to support the Care Plan reviews and statutory expectations schools will ensure that when a child is new in to care that an:

- **INITIAL PEP is completed within 20 days**
- **A PEP is reviewed each term**, new targets are set and a date set for the next meeting agreed.

3 WHO

The quality of the PEP is the joint responsibility of the local authority that looks after the child and the school.

Social workers, carers, VSHs, designated teachers and, as appropriate, other relevant professionals will need to work closely together.

All of those involved in the PEP process at all stages should involve the child (according to understanding and ability) and, where appropriate, the child's parent and/or relevant family member.

4 PEP CONTENT

The PEP should cover the full range of education and development needs including:

- access to a nursery or other high-quality early years provision that is appropriate to the child's age (e.g. pre-school playgroups) and meets their identified developmental needs;
- on-going catch-up support for those who have fallen behind with school work (including use of effective intervention strategies);
- provision of immediate suitable education where a child is not in school (e.g. because of temporary or permanent exclusion);
- transition support where needed, such as when a child starts attending a new school or returns to school (e.g. moving from pre-school/ early years to primary school, primary to secondary school, from secondary school to further education, or following illness or exclusion) or when a child has a plan for permanence (e.g. placed for adoption) and may change schools as part of that plan;
- school attendance and, where appropriate, behaviour support; and
- support needed to help the child realise their short and long-term academic achievements and aspirations. This includes:
 - support to achieve expected levels of progress for the relevant national curriculum key stage, and to complete an appropriate range of approved qualifications;
 - careers advice and guidance and financial information about further and higher education, training and employment. Discussions about longer term goals should start early and, ideally, well before Year 9 (age 13-14) at school. High aspirations are crucial to successful planning for the future. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve;
 - and, out-of-school hours learning activities, study support and leisure interests.

5 INITIATING, DEVELOPING AND REVIEWING THE PEP

Wherever the child is placed, their social worker, supported by the authority's VSH, should take the lead to:

- initiate a PEP even where a looked-after child is without a school place. This includes meeting with appropriate education providers and the carer;
- ensure that where a child is placed **in an emergency, the PEP is initiated within 10 working days of their becoming looked-after**, wherever they are placed;
- ensure, with the support of others, including the VSH, that the PEP contains a summary of the child's current attainment and progress (including any additional needs such as SEN and mental health needs);
- ensure the PEP is effective and is available for the first statutory review meeting of the care plan; and
- ensure the PEP gives details of who will take the plan forward and specifies timescales for action and review.

Once requesting the initiation of a PEP, the Virtual School will need to work with the child's social worker and relevant designated teacher to facilitate its completion and agree how pupil premium plus (PP+) can most effectively be used to facilitate the child's educational attainment and progress.

6 QUALITY ASSURANCE OF PEPS

VSHs should have a quality assurance role in relation to PEPs. To be effective and high quality, a PEP should:

- be a 'living', evolving, comprehensive and enduring record of the child's experience, progress and achievement (academic and otherwise), and inform any discussion about education during statutory reviews of the child's wider care plan;
- be linked to, but not duplicate or conflict with, information in any other plans held by the child's education setting or responsible authority – e.g. their care plan or Education, Health and Care Plan;
- identify developmental (including any related to attachment and past trauma) and educational needs (short and longer term) in relation to skills, knowledge, subject areas and experiences;
- say what will happen or is already happening to identify and support any mental health needs, including detailing any support that is required or ongoing from mental health specialist support services;

- include **SMART** short-term targets, including progress monitoring of each of the areas identified against development and educational needs;
- include **SMART** longer-term plans for educational targets and aspirations. These should, according to age and understanding, typically focus on: public examinations, further and higher education, managing money and savings, work experience and career plans and aspirations;
- identify actions, with time scales, for specific individuals intended to support the achievement of agreed targets and use of any additional resources (e.g. the pupil premium plus) specifically designated to support the attainment of looked-after children;
- include behaviour management strategies agreed between the VSH and school to help ensure challenging behaviour is managed in the most effective way for that child; and
- highlight access to effective intervention strategies and how this will make/has made a difference to achievement levels.

Arrangements for the flow of information to develop, review and update the PEP should be in place to ensure the VSH, designated teacher, carer and, where appropriate, child and parent have a copy of the latest version of the document.

SMART means **specific**, significant, stretching, **measurable**, meaningful, motivational, agreed, **achievable**, action-orientated, realistic, **relevant**, result-orientated, **time bound**.

The VSH and social worker should work together to ensure that monitoring arrangements are in place so that actions and activities recorded in the PEP are implemented without delay.

This involves working in a joined-up way with the child's school (usually through the designated teacher) and other relevant people and agencies (e.g. educational psychologists or the Children and Young People's Mental Health Service) where necessary.

VSHs should make arrangements for **PEPs to be reviewed each school term**.

This should **include mapping how the pupil premium and any other additional funding has been used to support the targets set in the PEP**. This is to ensure that the story of the child's educational progress is current and continues to meet the child's educational needs.

It is also to ensure that information from the PEP is available to feed into the next statutory review of the wider care plan. The nature of these arrangements and who to involve are for the VSH to decide in partnership with others.

7 ROLES

7.1 The designated teacher role in the PEP

The designated teacher **leads on how the PEP is developed** and used in school to make sure the child's progress towards education targets is monitored.

7.2 The social worker's role in supporting the PEP

The social worker with responsibility for the child should:

- not take significant decisions about a looked-after child's education without reviewing the PEP in consultation with the child, the child's school (Designated Teacher), carer, VSH, IRO and, where appropriate, their parent(s);
- alert the IRO to any significant changes to the child's PEP such as the breakdown or change of an education placement so that the IRO can decide whether a review of the care plan is required;
- work with the child's school or other education setting between the statutory reviews of their care plan (involving the VSH if necessary) to ensure that up-to-date PEP information is fed into those reviews, which are chaired by the child's IRO;
- ensure that all relevant information about the child's educational progress and support needs is up-to-date and evidenced before the statutory review meeting; and
- act on any changes required to meet the child's education needs identified by the IRO.

7.3 The IRO's role in supporting the PEP

IROs should ensure that the PEP's effectiveness is scrutinised in sufficient detail in order to feed in to the statutory review and at other times if necessary.

If a child also has an Education and Health Care (EHC) plan, where possible, the IRO should ensure review of the care plan, including the PEP, is appropriately linked with the statutory review of the EHC plan. The VSH should work with the IRO and child's social worker to help enable this.

The IRO should raise any unresolved concerns about a child's PEP or education provision with social workers and the VSH.

The care plan must be reviewed within 20 working days from the point at which the child becomes looked after, three months from the first review, six months after the second review and the third and subsequent reviews.

8 POST 16

The duty to promote the educational achievement of a looked-after child extends to looked-after young people aged 16 or 17 preparing to leave care. These are referred to in the Children Act 1989 as 'eligible children'.

Local authorities should ensure that:

- the PEP is maintained as part of the preparation and review of the pathway plan and builds on the young person's educational progress;
- each pathway plan review scrutinises the measures being taken to help the child prepare for when s/he ceases to be looked after by considering:
 - the young person's progress in education or training;
 - how s/he is able to access all the services needed, including SEN provision, to prepare for training, further or higher education or employment;
 - links are made with further education (FE) colleges and higher education (HE) institutions, and care leavers are supported to find establishments that understand and work to meet the needs of looked-after children and care leavers;
 - each eligible care leaver knows about the 16-19 Bursary Fund; and
 - each eligible care leaver receives a higher education bursary of £2,000 when going on to study a recognised HE course, and that arrangements for the payment of the bursary are agreed by the young person as part of the overall package of support that a local authority provides to its care leavers.

In line with the Children Act 1989 and the corporate parenting principles, young people transitioning from care should be supported to continue their education and achieve their aspirations. VSH have an important role in them achieving this.

Although clearly focused on children aged between pre-school and 18, VSHs should work with care leaving teams to ensure the education of those transitioning from care is supported at both a strategic and individual level.

For those between 16 - 18 years, VSH should liaise with the young person's Personal Adviser during the initial transition to leaving care services to ensure the adviser understands the young person's educational goals and support needs.

VSH expertise can also inform how the local authority supports care leaver support including what is set out in the Local Offer to care leavers.

SECTION 3

QUALITY ASSURANCE – the Virtual School will use this table to assess the quality of your EPEP. If there are concerns this will be fed back to you through the NOTES section

[Change History](#)

[Attendance Report](#)

[Previous PEPs](#)

[Documents](#)

[Notes](#)

[Pupil Premium Summary](#)

GREEN

- EPEP gives a wide range of parent/carers and professionals clear insight into the child's developmental and educational needs
- EPEP is fully complete with up to date data
- EPEP is effectively evaluated on a termly basis and targets reviewed (not applicable for initial EPEP)
- Demonstrates the school's ambition for the young person across the curriculum
- All targets are SMART and related to the data
- At least two of the short-term targets are related to educational progress or achievement and one related to overcoming barrier to learning e.g. social and emotional or readiness to learn
- There must be a long-term target
- Targets are supported by clear actions/interventions that the school (named persons) and others will be carrying out to ensure the target is achieved
- Pupil view page is completed
- Use of PP+ is appropriate and effective and is properly recorded in the EPEP with details of how the PP+ has been used, and the impact it has

	<p>had on progress (What difference has it made?). Detailed actual or projected costings must be included.</p> <ul style="list-style-type: none"> • The EPEP contains commentary about progress made from the starting point, and a suitable plan to unpick barriers to learning and accelerate progress wherever possible (this can include educational and other areas of progress) • If relevant, transition plans and actions are clear • If relevant, Careers advice, guidance and support is explicit
AMBER	<ul style="list-style-type: none"> • EPEP gives a wide range of parent/carers and professionals some insight into the child's developmental and educational needs • Data is incomplete or unclear in its relation to the targets • The EPEP does not demonstrate an understanding of how a learner can make progress nor the barriers to learning that need to be addressed. • Targets are unspecific and unrelated to overcoming barriers or gaps in learning. • Targets lack challenge, ambition or educational focus. • The "actions" do not identify the support the school is offering. There is no planned approach to providing support. • The use of the PP+ is neither efficient nor effective or properly recorded in the EPEP. • How the PP+ funding is used is unclear or the interventions ascribed to the spend are those widely available to all children. • PP+ is having little or no impact in supporting educational achievement. (Not applicable for first EPEP or EPEP in new school) • There is insufficient elements of the child's voice present to represent the Child's View • Where appropriate, transition plans and actions unclear • If relevant, Careers advice, guidance and support is unclear

RED

- EPEP gives parent/carers and professionals no insight into the child's developmental and educational needs
- Key information about educational achievement and progress is missing
- Data is not linked to targets
- All targets lack rigor, focus and detail
- There are significant elements of the EPEP which are missing or incomplete
- The child's voice is not captured or lack depth
- PP+ is not identified and therefore impact not evident