

**Redcar & Cleveland Virtual School**

**ePEP GUIDANCE**

**SEPTEMBER 2021**

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**Introduction**

A Personal Education Plan (PEP) is a statutory requirement for every child or young person who is in our care (CioC) from pre-school (the term they turn 3yrs if they are accessing provision) up to their 18th birthday. It is the process of assessing the appropriateness and quality of educational provision in accelerating the progress of a pupil and close any gaps in their development or attainment.

The PEP is an evolving record of what needs to happen for CioC 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 and developmental needs, raises aspirations and maximises life chances. It is also used to provide key performance indicators which monitor the attendance, attainment, curriculum offer and the well-being needs of Children/Young People in our Care, as they progress through their education.

It is a statutory requirement for a PEP to be initiated within **20 days** of a CYP entering care, or **10 days** after any significant change in provision; for example, a change of placement or school/education setting or an emergency admission into care.

The PEP is reviewed once every school term (three times per academic year) usually at regular termly intervals, however, the Virtual School has determined three dates during the school year when schools MUST have completed and uploaded the termly PEP. Wherever possible, we would encourage you to complete this at the beginning of each term. The Virtual School quality assures and uses the information contained within the PEP to provide advice, support and challenge to schools on behalf of the Local Authority as Corporate Parent.

**Welfare Call (WC)** - is the provider of a secure, electronic, web-based system commissioned by Redcar & Cleveland Virtual School. It is the vehicle with which we compile and analyse information before, during and after Personal Education Planning (PEP) meetings.

In Redcar & Cleveland there are three separate ePEPs on the Welfare Call system:

* **Early Years PEP** - for pre-school children age 2 – 4 years, who are accessing child care or preschool provision
* **Statutory School Age PEP** - for those in Reception to Year 11
* **Post 16 PEP** – for young people in Year 12 and 13, regardless of whether they are in Education, Training, employment or not in any (NEET).

Information contained in this guidance has been designed to help all Designated Teachers/Leads to access and effectively complete a high quality ePEP on the Welfare Call system.

Please do not hesitate to contact the Virtual School Caseworker attached to your school, college or provision for any further information or queries in relation to the content of this document. Likewise, we are here to help with any support or training you may require, particularly for those who are new to the role of Designated Teacher/Lead.

**Section 1 - KEY INFORMATION AND GUIDANCE**

**Accessing the Welfare Call System**

1. **Your Account**

Existing Designated Teachers have log in details for Welfare Call\*, enabling them to access the secure website. If you are a new DT, you will receive an email confirming your login details from Welfare Call once your school/provision has notified us of the change, or we have received notification of a new CIOC in your care.

**\* PLEASE NOTE:** You will only have received log in details if you already have a CioC attending your school.

All CIOC children assigned to you will appear on your case load when you log into the system. CIOC children from other local authorities will also appear on your homepage, however, only if the home authority of the child has also commissioned Welfare Call.

When a school admits a new CIOC, or when an existing pupil enters care, contact between the Virtual School (VS) and the DT should be made at the earliest possible opportunity. This enables the details of the Child/Young Person to be uploaded onto the system and log in details are supplied to any DT whose school has not previously had a CYP in care. The Virtual School is able to provide support and training to new staff on the use of the ePEP system.

1. **Support and Assistance with the System**

Should you have any problems accessing your account, or difficulties in inputting or saving information, please contact the Welfare Call Support Helpline directly.

WELFARE CALL SUPPORT HELPLINE: 01226 716333 or [epep@welfarecall.com](mailto:epep@welfarecall.com)

Alternatively, you can use the messages section on Welfare Call for any queries or difficulties you have which are not linked to sign in problems. This can be accessed via the extranet <https://extranet.welfarecall.com>

In the event of your query not being resolved by Welfare Call, or if it is in relation to more general advice around the content or process of a PEP, please contact the Virtual School Caseworker linked to your school.

1. **Information Updates**

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

* Social Worker
* Designated Teacher
* Carer
* Placement
* Contact Details
* Potential School Move

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**!

1. **Accessing an Individuals ePEP**

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

**EPEP (5) the number of CIOC in your school > My Case Summary**

This will show all your CYP 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 the CYP in your case load will appear across 3 columns:

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**Overdue PEPs** - these are out of their statutory time limit or beyond the planned date on the last PEP

**No PEP dates**- indicates an initial PEP date has not yet been set, or the date for the next

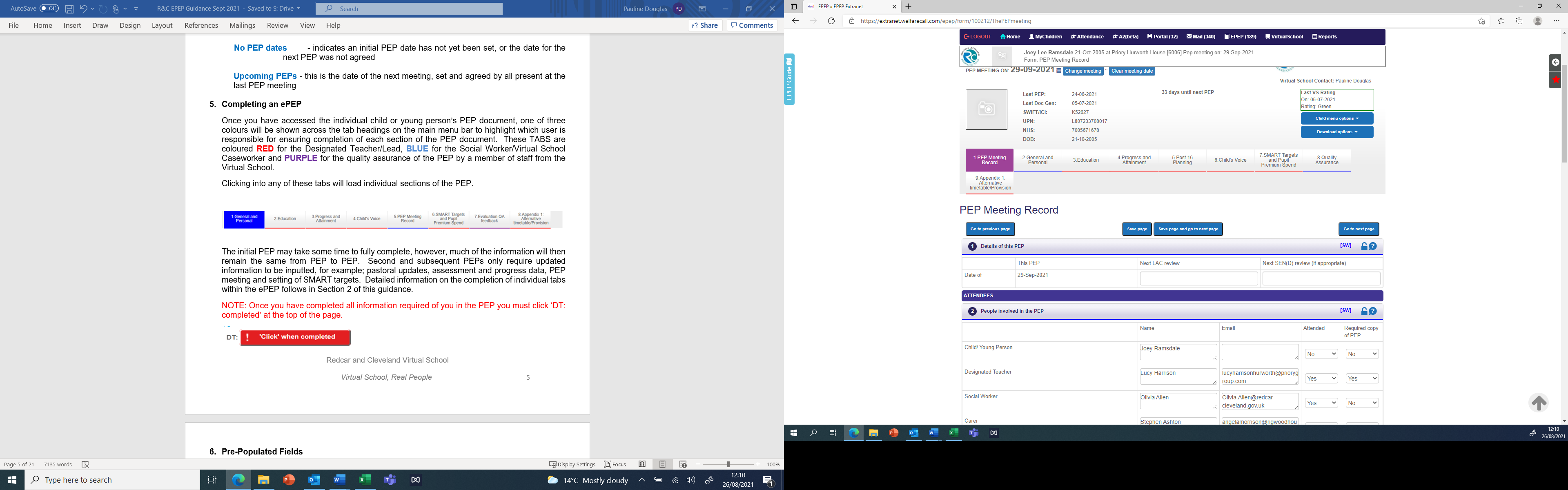
PEP was not agreed

**Upcoming PEPs** - this is the date of the next meeting, set and agreed by all present at the last PEP meeting

1. **Completing an ePEP**

Once you have accessed the individual child or young person’s PEP document, one of three colours will be shown across the tab headings on the main menu bar to highlight which user is responsible for ensuring completion of each section of the PEP document. These TABS are coloured **RED** for the Designated Teacher/Lead, **BLUE** for the Social Worker/Virtual School Caseworker and for the quality assurance of the PEP by a member of staff from the Virtual School. The Social Worker will also complete page 1, the PEP Meeting Record.

Clicking into any of these tabs will load individual sections of the PEP.



The initial PEP may take some time to fully complete, however, much of the information will then remain the same from PEP to PEP. Second and subsequent PEPs only require updated information to be inputted, for example; pastoral updates, assessment and progress data, PEP meeting and setting of SMART targets. Detailed information on the completion of individual tabs within the ePEP follows in Section 2 of this guidance.

NOTE: Once you have completed all information required of you in the PEP you must click ‘DT: completed’ or ‘SW:completed’ at the top of the page.

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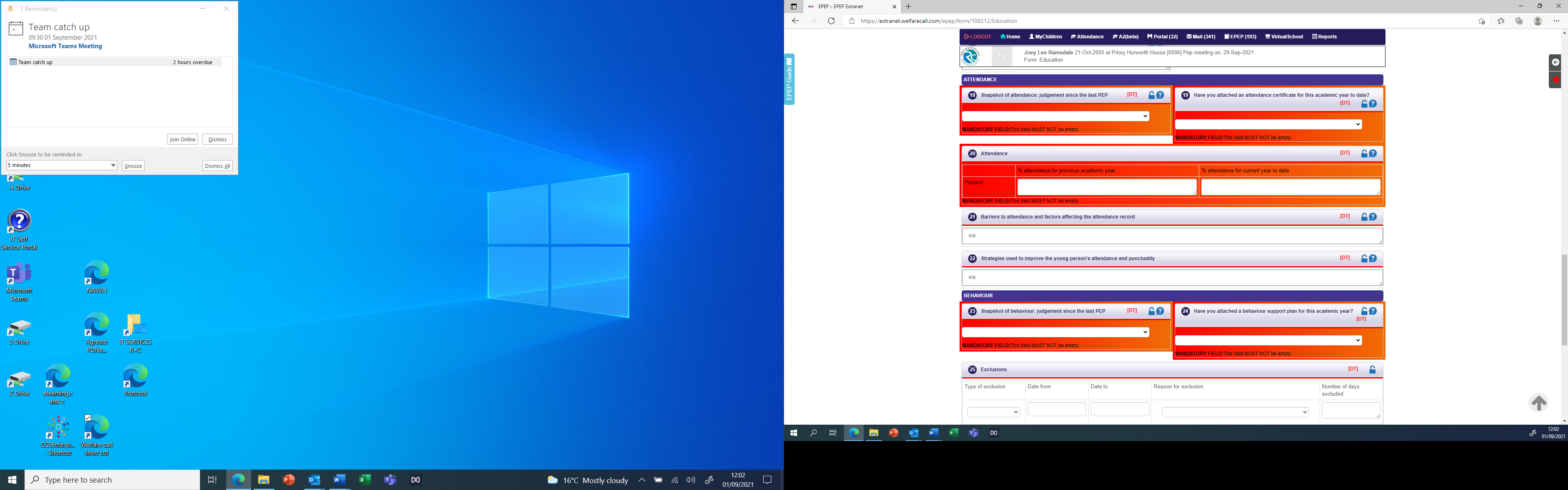
1. **Pre-Populated Fields**

Questions which have a **GREY** background are pre-populated with information provided by the Virtual School. Once the first ePEP has been completed, around 70% of the information will be pre-populated through to the next termly PEP. The remaining fields contain new information for each PEP, for example; pupil voice, data, targets, etc.

This is designed to make the completion of PEPs easier and less time consuming, however, the information within the pre-populated fields **MUST** be **CHECKED** for accuracy and changed/removed if it is no longer applicable. If anything within a GREY field is inaccurate, please ensure the Virtual School Caseworker is informed by email, so that they can keep the records provided to Welfare Call up to date.

1. **Mandatory Fields**

Throughout the document there are certain questions which have an **ORANGE** background, these questions are mandatory and must be completed for every PEP.



If information is not entered in these mandatory question boxes, the system will not allow the ePEP to be signed off as completed. A message will be shown above the sign off box indicating which fields are incomplete.

1. **Setting the Next Termly PEP Date**

At each PEP meeting a new date, time and venue for the next termly meeting should be agreed by all present. The date, time and venue should then be entered at the bottom of the PEP Meeting Record TAB.



The system will then prepopulate a new PEP ready for the next meeting. It is good practice to ensure PEP meetings are held at roughly the same time in each of the three terms for Statutory Age and Early Years children. Therefore, if a PEP meeting is held within the third week of the Autumn term the Spring Term meeting should also be held three weeks into the term.

***A PEP should be held within 6 months of the previous PEP for Post 16 young people.***

Based on the date submitted at the previous PEP meeting, you will receive notification reminding you of the upcoming PEP meeting date. If for any reason the planned date needs to be changed, **please agree this with all stakeholders and change this at the top of the page**.



The Virtual School has determined three termly dates during the school year whereby Schools and Early Years Providers MUST have completed and uploaded a termly PEP onto the WC System.

The dates for 2020/2021 are:

**AUTUMN 3rd December 2021**

**SPRING 25th March 2022**

**SUMMER 1 July 2022**

**Please do NOT set dates for a PEP beyond the final dates for each term.**

1. **Saving Information in the ePEP**

You **MUST** ensure you save the information you have entered before you leave each Tab, there is no **AUTOSAVE** on this system**.** There is a **blue SAVE** button at the top and bottom of each page.In addition,when you leave the Tab to move to another, you will be given a prompt to ensure you save your input.

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.** Although the system will log you out, if you do press save, the system will remember your work and a quick call to Welfare Call can retrieve this.

1. **Quality Assurance of the ePEP**

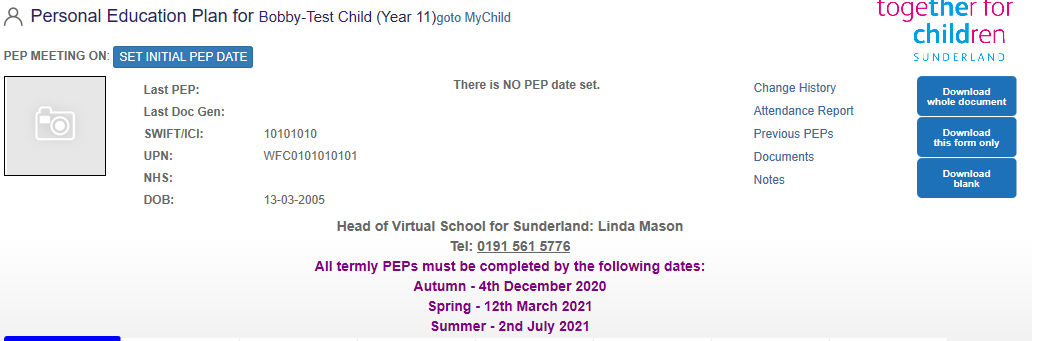
Once you have completed the PEP, using the DT: Completed sign off, the system will send a notification to the Virtual School to alert them that all sections are complete. On receipt of this notification the Virtual School will quality assure the document and rate it GOLD, **RED, AMBER** or **GREEN**, based on the quality of information completed. The last/latest Virtual School Rating can be found in the box on the right-hand side of the home page.A screenshot of a cell phone

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If your PEP has been rated as **AMBER** or **RED,** you will receive information in the Quality Assurance Tab (at the end of the TAB Menu bar which will inform you about what is missing or what needs to be improved upon. This will need to be fully completed before the virtual school will finalise and rate the PEP **GREEN. If** the PEP is marked **RED**, your Virtual School caseworker will contact you to offer further support in ensuring the PEP is of high quality.

1. **Storing and Printing the ePEP**

Once fully completed and quality assured, the system will store two printable versions of the PEP document in a Word format. These can be found in the ‘Previous PEPs’ section of the Child’s record… accessed via the menu on the right-hand side of the page.



* Full PEP - is the full version of the document including the Quality Assurance Rating and Feedback comments
* Termly PEP - is for schools/provisions who wish to print out a copy for distribution to parents/carers and professionals, without the QA feedback comments.

A printable version of the ePEP can also be accessed at any stage of the process via three blue download boxes, which allow individual TABS, blank ePEP forms and completed ePEPs awaiting QA, to be printed out.

**SECTION 2 - THE PERSONAL EDUCATION PLAN (PEP)**

The quality of the PEP is the joint responsibility of the Local Authority who looks after the child and the school/college or provision they are attending. Social workers, Carers and, as appropriate, other relevant professionals should be invited to a PEP meeting.

Those involved in the PEP process, at all stages, should involve the child (according to understanding and ability), if they would like to attend and ensure their voice is captured and presented as part of the meeting, if they do not wish to attend. Where appropriate, the child’s parent/carer and any relevant family member should be invited to attend the PEP meeting. If there are issues or you feel that the case is complex, you may request the attendance of the Virtual School caseworker.

1. **Initiating, Developing and Reviewing the PEP**

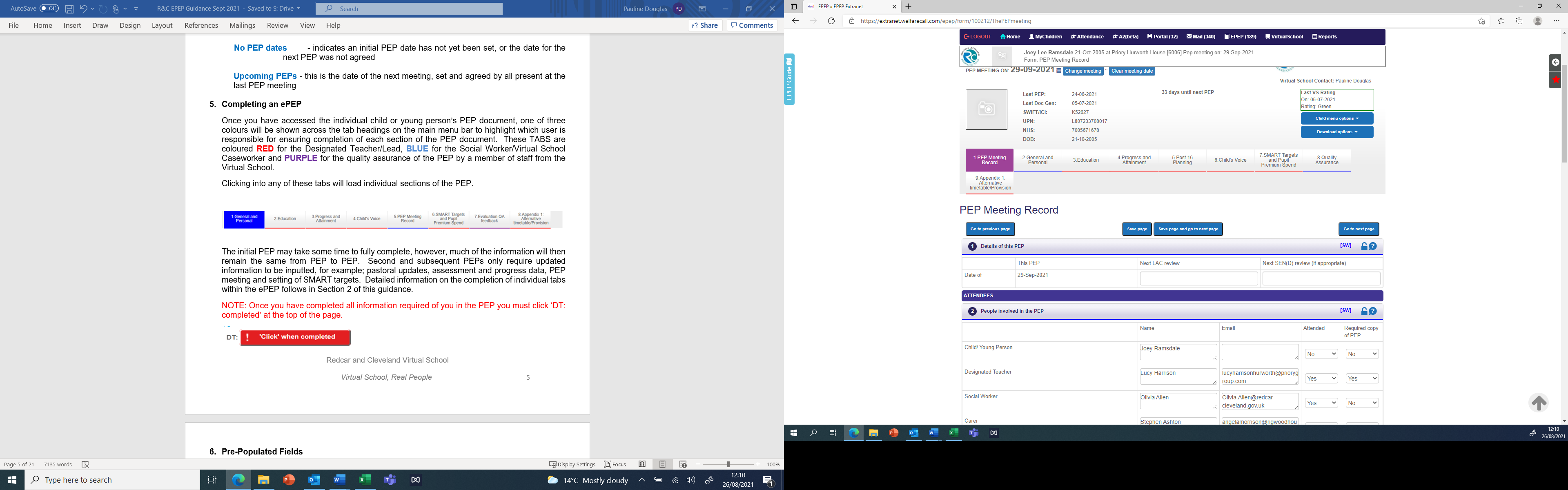
Wherever a child is placed, the Designated Lead, supported by the authority’s VSH, should take the lead to:

* initiate the first PEP within 20 working days of them entering care (where a looked-after child is without a school place this will be initiated by the Virtual School supported by the Social Worker)
* ensure that when a child is placed in an emergency, the PEP is initiated within 10 working days of their entry into care
* ensure, with the support of others, that the PEP contains a summary of the child’s current attainment and progress (including any additional needs such as SEN and mental health)
* ensure the PEP is effective and is available for the first statutory review meeting of the care plan
* ensure the PEP gives details of who will take the plan forward and specifies timescales for action and review.

Ensue the PEP includes information regarding how pupil premium plus (PP+) will be used to support the pupil’s targets and how this additional funding is to be used most effectively to facilitate the child’s educational attainment and progress.

1. **PEP Content**

The PEP covers the full range of education and development needs separated into individual ‘tabs’ immediately under the menu and completion section of the pupil’s ePEP individual record. All three ePEPs for Early Years (EY), Statutory School Age (SSA) and Post 16 (P16), have the same core information tabs, with content which will transfer with the CYP as they progress through each phase of their education.



Additional tabs are automatically generated on the PEP; depending on age, phase or specific content relating to the pupil’s individual circumstance. For example; certain tabs will only appear for a CYP who is approaching a planned transition to the next phase of their education, e.g.KS3 to KS4, other tabs will only be selected if the young person is not in Education, Employment or Training at Post 16 (NEET)

Within Each tab there are ‘Blue Banner’ headings with questions for that section. These questions can be completed either by:

* multiple choice,
* drop-down choice boxes
* free text:

In addition, certain questions contain a table which contains all three of the above. Each question should be completed in as accurate a way as possible.

1. **Core Tabs in all PEPs**

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| **PEP MEETING RECORD** | **This TAB should be completed during the meeting or as soon as possible after the meeting.** It is completed by the Social Worker, unless it is a Post 16 PEP and the young person is in Employment, Training or is NEET. In this instance the VS Caseworker, along with Social Worker, will complete this tab. | |
| **Attendees** | Wherever possible, the child or young person should have the choice to be present at the meeting. If this is not possible, they should have their views advocated, and any discussion or actions fed back to them after the meeting.  All professionals involved with the child/young person should be invited to attend a PEP meeting. |
| **Review of Previous Targets**  **And Actions** | Information contained in the previous tabs should evidence the impact of previously set SMART Targets. Where a target has not been met fully, this should be evaluated, and a clear explanation and next steps should be recorded in Column 3 of this question. |
| **Minutes of the PEP meeting** | Using the information in the first four tabs, a full discussion should be recorded using the Signs of Safety principles of:   * What is Going Well? * What are the Main Concerns? * What Needs to Happen Next? |
| **Setting New PEP Date** | It is good practice to agree the date, time and venue for the next meeting. This must be termly and wherever possible held in the same week of the term as the current meeting. For example, If the first meeting of the year falls within the third week of the Autumn Term, then the next date set should be for the third week of the Spring Term. |

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| **General and Personal** | **This tab must be completed prior to the termly PEP meeting.**  This is always the first tab on every PEP and is coloured **BLUE** and should be completed in full by the pupil’s Social Worker. It contains detailed information under the following blue banner headings: | |
| **Personal Information** | Name, D.O.B., gender, ethnicity and language, UPN and Social Care ID |
| **Care Information** | Placement details, care status, date into care, etc. |
| **Contact information** | Contact details of social worker and main carer, person(s) with parental responsibility and who has day-to-day permissions and liaison with school |
| **Health Information** | Any specific health conditions or medication needs of the CYP which will potentially have an impact upon the school, college or provision |
| **Strengths and Difficulties Questionnaire** | This section is included in the SSA and P16 PEPs only, and scores should be entered once the **SDQ** has been completed. A higher than average score (over 17) should include any advice or strategies for school/provision staff which may help them to support the Young Person with their emotional health and well-being. |

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| **Provision or Setting Information** | **This TAB must be completed prior to the termly PEP meeting.** This is always the second tab in the menu and is coloured **RED** entitled either Early Years Provision, Education or Education, Employment, Training and NEET; dependent upon the phase the CYP is in.  This Tab is usually completed by the Designated Teacher in the Nursery, School or College the pupil attends, unless it is a Post 16 CIOC who is in Employment or NEET. In this case, this section will be completed by the Social Worker and Post 16 Education Advisor in the Virtual School.  If for any reason a statutory age child is not in school, this tab should be completed by the Social Worker and the Virtual School caseworker. | |
| **Current Education** | Information relating to the provision such as address, Ofsted judgement, start date, contact details of the Designated Teacher, as well as whether the child/young person is in full-time education or has a part-time timetable or Alternative Education Provision. If this is the case, then Appendix 1 must be completed in full. |
| **Special Educational Needs** | This section must be completed in full if the child/young person has an identified special need under the code of practice |
| **Attendance** | If there are attendance concerns:   * Is there an attendance officer involved? * What strategies are being employed to support improved attendance? * Is there an attendance printout? * Have any underlying issues that might be causing attendance problems been investigated and how are they been addressed? e.g., bullying, worries about work? |
| **Behaviour** | Details of any behaviour concerns, or for Post 16, effort/conduct issues:   * For statutory school age children this includes a table to be completed for any fixed term exclusions which have occurred since the previous PEP. * Details of the strategies employed to minimise exclusion should be outlined in detail in this section. |
| **Emotional Health and well-being** | A snapshot of how the child/young person presents on a day-to-day basis in school. If concerns have been identified:   * What are the specific interventions/strategies employed in the setting to improve emotional health? * Has a referral been considered/submitted to KOOTH or CAHMS? * Is the child/young person receiving counselling or therapy? * Has any further assessment been completed? * Have assessments been uploaded into the documents section of the PEP?   Strengths and Difficulties Questionnaires are frequently used for older care experienced children and young people, and scores of any assessment are recorded in TAB 1. |

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| **Progress and Attainment and Development** | **This tab must be completed prior to the PEP meeting for all pupils in Early Years, Statutory School and Post 16 Education.**  The information gathered within this tab is in a standard format, which runs through all phase PEPs, and gives a chronological record of the Attainment and Progress for the child/young person throughout their education.  It also describes the Curriculum the child has access to and enables an assessment of the appropriateness of this curriculum for the individual child/young person.   * The tables contained in the tab are designed to collect information on a termly basis and are used to identify how the child is progressing against age related expectations and targets set. * It is essential, where any underachievement or lack of progress exists, that this is fully explained in the termly text box underneath the main table. Strategies which have been employed to close the gap should be explained and reviewed. * It is flexible enough to record most types of qualification and subject at Key Stage 4 and 5 and includes all areas of Development within the Early Years Curriculum. * However, there are a few exceptions where a child/young person has for example complex physical or learning difficulties, and the table cannot be used to record their progress and achievements in an effective way. In this instance, please feel free to upload tracking documents into the Documents section of the PEP and ensure a detailed note is inputted into the termly box which explains their current progress and attainment. |

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| **Voice of The Child/Young Person** | **This Tab must be completed prior to the PEP meeting.**  It is essential, wherever possible, that the voice of the child is not only recorded, but evident in the minutes of the PEP meeting, decision making and in setting new SMART targets and actions.  For most children and young people, the Virtual School expect the standard forms/questions will be completed on the online form. For Early Years (EY) and Statutory School Age (SSA) PEPs there is a choice of how this is captured, including a non-verbal pupil view. In the Tab ‘My Views’ you will see a drop-down menu.  A screenshot of a cell phone  Description automatically generated |
| From the drop-down menu, choose the type of format most appropriate to the individual child/young person, and support them in completing this in as much detail as possible.  However, for those with children/young people with communication difficulties, SEND or who are simply unable or refusing to engage at that time, there is a facility to upload documents. This can be another version of the child or young person’s views, or may be other documents related to evidence of their progress, for example, photos, awards etc. You can upload documents from the menu bar on the left-hand side of the child/young person’s page. |

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| **Setting of SMART Targets** | **This TAB should be completed during the termly PEP meeting for all three PEPs.**  **Targets set should be SMART, aspirational and focus on** **accelerating progress**  Where a child/young person is in an education setting, it is important that the Designated Teacher/Lead, with appropriate experience of target-setting, composes the targets to ensure that they are relevant and specific to the CYP’s educational needs. In Post 16 training, employment of when the YP is NEET, the targets will be agreed by the Social Worker and VS Caseworker with input from parents and providers.All present should agree two short term targets and one medium to long term target, which should be: | |
| **SMART** | **Specific**, significant, stretching  **Measurable**, meaningful, motivational  **Achievable**, agreed, action-orientated  **Relevant**, realistic, result-orientated  **Time bound,** two short term educational targets and one medium to long term target should be set |
| **Evidence Based** | Targets set should reflect the information contained within the PEP, particularly,   * Any underachievement particularly in maths and English * Any barriers to learning for example: social, emotional and behavioural * Ways of helping the pupil 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 * Effective use of quality alternative education provision * Action plans on how to engage the young person back to EET. * Access to educational psychology, mental health support and work on trauma and attachment as required.   Targets should also reflect current educational pedagogy, which could include evidence-based interventions from EEF Toolkit |
| **Resourced** | Clear strategies should be outlined for the support the child/young person can expect from school/provision staff and other professionals in meeting the targets |
| **Use of Pupil Premium Plus** | Pupil Premium Plus must be appropriately costed against the targets set. Appropriate use of PP+ could be used to support:   * 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 schoolwork (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/young person starts attending a new school/college or returns to school/college, or when a CYP has a plan for permanence (e.g. placed for adoption) and may change education provision as part of that plan * school/college attendance and, where appropriate, behaviour support * support needed to help the CYP realise their short and long-term developments, 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   + out-of-school hours learning activities, study support and leisure interests. |
| **Catch up Tuition Funding** | The use of ‘Catch Up Premium’ and ‘National Tutoring Programme’, following COVID lockdown, must be clearly identified on the PEP and appropriately used to close gaps in attainment and accelerate progress. |

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| **Quality Assurance** | **This tab is only completed by the Virtual School following the uploading of the information from the termly PEP meeting.**  Once the ePEP has been completed and signed off by the Designated Teacher/Lead, the Virtual School will be notified. Within 10 days, the ePEP will have been Quality Assured by the VS Caseworker and any examples of Outstanding practice or areas for further development, will be fed back via the Quality Assurance Tab. | |
| **Timeframes** | Has the PEP meeting been held within statutory timeframes and uploaded onto the Welfare Call system, no later than 5 working days from the date of the PEP meeting? |
| **Individual Tabs** | At the bottom of each tab is a Quality Assurance question. For each section this will be rated Red, Amber, Green or Gold. If the quality of the information in the TAB has been rated Green or Gold, no comment will necessarily be placed in the feedback box. The rating will automatically populate into the relevant section on the final Quality Assurance Tab. If, however, the quality of the information in the section is rated Amber or Red, advice will be given in the feedback box, indicating what needs to be done to improve the section. Again, this will automatically populate into the relevant section within the final quality Assurance Tab. |
| **Overall rating for the PEP** | Based upon the ratings for each individual tab, and a best fit principle, the PEP will be given an overall rating of Red, Amber, Green or Gold.   * If Green, the rating will show as being signed off and the rating will appear in the box above the menu tabs at the top of the page. * If Amber, the expectations is that the DT corrects the required section using the feedback given and once completed signs off the PEP as Completed. * If Red, the VS Caseworker will contact the school/provision and offer support to the Designated Teacher to improve the PEP and the quality of the support given to the child/young person. |
| **Please see Quality Assurance Framework Criteria in the next section for more specific details on ratings** | |

**SECTION THREE – QUALITY ASSURANCE OF THE PEP**

**Principles and Process**

Redcar & Cleveland Virtual School have robust arrangements for all ePEPs to be quality assured each school term. In the first instance the ePEP is Quality Assured by the Virtual School Caseworker who is attached to the school, college or provision. A second level of Quality Assurance is then carried out by the Virtual School Headteacher or Deputy Headteacher on a termly basis.

This process ensures 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. Where appropriate, it also includes the mapping of how pupil premium plus funding has been used to impact upon the outcomes of the SMART targets set in the PEP.

**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
* ensure arrangements for the timely flow of information to develop, review and update the PEP are in place to ensure all stakeholders have a copy of the latest PEP within the statutory timeframes
* identify educational needs (including special educational needs and disabilities) in relation to skills, knowledge, subject areas and experiences, both short term and long term
* Identify developmental needs (including any related to attachment and past trauma) and the support that is required or ongoing from specialist support services
* outline strategies in place or tried to minimise barriers to learning resulting from poor attendance, behaviour/conduct concerns or to provide support for emotional or mental health need; including detailing where external agency referrals have been submitted
* 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
* include **SMART** short-term targets, including progress monitoring of each of the areas identified against educational and developmental need
* 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, to support the achievement of agreed **SMART** targets and use of any additional resources specifically designated to support the attainment of looked-after children (e.g. pupil premium plus)
* highlight access to effective intervention strategies and how this will make/has made a difference to achievement levels.

The Virtual School Caseworker will ensure that monitoring arrangements are in place so that actions and activities recorded in the ePEP are implemented without delay.

***In assessing the quality of the ePEP, the Virtual School will use the following graduated Quality Assurance Framework:***

|  |  |  |  |
| --- | --- | --- | --- |
| **REDCAR & CLEVELAND VIRTUAL SCHOOL**  **PEP QUALITY ASSURANCE FRAMEWORK** | | | |
|  | **GREEN** | **AMBER** | **RED** |
| **Statutory Timeframes** | The PEP meeting was held within statutory timeframes and recorded and completed on Welfare Call within 10 working days of the meeting date | The PEP meeting was outside statutory timeframes by up to 10 days and/or the information was not fully completed on WC within 10 days of the meeting date | The PEP meeting was held <10 days beyond statutory timeframes and/or completion of the ePEP is seriously outstanding on Welfare Call |
| **General and Personal** | All relevant fields in this section have been completed to a good standard by the C/YP’s Social Worker | There are gaps or incomplete fields in the recording of information in this section | There are too many gaps in the recording of information in this section, including mandatory fields incomplete |
| **Education** | All contextual information has been completed to a good standard and relevant documents (i.e. EHCP) have been uploaded.  Where a barrier to learning has been identified, strategies to address this have been recorded | There are gaps in the recording of contextual information and some key documents have not been uploaded.  There is limited detail relating to strategies in place to address identified barriers to learning | There are many gaps in the recording of contextual information and no supporting documents have been uploaded.  There is no evidence to suggest that strategies are in place to address any identified concern. |
| **Attainment and Progress** | Attainment and Progress data is complete and up to date. Targets are both aspirational and achievable and demonstrate the school’s ambition for the C/YP.  Strategies employed to help the C/YP meet or exceed aspirations, or address any barriers to learning are effective | Data is incomplete and/or not within a term of assessment. Curriculum targets are not aspirational and do not demonstrate the school’s ambition for the C/YP across the curriculum. Strategies employed by the school to address any underachievement or barriers to learning are weak | Attainment and Progress data has not been updated for the term. Curriculum targets are incomplete or have been set below national expectations.  There is no evidence of the school’s ambition for the C/YP across the curriculum or any actions to address underachievement |
| **Child/Young Person’s (CYP) views** | The C/YP’s voice has been recorded in detail and there is evidence that it is reflected in the minutes of the PEP meeting and/or acted upon when setting SMART targets (Refer to Sections 5 and 6) | There are insufficient elements of the C/YP’s voice present to fully represent their views, and what is captured, is not reflected in the PEP meeting or in the setting of SMART targets (Refer to Sections 5 and 6) | The C/YP’s voice has not been captured in any real depth. There is no evidence that their views have been considered in the setting of SMART targets or recorded in the PEP meeting (Section 5 and 6) |
| **PEP**  **Meeting Record** | Evidence clearly shows the impact of actions and targets from the previous PEP being completed and evaluated.  Detailed notes reflecting ‘Signs of Safety’ are recorded and provide clear insight of the C/YP’s developmental and educational needs to parent/ carers and a range of professionals | Evidence of the impact of actions and targets from the previous PEP are not all completed or detailed in their evaluation.  Notes of the meeting, whilst lacking in detail, do give some insight of the CYP’s developmental and educational needs to parents/carers and professionals | There is no evidence that actions from the previous PEP have been discussed, completed or evaluated.  The EPEP does not contain enough detail to give any insight to parents/carers and professionals of the C/YP’s developmental and educational needs |
| **Setting SMART Targets** | All targets are SMART and relate to the data in Section 3, with at least two short term targets around educational progress and one long term target set.  Targets are supported by detailed actions alongside planned interventions with clear criteria for success | Targets are not specific or focused on overcoming identified barriers or gaps in learning; they lack challenge, ambition or educational focus.  The actions do not clearly identify the support the school is offering and how they will measure improvement | Insufficient targets have been set, or targets lack rigor, focus and detail.  Component parts of the PEP (i.e. data) have not been reflected in the action plan and there are no support strategies offered by school and others to overcome barriers to learning |
| **Pupil**  **Premium Plus** | The use of PP+ is appropriate and effective and is properly recorded against the targets set.  The impact of the previous PP+ spend has been evaluated against progress the child/young person has made. | The use of the PP+ is neither efficient nor effective and its use is unclear. Interventions ascribed to the spend are those widely available to all children/YP. PP+ is having little or no impact in supporting educational achievement | PP+ is not identified against the targets set, nor has the PP+ spend from the previous PEP been identified or evaluated; therefore, no impact is evident |
| **Overall quality judgement** | The EPEP contains commentary about progress made from the starting point; where relevant, transition plans, careers advice, guidance and support are explicit and effective.  An effective plan is in place to address barriers to learning, accelerate progress and improve life chances. | The EPEP is not detailed and does not measure progress from the starting point; where relevant, transition plans, careers advice, guidance and support are unclear.  The plan does not demonstrate how the learner can make progress nor the barriers to learning that need to be addressed to improve life chances. | The EPEP has key information missing or inadequately recorded; where relevant, transition plans, careers advice, guidance and support is not in evidence.  The action plan is weak and lacks detail and accountability for the actions of the school and others to address underachievement, barriers to learning or improved life chances. |

A GOLD standard PEP will be awarded for the criteria above for a GREEN PEP but recorded in 5 working days.

***In reaching judgements, using the Quality Assurance Framework Tool, the Virtual School Caseworker will also consider:***

***Curriculum***

* Does the pupil have access to the full curriculum and does the curriculum meet their needs?
* Have curricular priorities been clearly identified, e.g. literacy/numeracy?
* Have curricular strengths been identified e.g. art, music
* If alternative education provision is used, is this appropriate, safe, of high quality and designed to aid progression to Post 16 provision
* Curriculum Targets – have they been appropriately set, are they aspirational and have predicted grades been inputted?
* Are pupils making the required progress? e.g. in relation to age related expectations or reading age, and is progress measured regularly?
* Homework, is this completed and on time, and if not, what support is provided to do this?
* Nursery, Yr2, and Y6: Are transition plans in place and how robust/detailed are they?
* Y8/9 Options –What is the quality of CEIAG and what support is needed to make timely, informed and appropriate choices?
* What is the quality of Careers advice and Guidance?
* How robust are the Transition Plans to Post 16?
* Has the Young Person had access to appropriate work experience, or are their plans in place?

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

* Does the pupil have a statement of special education needs/EHCP, or are they identified as having Additional Education or support needs (K)?
* Are these reflected and detailed in the PEP?
* What are these needs and how are they being addressed?
* Has the current EHCP/IEP/BSP been uploaded?
* Does the information contained in the PEP indicate an assessment of SEN should be considered?
* Identification of other needs, e.g. emotional/social/pastoral/physical
* What strategies are in place to support the child/young person?
* Is there any analysis of times or situations that are triggers to behaviour/conduct concerns?
* If completed, what does the SDQ (Strengths and Difficulties Questionnaire) suggest are areas for intervention?
* Have appropriate and timely referrals been made to other agencies?
* Is there clear identification of the provision of support from other agencies involved – e.g. Behaviour Support Team; anger management; counselling/therapy

***Study support***

* What is the impact of Teaching Assistant support/ 1:1/small groups, which subjects & how often?
* Is the impact reflected in the Attainment and Progress Tracker?
* Has additional teaching support been directed toward underachievement in core areas?
* What is the quality of liaison between home and school? e.g. homework diary; attendance at Parents’ Evenings
* Are carers effectively supporting learning at home, and are they supported themselves in doing this?
* Is there provision/support for home learning – at home, at school/college, attendance at homework clubs, if available

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

* Are full opportunities available to pursue Sporting/musical/ artistic interests or strengths; hobbies or clubs,
* Is additional funding or resources directed to support engagement in enrichment activities?

***Personal/Cultural/ Religious development***

* Has the child/young person’s personal strengths been identified and celebrated appropriately
* Are there related cultural and/or religious needs (including mixed ethnicity) and are these being effectively met?
* Evaluation of the quality of the relationships with peers and adults explored
* Opportunities to develop friendships outside of school, e.g. in-home placement
* Does school offer peer mentoring, if needed?
* What is the stability/consistency of the home and school placement and how is the CYP supported around this?
* Has identified need been addressed through strategies to build confidence and self-esteem
* Does the young person have access to holidays, school trips, residentials and extra-curricular events?

***Other agency involvement***

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

***Transfer/transition***

* Are arrangements for planned phase transition and midterm transition effective, e.g. liaison with prospective school/college/employer in advance of transfer/ move; (transfer of relevant information and documentation, strategies and support and advice) especially if moving out of their home authority