

# How to Complete a PEP:

St Helens E PEPS are completed on an online system called Welfare Cloud/Welfare Call

The PEP is set out into 9 pages:



The colours show the collaborative document has been completed by these people:

	SW/DT	SW	DT	VS
1	My PEP Meeting	<ul style="list-style-type: none"> <li>Details and dates of the last PEP meeting and next</li> <li>Identification of designated <u>teacher</u>, social worker, carer, parent</li> <li>Child's UPN, Social care ID and DOB</li> <li>Swimming achievements or plan in place recorded</li> </ul>		
2	About Me	<ul style="list-style-type: none"> <li>Personal information about the child or young person</li> <li>A life story of the child completed with the child.</li> <li>SDQ score and PEP review information</li> </ul>		
3	My Education	<ul style="list-style-type: none"> <li>Identified key person/mentor (chosen by the child)</li> <li>Attendance, behaviour, emotion and health information</li> <li>A clear picture of the child's presentation physically and emotionally.</li> </ul>		
4	My Attainment	<ul style="list-style-type: none"> <li>Completed attainment data for each year and each stage</li> <li>Reports and monitoring documents</li> <li>High quality, detailed additional information</li> </ul>		
5	My Views, Wishes and Feelings	<ul style="list-style-type: none"> <li>The voice of the child with meaningful answers encouraged</li> <li>Completed careers and aspirations information</li> <li>High aspirations shown for the child.</li> </ul>		
6	My Attendance	<ul style="list-style-type: none"> <li>The child's school attendance data</li> <li>Planning around attendance or suspension concerns</li> <li>Any exceptional circumstances recorded</li> </ul>		
7	My Targets /Outcomes	<ul style="list-style-type: none"> <li>All previous targets - evidence of achievement</li> <li>Current targets recorded - creative and highly aspirational</li> <li>Clear detail showing why the targets have been chosen</li> <li>The use of PP+ itemised and in detail</li> </ul>		
8	Aspiration Pathway	<ul style="list-style-type: none"> <li>Aspiration pathway completed</li> <li>Network of support identified and sustainable</li> <li>Detail regarding progress made towards child's aspiration.</li> </ul>		
9	VS Feedback	<ul style="list-style-type: none"> <li>Feedback from the VS in relation to the PEP document</li> <li>VS assess the quality of the PEP</li> <li>VS assess using the quality Assurance document</li> </ul>		

# Pages in more Detail:

The Designated Teacher **MUST** be a qualified teacher, but access to the PEPs can be delegated to a number of staff such as pastoral lead, SENCO, class teacher, DSL. However, the overall responsibility to sign off the PEP is with the designated teacher.

1

## My PEP Meeting

- Details and dates of the last PEP meeting and next
- Identification of designated teacher, social worker
- Child's UPN, Social care ID and DOB

The screenshot shows a web interface for PEP meetings. The top section is titled 'ATTENDANCE AT PEP MEETING' and contains a table for 'People who attended my PEP meeting'. The table has columns for Name, Contact details, Attended (Yes/No), Required copy of PEP (Yes/No), and Email address. Below the table are fields for Child/ Young Person, Designated Teacher, Social Worker, and Carer. A second section is titled 'ADDITIONAL INFORMATION - MEETING NOTES' and contains a text box with the note: 'Bobby is a happy child who enjoys school. He has trouble making friends due to sometimes not understanding people but he is working on this with support'. Below this is a section for 'ARRANGE THE NEXT PEP MEETING:' with a note: '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.' The bottom section is titled 'Details of this PEP' and contains a table for 'This meeting' with columns for Date of (15-Mar-2022) and Date of next PEP review meeting (30-06-2022).

1. My PEP Meeting:		Completed by	SW/DT
<b>Gold</b>	<b>Green</b>	<b>Amber</b>	<b>Red</b>
<b>High quality</b>	<b>Good quality</b>	<b>Incomplete PEP</b>	<b>Poor quality</b>
<ul style="list-style-type: none"> <li>• All green criteria plus....</li> <li>• Well detailed meeting notes are included.</li> <li>• The child or young person is encouraged to attend the meeting.</li> <li>• There is a picture uploaded of the child or young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Up to date details of attendees Up to date contact details of attendees</li> <li>• Meeting notes are completed.</li> <li>• All areas of this section are completed.</li> <li>• If the child is not present, someone is allocated to feed back to them.</li> <li>• As a minimum the DT, SW and Carer have attended the PEP meeting.</li> <li>• The child can swim or there is a plan to help them succeed this (KS2-4)</li> </ul>	<ul style="list-style-type: none"> <li>• Sections are partially completed.</li> <li>• There are minimal meeting notes.</li> <li>• There is no plan recorded to help the child learn to swim.</li> </ul>	<ul style="list-style-type: none"> <li>• No sections are completed.</li> <li>• There are no meeting notes</li> <li>• There is no record of the child's ability to swim</li> </ul>

## Additional Information:

- Update the people who attended the meeting. It can be checked when the PEP has been updated.
- Additional information box **MUST** be filled in and updated at each meeting with relevant information from the current meeting. This can be a range of information from parents, carers, school and SWs.
- Be careful when you add the date for the next meeting. This can be changed later if necessary.
- Ensure this date is included as you won't be able to complete without it.
- Swimming information to be gained from school/parent/carer/social worker/child.

# 2

## About Me

- Personal information about the child or young person
- A life story of the child completed or planned with the child by the SW
- SDQ score and PEP review information

Personal Education Plan for Bobby Testchild (Year 11) goto MyChild

PEP MEETING ON: 26-07-2023 [Change meeting](#)

St Helens Council

Last PEP: 14-07-2021  
 Last Doc Gen: 21-08-2023  
 Social care ID: 11115556  
 UPN:  
 DT: DT: Mandatory fields incomplete  
 SW: SW: Mandatory fields incomplete  
 VS: Sign off buttons will appear once the DT and SW have signed off the PEP.

Last VS Rating  
 On: 21-08-2023  
 Rating: Green  
[Child menu options](#)  
[Download options](#)

St Helens SSA Test PEP

1. My PEP Meeting | **2. About me** | 3. My Education | 4. My Attainment | 5. My Views, Wishes and Feelings | 6. My Attendance | 7. My Targets/Outcomes | 8. Aspiration Pathway | 9. VS Feedback

About me

[Go to previous page](#) [Save page](#) [Save page and go to next page](#) [Go to next page](#)

PERSONAL INFORMATION

1 First name [SW] [Lock](#) | 2 Surname [SW] [Lock](#)

2. About me:		Completed by	SW
Gold	Green	Amber	Red
High quality	Good quality	Incomplete PEP	Poor quality
<p><b>All green criteria, plus:</b></p> <ul style="list-style-type: none"> <li>• High quality and creative life story work has been completed with the child or young person, or this is scheduled to take place.</li> <li>• Detailed information provided on support for wellbeing is provided (if required, due to SDQ scores or other meeting discussions).</li> </ul>	<ul style="list-style-type: none"> <li>• All personal information is completed.</li> <li>• Life story work has been completed or planned with the child or young person.</li> <li>• PEP review information is completed.</li> <li>• The SDQ score is recorded and updated within a 12month period and information on support provided is included (if required).</li> </ul>	<ul style="list-style-type: none"> <li>• Some personal information is completed.</li> <li>• Recording of life story work is unclear.</li> <li>• SDQ score has been recorded but has not been repeated within a 12-month period.</li> </ul>	<ul style="list-style-type: none"> <li>• No personal information is completed.</li> <li>• No life story work has been completed.</li> <li>• There is no SDQ score recorded.</li> </ul>

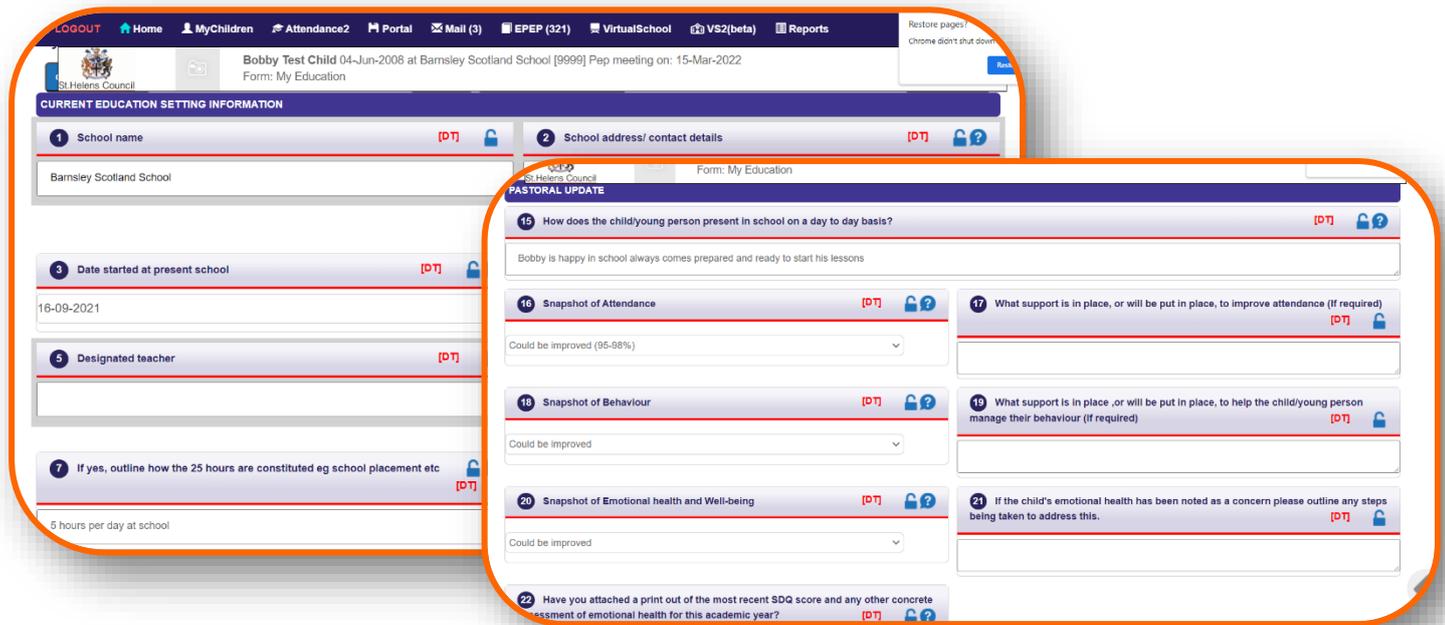
### Additional Information:

- This page is for the social worker to fill in – but at the PEP meeting talk through the sections and check that everything is completed.
- Has Life Story work been discussed / how can school contribute to this process? This needs to be completed by the Social Worker and updated regularly
- Date and score for the Strengths and Difficulties Questionnaire (Completed annually)

# 3

## My Education

- Identified key person/mentor (chosen by the child)
- Attendance, behaviour, emotion and health information
- A clear picture of the child's presentation (physical)



3. My Education:		Completed by	DT
Gold	Green	Amber	Red
High quality	Good quality	Incomplete PEP	Poor quality
<p><b>All green criteria, plus.</b></p> <ul style="list-style-type: none"> <li>• The PEP includes a detailed pastoral overview, which has been updated at the most recent meeting.</li> <li>• Any additional or bespoke plans for the child are uploaded such as Alternative Provision plans, EHCP, reports, monitoring, examples of work or achievements.</li> <li>• Attendance is exceptional or attendance information has been completed and there is an exceptional plan of support in place. This includes well detailed support that is bespoke to the child and is creative and innovative.</li> <li>• Behaviour information has been completed and either there are no concerns or, there is an exceptional plan of support in place. This includes well detailed support that is bespoke to the child and is creative and innovative.</li> <li>• Emotional health and wellbeing information has been completed and either there are no concerns or, there is an exceptional plan of support in place. This includes well detailed support that is bespoke to the child and is creative and innovative.</li> <li>• For relevant year groups, key transition plans are detailed; they are bespoke, to the child, creative and innovative.</li> </ul>	<ul style="list-style-type: none"> <li>• School details are completed.</li> <li>• A mentor/key person has been named.</li> <li>• The child is receiving full 25 hours education unless there is an exceptional circumstance which is in line with legal framework and has been agreed with the Virtual School. NIROFTE paperwork is attached.</li> <li>• If the child has SEND or an EHCP, an overview of their current plan and targets has been provided.</li> <li>• For relevant year groups, key transition plans are detailed.</li> <li>• The child or young person's EHCP is uploaded annually.</li> <li>• The pastoral overview about the child is updated termly and has an appropriate level of detail.</li> <li>• Behaviour information has been completed and there is a good plan of support in place if required.</li> <li>• Attendance information has been completed and there is a good plan of support in place if required.</li> <li>• Emotional health and wellbeing information has been completed and there is a good plan of support in place if required.</li> <li>• At transition the child will be moving to a good or outstanding school. If the child is not, then there is a clear rationale in place.</li> </ul>	<ul style="list-style-type: none"> <li>• There are missing details.</li> <li>• The child is not receiving 25 hours education, and NIROFTE paperwork has not been attached.</li> <li>• Presentation of the child is completed but is poorly detailed.</li> <li>• Attendance information has been completed and there is a poor plan of support in place.</li> <li>• Behaviour information has been completed and there is a poor plan of support in place.</li> <li>• Emotional health and wellbeing information has been completed and there is a poor plan of support in place.</li> <li>• For relevant year groups, key transition plans are poorly detailed.</li> <li>• The child is moving to a Requires Improvement school and there is no rationale in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Details have not been completed.</li> <li>• The child is not receiving 25 hours education and NIROFTE paperwork has not been completed or attached.</li> <li>• Presentation of the child has not been completed.</li> <li>• There is no attendance information and no plan in place.</li> <li>• There is no behaviour information and no plan in place.</li> <li>• There is no emotional health and wellbeing information and no plan in place.</li> <li>• There is no transition information or plan in place for relevant year groups.</li> <li>• The child is moving to an inadequate school and there is no rationale.</li> </ul>

LOGOUT Home MyChildren Attendance2 Portal Mail (3) EPEP (321) VirtualSchool VS2(beta) Reports

St.Helens Council Bobby Test Child 04-Jun-2008 at Barnsley Scotland School [9999] Pep meeting on: 15-Mar-2022  
Form: My Education

Restore pages?  
Chrome didn't shut down correct  
Restore

### CURRENT EDUCATION SETTING INFORMATION

1 School name	Barnsley Scotland School	2 School address/ contact details	29 High Bank Road Penistone Sheffield,S36 9QH
3 Date started at present school	16-09-2021	4 Mentor/key person	
5 Designated teacher			
7 If yes, outline how the 25 hours are constituted eg school placement	5 hours per day at school		

Section	Category	Additional Info
1	current education setting information	<ul style="list-style-type: none"> <li>Check all education information is up to date including 25 hour offer and key person working with the child.</li> </ul>
2	special education needs-ehcp provision/support	<ul style="list-style-type: none"> <li>Update EHCP and SEN plans regularly and upload documents</li> </ul>

St.Helens Council Form: My Education

### PASTORAL UPDATE

15 How does the child/young person present in school on a day to day basis?

Bobby is happy in school always comes prepared and ready to start his lessons

16 Snapshot of Attendance

Could be improved (95-98%)

17 What support is in place, or will be put in place, to improve attendance (If required)

18 Snapshot of Behaviour

Could be improved

19 What support is in place ,or will be put in place, to help the child/young person manage their behaviour (If required)

...is a concern please outline any steps

Section	Category	Additional Info
3	pastoral update	<ul style="list-style-type: none"> <li>Daily presentation – update at each PEP</li> <li>Attendance</li> <li>Behaviour</li> <li>Emotional Wellbeing</li> </ul>
4	transition to a new school/ educational placement	<ul style="list-style-type: none"> <li>Only required at key points.</li> <li>If going to a new school a clear rationale is provided for the choice considering the OFSTED rating of the school.</li> </ul>

# 4

## My attainment

- Completed attainment data for each year and each stage
- Reports and monitoring documents
- High quality, detailed additional information
- Check EYFS, KS1 (including phonics) KS2 (including multiplication check) are all updated as appropriate.

Subject	Term 1 Autumn Good Progress	Term 2 Spring Good Progress	Summer Good Progress
	Yes		

Attitude to Learning	Term 1 Autumn	Term 2 Spring	Summer
Subject	Attitude	Attitude	Attitude
Attitude to Learning	3	-	-

Please provide current End of Key Stage targets, the levels the child/young person is currently working at and the progress being made towards End of Key Stage Targets.

Subject	End Of KS Target	Term 1 Autumn		Term 2 Spring		Summer	
		Year Level Child Is working At	Progress Towards End Of KS Target	Year Level Child Is working At	Progress Towards End Of KS Target	Year Level Child Is working At	Progress Towards End Of KS Target
Reading	EXS	Y2-	EP	-	-	-	-
Writing	EXS	Y2-	EP	-	-	-	-
Mathematics	EXS	Y2-	EP	-	-	-	-
[GPS] Grammar, Punctuation and Spelling	EXS	Y2-	EP	-	-	-	-
Science	EXS	Y2-	EP	-	-	-	-

4. My attainment:		Completed by	DT
<b>Gold</b>	<b>Green</b>	<b>Amber</b>	<b>Red</b>
<b>High quality</b>	<b>Good quality</b>	<b>Incomplete PEP</b>	<b>Poor quality</b>
<p><b>All green criteria, plus:</b></p> <ul style="list-style-type: none"> <li>• All attainment data for each term, year and stage is completed.</li> <li>• Reports and monitoring documents are attached.</li> <li>• The child is making good or outstanding progress.</li> <li>• There is high quality, detailed additional information.</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment data is completed from coming into care and key assessment periods.</li> <li>• The current term's data is completed as well as the previous term's.</li> <li>• A clear picture is provided of the progress the child has made.</li> <li>• There is good quality additional information</li> </ul>	<ul style="list-style-type: none"> <li>• There is minimal attainment data.</li> <li>• There is limited information of the child's progress.</li> <li>• There is poor quality additional information.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no attainment data.</li> <li>• There is no information around the child's progress.</li> <li>• There is no additional information.</li> </ul>

### Additional Information:

- Ensure that the attainment information is up to date, it is good practice to upload reports or data to the child's documents **in the tab on the top right-hand side.**
- Add Attainment in – even after the PEP has been completed. Latest Attainment data
- End of Key Stage 2 data is very important.
- DT / Y6 Teacher / Assessment Lead - before end of Summer term

# 5

## My views, Wishes and Feelings

- The voice of the child with meaningful answers encouraged
- Completed careers and aspirations information
- High aspirations shown for the child.

5. My views, wishes and feelings		Completed by	DT
Gold	Green	Amber	Red
High quality	Good quality	Incomplete PEP	Poor quality
<p><b>All green criteria, plus:</b></p> <ul style="list-style-type: none"> <li>• The voice of the child includes well detailed and meaningful answers and information. The professional has clearly gone above and beyond to work with this young person.</li> <li>• The child/young person's wishes and feelings clearly influences and links to their Personal Education Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate voice of the child form is used or attached.</li> <li>• All information and questions are completed, and the views of the child are clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited information and questions are completed.</li> <li>• The views of the child are unclear</li> </ul>	<ul style="list-style-type: none"> <li>• No voice of the child information has been completed.</li> </ul>

### Additional Information:

- Box 1. Is a drop down that you can alter the form to collect the views
- **Top tip:** Upload your own format to collect the views, just write a note on the page to tell us you've uploaded it.
- Various options for forms to be completed online (drop down box) - needs to be completed
- Practitioners DO NOT need to use the forms provided. However, any use of an alternative template needs to be uploaded into documents.
- DO write in first box if you have uploaded a different format
- Ensure any relevant wishes are linked to targets eg: learning a musical instrument

# 6

## My attendance

- The child's school attendance data
- Planning around attendance or suspension concerns
- Any exceptional circumstances recorded

6. My attendance		Completed by	DT
<b>Gold</b>	<b>Green</b>	<b>Amber</b>	<b>Red</b>
<b>High quality</b>	<b>Good quality</b>	<b>Incomplete PEP</b>	<b>Poor quality</b>
<p><b>All green criteria, plus:</b></p> <ul style="list-style-type: none"> <li>• The child or young person has above 98% attendance year to date, unless there have been exceptional circumstances and there is a robust plan in place.</li> </ul>	<ul style="list-style-type: none"> <li>• The attendance section is complete.</li> <li>• There is good planning around any attendance, suspension, or exclusion concerns.</li> <li>• Plans in place are having a positive impact</li> <li>• Any referrals such as TESSA referrals are recorded.</li> </ul>	<ul style="list-style-type: none"> <li>• There is an issue with attendance and there is poor planning in place to address this.</li> <li>• There is limited planning around suspension / exclusion concerns.</li> <li>• Attendance plans are not having a significant impact.</li> </ul>	<ul style="list-style-type: none"> <li>• There are significant concerns around attendance and no planning is in place.</li> <li>• There is no planning around suspension or exclusion concerns.</li> </ul>

### Additional Information:

- Important for current attendance to be recorded at time of PEP
- Excellent plans in place for poor attendance
- Good attendance can be supported by a statement such as: 'All systems we have put in place for XXX are having a positive effect on their attendance'.

# 7

## My Targets /Outcomes

- All previous targets - evidence of achievement
- Current targets recorded - creative and highly aspirational
- Clear detail showing why the targets have been chosen
- The use of PP+ itemised and in detail

7. My targets/outcomes		Completed by	DT
Gold	Green	Amber	Red
High quality	Good quality	Incomplete PEP	Poor quality
<p><b>All green criteria, plus:</b></p> <ul style="list-style-type: none"> <li>• All previous targets have been achieved.</li> <li>• Targets are SMART, creative, highly aspirational, purposeful and relate to a variety of outcomes.</li> <li>• There is clear detail about why these targets have been chosen.</li> <li>• The use of PP+ is itemised in detail</li> </ul>	<ul style="list-style-type: none"> <li>• Targets have been achieved or carried forward into this PEP and if applicable there is a reflection on why targets have not been met.</li> <li>• Targets are purposeful and aspirational. The use of PP+ is itemised.</li> <li>• Targets are SMART and link to key themes within the PEP.</li> <li>• There is an attendance target if applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Some targets have not been met and there is no reflection.</li> <li>• Targets lack detail and aren't SMART</li> <li>• PP+ has been allocated but is not itemised.</li> <li>• If attendance is below 95% and there is no target for improved attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• No targets have been met and there is no reflection. There are no targets set.</li> <li>• Basic care needs are being used as a target. PP+ Funding has not been itemised even where there is need.</li> </ul>

### Additional Information:

- **Review targets** Targets can be continued with clear narrative on the reasons why they haven't been achieved, what additional support would be put in place to achieve them.
- **New targets** set with PP+ funds to be allocated to targets - £666.66 per term. Choose PP+ from drop-down
- **Additional PP+ via a request** form provided by the Virtual School.
- **EHCP targets are separate** and have their own funding – PEP must not have the same targets as the EHCP.
- **Variety of Aspirational targets** – Themes – Emotional health and wellbeing/ Attendance/ Academic/ Aspiration pathway

- Aspiration pathway completed
- Network of support identified and sustainable
- Detail regarding progress made towards child’s aspiration.

The screenshot shows a digital form titled 'Aspiration Pathway'. It features navigation buttons at the top: 'Go to previous page', 'Save page', 'Save page and go to next page', and 'Go to next page'. The form contains 10 numbered questions, each with a red '[DT]' icon and a blue lock icon. Questions 1, 2, 3, 4, 7, and 8 have text input fields below them. Question 5 is a radio button selection with options: Academic/Educational, Career, Sports, The Arts, Social and Relationships, Volunteering and the community, Life enriching activities, Emotional Wellbeing, and Other. Questions 6 and 10 have text input fields. The form is enclosed in a rounded orange border.

8. Aspiration Pathway		Completed by	DT
<b>Gold</b>	<b>Green</b>	<b>Amber</b>	<b>Red</b>
<b>High quality</b>	<b>Good quality</b>	<b>Incomplete PEP</b>	<b>Poor quality</b>
<p><b>All green criteria, plus:</b></p> <ul style="list-style-type: none"> <li>• The aspiration pathway has been completed to an exceptional standard and has been uploaded onto the child or young person’s PEP.</li> <li>• There is a robust network of support that has been clearly identified and will provide long term sustainable support for the child to achieve their aspiration.</li> <li>• There is high level detail provided regarding any progress that has been made towards the child’s aspiration</li> </ul>	<ul style="list-style-type: none"> <li>• The aspiration pathway has been completed to a good standard and has been uploaded onto the child or young person’s PEP.</li> <li>• All information has been completed. People have been identified to support the child with their aspiration.</li> <li>• Detail has been provided regarding any progress that has been made towards the child’s aspiration.</li> </ul>	<ul style="list-style-type: none"> <li>• The aspiration pathway has been completed to a poor standard and has been uploaded onto the child or young person’s PEP.</li> <li>• Information has been partially completed. Limited people have been identified to support the child to achieve their aspiration.</li> <li>• Limited detail has been provided regarding any progress that has been made towards the child’s aspiration.</li> </ul>	<ul style="list-style-type: none"> <li>• The Aspiration Pathway has not been completed.</li> <li>• No further information has been completed.</li> <li>• No-one has been identified to support the child with their aspiration.</li> <li>• No detail has been provided regarding any progress that has been made towards the child’s aspiration.</li> </ul>

**Additional Information:**

- Aspiration pathway – expectation to be updated at least annually.
- This will be uploaded into the doc section for each child in the PEP on welfare call.
- It can be printed out and a picture can be uploaded or it can be scanned back in to show the plans in place to support the child with their aspirations

# 9

## VS Feedback

- Feedback from the VS in relation to the PEP document
- VS assess the quality of the PEP
- VS assess using the quality Assurance document



- Feedback will be shown from the previous PEP above the current PEP's feedback to ensure that feedback is more visible and will have more impact.
- Saves time – means you don't have to download the whole document every time you want to check feedback.

## PEP Reminders:

- New into care PEPs: To be arranged within 20 days of coming into care.
- Click the button once complete:
- Keep meeting dates up to date if changed or cancelled
- Let us know if you don't have access to a child's documents and we will contact welfare call to arrange.

