

VIRTUAL
SCHOOL
























Designated Teachers Guide to PEPs Autumn 2024



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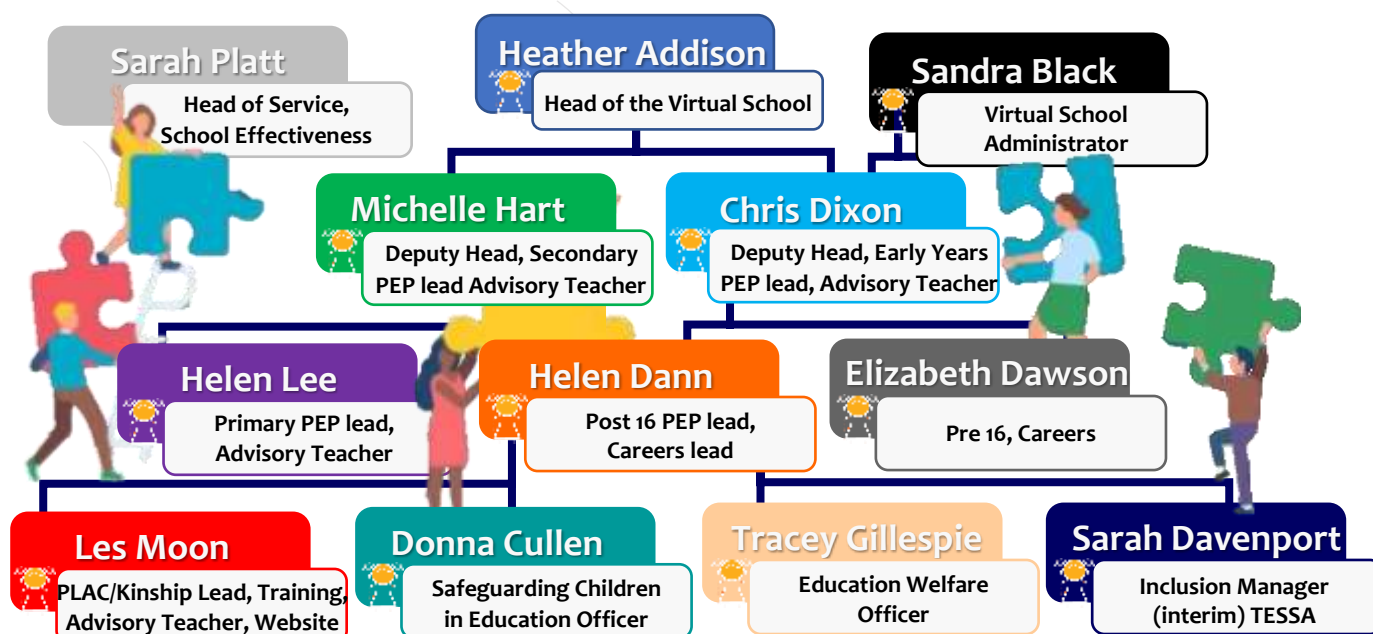
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St Helens E PEPS:

The Virtual School (VS) Team for St Helens:

The aim of the VS is to ensure that the children we look after have the opportunity to fulfil their educational potential. Although we are not a 'real' educational setting with buildings and classrooms, our virtual school brings together information about all children who are looked after by the council - as if they were in a single school.

It allows us to closely track each child's progress and ensure we can identify the specific support they may need at an early stage, so we can work with schools to ensure high aspirations and good outcomes for Children We Look After.



What are

A Personal Education Plan (PEP) is part of a Child We Look After (CWLA) care plan. All the children we look after, who are of statutory school age, must have a PEP




completed each school term. The PEP is:

- a record of a child's educational needs
- a personalised plan to meet the child's educational needs, raise aspirations and improve their life chances.
- a live and evolving document that shows how professionals are working (and plan to work) with the child to ensure their progress towards fulfilling their potential.
- For a child with SEND who has an Education Health Care Plan (EHCP), the PEP should complement (but not duplicate or replace) the EHCP.

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Roles and Responsibilities

According to statutory guidance, it is the shared responsibility of several partners to produce and monitor the Personal Education Plan. The key question ‘**would this be good enough for my child?**’ is a central one in making decisions and evaluating the effectiveness of the Personal Education Plan. The roles and responsibilities of these partners are outlined below.

 <p>St Helen's Virtual School: (VS)</p>	<ul style="list-style-type: none"> • Has a statutory responsibility to ensure the quality of PEPs and oversee the spending of Pupil Premium Plus funds (PP+). • The VS will quality assure the PEPs before the PP+ funds are given to schools. • PEP Coordinators will monitor the progress of Children We Look After and work together to ensure that PEPs are fit for purpose reflecting young person's needs. • The VS Head shares with the VS Team the progress of the Children We Look After and the quality of their PEPs
 <p>Designated teachers (DT)</p>	<p>The Designated Teacher MUST be a qualified teacher, but access to the PEPs can be delegated to a number of staff such as a pastoral lead, SENCO, class teacher or DSL. However, the overall responsibility to sign off the PEP is with the Designated Teacher. The DT:</p> <ul style="list-style-type: none"> • Ensures the PEP is kept updated. • Ensures colleagues have the information and understanding about the child's needs to provide an education that supports, inspires and challenges them. • Shares the termly progress and current attainment data through the PEP. • Provides evidence of the impact of interventions funded through Pupil Premium Plus recorded in the child's PEP. • Ensures that the PEP is a robust, live and personalised document that reflects the child's needs and the school's plan for meeting those needs. • Has detailed knowledge of the child and the school • Will need to complete the PEP through Welfare Call and submit the form before the due date. • Will be held accountable to provide evidence of the effective and efficient use of Pupil Premium Plus.
 <p>Social Workers: (SW)</p>	<ul style="list-style-type: none"> • MUST initiate and ensure the PEP meeting takes place within 20 days of a child coming into care. • MUST arrange the termly PEP meeting liaising with the DT and parents/carers. • The SW should inform the VS of the date of the PEP meeting by inserting a date into the PEP on Welfare Call. • During the PEP: <ul style="list-style-type: none"> ○ add to the discussions about the child's needs ○ agree actions needed to reduce barriers to learning ○ agree targets for the term ○ discuss how PP+ will be spent to support the child. <p>After the PEP is completed, the SW must ensure the PEP is put on ICS.</p>

All PEPs are managed through Welfare Call (Welfare Cloud). The Welfare Call system allows both SWs and DTs to set meeting dates and review previous PEPs. They will also attend review meetings, as appropriate, to offer advice and support. Once complete, the PEP should be downloaded, and a copy given to carers.

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What do DTs do?

By working together with schools and colleges DTs ensure that children we look

after (CLA) have quality PEPs. The PEP meeting sets out plans for the child's education and future aspirations and enables all professionals to understand and plan what support is needed to achieve this.

Under the Children and Young Persons Act 2008, schools are required to appoint a Designated Teacher, to support the learning of Children We Look After (CWLA) and manage the process of how the school works with the Virtual School and social workers to promote the child's education.

The Designated Teacher should:

- help school staff to understand things that affect the way Children We Look After learn and achieve, and to advise staff about teaching strategies.
- promote high expectations and aspirations for Children We Look After.
- record attainment and progress and ensure that this is tracked on the PEP.
- ensure the child has a voice in setting targets and throughout the document.
- ensure that carers understand the importance of supporting learning at home.
- have the lead responsibility for the child's Personal Education Plan (PEP) at school.
- help Children We Look After to make a smooth transition if they change schools.
- manage the way school engages with others (e.g. social workers, Virtual School) focusing on the way everyone contributes to the child's educational achievement.
- ensure relevant school policies and expectations are shared with SW and carers.



DfE Guidance for DTs:

This guidance follows the statutory guidance from the DfE, issued under sections 20(4) and 20A(4) of the Children and Young Persons Act 2008

The designated teacher (DT) at school must be aware of the guidance when promoting the educational attainment of looked-after and previously looked-after

Previously Looked After Child (PLAC):

A previously looked-after child (PLAC) is a child who was in care to an English or Welsh local authority at the point at which they were adopted, made subject to a Special Guardianship Order (SGO), or a Child Arrangements Order (previously Residency Order).

Why do schools need a Designated Teacher?

We know that Children We Look After may have had disrupted learning and may have missed extended periods of school. Many Children We Look After also have special educational needs (SEN). Their gaps in learning and the emotional impact of their experiences may lead to significant barriers to making progress. The data for children we look after & PLAC shows that they do not perform as well at Key Stage 2 and GCSE level when compared to children who have not been looked after. The designated teacher's role is

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Pupil Premium

Pupil Premium Plus (PP+) is managed by the Virtual School Headteacher in the local authority

that looks after the child. The Virtual School Headteacher works with schools to ensure that PP+ money is spent to the educational benefit of the eligible child and addresses their individual needs.

PP+ is a grant awarded to schools to help them to provide additional support and interventions to enable children we look after to make progress by overcoming barriers that might prevent them from making good academic progress. *For EYFS and Post 16 specifically, please see separate booklet.*

The school must choose appropriate interventions and itemise, on the termly PEP, how the PP+ will benefit the child, with detailed costings. Allocation of the funding will be linked to clear PEP targets.

How much money is allocated per child for St Helens looked after children?

This academic year the amount of money allocated is £666.66 per term. Additional funds can be requested through applications to the Virtual School. Funding per term will be released a term in arrears for all green or gold PEPs. Funding for amber PEPs will be discussed individually.

What can the PEP money be used for?

All PP+ expenditure must be specific to the needs of the child and linked to aspirational targets to engage and raise attainment. This can include:

- 1:1 support or small group intervention. This should be focused on areas of weakness or gaps in learning with clear outcomes and its impact evaluated.
- covering part of the cost of an Educational Psychologist report.
- 1:1 intervention to re-engage a disaffected learner.
- short term 1:1 tutoring for a child on a bespoke timetable.
- extending school time e.g. after school support with homework.
- specialist software or equipment beyond that normally provided by the school.
- fees for national awards such as DofE.
- staff training to enhance understanding and how to support the children we look after.

What can the PEP money NOT be used for?

- School uniform including sports kit
- Standard textbooks or equipment
- School trips not linked to child's targets or aspirations.
- Playgroup or nursery fees.
- The cost of school lunches or packed lunch.
- School photographs.
- Transport to and from school or bus pass.

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PP+ cannot be used to ‘double fund’ or replace funding which should have or has already been allocated to the school to support the child, eg:

- fund services that should be provided via an EHC plan.
- SEN needs where the child is on School Support. This should be covered by the school’s SEN budget.
- any expenditure which is **not** linked clearly to one of the PEP targets.

PP+ will **NOT** be paid if.....

- the interventions put in place do not require any funding.
- funding has not been requested.
- the school’s own funding covers the cost of the interventions.
- the PEP for that term hasn’t been completed.
- the PEP is deemed not to be of high quality, through the VS Quality Assurance process.

Use of PP+ for Extra-curricular activities

PP+ can be used to support in school extracurricular activities if these can contribute to the outcomes above. For example, this could be used to fund music tuition for a student if this contributes towards ‘Wider achievement eg, in an area in which the child is gifted and talented’.

PP+ for previously looked after children (PLAC)

Children who have ceased to be looked after by a local authority in England and Wales will have their entitlement to PP paid directly to the school. The school will work with the adoptive parents or carers to ensure the young person is recorded on the census return; PP funding will then be received through the normal school funding routes. There is no direct responsibility for the VSH to monitor the use of this PP and there is no expectation of a PEP. However, support and advice for PLAC is available and schools should contact the Virtual School if this is required.

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Effective PEP targets:

Target setting will form a crucial part of whether the PEP is sufficient to guide and improve the education of the Children We Look After. Targets should be agreed in consultation with key education partners, the parent/carers and the young person at the termly PEP meeting.

We stress that targets should be unique and specific. They should promote high expectations; be aspirational for the Children We Look After and wherever possible be

SMART.

Specific: be directed exactly to the young person's needs and address them

Measurable: be measured by determining whether the target has been reached

Achievable: be within the realms of the child/young person's capabilities

Realistic: the targets can be attained within the timescale set

Time bound: to be achieved within a set time period.

There may be exceptions to these rules, but they must be discussed with the Virtual School. For examples of how requested funding can be broken down, please see the separate booklets

'Good examples of PEP targets' for Primary and Secondary Schools.

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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:

WelfareCloud 



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

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

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Quality Assurance:

The Virtual School review and quality assure each PEP within the various key stages.

The Virtual School PEP Support Team are:

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As part of their role in the St Helens Virtual School, the PEP coordinators need to ensure the following criteria in the quality assurance document is met/evidenced within the PEP or amended within the timescales set out for the PEP completed dates.

2023-24 PEP completion dates are:

Autumn Term	Friday 3 rd November 2023
Spring Term	Friday 8 th March 2024
Summer Term	Friday 7 th June 2024

The Overall PEP judgement follows the following criteria, in the PEP completion guidance, each of these criteria is broken down for each page/section:

Overall PEP Judgement

If any sections are red or amber DTs and SWs will be contacted and will amend these sections before the PEP is finalised.

7/8 areas to be gold & the remaining 1 to be green	7/8 areas to be green & the remaining 1 to be amber	2 or more areas are amber	Any area is red
Gold	Green	Amber	Red
High quality	Good quality	Incomplete PEP	Poor quality

Why have a Quality Assurance Framework?

- Taking into account the feedback from Ofsted, the quality and consistency of PEPs needs to be improved.
- As the PEP is a shared, multi-agency document, a QA framework ensures there are clear and consistent expectations for all practitioners.
- Ensure consistency and high quality.
- An amber grading doesn't mean that you will not receive funding - case by case basis.
- Gold Standard - identifying and celebrating outstanding practice.
- The Quality Assurance framework has been circulated via email and Teams.
- There is a PEP QA Moderation Group that moderates the Virtual School by sampling some of the PEPs each term.

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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 the 'ATTENDANCE AT PEP MEETING' section with a table for recording attendance. Below this is the 'ADDITIONAL INFORMATION / MEETING NOTES' section, which includes a text area for notes, a section for arranging the next PEP meeting, and a section for details of this PEP.

Name	Contact details	Attended	Required copy of PEP	Email address
Child/Young Person	Child	Yes	No	

ADDITIONAL INFORMATION / MEETING NOTES

5. Additional information relevant to the child/young person (discussed at this meeting)

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.

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. Details of this PEP

Date of: 19-Mar-2022

7. Date of next PEP review meeting

30-06-2022

1. My PEP Meeting:		Completed by	SW/DT
Gold	Green	Amber	Red
High quality	Good quality	Incomplete PEP	Poor quality
<ul style="list-style-type: none"> Has the child or young person been asked who they want to attend their meeting? Well detailed additional information is included. The child or young person is encouraged to attend the meeting. There is a picture uploaded of the child or young person. 	<ul style="list-style-type: none"> Up to date details of attendees Up to date contact details of attendees Additional information is completed. All areas of this section are completed. If the child is not present, someone is allocated to feed back to them. 	<ul style="list-style-type: none"> Sections are partially completed. There is minimal additional information. 	<ul style="list-style-type: none"> No sections are completed. There is no additional information.

Additional Information:

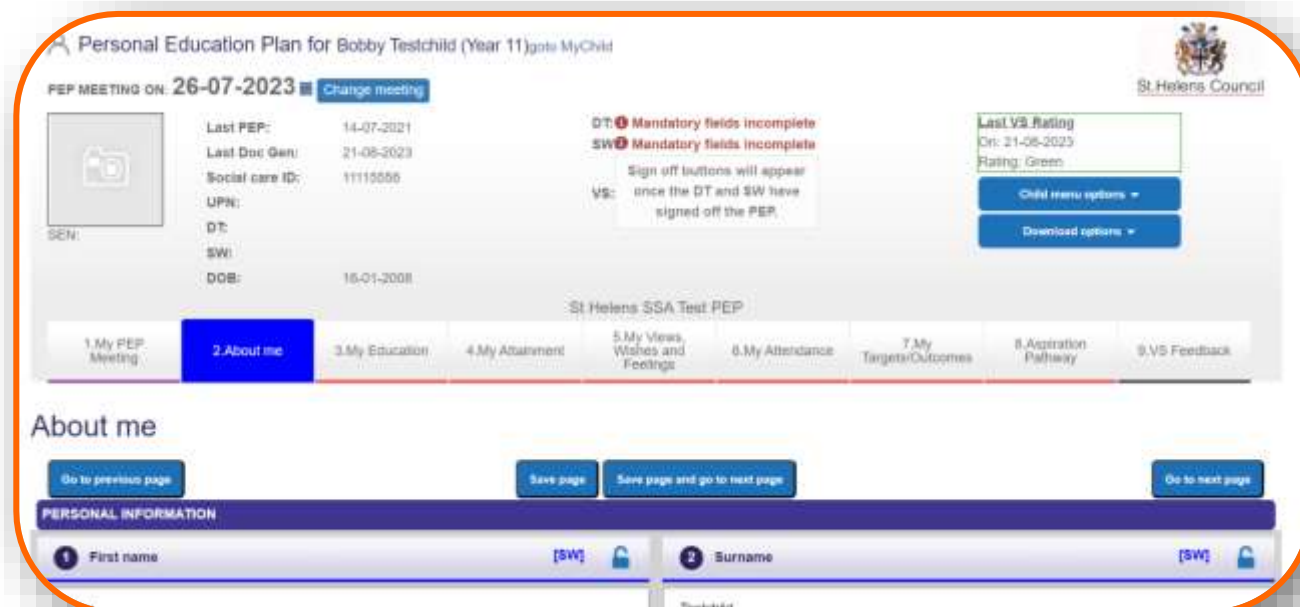
- Update the people who attended the meeting. It can be checked when the PEP has been updated.
- Additional information box **MUST** be filled in and updated at each meeting with relevant information from the current meeting. This can be a range of information from parents, carers, school and SWs.
- 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.

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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



2. About me:		Completed by	SW
Gold	Green	Amber	Red
High quality	Good quality	Incomplete PEP	Poor quality
<ul style="list-style-type: none"> • All personal information is completed. • High quality and creative life story work has been completed with the child or young person, or this is scheduled to take place. • Photo added 	<ul style="list-style-type: none"> • All personal information is completed. • Life story work has been completed or planned with the child or young person. • PEP review information is completed. SDQ score is recorded and updated within a 12-month period. 	<ul style="list-style-type: none"> • Some personal information is completed. • Poor quality life story work has been completed. • SDQ score has been recorded but has not been repeated within a 12-month period. • There is no plan recorded to help the child learn to swim. 	<ul style="list-style-type: none"> • No personal information is completed. • No life story work has been completed. • There is no SDQ score.

Additional Information:

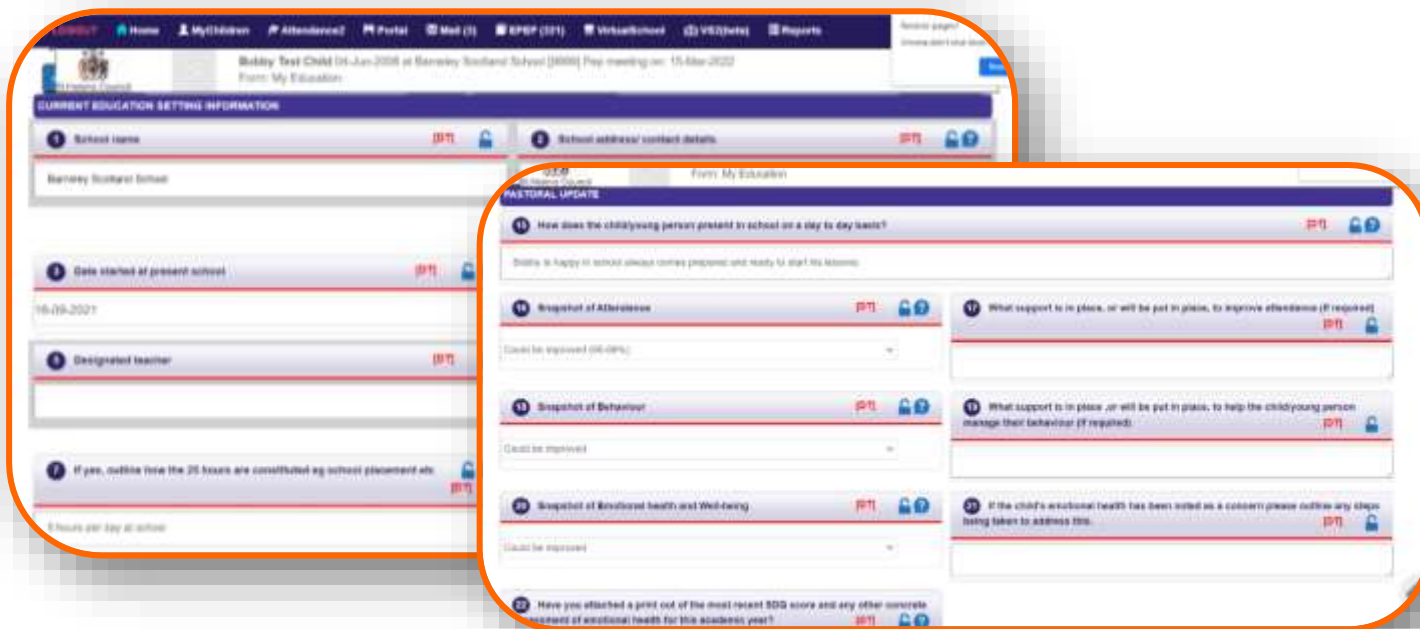
- This page is for the social worker to fill in – but at the PEP meeting talk through the sections and check that everything is completed.
- Has Life Story work been discussed / how can school contribute to this process? This needs to be completed by the Social Worker and updated regularly
- Date and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

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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)



The screenshot shows the 'My Education' form interface. The top section is 'CURRENT EDUCATION SETTING INFORMATION' with fields for School name, School address/contact details, Date started at present school, Designated teacher, and a section for outlining 25 hours of school placement etc. The bottom section is 'PASTORAL UPDATE' with questions about the child's presentation, snapshot of attendance, snapshot of behaviour, snapshot of emotional health and well-being, and a section for support in place to improve attendance and manage behaviour. There are also questions about the child's emotional health and a section for a print out of the most recent SDQ score and any other concrete evidence of emotional health for the academic year.

3. My Education:		Completed by	DT
Gold	Green	Amber	Red
High quality	Good quality	Incomplete PEP	Poor quality
<ul style="list-style-type: none"> • The child or young person has chosen their own key person or mentor. • The PEP includes detailed language that creates a clear picture of the child's presentation. • Any additional or bespoke plans for the child are uploaded. • 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. • 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. • Emotional health and wellbeing info 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. • For relevant year groups, key transition plans are detailed; they are bespoke, to the child, creative and innovative. 	<ul style="list-style-type: none"> • School details are completed. • A mentor/key person is named. • 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 VS. NIROFTE paperwork is attached. • If the child has SEND or an EHCP, an overview of their current plan and targets has been provided. • For relevant year groups, key transition plans are detailed. • The child or young person's EHCP is uploaded annually. • Presentation of the child is updated and has an appropriate level of detail. • Behaviour information has been completed and there is a good plan of support in place if required. • Attendance information has been completed and there is a good plan of support in place if required • Emotional health & wellbeing info has been completed and there is a good plan of support in place if required. • 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. 	<ul style="list-style-type: none"> • There are missing details. • The child is not receiving 25 hours education, but NIROFTE paperwork has been attached. • Presentation of the child is completed but is poorly detailed. • Attendance information has been completed and there is a poor plan of support in place. • Behaviour information has been completed and there is a poor plan of support in place. • Emotional health and wellbeing information has been completed and there is a poor plan of support in place. • For relevant year groups, key transition plans are poorly detailed. • The child is moving to a Requires Improvement school and there is no rationale in place. 	<ul style="list-style-type: none"> • Details have not been completed. • The child is not receiving 25 hours education and no NIROFTE paperwork has been completed or attached. • Presentation of the child has not been completed. • There is no attendance information and no plan in place. • There is no behaviour information and no plan in place. • There is no emotional health and wellbeing information and no plan in place. • There is no transition information or plan in place for relevant year groups. • The child is moving to an inadequate school and there is no rationale.

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

Restore pages?
Chrome didn't shut down correct

St Helens Council

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

CURRENT EDUCATION SETTING INFORMATION

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

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

St Helens Council

Form: My Education

PASTORAL UPDATE

15 How does the child/young person present in school on a day to day basis?	17 What support is in place, or will be put in place, to improve attendance (if required)?
Bobby is happy in school always comes prepared and ready to start his lessons	
16 Snapshot of Attendance	18 What support is in place, or will be put in place, to help the child/young person manage their behaviour (if required)?
Could be improved (95-99%)	
19 Snapshot of Behaviour	20 If the child's emotional health has been noted as a concern please outline any steps
Could be improved	

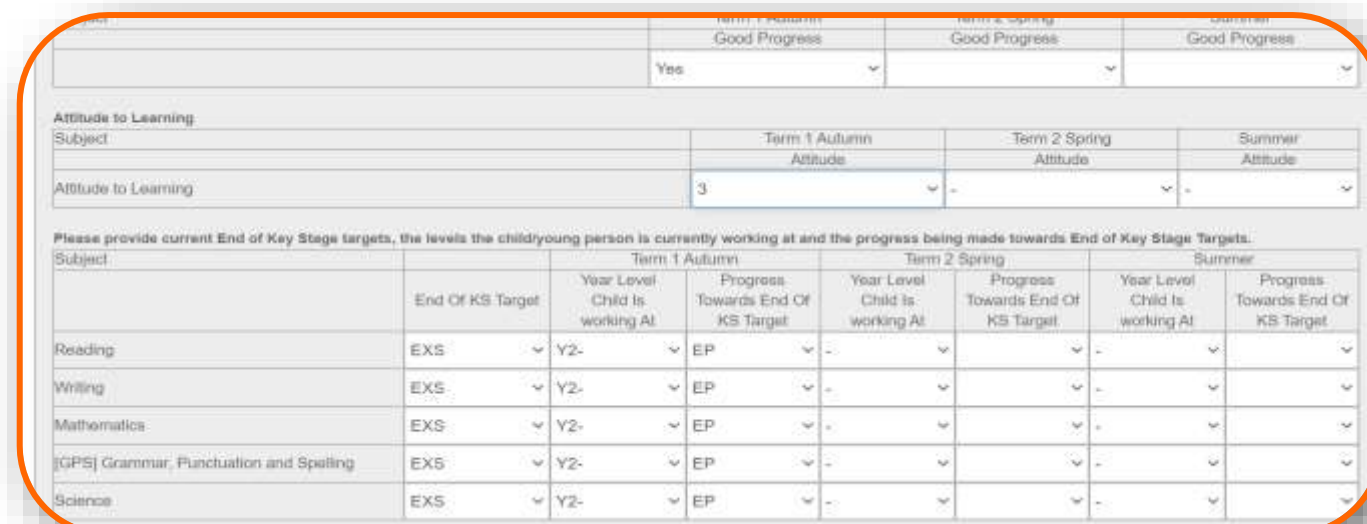
Section	Category	Additional Info
3	pastoral update	<ul style="list-style-type: none"> Daily presentation – update at each PEP Attendance Behaviour Emotional Wellbeing
4	transition to a new school/ educational placement	<ul style="list-style-type: none"> Only required at key points. If going to a new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

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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.



Attitude to Learning

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

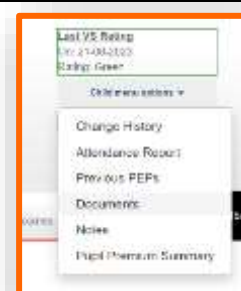
Please provide current End of Key Stage targets, the levels the child/young person is currently working at and the progress being made towards End of Key Stage Targets.

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

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

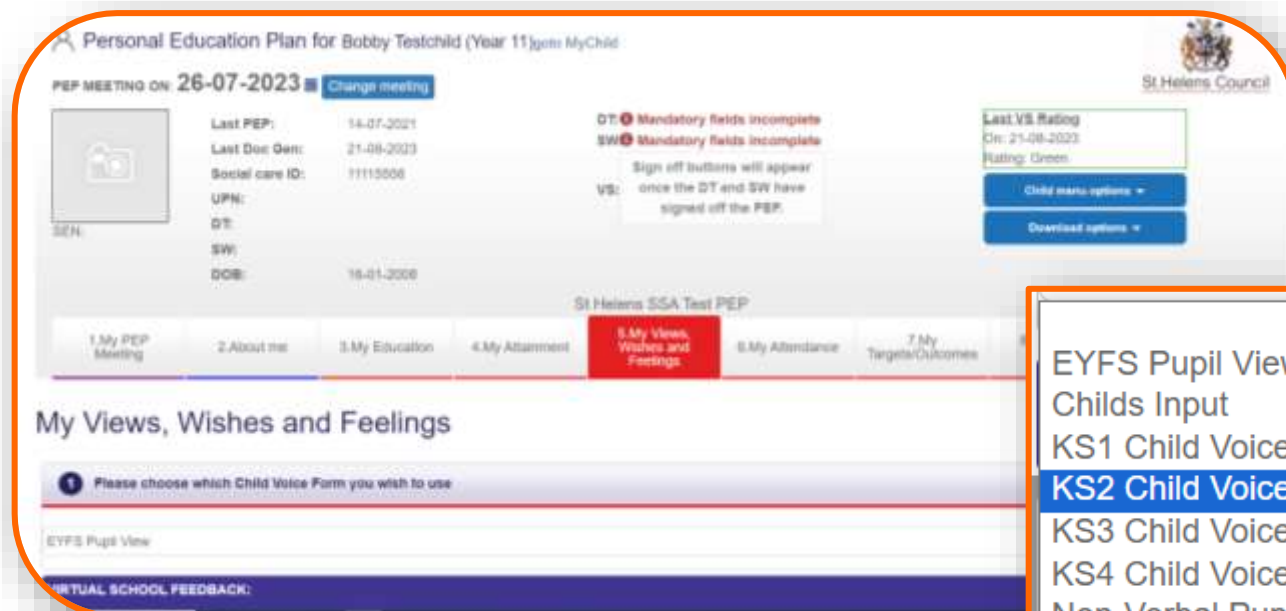


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5

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.



EYFS Pupil View
Childs Input
KS1 Child Voice
KS2 Child Voice
KS3 Child Voice
KS4 Child Voice
Non-Verbal Pupil View

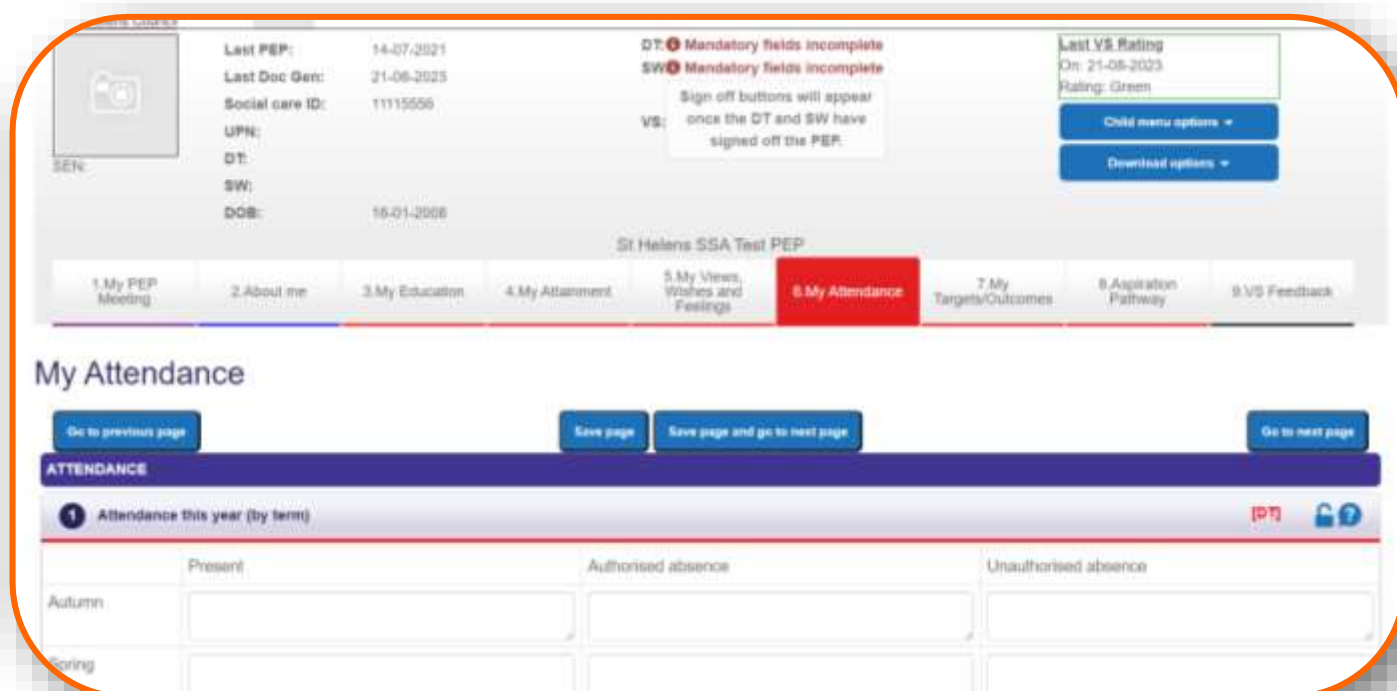
5. My views, wishes and feelings		Completed by	DT
Gold	Green	Amber	Red
High quality	Good quality	Incomplete PEP	Poor quality
<ul style="list-style-type: none"> • The voice of the child includes well detailed and meaningful answers and information. The professional has clearly gone above and beyond to work with this young person. • Careers and aspirations information is completed, and the professional has evidently worked hard to support the child in this area. Professionals clearly show their high aspirations for the child. 	<ul style="list-style-type: none"> • Appropriate voice of the child form is used or attached. • All information and questions are completed. • Careers and aspirations information is completed and detailed. 	<ul style="list-style-type: none"> • Limited information and questions are completed. • Careers and aspirations information is completed but poorly detailed. 	<ul style="list-style-type: none"> • No voice of the child information has been completed. • Careers and aspiration information has not been completed.

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

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



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

My Attendance

Go to previous page | Save page | Save page and go to next page | Go to next page

ATTENDANCE

1 Attendance this year (by term)

	Present	Authorised absence	Unauthorised absence
Autumn			
Spring			

6. My attendance		Completed by	DT
Gold	Green	Amber	Red
High quality	Good quality	Incomplete PEP	Poor quality
<ul style="list-style-type: none"> The child or young person has above 97% attendance year to date, unless there have been exceptional circumstances. 	<ul style="list-style-type: none"> The attendance section is complete. There is good planning around any attendance or suspension concerns. 	<ul style="list-style-type: none"> There is an issue with attendance and there is poor planning in place to address this. There is limited planning around suspension concerns. 	<ul style="list-style-type: none"> There are significant concerns around attendance and no planning is in place. There is no planning around suspension concerns.

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'.

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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
<ul style="list-style-type: none"> • All previous targets have been achieved. • Targets are creative, highly aspirational, purposeful and relate to a variety of outcomes. There is clear detail about why these targets have been chosen. • The use of PP+ is itemised in detail. 	<ul style="list-style-type: none"> • Targets have been achieved or carried forward into this PEP. There is a reflection on why targets have not been met. • Targets are purposeful and aspirational. • The use of PP+ is itemised. 	<ul style="list-style-type: none"> • Some targets have not been met and there is no reflection. • Some targets are purposeful and aspirational. • The overall amount of PP+ is listed. 	<ul style="list-style-type: none"> • No targets have been met and there is no reflection. • There are no targets set. • Basic care needs are being used as a target. • PP+ funding has not been itemised even where there is need.

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** to be set with PP+ funds to be allocated to targets - £666.66 per term. Choose PP+ from the drop-down menu.
- **Additional PP+ via a request** form provided by the Virtual School.
- **EHCP targets are separate** and have their own funding – The PEP must not have the same targets as the child's EHCP.
- **Variety of Aspirational targets** – Themes – Emotional health and wellbeing/ Attendance/ Academic/ Aspiration pathway
- **Use NTP Funding as appropriate** (2023-24)

Areas to Consider:

When you are setting targets for your PEP, there are several areas you need to consider, the information below should guide your decisions on setting targets and questions to ask before recording them.

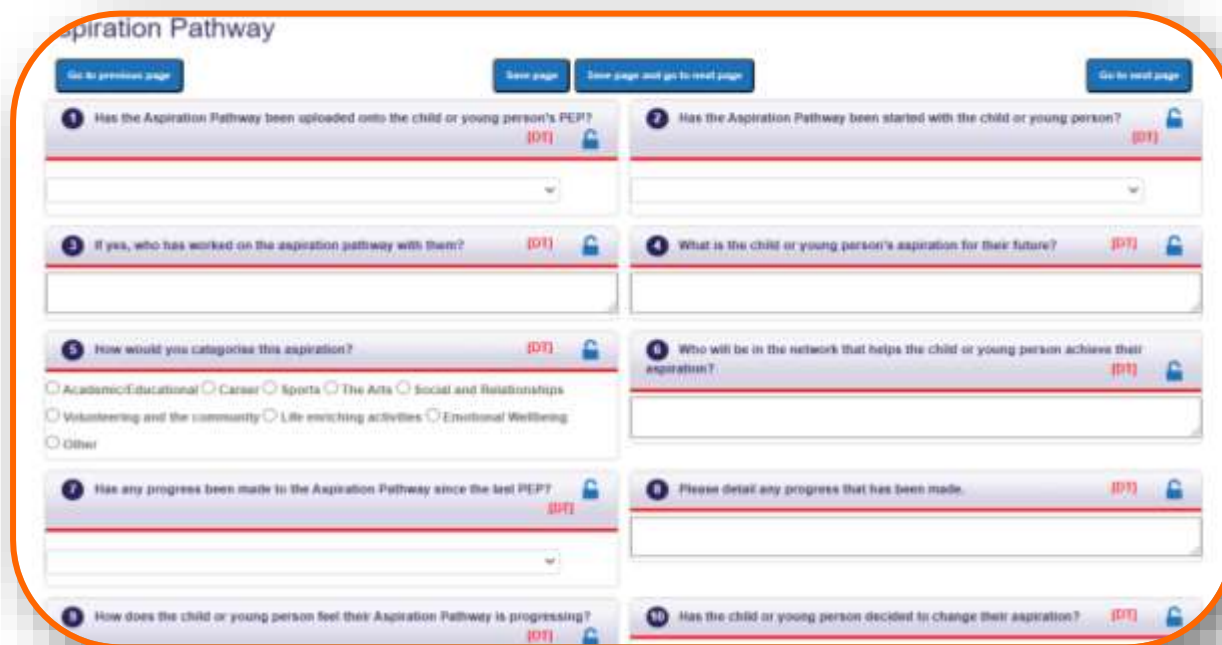
Focus on the child/young person – keep them in mind	<ul style="list-style-type: none"> • What is their current attainment in English and Maths based on last terms data? • What are their end of Key Stage and GCSE/A Level/BTEC targets? • Specific gaps in learning stopping them achieving the comparable results as their peers? • What do they need to know in order to address the gaps? Must be measurable. • What additional help do they need to accelerate learning? • How can this be provided in school and beyond? • You may need to focus on another academic subject too alongside English
What are the barriers to learning?	<ul style="list-style-type: none"> • Is punctuality or attendance an issue? • Does challenging behaviour prevent learning? Behaviour should be challenged but it is necessary to have a bespoke approach based on a child's needs and circumstances. • Does attention wander? Are relationship issues affecting learning? • What are the child's wider needs? • What can be done to address these barriers within school and beyond?
How will you break down the barriers?	<ul style="list-style-type: none"> • Current provision: could planning, seating, curriculum or teaching be adapted? • Is quality intervention necessary? What form would this take? • Are there SEN resources which could be used? Could 1:1 support be put in place? • Is external support required? Joined up support? Would extra tuition help? • What other resources would help? IT, books etc?
What are the cost implications?	<ul style="list-style-type: none"> • Are specific material resources required? • If needed, cost out the hourly cost of extra support using this formula: 'Number of hours a week x hourly rate of staff member x number of weeks in the term.' • Cost of any external support will be specified by the provider. • In the best cases, additional tuition run by teachers after school and can be funded through the child's PP+ and careful use of NTP. • If in any doubt, please contact the Virtual School.
How will success be measured?	<ul style="list-style-type: none"> • What will success look like to the young person? • Has there been pre and post assessment, particularly of intervention/tutoring? • Show where the child is now and where you want them to be to achieve. • Test results can be a measure of success and can show continued increase in % • Increase in reading/spelling age. (Increase in months shows clear progress) • Use rewards earned for good behaviour/choices as a measure - Number of positive/negative points on their record compared to what the child had initially • Increased attendance % or improved punctuality (where a reduction of lates can clearly be shown or an increase in overall % shows the pastoral target has been met) • Do they now know more than they did before? (Improved scores in specific topics) • SDQ scores can relate to emotional wellbeing etc. / have they increased their participation in wider school activities?
Pupil Premium Plus (stat aged only)	<ul style="list-style-type: none"> • Don't focus on the finances rather than the child. • Think about what the child needs to make progress, to achieve the targets set. • PP+ funding for children we look after is managed by the VS and not passed directly into school. • The funding must be used for the educational benefit of the child as described in the PEP and can only be accessed and allocated through a clear and focused PEP. • Please refer to examples sent out previously. • If you feel the child needs more support, please get in touch to apply for additional funds through the request form.

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Aspiration Pathway

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



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

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

Aspiration Pathway:

What is it?

- This is an initiative that has come from Corporate Parenting Forum workstream.
- Do we put too much emphasis on what we think children and young people should aspire to?
- What would we want for our own children?
- Celebrating all achievements.



How and when?

- To start Spring Term (January) 2024
- Completed with who the child has a good relationship with. Identify a network of support.
- It's ok to change your mind!
- Reasonable steps - it doesn't have to be achieved immediately

Not just about Results: (Examples)

Not only about academic aspirations - this is about the child's whole life:

- **Academic** - good GCSEs; to go to University; to take History for one of my options.
- **Career** - to be a doctor; to be an engineer; to be a teacher.
- **Sports** - to join my local football team; to win my gymnastics competition; to be a professional rugby player.
- **The Arts** - to go to a drama club; to start to paint; to learn to play the piano.
- **Social and Relationships** - to have a family on my own; to avoid falling out with people; to make friends at my new school.
- **Volunteering and the Community** - to look after rescue dogs; to join the Guides; to go to Church every week.
- **Life enriching activities** - to go travelling; to go to Glastonbury; to go on holiday with my friends when we are 18.
- **Emotional wellbeing** - to be happy; to not get angry; not to be suspended from school.
- **Other**

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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

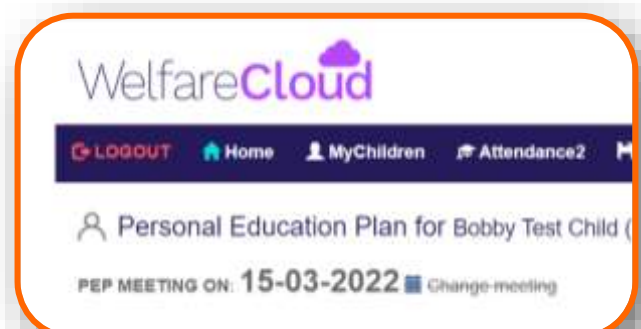
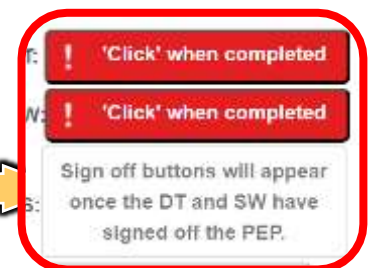


- Feedback will be shown from the previous PEP above the current PEP's feedback to ensure that feedback is more visible and will have more impact.

- 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.



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VS Non

1

Negotiables:

2

We must have the highest aspirations for all Looked After Children, post Looked After Children and children with a social worker. We should hold the same standards and aspirations as we would children within our own lives. This is our responsibility as corporate parents.

No child under the Virtual School should have a reduced timetable unless it is an extreme circumstance and is in line with the legal framework. Where a school or setting may be facing challenges, the Virtual School will always offer support and guidance.

Everyone working with a pupil of the Virtual School should have consideration, empathy and understanding to the experiences the child or young person may have faced, and the impact this may have on their emotional wellbeing and mental health.

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PEPs and EHCPs:

Completing EHCP annual reviews alongside the PEP:

- Is the SENCO (where appropriate) involved in the PEP? Are the DT and Social Worker involved in EHCP reviews?
- Childrens PEPs should work in harmony with their EHC plan to, coherently and comprehensively, set out how their needs are being met. Professionals should consider how the EHC plan adds to information about how education, health and care needs will be met without duplicating information already in a child's care plan or PEP. Equally, the child's care plan, including PEP, should feed into the care assessment section of the EHC plan.
- The PEP is a record of the child's education and training. It should describe what needs to happen for a child we look after to help them fulfil their potential and reflect, but not duplicate, any existing plans such as EHCP.

Autumn Term	<ul style="list-style-type: none"> • Check your list of CLA against SENCo's list of pupils with EHCP or under assessment for EHCP. • Share PEP deadline dates with SENCO and agree a date to hold the annual EHCP and PEP in the appropriate term. • Liaise with SENCo to ensure all the appropriate people are invited to the combined meeting. • Ensure you have the most recent copy of EHCP and upload this to the PEP documents prior to the meeting.
After EHCP/PEP meeting	<ul style="list-style-type: none"> • Upload copy of EHCP review paperwork to the PEP documents once SENCo has completed the EHCP annual review form.
Transition	<ul style="list-style-type: none"> • Ensure you have liaised with SENCo to co-ordinate enhanced transition for EHCP/CLA

SDQ Guidance:

Should be completed by the Social Worker/Health Team

- **What is an SDQ?** A strengths and difficulties questionnaire, completed with the child/carer.
- **How often should the SDQ be completed?** Each looked after child must have a questionnaire completed within the last 12 months.
- **At what age would an SDQ be completed?** Local authorities are required to use the strengths and difficulties questionnaire (SDQ) to assess the emotional wellbeing of individual looked after children (LAC) aged 4-16.
- **Who completes the SDQ?** SDQs are completed as part of the annual health assessment for 75% of children we look after by the health team the other 25% are completed by the child's social worker.
- **Who is responsible to record the score in the PEP?** The Social Worker is responsible to ensure the score is updated within the PEP document. If a child is new to care when would you expect to have the score recorded within the PEP? A PEP needs to be initiated within 20 days of the child coming into care and then annually.

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PEPs explained for children:

Personal Education Plan guidance



A personal education plan (PEP) meeting is all about how you are doing at school.

Why do I have a PEP?

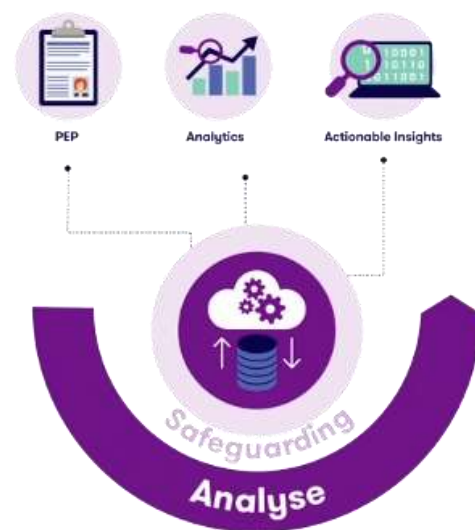
Your PEP will make sure that nothing gets in the way of what you want to achieve. It is part of your care plan.

When will my PEP meeting happen?

You will have a PEP meeting when you first come into care. You will then have three meetings per year to review progress. It usually happens during school time but speak to your social worker if you would like it at another time.

Who will be there?

You, your teacher, your social worker, a PEP coordinator, other professionals as necessary and your carer. You can also invite anyone else who is important to your education. Your social worker will talk to you about it before it happens and if you want to invite someone in particular to your meeting then just let your social worker know. This meeting is all about your education so it would probably be useful to attend so everyone can work towards your goals, not what they think is best for you.



What happens at the PEP meeting?

We will talk about:

- how you are doing at school
- the progress you are making
- anything you need help with
- any out of school activities you want to get involved in
- setting targets for you to achieve.

What happens after the meeting?

You and your carer will be given a copy of the PEP. You and the people involved in the PEP will make sure all the actions are carried out so that your targets can be achieved. If you move school or change carers your PEP will be passed to your new school and carers. Any concerns, you can speak to your social worker, teacher, or the designated teacher at your school.

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Contacts and Support:

For any further support please contact one of the VS team via email.

Name	Role	Contact
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Tracy Gillespie	Education Welfare Officer	TraceyGillespie@sthelens.gov.uk

