

PEP 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.

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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 attendees. Below this is the 'ADDITIONAL INFORMATION - MEETING NOTES' section, which includes a text area for notes and a section for arranging the next PEP meeting. The 'Details of this PEP' section shows the date of the current meeting as 16-Mar-2022 and the date of the next PEP review meeting as 30-06-2022.

Name	Contact details	Attended	Required copy of PEP	Email address
Child/Young Person	Child	Yes	No	
Designated Teacher				
Social Worker				
Carer				

ADDITIONAL INFORMATION - MEETING NOTES

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.

Details of this PEP

This meeting: 16-Mar-2022

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.

- 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)

- 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 displays the 'My Education' web portal. The top navigation bar includes links for Home, MyChildren, Attendance, Portal, Mail, EPEP, VirtualSchool, VSDirect, and Reports. The main content area is divided into two sections: 'CURRENT EDUCATION SETTING INFORMATION' and 'PASTORAL UPDATE'.

CURRENT EDUCATION SETTING INFORMATION:

- 1 School name:** Barrowby Southland School
- 2 School address/contact details:** 29 High Bank Road
- 3 Date started at present school:** 16/09/2021
- 4 Designated teacher:** [Blank field]
- 5 If yes, outline how the 25 hours are constituted at school please:** 5 hours per day at school

PASTORAL UPDATE:

- 6 How does the child/young person present in school on a day to day basis?** [Text area: Starts to happy in school always comes prepared and ready to start his lessons]
- 7 Snapshot of Attendance:** [Text area: Could be improved (55-60%)]
- 8 Snapshot of Behaviour:** [Text area: Could be improved]
- 9 Snapshot of Emotional health and Well-being:** [Text area: Could be improved]
- 10 Have you attached a print out of the most recent SDQ score and any other concrete measurement of emotional health for this academic year?** [Text area:]
- 11 What support is in place, or will be put in place, to improve attendance (if required)?** [Text area:]
- 12 What support is in place, or will be put in place, to help the child/young person manage their behaviour (if required)?** [Text area:]
- 13 If the child's emotional health has been noted as a concern please outline any steps being taken to address this.** [Text area:]

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.

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

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 placement	
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 Bobby Test Child 04-Jun-2008 at Barnsley Scotland School [9999] PEP meeting on: 15-Mar-2022
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%)	
18 Snapshot of Behaviour	20 Snapshot of Emotional health and Well-being
Could be improved	Could be improved
20 Snapshot of Emotional health and Well-being	21 If the child's emotional health has been noted as a concern please outline any steps being taken to address this.
Could be improved	
22 Have you attached assessment of emotional health and well-being?	

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.

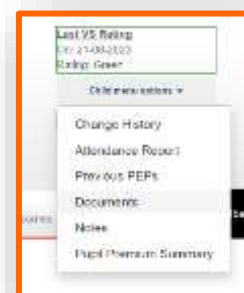
- Completed attainment data for each year and each stage
- Reports and monitoring documents
- High quality, detailed additional information
- Check EYFS, KS1 (including phonics) KS2 (including multiplication check) are all updated as appropriate.

The screenshot shows a digital form for 'My attainment'. It includes sections for 'Attitude to Learning' with dropdown menus for 'Subject' and 'Attitude' across 'Term 1 Autumn', 'Term 2 Spring', and 'Summer'. Below this is a section for 'Please provide current End of Key Stage targets', which is a table with columns for 'Subject', 'End Of KS Target', 'Year Level Child Is working At', and 'Progress Towards End Of KS Target' for each of the three terms. The subjects listed are Reading, Writing, Mathematics, [GPS] Grammar, Punctuation and Spelling, and Science. The targets are set to 'EXS' and 'Y2-'.

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



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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My attendance

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

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'.

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

The screenshot shows a web interface for 'My Targets /Outcomes'. It has a header 'REVIEWING AND SETTING TARGETS / OUTCOMES' with a user profile 'DT'. Below is a table for 'Previous Outcome/Targets' with columns: Outcome/Target, Why, How, Who will be responsible?, When, PP+ Cost, and PP+ agreed. A row shows 'Testing' with 'T' for Why and How, 'DT' for Who, '07-Jan-2022' for When, and 'No funding requested' for PP+ Cost. Below this is a 'Review Previous Outcome/Targets' section with a table for 'Outcome/Target', 'Achieved', 'Comments on actual Outcome/Targets', and 'Impact of funding'. A 'Review' button is present. At the bottom is a 'New Outcome/Targets' section with a table for 'Outcome/Target', 'Why', 'How', 'Who will be responsible?', 'When', and 'PP+ Request'. There are three 'Create' buttons on the left.

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)

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

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

The screenshot shows a web interface for VS Feedback. It features a grid of sections for providing feedback on various PEP components. The sections are organized into two columns. The left column includes sections for 'My Attendance', 'My Views, Wishes and Feelings', 'My Targets/Outcomes', 'Aspiration Pathway', and 'Previous Overall PEP'. The right column includes sections for 'My Attendance - comments from previous PEP', 'My Views, Wishes and Feelings - comments from previous PEP', 'My Targets/Outcomes - comments from previous PEP', 'Aspiration Pathway - comments from previous PEP', and 'Previous Overall Comments Feedback'. Below the grid, there is a section for 'RAG ratings pulled through from individual pages' with three rows for 'My PEP Meeting', 'About Me', and 'My Education'. Each row has a dropdown menu for selecting a rating and a button for providing comments.

- 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.



The screenshot shows two red buttons with white text that say 'Click' when completed. Below the buttons is a note that says 'Sign off buttons will appear once the DT and SW have signed off the PEP.'

The screenshot shows the WelfareCloud interface. It includes a navigation bar with 'LOGOUT', 'Home', 'MyChildren', and 'Attendance2'. Below the navigation bar, it says 'Personal Education Plan for Bobby Test Child ('. At the bottom, it says 'PEP MEETING ON: 15-03-2022' with a 'Change-meeting' link.