Nottingham City Personal Education Plan Policy and Guidance Notes- for children in care of statutory school age

1. Introduction

1.1. All children in care are required to have a Personal Education Plan (PEP). The PEP is a record of how professionals around the child will support and promote their educational outcomes and achievement and must detail the actions that need to happen to support the child to progress and achieve. The PEP should be an evolving record of what needs to happen for children in care to progress and fulfil their potential.

1.2. Nottingham City children in care are required to have a PEP within 10 days of them becoming looked after and the PEP should be reviewed and updated each term (Autumn, Spring and Summer). Where a Nottingham City child in care moves schools during the term, the new school, the child's social worker and Virtual School should consider whether the PEP needs to be reviewed at that time. The Nottingham City Virtual School use an electronic PEP format (ePEP), hosted by a company called Welfare Call.

1.3. The completion and quality of child's PEP is the joint responsibility of social workers, carers designated teachers and the Virtual School, the Virtual School having overall responsibility for quality assuring the PEP and reporting on PEP completion.

1.4. All professionals involved in the PEP process must ensure the child is involved in all stages of the PEP process and that their voice and views are obtained and considered in the termly completion of the PEP.

2. Access to the ePEP Portal

2.1. The Nottingham City Virtual School will open a PEP record on the ePEP portal for all children new to care and will record the name and contact details of the professionals involved and responsible for the PEP completion to enable them to gain access to the ePEP portal.

2.2. The child's social worker and designated teacher will receive an email notification from Welfare Call, inviting them to set up a log-in and password to access the ePEP portal in order to contribute to the PEP completion. Social workers and designated teachers **must** respond to this email notification so they are able to access the ePEP portal.

2.3. It is acknowledged that in some instances Family Support Workers are tasked with completing PEPs and for schools, SENCos or other support staff. Where access to complete the ePEP is required for professionals other than the Social Worker or Designated Teacher (DT), the latter must contact the Nottingham City Virtual School Administrator to arrange 'delegated access'.

2.4. For social workers and designated teachers that have existing access to the portal, any new children on their caseload will automatically be allocated to them within the ePEP portal.

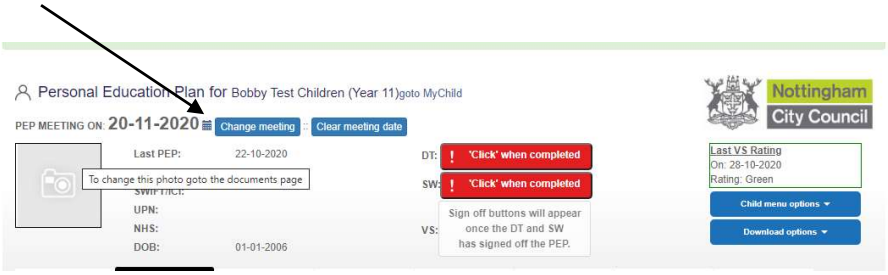
2.5. The Virtual School must be notified of any changes to allocated social workers and/or designated teachers to enable us to update access to the ePEP portal for the relevant persons.

Jasmin Howell, Head of Nottingham City Virtual School
October 2021

3. Creating an ePEP

3.1. The child's social worker is responsible for ensuring that a PEP is initiated within 10 working days of a child becoming looked after, and each term thereafter, inviting all the relevant professionals to contribute to PEP meetings.

3.2. Once the PEP date has been agreed the child's social worker is responsible for ensuring the date and time is recorded within the ePEP portal by selecting the calendar icon at the top of the ePEP form.



3.3. A pop up box will appear in order to record the date, time and venue of the PEP meeting. Social workers will also need to record the reason for the meeting in the pop-up box; this should either be recorded as: 'The first PEP meeting' if a child is new to care or an 'Autumn/Spring/Summer term Review Meeting', dependent on the term of the PEP being held.

3.4. Once the date and other details have been added a new ePEP will be created for that child.

4. The PEP completion process

4.1. There are specific tabs on the ePEP portal for different professionals to populate; social workers are required to complete the blue coloured tabs, designated teachers the red coloured tabs and the Virtual School the **black coloured tabs**.

4.2. It is **highly recommended** that some tabs are completed **before** the PEP meeting takes place; this enables the actual meeting to focus on the development of an action plan to support the child to progress and achieve. The key information populated in the tabs before the meeting, for example the child's attainment, progress and behaviour, can then be reviewed and considered during the meeting.

4.3. The ePEP Tabs:

- Within some of the ePEP tabs there are questions shaded with a grey background, grey shaded questions are automatically populated and therefore do not require populating.

- T**ab 1 'Instruction and Guidance'**: The Nottingham City Virtual School has saved relevant guidance and policies within this tab, for example the Pupil Premium Plus Policy.

- **Tab 2 'Personal Details':** The Virtual School are responsible for completing this tab, which consists of the child's key personal details such as their full name ethnicity, date into care etc.

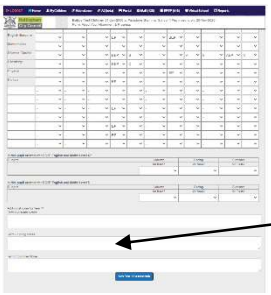
- **Tab 3 'Care Details':** The child's social worker is responsible for completing this Tab before the meeting. This tab consists of information pertaining to the child's care such as the details of the

child's social worker and Independent Reviewing Officer and emergency contact information. Some of this tab will be pre-populated with information by the Virtual School.

- **Tab 4 'Access to Education':** The Virtual School are responsible for completing this tab, which consists of key educational information regarding the child in care.

- **Tab 5 'Education Provision':** The Virtual School are responsible for completing this tab, this is where the specific details about the child's current education provision is recorded. There are some mandatory questions within this tab, which must be completed in order for the PEP to be marked as complete. For children in care who attend more than one education setting, details about the education provisions and the child's weekly timetable should be included within this section.

- **Tab 6 'Attainment and Progress':** The Designated Teacher (DT) is responsible for completing this tab and it should be completed before the PEP meeting takes place. If Teacher Termly Assessments have not been completed before the PEP meeting has been scheduled, the DT can go back into the ePEP once they have the results to populate Tab 6. Please note the PEP will not be signed off as complete by the Virtual School if children's attainment and progress information isn't populated on Tab 6. In addition to the attainment and progress data, it is very useful for DTs to add notes each term in respect to how the child has achieved and progressed in the relevant text box within this tab:



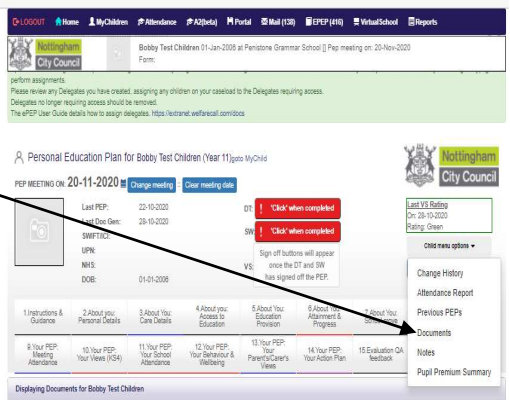
- **Tab 7 'School Moves':** The Virtual School is responsible for completing this tab and it will be completed before the PEP meeting only if a school move is applicable. It is therefore important that the VS is notified of any plans for a child in care to move schools.

- **Tab 8 'Educational Needs':** The Designated Teacher is responsible for completing this tab and ideally it should be completed prior to the PEP meeting takes place. This tab is for recording any special educational needs the young person has.

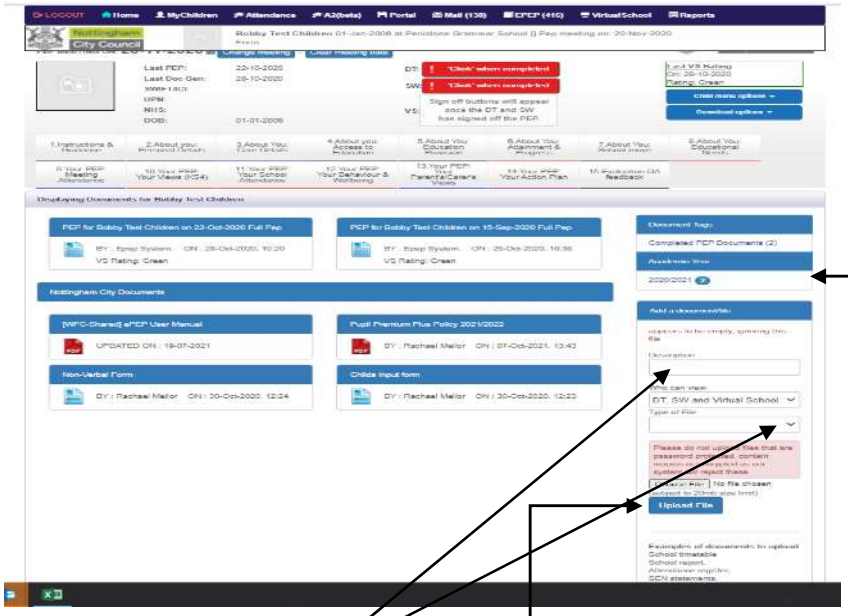
- **Tab 9 'PEP Meeting Attendance':** This tab is to be populated at the PEP meeting and should be completed by the social worker. A record of attendees must be recorded in this tab. The Virtual School reports on attendances at PEP meetings so it is particularly important that questions 4 (child's attendance at the PEP), and question 6, Virtual School rep attendance at the PEP, is completed.

- **Tab 10 'Your PEP, Your Views':** This tab should be used to record the child's views, which is an important part of PEP completion. It is the responsibility of the Designated Teacher to populate the child's views on the PEP, however, if the child is not in a school the social worker should ensure the child's views are obtained and recorded in the PEP. This tab consists of questions that children can answer directly onto the ePEP template, alternatively DTs can use their own forms or templates to record the child's view and upload this to the ePEP as follows:

a) Click 'child menu options' from the top right of the screen and select 'documents:

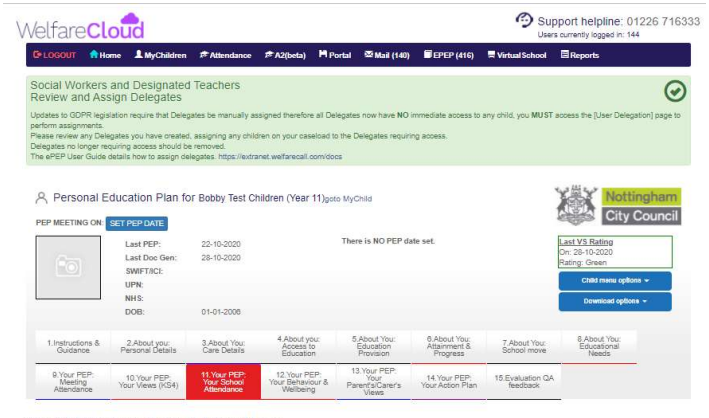


b) Scroll to the bottom of the screen and locate the 'add a document/file' box at the bottom right:



c) Give the document a title- be sure you include 'child's views' in your title, select the type of file from the drop down ('From Child') is the most appropriate option for uploading the child's views' and then upload the file.

- **Tab 11 'School Attendance':** The Designated Teacher is responsible for completing this Tab- and wherever possible it should be completed prior to the PEP meeting taking place and reviewed at the PEP meeting. Attendance reports for the academic year can be accessed via the ePEP portal by selecting 'Attendance Report' from the drop down menu of the 'child menu option' at the top right of the page.



Your PEP: Your School Attendance

Jasmin Howell, Head of Nottingham City Virtual School
October 2021

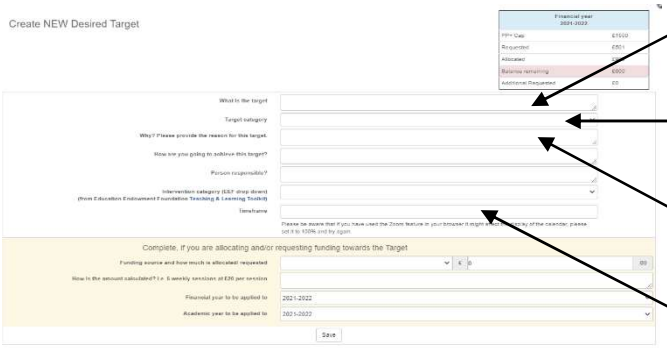
- **Tab 12 'behaviour and wellbeing'**: The Designated Teacher is responsible for completing this tab prior to the PEP meeting taking place, and what has been recorded should be reviewed and considered at the PEP meeting. This area is used to record the detail of the young person's behaviour and social and emotional needs.

- **Tab 13 'Parent/carer's views':** This tab is for recording the view of the parent/carer in respect to the child's education and learning. Parent/carers are not provided logins to the ePEP portal, it is therefore the responsibility of the social worker to obtain and record their views either prior to the PEP meeting, or at the PEP meeting. The responses should be reviewed and considered at the PEP meeting and consideration as to whether any actions are required based on the parent/carers view.

- **Tab 14 'PEP Action Plan':** This tab is colour coded purple because it is the responsibility of all parties involved in the PEP meeting to ensure that a SMART plan is put in place for the young person, that details the actions and interventions that need to happen to support the child to achieve and progress.

- The PEP action plan tab will display all the previous targets set for the child at previous PEP meetings, where earlier PEP meetings were held. Any previous targets must be reviewed before creating a new action plan for that term, by selecting the 'review' under the 'review previous targets' section.

- Once the previous targets have been reviewed any actions that were not complete can be added again to the new target section of the action plan, along with any new targets being set. To add targets to the action plan select 'create and a new sheet will appear to add the target as follows:



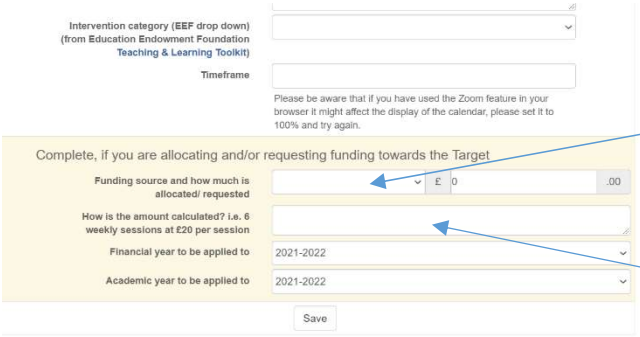
This a free text box in order to write exactly what the target is.

Choose the target category from the drop down menu options.

Record why this target has been set/ the objective what you hope will be achieved.

The timeframe for the target is important, particularly if Pupil Premium Plus (PPP) is being requested for this target. For PPP to be agreed the intervention and action must relate to the term of that PEP meeting. For example if this is a Summer Term PEP and the action is to provide maths booster sessions which needs to be funded, the time frame must be recorded within for a date in the summer term i.e. April-July for the funding to be agreed. If the intervention is not taking place until the Autumn Term, then funding for that intervention will be considered as part of the Autumn term PEP.

- If PPP funding is required for an action set within the PEP, the yellow funding box must also be populated. All funding requests made within the ePEP are reviewed by the Virtual School Head for a decision to be made (please refer to the Nottingham City Virtual School Pupil Premium Policy for further information).



Select the funding source for the action here, there are 4 funding source options to choose from: 1) EHCP funded, 2) PPP funded, 3) additional PPP funded and 4) school funded. If PPP is being requested and the amount required is £500 or less then select 'PPP' as the funding source, if the amount required exceeds £500 select 'request additional PPP' as the funding source.

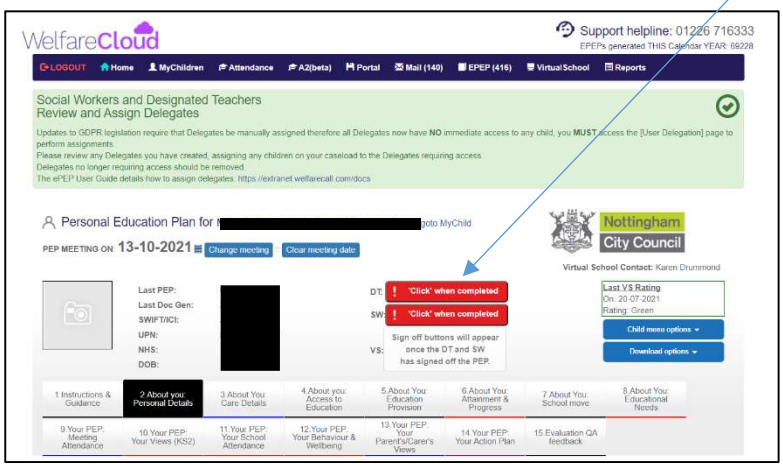
- It is important to record how the amount of funding being requested has been calculated in this box, for example if the action is for 10 English booster session and the cost is £100, you would record 10 x sessions at £10 each.

- **Tab 15 'Evaluation QA feedback:** The Virtual School is responsible for populating this tab, which consists of feedback on the quality of the PEP- further information in respect to finalising and quality assuring the PEP is detailed below.

5. <u>Finalising and quality assuring the PEP</u>

5.1. Once all the information for each tab, detailed above, within the ePEP has been populated, the PEP meeting has taken place and an action plan agreed, both the social worker and designated teacher need to sign off the PEP as 'complete' to enable the Virtual School to quality assure and finalise the PEP.

5.2. There are tabs at the top of the ePEP form that the social worker and designated teacher must select to indicate the PEP, and the tabs they are responsible for, are complete. When the ePEP is populated in full and all the mandatory questions have been answered the sign off tabs at the top of the ePEP form will appear, stating 'click when complete' like this. Once the social worker and designated teacher have selected their respective tab to indicate completion the PEP will be released to the Virtual School for quality assuring. The PEP will not be released to the Virtual School until both professionals have activated their completion tab, and the PEP will only be considered as finalised once the PEP has been quality assured; **it is therefore important that the completion buttons are clicked once the ePEP has been populated.**



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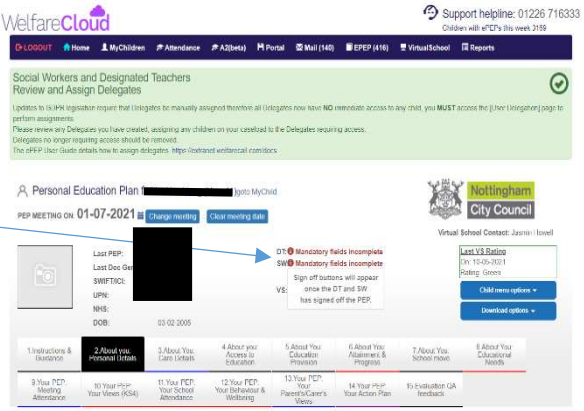
October 2021

5.3. Sign off tabs will not appear if there are mandatory questions within the ePEP that have not been populated. All mandatory questions sit within a red box for easy identification. If mandatory questions have not been answered the social worker and designated teacher sign off tabs will state 'mandatory fields incomplete'. By hovering over the sign off tabs it will tell you what mandatory questions need completing.

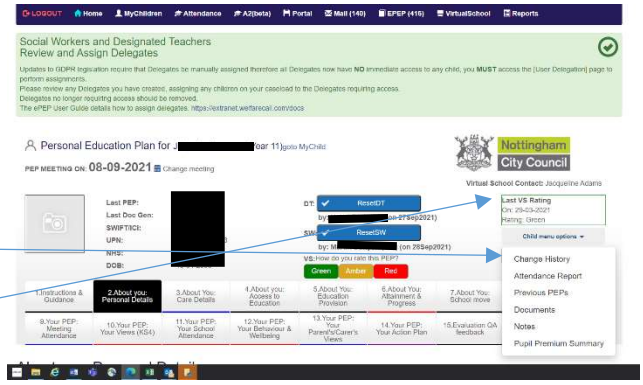


5.4. Once the social worker and designated teacher have signed off the PEP as complete it will be released to the Virtual School to quality assure and provide a RAG rating indicating its quality. The tabs for completed and signed off PEPs awaiting quality assurance from the Virtual School look like this:

5.5. All completed and signed off PEPs will be quality assured by a representative from the Virtual School. There are 4 key areas that are considered as part of the Virtual School's quality assurance of completed PEP; 1) evidence that the pupil's voice has been obtained and considered, 2) that the PEP includes up-to-date attainment information Teacher Termly Assessment, 3) that there is a SMART action plan to support the pupil to achieve and 4) that the pupil's behaviour and wellbeing needs have been considered. A quality rating is provided for each of these 4 areas.

5.6. The absence of up-to-date attainment information (when there is no reasonable reason for this, for example if a child is new to the country and no assessment has been completed) and no SMART action plan in place will result in the PEP being rated 'Red'- inadequate. Social workers and designated teachers will be alerted of 'red' rated PEPs through an email notification direct from the ePEP system. All PEPs rated 'red' **need to be rectified before the end of the term the PEP relates to, failure to bring the PEP up to the required standard by the end of term cut-off date will result in the PEP being reported as non-compliant** as it will not be counted as a valid PEP.

5.7. Once a PEP has been quality assured and finalised by the Virtual School as valid, the e-version of that PEP will form a pdf document, which will be available to download from the child's ePEP record, a new e-version PEP will then be generated for completion in the new term. Finalised PEPs can be downloaded by selecting the 'Child menu option' in the top right of the ePEP form. The RAG rating details of the previous PEP can also be seen in the top right of the ePEP form:



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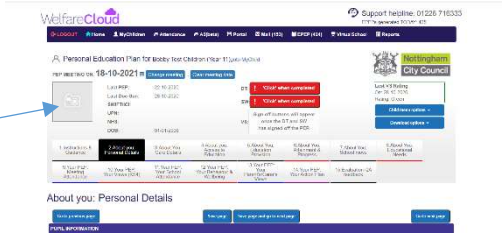
6. Other considerations

6.1. **PPP funding after a PEP meeting has taken place:** The Virtual School understands there may be occasions when the ePEP for that term has been finalised and then matters arise which requires further funding to support the educational needs of the child. If a PEP has been finalised, schools can still request funding within that term using the newly generated ePEP form. As described in paragraph 5.7 above, finalised ePEPs are converted into a Pdf document and a new ePEP form generated, if further funding is required thereafter the designated teachers can simply create an action within the new ePEP form, indicate the funding required and the request will be flagged with the Virtual School Head for consideration.

6.2. **PEP compliancy Reporting:** The Virtual School has a statutory duty to monitor and report on PEP completion for its children in care. At the start of each term the Virtual School Data Officer will generate PEP completion reports for the previous term using the ePEP portal. Reports consist of the number and percentage of PEPs that were finalised in the last term and their quality rating. The number of children that did not have a PEP in that term will also be reported. Children and young people that have up to date personal education plans are better supported to progress and achieve. The Virtual School therefore follows up on any children that haven't had an up to date PEP meeting and reports on the reasons for this, as it is our ambition that every Nottingham City child in care will have a PEP that is updated termly .

6.3. **Personalising the child PEP:** The PEP document is the child's record, detailing the plan and actions required to support them to achieve and meet their potential. Adding a photograph of the child makes the record personal to them, we therefore encourage schools to upload a picture of the child to their plan:



6.4. **PEPs for children in Year 11:** currently only PEPs for children of statutory school age are included within the ePEP portal. Social workers and designated teachers should therefore download the pdf version PEPs for all children in year 11 prior to them completing statutory education and save them to their relevant systems.

6.5. **Delegating access to the ePEP:** In some instances the designated teacher will not be the staff member who facilitates the PEP meeting, and therefore they may need to delegate their access and responsibility for completion of the PEP to another member of staff. To delegate access to another member of staff for specific pupils contact the Virtual School.

6.6. **Temporary access**: In some instances it may be useful for student social workers and AP providers to have access to the PEP for children they are supporting. Temporary access can be provided for a limited period, usually until the end of the academic year due. Contact the Virtual School if temporary access is required.

6.7. **Further support and training:** The Virtual School delivers virtual training on using and navigating around the ePEP portal. In order to book on the training or for further information in respect to the ePEP please email: thevirtualschool@nottinghamcity.gov.uk

End.

Jasmin Howell, Head of Nottingham City Virtual School
October 2021