

Virtual School Guidance for Schools

Completion of the EPEP for Children in the Care of Tower Hamlets

1. DfE Statutory Guidance on Designated Teacher (DT) responsibilities

The PEP (Personal Education Plan) meeting is a statutory requirement for all Looked After Children (LAC) and an integral part of their care plan.

It must be initiated within 10 working days of the start of the first care placement and available for the first working LAC Review which takes place after 20 days. Subsequent PEP reviews must take place termly.

The Tower Hamlets PEP and the agreed procedures for its completion are informed by two statutory guidance documents issued by the DfE:

The designated teacher for looked-after and previously looked-after children Statutory guidance on their roles and responsibilities (February 2018)

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

and

Promoting the education of looked-after children and previously looked-after children (February 2018)

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Designated Teachers for Looked After Children should have a copy of the statutory guidance relating to their role and be familiar with its contents.

2. EPEPs

Tower Hamlets Virtual School introduced an electronic PEP (Personal Education Plan) or EPEP for all our pupils in April 2017. This is expected to be an evolving, comprehensive, and enduring record of our pupil's experience, progress and achievement and is accessible to all professionals involved in their education. All related assessments, documents and examples of work can be saved on to EPEPs.

We give EPEPs a RAG (red, amber, green) rating to ensure that the final document gives a detailed picture of our pupil's achievements and potential barriers to their learning. To do this we need EPEP information completed within specific timelines and supporting documents uploaded to the EPEP system. We greatly appreciate your support in this matter.

Our teachers are available to provide advice and guidance by phone or in person. As a team we also offer regular training for DTs in completing EPEPs. Further training will be offered in understanding the impact of early childhood adversity and trauma. This guidance, including the three appendices, will supplement the direct support available from the Virtual School team by providing a first point of reference.

3. Using the Welfare Call website - <https://extranet.welfarecall.com>

Welfare Call administers the website through which designated teachers and other staff in school complete the information required for the EPEP.

Logging-in

As soon as a pupil of school-age becomes looked-after, the Virtual School provides the pupil's details to Welfare Call who in turn emails (epep@welfarecall.com) the designated teacher with their log-in details for the site. This is actioned immediately so that schools can complete the initial sections of the EPEP within the 10 days required by the statutory guidance.

Welfare Call advises users of their portal to access the site via the browser Google Chrome rather than Internet Explorer so that the EPEP website works quicker. Once you are on the site and have clicked on the tab **EPEP log-in** you will be asked to enter the log-in details you have received.

If you believe that you have not been sent a username and/or password or are having technical difficulties with the site please contact Welfare Call directly by phone (**01226 716233**) or email (epep@welfarecall.com).

Completing relevant sections of the EPEP

Once you are logged-on, the site is easy to navigate. To complete an EPEP, click on EPEP on the navigation bar at the top right of the screen. If you have only one pupil allocated to your account you are taken immediately to that child's EPEP document. If you have more than one pupil linked to your account, when the EPEP button is clicked, you are taken to the EPEP summary page with links to all your Looked after Children. (LAC)

Once you are in a pupil's EPEP, you will see the sections of the document numbered 1 to 14.

The section tabs are colour-coded according to who completes them: **red (designated teacher)**, blue (social worker), purple (either designated teacher or social worker) and black (Virtual School teacher).

DTs must also sign their names in Section 14.

Important - Save your information!

When completing a section of the EPEP please be aware that you need to save the information you have entered before clicking on a different section.

The system does not save automatically.

At the top and bottom of every form within the EPEP there is a 'save page' and 'save page and go to next page' button which must be pressed in order for any changes and updates which you may have inputted to be saved correctly.

If you are away from your computer or take a phone call, always click the 'save page' button first, as you could be timed-out of the site and lose any new information.

4. Completing the initial sections of the EPEP:

Section 1 - Education & SEND Details and Section 3 -Progress & Attainment

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1. Education & SEN Details	2.SEND	3.Progress and Attainment	4.Pupil Voice KS4	5.Attendance Records	6.Careers Information, Advice and Guidance	7.KS4 Transition	8.Record Of The PEP Meeting
9.Pupil Details	10.Carer/ Parent Views	11.SDQ	12.Planning For A School Move	13.VS Feedback	14.Signing Off		

10 day turn around

Key information about a child’s attainment, their education provision and their progress must be provided prior to the PEP meeting via their EPEP within 10 days of their entry into care.

This will be reviewed and updated within the first 10 days of each term regardless of the date of the scheduled PEP meeting. This information needs to be entered in sections 1 and 3 (Education & SEND Details), and (Progress & Attainment) as shown above. There is an additional SEND section for LAC working below national curriculum levels.

Delegation

You may want to delegate parts of the EPEP to be completed by the SENCO or the pupil’s class or subject teacher. This can be done by accessing the section called ‘DT Delegation’.

Call Welfare Call for support.

Please be aware that it still the responsibility of the DT to ensure that the EPEP is completed fully.

Involvement of other staff in the school

The DfE requires the information in the PEP to demonstrate a “personalised approach to teaching and learning that meets the child’s identified educational needs, raises aspirations and builds life chances”.

Therefore it is likely that in order to complete Section 1 satisfactorily, DTs will need to liaise with other colleagues in the school, SENCO, class teachers, learning mentors and administration staff.

The class teacher (primary) or English and maths teachers (secondary) need to review progress against the learning targets set the previous term (or record 'new into care' if applicable); provide examples of pupil's writing (English) and a marked maths assessment and confirm new learning targets for the current term.

These targets are key to the pupil's progress and it is good practice to discuss and clarify them with the pupil during the meeting. Other targets can be also recorded.

If the pupils are working below national curriculum levels or attend a specialist school Section 2 needs to be completed.

Reporting attainment and progress

Please complete section 3 with the current data available on your school system, even if this has been recorded at the end of the previous term. Do not wait for a data drop later in the term.

The Virtual School sets aspirational targets based on previous key stage attainment. Please can you enter this information in the correct tab. i.e. EYFS, KS1 or KS2 SATS.

SEND attainment below national curriculum levels should be recorded in the text boxes below.

The drop-down boxes in Section 3 require DTs to choose from a limited range of options to confirm attainment levels and grades.

For pupils in key stages 1 and 2, we ask designated teachers to confirm which year they are working on within the National Curriculum programmes of study and the level within that year. For example, a pupil could be in year 6 but working at year 4-developing.

For pupils in KS3 and KS4, we ask designated teachers to confirm pupils' attainment by choosing the GCSE grade from 0 to 9 they are currently working at (e.g. 3) and indicating the level within that grade by confirming a fine grading (e.g. 3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 or 3.9). Please be aware that the grade chosen should reflect the pupil's current attainment and **not** their 'on track to achieve' (projected) grade for the end of KS4.

We appreciate that this will not be in line with the assessment policy of every secondary school. In these cases, we ask that the subject teachers/Heads of Departments in each of the core subjects provide a 'best fit' GCSE grade which best reflects the pupil's current attainment and will allow the Virtual School to gauge progress against the pupil's outcomes at KS2.

5. Section 13 - Feedback from the Virtual School teacher

The Virtual School teacher allocated to each pupil reads the information supplied by the school in sections 1, 2 (if applicable) and 3. They record feedback and raise any questions in section 13 before the PEP meeting takes place.

The VS teacher will also suggest areas for discussion at the meeting and ask how and when the pupil will be participating. The feedback is completed within the first 15 days of term and is intended to contribute to the discussion at the PEP meeting.

6. Scheduling the termly PEP meeting

For pupils who are new into care their first PEP meeting should be held as soon as possible i.e. within 20 days of their entry to care. LAC with an existing PEP should have a termly review (within 4 months).

The Virtual School asks designated teachers to avoid scheduling review meetings during the first 3 weeks of term to ensure that key information has been entered on the EPEP and feedback from the Virtual School has been provided. Similarly we ask that PEP meetings take place before the last two weeks of term to allow designated teachers to complete the final sections of the documentation within the term. Given the Spring term is significantly shorter than the Autumn and Summer terms, we accept that meetings may need to take place in early January or late March.

Dates for subsequent meetings are normally agreed at the end of the PEP meeting and recorded in the 'Record of PEP meeting'. It is the responsibility of the DT to organise the next PEP meeting.

7. Preparing for the PEP meeting

Section 4 - Pupil voice

Looked after children often say they have no agency in their own lives. Some feel strongly that they should not be treated differently to their peers. This may result in pupils responding negatively to the PEP meeting, even refusing to attend. Younger or less confident pupils may not have the ability to contribute to the meeting unless they are supported. Yet pupil participation is key to an effective PEP meeting, particularly to the targets themselves.

For these reasons it is crucial that the designated teacher or the key adult in the school meets with the pupil beforehand to discuss how they will participate and to help prepare them for the meeting. This may involve identifying a piece of work they are proud of and would like to talk about at the meeting. If the pupil is not happy to speak or even attend, then the pupil can be supported to put together a presentation to be shared at the meeting.

Section 4 of the EPEP needs to be completed with the pupil. It is important the pupil has an opportunity to reflect on what is going well for them at school and what support they may need to achieve their ambitions.

Section 5 - Attendance, including exclusions

Research shows that for every 5% of possible school sessions missed due to unauthorised school absences, children in care scored over two grades less at GCSE. Discussion at the PEP meeting between professionals, the carer and the pupil and any targets agreed need to be informed by full, accurate and up to date information on attendance entered in Section 6 (questions 1 to 4).

The Virtual School asks the designated teacher to alert us as early as possible and not wait until the PEP meeting if there is any risk of multiple fixed term exclusions or a permanent exclusion. This will trigger discussion of additional support to prevent further deterioration.

If a pupil has been excluded, the exclusion letter should be uploaded on the Welfare Call.

Section 6 - KS4 transition

Pupil's KS4 option choices need to be discussed in full at the PEP meeting before final KS4 courses are confirmed. Option choices should be an agenda item in all three termly meetings of the final year of KS3. In the summer term, the final choices as confirmed at the PEP review should be recorded on the EPEP.

Section 7 - Careers advice, Information and Guidance (CIAG)

For pupils in Year 8 and above, all fields in Section 7 should be completed, even if the entry is N/A. Details of all CIAG provided should be recorded, including class or year group support in tutor group sessions or assemblies.

Please note that the Virtual School expects that all our pupils in the process of choosing their KS4 options will have one to one discussion and support from an adult within the school. In KS4 we expect pupils to have 1 to 1 support from a specialist careers adviser. We recommend schools working to the Gatsby benchmarks.

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Sections 9 – 12

These are completed by the Social Worker and can be discussed at the PEP meeting. We appreciate the school's knowledge and support in this matter. It is the responsibility of carers and social workers to complete applications for secondary schools.

8. The PEP meeting

Chairing responsibilities

It is the role of the DT to chair the PEP meetings and record the key discussions in the Record of the PEP meeting. Schools are asked to provide copies of the paperwork for participants, including subject report/round robin comments and attendance reports. It is helpful if a class teacher or learning mentor can attend to share their knowledge. Virtual School teachers can support chairing initial PEP meetings.

An agenda drafted by the Virtual School is available as a separate document for schools to use/amend as appropriate. Please see Appendix 2.

9. Target setting and desirable outcomes

Academic targets

These are the learning targets for English and maths that the subject or class teacher has recorded in Section 1.

Desirable outcomes – EOY and personal goals

We also require final and overarching PEP targets to be agreed at the PEP meeting. The English and maths learning targets can be incorporated within the end of year target.

Other outcomes that reflect the discussion at the meeting, including pupil's future aspirations and career goals can be agreed. These could include

- involvement in and out of school
- community based learning
- leisure activities
- their social development and emotional wellbeing
- behaviour
- attendance.

Not all targets will fall within the remit of the school to organise and may fall to the carer or social worker to support, for example the pupil's engagement with the wider community.

All agreed outcomes/targets should be SMART (**s**pecific, significant, stretching, **m**easurable, meaningful, motivational, agreed, **a**chievable, action-orientated, realistic, **r**elevant, result-orientated, **t**ime bound) and meaningful to the pupil.

Examples of targets are given in Appendix 3.

Accountability

The PEP targets must be supported by actions from professionals. These should be agreed at the meeting and be time limited. The designated teacher is responsible for following up actions with colleagues within school between meetings and for reviewing progress against them before the next meeting.

10. Finalising the EPEP – completing the remaining sections and quality as assurance

Record of the PEP meeting and Pupil Premium Plus (PP+)

This is the most important section of the document and needs to be completed carefully and in full. It is here that agreed targets/outcomes, timescales and use of PP+ is recorded. It should also explain the thinking that has informed the target setting and any other important information recorded.

The designated teacher is asked to complete sections 1 to 8 and sign off the document in section 14. Then click on the **Click when complete!** button on the top right of the home screen. This should be done as soon as possible and no later than 10 days after the meeting.

We ask DTs to provide a copy of Record of the PEP meeting for carers.

Quality assurance

After the PEP meeting the Virtual School teacher for the pupil continues to monitor the completion of the document and to advise the designated teacher on any issues if guidance is needed. If the whole document is not complete or cannot be rated 'good' for any other reason 10 days after the meeting, the Virtual School teacher will send a final email specifying the work that should be done to bring it up to standard.

The Virtual School teacher will give the final RAG-rating on the document within 15 days of the meeting. If the RAG-rating remains at 'requires improvement' or 'inadequate' at this point despite the advice and reminders given, the document will be forced complete and no further input will be possible.

The Virtual School regularly moderates the RAG-ratings for EPEPs and seeks to include designated teachers, social workers and counterparts from other virtual schools in the process. If you would like to participate, please let us know.

11. Communication with head teachers and governing bodies

The Virtual School acknowledges and celebrates good practice in relation to the support for looked after children. We will email to say thank you to Head Teachers where our pupils have had 'green' EPEPs.

**Virtual School for Looked after Children
London Borough of Tower Hamlets
April 2022**

Appendix A

Overview: The Designated Teacher's responsibilities for EPEP

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1. Education & SEN Details	2. SEND	3. Progress and Attainment	4. Pupil Voice KS4	5. Attendance Records	6. Careers Information, Advice and Guidance	7. KS4 Transition	8. Record Of The PEP Meeting
9. Pupil Details	10. Carer/ Parent Views	11. SDQ	12. Planning For A School Move	13. VS Feedback	14. Signing Off		

1. Within first 10 days of each term or of the pupil coming into care:

- Liaise with class/subject teacher(s) to update education and SEN details (Sections 1 and 2) and attainment data (Section 3) of the pupil's EPEP on the Welfare Call site (www.welfarecall.com); **Use current data available. Do not wait for end of term data drop.**
- Co-ordinate with social worker, Virtual School teacher and relevant professionals within school or from external agencies to confirm date and time of PEP Review meeting.



2. 5 to 10 days before termly PEP Review meeting:

- Meet with pupil to complete Pupil Voice (Section 4); provide attendance figures (Section 5) confirm KS4 options and Careers Information Advice and Guidance (Sections 6 & 7, Years 8 to 11 only) on the pupil's EPEP on the Welfare Call site (www.welfarecall.com).



3. Chair the termly PEP Review meeting:

- Facilitate pupil participation in part or all of the PEP meeting;
- Provide copies of relevant paperwork – round robin/teacher reports etc;
- Ensure full discussion of relevant information and review of pupil's progress against targets set at previous PEP meeting;
- Agree new /revised short, medium and long term SMART targets, including end of year attainment target(s);
- Set date for next term's PEP Review meeting.



4. Within 10 days of the termly PEP Review meeting:

- Complete final sections of EPEP documentation – Record of Meeting (Section 8) and Signing Off (Section 14) on the pupil's EPEP on the Welfare Call site (www.welfarecall.com);
- Ensure all relevant documents are uploaded on Welfare Call site.
- Click **! Click when completed** bar at the top of the Welfare Call page.

Print out a copy of the Record of the PEP Meeting for the carer.

Appendix C: Examples of desirable outcomes on Record of PEP meeting.

SMART target ensure pupils can understand what is needed to achieve					
Outcome/target	Why	How	Who	When	PP+ Request
90% of calculations and working out will be correct in Maths.	XXX could achieve Yrs. 6 secure by the end of the year if they can stop making simple calculating mistakes	Work more slowly and take time with reading the questions. Teaching assistant support XXX in 1:6 group for 1 hour per day.	LAC/TA	00.00.00	Teaching assistant support 1:6 group for 1 hour per day, daily, for 13 weeks in autumn term and 5 weeks spring term until next PEP. Cost = 18 weeks x 5 hours x £20 ph. = £1800 divided by six pupils = £300
Short term. Read two classic books at home chosen by the class teacher by the end of term.	To widen range of reading genre and to be able to recognise different styles of writing	CT and XXX to choose books to buy and XX to keep.	CT/XXX	00.00.00	£20

Raise the level of attainment in Maths. XXX is to achieve greater than Level 2 in the February GCSE Mock Exams.	XXX has not made the expected progress in Maths. Maths 1:1 tuition XXX achieved Level 2 at the end of Year	Maths tutor will liaise with XXX's Maths teacher to ensure that the work being completed is appropriate, consolidates XXX learning and provides stretch and challenge whenever possible.	VS to arrange tuition ASAP	00.00.00	PPP to be paid directly to agency
Long Term: Maintain XXX well-being by being able to being able to explain/describe how they feel.	XXX needs to feel confident with own skills to cope when upset/sad/ feeling overwhelmed.	XXX is being mentored by a Coaching Mentor to manage friendship issues and well-being. Daily check in with learning mentor 10/12 mins daily	Mentor 1:1 sessions for 10 weeks and TA support	00.00.00	1 hr for check-in + 30 per week =£30 x 10 wks. = £300
Long term:XXX to show that they understand about personal space and appropriate behaviour around adults and peers.	XXX will not get upset if someone asks them to give them some space and will move back 2 paces.	XXX to attend a small social group 1x weekly run by HLTA	DT/HLTA 1xweekly 30 minutes + planning time for 13 weeks	00.00.00	13 x 20 = £260/2 = £130 PPP = £130
Medium term. I will complete a personal statement by half term and application form to work in (career specific) or work in (career field)	I will be aware of possible pathways to career as....., what qualifications/grades required, what further steps required/useful.	Find out what skills and qualities required to work as a particular role or work in a particular field; find out what qualifications/grades required; find out about university etc..	Pupil/careers advisor/FC/DT/	00.00.00	N/A