Before the meeting the following must be completed:

- **Section A** by the Child’s Social Worker
- **The Views of the Child**, supported by the Designated Teacher (or appropriate school staff member)
- **Section C** by the Designated Teacher including draft targets
- **Section D** by the carer (optional)

**Section A – Social Worker Section**

**Personal Information**

Most of this section will have already been completed by the Virtual School with data extracted from CCM. If any information is incorrect please notify the Virtual School as it will need to be updated in the system’s core data.

**Care Information**

Part of this section will have already been completed by the Virtual School however all sections **must be checked and completed or updated before every PEP Meeting**. If the question is not applicable please enter n/a.

**Education Information**

If a change of school is planned please enter the relevant information in this section. Please note that **if a change of school is planned you must consult with the Virtual School**.

If the child has already moved school, and the details have not been updated in ePEP, please email the following details to the Virtual School at educationsupport.cs@dudley.gov.uk or telephone 01384 813494:

- Name and address of school
- Name and email address of the designated teacher
- Date the child left their previous school/setting and
- Start date at new school/setting

**Key Contacts**

This section is for reference only and indicates who has access to the child’s record. You may request access to the child’s record for other professionals by contacting the Virtual School directly.
Section B - The Views of the Child

It is essential that the child is at the centre of the PEP process and has the opportunity to contribute towards their PEP in the most appropriate way.

Usually schools are expected to meet with the child before the PEP meeting and ensure that the child’s contribution and the response to it is recorded in the PEP.

Any method to gain and record views is acceptable. For example:

- Completion of Section B (via the child’s module)
- Completion of Section B (direct input in the PEP)
- SEN questions/ Early Years Child’s View (on the PEP View page)
- Separate document/photos/video attached
- Child present at meeting / part of the meeting and their views recorded in the meeting section

The method of capturing the child’s views must be recorded in the Meeting Section along with your response which may also be reflected in a target(s).

Section C - Designated Teacher Section

Attendance

- Add the % attendance in the current year
- If attendance is below 95% please give reasons
- Add % of any unauthorised absence
- If you have concerns about the child’s attendance please contact your school’s named advisor

Timetables & Alternative Education

- The first 2 radio button questions on this page are mandatory
- The rest of the page should only be completed if the child is on a part time timetable or education off site for all or part of the week

Exclusions

- The first radio button question on this page is mandatory
- Details of exclusions should be entered as soon as they occur
- Do not wait until the next PEP to add an exclusion
- Ensure that details of education and support provision are recorded
Previous School Settings

You cannot change anything on this page, however if you believe that any information is incorrect please email the Virtual School at educationsupport.cs@dudley.gov.uk with the correct information.

Early Years Attainment

To enable the discussion about the child’s progress to take place you must complete this section before every PEP meeting.

Attainment Levels and Progress (years 1-13)

To enable the discussion about the child’s progress to take place you must complete this section before every PEP meeting.

If you do not have formal assessment data for this term please ask the class/subject teacher to make a professional judgement on the attainment and progress of the child at that moment in time. You can update this section with any formal assessment data if/when it becomes available.

Current Attainment describes the attainment level of the child based on national expectations for their age.

Personal Progress describes whether the child has made progress since their last PEP. This should be based on how you would expect this individual child to progress taking into account their abilities, needs and support provided.

KS1 and KS2:
- Enter data for Maths, Reading and Writing.
- All other subjects and schools internal data are optional.

KS3:
- Enter data for English and Maths;
- All other subjects and schools internal data are optional.

KS4:
- Enter data for all options taken;
- Enter the current GCSE ‘working at’ grade in the ‘School’s internal data’ text box.

Post 16:

Enter all subjects studied
SEND

- The **first 2 radio button questions** on this page are mandatory.
- If you identify a child as amber or red on the ‘emotional health and well being’ question (in the next section) they should also be identified here as SEND. This may also apply if you have significant concerns about a child’s behaviour.
- The rest of the page must be completed if the child has been identified as having SEND and/or an EHCP.
- **All relevant documents must be attached** e.g. EHCP, EHCP Review, SEN Support Plan/IEP, completed referral/application forms etc.

Health and Emotional Well Being

- **All questions, except the one relating to SDQ scores, on this page are mandatory.**
- Ensure that a child who has social, emotional and/or mental health issues is also identified as SEND in the previous section along with details of how they are being supported.
- Provide details of any referrals eg timescales, progress, name of service referred to etc.
- **All relevant documents must be attached** e.g. completed referral/application forms, EP/Counselling reports, assessment reports etc.
Targets

- Draft Targets must be set by the school before the PEP Meeting.
- All targets must be discussed and agreed at the PEP Meeting. They can be updated at or immediately after the meeting.
- Targets will usually be set termly.
- A target must be set each term relating to the child's progress in maths/numeracy and English/Reading and Writing.
- Pupil premium expenditure must be identified by setting (a) target(s).
- Requests for additional funding are made by setting a target.
- All targets should be S.M.A.R.T.: Specific, Measurable, Attainable, Realistic and Timely.
- Once a Pupil Premium Plus funded / Additional Funding target is fully populated and saved it must be submitted to the Virtual School for approval. If it is not submitted it may not be processed.
- Additional funding application targets must be approved by the Virtual School before any funds are released.
- Pupil Premium Plus will normally be paid at the end of each term. However, if the Virtual School has concerns about how a school is using it, the payment may be withheld. You will be contacted by someone from the Virtual School before this happens.
- All targets must be reviewed at the PEP meeting. This must include a short written summary describing the impact of the target. Schools may complete the review beforehand and update it if additional observations are contributed at the meeting. The outcome of a target will often have a bearing on the next targets set.
- If an ongoing target achieves its short term goal, a new, updated target can be generated using the Duplicate button on the target.
- Add further comments for clarification on progress or to indicate if a new target has been set in relation to this target.
### Completing a Target - Step by Step

<table>
<thead>
<tr>
<th>Create a New SMART Target</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area of Focus</strong></td>
<td>• Select the <strong>Pupil Premium Funding Not Required</strong> tab if a target is funded from the school's own resources. No further information is required at this stage.</td>
</tr>
<tr>
<td>Select from the drop down menu.</td>
<td></td>
</tr>
<tr>
<td><strong>The Current Situation</strong></td>
<td>• Pupil Premium related targets can be funded with:</td>
</tr>
<tr>
<td>Describe the starting point for this intervention and the context in which the target is being set. It may refer to information already provided in other parts of the PEP.</td>
<td>o Early Years Pupil Premium*</td>
</tr>
<tr>
<td><strong>(S.M.A.R.T.) Target</strong></td>
<td>o Pupil Premium Plus,</td>
</tr>
<tr>
<td>Describe what you expect the child to achieve as a result of this intervention ie the expected outcome. The SMARTer the target is, the easier it will be to assess whether it was achieved when you come to review it!</td>
<td>o A combination of Pupil premium Plus and Additional Funding</td>
</tr>
<tr>
<td><strong>Intervention Type</strong></td>
<td>o Additional Funding or</td>
</tr>
<tr>
<td>Select from the drop down menu.</td>
<td>o Specialist Services provided by the Virtual School</td>
</tr>
<tr>
<td><strong>How will the target be achieved?</strong></td>
<td>• Full details on what the funds will be used for and how it is costed must be provided.</td>
</tr>
<tr>
<td>Enter what is going to be done/put in place to achieve the expected outcomes. Full details here may also be helpful when the impact of the target is reviewed.</td>
<td>• Select <strong>Pupil Premium Funded</strong> for targets which will use:</td>
</tr>
<tr>
<td><strong>To be reviewed by:</strong></td>
<td>o Pupil Premium Plus,</td>
</tr>
<tr>
<td>You must set a date for review – ideally this will be the date of the next PEP meeting.</td>
<td>o Early Years Pupil Premium,</td>
</tr>
<tr>
<td><strong>Who is responsible for supporting the young person to achieve this SMART target?</strong></td>
<td>o Any other intervention funded by the Virtual School or</td>
</tr>
<tr>
<td>If the person who is going to support the child to achieve this target is not on the list you can include this information in the ‘How will this target be achieved?’ section.</td>
<td>o A request for <strong>Additional Funding</strong>.</td>
</tr>
<tr>
<td>* Early Years children are not eligible for <strong>Additional Funding or Pupil premium Plus</strong></td>
<td>• If a target is funded from only one source:</td>
</tr>
<tr>
<td></td>
<td>o Select the relevant drop down menu item in <strong>Source of Funding (1)</strong></td>
</tr>
<tr>
<td></td>
<td>o Enter the amount to be spent in the adjacent box</td>
</tr>
<tr>
<td></td>
<td>• If the intervention is to be part funded from two sources</td>
</tr>
<tr>
<td></td>
<td>o Select the relevant drop down menu items in <strong>Source of Funding (1)</strong> and <strong>Source of Funding (2)</strong></td>
</tr>
<tr>
<td></td>
<td>o Enter the amount to be spent in the adjacent box</td>
</tr>
<tr>
<td></td>
<td>• If a target identifies the provision of <strong>Specialist Services funded by the VS</strong> the cost of funding can be set at £0.01.</td>
</tr>
</tbody>
</table>
The PEP Meeting

The PEP Meeting is the opportunity to discuss how the child can be supported to make progress.

Ideally sections A, B, C and D (where a carer has access to ePEP) will have been completed before the Meeting. However, if any of these sections are not fully completed beforehand, they should not be completed at the meeting. The social worker, designated teacher and carer can report verbally and add the relevant details afterwards (within 7 days of the date of the Meeting).

At the start of the Meeting:

1. Agree who is going to record the notes of the meeting.
2. Check that the date of the meeting is correct – if necessary select the Here button below the date to reschedule the CURRENT PEP meeting.
3. Click on the Confirmation of PEP Meeting Button to confirm that the meeting has taken place on the date shown above.
4. Tick the boxes to confirm attendance and/or in the names of all other attendees in the box below.
5. Write the name of the person completing the form.

SUM UP THE YOUNG PERSON’S CURRENT ACHIEVEMENTS, NEEDS AND INTERESTS

This section is the record of the discussion at the meeting and should focus on:

- The child’s talents, interests, achievements and progress,
- Any areas of concern including transitions and
- Reviewing the impact of past targets and agreeing on future actions.

It should be an accurate record of what was discussed at the meeting and reflect the link between the information provided in sections A, B, C and D and any targets set.

Mind of My Own

This is an app, which Dudley Council has subscribed to, which enables young people (age 6+) to communicate with their social workers. It can be installed on any device and children’s social workers can facilitate access to it. Dudley Social Care wishes to ensure that as many children as possible have access to this app.
COMMENTS AND VIEWS

The child is at the centre of the PEP process and you must provide evidence that the child has been given the opportunity to be involved. It is, therefore, essential that:

- the method of capturing children’s and young people’s views,
- your response to those views and
- any other information relating to children’s views

are recorded here.

If a child refuses to contribute it may be appropriate to enter here any agreed strategies to encourage the child’s future involvement.

Carer’s Comments and Other Views and Comments

Carers who have access to ePEP can complete section D before the meeting. The information added must be reviewed at the meeting and any response recorded here.

If a carer does not have access to ePEP you do not need to complete section D with them but any comments made by the carer can be recorded here.

Any other comments not recorded elsewhere can be recorded here.

NEXT MEETING

The date, time and location of the next meeting must be recorded even if the date is provisional. A PEP cannot be signed off if this information is not recorded.

Avoid arranging PEP meetings during the last week of term.

If a meeting date is provisional, make a note of this in the ‘Reasons for the Meeting’ section below.

INVITATIONS TO NEXT PEP MEETING

Click on the SEND button next to an individual’s name to generate an invitation to the next PEP Meeting.

Designated Teacher Sign Off

The designated teacher must indicate that they have completed their section by clicking Mark Completed.

When a child has made their contribution they (or the designated teacher on their behalf) must click the Mark Completed button.

If a child refuses to contribute the designated teacher should click the Mark Completed button and record their refusal and any discussion on future involvement of the child in the Meeting Section.

Ideally this is done at the meeting but each section must be marked completed within 7 days of the meeting.